ROLE OF RESEARCH IN QUALITY EDUCATION

A Compilation of Papers of National Seminar
on Role of Research in Quality Education
Organised by :
G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana

In Collaboration with
Council for Teacher Education (Pb. & Chd. Chapter)

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Role of Research in Quality Education

by

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PROCEEDINGS OF THE NATIONAL SEMINAR ON ROLE OF RESEARCH IN QUALITY EDUCATION

Organized by

G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana

in Collaboration with Council for Teacher Education (Pb. & Chd. Chapter)

on November 19, 2016

G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana organized a National Level Seminar on the topic "Role of Research in Quality Education" in collaboration with Council for Teacher Education. The Resource persons for the seminar were **Dr. M.C. Sharma, Director School of Education, IGNOU, Dr. Khushvinder Kumar, Principal, M.M.Modi College, Patiala and Dr. Ashwani Bhalla, Prof**. SCD Govt. College, Ludhiana. The panelists for the discussion were Dr. Gurmit Singh, Senator, Panjab University Chandigarh, Dr. Tirath Singh, Principal, Sacred Heart College of Education, Barnala, Dr. H.S Brar, Director, G.H.G Khalsa Colleges, Dr. Bhagwant Singh,Prof. University of Texas, USA and Dr. Harpreet Singh, Principal CKD institute of Management, Tarantaran. The other eminent dignitaries present on the occasion were Dr. Baljeet Kaur, Principal, GHG Harprakash College of Education, Sidhwan Khurd, Dr. Satinder Kaur, Principal, Ramgarhia College of Education, Phagwara, Dr S.S. Deol, Principal, G.H.G. Khalsa College, Gurusar Sadhar, Dr. Satwinder Kaur, Principal, G.H.G. College of Pharmacy, Gurusar Sadhar, Dr. J.S. Brar, Former Principal G.H.G. Khalsa College of Education and Dr. Rakesh Chander former Associate Prof. G.H.G. Khalsa College of Education, Gurusar Sadhar. Nearly 70 delegates including 15 Principals from various Colleges and other institutes participated in the seminar. Dr. Pargat Singh Garcha was the convener and Dr. Manu Chadha was the organizing secretary for the seminar.

Dr. V.K. Thind (Director), Dr. S. S. Thind (Secretary), Dr. H. S. Brar (Registrar) and Dr. Sarbjit Kaur (Principal), G.H.G. Khalsa College of Education, Gurusar Sadhar presented a floral welcome to the resource persons of the seminar and escorted them for the lamp lightening ceremony. Dr. Sarbjit Kaur extended a formal welcome to the guests and acquainted the delegates with the educational profile of the resource persons.

Dr. M.C Sharma in his keynote address remarked that the topic of the seminar was apt for the current educational scenario, where the quality of education is deteriorating. Research is the only weapon which could help in improving decision-making and raising the standards of education. He further suggested that research especially in the form of Action Research by school teachers can help in overhauling the school education system in India.

The contemporary age is witnessing serious challenges as far as education is concerned, like knowledge explosion, increase in enrollment, change in learning society as well as curriculum and ICT integration in education. He deliberated in detail about types of research, concerns in educational research, new trends in educational research, relevant areas of research through a power point presentation. He emphasized that research must be purposeful and should help in knowledge generation, it should be based on practical

issues. He raised his concerns on the faulty procedures and methodologies adopted by research practitioners and lack of innovativeness in selecting research problems. He emphatically recommended the de-affiliation of poor quality teacher education institutes.
Dr. Khushwinder Kumar, spoke at length about Mixed Method Research: A Research Paradigm. He clarified the meaning and purpose of using mixed method research in education. He added that the researcher needs to understand the research problem before adopting this method, it would also help in exploring participant views, to best convey the trends and voices of marginalized groups or individuals. Dr. Kumar through his power point presentation explained the various types of mixed method research like sequential designs, sequential transformative designs, concurrent embedded design, concurrent triangular design and concurrent transformative design.

Dr. Ashwani Kumar Bhalla the third resource person, discussed about the current area of concern for researchers that is "Research Ethics and Plagiarism. He said that the recent change in UGC norms and the question of API scores has led to a race in research and teachers and research scholars are adopting unethical means of copy paste mechanism to prepare and publish research papers which are in no way their original contributions. This is what has been called plagiarism where people steal and pass on the ideas or words of another without crediting the source. He vociferated the need for original work and creativity in research to promote national development. He said that the ethical practices should be adopted at grass root levels so that the research findings thus generated could be used by policy makers to re- incarnate the educational system in India.

The seminar got an international outlook due to the presence of Prof. Bhagwant Singh Ghumaan from University of Texas, U.S.A. who acquainted the delegates about research scenario in U.S.A.

The technical session was conducted after the lunch break, the session was divided into two parts, one was on the sub themes Research- New Trends in Teacher Education and School Education and Mixed Method Research: A Research Paradigm. It was chaired by Dr. Gurmeet Singh, Fellow, Panjab University, Chandigarh and 20 delegates presented their papers. The paper presentations on the two other sub themes, Plagiarism: A Challenge before Researchers, Action Research: A tool for Practitioners was chaired by Dr.Mahua Khosla, Asssistant Professor, Malwa Central College of Education, Ludhiana. More than 25 delegates presented their papers in this session.

The last phase of the seminar was an intensive panel discussion which was moderated by Dr. Khushvinder Kumar, the other panelists were Prof. Bhagwant Singh, Dr. Gurmeet Singh, Dr. H.S. Brar, Dr. Tirath Singh and Dr. Harpreet Singh. The questions were put forward by Dr. Khushvinder Kumar to the panelists and were answered by turn.

The issues discussed were: Role of Academic Staff Colleges in enhancing quality of education, the less researched upon areas in education, areas of collaborative research in management and education, issues of learner readiness and quality in professional courses, economic viability of teacher education institutes especially self financed colleges, differences in educational scenario in India and USA and suggestions to check plagiarism. The questions put forward by delegates were also satisfactorily answered by the panel.

The panel came up with the following clarifications and conclusions on the raised issues:

- Focused orientation required on the part of teachers.
- Quality learning material and consultation of original sources required.
- Teachers need to join professional development courses especially in their initial years of service.
- Value education, life skills, reflective teaching, personality development, professional development of teachers, norms and standards of teacher education and role and function of regulatory bodies are the areas which require in depth research.
- The research needs to be based in impulsive motives rather being compulsive in nature as forced upon by API indices.
- Need to create learner readiness for enhancing quality in education.
- Inspection teams should take stringent measures on institutes violating the rules and norms of appointment, salaries, attendance etc
- Good practices should be adopted from countries like US. Teaching should be more interactive, teachers should indulge in research only if they are research minded, class room teaching should not suffer due to compulsive research involvement of teachers. Probation period should be used to analyse the teacher effectiveness.
- Softwares' to check plagiarism should be used by researchers, guides and concerned universities before submission of thesis for evaluation.
- Action research by school teachers should be encouraged for improving school practices.
- Awareness about job rights and lodging complaints incase of violation of employee rights should be done to curb malpractices by employers.
- Education should become a priority area during five year planning by the government, politicians and policy makers should consult teachers at grass root levels before framing policies on education.
- Education should receive suitable boost so as to help India set on the path of development as soon as possible.

The seminar concluded with the presidential remarks and vote of thanks extended by Dr. S.S. Thind, Secretary, Managing Committee, G.H.G. Khalsa Institutes. Addressing the delegates Dr. Thind congratulated the college for organizing the seminar successfully on a burning issue and reiterated the need of quality research to raise standards of education. He stated the examples from Israel which is a small country and is still leading in agricultural research and helping PAU, Ludhiana in this area. Research, he remarked is the doorway for excellence in any area and thus should be quality based to enhance standards in education as well. Dr. V.K. Thind, Director, Dr. S.S. Thind, Secretary, Managing Committee, Dr. Sarabjit Kaur, Principal honored the panelists, the seminar ended with the National Anthem.

Message

S.Manjit Singh Gill
President, Governing Council
G.H.G. Khalsa Institutes
Gurusar Sadhar

Knowledge generated by research is the basis of sustainable development, which requires that knowledge be placed at the service of development, be converted into applications, and be shared to ensure widespread benefits. More importantly, research enables students to develop critical thinking expertise, as well as effective analytical and communication skills that are globally sought-after and incredibly beneficial. Therefore, research not only plays an essential role in economic and social development of our globalized society, but also acts as a forum towards providing quality education to all.

It gives me immense delight that G.H.G Khalsa College of Education, Gurusar Sadhar, an arch institution known for imparting quality education and delivering trained educators since last 61 years has organized a National Seminar on the theme***"Role of Research in Quality Education".***

This seminar is not only a major step in finding out potential benefits of research based skills and knowledge for improving quality in education, but it stresses on the fact that, research today extends beyond having impressive degree certificates. I hope the discussions held and the views presented by eminent scholars and educationists in this seminar will generate deep insight among teacher educators and researchers on the theme of the seminar.

I would also like to take this opportunity to congratulate the Principal, academic and administrative staff for putting their sincere efforts in the publication of this compilation.In the end, I would like to connote that, ***"Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps because somewhere, something incredible is waiting to be known. So keep researching and be curious".***

Message

Dr. S.S. Thind
Secretary
Managing Committee
G.H.G Khalsa Institutes
Gurusar Sadhar

I am pleased to know that the GHG Khalsa College of Education, Gurusar Sadhar is organizing a National Seminar on 'Role of Research in Quality Education' and a panel discussion by eminent educationists from different colleges. It makes me feel proud that this institute has always been a front runner in all educational endeavours and has been a role model for teacher education institutions.

Quality has become the key word in today's educational scenario. Today, improving the quality is the biggest challenge before primary and higher education system. This challenge can be successfully overcome by conducting research in the field of education. Further, research in education is necessary in order to provide a basis for educational planning. As educators, we must ensure that research must be embedded in the curriculum especially at higher levels of education.

I sincerely congratulate the arduous efforts of the Principal, faculty and editors for the publication of the educational research scholars inputs of this national seminar and preserving the valuable thoughts shared from this common podium. I wish this team a greater success for scaling new heights in the field of education.

Message

Dr. Harjinder Singh Brar
Registrar, Governing Council
GHG Khalsa Colleges
Gurursar Sadhar (Ludhiana)

I feel extremely delighted to be a part of National seminar on "Role of Research in Quality Education" organized by G.H.G Khalsa College of Education, Ludhiana in collaboration with CTE on November 19,2016.

Quality and excellence are of great significance to both the providers of education and receivers of education, therefore, the need of the hour is to ensure quality in our education system. Further, Quality is not obtained by chance .Strenuous efforts must be made by all the stakeholders in the field of education in order to achieve quality in it. In this context, the role of research is of paramount importance. We in the field of education are always learning, finding things, analyzing information, adapting our behavior according to the information received and looking to improve and adapt according to the modern demands, all of this constitutes research. Research in the field of education is being adopted by almost all excellent institutions throughout the world and appears only hope for establishing quality standards in the field of education.

I really appreciate the efforts of the resource persons as well as the organizing committee for organizing the seminar which is apt according to the current scenario of our education system. Further, I extend my best wishes to the Principal and Faculty for the quality exhibited and the Management for their vision in the organization of the seminar as well in the publication of its proceedings in the book form.

Wishing readers of this publication a very happy experience.

From the Principal's Desk

Dr. Sarbjit Kaur Ranu
Principal,
G.H.G. Khalsa College
of Education
Gurusar Sadhar

In today's modern era research plays an important role in educational studies and teacher development. Moreover, it has been very well said by Thomas Friedman, *"There is no substitute for face-to-face reporting and research"*. In addition to this, it is not only a concept that practitioners, managers and policy makers respect, but it is seen as an important academic activity through which educational professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands. Thus, Research is an un-detachable component of our educational system, a fact that is very aptly highlighted in the words of a famous philanthropist Bill Gates, who says, *"I believe in innovation and that the way you get innovation is you fund research and you learn the basic facts".*

Thus, retaining in forethought the need and importance of research in educational scenario, our institution G.H.G. Khalsa College of Education, Gurusar Sadhar organized a ***National Seminar on Role of Research in Quality Education*** on November 19, 2016 in Collaboration with Council for Teacher Education (CTE).

At this, juncture, it is extremely pleasing for me to use this podium to verbalize my profound indebtedness to S. Manjit Singh Gill President Governing Council and Dr. Sukhcharanjit Singh Thind, Secretary for their most valuable contribution. They both not only acted as pillars of support for our staff, but it was through their foresight, precognition and astute guidance that our college has been able to make progress and emerge as one of the leading institutes of quality education over the years.

In the end, I would also like to endeavor my sense of deep gratitude to the esteemed members of the staff, for their hard work and undeterred devotion towards compilation of this publication.

Your suggestions are welcomed! Good Wishes to all the readers.

Content

1

RESEARCH, QUALITY EDUCATION AND ROLE OF TEACHERS WITH SPECIAL REFERENCE TO PUNJAB
(TENDENCIES, CHALLENGES AND RESOLUTIONS)

Dr. Meharban Singh

ABSTRACT

*Research means 'the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions'. A teacher as a good researcher manifests thirst for new information. A good researcher shows an open mind about things. He/she does not just take things by themselves but explores new grounds. He/she adopts the philosophy of "*thinking beyond the box*", leaving out the conventional for something innovative. A good researcher has a keen sense of things around him.* Keenness*is a quality developed through an observant attitude. A good researcher sees something more out of a common occurrence around him. And he/she sees this quickly. A good researcher likes to reflect or think about the things he encounters. Researchers, who pause and reflect on the knowledge that they gained, either formally in institution or through their experience, gain insights. A good researcher must be intelligent enough to express his ideas. How can one express his/her thoughts if one cannot write? The point here is that a good researcher must be adept in the written language. How can people understand your point when you are the only one who can understand what you have written? A good researcher applies a systematic approach in assessing situations. Research requires systematic and objective thinking to arrive at something. Logical reasoning, therefore, is applied by a good researcher. The importance of teachers in improving education systems with the help of different types of researches and in fostering individual child development cannot be denied, existing conditions and attitudes hamper their efficiency. However, in the present scenario the ultimate impact factor is the "teacher-educator" and the way she/he is able to handle the investigation and transaction it influences significantly the pupil-teachers or the 'would be teachers'. In order to deal with this issue properly there is need to deliberate thoroughly on non-scientific tendencies among teacher educators in the state of Punjab. I remained there in the school education system for more than 12 years and now approximately for the last 12 years I am a part of teacher education system. I myself as a teacher and teacher educator observed and anticipated several complaints from pupil-teachers, regarding non-scientific attitudes. Some observations are based on my self-assigned research projects.*

Keywords: Guru, Chelas, Research, Non-scientific tendencies, Pupil-teachers, Teacher educators

INTRODUCTION

Here I am starting reverse from the theme title of the seminar i.e. role of research in quality

Asst. Prof., MGN College of Education, Jalandhar, Punjab, India

education. And my question is--- who is the researcher? My theme is quality research and role of teacher with special reference to Punjab. In the education system acceptance of teachers and teacher-educators as key actors in the process of conducting quality research is a well-established fact. Certainly, other factors such as infrastructure, facilities, curriculum, teaching-learning materials and an effective monitoring and evaluation system also play a crucial role in determining research quality. It has to be emphasized that the Teacher-Taught relationship does not represent another worldly relationship such as parent-child relationship. It is a relationship sui-generis i.e. relationship between the soul of the taught and the soul of the teacher. Thus, when the taught comes in contact with the impersonal personality of the teacher, in the inner realm of his soul, then his inner self bursts forth into a new universe of blossoms.

Initially Guru was a prophet, and then become a preacher, and then a teacher in the class room, and then a facilitator and now with constructivist approach guru becomes a producer, who remains behind the screen. Similarly, the taught was a disciple in the initial stage, and then become a supporter, and then a student studying in the class room, then a customer and now taught is going to become a user only. So a Guru behind the screen never ever becomes an Ideal for the Chelas. If we want to manifest the human values in this generation of science, information and technology then we have to re-establish the Teacher-Taught relationship to its old height. Just as spring is to the trees, so is the advent of the guru, an inspiration to the human race. It's time to change the role of a guru i.e. from behind screen to on screen. Then this superb relationship will surely elevate the human values in a spontaneous way. While the importance of teachers in improving education systems and in fostering individual child development cannot be denied, existing non-scientific tendencies hamper their efficiency. However, in the present scenario the ultimate impact factor is the “teacher-educator” and the way she/he is able to handle the transaction because it influences significantly the pupil-teachers or the 'would be teachers'. So, meaningful and appropriate teacher training, preparation and recruitment are at the corner-stone of building effective educational systems.

EXISTING NON-SCIENTIFIC TENDENCIES AND CHALLENGES

In order to deal with this issue properly there is need to thoroughly deliberate on the impact of existing non-scientific tendencies on research practices in the colleges of education. I remained there in the school education system for more than 12 years and now approximately for the last12 years I am a part of teacher education system. I myself as a teacher, teacher-educator observed and anticipated several complaints from pupils and pupil-teachers, regarding non-scientific attitudes. I took self-assigned research project with the help of my teacher-educator friends and found some serious challenges in the way of systematic investigations due to non-scientific tendencies among teacher educators of Punjab.

- Teacher-educators lack school experience and still investigating school system
- Teacher-educators lack command over more than one language
- Lack of quality text or research books of education in Punjabi
- Teacher-educators lack reading habits specially in their own field

- Teacher-educators lack the use of technology for their professional growth
- Teacher-educators feel that they are affected by biasness in their institution
- Absence of pre-determinedness among pupil-teachers
- Lack of women empowerment among teacher educators
- Teacher educators are superstitious by nature
- Non implementation of the theory of individual difference
- Their belief in caste system

RESEARCH AND ITS FINDINGS

The present research is confined only to the state of Punjab and the study is delimited only to the B.Ed. and M.Ed. teacher-educators of Punjab state. The present study is delimited only to the teacher-educators of educational college affiliated to 3 universities i.e. Punjab University, Chandigarh, Punjabi University, Patiala and GNDU, Amritsar. Survey method is employed and this study is carried out on a sample of 176 teacher-educators from 38 colleges of education. The sample was selected using random sample technique. The study reveals that 58% teacher-educators are there with school teaching experiences and 42% have no school experiences, so these can't be so effective in their research investigations especially investigations on school system. Interestingly, in spite of 58% teacher-educators are there with school experience only 6.82% expect themselves in the teaching profession if they would have not been teacher-educators. When they were asked what you would have been if not a teacher-educator. Only 6.82% answer that they would have been teachers. They expect themselves to be a lawyer, actor, sportsperson, doctor, IAS, dietician, scientist, officer in a bank, charted accountant, defence personnel, sports person etc..Study also shows that only 22% have targeted to become good teacher in their life. On the other hand 78% had different destinations e. g. good wife, good daughter, good mother, even Prime Minister. It is evident from the study that 77% teacher-educators feel comfortable with their mother tongue i. e. Punjabi. But in classroom transactions only 15% of them in the urban areas colleges teach the same language otherwise they go bilingual or tri lingual. The study also discloses another interesting fact. when the teacher-educators were asked to write your favourite book or magazine only 3.9% have chosen favourite book related to education; 14.4% write subject books as their favourite ones and 15.7% are undecided as they write “so many”, “all”, “which gives something” etc. and rest write general books as their favourite but majority could not come up with a title of the book. The study also reveals that only 2.6% teacher-educators access the educational websites on the other hand 90.9% stated social networking sites and search engines as their favourite sites and rest skipped this question. Shocking but true, even after obtaining at least three degrees only 50% female teacher educators operate their bank accounts independently. Rest accounts are operated by either by brothers, fathers or husbands. The study shows that only 35% teacher educators declared the institutions as favourite in which they are working. In the 21st century 77.27% teacher educators believe in superstitions such as lucky numbers, colours, days and persons etc. Teacher educators teach every pupil teacher regarding individual differences. But 84.09% want to see their children like someone else. One more shocking fact is their belief in caste

system. Interestingly 55.34% believe in caste system and the new castes have been added in this era of 21st century i.e. SC/ST and General Category.

ANOTHER STUDY AND ITS FINDINGS

Here one more study had been taken and confined only to Jalandhar city of Punjab state. The study is delimited only to the B.Ed. students belonging to the colleges of education. Though this study is not directly related with teacher educators, but it is a course of line from where these teacher educators come up. And it has a great impact on teaching-learning tendencies. Group conversation method is employed to find out how many B.Ed. students are pre- determined to take up the course before initiating their graduation? This study was carried out on a sample of 14 groups comprising around 40 students in each group within the stretched time period of 3 years. It is apparent from the study that only 11.5% pupil-teachers had decided to join teaching profession before joining any undergraduate degree class. The study also reveals that only 10% decided to join the course during the undergraduate degree class. It also shows that 78.5% pupil-teachers instantly happen to be in the colleges of education. They tabled some interesting reasons for joining the course e.g. engaged & marriage is fixed in the coming year, parents are finding suitable match, insistence of mother or father, one more degree in one year, professional degree is a guarantee for suitable match for marriage, etc.

IMPLICATIONS

- Around half of the teacher-educators are not familiar with school system and requirements, so they are not so effective in their research practices while investigating school systems.
- Another factor which affects their impartial attitude is their superiority complex and perceiving the school teachers as inferiors. It is evident from their declining attitude to remain in teaching profession if they would have not been a teacher-educator. They expect themselves to be a lawyer, actor, doctor, IAS, dietician, scientist, officer in a bank, charted accountant, defence personnel, sports person etc. if they would not have been a teacher-educator.
- The research implications is also affected by the fact that majority of teacher-educators are not pursuing to become good teachers rather their destination in life is something else i.e. good life, good daughter, good mother, even prime minister, obtaining government job, on the top of the world.
- Communication is an important factor for quality research but in our colleges of education system seems to be different. Majority teacher-educators feel comfortable while communicating in their mother tongue i.e. Punjabi. But either due to requirement of the universities or the non-availability of material in Punjabi they generally use English in presenting research outcomes.
- Another factor which affects the research is the lack of interest among teacher-educators to read educational or subject books. As 66% teacher-educators named general books as their favourite ones, along with it they could not come up with titles of the books. They just mentioned poetry of Shiv Kumar Batalvi, all novels, all romantic stories etc. and more than 15% are undecided about their favourite book as they

mentioned “so many”, “all”, “which gives something” etc. it is evident from the study that less than four percent came up with a favourite book from their respective fields. It shows that reading habit is not worth mentioning.

- One more factor is there which affects the research and that is lack of using ICT for self-growth while in or off the institute. The study reveals that less than three percent teacher-educators access educational websites, on the other hand more than 97% teacher educators have mentioned social networking sites and search engines as their favourite ones.
- Their investigation can generate superstitions as they themselves believe in superstitions.
- Teacher educators can't empower the pupil teachers as they themselves not feeling empowered enough.
- Teacher educators can't generate healthy and soothing environment in the institutions as majority of them don't like the institutions in which they work.
- Teacher educators will not be able to induct the individual difference theory among pupil teachers as 84% of them do not believe in it.
- Teacher educators can't investigate without biasness as majority of them strongly believe in caste system.
- How can they make a system better when they are there without intention or under compulsion?

At the end we can say, if teacher-educators have so many factors to affect the research investigations and implications and pupil teachers are there without any passion or determination. We are far away from a quality research.

SUGGESTIONS

- The B.Ed. and M.Ed. curriculum must include the study of Scriptures i.e. Hindu scriptures, Quran Majeed and Sri Guru Granth Sahib etc. through this they can understand the real colours of GURU and how a chela imbibed in it, as they all want a status parallel to the GURU. Through this harmony will also prevail in the minds and in the society too.
- Psychology must be a part of curriculum as it helps to know thy-self, self-respect, and respect for others in spite of individual differences.
- A teacher-educator must have at least 5 years teaching experience of a secondary school before joining any college of education.
- There must be a language proficiency check while appointing any teacher educator.
- Universities must adopt a policy to prepare text books and research books in Punjabi and Hindi mediums as initiated by PTU Jalandhar. Text books should be authored originally rather than a translation from English to Hindi and from Hindi to Punjabi.
- Make Punjabi language a professional one; make it active like an international language with original researches and writings.
- Teacher educators must be familiar with educational sites and educational books of their field.
- The B.Ed. course should be integrated with graduation degree as of engineering and

medical. So a pupil-teacher should enter into the profession with a determination.

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2

BRINGING MULTIPLE INTELLIGENCES APPROACHES IN THE CLASSROOMS

Amandeep

ABSTRACT

Life is multidimensional and so is the personality of human beings. In today's competitive world the term congnition is not confined to only mental activities but now spiritual development also has intellectual aspect. So it is the dead need to incorporate the multiple intelligence in our classrooms so that we can do justice to our children. The present topic is also an attempt to understand the implication of multiple intelligence approach in classroom teaching.

Keywords: Multiple Intelligence , Approaches

INTRODUCTION

Howard Gardner claims that human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened.

Three reasons for using multiple intelligences/ learning styles in the classroom:

- Using multiple intelligences helps all students succeed, because all have all intelligences in some proportion. I always try to remember that just because I am a verbal-linguistic learner, it does not mean that my students are. Some students will NOT learn best by listening to a teacher talk, answering questions on a paper, or participating in a discussion. However, these students may thrive in a hands-on environment.
- Using multiple intelligences, in many cases, will eliminate classroom management issues. When do students become a behavior problem? Usually it is when they are bored or feel like they have no hope of completing a task. If you can incorporate more than one type of intelligence into your teaching, it is likely that your students will be engaged and enthusiastic about the task.
- Using multiple intelligences helps students further develop all of the intelligences. Research shows that all students possess all of the intelligences to some degree. I like to use multiple intelligences to help develop the under-developed intelligences in some students. For example, I love integrating hands-on activities into any subject. By integrating a hands-on activity into a math task, I am engaging the kinesthetic learners while helping them to further develop their logical-mathematical intelligence.

Howard Gardner's theory of multiple intelligence supplies credence to something teachers have known for generations. Some students are good at some activities but not others. The great thing about the theory is that it's respected and acceptable to use while designing your lesson plans and units. By being able to cite this theory, you can back up

Asstt. Prof., Bawa Nihal Singh B.Ed. College, Muktsar

your own knowledge of why it's important to include art, music, charts, and group work on a regular basis.

Gardner's theory is also gaining prestige in the differentiated learning field as well. When a teacher uses multiple intelligences in lesson plans, it shows creativity, drive, and a concern for students.

Approaches to have the concept of multiple intelligences in the classrooms:

When asked how educators should implement the theory of multiple intelligences, *Gardner* says, "it's very important that a teacher take individual differences among kids very seriously The bottom line is a deep interest in children and how their minds are different from one another, and in helping them use their minds well."

Multiple Intelligences Survey: One quality technique to include in your classroom is to have the students complete a multiple intelligences survey. By completing this survey, you can choose which types of activities can reach the majority of your classroom. We can choose a single topic to check out the intelligence area or can be chosen different topics. Idea is not IQ-like tables but have a look or sizing up your class from a different perspective.

