

RESURGENCE OF EDUCATION

**AN EFFORT TOWARDS
QUALITY CULTURE IN
EDUCATION**

**Chief Editor
Dr. Khushvinder Kumar**

**Editors
Dr. Monika Sethi
Ms. Kuldip Kaur
Mr. Sunil Kumar
Ms. Ravdeep Kaur
Mr. Pargat Singh**

CONTENTS

	Page Nos.
Acknowledgements	xvii
Foreword	xviii
Preface	xix
THEME - 1	
ROLE OF RESEARCH IN QUALITY ENHANCEMENT OF HIGHER EDUCATION	
1. ROLE OF RESEARCH IN ENHANCING QUALITY OF HIGHER EDUCATION (<i>THEME PAPER</i>) – Dr. Sunil Dutt & Suniti Dutt	3-10
2. RESEARCH DEFICIT IN HIGHER EDUCATION IN INDIA – Dr. Kuldip Puri	11-14
3. RESEARCH IN HIGHER EDUCATION: WHAT IT IS AND HOW IT SHOULD BE? – Dr. Vishal Sood	15-18
4. QUALITY CONCERNS IN HIGHER EDUCATION – Dr. Khushvinder Kumar & Ravdeep Kaur	19-24
5. QUANTITATIVE AND QUALITATIVE ISSUES IN HIGHER EDUCATION – Dr. Jaspal Singh, C.L. Shivgotra & Ramzan Ali	25-29
6. ROLE OF RESEARCH IN QUALITY ENHANCEMENT OF HIGHER EDUCATION WITH SPECIAL REFERENCE TO TEACHER EDUCATION – Dr. Narender Kaushik & Sunita Kumar	30-33
7. QUALITY IN HIGHER EDUCATION – Dr. Ravinder Kaur & Dr. Navneet Kaur	34-37
8. CHALLENGE FOR INDIAN EDUCATION: RESULTS FROM PISA 2009+ – Dr. Yogesh Sharma & Sawinder Arora	38-41
9. ROLE OF RESEARCH ON TEACHER EDUCATION, METHODS OF TEACHING AND INFORMATION TECHNOLOGY FOR IMPROVING HIGHER EDUCATION – Dr. Gurmit Singh	42-45
10. RESEARCH: SOME TRUTHS AND SOME FACTS – Dr. Sandeep Sawhney	46-48
11. RESEARCH AND QUALITY ENHANCEMENT OF HIGHER EDUCATION – Dr. (Mrs) Rakesh Sandhu	49-52
12. ENHANCING THE QUALITY OF HIGHER EDUCATION – Harpreet Kaur Taneja & Ritu Dang	53-56
13. ENHANCING QUALITY RESEARCH IN THE CONTEMPORARY SYSTEM OF HIGHER EDUCATION – Dr. Joginder Singh Rana & Yogita Sarwal,	57-60
14. SIGNIFICANCE OF RESEARCH IN HIGHER EDUCATION: AN OVERVIEW – Manpreet Kaur	61-63
15. PROMOTION OF RESEARCH FOR QUALITY ENHANCEMENT IN TEACHER EDUCATION – Dr. Amardeep Kaur	64-66
16. HIGHER EDUCATION IN SCIENCE: A REVIEW OF CHALLENGES AND OPPORTUNITIES IN RESEARCH AND DEVELOPMENT – Dr. Neetu	67-70
17. QUALITATIVE RESEARCH LEADS QUALITY IMPROVEMENT IN HIGHER EDUCATION – Bhuvnesh Bhardwaj	71-75
18. QUALITATIVE RESEARCH FOR A REFORM BASED TEACHER EDUCATION PROGRAM – Parul Sood	76-80
19. NEED OF RESEARCH IN COLLEGES AND UNIVERSITIES – Chetna Sharma	81-83
20. QUALITY CONCERNS OF HIGHER EDUCATION – Dr. Parminder Kaur & Neetu Ohri	84-87

