



# EVINCING RESEARCH CULTURE EMBEDDED TEACHER EDUCATION FOR INNOVATIVE PEDAGOGICAL APPROACHES: A FUTURISTIC ROADMAP FOR NEP- 2020

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## Abstract

Educators are supposed to use formal information sources such as textbooks, content standards, teaching standards, district curricula, and behavioural programs, among others, to obtain new knowledge and make classroom judgments. While these types of information are vital, the reflective knowledge that educators develop via their pedagogy is an amalgamation of various sorts of knowledge enacted in the classroom. The quality of education for students is ultimately determined by the decisions made by educational stakeholders, who depend on research for information. As a result, the goal of educational research is to engage in disciplined inquiry to develop knowledge on themes important to students, teachers, administrators, schools, and other educational stakeholders. NEP also seems to be offering guidance for an all-inclusive, complete, integrated, and holistic high-quality education without sacrificing activities related to man-made life skills, values, or 21st-century skills. It is widely acknowledged that this NEP-20 is for the twenty-first century and will bring much-needed reform to the Indian education system, which has been waiting for 34 years. The process of becoming a teacher involves developing interdisciplinary perspectives and knowledge, forming attitudes and values, and practicing under the most experienced mentors. Teachers need to be up to date on the most recent developments in pedagogy and education, but they also need to have a solid foundation in Indian values, languages, knowledge, ethos, and customs, particularly tribal customs, as per NEP 2020. It is evident that India has been the Viswa Guru in providing higher education across the world as Nalanada, Takshila, Vikramshila and many other eminent institutions had been the best Universities in the world with effective pedagogical practices. This paper tries to explore various Indian Pedagogical Practices like Oral Techniques, Collaborative Work, Community Engagement Programmes, Individualised Mastery Skills etc. that will help in enhancing the research culture among future teachers so that they will create and practice best practices in teaching-learning process. Furthermore, suggestive recommendations of the present paper will be helpful in providing valuable insights to policy makers for NCFTE.

**Key Words:** Innovative Pedagogy, Research Culture.

## INTRODUCTION

Teacher education is the professional preparation in pedagogy of persons who desire to become teachers. The American Commission on Teacher Education correctly observes "The quality of a nation is determined by the quality of its population. The quality of its population is more dependent on the quality of their education than on any other single aspect, namely the quality of their instructor." "Teacher Education" denotes the application of the same "process of education" to the "Student Teacher" that he would later apply to his students. A teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that helps them to better connect with, manage, and teach to their students in a manner which ensures that all students are learning and benefitting.

Teacher training programs, when executed correctly and with the appropriate content, have the potential to develop instructors to the point where they can favorably affect pupils not just academically but also socially. The findings suggest that by putting teacher educators in communities of research practice, where they are valued and motivated participants with more substantial research duties, research leaders are boosting their capacity to do research.

Hill & Haigh (2012) recommended that research leaders are developing research competency by positioning teacher educators in communities of research practice where they are credible and motivated participants with increasingly more central research responsibilities.

Ayub & Khan (2013) discovered that the self-reported data indicates that teacher educators were not able to match their to change with their actual classroom practices. Teacher Educators were still facing problems in implementing some of these activities based student-centered practices like project work, use of internet in teaching-learning, gallery walk etc

Olvido (2021) suggested that the establishment of a research culture is an investment, and as such, it is evidence-based and produces quantitative and observable performance and product results. A clear mechanism for tracking and evaluating research outputs should be a cornerstone of every academic institution's investment strategy for fostering a strong research culture. To evaluate the efficacy of techniques and advise reorienting activities if data suggests otherwise, the return on investment should be determined.

Sharma (n.d.) should take a comprehensive strategy that includes putting policies in place that assist high-quality research, foster teamwork and multidisciplinary study, and advance the transfer and translation of information. Institutions must respect research and give top priority to establishing a conducive atmosphere for it. Leadership, professors, and staff at institutions must remain committed to building a strong research ecosystem. It is a continuous process that calls for constant examination, feedback, and improvement rather than a one-time effort.