Developing a lesson in a different way: Students approach understanding from different angles. The problem, "What is sand?" has scientific, poetic, artistic, musical, and geographic points of entry. For example given below a single topic can be convey through different channels

Memorize the Order of the Presidents

- Linguistic: write a poem, with one line about every president
- Visual: create flash cards with the presidents' faces
- Logical: create a time line of the presidents
- Kinesthetic: create flash cards and physically put them in order
- Musical: learn the Presidents' song and create new verses for the missing presidents
- Interpersonal: play Round Robin with the president's names
- Intra personal: choose a system that works best for him/her and explain why
- Existential: relating the presidents' role to the supreme

Collaborative learning: collaborative learning can be understood in the sense that using a variety of sources to complete the assignment. It is like 'Project Method'

For example : A *teacher wants to teach Freedom Fight in early ninties, following steps can be there:*

- Preparing a KWL chart in which K means previous knowledge test, W stands for what the students wants to know and L means what students will learn at the end of a lesson(for this instructional objectives are framed). Teacher will have a discussion and give views about what they know. Students will be asked to prepare a final project as a portfolio on the whole unit.
- Teacher will discuss the whole unit lesson by lesson. Expert lecture are also arranged. Students are asked to develop a time line using dates or events after the first lesson and throughout the unit. This time line prepared by every student will be discussed in the class and final one will be displayed on the classroom wall.
- In One half of the lecture students listen to the teacher and in the other half they do

their work of personal exploration pertaining to their portfolio pieces.

- All the students have same lectures, same guest lectures, same tape(video) footage and same class discussions. But according to their intelligences abilities they can perform a no. of tasks to set up their portfolio project. These can be consulting journals and newspapers of that time
- Preparing speeches
- Introducing a inact play
- Creating a map representing various key events of that time
- Writing letters of all who were teenagers at that time to share experiences
- Gathering information about which type of songs were popular at that time
- Which type of dance form people like at that time
- Closure: asking whether students wants to further study the topic or publish any thing, any experience
- Lesson reflection: note down a few reflective notes. Look at this lesson from the students' eyes and adjust the work so that they learn more successfully as the unit progresses

By collecting the information through all of the above methods or can say learning styles and through classroom teaching one can prepare his/her portfolio which is the criteria set by the teacher in the beginning for assessment.

Approaches to curriculum changes: An awareness of multiple-intelligence theory has stimulated teachers to find more ways of helping all students in their classes. Some schools do this by adapting curriculum. In "Variations on a Theme: How Teachers Interpret MI Theory," (*Educational Leadership*, September 1997), Linda Campbell describes five approaches to curriculum change:

- **Lesson design.** Some schools focus on lesson design. This might involve team teaching ("teachers focusing on their own intelligence strengths"), using all or several of the intelligences in their lessons, or asking student opinions about the best way to teach and learn certain topics.
- **Interdisciplinary units.** Secondary schools often include interdisciplinary units.
- **Student projects.** Students can learn to "initiate and manage complex projects" when they are creating student projects.
- **Assessments.** Assessments are devised which allow students to show what they have learned. Sometimes this takes the form of allowing each student to devise the way he or she will be assessed, while meeting the teacher's criteria for quality.
- **Apprenticeships.** Apprenticeships can allow students to "gain mastery of a valued skill gradually, with effort and discipline over time." Gardner feels that apprenticeships "should take up about one-third of a student's schooling experience."

TOWARD A MORE AUTHENTIC ASSESSMENT

As children do not learn in the same way, they cannot be assessed in a uniform fashion. Therefore, it is important that a teacher create an "intelligence profiles" for each student. Knowing how each student learns will allow the teacher to properly assess the child's progress (Lazear, 1992). This individualized evaluation practice will allow a teacher to

make more informed decisions on what to teach and how to present information.

Traditional tests (e.g. multiple choice, short answer, essay. . .) require students to show their knowledge in a predetermined manner. Supporters of Gardner's theory claim that a better approach to assessment is to allow students to explain the material in their own ways using the different intelligences. Preferred assessment methods include student portfolios, independent projects, student journals, and assigning creative tasks.

CRITICS OF THE THEORY SAY THAT:

- **It's not new**. Critics of multiple intelligence theory maintain that Gardner's work isn't groundbreaking -- that what he calls "intelligences" are primary abilities that educators and cognitive psychologists have always acknowledged.
- **It isn't well defined**. Some critics wonder if the number of "intelligences" will continue to increase. These opposing theorists believe that notions such as bodily-kinesthetic or musical ability represent individual aptitude or talent rather than intelligence. Critics also believe that M.I. theory lacks the rigor and precision of a real science. Gardner claims that it would be impossible to guarantee a definitive list of intelligences.
- **It's culturally embedded**. M.I. theory states that one's culture plays an important role in determining the strengths and weaknesses of one's intelligences. Critics counter that intelligence is revealed when an individual must confront an unfamiliar task in an unfamiliar environment.
- **It defeats National Standards**. Widespread adoption of multiple intelligence pedagogy would make it difficult to compare and classify students' skills and abilities across classrooms.
- **It is impractical**. Educators faced with overcrowded classrooms and lack of resources see multiple intelligence theory as utopian.

CONCLUSION

Schools have often sought to help students develop a sense of accomplishment and self-confidence. Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Though there may be some significant questions and issues around these theories especially Multiple Intelligence theory it still has had utility in education. It has helped many teachers to look beyond the narrow confines of curriculum and testing and assist people to live their lives well.

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3

PREVENTION STRATEGIES FOR PLAGIARISM IN RESEARCH

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ABSTRACT

Plagiarism in the sense of "theft of intellectual property" has been around for as long as humans have produced work of art and research. However, easy access to the Web, large databases, and telecommunication in general, has turned plagiarism into a serious problem for publishers, researchers and educational institutions. In this paper, we concentrate on textual plagiarism (as opposed to plagiarism in music, paintings, pictures, maps, technical drawings, etc.). We first discuss the complex general setting, then report on some results of plagiarism detection software and finally draw attention to the fact that any serious investigation in plagiarism turns up rather unexpected side-effects. We believe that this paper is of value to all researchers, educators and students and should be considered as seminal work that hopefully will encourage many still deeper investigations.

Keywords: Plagiarism, Cheating, Similarity Detection, IPR

INTRODUCTION

The Plagiarism is derived form the Latin word "plagiarius" which means kidnapper. It is defined as "the passing off of another person's work as if it were one's own, by claiming credit for something that was actually done by someone else" [Wikipedia:Plagiarism 2006]. Plagiarism is not always intentional or stealing some things from some one else; it can be unintentional or accidental and may comprise of self stealing. There are many definitions of what constitutes plagiarism, and we will look at some of them in more detail below. However, according to research resources at plagiarism.org, the things that immediately come to mind as description of plagiarism are:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- Strategies of Prevention

The overall goal of these specific strategies is to make the assignment and requirements unique enough that an off-the-shelf paper or a paper written for another class or a friend's paper will not fulfill the requirements. Only a newly written paper will.

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1. Make the assignment clear.
Be specific about your expectations. Should the paper be an individual effort or is collaboration permitted? Must the paper be unique to your course, or do you allow it to be submitted to another course as well? (In scholarly publishing, such multiple publication is usually called self-plagiarism. If you require a unique paper, be sure to prohibit photocopied papers and insist on original typescripts or printouts.) What kind of research do you require? How should it be evidenced in the paper, by quotation or just summary? It has been claimed that a major source of poor student papers (not just plagiarizing) is the unclear assignment. You might ask another faculty member to read your paper assignment and discuss with you whether or not it is clear and detailed enough for students to fulfill in the way you intend.
2. Provide a list of specific topics and make students to choose one of them. Change topics from semester to semester whenever possible. Unusual topics or topics with a narrow twist are good because there will be fewer papers already written on them. If you provide a substantial enough list of topics (say two dozen), most students will find something that can interest them. You can also allow for a custom topic if the student comes to discuss it with you first.
3. Require specific components in the paper. For example, "The paper must make use of two Internet sources, two printed book sources, two printed journal sources, one personal interview, and one personally conducted survey." Or, "You must make use of Wells' article on 'Intelligent Design Principles,' and some material from either the Jones or Smith book." Or, "Include a graph which represents the data discussed in the first section." Requirements that will strongly inhibit the use of a copied paper include these:

- Use of one or more sources written within the past year. A requirement like this will quickly outdate most paper mill products.
- Use of one or more specific articles or books you name or provide. The articles could be available online (from the Web or one of your university's proprietary databases) to save the effort of photocopying and distribution.
- Incorporation of some information you provide (for example, a data set).
- A personal interview with an expert or authority. An interview creates both a current and a checkable source.

If a student begins with someone else's paper and has to work additional material such as the above into it, you'll probably be able to tell. (For example, the fit will be awkward where the new material has been stuffed in or the writing styles will differ.)
4. Require process steps for the paper: Set a series of due dates throughout the term for the various steps of the research paper process: topic or problem, preliminary bibliography, prospectus, research material (annotated photocopies of articles, for example), outline, rough draft, final annotated bibliography, final draft. Some of these parts can be reverse engineered by the determined cheater, but most students should realize that doing the assignment honestly is easier than the alternative.
The rough draft serves several functions. A quick glance will reveal whether whole sections are appearing without citations. At the draft stage, you have the opportunity to

educate the student further and discuss how proper citation works. You can also mark places and ask for more research material to be incorporated. If you are suspicious of the paper at this point, ask for the incorporation of some specific material that you name, such as a particular book or article. Keep the drafts and let students know that you expect major revisions and improvements between drafts. (This is actually a great way to improve students' writing, quite apart from the other goal of preventing plagairism.)

5. Require oral reports of student papers: Ask students questions about their research and writing process. If students know at the beginning of the term that they will be giving a presentation on their research papers to the rest of the class, they will recognize the need to be very familiar with both the process and the content of the paper. Such knowledge should serve as a strong deterrent against simply copying a paper. Regardless of how many times a student reads over a copied paper, much of the knowledge of the research, the drafting, leaving out, and so on will still remain unknown. Alternative to an in-class presentation is a one-on-one office meeting, where you can quiz the student about several aspects of the paper as needed.

6. Have students included an annotated bibliography: The annotation should include a brief summary of the source, where it was located (including call number for books or complete Web URL), and an evaluation about the usefulness of the source. (Optionally, as a lesson in information quality, ask them to comment on why they thought the source credible.) The normal process of research makes completing this task easy, but it creates headaches for students who have copied a paper from someone else since few papers include annotated bibliographies like this. Another benefit of this assignment is that students must reflect on the reliability and quality of their sources.

7. Require most references to be up-to-date: Many of the free term papers online (and many of the ones for sale) are quite old, with correspondingly old references. If you require all research material to be, say, less than five years old, you will automatically eliminate thousands of online papers. Such a recent date restriction is not usually workable for some subjects, such as history or English literature, but you can always require a few sources of recent date.

8. Require a metalearning essay: On the day you collect the papers, have students write an in-class essay about what they learned from the assignment. What problems did they face and how did they overcome them? What research strategy did they follow? Where did they locate most of their sources? What is the most important thing they learned from investigating this subject? For most students, who actually did the research paper, this assignment will help them think about their own learning. It also provides you with information about the students' knowledge of their papers and it gives you a writing sample to compare with the papers. If a student's knowledge of the paper and its process seems modest or if the in-class essay quality diverges strikingly from the writing ability shown in the paper, further investigation is probably warranted.

CONCLUSION

Plagiarism is getting lots of attention in academia right now. The reaction has been that many universities purchase tools for plagiarism detection. It is our belief that to detect

plagiarism at a university you need more than a software tool: you need a set of them, specialists who know how to work with those tools, domain experts and also language experts if we ever want to go beyond the boundary of one language. This implies that a substantial group is necessary to do good work, and this cannot be achieved by any one university and It requires a joint effort.

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4

PLAGIARISM-A CHALLENGE BEFORE RESEARCHERS

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****Ms. Goldy Bhanwra**

ABSTRACT

Research is something like discovering truth, verifying old conclusions, theories and rejecting or modifying them. Since the recent past, the trend of committing research misconduct is increasing to an alarming extent. Among the researchers and scientists, one out of three admits to questionable research practices. The main reason behind is fabrication or falsification of data, plagiarism and mistakes in making observation and drawing inferences. Added to this, self plagiarism is also noticed in number of publications. Plagiarism has long history in academia and is commonly experienced by educators in the United States. Similar trend have been found in other western countries also. Ease of availability and accessibility of text on internet and webs and shortest route to get through a course have lured students to cut and paste the electronic work of others, which happens to get high grade degree to improve career prospects.

CONCEPT OF PLAGIARISM

The Oxford English Dictionary defines Plagiarism as "to take and use as one's own the thoughts, writings, or inventions of another". The word plagiarism comes from Latin word "Plagiarius", means an abductor, and "Plagiare" means to steal. Alexander Lindey defines it as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own". Various Institutions have defined plagiarism in their own ways in different forms. The UNC Honor Court defines plagiarism as "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise" for the purpose of literature. For simplicity, it is academic dishonesty, uses others' ideas, opinion, thoughts, theory and words without acknowledging the source of it. Different languages have different word for plagiarism. It is called "YASREQ" in Arabic.

FORMS OF PLAGIARISM

To make the definition more complicated, R. Markiewicz, an eminent specialist on authorship law in Poland, underlines that the definition of plagiarism has at least three meanings:

- Firstly, plagiarism may be a simple appropriation of the whole content or a fragment of another author's paper, i.e. individual creativity.; therefore a violation of the authorship is the appropriation of even few sentences and dissemination under a new author's name, also as part of a larger paper or book; the plagiarism is also in

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transforming the other author's creation in the sense of adopting the original narration, choosing the illustrated cases or examples, alternation of arguments, etc.;

- Secondly, plagiarism is an appropriation of the other author's invention project; here commercial/industry law foresees also criminal law punishment;
- Thirdly, plagiarism is an appropriation of the other's scientific discoveries, i.e. everything which has a meaning for scientific research and is not protected by authorship or industrial law.

Plagiarism may be overt or hidden.

Overt plagiarism is taking the other's text as a whole or with minimal modifications, whereas hidden plagiarism is more refined, as the plagiarist appropriating the other author's text modifies it, more or less, in order to mask the plagiarism. There are documented cases of plagiarism at least 200 years old, but probably it may be older than that as old as science.

CATEGORIZATION OF PLAGIARISM

Plagiarism is categorized into six types and these are:

1. Blatant Plagiarism: Just copying the whole text without acknowledgement.
2. Pot Luck Paper: Ideas borrowed from many sources.
3. Word Switch: Alter keywords and phrases.
4. Mosaic: Paraphrase most papers.
5. Self-plagiarism: Borrow from one's own published papers.
6. Resourceful Citer: Full of quotations and ideas of others with acknowledgement.

FACTORS INFLUENCING PLAGIARISM

There are several factors that may influence student's plagiarism:

- the availability of plagiarized text,
- electronic or written,
- the complexity and length of the text,
- Previous warnings and even gender.

WHAT EMPIRICAL STUDIES FOUND?

The data are scarce.

Bilic et al found no relations between the rate of plagiarism and all the above factors. In her study she found only one significant parameter, which was the exam grade. Better students plagiarize less. Exposure to ethics training was shown not to make a difference in past or potential unethical behaviour. There was also no effect of gender.

Baldwin et al claim that females cheat less in general school, but this difference disappears in medical school. The length of study seems to have some influence. Younger students are less apt to cheat, whereas the students of older years cheat more, including forgery of doctors signatures on their work.

PAST AND PRESENT TRENDS IN DETECTING PLAGIARISM

An early approach to identify plagiarism was the Cloze test, developed by Taylor in 1953 as a tool for measuring reading comprehension. In this test every fifth word is deleted and the student is asked to fill the deleted words anew. Originally developed to assess comprehension, the Cloze test was used for detecting plagiarism in the 80's. An

assumption is that everyone has a very personal style of writing; therefore the student who did plagiarize will make a significantly higher number of mistakes in filling deleted words in comparison to the one who did not plagiarize. In a computerized form it is also in use today, although it may fail in some circumstances.

Today correlation techniques are more popular, i.e. electronically comparing a given text with www.web resources and other databases. A substantial number of identical strings of text of 6 consecutive words in length or longer is considered significant. This rule is currently criticized, due to the fact that in any highly hierarchical and organized language, such as English, 6 consecutive word sets are frequently met. Therefore plagiarism should be defined more but the data show and less by the words user.

Some anti-plagiarism services are available on the Internet and some are free of charge. An example is Turnitin® (www.turnitin.com) and EVE® (Essay Verification Engine; http://www.canexus. com/eve/). They detect similarities between the given text and documents collected on the Internet or from different databases. These services can be used only for English texts.Another computer program based on correlation techniques is WCopyfind® (http://plagiarism.phys. virginia.edu/ home.html). It is free of charge. It handles non-English characters, so that it can compare papers written in most Western languages.

REPERCUSSIONS OF PLAGIARISM

Plagiarism amounts to stealing and is a punishable offence. Quite a number of scientists and academicians have involved in falsified research, fraudulent data, paraphrasing, duplication and blatant plagiarism. This in fact is an undesirable act and is classified under 'research misconduct'. This research misconduct creates a ripple effect of costly damages for researchers, organizations and the general public as well, including the impact on patients to a greater extent. Organizations may lose financial assistance on account of the frauds and the probable impact on the public and society. The usual repercussions of plagiarism are:

- Immediate failure of research.
- Value of research is questionable.
- Retraction of research paper.
- Black listing of scientists and institutions.
- Subject of discussion forums, and
- Punishable offence and fine can be imposed in court of law.

REMEDIES

These may include education, prophylaxis, improved detection of plagiarism and increased penalization. Some authors postulate moral reasoning as a criterion for researcher and resident selection, but it seems to be difficult to apply in practice. Data on the usefulness of the two first remedies and the last one are pessimistic. As mentioned above, ethics training was shown not to prevent potential unethical behaviour. Strict warnings not to plagiarize were shown to have the strange effect of extending the paper's volume (average total word count), but did not affect the plagiarism rate. The others indicate that researchers become more demoralized during their studies.

Therefore the improved detection methods described above might play a crucial role in combating plagiarism, along with a moderately harder penal policy, for the reason that inevitability of fraud detection is in its prophylaxis better than the severity of penalty, although, of course, both factors work together. High quality reviewing is one of the most important factors to stop plagiarism as well.

PROACTIVE STEPS TO PREVENT PLAGIARISM

Twenty-first-century educators/mentors need to develop ways to discourage plagiarism by engaging researchers in the inquiry process through modification of assignments and research practices (Lehman, 2010; Ma et al., 2007; Strom, P. & Strom, D., 2007). We need to realize that times have changed, students have changed, and ways of reading, writing, communicating, and accessing information have changed. Frank Smith (1987) wrote of the importance of admitting students as members of the literacy club; it is time to allow students into the "academic club," exposing them to the secrets of writing in academia, explaining why we write and what the rewards are, and encouraging them to want to write about their major interests.

CONCLUSION

The extent of plagiarism in research is increasing at a very fast pace. Anti plagiarism tool is used not for policing but it will help the researcher and the guide to improve the originality of research output. It is essential to acknowledge authors and quote the sources from which the sentences or ideas are inspired. A standard format needs to be adopted while doing the same. We verify each and every document before purchasing a house/a car/a piece of jewel; likewise we need to verify the contents of research before publishing it.

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5

EMERGING TRENDS AND INNOVATIONS IN TEACHER EDUCATION

Ms. Anju Sharma

ABSTRACT

"It's now time to call a halt to writing syllabus or developing new curriculum materials until there are effective teacher education and evaluation programs to accompany them." –Ramsey

Development and changes in education have affected teacher education necessitating review and reforms. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. Now teacher has to perform various roles like encouraging, Supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends and innovations in teacher education across the Globe.

Keywords: Teacher Education, Emerging Trends

INTRODUCTION

Today there are new expectations for education where the focus is on having teachers - be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. As stated by NCTE (1998), "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community

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sanction, ethical code and culture, generating knowledge through research and specialization.

Although National Council for Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare Teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. 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. Curriculum reconstruction has also become imperative in the light of some perceptible gaps in teacher education. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate.

The teachers in the 21st century will have to deal with a world different from that of 20th century in respect of pedagogical and technological advancement. So, no teacher education programme can prepare teachers for all situations that they will encounter. Teachers themselves will have to make the final choices from among many alternatives. Therefore, it is imperative for teachers to constantly reevaluate their choices. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. Teachers must examine their belief, assumptions and biases regarding teaching and learning and determine how those beliefs influence classroom practices. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

The list of global challenges seems to grow longer every day .There is big challenge before teachers to prepare students who are adaptable to change and empowered to change their environments, who are creative and innovative, and who are able to apply knowledge and solve problems with confidence. Teachers in such learning environments have to take on the more demanding role of a mediator and a knowledge broker: to provide guidance, strategic support, and assistance to help pupils at all levels to assume increasing responsibilities for their own learning. The challenge then, for teacher education institutions, is to prepare teachers who are open to new ideas, new practices and information and communication technologies (ICT), to learn how to learn, unlearn and relearn, and to understand and accept the need for change. Following are the innovative practices for creating the conducive learning environment-

TEAM TEACHING

Cooperative or collaborative learning process: Team teaching or cooperative learning process is a team work where members support and rely on each other to achieve an agreed-upon goal. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only

for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

BLENDED-LEARNING

Blended-learning describes an approach combining face to face learning with online instructions. It describes learning where teachers use technology, usually in the form of Web-Based instruction, in concert with and as a supplement to live instruction, or perhaps utilize components of a learner-centered Web course with components that require significant instructor presence and guidance. The strength of a blended-learning approach is that it provides a means to ensure learners are supported and guided as they undertake independent learning tasks. Blended-learning commonly describes learning that combines traditional teaching and learning approaches with information and communication technologies. It is anticipated that blended learning will enhance the student learning experience, at the same time it also demands that the teachers should be trained as online facilitator.

SOFT SKILLS AND TEACHER EDUCATION

Development of human capital is an important asset since it drives the development of a nation. Quality human capital comes from quality education process through carefully designed and well-planned education system. Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects and hard skills which tend to be specific to a certain type of task or activity. Soft skills refer to personality traits, social gracefulness, and fluency in language, personal habits, friendliness and optimism that mark people to varying degrees. Soft skills are broadly applicable in teacher education programme, thus the curriculum of teacher education could contribute to the development of a holistic human capital that can foster economic, social and personal development. Infusing the soft skill in the curriculum of teacher education is the need of the profession for it to be successful

Conclusion: Thus, it can be concluded, in today's era information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social uplift, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development. Innovation is the path to progress for any nation and the future of the nation is in its classrooms. It is not necessary that each innovation is structured and invented; it could be even a crude, unstructured, informal method adopted by the teacher for the sake of meaningful learning of the students. Hence, we need to respect such innovations as well and promote innovative methods and new ideas and practices of teaching in our schools, college, universities and other institutions.

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6

NEW TRENDS IN SCHOOL EDUCATION

Ms. Arpana

ABSTRACT

In today's mobile-centric, always connected school environments, keeping up with new technology trends can have a major impact on your continued ability to offer your students the education they want and need. Schools now recognize the influence wireless and mobile technologies are having on their students as well as how it's shaping new ways of thinking and teaching. More colleges and universities are starting to get on board with utilizing newer learning methods for higher education that are targeted to how students want to learn and what are most effective for them to succeed not only in the classroom but after they graduate. This paper put light on increase investments in technology related to learning.

Keywords: School Education, Trends

INTRODUCTION

The computer and the internet's evolution these past few years have been staggeringly fast. A computer that used to fill an entire building in 1965 has about the same computing power as a modern-day cell phone. Most of the popular forms of media like TV, radio, and print are slowly being nudged from their pedestal by the internet. Everything seems to have changed drastically these couple of years, and this includes the K-12 education system. Thankfully, educators are starting to change with the times. The trend in K-12 education these days is that learning institutions should try their best to keep up with the recent advances in technology to better teach their students. In addition, Global Industry Analysts (GIA) puts the global e-learning market at $107 billion by the end of 2015, driven by technological advancements and demand for additional skills influenced by wireless and mobile. “Online learning will hit the mainstream as K-12 education systems leverage technology to increase access to educational opportunities and seek improved equity. Blended learning continues to dramatically change instructional models by providing real-time, data-driven instruction and opening up multiple pathways for students to learn.

SOME OF THE MORE POPULAR TRENDS IN K-12 EDUCATION TODAY:

To help to continue the latest opportunities to students here's a list of the top classroom technology trends in the current education environment.

THE USE OF THE INTERNET AND SOCIAL MEDIA AS A TEACHING TOOL

All students these days know how to use a computer and the internet, and most of them are using social media networks to share their thoughts and to support each other. Educators these days know how to harness the power of the internet and social media to

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get in touch with their students, and hear their thoughts.

FLIPPED LEARNING

Flipped Learning is a form of blended learning where students learn their lessons at home by watching video lectures and studying content online, and then doing their homework in class.

REMOTE LEARNING

This model allows students who can't make it to school still attend virtually. They attend class through video and access content online. Other technologies can also be used including video conferencing, class forums, pre-recorded videos, social media, and email.

GAMIFICATION

Gamification is the concept of applying game-design thinking to different classroom tasks to make them more fun and engaging. The idea is to use the typical game system of providing challenges, rewarding winners, then providing harder challenges with equally bigger rewards.

MIND MAPPING

Mind maps make learning interactive and multi-dimensional instead of unidirectional and passive. It's graphic and visual, using circled ideas that are linked together with lines, the same way the human mind works. This makes it easier for students to understand and recall information. By using software like Mindmeister or Brainstormer, you can engage with your students and allow them to bounce ideas off each other. The maps can also be easily shared just like an email.

DIGITAL TEXTBOOKS

You might think it would cost more to provide tablets for every student in your school but think of how many textbooks you are saving every year. Textbooks are getting more expensive and they are usually used for seven years before a new edition comes out.

BIG DATA

Potentially the most important trend on this list, "Big-Data" has the remarkable flexibility and precision to change how we teach and learn.All of the mobile devices, applications and wireless technologies we use on a day to day basis can now be linked together and harnessed to deliver an almost endless supply of relevant data.

Imagine having the ability to know exactly what works and what doesn't for example:

- Are your students having trouble with how a question is formatted rather than material
- Were your students more successful in the work place after graduation
- Is homework more effective at certain times of night or during certain times of the year
- How many students are understanding the curriculum and how many are falling behind

HOW THE CONDITION OF EDUCATIONAL FACILITIES AFFECT PERFORMANCE

Basically the better the building's condition, the better the students and their teachers perform. There was a survey done with different schools in the US as subjects, they sought to find out just how much of an impact a school building's condition and facilities affect the

students and teachers. Some results point out that better facilities led to less truancy, smoking, and substance abuse in the students.

STUDENTS TEACHING TEACHERS

Students perform better when they have the opportunity to tell their teachers what things in the classroom needs improvement. Contrary to the old belief that students are too young to know what they need, K-12 education systems now give the students the opportunity to give pointers to their teachers on how they can better deliver their lessons so that the students can understand.

PAYING CLOSE ATTENTION TO EACH STUDENTS' NEEDS

Educators are not looking at their class as a collective; they see them as different individuals with different needs, which is why some students lag behind the others when it comes to the lectures. Educators can help these students keep up by giving them personalized attention.

NEW DEFINITIONS OF SUCCESS

Redefining success for students takes center stage as education leaders and practitioners ask communities what a meaningful high school diploma looks like for students and the workforce—including knowledge, skills, social emotional intelligence and important dispositions for future success. This requires rethinking the importance of student work evidence, bridging informal and formal learning, student exhibitions and portfolios. Educators and community leaders work together to bridge the range of meaningful project-based learning opportunities across education and communities within "phenomenon-based" curriculum redesign, which is relevant and meaningful to students and their communities.

RETHINKING MEASUREMENTS

Education systems begin to rethink addressing every student's needs upon entry and bench marking, as well as taking gateway measurements and exit exams more aligned to student needs. Systems realize they need to design around "not yet proficient" students at every step of an academic career, while offering stronger student supports and educator supports in reaching success.

STUDENT-CENTERED ENVIRONMENTS

Design, creativity, entrepreneurship, performance and innovation combine to foster some of the most student-centered educational environments. This will empower students with voice and choice in how they learn, showing work on what they have learned and providing powerful, personalized learning experiences.

