

# SOME REFLECTION ON THE PRIORITY AREAS OF RESEARCH ON TEACHER EDUCATION

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## ABSTRACT

*Research in any academic discipline intends to solve existing problems as well as proliferate its dimensions and make it a worthwhile social component. Researches are being conducted in Universities, institutions under the supervision of different authorities and degrees are being awarded. But questions are to what extent the research findings in teachers education are innovative, path finders and actually improving the quality of teacher education. Attempts have been made to find out the solutions keeping in mind the existing research areas and submitting some emerging areas of research in teacher education.*

## Introduction:

Educational research in general and action research in particular identify the existing problem of teacher education and also throw light towards the solution of those problems. Teachers, educational administrators, planners are aware of these facts. Researchers have contributed tangible findings in the field of teacher education. But the vastness of the field of teacher education demands a lot of research in the emerging areas.

## Areas already focused:

- Teacher's professional development vis-à-vis educational qualification, incentives, monitoring system, enhancement of teaching skill and the like.
- Basic subjects related education-Science education, Mathematics education, Information and Communication Technology education, Language education etc which have mainly discussed the methodology to be used in teaching those subjects at school level.
- Curriculum development-School curriculum based on NCF's and teacher education curriculum considering National Curriculum Framework for teacher education and few developed countries have been explored.
- Permission or Licensing, Accreditation and Degree awarding system. Procedures of granting new teacher training institution by state and national level agencies have been analysed. Similarly functions of accreditation body like NAAC for determination of the quality of the

institution, finding the strength and weakness of the institutions etc have been critically analysed by different researchers.

In the field of degree awarding system, feasibility of the course duration, integration of formal degree with professional degree have been analysed.

## Contemporary Research in Teacher Education:

- Chakrabarty, A., Bagchi, B., et al (2005) conducted research in the field of in-service teachers training programme in West Bengal.
- Thiagarajan, P.A and Ramesh, R(2005) made a research study on self-concept of B.Ed. Trainees.
- Gupta, M. and Jain, R (2005) conducted research on self-appraisal of their skills by Teachers Trained through Formal and Distance Mode.
- Gupta, G. and Ram, S (2006) has focussed on Transactional styles among Prospective Teachers. Sudheesh Kumar, P.K(2007) explored on Developing Reflective Thinking among Pre-service Teachers through Multiple Intelligence Teaching Approach.
- Durai, M. Thambi and Muthuchamy, I.(2008) studied Impact of Teaching Practice Programme upon the self-concept of B.Ed Studies.
- Goswami, S(2009) conducted study on An Appraisal of Norms and Standards of NCTE Regarding Teacher Education Based on Attitude of Teacher Education.
- Mehra, V(2010) conducted research on Pre-service Teacher Education for Emerging Diverse Educational Contexts. Abdul Saleem, K.P. and

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Arun, P.K.(2011)studied Human Rights Awareness among Teacher Educators. Rajendran, S. and Mary, S.J(2012) studied correlation between Internal Assessment and External Assessment of B.Ed students.

### Reflection on the Issues:

Those are the few notable topics of researches in the field of teacher education. It is reported that Indian Universities produce more number of research degrees in education than other universities of the world. The private universities are going to be add a large number research degrees within a short period. Moreover, anybody of any disciplines having a M. Ed professional degree is eligible to conduct research in Education. So the quality of research in Education in general and in Teacher Education in particular is not always maintaining the standard. Most of the researchers are undertaking research to obtain a degree. Teacher education curriculum framers are seldom paying attention to the implementation of those research finding in actual practice or the findings may not have a positive effect on realistic situation. The National Curriculum Framework for Teacher Education (NCFTE) has rightly stressed on “Reform of teacher education to move forward on a sound footing demands dedicated research in the area of foundations of education in the Indian context by universities, preferably in independently established departments. The research in such departments would help to develop the teacher education programmes on a more sound theoretical basis.”

Justice J.S. Verma commission (2012) in its recommendations has judiciously emphasised. “There is a need for enhanced capacity in promotion of research in education in general, and in teacher education in particular in Universities, creation of an inter University Centre could play a significant role in this regard.”

### Priority areas of Research:

In West Bengal, a separate University for Teachers' Training has been established. So the West Bengal University of Teachers Training Educational Planning and Administration is expected to come forward to meet the long standing demands of teacher education.

Being acquainted with the problems of academic affairs of school education, we are submitting the following areas related to teacher education as

research areas:

1. Role and functions of subject teachers association, like Mathematics Teachers, Science Teachers, Geography Teachers Association etc as a complementary institution at the school levels.
2. Feasibility of one year B.Ed degree followed by 5-6 in service Refreshers/Orientation courses.
3. Devise Diagnostic Test Subjectwise-levelwise.
4. Quality Research for Quality Teacher Education.
5. Quality Assurance in Public and Private Teacher Education Institution.
6. Provision of Grants to Private Teacher Education Institution.
7. Scope of Inclusion of Massive Open Online Courses (MOOC) in Teacher Education.
8. Diversification of Teacher Education into Bachelor of Technology and Education (B.Tech.Ed)/Bachelor of Business Management and Education (B.B.M.Ed) etc.

**Conclusion:**Teacher education in India has a long history. Different commissions and committees have tried to make it updated by changing its curriculum, methodology, duration, administration, ownership and the like. A quantum of research in teacher education has been awarded and to be awarded in coming years in which innovative majors may be reflected. Time has come to identify the potential areas of research so that the findings can be implemented in future planning of teacher education for its survival.

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