According to Yigit & Bagceci (2017), action research has greatly benefited teachers by helping them solve issues on their own, learn about the scientific research process, differentiate their approaches and strategies, and effectively manage their classrooms. However, he also recommends doing studies to see if the instructors continue to use Action Research in the future.

Casci and Adams (2020) agree with the researcher's perspective on the essence of research to teachers, stating that "to improve research culture, start from the priorities that you think matter most to your organization; those that reflect its values, fit with what your community truly cares about, or align with the activities that are already in progress".

Sauquillo (2023) recommended that teachers should focus their research efforts on the following areas: improving student success, resolving classroom issues, and enhancing professional competence. While under competency in writing action research, data revealed one theme: they lack all skills in writing action research.

Professional development for teachers is an important aspect in ensuring that changes at all levels are effective. Effective professional development opportunities for teachers have a favorable impact on student performance and learning. In order to improve students' learning and performance, it is imperative that teachers' professional development be given significant consideration. The teaching profession is becoming increasingly complex, and the responsibilities placed on instructors are rising.

## RESEARCH CULTURE IN TEACHER EDUCATION

Developing research culture is a process that involves creating and maintaining a supportive environment for research activities within an institution. Research culture can influence the quality, quantity, and impact of research outputs and outcomes. Research culture can also affect the motivation, satisfaction, and professional development of researchers and teachers. There are many ways to develop research culture in teacher education institutions, depending on the context and needs of each institution. However, some common elements that can help foster a positive research culture are:

**Effective leadership and clear goals-** Research leaders should set a vision and direction for the institution's research activities, communicate them clearly to all stakeholders, and provide guidance and support for researchers. Research leaders should also ensure that the institution's goals are aligned with its mission, values, and priorities.

**Training and support-** Researchers should have access to adequate training and resources to enhance their skills, knowledge, and competencies in conducting high-quality research. Researchers should also receive mentoring, coaching, feedback, recognition, and incentives for their achievements.

**Research funding-** Researchers should have opportunities to secure external funding for their research projects from various sources. Researchers should also be aware of the ethical standards and regulations that govern their funding sources.

**Research Centres-** Researchers should be able to collaborate with other researchers from different disciplines, institutions, or countries through established or emerging research centres. Research centres can provide platforms for interdisciplinary exchange of ideas, data, methods, or technologies.

**Research recognition-** Researchers should be able to showcase their research outputs and outcomes through various channels such as publications, presentations, awards, patents, or media. Researchers should also be able to benefit from the visibility and impact of their research on society.

**Networks and collaboration-** Researchers should be able to network with other researchers within or outside their institution through formal or informal groups such as committees, societies, associations, or clubs. Networks can facilitate communication, coordination, cooperation, or competition among researchers.

**Time and pay-** Researchers should have reasonable working hours that allow them to balance their research responsibilities with their teaching duties. Researchers should also receive fair compensation for their work that reflects its value and contribution.

## CHALLENGES IN DEVELOPING RESEARCH CULTURE

Research culture can influence the quality, quantity, and impact of research outputs and outcomes. Research culture can also affect the motivation, satisfaction, and professional development of researchers and teachers. However, developing research culture is not an easy task. There are many challenges that can

hinder or prevent the establishment and maintenance of a positive research culture. Some of these challenges are:

**Lack of leadership and vision:** Without clear and consistent leadership from the top management, research culture may be weak or inconsistent. Leaders should set a vision and direction for the institution's research activities, communicate them clearly to all stakeholders, and provide guidance and support for researchers.

**Lack of resources and incentives:** Without adequate funding, facilities, equipment, materials, or personnel, research culture may be limited or compromised. Researchers should have access to sufficient resources to conduct high-quality research. Researchers should also receive fair compensation for their work that reflects its value and contribution.