PERSONALIZED PROFESSIONAL DEVELOPMENT

Teacher's personalized PD—managing change and their own PD every day—teachers are now learning on the go, in real-time, every day and situated in context. The old models of professional development for attending seminars selected by administrators on certain days is quickly becoming outdated.

MANAGING CHANGE

Education leaders are managing change at a frenzied pace (along with the rest of society's leaders). K-12 education environments are designed for slow reaction to change, but as

the world changes and becomes a place that requires constant innovation—so must our leaders take on roles for managing change for continuous improvement.

DATA INFORMED DECISIONS + WORLD-CLASS STANDARDS

Data poverty in K-12 education from the 1990s and 2000s built a foundation for conversations around reform based on standards-based education. This creates a foundation and blueprint for new conceptions of student mastery as evidence moves beyond simple annual data points to assessments of student readiness for next levels of learning, loads of data based on evidence and student work, college and career readiness and navigating life toward leadership and active citizenship.

BALANCED APPROACHES: ASKING TO WHAT END

Input models of quality and accreditation are re-examined as evidence builds data-rich environments for exploring multiple measures of student outcomes and continuous improvement of systems using "balanced scorecard" approaches to ensure quality. This shift works to align our systems to ensure our youth are being prepared for the jobs that emerge in the future, especially around design, innovation, robotics and new fields leveraging technology.

NEUROSCIENCE, YOUTH DEVELOPMENT RESEARCH AND HOW KIDS LEARN BEST

Too often instructional models don't focus on starting with the research on how students learn best. What goes on when students actually learn? How do we design new models that build upon the research for how students learn best? An important trend will be to shape the conversation on innovation and new learning models based on the research for youth development theory and neuroscience in the design from the inception of planning and shaping new learning models.

MOBILE LEARNING

As devices become more ubiquitous, mobile learning for students and adults will support anywhere, anytime access to learning opportunities and open multiple pathways to learning. Mobile learning is growing faster than ever globally. The instructional design of mobile learning requires that learning become more modular, contextual, and "bite-sized" to provide flexibility and clear outcomes before moving to the next level of learning. Powerful tools are needed to ensure learners can connect, collaborate and communicate effectively in an academic setting on the go.

CLOUD COMPUTING

Although software application service models have been around for more than 30 years, the advent of tools such as Google provides for educators and cloud computing is rapidly changing the field and models for deploying and leveraging technology in academic institutions and K-12 learning environments. Hosting is remote.

CONCLUSION

Although elementary and secondary education has changed significantly over the past 20 years, futurists and educational technologists suggest that the next 20 years will see even more drastic shifts. These experts expect personalized learning approaches like increased use of online and hybrid educational environments, the development of increasingly precise tools for determining effective educational practices to take on increasingly central

roles within K-12 education in the coming years. New technologies have transformed many aspects of our lives and present a number of new opportunities and challenges for education. Schools, universities and lifelong learning institutions need to make sure that students, teachers, and adults have the ICT skills that are vital for working and living in our technology-rich world. One key priority is narrowing the digital divide which still exists, particularly for disadvantaged students and girls. Schools and universities should also ensure that they fully reap the benefits of ICTs. New technologies have the potential to expand educational access and choice and make learning more participatory and individualised. However, in spite of these new opportunities, policymakers in the OECD also need to ensure that they live up to its challenges.

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7

MIXED METHOD RESEARCH

Ms. Beant Kaur

ABSTRACT

Mixed methods studies have emerged from the paradigm wars between qualitative and quantitative research approaches to become a widely used mode of inquiry. Depending on choices made across dimensions, mixed-methods can provide an investigator with many design choices which involve a range of sequential and concurrent strategies. Such designs can offer the strength of confirmatory results drawn from quantitative multrivariate analyses, along with deep structure explanatory descriptions as drawn from qualitative analyses. Defining features of these designs are reported along with quality control methods, and ethical concerns. This paper presents evidence generated from over a decade of pilot research in developing an integrative mixed methods methodology.

Keywords: Mixed method Research, Applications

INTRODUCTION

The field of mixed methods has only been widely accepted for the last decade, through researchers have long been using multiple methods, just not calling them “mixed”. Mixed methods research takes advantages of using multiple ways to explore a research problem. Mixed methods research is defined as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or program of inquiry.

DEFINITION

Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal of inquiry.

The mixture is assumed to refer to those methods that have traditionally labeled 'qualitative' and 'quantitative'. For some reason, social scientists have long separated any data that involves counting or measuring from all data that involves anything else text, conversations, observations, smells, drawings, acting, and music and so on. I have no idea why. But such social scientists say that these two groups' numbers and everything else are incommensurable, and require a completely different logic to use, and have un-matched criteria for judging research quality and many others purported differences. Then, just to confuse things, some social scientists say that we can and should mix these forms of data and that presumably they are not commensurable in combination, only in isolation if that makes any sense at all. It is no wonder that new researchers are confused, and that the potential users of social science evidence just ignore us. Methods are not

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incommensurable, and while they may legitimately be classified in a number of ways, these classifications should not become schisms. Starting with a consideration of a piece of real-life research, we should not separate numbers from every other form or data in the first place.

SOME CHALLENGES AND POSSIBILITIES

'Mixed methods' research in education is really just research in education. It is relatively easy to conduct, with many possibilities and few real-life challenges or barriers. For example When purchasing a house, we will believe that the house is real even though external to us. And we will believe that it remains the same even when we approach it from different ends of the street, else why would we buy it? In buying a house we would not start with epistemology, and we would not cite an 'isms' or Grand Theory. Nor would we need to consider the 'paradigm' in which we were working. We would not refuse to visit the house, or talk to the neighbors about it, because we were 'quantitative' researchers and did not believe that observation or narratives were valid or reliable enough for our purposes. We would not refuse to consider the size of the monthly mortgage repayments, or the number of rooms, because we were 'qualitative' researchers and did not believe that numbers could do justice to the social world. In other words, in matters that are important to us personally, there is a tendency to behave logically, eclectically, critically, and skeptically. We would collect all and any evidence available to us as time and resources allow, and then synthesize it quite naturally and without considering mixing methods as such. We are quite capable of judging whether the qualities of a house are worth the expenditure, for example. If we really care about the research, as we would with buying a house, we naturally adopt what might be called a mixed methods approach. Why is it so different in academic social science then? One simple answer is that people do not care about their academic research in the same way. Another linked part of the answer is that many people purport to be doing research but in fact are doing something else entirely.But from the outside their research is similar to someone buying a house without having any idea of the price or size, or else buying it without any idea of its condition or location. Yet, education is an important applied field and the results of research, if taken seriously, can affect the lives of real people and lead to genuine expenditure and opportunity costs. So, it is quite clear that to behave like this in education research by eschewing one or more forms of data is unethical.

The Applications of Mixed-Methods can be in the field of Nursing, Psychology, Education, Sociology, Library and Information Science, Information Systems and Political Science

TYPE OF MIXED-METHOD APPROACH

IT DEPENDS UPON FOUR FACTORS

1. Theoretical perspective

- Explicit – based firmly on a theory
- Implicit – based indirectly on a theory

2. Priority of strategy

- Equal
- Qualitative

- Quantitative

3. Sequence of data collection implementation

- Qualitative first
- Quantitative first
- No sequence

4. The point at which the data are integrated

- At data collection
- At data analysis
- At data interpretation
- With some combination

BARRIERS TO MIXED METHODS

One supposed barrier, the different way in which numeric data is usually analyzed, is then used as an extended example of why these barriers are self-imposed and unhelpful. The final section of the paper suggests some models or approaches to synthesizing numeric and non-numeric data. There is insufficient space here to deal with every supposed barrier and every forward-looking model. What are presented instead are selected examples, with references to further published examples. First of all, the Q words are not paradigms. Types of data and methods of data collection and analysis do not have paradigmatic characteristics, and so there is no problem in using numbers, text, visual and sensory data synthetically in combination. Working with numbers does not, in any way, mean holding a view of human nature and knowledge that is different from when you work with text or shapes. In the sociology of science, the notion of a 'paradigm' is a description of the sets of socially accepted assumptions that tend to appear in 'normal science'. A paradigm is a set of accepted rules within any field for solving one or more puzzles where a puzzle is defined as a scientific question to which it is possible to find a solution in the near future.. A more recent example might be the Human Genome Project, solving a closely defined problem with a widely accepted set of pre-existing techniques. A paradigm shift occurs when that framework changes, perhaps through the accumulation of evidence, perhaps due to a genuinely new idea, but partly through a change in general acceptance. Often a new paradigm emerges because a procedure or set of rules has been created for converting another more general query into a puzzle. None of this describes a schism between those working with numeric data and those working with everything else. The notion of paradigm as a whole approach to research including philosophy, values and method is a red herring. It could be argued that commentators use the term 'paradigm' to defend themselves against the need to change, or against contradictory evidence of a different nature to their own. They damage social science by treating serious subjects like epistemology as though they were fashion items to be tried on and rejected on a whim. But this is not an accurate description of what happens in practice. The accounts of hundreds of interviewees can be properly analyzed as text, and the account of one case study can properly involve numbers. Also, issues such as sampling error and power relate to only a tiny minority of quantitative studies where a true and complete random sample is

used or where a population is randomly allocated to treatment groups. In the much more common situations of working with incomplete samples, with measurement error or dropout, or involving convenience, snowball and other nonrandom samples and the increasing amount of population data available to us, the constraints of sampling theory are simply not relevant. The supposed link between scale and analysis is just an illusion. The Q words are not related to research designs. What all rigorous research designs, and variants of them, have in common is that they do not specify the kind of data to be used or collected. No kinds of data, and no particular philosophical predicates, are entailed by common existing design structures such as longitudinal, case study, randomized controlled trial or action research. A good intervention study, for example, could and should use a variety of data collection techniques to understand whether something works, how to improve it, or why it does not work. Case studies involve immersion in one real-life scenario, collecting data of any kind ranging from existing records to ad hoc observations. The infamous Q words of qualitative and quantitative, and mixed methods approaches are therefore not kinds of research design.

CONCLUSION

If researchers do, or should, naturally use whatever methods they need to answer their research questions, then there is no methods schism, and so no separate elements to be 'mixed'. If a researcher really cares about finding something out that is as robust as possible, they should consider ignoring the traditional two-camp research methods resources and behave in research as they would in real life. In real life, the use of mixed methods is natural – so natural, in fact, that we do not generally divide data in the first place.

The question to be asked, therefore, is why research should be any different. There are no real challenges to mixing data of all kinds, except the barriers that we have created for ourselves. But these barriers are insubstantial and will fall simply through us ignoring them. We need therefore to remind existing researchers how they would behave if they wanted to find something out in real-life and actually cared about the results. We also need to prevent new researchers from being taught errors in their increasingly compulsory methods development courses. In short, there are established rules for controlling validity in standard quantitative and qualitative research. These same rules must be followed when the methods are combined.

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8

ROLE OF TEACHER AS RESEARCHER IN QUALITY EDUCATION

Dr. Anshu Narad

Abstract: *In the emerging Indian society, technological advancements, grave social changes, population explosion, economic development and abundance of knowledge as well as various other pertinent factors have created various demands and challenges for the education system. In the 21st century classrooms, the problems of varied kind and extent are likely to multiply. Whenever such problems float up and create peril to the survival of the students and their progress, teachers as researchers can find appropriate solutions to resolve the threat and improve the situation. The paper concludes that if teachers have competencies and research skills, then they can face the varied teaching–learning situations and challenges in diverse classrooms, can seek answers to questions that enables them to help their students to learn; can play a key role in guiding, informing and improving policies and practice and thus can lead to quality education. All this is feasible if teachers are participants in the educational research, from the very beginning that is, the very first education courses and have the opportunities to take the role of researcher in the actual school situation.*

Keywords: Teacher, Researcher, Quality education

INTRODUCTION

India, as nation has experienced tremendous changes and enormous developments, since independence. In the emerging Indian society, technological advancements, grave social changes, population explosion, economic development and abundance of knowledge as well as various other pertinent factors have created various demands and challenges for the education system. In response to the social demands and challenges therein attempts have been made for the reconstruction of education, for better organization and co-ordination at various stages, for rapid expansion of facilities, for improvement of methods and curricula, for more efficient supervision of schools and most importantly for improvement in teacher preparation. Education is a powerful tool by which one can live a life of worthiness. Quality education not only ensures an all-round development of an individual, but also contributes to the growth and development of whole nation. Quality education depends largely upon a sound programme of teacher education and quality of teacher.

A teacher is the key personnel who lead the students from darkness of ignorance to the brilliance of knowledge and brings about transformation in their personalities. It is the teacher's competence, sensitivity and motivation that determine the quality and magnitude of student's achievement. As stated by Secondary Education Commission

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(1953) “a major factor responsible for the educational reconstruction at the secondary stage is teachers' professional training”. The Education Commission (1964-66) stressed that “in a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people and that a sound programme of professional education of teachers is essential for the qualitative improvement of education.” National Council for Teacher Education (1998) stated in Quality Concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.” The Yashpal Committee Report (1993) emphasized that “…inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools. …The content of the programme should be restructured to ensure its relevance to the changing needs of school education.” Subsequently, National Curriculum Framework (2005) stressed the need “to define the path that can be taken to empower individual teachers who can then empower learners”. All this underlines the importance of teacher and teacher preparation for the prosperity, welfare and sustainability of nation. Besides, this to keep up with the objectives of National Policy of Education(1986) of preparing the young generations to meet the needs of 21st century, the demand from teachers have increased manifold. A new kind of preparation (knowledge, skills and attitude) is required on the part of teachers to fulfill the needs and to meet the expectations of today's technologically driven generation. This raises a number of questions regarding teachers, who are to equip all students to achieve their potentials-

- What kind of knowledge teachers require about the content, learning process, students development?
- What kind of skills teachers need to develop for fruitful learning experience, for giving constructive feedback to students, for critically assessing their own teaching practices?
- What professional commitments do teachers require to facilitate the holistic development of students, so that they become socially useful and productive members of society?

Teacher is the corner stone on which the superstructure of education system has been raised. The word 'teacher' needs to be redefined and restated, should move beyond the much accepted connotation/association of one who instructs, give knowledge and develops skills. In order to meet the growing expectations of the students as well as the nation, a teacher has to play multiple roles viz. information provider, role model, facilitator, navigator, mentor, assessor, curriculum planner, resource developer, co-learner, researcher and many more. Out of all these roles, the role of teacher as a researcher has been recognized widely because this role is more powerful, comprehensive and encompasses various other roles. “Over the last two decades, there has been a qualitative shift in the notion of the teacher, as evidenced in expectations of the dynamic new role of teacher as reflective practitioner and collaborative member of an educational community of inquiry” Darling-Hammond & Snyder, 2000; Gore, 2000; Rodgers, 2002 (as cited in Gray and Campbell,2002). “The traditional role of the teacher as the receiver of knowledge of school improvement has been challenged over the last decade” O'Donnell-Allen, 2001(as

cited in Gray and Campbell, 2002). It has been duly recognized that teachers need to be empowered through researching their own practice so as to become more aware of the complexities of the school environment, and of teacher research being the self-reflection of one's own professional practice Fueyo & Koorland,1997; Kemmis, 2001; Keyes, 1999; Rodgers, 2002 (as cited in Gray and Campbell,2002).

Teachers are "subjective insiders" in the classroom instruction, as they are involved in various daily routine activities such as taking attendance, instructing students, going through the curriculum as well as evaluating their performance. While the "objective outside observers" of classroom interaction, that is traditional educational researchers build up questions and conduct research around those questions within the schools. But when teachers become teacher-researchers, the "traditional descriptions" of both teachers and researchers change. "Teacher-researchers raise questions about what they think and observe about their teaching and their students' learning. They collect student work in order to evaluate performance, but they also see student work as data to analyze in order to examine the teaching and learning that produced it. In fact the roles of teacher and researcher inevitably collide. Teachers feel the need to impart knowledge, to show students what they know about their subject. Researchers want to find out what goes on in the classroom, to understand what the students do when they are learning" (Gray and Campbell,2002).

Why role of teacher as researcher is important for quality education?

Teacher as a researcher is important for quality education because, the role of researcher empowers a teacher to improve the actual teaching learning process, by finding out the lacunas that actually exist in the real classroom situation (whether related to curriculum, evaluation, student development, students specific problems or teaching methodologies), devise strategies, undertake relevant measures and find out appropriate solutions to overcome those lacunas in that context and then implementing them for effective outcomes. As a consequence, the lives of students is improved, as now teacher looks at his classroom from the perspective of bringing qualitative improvement in the whole teaching- learning process and situation, that is takes the 'Teacher Researcher stance'. The ultimate goal behind teacher research is to bring qualitative improvement in actual classroom situation and subsequently in the whole education system by implementing the best practices related to teaching and learning in actual classroom situation. The person who actually puts this into practice is the classroom teacher and thereby plays an instrumental role in bringing qualitative educational transformation. Indeed, teacher as researcher undertakes an inquest that is deliberate, methodical, public, voluntary, contextual and ethical. Teachers as Researchers--------

- Can develop questions on student learning and their teaching
- Can explore their questions and methodically document what occurs
- Can collect and analyze data from their classes including their own observations and reflections
- Can observe their assumptions and beliefs
- Can express their theories

- Can discuss and confirm the findings with their colleagues
- Can give presentations of their findings
- Can talk to their students
- Can write about their research at school, local, national or international level;
- Can share his research through teacher research websites, e-forums, blogs and e-mail communication, etc.

"Teachers who engage in research are considered to have an increased understanding of the complexities of the school community and learning environment (Caro-Bruce &Zeichner, 1998)". The involvement of teachers in research is necessary to be efficient as well as to bring qualitative improvement in education. Teachers need to research to find out the solutions to day to day life problems and challenges in the teaching –learning scenario, to build a store house of knowledge, to add something to the pre-existing repository of knowledge, then to establish and re-establish the base of knowledge so as to generalize it to the larger context and consequently bringing qualitative amendments in education system.

Apart this professional teacher needs to identify the fact that research is a major part of the professional practice. If the 21st century teachers are to consider themselves as researchers and use research to improve their practice, then all categories of teachers – pre-school, primary, secondary and tertiary – should have as part of their training, a concise detailed course in research methods that would conceptualize and focus on the work that teachers do in their day to day practice, and not just as a course to fulfill a condition for a degree or diploma certificate. Teachers with the research skills, become key collaborative professionals in bringing qualitative change in education system as a whole (Teacher Education IV, n. d.).

"A research inclusive pre-service course offers many opportunities for students to develop a research mindset and a set of research skills and enables them to confidently make data driven decisions related to the processes of teaching and learning. The research focus in pre service experiences provides increased opportunities for the development of professional awareness and a critical awareness of current educational policies and programmes. For beginning teachers, such research inclusive training offers the opportunity for easier transition into the role of teacher-researcher in a school based community of inquiry" (Gray and Campbell,2002).

The paper concludes that in the 21st century classrooms, the problems of varied kind and extent are likely to multiply. Whenever such problems float up and create peril to the survival of the students and their progress, teachers as researchers can find appropriate solutions to resolve the threat and improve the situation. If teachers possess the required competencies and research skills, then they can face the varied teaching –learning situations and challenges in diverse classrooms, can seek answers to questions that enables them to help their students to learn; can also play a key role in guiding, formulating, informing and improving policies and practice. But all this is feasible if teachers are participants in the educational research, from the very beginning that is, the very first education courses, through their professional development and as mentors to

new teachers. Besides required skills, the teachers must have the opportunities to take the role of researcher in the actual school situation, so that they can research and reflect on their own practice. In nutshell, Teacher education should shift its focus from 'making of teachers' to the 'making of teachers as researchers' (a more inclusive role) so as to bring worthwhile and qualitative improvement in the whole education system and thus creating a better miniature society- school for our children; and subsequently a better society.

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9

NEW TRENDS IN TEACHER EDUCATION

Dr. Kanchan

ABSTRACT

Teacher education is a programme which makes the teacher competent and he/she faces new challenges in education. Quality teacher education programme is rational to address some specific pedagogical issues. Teacher education programme are connected to practice as well as theory which organize course work and all practical experiences around it. New development and changes in education affect teacher education necessitating review and reforms which demand the innovative mind. It is the transition phase due to rapid changes in technology. So, there is a gap between new students live and how they learn. Education of teachers not only facilitate improvement of school education with the help of professionally well qualified teachers who can meet the demand of new technology but also play a role of bridge between schooling and higher education. The purpose of this article to indicate the new trends in teacher education and provide the view on trends and innovations.

Key Words:- Teacher Education, New Trends

INTRODUCTION

Teachers play an important role in the educational progress. The quality of education depends upon the quality of teachers. The level of teachers attainments is determined by their skills, competence and dedication with their profession. Teacher play the role as a nation builders. Teacher education is the transition phase due to rapid changes in technology and changing values among students. Various teacher education course and do not understand the psychology of students and teachers. Knowledge regarding subject matter and feel comfortable to deliver the lecture are important for a teacher. Teacher should be able to demonstrate their lesson and teach confidently with the changing technology. Technological aid is a tool for learning and teaching which is an integral part in effective pedagogical issues. Universities and technical institution should prepare teachers for future generation. So, they need to give opportunities for modern teaching which give them practical experience and mental satisfaction. It will help in achieving quality education through certain programmes and innovations. In these days school and colleges face the problem of rate of changes in students lives and how they learn in educational institution. Students spend their time in multitasking, technology etc. So, there is gap between modern and traditional teaching methodology.

OBJECTIVES OF TEACHER EDUCATION

1. Provide opportunities to the teachers to interact with children to solve their problems.

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2. Provide opportunities to know their weaknesses and strengths and to know others.
3. Provide opportunities for self learning and articulation the new ideas.
4. Provide opportunities to understand the new trends, technology and innovations.
5. Provide opportunities to search out personal experiences and general information.
6. Provide opportunities to examine disciplinary and social realities with subject matter.
7. To make our children self dependent with the efforts of teachers.
8. To analyze the policy implementation of curriculum.
9. To enhance the learning experiences of students and teachers.

PROBLEMS OF TEACHER EDUCATION

Teacher play the major role for the education of children. The quality of teacher is decreasing day by day. Various problems are faced in the way of teachers like economic, social, political educational, moral etc are following:

1. **Short duration of training programme:-** There is no training on emotional and psychological aspects. Short training programmes are organized to enhance their learning and understanding.
2. **Lack of facilities for professional development;-** Outdated training programmes are organized which does not cater to the modern trends and innovations. Poor research programmes are organized which does not provide opportunities for their learning. No frequent update of knowledge of teachers by conducting seminar and workshops.
3. **Selection problem:-** Corruption on the part of teachers selection increasing day by day. Even in B.Ed. colleges selected teachers are inexperienced and on contract basis. Teachers who are not qualified are selected for B.Ed. colleges even as well as principals.
4. **Problems of supervision of teaching and learning**:- In maximum colleges students and teachers are not attended regularly. Colleges give fake attendance to students as well as teachers. Colleges give maximum marks in exams to those students which are not attended regularly for extra fees.
5. **Incompetency of pupil teachers:-** Candidates who do not get selected in any profession look for teaching profession. Teaching is the last carrier for graduates. They do not take interest in any activates on the part of curricular and co-curricular. They have poor academic background.

NEW TRENDS IN TEACHER EDUCATION

Due to the changing educational needs of the students and advancement in technology teacher play the major role to encouraging and facilitating teaching learning situation. Successful efforts to increase access to basic education often lead to declining quality education.

- **Two year B.Ed. Programme:-** In 1998, NCTE has brought out curriculum framework quality for teacher education and suggested two year B.Ed. programme. For the first time in 1999, two years B.Ed. programme was introduced in Regional Institute of Education NCERT at Ajmer, Bhopal, Bhubaneswar and Mysore. In 2015 , Punjab and Haryana introduced two years B.Ed. programme with emphasis o the professional development of teachers. New subjects are also introduce for the B.Ed. curriculum

framework like ICT, art and drama etc.

- **E- Learning :-** Information technology knowledge is a basic necessity in the present scenario. Various types of software are available like word processor, spreadsheet, presentation programme to gain information and these software enriched the knowledge of an individual. Today, various classes utilize social network for communication. Various activities are organized through the online programme like assignment, online tutorials for students, online journals, evaluation process, online fees paid etc, in various universities like Thapar, Chitkara and others online record or data are available of students like their attendance record, fee structure, leave duration etc. Government of India took imitative promoting e- learning through video lectures and web based learning material from expert faculty.
- **Collaborative Learning:-** It is a learning in which two or more people cooperate in a learning experience to share and contribute to each other to understand the topic or given task. Students are also collaborate with each other through social networking to hare knowledge, to learn facts, theories, various ideas with other opinions. There are various activities which can be done with the collaboration of students so it should be included in the curriculum. This learning rise the standard of education and give opportunities to break up the monopoly of the lecture. This learning help the students to become more productive members of the society.
- **Teacher Eligibility Test:-** Teacher eligibility test was conducted by the Government with the guidelines of NCTE to enhance the quality of education. Today those persons are eligible for the appointment of teachers in Government schools as well as in Private institution who has to pass teacher eligibility test.
- **Global Education:-** The aim of global education to help children and to give then boost , putting them on an even footing despite their unprivileged background. It aims to make students who have this concept running through their curriculum more curious about life and about the various intricacies which are associated with it.
- **Multicultural Education:**- It is the new concept which help the teachers to relate the curriculum according to the need of children when they teach. This type of education is more helpful for those students which are from multicultural background. An educator to teach larger levels of students. So, this type of education would be progressive. It can allow the students and teachers to celebrate the diverse culture of India. Teacher can help the students to grasp the knowledge regarding culture.

SUGGESTIONS

- More emphasizes on the practical work for better development.
- There should be recognition of the teaching method according to the changing demand of education system.
- More and more programmes like conference, orientation courses, workshops, seminar should be organized to improve the quality of teaching learning process.
- Regular inspections should maintain for the improvement of quality of teacher education.
- Various co-curricular activities should be organized time to time in institution to attain

profession development and attitude among teachers.

- Teacher education should reframe new policies and implementation which can enhance the quality of teacher education not the quantity.
- Teaching practice programme should be organized under the supervision of teachers in a systematic way to fulfill the teaching learning objective.
- Various extension programme should be organized by the Government and Universities to share the new ides with each other which enhance the quality of teacher training programme.

CONCLUSION

So, teachers play an important role in the educational process. Teacher education programme should be contracted in such a way that it will be helpful in making teacher effective. Highly skilled and well supported supervising teachers play a vital role to assign these programmes. Teacher education programme should be structured and modified in such a way that enables the students and teachers to respond dynamically to the new problems and challenges in the field of education. A clear vision of effective teaching that informs the entire programme provide a base for resource allocation and ensures all those involved in supporting pre-service teachers.

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10

ROLE OF RESEARCH IN QUALITY EDUCATION

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ABSTRACT

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. The pre-service and in-service teacher education programs have shown paradigm shift with its emphasis on globalization and individualization. This main purpose of this paper is to indicate role of research in quality education, the concept of quality education and also all dimensions of system quality It also discusses research trends in quality education.

Keywords: Research, Quality Education

INTRODUCTION

CONCEPTUALIZING QUALITY

Concern for quality has remained vague and poorly anchored in social theory. The processes and imperatives associated with global competitiveness in the face of rapid technological change and financial uncertainty have taken their toll on children's right to grow up and be educated in a protective ethos. The problems are not entirely new, but seem greatly compounded by the use of the market as the sole reference point for judging the worth of an idea or policy. Since knowledge and training are so critical as factors in the current political economy, education at every level is being called upon to be market-oriented and market-worthy. This situation has created the apprehension that the concept of education itself may be in a state of crisis.