66.	COOPERATIVE LEARNING: AN EFFECTIVE STRATEGY – Dr. Sarbjit Kaur	288-292
67.	EMERGENCE OF THE 'KNOWLEDGE ECONOMY' AND 'KNOWLEDGE MANAGEMENT' AND THEIR IMPORTANCE IN THE 'TALENT ACQUISITION' FRONT – Pankaj Bhambri & Pooja Nischal	293-296
68.	STRATEGIES TO ENHANCE QUALITY IN CLASSROOM TRANSACTION PRACTICES – Dr. Parineeta Singal, Ashima Sharma/Bhandari & Jaspreet Singh	297-300
69.	COOPERATIVE LEARNING - WHEN YOU TEACH, YOU LEARN TWICE – Dr. Khushvinder Kumar & Pargat Singh Garcha	301-305
70.	DESIGNING COMPUTER ASSISTED INSTRUCTIONS IN EDUCATIONAL PSYCHOLOGY FOR PROSPECTIVE TEACHERS – Dr. Khushvinder Kumar & Preety Chawla	306-311
71.	REFLECTION AS A VITAL TOOL FOR NAVIGATING LIFE IN TODAY'S CLASSROOM – Ramandeep Kaur Sidhu, Gurvinder Singh & Manjit Kaur	312-316
72.	QUALITY CONCERNS IN TEACHING OF ENGLISH – Dr. Rekha	317-320
73.	ENHANCING QUALITY IN CLASSROOM TRANSACTION PROCESSES: A TRANSACTIONAL MODEL – Sarita Sharma	321-324
74.	INNOVATIONS IN CLASSROOM TRANSACTION PRACTICES – Shaveta Sharma	325-327
75.	EFFECT OF HEALTH AWARENESS ON ADJUSTMENT AND FEELING OF WELL BEING OF FEMALE ADOLESCENTS – Sonia Chopra	328-331
76.	ENERGIZING QUALITY IN HIGHER EDUCATION THROUGH PROBLEM BASED LEARNING – Anuradha Sekhri	332-334
77.	USING ICT TO STRENGTHEN THE NATION – Karamjit Kaur	335-339
78.	QUALITY CULTURE IN EDUCATION – Mandeep Kaur	340-344
79.	APTITUDE AND ACHIEVEMENT MOTIVATION IN RELATION TO ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS – Navjot Kaur	345-348
80.	CLASSROOM TRANSACTIONAL PRACTICES TO INFUSE LIFE SKILLS IN EDUCATIONAL PROGRAMME – Kuldip Kaur	349-354

THEME - 3

REFLECTIONS ON TEACHER EDUCATION CURRICULUM

81.	TEACHER EDUCATION CURRICULUM: CONSTRUCTIVIST REFLECTIONS (THEME PAPER) – Dr. Arbind K. Jha	357-363
82.	CURRICULUM TRANSACTION IN TEACHER EDUCATION – SOME REFLECTION – Dr. (Mrs.) Arti Anand & Dr. Vishal Sood	364-368
83.	TRANSFORMING CTE'S FOR ENSURING QUALITY IN EDUCATION - A CONCEPTUAL FRAMEWORK – Dr. Sheojee Singh & Ram Krishna	369-372
84.	REFLECTION ON TEACHER EDUCATION CURRICULUM – Dr. Surender Kumar Sharma	373-382
85.	TEACHER EDUCATION CURRICULUM FOR DIVERSE NEEDS – Dr. Surinderjit Kaur & Ritu Dial	383-387
86.	ACTION RESEARCH, VALUE EDUCATION AND ICTs INTEGRATION FOR QUALITY CULTURE IN TEACHER EDUCATION – Dr. Ajay Kumar Attri	388-393

3

RESEARCH IN HIGHER EDUCATION: WHAT IT IS AND HOW IT SHOULD BE?

