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REVIEW ARTICLE

RESEARCHES AND ISSUES IN TEACHER EDUCATION

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ABSTRACT

Researcher has tried to explore that why teacher education programmed to criticized in past decades and how unfitted for society. Jvc Committee in India has concentrated on teacher Education programme and suggested the syllabus should be correlated with school and society. NCERT has developed the courses for teacher Education in directions of NCTE as per recommendations of Jvc. For it VBSPU Jaunpur (UP) has developed the teacher Educational course as per rules and in which the content is analyzed in this study and found that the course is committed based Jvc.

Key words:

Research input, Issues, Challenges,
Teacher Education. Concerns. etc.

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INTRODUCTION

Student teachers gain knowledge through their experiences and intelligence. The basis of general knowledge is familiarizing oneself with actual facts and principles or theories, society people are curious to know that our school & what are doing in the field of creation for which my teachers are prepare or traditionally gaining on as their birth, this curiosity, eagerness, education and industriousness increases quantum of knowledge in the mind of teachers. As the amount of knowledge increases, they become eager to gain more knowledge. It is this eagerness which motivates them to make organized and planned efforts. It is necessary to research for teacher institutions that comes the outcome of motivation in pre service teacher. Jvc want to correlate that teacher institutions with society through the knowledge as multiply by the results and conclusions which drawn from the research in this way the stream of research and knowledge continue to flow. It is necessary to carry out the research activity to verify their previous knowledge. Thus it is clear that the pre service teacher obtained knowledge first and on the basis of today knowledge, research is carries out. How the development of education should take place and how to laid down a firm foundation of it, depends on what we have to teach? It is an important question. Because, till the decision about curriculum, teaching subjects is not taken, till then it is not possible to decide about educational organization, school

buildings, necessary apparatus, qualification of teacher, teaching methods and no plan related to these can be developed. Today, in fact changing world students have to introduce with physical world and subjects which are rapidly changing. Thus there is a need to change the curriculum time to time. The continuous evaluation of the subjects decided for students is most essential. We know that since 2002 educationists make one year modified B.Ed. / M.Ed. courses to start and tough by 2014. But today after evaluation Jvc has recomended that one year teacher education programme was not correct in present Indian Scenario. There is a need to do improve it and make the two year teacher Education courses in keeping views to correlate school, child and society according to Indian constitution. Two year courses prepared by educationist in parts as Educational bases, pedagogical, Internship and Enhancing professional capacities course. According to Jvc Student teacher will learn that how will disable come in main stream and how could make the healthy India. There is need to do research on the utility of curriculum taught at primary and secondary institutions. How much we have to teach? What we have to teach? And in which from to teach? These are such questions, which are essentially to be answered. These are another important problem of drop-out, which is to be solved. That is why we talk about education for all. There is a need of serious thinking include in present running courses of two years B.Ed. / M.Ed. based on Jvc recommendations at national level. For this prepare a two years courses that student teacher would be able to understand the issues and concerns in teacher Education in India in a proper perspective and critically analyze the various

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approaches to teacher development. It will promote the grasp the findings of research in the field of teacher Education for promoting validity. In this guidance and directions of Jvc VBSPU Jaunpur has developed the following contents for M.Ed. Students.

Course:- VBSPU Jaunpur (UP) has developed following courses for it

Objectives

After taking this course the student will be able to-

- Understand the issues and concerns in TE in India in a proper perspective.
- Critically analyze the various approaches to teacher development.
- Grasp the findings of research in field of TE for promoting validity.

Unit-I: Teacher education; issues and concerns in the Indian Context

- Problem of preservice teacher education; inadequate planning, privatization and commercialization and economics of teacher education.
- NCTE norms and standards for teacher education program at secondary level.
- Universalization of secondary Education and its implications for teacher education at school stage.
- Management of teacher education at state level.

Unit-II: Teacher Education as professional education

- Teacher Development-concept, professionalism and influencing factor.
- Historical perspective of teacher education in India.
- Approaches to teacher development- traditional, academic, personalistic, Competency, Social reconstructionist and synthetic view.
- Scope of teacher Education Programme as reflected in NCTE regulations. Stage specific and area specific teacher education program.

Unit-III: Challenges to teacher education and Issues

- Challenges in professional development of teacher relevance to school education paucity of qualified

teacher educators, assurance of quality of teacher education program.

- Issues related to enhancing teacher education competence, commitment and teacher performance.
- Teacher educators and needed leadership competences in planning, implementation and evaluation of preservice and inservice teacher education program.