QUALITY EDUCATION

According to UNICEF, A quality education is defined by five elements: the learner's outside experiences, learning environment, content of education, learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their

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families and communities. The learning environment should be safe, healthy and stimulating. Appropriate education content is relevant to the learner and presented in a well-managed classroom. Learning outcomes should meet promote participation in society..

QUALITY LEARNERS

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

GOOD HEALTH AND NUTRITION

Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain & Mustard, 1999). Adequate nutrition is critical for normal brain development in the early years, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infection, disease and injury prior to school enrolment are also critical to the early development of a quality learner. Early childhood psychosocial development experiences, Regular attendance for learning, Family support for learning are also the part of quality learners.

QUALITY LEARNING ENVIRONMENTS

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. Physical element Quality of school facilities**.** Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that "extant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background" (Fuller, 1999). A study in India, however, sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron & Chau, 1996). In this case, the quality of the learning environment was strongly correlated with pupils' achievement in Hindi and mathematics (Carron & Chau, 1996).

QUALITY CONTENT

Quality content refers to the intended and taught curriculum of schools. National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). **Challenges in reaching large numbers of children with quality content.:** Educators who seek to maintain and expand programmes that successfully address important curricular content such as life skills and peace education may face challenges. Some evidence suggests that expansion beyond pilot programmes often falters even when pilot programmes are successful and educational agencies provide

adequate resources for the development and implementation of curriculum that responds to emerging issues. Several reasons for this exist (Obanya, 1995).

QUALITY PROCESSES

Until recently, much discussion of educational quality centred on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes — how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

QUALITY OUTCOMES

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies.

RESEARCH TRENDS IN QUALITY EDUCATION

In nearly all the countries participating in the literature review on the quality of education, there has been an increasing emphasis on in-service and decentralised on-the-job training of teachers. This, in response to changing demands being made of teachers as facilitators of learning and of child development. In some countries new teachers have not been recruited for years, for economic/financial reasons. In such cases, re-educating serving teachers has become the most viable option. There has also been an influx of 'new methodologies' into the school system, promoted largely through new teaching-learning guidelines and localised in-service training programmes. The new methodologies go by different names, such as active methods, audiovisual methods, pedagogy by objectives (outcome-based learning), etc. Also clearly discernible from the reviews is a greater realisation of the importance of early childhood care and education, as an integral part of basic education and as a foundation for school-based learning.

RESEARCH ACTIVITIES

The research activities reviewed tend to mirror the prevailing trends in the development of basic education services in areas related to the subject of Theme One: Pedagogical Renewal and Teacher Development. They tended to focus on the following issues

THE PRE-SCHOOL EXPERIENCE

UNICEF seems to have taken the lead here in showing, through research evidence to support the view, that basic education is concerned with meeting the totality of the survival and learning needs of the individual. This is done in its study in Benin, linking educational readiness to an enabling environment that includes adequate health and nutrition. Onuchukwu and Ifeanacho (2001) studied education in nursery schools to assess relevance to the development of the Nigerian child. They found that there is no unified and defined curriculum for nursery education; 32% to 80% of the books used (depending on the school) were of Western origin; poems, nursery rhymes and plays were completely American or European; English was the predominant language followed by French while no Nigerian language was used; and in some schools there was prolonged electronic bombardment via CNN on television, computers, and computer games.

TEACHER DEVELOPMENT

The following issues dominate available studies on teacher development: Learning needs and conditions of serving teachers: A reasonably well designed study (Adjoké and Biyou, 2001) found that primary school teachers in the Kara region in the north of the country had a lot of 'handicaps', even though they were strongly motivated reasonably well qualified, and experienced. Their handicaps were that: _ 58% of the them had no initial teacher training and no on-the-job training;_ 71% were temporary and auxiliary teachers with poor working conditions; _ 91% needed to upgrade their mastery of basic school subjects (language and mathematics).

TEACHING AND LEARNING

Research on teaching and learning address two main issues: The effectiveness of 'new methodologies': One group of studies on this subject deals with observations of classroom interactions. The general finding (as illustrated by the work of Ouedraogo, 2000) is that classroom activities are characterised by 'rigidity'. The conclusions of a study from (Coulibaly, 2000) explains the 'rigidity' as occasioned by: Insufficient and poor training, leading to poor mastery of appropriate teaching techniques; Poor supervision; large and unmanageable classes; Low teacher morale. The second group of research is in the form of experiments. They all report significantly higher performance by students taught via a variety of 'active' methods – eclectic methods, play methods, integrated learning strategies, use of multiple classroom resources (e.g. Ashu,, 1992,).

EDUCATION TECHNOLOGY

Use of audio-visual materials. Dagbisso et al. (1999) found that teacher trainers lack the capacity to select and use appropriate audio-visual materials. Another study from (Anet, 1999) and one found that audio-visual material used in teaching in primary schools increase acquisition of notions and, according to Yameogo (1998,) encourage children to develop a critical attitude toward media. The studies recommend reducing costs of such materials for schools as well as truing teachers and teacher trainers from all disciplines in the use of audiovisual materials, for example in how to develop questionnaires to help students analyse TV and radio programs. New information and communication technologies. Several studies (Cameroon, Gambia, Ghana, Nigeria, Togo) insisted that teachers should also be trained in the use of computers, Internet, CD ROMS and other new media as well as (Kengne, 2000) the use of educational software to develop didactical materials. It was also recommended that teachers, particularly science teachers, also receive training in maintenance and repair of equipment. They should not just be taught the computer, but how to use it in teaching. These

recommendations stemmed from general reviews of education reforms and teacher training programs and from literature reviews aimed to inform government policies in the area of new

information and communication technologies (ICT) in education. The only study based on classroom experimentation came from Nigeria and found that computer-assisted instruction enhanced learners' cognitive achievement in social studies among secondary school learners (Ajelabi, 2000).

GENDER ISSUES

Gender composition of the teaching force at the primary level: Research from Burkina Faso shows an increasing 'feminisation' of the teaching corps both in urban and rural areas, with a tendency towards having more and more women in the lower professional cadres. Reports from Niger, on the other hand, show very low representation of women in the teaching force. This finding is explained by the low enrolment of girls in primary schools and the constraints imposed on women by marriage. Studies from both Gambia and Mali strongly recommend the active recruitment of more women teachers and even suggested that this would increase student enrolments.

ACTION RESEARCH

Action research, used in a smattering of the studies reviewed, seems to be an approach that can facilitate work with teachers for improved quality of teaching. Teachers become active in innovating and solving their own problems and, when implemented on large scales (i.e. PPSE program in Guinea – not reviewed in this exercise) research action can encourage systemic change.

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11

STRENGTHENING THE RESEARCH EXCELLENCE

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ABSTRACT

Research and education are twins. Education aims to acquire the skills and knowledge for building a more sustainable society. Research enhances the continuous professional growth of teachers and provides the students with marketable skills. Quality life of the people of any country largely rest on the quality of education and research. It is very hard to achieve excellence in any field without excellence in research.

Keywords: Research, Excellence

INTRODUCTION

Education, more education, education made perfect is the only panacea for our country's ills and evils. These profound words of Anand Sarup convey our unshakable faith in education as a means of achieving desirable objectives.Through centuries; education has been a very potent tool for humankind in facing challenges and furthering progress.

The Indian constitution resolves to provide quality education to all. In the effort to fulfill educational needs of the country, the govt.has chalked out different educational categories namely, Elementary Education, Secondary Education, Higher Education, Adult Education, Technical and Vocational Education. Institutions of excellence in higher education were formed with a view to provide subsidized quality higher education to build a self-reliant and modern India.

Although education has expanded several times since independence, issues of access, equity and quality still continue to be the areas of concern. In terms of quality it has been observed that educational institutions today are emphasizing more on commercial aspect than creation of knowledge which leads to deterioration of quality of education. The quality standards are also of concern in the area of research. Indian universities are still far behind than US universities.

NEED OF RESEARCH AND QUALITY CONTROL

Humankind has the quality of inquisitiveness to learn and create new things most applicable to daily life. The entire process of experimentation, learning and devising a new knowledge comes under the gamut of research. It is the process which has set of systematic methods to find solution to a specific problem.

Doing research is intellectually stimulating. It is good for one's career. It follows the desire to improve the human experience. A worthwhile research may go to formulate a new and important problem for investigation. Alternatively, it may arrive at a new and better solution to an existing problem or the researcher may also develop a constructive way of challenging existing expectations. Research should also be there to challenge any

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significant theory, policy or practice.

Undoubtedly educational research has taken great strides since independence but one cannot at the same time deny the fact that the process of research and research findings has generated skepticism concerning their quality and applicability. Training for educational research at different levels needs to be strengthened. Fixing of accountability of research supervisors at all levels is necessary. Residential programmes of educational research in the universities and other research organizations, screening of research scholars, scrutiny of research reports by a team specially constituted are some areas to be considered in this respect.

An important area that is getting dilapidated because of carelessness handling is the well defined area of action research. Today any research is considered as action research. As a result it is not serving the very purpose for which it stands. Action research reports too are furnishing the cupboards along with others which in itself tells a sad commentary.

Most researches are today being done by individuals. Group researches, mega researches, collaborative researches or multidisciplinary researches are rarity. Recently however, NCERT under the aegis of ERIC, UGC, and ICSSR Nehru Memorial fund under has got done some useful multi-centric studies on issues of pre-service teacher education, curriculum renewal, sarva shikha abhiyaan but worthwhile epoch making researches are still a far cry.

It is an open secret that majority of researches in education simply add to the bulk of stationary rather than to find of new knowledge. Research findings largely remain within covers of the thesis or journal and do not percolate into the system. Classrooms and functionaries at the grassroots level in turn remain starved of new ideas and also remain devoid of nutrition in the form of research inputs. Thus the very purpose of research gets defeated.

POSSIBLE ENABLERS FOR RESEARCH EXCELLENCE

Towards a Learning Society: A philosophy of national development must be evolved and everything must be evolved and everything must be done to give appropriate legal backing to bodies concerned with research and research related activities.

Industry and Academia Connection: Industry and academia connection is necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs.

Incentives to teachers and researchers: Industry and students are expecting specialized courses to be offered so that they get the latest and best in education and they are also industry ready and employable. Incentives should be provided to teachers and researchers to make these professions more attractive for the younger generation. Bright scholars and researchers require motivation and right attitude to carry on their work.

Professionally dedicated faculty: Lack of focus on research and development is one of the most important causes of insufficient achievement levels in India. There is no short cut to being a successful researcher. It requires dedication sharp focus and hard work. It is important to faculty members, that they have many more responsibilities and commitments like teaching, serving on various committees within and outside the institute, interaction with students and external people etc. So, faculty members should manage time well in teaching and research related task.

Innovative Research Practices*:* The new technologies offer vast opportunity for progress in all walks of life. Innovative practices are required to improve the countries innovative capacity. Working facility and work load of teacher should be as per the international norms. Teachers should be encouraged to attend various conventions, conferences, seminars, workshops in their disciplines to update their subject know how.

To Mobilize Resources: Effective measures are vast important to mobilize resources for higher education, knowledge, which is at the heart of higher education, is a crucial resource in the development of democracy, social justice and progress towards individual enlightenment. There should be enhancing infrastructural facilities to utilize the output of research for the development of nation and society.

ICT- Based research Management: There is a need to develop new breed of ICT- based research management system for universities which includes both academic and financial management, providing a unified data base and analytical interface for searching, reporting and evaluating the universities performance in research. These research activities are backed up by adequate infrastructure, adequate personnel and adequate funding.

Public Private Partnership: Public Private Partnership (PPP) is most essential to bring in quality in higher education system. The University Grant Commission and Ministry of HRD should play a major role in developing a purposeful interface between universities, Industries and National Research Laboratories (NRLs) as step towards PPP. Funding to NRLs by the government should ensure the involvement of institutions of higher education engaged in research activities. Such efforts need a very serious structuring for the research base institutions.

International Cooperation: Government should encourage foreign universities to come to India to set up independent operation to collaborate with existing Indian institutions. Universities in India have been a primary conduit for advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development and continuing education. International Cooperation is gaining importance as yet another function. Intellectual Property Rights (IPR) for International Research Collaborations with Indian and foreign institutions as well as universities achievements needs to be developed.

Publication cum Citation System: A national cum citation system for arts, humanities, sciences, social sciences, management and languages may be evolved which could be country specific. All papers for publication should be strictly assessed to ensure quality.

Action Plan for Improving quality: Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. There should be better collaboration and coordination between government and research institutions. The approach of doctoral research needs to more analytical and comparative and be related to society, policy and economy. For example periodically they should sit together and think over their aims.

World Class Education: Indian government is not giving priority to the development of Standard education. India should aspire for the international standard in education. In order to achieve international standards laboratories up gradations, motivation to

researchers and required research funding should be done.

High –Tech Libraries: Our university libraries have a good collection of books, but they are all in mess. Indian universities libraries should be equipped with latest text books, journals and periodicals. A library must be online man should be made available with high quality e-text books, e- references, e- research papers and e- contents with different languages free of cost to genuine learners.

Refresher courses need to be strengthened for existing faculty: Research institutes and university departments should serve as training place by regularly offering specialized short term programmes to familiarize young researchers with modern research technologies.

Multidisciplinary Mission Mode Research and Innovation Programmes: These should be evolved in association with arts, humanities and social sciences which should directly benefit the society. The UGC, ICSSR and other research funding bodies should encourage inter/multidisciplinary seminars, conferences, research projects.

Conclusion: Good effort and high academic morality, even mediocre knowledge and talent can create good intellectual capital. If we, in India, want academic research to truly and substantially contribute to the national development we must emphasize research in totality which includes the identification of the issues and problems in actual, authenticating the research process, training the research guides, enhancing and improving the relationship of research students and guides. In short ensuring the process will ensure the quality of product. The process must essentially include the transformation of the researcher. Quality must include the relevance of the research.

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12

AREAS OF RESEARCH IN TEACHER EDUCATION

Dr. Pargat Singh

ABSTRACT

Preparing quality teachers depends upon quality of teacher education courses. As we have seen in past years, the quality of teacher education has been continuously questioned by different academicians in different reports, so there is need to make it more reliable and valid. All the stakeholders should be involved to create a national strategy for teacher education and professional learning. Quality research in the field of teacher education can contribute a lot to provide strong research based foundation for teacher education institutes (TEI's) and courses. The draft of New Education Policy 2016 in 43 pages reports also focus on the role of research in qualitative improvements in higher education institutes. As we know teacher educations is passing through a stage of drastic changes with the implementation of NCTE regulation-2014 and changes in school system. So to make qualitative improvement in teacher education few areas of research are discussed in this paper with context to different aspect of teacher education.

Keywords: Areas of Research, Teacher Education

INTRODUCTION

Along with other factors, quality teaching is the most important school-level factor influencing student achievement. Preparing quality teachers depends upon quality of teacher education. Teacher education can significantly affect pre service teacher training to on-going professional development to help update teachers' knowledge and skills. It can help would be teachers to deepen their understanding and advance their skills to work as expert practitioners in schools. A sound teacher education course can be developed on the basis of research based foundations. Teacher education is one of the important areas of research, As we have seen in past years, the quality of teacher education has been continuously questioned by different academicians in different reports. All the stakeholders (Government, national agencies, schools, universities and teachers' organizations) should be involved to work together to create a national strategy for teacher education and professional learning.

The NCTE Regulation 2007 were revisited and modified by the NCTE and notified in 2009. The Elementary School Teachers' qualifications were worked out and notified in August 2010. In past years new regulations 2014 were implemented. The inclusion of TET in qualifications of teacher recruitment has been widely appreciated. With such type of changes in regulations, influence of national documents like National Curriculum Framework and National Curriculum Framework for Teacher Education, Changes in school

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education has opened new opportunities and challenges before existing teacher education institutes. On the other hand we have witnessed the growth of teacher education courses in India and specially in Punjab, TEI's have been proliferating and mushrooming all over the State with profit motives. The number of Teacher Training Colleges rose to 23 to 197, NCTE (2010). This shows the phenomenal growth of colleges of education in the state within the decade. This increase is a significant factor in field of teacher education which is affecting the quality of teacher education courses. In light of above observations, to adapt with new changes, to address new challenges, we need quality research in the field of teacher education. The draft of New Education Policy 2016 in 43 pages reports focus on the role of research in qualitative improvements in higher education institutes. So it's high time that we should understand the significance of quality research in improvement of teacher education courses. The system of Teacher Education has several sub-systems. There is continuous interaction among them. As such the different components of the system, the inputs, processes and the outputs lend themselves to research. There is extensive range of variables related to research in teacher education. Some of the these areas of research are given below:

AREAS OF RESEARCH IN TEACHER EDUCATION

Course effectiveness Studies: Pre-post test design studies can be used at institutional level to evaluate teacher education programmes of an institution in terms of theoretical understanding, skills and attitudes. Change in their teaching skills by the programmes by assessing these skills at the time of joining the course and at the time of completing the course can be assessed. Effectiveness of the course in term of vocational and social needs of teacher trainees can be assessed. Evaluation of the quality of content taught in teacher education courses can be made. Studies of effectiveness of programmes of teacher training in term of aesthetic, cultural, moral, religious and spiritual development of teacher trainee can be conducted.

Comparative Studies: Teacher education courses are conducted in IASEs/DIETs/CTEs/ Government institutes /self financed institutes etc. Comparative studies can be made to know the differences in variables related to input, process and output. Curriculum of different universities related to teacher education can be studies from comparative point of view. Comparison of curricula of teacher education in India with that of other countries can be made. Comparative study of one year and two year B.Ed. courses can be made. Comparative study related to attitudes towards teaching profession by students of different streams (Science, Commerce, Humanities etc.) can be conducted. Comparison of admission procedures followed by different States for entry into the teacher education programmes. Comparison of financing of teacher education in different countries their efficient usage can made.

Policy studies: Attitude of stakeholders toward norms of NCTE, Teacher educator's reaction regarding existing NCTE regulations 2014 can be studied. It can help to provide recommendations to the policy makers. Research studies can be used to inform the design and structure of teacher education programmes. Teachers and teacher educators may be equipped, motivated and funded fully or partially to conduct research, individually and

collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practices.

Curriculum related studies: Developing a model curriculum with flexibility to cover local needs and scope for innovation for training of teachers. The content of Teacher Education programmes may be developed on the basis of research-based knowledge, taking from a range of academic disciplines and epistemological traditions. Research related to examining the nature of curriculum by affiliating bodies, whether it is need based, decentralized, area specific and community centered.

Follow up studies: In teacher education courses follow up studies to be conducted on ex-student teachers to know their performance in school settings, in real life situation. Students can evaluation teacher education programmes after completing a course. Follow up studies on the participants of orientation and refresher courses.

Evaluation Studies: Teachers performance in the course, training strategies, delivery of demonstration lessons, theoretical understanding etc. can be evaluated through the feedback of student teachers. Development of innovative evaluation strategies like open book examinations, Rubric etc. in the field of teacher education courses.

Case studies: Some institutes of quality education can be identified like IASEs, Regional institutes etc. for case studies in the field of teacher education. Analysis of results can be useful for many other institutes who wish to follow them to improve quality of teacher education in their region.

Professional development of teachers: Studies related to working conditions of teacher educators in private colleges, Awareness of teacher educators about various policies, aspects of andragogy, changes in education sector, service rules, professional ethics, effectiveness of orientation and refresher courses, effectiveness of seminar/workshops and conferences, Preparing self-learning modules on training skills required for a teacher educator,

Study related to teaching learning process: Varieties of lesson planning strategies in use of teacher education institutions, effectiveness of new innovative methods across the subject areas, challenges and opportunities in digital era, attitudinal issue in the modernization of teaching learning process, evaluation practices for assessing teaching attitudes and skills. Question papers of teacher education courses can be evaluated.

Study related to TEI and Internship schools: studies focusing on different aspect of participation of TEI and Internship school with each other can be planned. Participation of heads, teachers and students of both their effect on school and teacher education institute, related factors can be studied. Development of training modules for heads of schools can be explored.

Studies related to role of TEI's in society: Studies to assess the role, participation of TEI,s in awareness on social issues like drug, women empowerment, female feticide, population growth, corruptions etc. can be conducted. Instructional packages can be developed to address these issues by TEI's.

Economics of Teacher education: Studies related to financial sources, efficient use of financial resources, funding agencies, Patterns of distribution of funds, attitude of

government toward financing teacher education etc. can be done.

CONCLUSION

Teacher quality is increasingly seen as crucial to improving educational outcomes and pupil achievement. Improvement in teacher education can be made through research findings. Some areas of research are discussed in the paper. Quality research is need of the hour in these areas to provide strong foundation of teacher education courses. It is also a fact that there are many challenges in conducting quality research in these areas in teacher education. Goel and Goel (2012) have rightly pointed out that most of the times research is replicate and repetitive, devoid of freshness, either of problem or of approach or of methodology. The national agenda for research needs to be developed in alignment with the developmental objectives. A prospective plan for research and innovations should be framed with regional and national developmental priorities. The research methodology must be compatible with the local problems. There is a need to be innovative. There are mismatches between research trends and problems. Regulatory mechanism to tone up the research quality needs to be evolved. There is a need to evolve research quality indicators. There is a need to evolve social sciences compatible indigenous research methodology. Philosophical & historical studies are very rare. There is more of quantitative research than qualitative. There is more of descriptive and evaluative research than suggestive. There is more of borrowed methodology than indigenous. Taxonomy of research needs to be evolved.

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ACTION RESEARCH AS A TOOL OF AUGMENTATION IN EDUCATIONAL ENVIRONMENT

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****Ms. Manjot Kaur Khehra**

ABSTRACT

This article tries to explore the as an empirical investigation into factors affecting teaching and learning. The augmentation of action research in education and its existence is discussed. The purpose of action research and various ways of its implementation are elaborated. Action research has a multiple types which occur concurrently, and no one is held captive to another's priority. Action research in schools is gaining its importance day by day. Teachers are also attracted to action research as it is relevant and enables them to do their tasks more effectively and/or more efficiently. The goal of action research is the promotion of efficient and effective practice. The collaboration between researcher and practitioner is basically technical and facilitator.

Keywords: Action Research, Educational Environment

INTRODUCTION

Although the field of educational action research has been the subject of countless articles emanating from both critics and advocates, we have yet to arrive at a satisfactory conclusion with respect to the efficacy and credibility of educational action research as a research approach. In

this paper we attempt to uncover the key features of action research

It is also argue that for action research to contribute to a knowledge base about teaching, it must be open to scrutiny by a research community, and to withstand scrutiny, it must be rigorous.

Origins and foundations of educational action research

Educational action research owes much to Lewin (1946) and Collier (1945). Not only was the evocative prefix and prescription of “action” coupled with research by them in response to challenges they saw in improving group relations, but so, too, in the case of Lewin, was the form of research linked to schools, teachers, parents, and students. Out of Lewin's advocacy of a hermeneutic process based on standards of practice and with his and Collier's specific interests in the resolution of social, economic, and political injustices found in schools and other public institutions, a bridge between the worlds of research and philosophy was erected. Where Collier defined action research as participatory research in which the layperson defines a need and engages the structures that provide scaffolding. However, Lewin's work arguably broke ground for critical approaches in research. As such, debates engaged by the body of critical theory have subsequently

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encompassed action research and its various progenies in the context of teacher research in Brown & Jones [2001] and more provocative social change advocated in the work of Freire [1970], Giroux [1998], and McLaren [1998] . Lewin's (1946) work has emerged as the predominant representative of the concept, and his inclusion of schools as a key venue for action research means that school-based and teacher research that follows the structural requirements explored in Lewin's writing, as well as the contributions of others to the development of the method, is its progeny.

MAIN FUNCTION OF ACTION RESEARCH

Reason and Bradbury (2001) summarise the main purposes of action research as:

To produce practical knowledge that is useful to people in the everyday conduct of their lives; To contribute through this knowledge to increased well-being - economic, political, psychological, spiritual - of individuals and communities and to a more equitable and sustainable relationship with wider ecology of the planet and to combine practical outcomes with new understanding "since action without theory is blind, just as theory without action is meaningless." In this context, Sanford's observation is interesting: "nearly all of applied social science emphasizes the application to problems of what is already known, rather than the study of action as a means for advancing science" (Sanford 1981). Action Research has considerable potential to enhance basic understanding and it also involves: a focus on practical issues, reflection on ones own practices, collaboration between researcher and participants, a dynamic process of spiralling back and forth among reflection, data collection and action, development of a plan of action to respond to a practical issue and sharing of findings with all relevant stakeholders.

THREE PURPOSES FOR ACTION RESEARCH

Action research can be occupied in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- Building the reflective practitioner
- Making progress on school wide priorities
- Building professional cultures

Building the Reflective Practitioner: When individual teachers make a personal commitment to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching. In this way, the individual teachers conducting action research are making continuous progress in developing their strengths as reflective practitioners.

Making Progress on School wide Priorities: Increasingly, schools are focusing on strengthening themselves and their programs through the development of common focuses and a strong sense of esprit de corps. When a faculty shares a commitment to achieving excellence with a specific focus—for example, the development of higher-order thinking, positive social behavior, or higher standardized test scores—then collaboratively

studying their practice will not only contribute to the achievement of the shared goal but would have a powerful impact on team building and program development. Focusing the combined time, energy, and creativity of a group of committed professionals on a single pedagogical issue will inevitably lead to program improvements, as well as to the school becoming a "center of excellence." As a result, when a faculty chooses to focus on one issue and all the teachers elect to enthusiastically participate in action research on that issue, significant progress on the school wide priorities cannot help but occur.

BUILDING PROFESSIONAL CULTURES

Often an entire faculty shares a commitment to student development, yet the group finds itself unable to adopt a single common focus for action research. This should not be viewed as indicative of a problem. It is common for all the faculty members at a school to share a similar perspective on what constitutes a well-educated student. The teachers in a "quality" school may well differ on which specific aspects of the shared vision they are most motivated to pursue at any point in time.

Schools whose faculties cannot have the same opinion on a single research focus can still use action research as a tool to help make over themselves into a learning organization. School faculties who wish to transform themselves into "communities of learners" often authorize teams of colleagues who share a passion about one aspect of teaching and learning to carry out investigations into that area of interest and then share what they've learned with the rest of the school community. In these schools, multiple action research inquiries occur concurrently, and no one is held captive to another's priority, yet everyone knows that all the work finally will be shared and will consequently contribute to organizational learning.

TYPES OF ACTION RESEARCH

There three broad types of action research:

- **Technical action research:** The work of Lewin and his followers adopted a technical approach to action research. This involved the researcher identifying a problem and an intervention, which was then tested. The goal of this kind of action research is the promotion of efficient and effective practice. The collaboration between researcher and practitioner is basically technical and facilitatory.
- **Practical action research:** In practical action research, practitioners and researchers come together to identify probable problems, their underlying causes and possible change projects. Mutual understanding is sought, and the goal is understanding practice and solving immediate problems. It adopts a non-positivist, flexible approach to modification. It is this kind of action research that is common in the field of education .It is fundamentally an on the spot procedure designed to deal with a existing problem located in an immediate situation … unlike other methods no attempt is made to identify one particular factor and study it in isolation, divorced from the context giving it meaning. Carr and Kemmis (1986) suggest three conditions which are individually necessary and jointly sufficient for critical, practical action research to exist: The project takes as its subject-matter a social practice, regarding it as a form of strategic action susceptible of improvement. The project proceeds through a spiral of cycles of

planning, acting, observing and reflecting, with each of these activities being systematically and self-critically implemented and interrelated. The project involves those responsible for the practice in each of the moments of the activity, widening participation in the project gradually to include others affected by the practice, and maintaining collaborative control of the process.