**Lack of recognition and reward:** Without recognition and reward for their achievements, researchers may lose motivation or interest in conducting research. Researchers should be able to showcase their research outputs and outcomes through various channels such as publications, presentations, awards, patents, or media. Researchers should also benefit from the visibility and impact of their research on society.

**Lack of collaboration and networking:** Without collaboration and networking with other researchers within or outside the institution, research culture may be isolated or fragmented. Researchers should be able to collaborate with other researchers from different disciplines, institutions, or countries through established or emerging research centres. Research centres can provide platforms for interdisciplinary exchange of ideas, data, methods, or technologies.

**Lack of diversity and inclusion:** Without diversity and inclusion in the research community, research culture may be biased or homogeneous. Researchers should have equal opportunities to participate in the research process regardless of their gender, race, ethnicity, religion, age, disability status, sexual orientation, or any other identity factor.

**Lack of ethics and integrity:** Without ethics and integrity in the research process, research culture may be corrupted or compromised. Researchers should adhere to ethical standards and regulations that govern their funding sources<sup>12</sup>. Researchers should also avoid plagiarism, fabrication, falsification, misrepresentation, or any other form of academic misconduct.

### **Suggestive Recommendations for Innovative Pedagogical Approach**

Innovative pedagogical strategies have a favourable effect on students' learning, attitudes, and behaviour. They can guarantee that every student meets the learning objectives of the course or program and exhibits the qualities expected of graduates. Assuring a motivated and creative teacher is possible with the flexibility to employ innovative pedagogies, as acknowledged in NEP 2020's paragraph 13.4. The following three structural adjustments to educational systems have a great deal of potential to support the successful development of the innovative pedagogies previously mentioned: providing professional development to guarantee the cornerstones of excellent teaching; raising the profile of educators; and fostering new models that combine formal and non-formal learning. Some of the suggestive recommendations for the innovative pedagogical approach for the infusion of research culture within the teacher education Institution are as follows:

- **Curriculum of Teacher education needs to be Research Oriented**

Such curriculum needs to be within the teacher education that need to emphasis on the adequate knowledge and understanding of research so that they will make use of it properly in his/her day-to-day teaching for solving their daily classroom problems.

- **Pedagogical Practices in TEIs more of Research based**  
Such pedagogical practices to be adopted within the Teacher Education Institution that teacher educators keep on practicing research-based activities for enhancing the research skills among them.
- **Emphasis more on Experimenting innovative pedagogy in classroom (Oral Communication)**  
Teacher educators should keep on experimenting novel pedagogical approach within the classroom and ultimately records the findings and outcomes of the new methods and techniques thus, makes the learning environment more effective and interesting for the would-be teachers.
- **CPD Programmes for conducting research in classroom**  
Such Capacity Building programmes should be organised by the Teacher Education Institutions so that the teacher educators will be not only have proper knowledge but also adequate skill to practice in their classroom teaching.
- **Interactive lessons Practices by amalgamation of Traditional and Modern Methods**  
While having teaching practices teacher educators made the student teachers to integrated the best of ancient Indian practices along with modern practice of teaching so that we will come with best teaching practice and techniques.
- **Self-Reflective Strategies on Classroom Teaching**  
Some self-reflected strategies need to be adopted by the teacher educators for themselves and also for their students so that there is increase in the reflective thinking among them which ultimately answers the various problems and obstacles in the current practices.
- **Mastery Skill Recognition and development**  
Just like in ancient Indian practices, an individual should not only aware of all the requisites skills and practices in the classroom but pupil teachers will be given recognition as a master in at least one skill, which needs to be done by the concerned teacher educators as per their pre-established criteria and demands.

## CONCLUSIONS

To sum up, research on teaching, or the less demanding but potentially more practical habit of reflection on action through research-oriented practices, is a critical tool for maintaining professional curiosity and directing professional discourse. Encourage research-oriented attitudes and behaviors in beginning teacher education courses, which are generally focused on short-term survival over long-term professionalism. To develop professionals and increase educational quality, research-based professionalism must be reinforced at all stages of teacher preparation, from conception to assessment and appraisal.

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