Unit-IV: Research and Development in Teacher Education

- Education of Teacher Educators: Preparatory programme and professional development of Teacher Educators at different stages.
- Paradigms for research and Teaching: Research and effectiveness of teacher education programmes.
- NAAC-NCTE criteria for assessment of teacher Education Institutions.
- Methodological issues of research in teacher education – Theoretical research, Applied research, Participatory action research and Teaching effectiveness.
- Trends of research in Teacher Education with reference to theme, design, findings and policy implications.

Transactional strategies:

- Study of the annual reports of Siemat/Scert/Rie/Ncert/Nuepa, universities teacher education institutions, ASCs.
- A review of a research article in teacher education and write implications for practitioner.
- Interactive lectures followed by group discussions and Buzz seminars.

Methodology

Applying the research design for present study has completed with content analysis and observation schedule.

Analysis

After Jvc recommendations educationists has constructed the paradigm for issues and concerns in the Indian context as follow-

NCTE norms and standards for teacher education program at secondary level

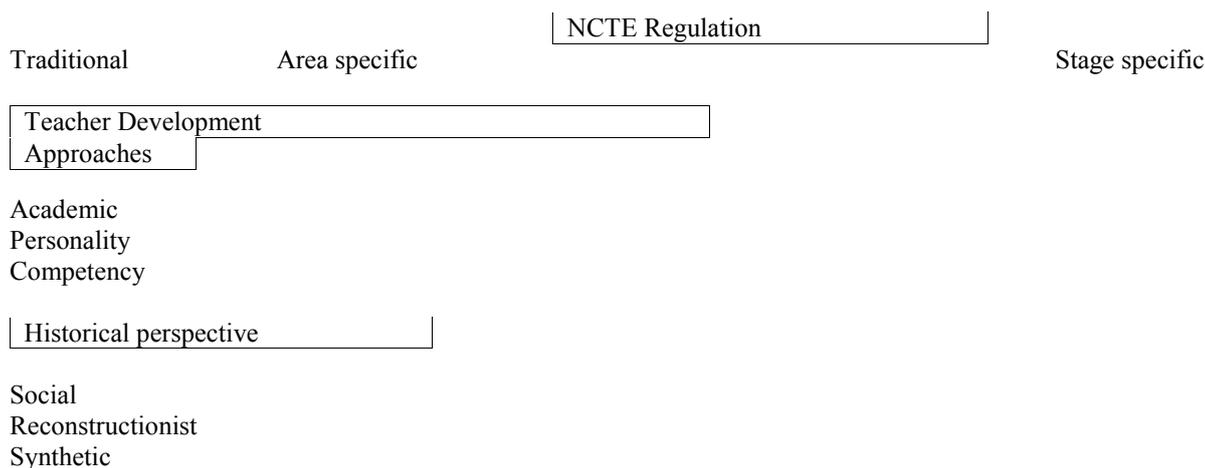
Above paradigm of teacher Education in Indian context as globally affect with planning, privatization, commercialization and Economics as per rule of NCTE Norms and standards for teacher Education programmed. It is necessary to reach the program at every stage of schools or universalization of secondary education and its implications through training. Teacher education programmed should be manage at state level.

Universalization

Teacher Education
School stage

Implications management state level

Paradigm should be shift for teacher Education as professional Education as follow-



Above paradigm shows that teacher Education program should be developed as area specific and stage specific as per regulations of NCTE, For Teacher development should be reviews based historical perspectives and applying through difference approaches like traditionally, Academically, personalistic, competency, Social reconstructionist and synthetically. Jvc suggested the exploring challenges and issues in Teacher Education for the student teachers as following paradigm.

Paucity of qualified challenges Teacher educator	Assurance of quality of teacher Education program
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Professional Development

Evaluation

Leadership-----	-----Teacher performance
Commitment	Issues
	Competence

Assessment of Institutions

Above paradigm shows that student teacher should be competent in knowledge, leadership behavior, commitment and Evaluation, For which there are many challenges like paucity of qualified teacher education and assurance of quality of teacher education programme. Researches should be organized for situation of challenges and implementation as following paradigm shifting.

Preparatory programme of teacher Education
And Professional development Effectiveness

Different type of Research

Different stages
at

Above paradigm shows that teacher education programme should be prepare for professional development which are applicable at all stages with effectively. Teacher education institution should be assessing by NAAC, RCI and NCTE Time to time properly. Researches should be promote in the field of teacher education program

Conclusion

Student teachers deprived in different ways by different thoughts because they have not any common platform, So NCTE Provide as nationally professional curriculum in the directions of JVC committee. Now all the central and state universities construct curriculum about needs of located society with 20% manipulation from proposed national based curriculum. For it will clear the importance of Education based on professional programme. Teacher education program can consider an independent faculty, when it is successfully tested on certain criteria. This study will mile stonic in the professional development of teacher Education.

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