- **Emancipatory action research:** Emancipatory action research promotes a "critical consciousness which exhibits itself in political as well as practical action to promote change" (Grundy, 1987). The goal is to assist participants in identifying and making overt fundamental problems by raising their collective consciousness. Critical intent determines both the development of a theoretical perspective and guides action and interaction within the project. Here the challenge is not so much a collaboratively defined practical problem as the collaborative exploration of an existing social problem in order to achieve social transformation.

CONCLUSION

Educational action research works and focuses on improving group relations among the tutors and students. It actually lays stress on aspect of building the reflective practitioner, making progress on school wide priorities and building professional cultures. Its central concerns are psychological, with the interests of people at its heart and wellbeing as its goal. Furthermore it is a deeply collaborative process of inquiry, operating at one and the same time at individual, interpersonal, group, organizational community.

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CHALLENGES IN ADDRESSING PLAGIARISM IN EDUCATION

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ABSTRACT

Plagiarism is a serious breach of academic integrity in that it detracts from the value of original and honest scholarly work. While there has been an explosion of interest and research on this topic, by and large the focus has been on postgraduate students plagiarizing in assessment. Recent research has demonstrated that plagiarism is a complex issue, with many stakeholder groups requiring much more induction, information, training, and support to ensure that they have the necessary understanding and skills to fulfill their academic responsibilities. Educational institutions therefore need to recognize that addressing plagiarism requires a holistic and multi-stakeholder approach which aims to foster a scholarly community based on shared understandings and practices of academic integrity.

Keywords: Plagiarism, Education & Challenges

INTRODUCTION

Academic integrity encompasses a number of values including honesty, trust, respect, fairness, and responsibility and ideals that should be upheld by all educational stakeholders. Academic integrity involves ensuring that in research, and in teaching and learning, both staff and students act in an honest way. They need to acknowledge the intellectual contributions of others, be open and accountable for their actions, and exhibit fairness and transparency in all aspects of scholarly endeavor. Academic integrity ensures public trust in the credibility of scholarship at all levels of education including the research process and its outcomes.

Academic integrity breaches include a diverse range of unfair practices including plagiarism, cheating in exams or assignments, inappropriate collusion, theft of other students' work, paying a third party for assignments, downloading whole or part of assignments from the Internet, falsification of data, misrepresentation of records, or other actions that undermine the integrity of scholarship . Plagiarism is one of the most vehemently derided breaches of academic integrity because it undermines the premise that scholarly work will make an original and honest contribution to an existing body of knowledge. Despite the fact that plagiarism occurs at all levels of scholarship, the main focus in the recent explosion of research in this area is on student plagiarism. For the purpose of this paper, plagiarism is defined as the use of others' words, ideas, or creative work without appropriate acknowledgment, and does not necessarily imply intentional deceit.

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PLAGIARISM BY STUDENTS

The extent of plagiarism (in its various forms) in students' work depends in part on the methodology used to explore this issue, with most studies using self-report methodologies. The rate of plagiarism for postgraduate students varies wildly from 19% , to 26%, 66% , and 81% . Research has further highlighted issues of plagiarism by students for whom English is an Additional Language (EAL) at both undergraduate and postgraduate levels. Marshall and Garry concluded that EAL students are significantly more likely to have engaged in serious forms of plagiarism (83%) than non-EAL students (65%); Vieyra determined that 47% of EAL graduate students had plagiarized in their research proposals, versus 16% of non-EAL students. Pecorari found that 76% of non-native English speaking graduate students had at least one passage in a writing sample (half of which were completed PhD theses) where over 70% of the text was taken from source material. A recent survey of 15,304 Australian students, from a range of disciplines both undergraduate and postgraduate, reported that international students were more than twice as likely as domestic students to convey a lack of confidence in how to avoid an academic integrity breach.

It is generally assumed that graduate students, having spent at least 15 years in the education system, are conversant with academic integrity requirements and know how to avoid plagiarism; however, it is becoming increasingly apparent that many graduate students are ill-prepared for the challenges of postgraduate study, and that breaches of academic integrity policy do occur among this student group. Gilmore et al. found that 42.6% of research proposals by science, technology, engineering, and mathematics graduate students contained plagiarism; McCullogh and Holmburg reported 27% plagiarism in master's theses; and Segal et al. found that 5% of medical residency applications had at least one instance of plagiarism. Results from the *Academic Integrity Standards Project* indicated that one in five postgraduate research students had never heard of academic integrity and two in five postgraduate students said they did not know whether their university had an academic integrity policy.

PLAGIARISM BY ESTABLISHED RESEARCHERS

Given the rates of plagiarism for all groups of students, coupled with research indicating that many students do not receive adequate information or training either at the undergraduate or postgraduate levels, it cannot be surprising that breaches of integrity by established researchers are rife. A survey of 3,600 mid-career and 4,160 early-career scientists in the United States found that 33% of the respondents had engaged in questionable research practices relating to data, methods, policy, use of funds, outside influence, peer review, giving credit, and “cutting corners”.Media scandals regularly threaten individuals' and institutions' reputations. The widely publicized plagiarism in the dissertation of the German Minister of Defence, Karl-Theodor zu Guttenberg (63% of the lines on 94% of the pages) resulted in the minister's forced resignation. Vroni Plag Wiki has since documented over 30 cases of plagiarism by other prominent German academics with the result that some universities have rescinded individual doctorates. But the issue goes well beyond Germany and Europe, with reports of serious plagiarism by academics in

numerous countries across the globe.

THE COMPLEXITIES OF PLAGIARISM

Writers in the field have noted the complexities of defining plagiarism and identifying it, particularly for novice scholars. In two separate studies, Roig asked students to identify plagiarized text and found that 40%–50% of the students did not complete the exercise correctly. Work by Marshall and Garry among others, concur that many students cannot identify instances of plagiarism and do not adequately understand how to paraphrase text with appropriate citation to avoid plagiarism. International EAL students are not the only group who may struggle to understand and fulfill the requirements of academic practice. The student body is increasingly diverse, and may include those from socially and academically disadvantaged backgrounds, non-traditional aged students, and those with intellectual, mental, or physical disabilities.Given the centrality of acknowledgement to definitions of plagiarism, both students and teachers often want to know precisely when "sloppy referencing" becomes "serious plagiarism." James et al. present three aspects of what needs to be considered by academics in determining whether apparent plagiarism is "serious" and therefore requires a punitive response or whether it is a minor concern best responded to with education. The first is the student's "intent to cheat," with "deliberately presenting the work of others as one's own" placed at the extreme, punitive end of a continuum. The second aspect is "the extent of plagiarism" with "downloaded essay handed in as own paraphrasing" again representing the extreme end of a continuum. The third aspect is the "possible response to plagiarism" that involves consideration of the first two aspects, and takes either an educative or punitive approach. Recent work by the *Exemplary Academic Integrity Project* suggests that even apparently harsh outcomes such as suspension or expulsion are, in fact, appropriate educational outcomes for certain types of academic integrity breaches. The issue of "self-plagiarism," either by students or researchers, also revolves around appropriate acknowledgement. In seeking a definition of self-plagiarism for previous research on self-plagiarism in academic research, we relied on the concept of "fair use" in Copyright law and determined that articles contained self-plagiarism "if they contained 10% or more of any one of the author's previous publications without appropriate attribution". Findings indicated that 60% of the authors in the sample had self-plagiarized in at least one of their published papers. Self-plagiarism by students involves recycling previously submitted work without attribution to the original work and/or without the permission of teaching staff.

ADDRESSING PLAGIARISM

Much of the research on plagiarism and other breaches of academic integrity has focused on the role of teaching and learning, particularly at the undergraduate level, with targeted induction, support, and training advocated for all students, and in particular for those from non-traditional backgrounds. Strategies to deter plagiarism include advice regarding assessment development, curriculum design, and academic skills education. These deterrence strategies are advised in conjunction with detection and appropriate penalties. Often erroneously touted as a "plagiarism detection" tool, text-matching software such as Turnitin or Safe Assign provides instructors with the means to check

students' work against other material on the Internet, previously submitted student papers, and journal articles. As increasing numbers of schools, colleges, and universities use text-matching software, as both an educational tool and as a deterrence, students may be less inclined to submit assignments based on “cut and paste” plagiarism.

However, plagiarism is not only an issue of student assessment. It is a symptom of a deeply entrenched academic culture that arguably places tangible rewards (grades, diplomas, publications, promotions, grants) above the intrinsic value of learning and knowledge creation. To address the ongoing issue of plagiarism and other breaches of academic integrity, educational institutions must work towards fostering a culture of integrity that goes beyond deterrence, detection, and punishment of students. A genuinely holistic approach would involve promoting integrity in every aspect of the academic enterprise: including university mission statements and marketing, through admissions processes, to nuanced and carefully articulated policy. It must include assessment practices and curriculum design, information provided during orientation, and frequent and visual reminders on campus. There must be embedded and targeted support in courses and at every level for students, professional development for staff, and research training. Finally, the use of new technologies to both assist students to avoid academic integrity breaches, and as a tool to detect breaches when they occur, must be adopted. While such a nuanced and all-inclusive approach to academic integrity is inspirational rather than one that exists in a single institution, two decades of research has provided evidence of the impact of individual interventions (e.g., policy, assessment design, training, detection, penalties) in addressing plagiarism. Both researchers and practitioners are now calling for stakeholders at all levels of education to recognize that the complexity of plagiarism requires an equally sophisticated and multi-pronged approach, which is both targeted and context-specific.

CONCLUSION

- Plagiarism undermines the integrity of education and occurs at all levels of scholarship.
- Research indicates that both undergraduate and postgraduate students require training to avoid plagiarism.
- Established researchers are not immune to allegations of plagiarism.
- Educational institutions need to move beyond deterrence, detection, and punishment, and take a holistic and multi-stakeholder approach to address plagiarism.

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ROLE OF RESEARCH TO PROMOTE QUALITY IN HIGHER EDUCATION

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ABSTRACT

New development in science and technology, globalization, competition, media and internationalization have posed fresh challenges for higher education. Higher Education is a critical area in which adequate inputs and investments have to be made for developing not only human resources but also physical resources. Quality has become the pacemaker of education in the 21st century in the context of all new and vast social realities. To achieve this aim, research in education is necessary in order to provide a basis for educational planning. It is one of the main fields that should be embedded in higher education curriculum. With regard to this, research -based education has lately received increasing interest both among researchers in higher education and in public discussion. The researchers have to be trained to perceive the problems and find solutions accordingly. There should be continuous upgradation of curriculum to keep pace with rapid growth of science & technology, need of adequate funding and adequate training of human resources. In this context, research should be a vision of every higher education institution for the promotion of quality and excellence which is actually the great challenge faced by all higher education institutions. So Research must be a culture in Universities/ Institutions of higher learning to make India globally competitive.

Keywords: Research , Higher Education

INTRODUCTION

Today's society is facing unique changes in all the sectors in the wake of globalization. New developments in science and technology, competition, media and internationalization have posed fresh challenges for the Indian education system, particularly the higher education. An accessible and high quality higher education system is imperative for nation's economic progress. A sound higher education system enables and enhances the development for better and sustainable future. The development of a nation along with a conscious and productive citizenry is dependent upon the standards of education. To sustain the pressures and to make the system vibrant, reliable & realistic, there is an urgent need for reviewing the requirements of the learners learning, materials & instructional strategies, teachers & techniques and all other such aspects. Higher education is a critical area in which adequate inputs and investments have to be made for developing not only human resources but also physical resources. In the present era of globalization, it becomes imperative that new researches must be carried over in the field of education. Research is an integral part of education and quality of research cannot be improved

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unless the quality of education is raised and vice versa.

Research can help the nation to come up with prolific results to compete at the global level. It is an important tool of human development which when taken up in an interesting and enthusiastic way can obviously work wonders in the life of man. The word Research is composed of two words: 're' which means again and 'search' which means to examine closely and carefully. Thus, research means a careful and systematic study conducted again and again in some field of knowledge with a motive to establish new facts or principles. Research is an activity by which researcher can contribute to his/her knowledge either by discovering new truths, correcting existing knowledge of truths or presenting the known truths in new lights. J.W. Best and J.V. Kahan (2001) has defined research as," the systematic & objective analysis and recording of controlled observation that may lead to the development of generalizations, principles or theories resulting in prediction and possibly ultimate control of events." To highlight, research is considered as highest level of learning.

Research and higher education are complementary to each other. As today's competitive world demand good quality education therefore, improving the quality of education and campus life is the major concern of higher education. A well developed and equitable system of higher education that promotes quality learning as a consequence of both teaching and research is central for success in the emerging knowledge economy. Research contributes more than anything else in ensuring excellence in institutions of higher education By quality in research we mean the knowledge gathered by appropriate tools & analyzed without any kind of bias and done in relation to its input and output components. Research which provides solution for existing problems and contributes in the domain of knowledge is called quality research. Quality research reflects a sincere desire to determine what is overall true, based on all available information. The researchers have to be trained to perceive the problems and find solutions accordingly. Apart from this, providing research answers to current problems and giving theoretical base to these issues can help in adding quality to research.

WHY RESEARCH IS AN INDISPENSIBLE PART OF HIGHER EDUCATION?

The main purpose of research is to gather information on a certain topic in detail which helps us to test and create a theory or final conclusions. The basic purpose of carrying out research has been summarized in the following ways:

- **Self- Education**: The basic purpose of research is self-education. Teacher practicing research in their routine classroom, always acquire new knowledge. In this way, one can become able to refresh or can accumulate a lot of new things for his students.
- **Vision Enhancement**: Good research is a source of vision enhancement. It inculcates such acumen in teacher which in turn helps them in finding out best possible solutions of the problems. It also builds strong insight for preventing future problems.
- **Sharpen Efficiency:** By doing research, a person tries to enable him to realize his purposes more effectively. So, ultimately it increases one's efficiency. For example: A teacher conducts his teaching more effectively; an administrator, in the education department performs his action to improve his administrative behavior.

- **Reforms:** Research brings changes in the teacher, society and education system. It makes them all co-operative and active in facing the situation easily. It also happens to bring about changes in the behavior, attitude and teaching performance.
- **Testing Tentative Assumptions**: An individual is able to test his assumptions about the certain issue. It is just like a hit and trial method policy which results into finalizing certain generalizations for future generations.
- **Clear Misunderstanding/ In- Depth Knowledge:** Research is very helpful in acquiring in depth knowledge about the content or any topic or issue. It gives total clarity of the concerned issue for bringing quality improvement in the field of education.
- **Regular Improvement**: It is perpetual in nature. If undertaken carefully and scientifically, it brings continuous improvement in the educational activities and processes. In educational system it conducts for the progress of the technique of teaching. It also strengthens and emphasizes the work of the teacher.
- **New Inventions**: Research is a source of discovering new knowledge which is useful for others. For example, invention of growth games for small children. So in this way, it helps in guiding others for the betterment of education.
- **Benefits the Teacher:** Research helps the teachers to build common understanding between their colleagues and students. It provides more understanding about their pupils. It generates good rapport which results into better academic results.
- **Source of Backup:** By researching, one can able to backup and give others views and opinions in order to help in justifying his findings.
- **Strategic Improvement:** Good quality researches lead to the strategic improvement in the field of education. Teaching strategies have become more fruitful with the help of latest researches.
- **Fresh Knowledge:** Research generates fresh and first-hand knowledge about the concepts and issues. It is ever lasting and permanent in nature.
- **Practical Utility:** Action research provides practical utility for class-room teacher as he applies his own observations into his class-room practices to make the observed problems solved.
- **Solving Routine Problems:** Action research is very helpful in finding practical solutions of routine classroom problems faced by teacher.
- **Scientific Attitude / Knowledge:** It helps in generating scientific temper in the researcher or teacher.
- **Interest and Confidence:** It has a great utility of creating new interest and new confidence in the ability of the individual teacher.

Research brings transformation and development and also enhances the quality of education. Both research and teaching go together. Students must be familiar with the basics of research for achieving their short term or long term targets and also to compete at the local as well as global level. Teachers too must be well equipped with the basics and objectives of research, so that they can enlighten the same spirit in their students also. Research can contribute to quality higher education through following ways:

- **R**esearch based content i.e., information about research based knowledge and

scholarship which should be imparted taking into consideration the academic disciplines as well as the epistemological traditions.

- Research based design and structure i.e., research can be used to update the design and structure of teacher education programme.
- Engaging in research i.e., teachers and teacher educators can be motivated and trained to engage in research activities and should be judicious consumers of research.
- Teachers may conduct their own research individually or in cooperation with others to investigate and intervene the impact of various factors of educational practice.
- A culture of research, excellent infrastructure including research friendly libraries, provision of internet facility and computers are the priorities.
- Incentives for good research and scientific training in research have to be included suitably.

HOW TO IMPROVE INDIA'S HIGHER EDUCATION AND RESEARCH QUALITY?

1.) Reduce spending on non-performing institutes and universities.
2.) Introduce strict accountability of public money for any research in any institute or university.
3.) Private institutes and universities must follow a minimum standard to give degrees.
4.) Start "tenure track" system in Indian institutes/ universities.
5.) Increase the salaries of teachers at least at par with university lecturers.
6.) Transparency in form of transparent information dissemination and transparent selection for fellowship/scholarships and recruitments.

In our country, the higher education system is required to make a sound contribution to human and social development. Hence, the need is that we must urgently attend to cultural diversity in higher education and research within the framework of globalization. This does not mean simply increasing the percentage of particular under - represented social groups in higher education institutions. Rather, diversity encompasses a network of values, polices, practices, traditions and resources that provide coping mechanisms for students and faculty from relegated or excluded groups, thus serving as a sounding board for the wide society. This is only possible through research studies and scientific explorations of our existing problems.

The urgent need is to undertake in- depth case studies encompassing local problems & need- based issues and investigate them by adopting multi-dimensional & multi-methods approach. The research should be interdisciplinary in nature so that inter-dependence of various social or other phenomena could be studied in detail. The authorities at higher education level, regulatory bodies and higher education institutions also need to rethink with regard to researcher's education that should be based on the maxim of 'research on research'.

CONCLUSION

Higher education is the backbone of education system. Stronger the backbone, stronger will be the education system and no doubt that research will play an important role in making the higher education stronger. Research and economic development of any nation

go hand in hand and are interdependent on each other. Along with teaching, research project on various problems related to the higher education and socio- economic conditions of the society should be given considerable recognitions. Financial support should be enhanced and additional infrastructure facilities should be provided to the research scholars.

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16

RESEARCH: NEW TRENDS IN TEACHER EDUCATION & SCHOOL EDUCATION

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ABSTRACT

A quality teacher's education programme is rational and streamlined to address some specific pedagogical issues. Teacher's education courses are very much connected to practice as well as to theory. A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It also discusses the need of teacher education program to be innovative and various practices that can be included.

Key words: Trends, Teacher Education.

INTRODUCTION

According to NCTE (1998) teacher is the most important element in any educational' program. He plays a central role in implementation of educational process at any' stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, “The destiny of India is being shaped in its classrooms.” As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge.

Today there are new expectations for education where the focus is on having teachers - be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The key role of educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education-both formal as well as non-formal. Universal accessibility to quality education is considered essential for

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development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

IMPROVING TEACHERS' SKILL BY DOING RESEARCH

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but coexplorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, particularly Classroom Action Research. In its broadest sense, research is itself helpful when a teacher is trying to introduce concepts to students. Teachers who do their own research on the topics they teach, instead of depending on textbooks, can gain a much better understanding of those topics. As a result, they can be more effective in sharing the knowledge with students.

Classroom Action Research (CAR) is more specific than basic research, and it is more concerned on the teaching process itself than on the topics taught. In a nutshell, a CAR is a form of practitioner research on the current situation of a class. That means that the practitioner - the teacher - is the one who conducts active research on what his or her class truly needs. Since the CAR is a practitioner research, meaning done by one teacher for a particular class, it may produce unique results that can be discussed among the teaching staff. Classroom Action Research is truly helpful for teachers to find out what the students need. But more importantly, it is a tool for them to identify what they themselves need to improve on when it comes to their teaching skills. This identification is the first step towards better teaching, and consequently, a better quality of education.

E - LEARNING

Information technology has long past dawned, and knowledge of it is now considered almost as a basic necessity. It is no wonder then that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Teachers giving out electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared on the spot. More communication channels are opened up than ever before. Some classes even utilize social networks for communications, as evident in online groups and forums. There are also more substantial school activities done over the internet. For instance, absentee teachers may create online tutorials for students, so they would not have to miss a learning session. Some major projects also require the use of online journals and blogs for documentation and the like. There are even those that experiment with the creation and maintenance of websites for the exclusive use of the class. In the end, that's what every bit of educational evolution boils down to: a journey towards the best quality of education possible for the younger

generation.

COLLABORATIVE LEARNING

Collaborative Learning; a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Sharing information and connecting with others — whether we know them personally or not has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others' opinions. Collaboration is a natural part of life and should be included in the curriculum. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many teambuilding games and activities that can be done in a classroom that force students to work together to complete a task. In this scenario, students can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate. Collaborative learning is on the rise in our classrooms

CONSTRUCTIVE LEARNING THEORY

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

IMPROVING CRITICAL THINKING SKILLS

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans they use in their classrooms. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Check out the following tips for improving critical thinking in students.

1. Deep analysis - Take something that students see often and take for granted, and have them analyze it more deeply. For example, if a class says the pledge of allegiance every morning, one day have them spend some time answering some questions about what it means and why we say it.

2. Evaluation - Give the students a concept and allow them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel to the logic of an argument.

3. Synthesis - Give students two or more articles on a topic, and have them put the information together in a summary. This exercise forces students to truly comprehend the material in an article instead of simply memorizing it.

4. Paraphrase - Give students a passage of a book or article and have them explain it in

their own words. This is similar to synthesis in that it forces students to understand the passage rather than memorizing it.

5. Debate - Give students a topic (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite. Make sure that there are some strict guidelines in order to avoid the degradation of the debate into a heated fight. These types of activities can be used in any classroom for any subject, and if used correctly can result in a higher level of thinking for our students, a lofty and worthy goal for any teacher.

GLOBAL EDUCATION

Global education aims to help pick up children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. It aims to make students who have this concept running through their curriculum more curious about life and about the various intricacies which are associated with it. It aims to allow those who are being taught to think about how their actions and how they live their lives has an impact on the world in a far bigger scale than they might have imagined beforehand. It is a different way of thinking for young people which could be used in their everyday lives, helping them to make sense of the different challenges which are faced in the world.

MULTICULTURAL EDUCATION

Experts believe this type of education would be progressive, preventing young people from being made the victim of assumptions that can denote them as unprivileged just because they are ethnically diverse. In multicultural education, there can be more of an emphasis on diffusing any of the prejudice or misinformation that one student might have about their ethnically-diverse classmates. This can allow teachers and students to celebrate the diverse culture that India is based upon. Through being challenging and interesting in lesson plans, teachers can help students to grasp an understanding regarding culture. Even if there are few or no ethnic minority students in an elementary school, this situation can change for many students in the next step forward in their educational career. It is a fascinating topic, and the message which it conveys is quite easy to get across to those who are looking to make a difference with the people they teach. It is all about being open to new ideas, and sharing this with students.

CONCLUSION

Examination of case studies and literature from around the world lead to four broad success factors for successful implementation of new approaches to initial teacher education.

1. A clear vision of effective teaching that informs the entire programme, provides a basis for prioritisation and resource allocation, and ensures all those involved in supporting preservice teachers present a coherent message.

2. Integrating theory and practice so that professional experience in schools is central to the programme, and graduates leave with a full toolkit of effective teaching strategies and the capacity to continually review and improve their approaches.

3. Highly skilled and well supported supervising teachers who are accomplished adult

educators as well as expert teachers, equipped to play the pivotal role they are assigned in these programs.

4. Sustainable, scalable partnerships that bring the resources and capabilities of all parties to the table, and engage systems to ensure the benefits of successful approaches are spread widely. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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ACTION RESEARCH BASED CURRICULUM

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ABSTRACT

A high-quality Research based Curriculum provides learning aspiration and activities, is a prime domain of children's development that reflect support for school willingness goals. Many scholars emphasize a research based curriculum. Generally experimental studies are recommended in conducting usable research for school curriculum. So there is need of high standards of validity and reliability. Most schools are not in a position to do experimental studies .Action Research is, an alternative possibility to experimental studies, is done in class room to solve problems of instruction. There are a plethora of problems in the classrooms which need to be solved. A research paper on Curriculum may begin: before students even enter a classroom, the instructor needs to design curriculum to complete the foundational work of education. This is often done in collaboration with numerous other educational professionals, including other teachers, administrators, and researchers. The curriculum is the skeleton that holds up the lessons in the classroom; it is the plan by which students plot a route their educational schedule. The teaching curriculum outlines the materials, the benchmarks, overall classroom management and the assessments used each and every day in the classroom, and as such, needs to be developed in a highly-structured way using Action Research. This article describes how a ***curriculum*** *provides guidance on content, learning experiences and various parts of educational environment.*

Keywords: Action Research, Curriculum, Benchmarks.

INTRODUCTION

Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Reason & Bradbury, 2002) After six decades of action research development, many methods have evolved that adjust the balance to focus more on the actions taken or more on the research that results from the reflective understanding of the actions. Studies carried out in the course of an activity or occupation, typically in the field of education, to improve the methods and approach of those involved.

A curriculum is considered the “heart” of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school, but in society as well” (Bilbao *et al*., 2008).

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Curriculum development is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school **curricula** are affected.

ACTION RESEARCH AND CURRICULUM

Despite progress in understanding of the way in which people learn and the design of learning environments, teaching practices in higher education often remains unaffected. Traditionally, lecturers have not been encouraged to draw upon theoretical developments as a means of improving curriculum design and delivery. However, more recently, a number of initiatives at national and local levels have been established to create the conditions for innovation in these activities, and teaching/learning is becoming recognized as a more valid area of enquiry for academics across all disciplines, rather than as the unique preserve of specialists.

Action research methodology offers a systematic approach to introducing innovations in teaching and learning. It seeks to do this by putting the teacher in the dual role of producer of educational theory, and user of that theory. This is both a way of producing knowledge about higher education learning and teaching, and a powerful way of improving learning and teaching practice. No separation need be made between the design and delivery of teaching, and the process of researching these activities, thereby bringing theory and practice closer together.

The process begins when teacher or administrator identifies a question or problem want to address. Action research is most successful when he has a personal investment, so make sure the questions asked are ones, teacher want to solve. This could be an improvement he wants to see happen in the classroom or the school.

In many cases, teachers develop their own curriculum, often refining and improving them over years, although it is also common for teachers to adapt lessons and syllabus created by other teachers, use curriculum templates and guides to structure their lessons and courses, or purchase prepackaged curriculum from individuals and companies. In some cases, schools purchase comprehensive, multi-grade curriculum packages—often in a particular subject area, such as mathematics—that teachers are required to use or follow. Curriculum may also encompass a school's academic requirements for graduation, such as the courses students have to take and pass, the number of credits students must complete, and other requirements, such as completing a capstone project a or a certain number of community-service hours. Generally speaking, curriculum takes many different forms in schools—too many to comprehensively catalog here.

It is important to note that while curriculum encompasses a wide variety of potential educational and instructional practices.