Dr. Vishal Sood, Assistant Professor (Education) ICDEOL, H. P. University, Shimla-5

Higher education is the backbone of any society. It is the quality of higher education that decides the quality of human resources in any country. Higher education is a complex system that facilitates teaching, research and extension. The inexorable advance of the present day Knowledge Society and Knowledge Economy - both fuelled by higher education, research and innovation have made 'research on research' increasingly important around the globe. Consequently, a much emphasis is laid on 'quality' of education at higher level. The term 'quality' is understood differently by different individuals when seen from different perspectives and angles. Generally, quality itself has been defined as fundamentally relational. Quality is the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs. Quality is an abstract, relational attribute. Virtually anything can be assessed for quality, such assessments being made against accepted standards of merit or against the interests of relevant stakeholders. However, what does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. However, here we will not go into the debate of multifaceted nature of quality in education. We will limit ourselves here to the issue of enhancement of quality in higher education which is a very big challenge before Indian education system. It is well accepted fact that the quality of higher education, to a great extent, depends upon the 'research activities'

undertaken in the education sector.

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. The role of research in several fields of applied economics, whether related to business or to the economy as a whole, has greatly increased in modern times. Research, as an aid to economic policy, has gained added importance, both for government and business. Research provides the basis for nearly all government policies in our economic system. Government has also to chalk out programmes for dealing with all facets of the country's existence and most of these will be related directly or indirectly to economic conditions. The plight of cultivators, the problems of big and small business and industry, working conditions, trade union activities, the problems of distribution, even the size and nature of defence services are matters requiring research. Thus, research is considered necessary with regard to the allocation of nation's resources. Another area in government, where research is necessary, is collecting information on the economic and social structure of the nation. Such information indicates what is happening in the economy and what changes are taking place. Thus, in the context of government, research as a tool to economic policy has three distinct phases of operation, viz., (i) investigation of economic structure through continual compilation of facts; (ii) diagnosis of events that are taking place

CURRICULUM TRANSACTION IN TEACHER EDUCATION – SOME REFLECTION

Dr. (Mrs.) Arti Anand, Assistant Professor, Abhilashi PG College of Education Nerchowk, Distt. Mandi
Dr. Vishal Sood, Assistant Professor, ICDEOL, H. P. University, Shimla-5

Teacher education is of vital significance in national development in general and educational development in particular of any country. Hence, the need of the hour is to conceive teacher education as a more comprehensive paradigm encompassing a number of inter-related components. Teacher education begins with pre-service education, extend to organized in-service professional education and continue with self-directed learning. The professional development of teachers has received a great deal of attention in all countries, including India. The volume of professional and research literature on professional development of teachers is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure, institutional development, instructional resources and the like. The content of teachers' professional development is rarely examined and critiqued. However, at present, expectations on education are high and rethinking of teachers' professional development is highly needed. Moreover, it is a well-established fact that teachers' professional development is conditioned by the ethos, culture and character of a nation. So, our constitutional goals, the directive principles of the State policy, the socio-economic problems, the growth of knowledge, the emerging expectations and the changes operating in education etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed as well as reviewed.

A call for action designed for the redefinition of teacher education highlights that teachers should become able to enable students to maximise the potential of their formal and informal learning. Apart from this, as learning is getting more personalised day by day, the one-size-fits-all teaching method is becoming more and more outdated. Teachers need to be prepared to design learning experiences which reflect the growing importance attributed to innovation and creativity in our societies. They also must be prepared to adapt their teaching practices to a rapidly changing global society. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

Need for Reforms in Teacher Education Curriculum and its Transaction:

The aforementioned discussion clearly reveals that since long, teacher education is being highlighted as a major area where more efforts and improvements are required. It is crucial that teacher education must go beyond the present paradigm in practice. Moreover, during the last decade, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. This has necessitated for bringing revolutionary steps in various aspects of teacher education sector. One of the major aspects of teacher education is the 'curriculum development and transaction'. Therefore, in the light of perceptible gaps in teacher education and urgent needs of the day, curriculum reconstruction has become imperative. The curriculum of teacher education at present, by and