First, the goals of the curriculum need to be established; this part of the process is most often done with the insight of other professionals. Once the broad-based goals are established, the objectives are then created. These are much more specific, and provide detailed measurements of what students will be able to do after successfully completing the curriculum. These objectives then lend themselves to instructional strategies. This

element often results in the greatest freedom for instructors, as they can use a wide variety of pedagogical strategies to help students meet the pre-defined objectives and goals. Assessments follow these strategies, designed to measure the various components outlined in the aforementioned objectives with a goal of improving the outcome of education.

The action research process can help you understand what is happening in your classroom and identify changes that improve teaching and learning. Action research can help answer questions you have about the effectiveness of specific instructional strategies, the performance of specific students, and classroom management techniques.

THE ACTION RESEARCH PROCESS

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

Questions are raised and problems identified. After discussion time and analysis of each question is needed. Once there is agreement through consensus thinking, the teacher or teaching team must select and gather information to arrive at a possible solution. A variety of reliable reference sources need to be used in data gathering. These reference sources include education journals emphasizing research, websites of educational organizations, Internet sources, teacher education and text books among others.

Action Research has a built – in component of in-service education. Thus information on teacher education is summarized. Participants decide which major conclusions are relevant for the school .Implementation might then be conducted in the classroom. Feedback from learners is obtained and discussed among participants of the study.

Most importantly is that curricula need to be reviewed regularly to ensure their continued connection to the desired outcomes of the school, its overarching mission statement, and the needs of students.

ADVANTAGES OF ACTION RESEARCH

- Classroom practices can best be changed by teachers who engage in their own research.
- It is much less expensive because participants do not need to purchase measurement instruments such as standardized tests for pre and post tests nor use complex statistical methods.
- The research process can force teachers to examine their personal beliefs regarding the nature of science and resolve conflict among them (beliefs) and curriculum perceived.

- Action research process can promote teachers' growth as a empowered professional . It challenge teachers' understanding of what students know and how they learn. It gain teachers' confidence in their teaching ability.
- It is highly practical in that action Research results are secured for the school.
- Teachers engaging in research as a practicable activity for solving problems of teaching and learning generated in the own classroom
- When teachers become researchers, they not only become more reflective, analytical, and critical of their own teaching, but increase their problem-solving skills as well.
- Very rapid and far-reaching changes can be achieved through membership of action research groups, and that effective curriculum development results from encouraging and supporting teachers in thinking and learning about their own classroom practices, and the beliefs and values that underpin.

WHAT IS CONSIDERED?

In primary reading instruction the big book approach needs consideration as well as individualized reading scripted approaches and scaffolding procedures, questioning and reciprocal reading. An entire written product is appraised using a recommended rubric. The specifics are too numerous to assess in a written paper. Mathematics instruction may emphasize the study of innovative methods, inductive teaching, as well as problem solving considerations. Science might well stressed studying project methods and excursions into the local community as innovative methods of teaching. Social studies teaching effects on student achievement when using primary sources of information.

While identifying problems in teaching and learning environment, they also are engaged actively in in-service education. Diverse ideas of instruction being considered and evaluated. When Action Research is used for curriculum improvement, questions raised become questions answered. It become a significant tool for teachers to use whereby answers are sought for practical classroom problems. A professional teacher has doubts in assessing present methods used in teaching and learning situations.

Action research is critical in the sense that practitioners not only look for ways to improve their practice within the various constraints of the situation in which they are working, but are also critical change agents of those constraints, and of themselves. It is reflective in that participants analyze and develop concepts and theories about their experiences. Action researchers are accountable in that they aim to make their learning process and its results public, both to each other and to other interested practitioners, using accessible terminology. Their practice is self-evaluated in that the reflective and analytical insights of the researcher- practitioners themselves form the basis of the developmental process. Action research is participative in that those involved contribute equally to the inquiry, and collaborative in that the researcher is not an expert doing research from an external perspective, but a partner working with and for those affected by the problem and the way in which it is tackled.

CONCLUSION

Curriculum needs improvement and any research that helps to improve it, is significant. We are becoming more concerned about realizing growth in such human values as self

respect and respect for others. Action Research is an important aspect of what teaching is about, and it is not a thing to take lightly. There are several advantages for conducting action research, but it is important to realize the amount of work involved. A growing body of Action Research suggests that a positive school climate and Principal leadership are pivotal to building parent-school partnerships and supporting parent engagement in child learning more effective. There is clear evidence to suggest that action research is a valuable exercise for teachers to undertake. It provides teachers with the technical skills and specialized knowledge required to effect positive change with classrooms, schools and communities.

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ACADEMIC INTEGRITY AND PLAGIARISM

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Abstract

The use of computers has made academic dishonesty easier. Powerful word processing programs allow students to easily "cut and paste" ideas from information they find on the Internet or other electronic media. It is difficult for faculty to document these sources or know whether the information is legitimate. Faculty can learn several techniques for identifying student papers that were plagiarized from the Internet or other technology sources. In addition, faculty can develop approaches to class assignments that minimize students' ability to use Internet sources inappropriately. The purpose of this paper is to explain the changing nature of plagiarism and to provide information that faculty can use to minimize students' academic dishonesty.

Keywords: Academic Integrity ,Plagiarism

INTRODUCTION

The International Center for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." These values should be promoted within academic communities. Academic Integrity at Princeton defines common knowledge as "a fact or a piece of information that is generally known and accepted." Information in dictionaries and encyclopedia which would then appear in many other sources need not be cited, unless exact words are quoted.

Plagiarism is presenting another's words, analysis, interpretation or other creations as ones own. It is academically dishonest and compromises not just ones reputation but indirectly the integrity of others. Plagiarism is not the same thing as copyright. Violating copyright is a legal concept, plagiarism is an ethical concept; one can commit plagiarism without violating copyright and, one can violate copyright without committing plagiarism.

FORMS OF PLAGIARISM

- Quoting without attribution
- Paraphrasing or rephrasing without attribution
- Presenting an interpretation, ideas or opinions without attribution
- Using graphs, statistics, art, music that are not considered to be common knowledge without attribution
- Self plagiarism, including reusing the same paper for multiple classes.

Academic integrity encompasses a number of values including honesty, trust, respect, fairness, and responsibility and ideals that should be upheld by all educational

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stakeholders. “Academic integrity involves ensuring that in research, and in teaching and learning, both staff and students act in an honest way. They need to acknowledge the intellectual contributions of others, be open and accountable for their actions, and exhibit fairness and transparency in all aspects of scholarly Endeavour”. Academic integrity ensures public trust in the credibility of scholarship at all levels of education including the research process and its outcomes.

Academic integrity is the central principle on which the academic community depends. If a researcher falsifies data to support an hypothesis, or if a scholar steals the clever ideas of another and claims them as his or her own, the climate of trust that fosters the growth of knowledge and the creation of new ideas is destroyed. For students, copying others' work damages the intellectual integrity of their academic experience; it prevents intellectual engagement with a discipline and inhibits learning. It's unfair because it gives cheaters an advantage over honest students. Moreover, since the value of a university degree is based on the public's trust that graduates of that institution have gained a certain level of knowledge and ability, fraudulent shortcuts devalue the degree. In an attempt to prevent academic fraud, the university punishes those caught, and, depending on the crime, may even expel them from the university.

Plagiarism is perhaps the most common academic fraud and it can range from an extremely serious to a minor offence. Sometimes students knowingly attempt to deceive their instructors; sometimes they commit plagiarism because they are unclear about what it is. This guide is intended to clarify the issue, and to help you avoid plagiarizing when you write.

Academic integrity breaches include a diverse range of unfair practices including plagiarism, cheating in exams or assignments, inappropriate collusion, theft of other students' work, paying a third party for assignments, downloading whole or part of assignments from the Internet, falsification of data, misrepresentation of records, or other actions that undermine the integrity of scholarship. Plagiarism is one of the most vehemently decided breaches of academic integrity because it undermines the premise that scholarly work will make an original and honest contribution to an existing body of knowledge. Despite the fact that plagiarism occurs at all levels of scholarship, the main focus in the recent explosion of research in this area is on student plagiarism. For the purpose of this paper, plagiarism is defined as the use of others' words, ideas, or creative work without appropriate acknowledgement, and does not necessarily imply intentional deceit.

PLAGIARISM BY ESTABLISHED RESEARCHERS

Given the rates of plagiarism for all groups of students, coupled with research indicating that many students do not receive adequate information or training either at the undergraduate or postgraduate levels, it cannot be surprising that breaches of integrity by established researchers are rife. A survey of 3,600 mid-career and 4,160 early-career scientists in the United States found that 33% of the respondents had engaged in questionable research practices relating to data, methods, policy, use of funds, outside influence, peer review, giving credit, and “cutting corners”.

Writers in the field have noted the complexities of defining plagiarism and identifying it, particularly for novice scholars. In two separate studies, asked students to identify plagiarized text and found that 40%–50% of the students did not complete the exercise correctly. Work by Marshall and Garry , Yeo , and Pecorari , among others, concur that many students cannot identify instances of plagiarism and do not adequately understand how to paraphrase text with appropriate citation to avoid plagiarism. International EAL students are not the only group who may struggle to understand and fulfill the requirements of academic practice. The student body is increasingly diverse, and may include those from socially and academically disadvantaged backgrounds, non-traditional aged students, and those with intellectual, mental, or physical disabilities.

Given the centrality of acknowledgement to definitions of plagiarism, both students and teachers often want to know precisely when "sloppy referencing" becomes "serious plagiarism." James et al. present three aspects of what needs to be considered by academics in determining whether apparent plagiarism is "serious" and therefore, requires a punitive response or whether it is a minor concern best responded to with education. The first is the student's "intent to cheat," with "deliberately presenting the work of others as one's own" placed at the extreme, punitive end of a continuum. The second aspect is "the extent of plagiarism" with "downloaded essay handed in as own paraphrasing" again representing the extreme end of a continuum. The third aspect is the "possible response to plagiarism" that involves consideration of the first two aspects, and takes either an educative or punitive approach. Recent work by the Exemplary Academic Integrity Project suggests that even apparently harsh outcomes such as suspension or expulsion are, in fact, appropriate educational outcomes for certain types of academic integrity breaches.

PENALTIES FOR PLAGIARISM

1. Requirement to submit a new piece of work, or partial or total loss of marks for an assignment or course.
2. An official warning that the next offence will be punished by suspension or expulsion from the university.
3. Rescinding of university-funded scholarships or bursaries.
4. Suspension from the university for one or two years.
5. A recommendation for expulsion from the university.
6. A recommendation to revoke or rescind a degree.

TEACHING STRATEGIES

- Make sure the students understand what plagiarism is by discussing it with them in length.
- Discuss the moral and ethical issues related to plagiarism, include the issue of trust between students and teachers.
- Stress the importance of academic integrity. Include in the discussion a lesson on how bodies of knowledge are created by scholars who build on each others' works within a given discipline.
- Early in the semester have students write a one-page response to a given topic, in class.

Become familiar with each students' writing ability. Save these assignment as examples of in-class writing to monitor progress and to have as a comparison if plagiarism is suspected.

- Give students class time to practice paraphrasing, quoting, and summarizing, and citing passages. Include a lesson on creating a Works Cited List.
- Avoid assigning one large term paper at the beginning of the semester and collecting it at the end.
- Build the research strategy of term paper writing into many small assignments throughout the semester. Smaller assignments could include developing a thesis or topic proposal, paper outlines, creating an annotated bibliography, finding an article and writing a response to it, and submitting multiple drafts of the intended paper.
- Have students share research topics. Talk about which ones are standard and which are more original.
- Refer to Alternatives to Research Papers, developed by librarians at the University of Connecticut Library for new assignment ideas.
- Ask justify sources used in reports. This exercise requires the student to analyze the resource in the context of the research question and topic. It also involves decision making skills.
- Asking students to turn in photocopies of sources also ensures that they have actually found the resources.
- Insist on using the library.

TEN GOLDEN RULES TO AVOID PLAGIARISM

1. If you didn't write the paper yourself, don't hand it in. (Don't buy, commission, download, or borrow papers from other sources, or write a paper with a friend and each submit it as your own work.)
2. Get written permission from your instructor before turning in a paper you have used for another course.
3. You must give credit in a citation, footnote, or endnote whenever you use more than three words from another source (this will appear in your text within quotation marks) or whenever you use someone else's idea, even when phrased in your own words.
4. When taking notes or downloading from another source, copy all of the bibliographic information right beside the information.
5. When taking notes or downloading, make sure you immediately put quotation marks around any words or phrases copied directly from the source.
6. When taking notes and paraphrasing an idea, look away from the source, write your paraphrase, check back to ensure that you have not used the original words, then circle your paraphrase to indicate that it is in your own words. You will still need to provide the accurate reference citation for the idea, so write down all of the bibliographical material right then and there.
7. Never cut and paste text to create a paper from several quoted sources, supplying only your own introduction and conclusion. This is a patchwork quilt, not an essay.
8. Quote all the words that you have copied. A common type of plagiarism occurs when

students quote a sentence or two, include a citation, then continue on copying the words from the source without quotation marks, implying that these were the students' own summarizing words.

9. Never fake a citation or reference in your reference list in order to pad your research list.
10. When engaged in a group project, always get detailed instructions from your professor about ownership of work. When writing individual papers resulting from collaborative

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PLAGIARISM: A CHALLENGE BEFORE RESEARCHERS

Ms. Gaganpreet Kaur

ABSTRACT

In today's world ragging have become deep rooted in the educational set up, This paper will be dealing with the meaning, types, consequences, addressing the plagiarism, how it can be controlled or measures to avoid plagiarism and all other aspects which are related with the plagiarism. The objective of this paper is to make people aware of its consequences and how it can be curbed? Plagiarism is a social menace: it has a long term as well as short term effect on the person who has undertaken such type of offence, at any point in his life. The objective is to create awareness for new researchers of the seriousness and consequences associated with unethical practices. Research is based on six ethical values (a) honesty, (b) fairness, (c) objectivity, (d) openness, (d) trustworthiness, and (e) respect for others. Different studies also reveal the prevailing trend of the plagiarism in the country.

Keywords: Piracy, Collusion, Verbatim, Paraphrasing

In simple meaning the term is defined as the piracy, steeling, copying, theft , the practice of taking someone else's work or ideas and passing them off as one's own and much more. This term is basically used in journalism many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense: According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

- To steal and pass off (the ideas or words of another) as one's own
- To use (another's production) without crediting the source
- To commit literary theft
- To present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All of the following are considered plagiarism: Turning in someone else's work as your own copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not. Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually

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enough to prevent plagiarism.

TYPES OF PLAGIARISM IN RESEARCH

COPYING

Using the same words as the original text without acknowledging the source or without using quotation marks is plagiarism. Putting someone else's ideas into your own words and not acknowledging the source of the ideas. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement. Inappropriate paraphrasing skills, resulting in copying the written expression of someone else without acknowledgement

- Using the exact words of someone else, with proper acknowledgement, but without quotation marks.
- Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement.
- This also applies in oral presentations where someone paraphrases another's ideas or words without credit.

COLLUSION

Collusion is acting with another person (or other persons) with the intention to deceive. At uni, it is unauthorized collaboration on assessments.

RELYING TOO MUCH ON OTHER PEOPLE'S MATERIAL

Relying too much on other people's material; that is, repeated use of long quotations (even with quotation marks and with proper acknowledgement).

Using your own ideas, but with heavy reliance on phrases and sentences from someone else without acknowledgement.

INAPPROPRIATE CITATION

- Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.
- 'Padding' reference lists with sources that have not been read or cited within assignments.

Other types of plagiarism in research includes: Secondary source, invalid source, paraphrasing, repetitive research, misleading attribution, unethical collaboration, verbatim plagiarism, complete plagiarism, duplication etc.

SELF-PLAGIARIZING

- 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new without referencing the earlier work, either in its entirety or partially.
- Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure.
- In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

PLAGIARISM BY ESTABLISHED RESEARCHERS

Given the rates of plagiarism for all groups of students, coupled with research indicating that many students do not receive adequate information or training either at the undergraduate or postgraduate levels, it cannot be surprising that breaches of integrity by established researchers are rife.

ADDRESSING PLAGIARISM

Much of the research on plagiarism and other breaches of academic integrity has focused on the role of teaching and learning, particularly at the undergraduate level, with targeted induction, support, and training advocated for all students, and in particular for those from non-traditional backgrounds. Strategies to deter plagiarism include advice regarding assessment development, curriculum design, and academic skills education. These deterrence strategies are advised in conjunction with detection and appropriate penalties. Often erroneously touted as a "plagiarism detection" tool, text-matching software such as Turn tin or Safe Assign provides instructors with the means to check students' work against other material on the Internet, previously submitted student papers, and journal articles. As increasing numbers of schools, colleges, universities use text-matching software, as both an educational tool and as a deterrence, students may be less inclined to submit assignments based on "cut and paste" plagiarism.

Bertram Gallant and Kalichman maintain that "individual misconduct is actually a systemic issue, shaped by individual, organisational, educational/academy, and societal factors".

A genuinely holistic approach would involve promoting integrity in every aspect of the academic enterprise: including university mission statements and marketing, through admissions processes, to nuanced and carefully articulated policy.

HOW TO OVERCOME THIS CHALLENGE?

Informed consent requirement

Informed consent is considered the most important of all ethical principles and it is prominent in federal regulations regarding social research (Davidson, 2008; Howe & Moses, 1999; Rivière, 2011; 45 CFR 46, 2009). The basic idea is that it is up to a research participant to weigh the risks and benefits associated with a particular research and to decide whether to take part or not (Howe & Moses, 1999). According to Helsinki Declaration (1975), In any research on human beings, each potential subject must be adequately informed of the aims, methods, sources of funding, any possible conflicts of interest, institutional affiliations of the researcher, the anticipated benefits and potential risks of the study and the discomfort it may entail.(p. 3).

In research institutions located in the United States, qualitative, quantitative, scientific, and social researchers are expected to satisfy all ethical requirements associated with (a) respect for research participant, (b) respect for free and informed consent, (c) respect for privacy and confidentiality, (d) respect for justice and inclusiveness, and (e) respect for vulnerable persons (Charles, Crow, Heath, & Wiles, 2005; Tri-Council, 2010).

Privacy and confidentiality

Confidentiality and privacy are overlapping concerns in the conduct of a research involving a study participant (Shank, 2006; Wet, 2010). Confidentiality is designed to protect the privacy of the study participants (Shank, 2006). According to Wet (2010), "It is too easily

accepted that when standard statements of informed consent, confidentiality, anonymity, and respect for research participants are included, research is deemed ethical" (p. 312).

Since a research process involves data collection in the participants‟ setting, ethical standards require that participants‟ are guaranteed confidentiality, privacy, and anonymity (Donnelly et al., 2008). According to the Code of Federal Regulation (45 CFR 46, 1991), the only record that links the participants and the research is the consent document and the principal risk would be a potential harm resulting from a breach of confidentiality.

CONCLUSION

Plagiarism is a serious threat to the education system which not only affects the academic integrity but also corrodes the other aspects which exploits the existing condition of original and honest scholarly work. Recent research has demonstrated that plagiarism is a complex issue, with many stakeholder groups requiring much more induction, information, training, and support to ensure that they have the necessary understanding and skills to fulfill their academic responsibilities. Educational institutions therefore need to recognize that addressing plagiarism requires a holistic and multi-stakeholder approach which aims to foster a scholarly community based on shared understandings and practices of academic integrity. At the same time, confidentiality and privacy should be maintained in order to avoid the plagiarism.

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ENHANCING INNOVATIVE PRACTICES IN TEACHER EDUCATION PROGRAMME

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ABSTRACT

Teacher Education is based on this assumption "teachers are made not born" but in contrary to the assumption, "Teachers are born not made". Since teaching is recognized an art as well as science, basically it is a sublime art that the teacher has to acquire not only knowledge but also need many skills that are called "tricks of the trade." Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to consider his responsibilities of a member of the educational profession or to discharge his responsibilities more effectively and efficiently .Teacher Education is not only meant for teaching the budding teacher how to teach but also to inspire him for initiative to keep it alive to minimize evils of the "Hits and Miss" process and to save money, time and energy of the teacher and the taught. An educational institution performs a significant role to providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. This verifies that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. This conceptual paper is designed to elicit discussion on new methodology and innovative practices in teacher education programme. Paper will also throw light on cooperative learning, brainstorming, constructivism, blended learning and reflective teaching.

Key Words: Innovative practices, Team teaching, Constructivism, Blended learning, Reflective teaching.

INTRODUCTION

Teacher education system is considered an important vehicle to improve the quality of education. Therefore, Teacher preparations needs to give more thinking into the different roles a teacher needs to meet the new challenges in the technological society. In fact, teacher has to become more of an advisor, a partner, or a facilitator to talk to and keen observer. Teachers have to seek improved and new methodology of teaching by developing new programme and instructional strategies. Teachers are the greatest assets of any nation in education system. They stand in the interface of the transmission of knowledge, skills, beliefs and values. They are accepted as the main backbone of the education system. Teacher quality is therefore become crucial and has been globally accepted to be significantly associated with the quality of teacher education programme in general and students' learning outcomes in particular. NCTE (1998) states for quality concerns in secondary teacher education that the teacher is the most significant element in any educational program, who is mainly responsible for implementation of the

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educational process at any stage. The teachers in the 21st century will have to deal with a world different from that of 20th century in pedagogical concern and technological enhancement. The pivot role of competent teachers to the country's school system can in no way be overemphasized. The National Curriculum Framework (2005) places demands and expectations on the teacher, which need to be addressed by initial and continuing teacher education. Today, advanced technology has effectively revolutionized human society. An unexpected by-product of this revolution has been the emergence of a generation of children weaned on multidimensional, hypermedia, interactive media sources, a generation whose understanding and expectations of the world differ profoundly from that of the generations preceding them. If we are to provide these children the education necessary to succeed in our technologically world intense, global future, then a new form of educational practice methodology that builds on children's native learning abilities and technological competence must replace our existing methods. Teacher Education = Hyper Media+ Teaching Skills + Pedagogical theory + Professional skills.

Concept of Innovative Practices in Teacher Education Programme: There is a variation among countries with regard to what they believe constitutes new innovation, reform or development in the teaching learning programme. Like the use of colour chalk and basic audio-visual materials may be regarded as being an educational innovation in some developing nations, whereas in other affluent countries innovations may transfer to the development and use of sophisticated technologies and methods, practices etc. In our country also, this electronic technology has done dramatically change into every area of our social and cultural lives. Today's children have grown up with remote controls technology and they spend more time to use computers, internet, playing video games etc. than reading books; even toys are now fully electronic with buttons and blinking lights. In such a condition, it is very urgent to focus on ***"How we educate this New Generation?"*** .For this, a supportive environment in which they can create their own ideas; both individually and collaboratively, must be provided. Etymologically, *"Innovation"*, word is derived from the Latin word *"Innovare"* which means change something into something new. It is an encouragement of new ideas and practices in education and training. There has been seen a tremendous change in the ways and means of education services provides over the years. Research and innovations play an important role in improving the quality of teachers and the training programme imparted to them for all levels of teaching. They demand to launch new ideas and practices in classroom transaction and other curricular and co-curricular activities with technology base. The teacher's effectiveness can be enhanced with good leadership and new teaching methodologies. Teacher education programme cannot prepare teachers for all situations that they will encounter. Teachers themselves will have to use from many alternatives. The purpose of teacher education is to prepare ethical teachers who have professional competencies to lead the nation forward through their manifold roles and responsibilities.

New Innovative Practices in Teacher Education: Following are some of the innovative practices that need to be focused:

1) Team Teaching, Cooperative or collaborative learning process in Teacher Education: When teacher and students have to work together under so many constraints, then the practice of "*Team teaching or cooperative or collaborative teaching"* is always a good preference. Team teaching or cooperative learning process is a team work where so many members support and depend upon each other to achieve an agreed-upon goal. Cooperative learning is a successful teaching approach in which each small team, each with students of different cognitive levels of ability, use a variety of learning activities to recover their understanding of a subject. Each member of a team is liable not only for learning what is taught but also for helping their teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all team members successfully understand and complete it enjoyably.

2) Reflecting Teaching and Reflective Teacher Education: Reflection on one's own work is a key component of being a professional and is essential to teacher education. Teachers must examine their belief, assumptions and biases regarding teaching and learning and determine how those beliefs influence classroom practice. Reflection is a natural process that facilitates the development of future action from the contemplation of past and current behaviour. Reflection refers to the ongoing process of critically examining and refining practice, taking into careful consideration the personal, pedagogical, societal and ethical contexts associated with schools, classrooms and the multiple roles of teachers.

3) Constructivism in Teacher Education: The concept of Constructivism has emerged from cognitive psychology. Constructivist paradigm is mainly based on the contributions of Piaget, Vygotsky, Gardner, Dewey and Tolman . Thus, it is a production of many leading perspectives on learning. It is believed that the main element of constructivist theory is that student learn by actively constructing their own knowledge, comparing new knowledge with their previous knowledge and mix all these to come to new understanding. Constructivist learning is based on student's active responding in problem-solving and critical thinking concerning a learning activity. Students construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying them to new situations and integrating new knowledge gained with pre-existing intellectual constructs. The teacher is act as facilitator or like a coach who guides the student's critical thinking, analysis and synthesis abilities throughout the learning process. The teacher is also a co-learner in this process. Hence, teachers should facilitate cognitive change by presenting difficulties through specific tasks that create dilemmas to students. In this scenario, problem-solving teaching system is defined as a process of raising a problem in the minds of the students in such a way to stimulate purposeful , critical thinking in arriving at a rational solution.

4) Blended-Learning in Teacher Education: Blended-learning is an approach to learning where teachers bring into play technology, usually in the form of web-based instruction or hyper technology, in concert with and as a supplement to live instruction, or perhaps utilize components of a learner-centred web course like MOOC with components that require significant instructor presence and guidance. The strength of a blended-learning approach is that it gives a means to ensure learners are supported and guided as they are

undertaken independent learning tasks. Use of this web learning in such settings provides many affordances for the teacher and students in the form of communication channels, information centres and management tools. These aspects appear to make blended-learning especially well suited to teacher training students, mainly those in large groups where direct instructor help may be difficult to deliver. Blended-learning commonly describes learning that combines both traditional teaching and new learning approaches with information and communication technologies. It is expected that blended learning will increase the student learning experience, at the same time it also demands that the teachers should be trained as online facilitator.

5) Soft Skills in Teacher Education: Development of human capital is an important asset since it drives the development of any country. Quality human capital derives from quality education process through carefully designed and well-planned structure of education system. Soft skills are personal attributes that boost an individual's interactions, job performance and good career prospects and hard skills which tend to be specific to a certain type of work or activity. Soft skills demote to personality traits, social gracefulness, and fluency in refine language, personal habits, friendliness and optimism that mark people to different degrees. Soft skills are mainly applicable in teacher education programme. So the curriculum of teacher education could contribute to the development of a holistic human capital that can promote economic, social and personal development. Infusing the soft skill in the curriculum of teacher education programme is the demand of the profession for it to be successful.

CONCLUSION

Teacher Education is no longer a training process but it's an education strategy for preparing teachers not only for teach successfully but also to inspire and infuse the students with commitment and concern for their well being .Although the objectives of teacher education vary from one stage to another stage, the general aims of teacher education is to prepare right kind of teachers as well as scholars with adequate consciousness conscience and concern for the society and individuals under his responsibility. So teacher education has to set “Role Model” for teachers in facing the new challenges and emerging challenges of the 21st century. Innovation is the way to achieve progress for any nation and of course the future of the nation is in its classrooms. It is not mandatory that each innovation is to be structured and invented; it could be even a crude, unstructured, informal method adopted by the teacher educator for the sake of meaningful and permanent learning of the students. Hence, there is a need to respect such innovations as well and promote innovative methods for students and emerge new ideas and practices of teaching in our schools, colleges and universities. It is the teacher, who unconsciously frames the growing plastic mind of the children that are entrusted to him. Hence, teaching is not a mechanical process; indeed, it is an intricate, exacting and a very challenging art. With good leadership and appropriate teaching methodologies, the teacher's effectiveness should be enhanced. Challenges and difficulties in educational system have no permanent and fixed answers because of the changeable nature of human society.

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ACTION RESEARCH: A TOOL FOR IMPROVING TEACHER QUALITY

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ABSTRACT

This article emphasizes the role of Action Research for improving the quality of teachers. Action research is defined as one form of meaningful research that can be conducted by teachers with students, colleagues, parents, and/or families in a natural setting of the classroom or school. It is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. It is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools. Many times, action research is considered a professional development opportunity because, frequently, teachers test a new instructional strategy, assess a new curriculum program, or evaluate an existing pedagogical method. Action research provides an avenue for teacher learning. Action research is a valuable experience in the teaching and learning process. When teachers design a study and collect data, they become decision makers. This leads to teacher empowerment which occurs when teachers become the leaders, the researchers, and the decision makers, all outcomes of the action research process. Such teacher empowerment allows teachers to implement instructional programs that best meet the needs of their students. This is, of course, the ultimate goal of any educational endeavor. Action research provides teachers a strong and powerful tool in which to accomplish that goal.

Keywords: Action Research, Teacher quality

Action research began in the USA during the 1940s through the work of Kurt Lewin, a social scientist. It actually began in other places as well, but Lewin's work is generally taken as the starting point. Action research was developed mainly by academics in higher education, who saw it as a useful way of working in professional education, particularly teacher education.

Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice. It is open ended. It does not begin with a fixed hypothesis. It begins with an idea that you develop. The research process is the developmental process of following through the idea, seeing how it goes, and continually checking whether it is in line with what you wish to happen. Seen in this way, action research is a form of self evaluation. It is used widely in professional contexts such as appraisal, mentoring and self

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assessment.

STEPS IN ACTION RESEARCH

The basic steps of an action research process constitute an action plan:

- Review of current practice,
- identify an aspect that we want to investigate,
- imagine a way forward,
- try it out, and
- take stock of what happens.
- Modify what we are doing in the light of what we have found, and continue working in this new way (try another option if the new way of working is not right)
- monitor what we do,
- review and evaluate the modified action,

That does not mean that this is how all action research projects will work. The flexibility of action research based on constant evaluation and reflection means that the cycles may be truncated as new ways to proceed become clear. The following four stages are features of the ideal model.

PLANNING

- identifying the issue to be changed
- looking elsewhere for information. Similar projects may be useful, as might professional reading.
- developing the questions and research methods to be used
- developing a plan related to the specific environment. In the school setting this could involve personnel, budgets and the use of outside agencies.

ACTING

- trialling the change following your plan
- collecting and compiling evidence
- questioning the process and making changes as required.

OBSERVING

- analysing the evidence and collating the findings
- discussing the findings with co-researchers and /or colleagues for the interpretation writing the report
- sharing your findings with stakeholders and peers

REFLECTING

- evaluating the first cycle of the process
- implementing the findings or new strategy
- revisiting the process

ACTION RESEARCH IS CHARACTERIZED AS BEING

- integrated conducted as part of a teacher's normal daily practice reflective a process which alternates between plan implementation and
- critical reflection
- flexible methods, data and interpretation are refined in the light of the

- understanding gained during the research process
- active a process designed to generate change in small steps
- relevant meets the needs of teachers and/or their students
- cyclical involving a number of cycles with each clarifying issue leading to a deeper understanding and more meaningful outcomes
- focused on a single issue of school improvement
- collaborative teachers and leaders working together to improve
- student outcomes
- planned an organised approach to answering a question
- learning simultaneous construction of new knowledge by teachers about their practice.

ACTION RESEARCH FOR IMPROVING TEACHER QUALITY

Several additional research studies mention that action research is the impetus for teachers' changes, including changes in their pedagogy, changes in their thinking, and changes in their confidence, which leads to professional growth and improvement. Teacher improvement and teacher change occur as teachers learn more about their teaching and instruction.

Teachers use action research because:

- it deals with their own problems, not someone else's
- it can start now—or whenever they are ready—providing immediate results
- action research provides them with opportunities to better understand, and therefore improve, their educational practices
- as a process, action research promotes the building of stronger relationships among staff
- importantly, action research provides educators with alternative ways of viewing and approaching educational questions providing a new way of examining their own practices.

According to Sax and Fisher, action research allows teachers the opportunities to identify changes they need to make in their teaching practices by providing teachers with the framework to build their own classroom projects. In many cases, when teachers design their own action research projects, they use a systematic approach to ascertain answers to instructional questions or issues. This type of implemented professional development is powerful because it is ongoing, interactive, and systemic. Teacher improvement and teacher change occur as teachers learn more about their teaching and instruction. According to McBee, the quality of teaching can be improved if teachers use their own research experiences much. Action research provides teachers the opportunity to devise an intentional and systematic plan in order to closely examine their practice. Conducting action research puts teachers in control of their professional development. When teachers have ownership of the research process, specifically action research, learning can occur in numerous ways including trying new strategies, evaluating existing programs, expanding instructional repertoires, engaging in professional development, and most importantly

helping teachers develop new pedagogical knowledge.

Action research begins with values. As a self reflective practitioner you need to be aware of what drives your life and work, so you can be clear about what you are doing and why you are doing it. You might need to spend time clarifying for yourself the kinds of values and commitments you hold. This would be a firm starting point for your action enquiry.

In action research, everyone takes responsibility for their own practice and for asking their own questions. You do need to ensure, however, that your research is reasonably systematic and rigorous. In doing your research you are aiming to make a claim that you have improved practice, so you do need to produce validated evidence to support that claim. Improving the work you do is about learning to do things in new ways. It is a process of professional learning. This is true whether you are just beginning your career or whether you are in full swing. Learning is for life, not just for college. Many professional learning programmes work from the point of view of the person who is conducting them ('delivering' them in much contemporary language). The emphasis is often on teaching or training, not so much on learning. The assumption is that the trainer knows the answers and passes them on to you, and then supervises you to make sure you are applying them correctly.

VALUES OF ACTION RESEARCH

Action research is valuable to the teaching and learning process for teachers. According to Parsons and Brown (2002), the benefit of action research is that it leads to improvements in educational practice and a worthwhile tool that impacted the teaching. Action research is valuable to the teaching and learning process for teachers because it has made them more aware of the way they teach and the strategies they use. It provide with the initiative and tools to make a change."

Action research is valuable to the teaching and learning process for the students. If the teachers can provide better teaching, then the quality of the classroom instruction and learning will improve. "Providing the best teaching will impact the learning process of the students."

Action research project positively impact the students' learning.

There is an immediate impact on their students because first, they (the teachers) will be able to give more effective instruction and second, the children were excited about a new strategy. "This type of research project will have a positive impact on the students because it help the teachers in determining effective, new teaching styles for implementing in conjunction with my current writing instruction."

Action research project positively impact the teaching.

Teachers most often mentioned using what they learned in their action research projects to make adjustments to instruction, look at content differently, or utilize new instructional strategies. One respondent mentioned, "I found a new way to
teach spelling." Another respondent said, "It gave me the opportunity to look at writing differently." Overwhelmingly, the action research project positively impact the teaching. It will enable to make adjustments in planning to best meet the needs of the students based on the findings of my action research." Teachers will became more cognizant of their

teaching.

Teachers will view themself as teacher-researcher

Action research will enable teachers to constantly search of new ways to make students' learning more meaningful and innovative. Completing the action research is a work-intensive process with tremendous undertaking to get better at being researchers with more practice.

Impact on Teaching Practices.

The completion of their action research projects will impact the teaching in three way:

- Long lasting career impact.
- Confidence/empowerment impact.
- Daily instructional impact.

CONCLUSION

Action research can empower teachers to change by pushing a teacher out of his/her comfort zone. Many times, for personal and professional growth to occur, being pushed out of a comfort zone is challenging. Action research puts the teacher in many new roles, teacher as researcher, teacher as decision maker and teacher as change agent. Implementing the action research process has helped inform daily instruction, and has transformed, changed, and expanded teachers' curriculum perspectives, choices, and thinking.

Action research is a valuable experience in the teaching and learning process. When teachers design a study and collect data, they become decision makers. This leads to teacher empowerment which occurs when teachers become the leaders, the researchers, and the decision makers, all outcomes of the action research process. Such teacher empowerment allows teachers to implement instructional programs that best meet the needs of their students. This is, of course, the ultimate goal of any educational endeavor. Action research provides teachers a strong and powerful tool in which to accomplish that goal. A useful way to think about action research is that it is a strategy to help you live in a way that you feel is a good way. It helps you live out the things you believe in, and it enables you to give good reasons every step of the way.

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KNOWLWDGE OF ANTI-PLAGIARISM IN RESEARCH: A DEMAND OF PRESENT ERA

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ABSTRACT

The Plagiarism is derived from the Latin word "plagiarius" which means kidnapper. Plagiarism in the sense of "theft of intellectual property" has been around for as long as humans have produced work of art and research. However, easy access to the Web, large databases, and telecommunication in general, has turned plagiarism into a serious problem for publishers, researchers and educational institutions. In this paper, we concentrate on textual plagiarism (as opposed to plagiarism in music, paintings, pictures, maps, technical drawings, etc.). We first discuss the complex general setting, then report on some results of plagiarism detection software and finally draw attention to the fact that any serious investigation in plagiarism turns up rather unexpected side-effects. We believe that this paper is of value to all researchers, educators and students and should be considered as seminal work that hopefully will encourage many still deeper investigations.

Keywords: Plagiarism, Cheating, Similarity Detection, IPR

INTRODUCTION

The Plagiarism is derived form the Latin word "plagiarius" which means kidnapper. It is defined as "the passing off of another person's work as if it were one's own, by claiming credit for something that was actually done by someone else" [Wikipedia:Plagiarism 2006]. Plagiarism is not always intentional or stealing some things from some one else; it can be unintentional or accidental and may comprise of self stealing. There are many definitions of what constitutes plagiarism, and we will look at some of them in more detail below. However, according to research resources at plagiarism.org, the things that immediately come to mind as description of plagiarism are:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit

WAYS OF AWARENESS OF ANTI PLAGIARISM

1. Understand Why Students Cheat : By understanding some of the reasons students are tempted to cheat on papers, you can take steps to prevent cheating by attacking the causes. Some of the major reasons include these:

- Many students simply do not know what plagiarism is. Their awareness, if any, often derives from urban legends and myths.

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- Many other students know what plagiarism is, but don't consider it wrong. The belief that "information wants to be free," and the idea that copying from sources with a few words of one's own is merely "patch writing," a normal way to write, support these students in their beliefs.
- Many students have poor time management and planning skills. Some students are just procrastinators, while others do not understand the hours required to develop a good research paper, and they run out of time as the due date looms. Thus, they are most tempted to copy a paper when time is short and they have not yet started the assignment.
- Some students fear that their writing ability is inadequate. Fear of a bad grade and inability to perform because some students to look for a superior product. This is sometimes called "cheat to compete.
- A few students like the thrill of rule breaking. The more angrily you condemn plagiarism, the more they can hardly wait to do it. An approach that may have some effect is to present the assignment and the proper citation of sources in a positive light (more below).

2. Educate yourself about plagiarism : Plagiarism on research papers takes many forms. Some of the most common include these:

- Downloading a free research paper. Many of these papers have been written and shared by other students. Since paper swappers are often not among the best students, free papers are often of poor quality, in both mechanics and content. Some of the papers are surprisingly old.
- Buying a paper from a commercial paper mill. These papers can be good—and sometimes they are too good. If you have given students an in-class writing assignment, you can compare the quality and be quite enlightened. Moreover, mills often sell both custom and stock papers, with custom papers becoming stock papers very quickly. If you visit some of the mill sites, you might just find the same paper available for sale by searching by title or subject.
- Copying an article from the Web or an online or electronic database. Only some of these articles will have the quantity and type of citations that academic research papers are expected to have. If you receive a well-written, highly informed essay without a single citation (or with just a few), it may have been copied wholesale from an electronic source.
- Copying a paper from a local source. Papers may be copied from students who have taken your course previously, from fraternity files, or from other paper-sharing sources near campus. If you keep copies of previous papers turned in to you, they can be a source of detection of this particular practice.
- Cutting and pasting to create a paper from several sources. These "assembly-kit" papers are often Betrayed by wide variations in tone, diction, and citation style. The introduction and conclusion are often student-written and therefore noticeably different from and weaker than the often glowing middle.
- Quoting less than all the words copied. This practice includes premature end

quotation marks or missing quotation marks. A common type of plagiarism occurs when a student quotes a sentence or two, places the end quotation mark and the citation, and then continues copying from the source. Or the student may copy from the source verbatim without any quotation marks at all, but adding a citation, implying that the information is the student's summary of the source. Checking the citation will expose this practice.

- Faking a citation. In lieu of real research, some students will make up quotations and supply fake citations. The fake citation can be either completely fabricated (The American Journal of Asymmetric Induction Studies), or it can reference a real source (book, journal, or Web site) which contains no such article or words that have supposedly been used. You can discover this practice by randomly checking citations. If you require several Web or other electronic sources for the paper, these can be checked quickly.

3. Educate your students about plagiarism : Do not assume that students know what plagiarism is, even if they nod their heads when you ask them. Provide an explicit definition for them. For example, "Plagiarism is using another person's words or ideas without giving credit to the other person. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note. Not giving due credit to the creator of an idea or writing is very much like lying."

In addition to a definition, though, you should discuss with your students the difference between appropriate, referenced use of ideas or quotations and inappropriate use. You might show them an example of a permissible paraphrase (with its citation) and an impermissible paraphrase (containing some paraphrasing and some copying), and discuss the difference. Discuss also quoting a passage and using quotation marks and a citation as opposed to quoting a passage with neither (in other words, merely copying without attribution). Such a discussion should educate those who truly do not understand citation issues ("But I put it in my own words, so I didn't think I had to cite it") and it will also warn the truly dishonest that you are watching. Wholesale copying is obviously intentional, but a paper with occasional copy and paste sentences or poorly paraphrased material might be the result of ignorance. It's a good idea to teach students (or at least provide a handout) about paraphrasing, summarizing, quoting, citing, and indicating clearly the difference between their own ideas and ideas or words from a source.

Discussing with students why plagiarism is wrong may be helpful also. Clarifying for them that plagiarism is a combination of stealing (another's words) and lying (claiming implicitly that the words are the student's own) should be mentioned at some point, but should not be the whole emphasis or you risk setting up a challenge for the rebels (those who like to break the rules just for fun). Many statements on plagiarism also remind students that such cheating shows contempt for the professor, other students, and the entire academic enterprise. Plagiarizers by their actions declare that they are not at the university to gain an education, but only to pretend to do so, and that they therefore intend to gain by fraud

the credentials (the degree) of an educated person. Perhaps the most effective discussion will ask the students to think about who is really being cheated when someone plagiarizes. Copying papers or even parts of papers short circuits a number of learning experiences and opportunities for the development of skills: actually doing the work of the research paper rather than counterfeiting it gives the student not only knowledge of the subject and insights into the world of information and controversy, but improves research skills, thinking and analyzing, organizing, writing, planning and time management, and even meticulousness (those picky citation styles actually help improve one's attention to detail). All this is missed when the paper is faked, and it is these missed skills which will be of high value in the working world. A degree will help students get a first job, but performance--using the skills developed by doing just such assignments as research papers--will be required for promotion.

4. Discuss the benefits of citing sources : Many students do not seem to realize that whenever they cite a source, they are strengthening their writing. Citing a source, whether paraphrased or quoted, reveals that they have performed research work and synthesized the findings into their own argument. Using sources shows that the student in engaged in "the great conversation," the world of ideas, and that the student is aware of other thinkers' positions on the topic. By quoting (and citing) writers who support the student's position, the student adds strength to the position.

5. Make the penalties clear : If an institutional policy exists, quote it in your syllabus. If you have your own policy, specify the penalties involved. For example, "Cheating on a paper will result in an F on that paper with no possibility of a makeup. A second act of cheating will result in an F in the course regardless of the student's grade otherwise." If you teach at a university where the penalty for plagiarism is dismissal from the university or being reported to the Academic Dean or Dean of Students, you should make that clear as well. Even the penalties can be presented in a positive light. Penalties exist to reassure honest students that their efforts are respected and valued, so much so that those who would escape the work by fakery will be punished substantially.

CONCLUSION

Plagiarism is getting lots of attention in academia right now. The reaction has been that many universities purchase tools for plagiarism detection. It is our belief that to detect plagiarism at a university you need more than a software tool: you need a set of them, specialists who know how to work with those tools, domain experts and also language experts if we ever want to go beyond the boundary of one language. This implies that a substantial group is necessary to do good work, and this cannot be achieved by any one university and It requires a joint effort.

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MIXED METHOD RESEARCH: A NEW ADVANCEMENT IN RESEARCH METHODS

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ABSTRACT

The traditional research methods (qualitative and quantitative) can successfully be combined within a single project to produce a different style of research known as a mixed method research. So the purpose of this paper is to position mixed methods research as the natural complement to traditional qualitative and quantitative research, to present pragmatism as offering an attractive philosophical partner for mixed methods research, and to provide a framework for designing and conducting mixed methods research. In doing this, we briefly review the paradigm "wars", show some commonalities between quantitative and qualitative research, explain the tenets of pragmatism. Mixed methods research will be successful as more investigators study and help advance its concepts and as they regularly practice it.

Keywords: Mixed method research, Advancement

INTRODUCTION

The methodological debate within the social sciences might broadly be defined as between a positivist paradigm versus constructivist paradigm, and their different views on the nature of knowledge. While the positivist paradigm is based on research methods that are focused on obtaining information on objective and measurable social reality, the constructivist paradigm is based on research methods that allow a broad analysis of subjective and unmeasurable social reality (Datta,1994). Many critics of the quantitative approach point to its superficiality and lack of depth, while those who critique the qualitative approach do so based on its presumed unreliability and subjectivity (Reichardt & Ralls, 1994). Whichever way, the general argument, fed to some extent by the significant specialization within the social sciences, is that one of the methods is superior to the other one. This antagonism has prevented the acknowledgement of the potential benefits to be gained from combining both research techniques within a single study.

Quantitative researchers most often work from the positivist paradigm or the post-positivist paradigm. Research conducted from positivism is expected to be objective, free of values, hypothesis driven, and measurable. Positivists use deductive reasoning and seek to find causes that precede, or occur at the same time as, effects. The post-positivist paradigm has replaced positivism or follows positivism as “The (current) predominant philosophy for (quantitative) research in the human sciences” (Teddlie & Tashakkori, 2009,). Research consistent with post positivism is influenced by researchers' values and

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their chosen theory or conceptual framework. According to the post positivist paradigm, facts cannot necessarily prove a theory and determine a cause. Reality is socially constructed, and internal and external validity
are both important.

Qualitative researchers work mostly from the constructivist paradigm, which supports the notion that there are many realities that are constructed as the researcher engages with participants. Realities are constructed by participants and researchers who seek to understand participants' points of view. Observations of reality are influenced by researchers' values. Multiple realities exist, and our understanding of these realities is constructed individually and socially. Constructivists believe that determining a connection between cause and effect is impossible; therefore, description of reality is important. Qualitative researchers engage in inductive reasoning as they work from units of data toward a theory, or as they work from the specific or particular to the general. Statements about reality are limited to the time and context of the study, so generalizability is limited to transferability of results from one context to another.

Philosopical difference between positivist/postpositivist and constructivist paradigms contributed to tension, or “paradigm wars”, between qualitative and quantitative researchers. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and emphasize the value-laden nature of inquiry [Qualitative researchers note that] quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes within a value-free framework.

By the 1990s, support for mixed methods increased as the contribution of both quantitative and qualitative methods to address complex research problems became more evident and the number of mixed methods studies increased. Researchers began pointing to the similarities between the qualitative and quantitative approaches and calling for recognition that the divide between qualitative “purists” and quantitative “purists” was exaggerated (Tashakkori & Teddlie, 1998).

Mixed methods has emerged in the social and behavioral sciences during the past two decades, joining qualitative and quantitative methods of scholarly inquiry as the “third research community”.

Quantitative researchers typically focus on numeric data and analyses; qualitative researchers typically focus on narrative data and analyses; and mixed methods researchers focus on numeric and narrative data and analyses. The paradigm or worldview that researchers work in is most often consistent with their beliefs about the nature of reality, their philosophical views, and the scientific field or scholarly community they are part of. In other words, researchers tend to work from perspectives that allow them to explore and examine the problems and issues that are consistent with their own beliefs and views and that are most important to their scholarly community.

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is

that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis.

Pragmatism as the Philosophical Partner for Mixed Methods Research

We do not aim to solve the metaphysical, epistemological, axiological (e.g., ethical, normative), and methodological differences between the purist positions. And we do not believe that mixed methods research is currently in a position to provide perfect solutions. Mixed methods research should, instead (at this time), use a method and philosophy that attempt to fit together the insights provided by qualitative and quantitative research into a workable solution. Along these lines, we advocate consideration of the pragmatic method of the classical pragmatists (e.g., Charles Sanders Peirce, William James, and John Dewey) as a way for researchers to think about the traditional dualisms that have been debated by the purists. Taking a pragmatic and balanced or pluralist position will help improve communication among researchers from different paradigms as they attempt to advance knowledge. Pragmatism also helps to shed light on how research approaches can be mixed fruitfully, the bottom line is that research approaches should be mixed in ways that offer the best opportunities for answering important research questions.

The pragmatic rule or maxim or method states that the current meaning or instrumental or provisional truth value (which James [1995, 1907 original] would term "cash value") of an expression (e.g., "all reality has a material base" or "qualitative research is superior for uncovering humanistic research findings") is to be determined by the experiences or practical consequences of belief in or use of the expression in the world. One can apply this sensible effects- or outcome-oriented rule through thinking, practical experiences, or experiments (formally or informally trying a rule and observing the consequences or outcomes).

In the words of Charles Sanders Peirce (1878), the pragmatic method or maxim (which is used to determine the meaning of words, concepts, statements, ideas, beliefs) implies that we should "consider what effects, that might conceivably have practical bearings, we conceive the object of our conception to have. Then our conception of these effects is the whole of our conception of the object". Building on Peirce's lead, James (1995, 1907 original) argued that "The pragmatic method is primarily a method of settling metaphysical disputes that otherwise might be interminable. The pragmatic method in such cases is to try to interpret each notion by tracing its respective practical consequences". Extending the works of Peirce and James, Dewey spent his career applying pragmatic principles in developing his philosophy and in the practice of educating children. Dewey (1948, 1920 original) stated that "in order to discover the meaning of the idea we must ask for its consequences". In short, when judging ideas we should consider their empirical and practical consequences. Peirce, James, and Dewey were all interested in examining practical consequences and empirical findings to help in understanding the import of philosophical positions and, importantly, to help in deciding which action to take next as one attempts to better understand real-world phenomena (including psychological, social, and educational phenomena)

If two ontological positions about the mind/body problem (e.g., monism versus dualism),

for example, do not make a difference in how we conduct our research then the distinction is, for practical purposes, not very meaningful. We suspect that some philosophical differences may lead to important practical consequences while many others may not. The full sets of beliefs characterizing the qualitative and quantitative approaches or paradigms have resulted in different practices, and, based on our observation and study, we believe it is clear that both qualitative and quantitative research have many benefits and many costs. In some situations the qualitative approach will be more appropriate; in other situations the quantitative approach will be more appropriate. In many situations, researchers can put together insights and procedures from both approaches to produce a superior product (i.e., often mixed methods research provides a more workable solution and produces a superior product). We are advocating a needs-based or contingency approach to research method and concept selection

Philosophical debates will not end as a result of pragmatism, and certainly they should not end. Nonetheless, we agree with others in the mixed methods research movement that consideration and discussion of pragmatism by research methodologists and empirical researchers will be productive because it offers an immediate and useful middle position philosophically and methodologically; it offers a practical and outcome-oriented method of inquiry that is based on action and leads, iteratively, to further action and the elimination of doubt; and it offers a method for selecting methodological mixes that can help researchers better answer many of their research questions. Although we endorse pragmatism as a philosophy that can help to build bridges between conflicting philosophies, pragmatism, like all current philosophies, has some shortcomings. Researchers who are interested in applying pragmatism in their works should consider the short- comings, which also need to be addressed by philosophically inclined methodologists as they work on the project of developing a fully working philosophy for mixed methods research. Practicing researchers should be reflexive and strategic in avoiding the potential consequences of these weaknesses in their works.

CONCLUSION

As noted that growth in the mixed methods movement has the potential to reduce some of the problems associated with singular methods. By utilizing quantitative and qualitative techniques within the same framework, mixed methods research can incorporate the strengths of both methodologies. Most importantly, investigators who conduct mixed methods research are more likely to select methods and approaches with respect to their underlying research questions, rather than with regard to some preconceived biases about which research paradigm should have hegemony in social science research. The time has come for mixed methods research.

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NEW TRENDS IN TEACHER EDUCATION & SCHOOL EDUCATION

Ms. Harpreet Sharma

ABSTRACT

Teachers' education is in the transition phase because of the rapid change in technology and students' changing values. Teachers' education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. However, teachers' education system is facing problem of inappropriateness and irrelevance. There was a visible gap between how students live and how they learn. Hence, the concept of technological interface is missing in teachers' education in most part of the world. The drive to fetch synergy between technology and teachers' education and enhance human capacity building is the main motive for this paper. There are various trends in teachers' education in order to ensure that all prospective pre-service teachers have equal access to this new technology regardless of their economic background. The traditions of teacher education were reviewed and a new model of teachers' reforms programme known as 'A proactive teacher's training framework was adopted and criticized. It was concluded that a proper model needs to be sought out and conceptualized both in teacher education and school education.

Keywords: Teachers Education, Technology, New Model

INTRODUCTION

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific student's requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students and also be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change (Cochran- Smith, 2000 cited in Arvind and Shahid 2013). Once teachers have a thorough understanding of the teaching content, they would never lose that expertise. So knowledge about the subject matter and

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feeling comfortable in delivery are equally important for good teachers (Adigun 2011). Sometime they try to link knowledge in varieties of different way while disseminating the information to students while engaging them in effective learning. Today we have competent teachers who have a whole new set of resources and techniques that evolve around the use of technology.

Technological aid should not be seen as separate tool in learning rather it should be taken as an integral part in effective pedagogical process. The mentors could be colleagues, researchers, retired teachers or senior teachers from reputed university. They could also be people from industry who are developing new ideas and products. This concept can take the teaching level beyond expectations. But such concept has its practical limitation in the context of real classroom teaching.(Arvind and Shahid 2013).These days teacher's education system is facing problem of inaptness and irrelevance. There is a visible gap between how students live and how they learn. Schools and colleges have struggled to keep the pace with the rate of change in students' lives inside and outside the educational institution. Students and scholars spend their adult lives in multitasking, multifaceted, technological driven, diverse and vibrant world. But, the very same concept of technological interface is missing in teacher's Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 5(7): 88-91 education in most part of the world. It must be ensured that all such prospective pre-service teachers have equal access to this new technology regardless of their economic background (Cochran & Fries, 2001). Then the gap between modern teaching methodology and existing traditional teaching methodology may be bridged to certain extent.

Zeicher and Laston (1990) have suggested that throughout the twentieth century, there were four clear traditions of teacher education reforms such as:

1. **The Academic Tradition:** Is concerned with the mastery of subject matter because it is considered to be the most important goals in educating teachers (Zeicher and Laston, 1990). Teachers should not only be educated in their subject matter at university, but should learn how to teach in the company of more-experienced teachers. This approach to pre-service teacher education would attract academically talented students in teaching profession.
2. **The Social Efficiency Tradition:** This tradition examined the nature of teacher's work in order to provide basis for studying teaching. Skills and knowledge are set before hand along with the criteria to measure teaching proficiency. Hence, it measures teachers' proficiency or competency in terms of the skills exhibited in the use if diversified methodologies. This Competency/Performance Based Teacher Education (C/PBTE) trend became well accepted in teaching education in USA and worldwide, although it received criticism on behavioural aspects (Zeichner and Laston, 1990). Since 1990, this approach has become increasingly evident in teaching education reforms (Cochran-Smith and Fries, 2001).
3. **The Developmentalist Tradition:** It emphasized that the natural development of the learner provides the basics for determining what should be taught to pupils in the school and their teachers (Zeichner and Laston, 1990, P.9). The developmentalist tradition's focus

is the characteristics of the learners. Hence, the learner's age, intelligent quotient, exposure, etc should be ascertained first, before the decision of what to teach. Three metaphors can be used to describe its manifestation in the twentieth century. It proposed teachers as following:

(1) The teacher as naturalist
(2) The teacher as artist
(3) The teacher as researcher

4. The Social Reconstructionist Tradition: It focused on two crucial elements such as schooling and teacher education for more equal and empowered society (Zeichner and Laston, 1990). This tradition encourages prospective teachers to seriously look at the ongoing social and political orders that are related with education. This tradition is much more concerned with the educational policies and social values of a particular country. This should therefore be taken cognizance of in deciding the kind of education to give to would be teachers.

The change brought by technological, economic and cultural forces in the early twenty-first century was very fast. These changes were mostly pronounced in the developed world. But their effect was also apparent in the developing world. Higher grades and good marks in exams were the only criteria to judge student's competencies. Since teachers tend to teach as they were taught, the instructional workforces were reasonably not prepared to meet the increasingly digital demands of the twenty-first century knowledge landscape. Such workforces were not able to meet the digital skill expectations of prospective employers and students as well. Digital literacy embodies the abilities to appropriately access, synthesize and utilize both analog and digital information sources to achieve a defined teaching purpose.

Younger generations raised in this ocean of digital information are familiar with the intricacies of digital world. Therefore, a key question need to be addressed by teacher's education programme such as how teachers learn and refine knowledge, skills and proficiency to teach such digital literate audience. Technology has revolutionized every industry and each component of our culture and society. Now, it is revolutionizing the teacher's education in all parts of the world. It is therefore important that teachers can be prepared not only to use today's technology but should be able to handle systematically and analytically about what technology is going to become and evolve afterwards.

The seven of the most prominent trends and changes; we found the teaching force to be:

1. Larger
2. Grayer
3. Greener
4. More Female
5. More Diverse, by Race-ethnicity
6. Consistent in Academic Ability
7. Less Stable

Today's technology need to be integrated from the tomorrow's technology to achieve the best synergy in quality pedagogy. Educators must be well prepared to work on with such

future development. To prepare more teachers to teach in underdeveloped and developed region, a professional collaboration between universities and schools should be created. In order to acquire and refine the skills needed for digital literacy, teachers of all generations need to engage in active production and consumption of multimedia content. The availability of digital curriculum for twenty-first century's learners would be having a dramatic impact on the way teachers and educators prepare tomorrow's classroom leaders.

LATEST TRENDS IN SCHOOL EDUCATION

Following are the several latest trends in education can change the way of thinking in the future of education:

1. **Artificial Intelligence:** From kindergarten school to graduate school, one of the key ways artificial intelligence will impact education is through the application of greater levels of individualized learning.
2. **Virtual Reality:** In the picture students is taking their lecture through "Virtual Reality"; Education is another sector that chose virtual reality for learning purposes.
3. **The (M-Learning):** In the past years, companies have recognized that the learning of education through mobile is increasing at an alarming rate. For now the trend of using computers is changing to mobile phones.
4. **Tablet and Laptops:** Institutions are changing their teaching tools into more of tech ones rather than the conventional teaching methods, like laptops and tablets rather than books. Using blackboards for teaching purposes has been the part of the past now. A big thank to the technology that it has helped in spreading education in the majority of households.
5. **Social Media at Institutions:** Social Media is playing a vital role in the educational sector as well, in different universities, colleges and international school students are using their social media platforms to connect with their friends for group meeting, social get-together and the Meetups.
6. **Learning through Smart Board:** The smart board provides the facility for learners to participate in the instructional process. Every student has a facility to participate in the discussion via tablets and notebooks. Makes it easier and fun to learn more stuff smartly.
7. **Cloud Based Technology in Education:** There are spots that arise in which a student cannot go into a classroom or attend normal classes. These can include basic text lessons, or can be as advanced as to include video lessons or even live chat sessions with the teacher via instant messenger or video messaging programs like Skype.
8. **MOOCs (Massive Open Online Course):** MOOCs is a platform where every student can discover a free online course through internet for years, although the quality and quantity considered as a term or word related to the scalability of open and online education.
9. **Use of Videos in Education:** Video is another instrument which is used for the recent year. Evan's says 46 percent teachers are using video in the classroom. One-third of pupils are accessing online video through their own initiate to help with their

homework.

CONCLUSION

In adopting these emerging trends, first, faculty needs to learn about the teaching approaches that are emerging. Second, they should analyze critically the value and appropriateness of these trends with respect to their discipline, courses, students, teaching styles and classroom experiences. Finally, each individual must place emerging trends in context and balance with successful approaches that have worked over the years. Blending these approaches bit by bit will result in a recipe whose gourmet creation will wet the appetites of students. Teaching and learning are complex and as teachers, we must sample the many flavours- old and new and determine the ingredients and mixtures that best enhance learning (Cox 1995). Mentoring should be made compulsory for teachers in training.

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ACTION RESEARCH: A TOOL FOR PRACTITIONERS

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ABSTRACT

Man from time immemorial has been continuously struggling with his environmental forces and trying to search ways and means for effective living on earth. Research on each stage has proved a potent weapon in his hand and a short cut to progress and ultimately to success. The process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions is what a number of people have called action research. Action research is a process for studying problems by practitioners scientifically to take decision for improving their current practice. Action research is the research by the practitioner, of the practitioner and for the practitioner.

Keywords: Action Research ,Practitioners

INTRODUCTION

Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices. Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. There are two types of action research: participatory action research and practical action research. Action research involves actively participating in a change situation, often via an existing organization, whilst simultaneously conducting research.

CHARACTERISTICS OF ACTION RESEARCH

- **Integrated** conducted as part of a teacher's normal daily practice.
- **Reflective** a process which alternates between plan implementation and critical reflection.
- **Flexible** methods, data and interpretation are refined in the light of the understanding gained during the research process.
- **Active** a process designed to generate change in small steps.
- **Relevant** meets the needs of teachers and their students.
- **Cyclical** involving a number of cycles with each clarifying issue leading to a deeper understanding and more meaningful outcomes.
- **Focused** on a single issue of school improvement.
- **Collaborative** teachers and leaders working together to improve student outcomes.
- **Planned** an organized approach to answering a question.
- **Learning** simultaneous construction of new knowledge by teachers about their

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practice.

TYPES OF ACTION RESEARCH

Individual action research involves working independently on a project, such as an elementary school teacher conducting her own, in-class research project with her students.

Collaborative action research involves a group of teachers or researchers working together to explore a problem that might be present beyond a single classroom, perhaps at the departmental level or an entire grade level.

School-wide action research generally focuses on issues present throughout an entire school or across the district. Teams of staff members would work together using school-wide action research. As you can see, action research can be used in many educational settings.

STEPS OF ACTION RESEARCH

Action research is conducted by passing through some specific stages and steps like below:

1) Identification of the problem : The first and most important step in action research is the identification of the problem. Without identification of the problem it is not possible to start research. While identification of the problem of action research, it is necessary to keep in mind the extent to which the working of the educational institutions can be improved by finding a solution of the problem so selected. In order to select the problem the teacher should be objective and practical in his approach so that he may realize the shortcomings of the method of teaching.

2) Defining and Delimiting the problem : The next step in action research is defining and delimiting the problem. While defining the problem, only those words are used the meaning of which is precise and clear. Every word used to define the problem should be carefully defined. Delimiting the problem implies that its area should be determined. While determining the area, it should be kept in mind that the problem should neither be too widely distributed nor too limited.

3) Analyzing and causes relevant to the problem : After defining and delimiting the problem its causes are explored which might be connected therewith. Thereafter, a list of the various causes of the problem is prepared and the verification of these causes is done. While analyzing the causes special stress is laid on the this factors: logical relation, verifiable, specific, authentic, control.

4) Formulation of Action Hypothesis : Hypothesis has an important place in action research. Hypothesis is a sort of tentative assumption having an experimental form. After verification through experiments it acquires the form of a principle. At the preliminary stage tentative assumption plays an important part in formulating a hypothesis. The objective of formulating action hypothesis is to find a solution of the practical problems.

5) Developing a suitable research design : After finalizing the action hypothesis, it is necessary to examine the accuracy and effectiveness of the hypothesis in the field of research. On the basis of hypothesis an effort is made to improve the working of the institution. Before giving it practical shape we have to draw up a design. By drawing up a design for action hypothesis we mean that design which contains the details for giving a

practical shape to the hypothesis.

6) Evaluation of the results : After selection of the problem, its defining and delimitation, construction of a hypothesis, the problem of evaluating the results arises. Evaluation is very necessary in action research, as utility of results is proved by the evaluation. The conclusions drawn are useful in improving the present practices of school and class-room teaching.

WHY WOULD ANYONE USE ACTION RESEARCH ?

There are a number of reasons why you might choose to do action research, including for thesis research...

Action research lends itself to use in work or community situations. Practitioners, people who work as agents of change, can use it as part of their normal activities.

When practitioners use action research it has the potential to increase the amount they learn consciously from their experience.

It looks good on your resume to have done a thesis which has direct and obvious relevance to practice. If it has generated some worthwhile outcomes for the client, then that is a further bonus.

Action research is usually participative. This implies a partnership between you and your clients. You may find this more ethically satisfying. For some purposes it may also be more occupationally relevant.

WHEN IS ACTION RESEARCH USED ?

Action research is used in real situations, rather than in contrived, experimental studies, since its primary focus is on solving real problems. It can, however, be used by social scientists for preliminary or pilot research, especially when the situation is too ambiguous to frame a precise research question.

It is often the case that those who apply this approach are practitioners who wish to improve understanding of their practice, social change activists trying to mount an action campaign, or, more likely, academics who have been invited into an organization (or other domain) by decision-makers aware of a problem requiring action research, but lacking the requisite methodological knowledge to deal with it.

ACTION RESEARCH IN EDUCATION

Within the teaching profession, action research can be defined as the process of collaborative inquiry conducted by stakeholders to understand and improve the quality of actions on instruction. Moreover, Mills (2013) outlines the goal of educators conducting action research as “gaining insight, developing reflective practice, effecting positive changes in the school environment and improving student outcomes and the lives of those involved”. The action research cycle typically engages educators in a systematic examination of instruction or their practice or an exploration of real problems experienced in schools and a possible course of action. All action researchers, regardless of their particular school of thought or theoretical position, are committed to a critical examination of classroom teaching principles and the effects that teachers' actions have on the children in their care. Action research in education must be systematic, oriented toward positive change in the school community, practitioner-driven and participatory.

CONCLUSION

Action research is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life. Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Action research works very well because the cycle offers opportunity for continued reflection. So, action research is the research undertaken with a view to find out a solution for the various practical problems of the educational institutions.

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DETECTION STRATEGY: A PREVENTION STRATEGY AGAINST PLAGIARISM IN RESEARCH

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ABSTRACT

The Plagiarism is derived from the Latin word "plagiarius" which means kidnapper. Plagiarism in the sense of "theft of intellectual property" has been around for as long as humans have produced work of art and research. However, easy access to the Web, large databases, and telecommunication in general, has turned plagiarism into a serious problem for publishers, researchers and educational institutions. In this paper, we concentrate on textual plagiarism (as opposed to plagiarism in music, paintings, pictures, maps, technical drawings, etc.). We first discuss the complex general setting, then report on some results of plagiarism detection software and finally draw attention to the fact that any serious investigation in plagiarism turns up rather unexpected side-effects. We believe that this paper is of value to all researchers, educators and students and should be considered as seminal work that hopefully will encourage many still deeper investigations.

Keywords: Plagiarism, Cheating, Similarity Detection, IPR

INTRODUCTION

The Plagiarism is derived from the Latin word "plagiarius" which means kidnapper. It is defined as "the passing off of another person's work as if it were one's own, by claiming credit for something that was actually done by someone else" [Wikipedia:Plagiarism 2006]. Plagiarism is not always intentional or stealing some things from someone else; it can be unintentional or accidental and may comprise of self stealing. There are many definitions of what constitutes plagiarism, and we will look at some of them in more detail below. However, according to research resources at plagiarism.org, the things that immediately come to mind as description of plagiarism are:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit

Strategies of Prevention

The overall goal of these specific strategies is to make the assignment and requirements unique enough that an off-the-shelf paper or a paper written for another class or a friend's paper will not fulfill the requirements.

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STRATEGIES OF DETECTION

1. Look for the clues

- As you read the papers, look for internal evidence that may indicate plagiarism. Among the clues are the following:
- Mixed citation styles. If some paragraphs are cited in MLA style, while other references are in APA, and perhaps one or two are in CBE or Chicago, you are probably looking at a paste-up.
- Lack of references or quotations. Lengthy, well written sections without documentation may have been taken from general knowledge sources, such as encyclopedias, popular magazines, or Web sites.
- Unusual formatting. Strange margins, skewed tables, lines broken in half, mixed subhead styles and other formatting anomalies may indicate a hasty copy and paste job.
- Off topic. If the paper does not develop one of the assigned topics or even the topic it announces, it may have been borrowed at the last minute or downloaded. Similarly, if parts of the paper do develop the subject, but other parts seem oddly off, the product may be a cut and paste.
- Signs of datedness. If there are no references after some well past date (e.g. 1985), or ia data table offers a company's sales from 1989 to 1994, either the student is using very old material the paper itself is rather old.
- Anachronisms. If the paper refers to long-past events as current ("Only after the Gulf War is over will we see lower oil prices" or "Why isn't the Carter administration acting on this?"), you almost certainly have are cycled paper on your hands.
- Anomalies of diction. Many undergraduates do not understand the concept of levels of diction. They think all words are equally welcome in every paper. As a result, when those who plagiarize with the cut-and-paste method perform their deeds, they often mix paragraphs of varying levels together—the sophisticated scholar's paragraph precedes the breezy journalist's commentary, which may be followed by the student's own highly colloquial addition. Similarly, you may come upon some suspiciously elevated vocabulary usages. "The saurusitis" is one source of this, to be sure, but a common source of such vocabulary is another writer, who should have been quoted rather than simply copied. "What do you mean by 'ineffable'?" can sometimes provide you with inexpressible information. Lastly, if you find that the paper uses several archaic terms, or words no longer used in the way the paper uses them, you may belooking at some very old text.
- Anomalies of style. Is the prose style remarkable? Are there two-page paragraphs that remind you of a nineteenth-century encyclopedia? Is there ornate rhetorical structure? Does the introduction get in its own way and stumble around, only to give way to glowing, flowing discourse? Is there a mixture of British and American punctuation or spelling, with consistent usage within large sections?
- Smoking guns. This category might be called "blunders of the clueless," since it includes obvious indicators of copying. Reported in the past have been labels left at

the end of papers ("Thank you for using Term Paper Mania"), title pages stapled to Web printouts (complete with dates and URL in the corners), title pages claiming the paper is by Tom Jones when subsequent pages say "Smith, page 2," and papers with whiteout over the previous author's name.

Few of these clues will provide courtroom proof of plagiarism, of course, but their presence should alert you to investigate the paper. Even if you do not find the source of the paper, you may be able to use these clues profitably in a discussion with the student in your office.

2. Know where the sources of papers are. Before you begin to search for the source or sources of a suspect paper, you should know where to look. Here are the major sources of text in electronic form.

- Free and for-sale term paper sites. As mentioned earlier, there is a list of many of these sites at http://www.coastal.edu/library/presentations/mills2.html.
- The free, visible Web. This category includes all the publicly mounted Web pages, which are indexed by search engines.
- The free, invisible Web. This cateory includes the contents of sites that provide articles free to users, but that content may be accessible only by going directly to the site. That is, the articles are not indexed by search engines and therefore cannot be located by using a search engine. Some magazines, newspapers, reference works, encyclopedias, and subject-specific sites are in this category.
- Paid databases over the Web. This category includes commercial databases for consumers (such as Northern Light's Special Collection) and databases that libraries subscribe to, containing scholarly journals, newspapers, court cases and the like. Providers like Lexis-Nexis, UMI Proquest, Infotrac, JSTOR and others are in this group. To find information from this category, you must have access to the database (through password or an on-campus computer) and search on the database directly.
- CD-ROM resources. Encyclopedias and some databases are available on CD-ROM.

3. Search for the paper online. If you suspect the paper may have come from the Web, you might try these strategies to find it:

- If you find nothing with these tools, try several of the large-database, full-text search engines like Google, and perform an exact phrase search on a four-to-six-word phrase from a suspect part of the paper (find a phrase that has two or three relatively unusual words in it). Remember that no search engine covers more than about a third of the visible Web, so you should try several engines before you give up.
- Next, locate some appropriate databases on the invisible Web, depending on the subject of the paper. You can find many of these databases by consulting the "World Wide Web Research Tools" page on this site. If indicated, visit some of the online encyclopedias as well. Here, you will have to use keyword searches rather than exact phrase searches, but usinga string of appropriate keywords can be very powerful.
- Now go to your library's online database subscriptions and search on subject-appropriate databases using keyword searches.

4. Use a plagiarism detector. You might also try using software. See The Plagiarism

Resource Center for more information. If you do not find the paper this way, you might want to turn to some commercial services that provide plagiarism detection. Here are some of the services:

- Plagiarism.com at http://www.plagiarism.com. Educational materials and a software screening program that creates a test of familiarity for a student to complete. The company says that no student has been falsely accused. CD ROM program.
- Plagiarism.org at http://www.plagiarism.org. Online service that checks submitted student papers against a large database and provides reports of results. Also monitors term paper mills.
- Plagiarism Finder at http://www.m4-software.com. Searches Internet sources.
- Eve at http://www.canexus.com/eve/. Inexpensive software agent that searches the Web to compare a suspect paper with Internet content. Shows site and degree of match.

It is sometimes said that the best plagiarism detector is the student who handed in the paper, because he or she already knows whether or not the paper is genuine, or what part is fraudulent. Therefore, you can sometimes enlist the student's help. You must be very careful about accusing a student of cheating unless you have clear proof, because a false accusation can be both cruel and reason for litigation. But if you ask the right questions in the right way, you will often be successful. Here are some example questions that may help reveal the truth:

- "I was quite surprised by your paper, so I did some investigation into it. Before I tell you what I found out, is there anything you want to tell me about it?" With the appropriately serious demeanor and tone, a well phrased question like this will often result in a confession. If the student is innocent or just hardened and replies, "No," you can always reveal some innocuous fact and go on.
- "I'm curious to know why your writing style is so good in some parts of the paper and so poor in others. And why have you not shown such great writing on the in-class essays?"
- "This long passage doesn't sound like your normal style. Is this a quotation where you accidentally forgot the quotation marks?"
- "Explain to me again what the rules for paraphrasing or summarizing are. Some of the passages in your paper make me think you might be unclear about them.

CONCLUSION

Plagiarism is getting lots of attention in academia right now. The reaction has been that many universities purchase tools for plagiarism detection. It is our belief that to detect plagiarism at a university you need more than a software tool: you need a set of them, specialists who know how to work with those tools, domain experts and also language experts if we ever want to go beyond the boundary of one language. This implies that a substantial group is necessary to do good work, and this cannot be achieved by any one university and It requires a joint effort.

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FEATURES AND DRAWBACKS OF ACTION RESEARCH

***Ms. Sukhdeep Kaur**
****Ms. Jasvir Kaur**

ABSTRACT

Action research widely used in education, especially by teachers, supervisor, administrator. Action research involves little efforts to solve the immediate problem and improve the practices, to create such healthy and proper conditions and environment as to facilitate better teaching as well as better learning for the maximum welfare of the student. There are many types of action research- individual teacher research, collaborative action research, school and district wide research. The practitioners to acquire significant confidence to face and solve the day to day problems with their own attempts within the available resources. The solutions of the educational problems require regions co-operative efforts on the part of students teachers and educational authorities such co-operation on a true democratic pattern is rarely available in its absence the research loses its absence the research lose its strength as well as validity. This article will look at all aspects concerning action research including background, purposes, features, types, advantages, drawbacks etc to see the importance of action research to education.

Keywords: Types of Action research, Advantages

INTRODUCTION

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions: 1. Teachers and principals work best on problems they have identified for themselves. 2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently. 3. Teachers and principals help each other by working collaboratively. 4.Working with colleagues helps teachers and principals in their professional development. (Watts, 1985).

HISTORICAL BACKGROUND OF ACTION RESEARCH

The idea of using research in a “natural” setting to change the way that the researcher interacts with that setting can be traced back to Kurt Lewin, a social psychologist and educator whose work on action research was developed throughout the 1940s in the United States. “Lewin is credited with coining the term 'action research' to describe work that did not separate the investigation from the action needed to solve the problem” (McFarland & Stansell, 1993, p. 14). Topics chosen for his study related directly to the context of the issue. His process was cyclical, involving a “non-linear pattern of planning, acting, observing, and reflecting on the changes in the social situations” (Noffke & Stevenson, 1995, p. 2). Stephen Corey at Teachers College at Columbia University was

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among the first to use action research in the field of education. He believed that the scientific method in education would bring about change because educators would be involved in both the research and the application of information. Corey summed up much of the thought behind this fledgling branch of inquiry. We are convinced that the disposition to study…the consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else has discovered of his teaching. (Corey, 1953, p. 70)

DEFINITIONS

Stephen M. Corey's has defined the process of action research by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and action

Good's defined a action research as research used by teachers, supervisors and administrators to improve the quality of their decisions and actions.

Feature of Action Research: Action research is focused on the immediate problems, and their solutions within the available resources and does not concern with the building of theories, broad generalization and principles. The aim of action research to improve the practices or work conditions of the people. When conduct such research. It involves little efforts, resources and finances in comparison to fundamental or pure researches. Here the person who conducts the research and applies the findings of the research is the one and same. Action research inculcates a spirit as well as ability in the practitioners to improve their practices. The main purpose of action research is to create such healthy and proper conditions and environment as to facilitate better teaching as well as better learning for the maximum welfare of the student. It aims at changing things. Especially, they stress that the momentum for carrying out an action research is to change the system. This assertion is different from Cohen and Manion, when they identify collaboration as an important feature of action research. Relatively different, Borgia and Schuler describe components of action research as the “Five C's”:

Commitment: Time commitment should be carefully considered by participants of action research since it takes them time to get acquaintance with other participants, think about change, try new approach, collect data, interpret results, etc.

Collaboration: In an action research all participants are equal to each others in terms of giving ideas, suggestions or anything that leads to success of the change.

Concern: In the research process, participants will build up a group of “critical friends” who trust each other and the value of the project.

Consideration: As it is mentioned above, reflective practice is a mindful review of a professional research like action research. It demands concentration and careful consideration as one seeks patterns and relationships that will create meaning within the investigation.

Change: For humans, especially teachers, change is continuing and it is a significant element in remaining their effectiveness. Briefly speaking, Creswell proposes six key characteristics of action research as: A practical focus, the educator-researcher's own practices, Collaboration, A dynamic process, A plan of action and Sharing research.

Types of action research: The term "action research" is that there are different types of action research depending upon the participants involved. A plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue.

Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis. The research may then be such that the teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working concurrently on the same problem with no knowledge of the work of others.

Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner. The LAB at Brown has just such a relationship with several teams.

School-wide research focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Or, the school may be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance. Team work and individual contributions to the whole are very important, and it may be that problem points arise as the team strives to develop a process and make commitments to each other. When these obstacles are overcome, there will be a sense of ownership and accomplishment in the results that come from this school-wide effort.

District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. Downsides are the documentation requirements (communication) to keep everyone in the loop, and the ability to keep the process in motion. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed-upon deadlines for assignments. On the positive side, real school reform and change can take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the

process and create an environment of genuine stakeholders.

ADVANTAGES OF ACTION RESEARCH

Action research helps to improve the world of work habits, practical solutions of their problems and to improve the practices. The results of such research findings can be best utilized for improving their world of work and developing them professionally as much as possible. It helps in making the surroundings conditions and environment quite conductive to proper teaching and learning. Action research makes the work environment of the school more co operative and democratic. It helps the teacher student and educational personnel to find the new ways, acquire new interest, better motivation and enthusiasms for playing their respective roles. It helps in broadening the mental horizon and general outlook of the student's teachers and school personnel and educational administrator. It makes the teachers students and educational administrator's research and educational administrators' research minded. The practitioners to acquire significant confidence to face and solve the day to day problems with their own attempts with in the available resources. It makes the teacher student and administrators not only to utilize results of their findings but also to make use of the results of others findings.

Drawbacks of action research:

1. The teacher or other practitioners are infect very poor research their finding may lead them in no where or in opposites directions resulting into great educational loss or aggravation of educational problems.

2. The solutions of the educational problems require regions co-operative efforts on the part of students teachers and educational authorities such co-operation on a true democratic pattern is rarely available in its absence the research loses its absence the research lose its strength as well as validity.

3. Acting research is more or less a completely localized affair hence the assertion that its result may be utilized by others remains quite questionable.

4. In the existing conditions of our schools where teachers already burdened with over work an students are encircled with a heavy scheme of students are encirded with a heavy scheme of studies and administers puzzled with increased administration problem too much to expect from them for serious work like action research.

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ROLE OF RESEARCH IN MODERN ERA

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ABSTRACT

Mankind is on the edge of a crucial stage on the role of research in higher education be, in response to the challenge of an active future contribution to human and social development. A good balance must be reached in the basic functions of research in order to avoid governance risks. We must reinforce research networks between students because it gives student the opportunity to pursue a study on a subject of interest. Research helps to solve existing problems and challenges in the form of doubts also. So it enables the students to satisfy their curiosity related knowledge of facts. It increases the logical thinking among the students in order to bridge the gap between knowledge poor and rich, religion, caste etc. This paper reviews aspects such as development, globalization and the inequality of nations; constraints and choices of the orthodox views of research; rethinking research and higher education to contribute to a better future; and knowledge integration for effective action. At a time when virtually every government around the world is asking how it can improve the quality of its teaching force, research becomes the vital apparatus which can bring enhancement in the quality of teaching.

Keywords: Research, Benefits

INTRODUCTION

Research is required not just for students and academics, but for all professionals. It is also important for budding and veteran writers, both offline and online. For those looking for a job, research is likewise a necessity. Among professionals and scribes, finding an interesting topic to discuss and/or to write about should go beyond personal experience. Determining either what the general public may want to know about or what researchers want others to realize or to think about can serve as a reason to do research. The unemployed can also benefit from doing research. Through this process, not only will they increase their chances of finding potential employers, but it can inform them if job offers are legitimate. Without research, the gullible, yet hopeful jobseeker may fall prey to unscrupulous headhunters who might be involved in illegal recruitment and/or human trafficking. Television shows and movies ooze with research - both on the part of the writer(s) and the actors. Though there are hosts who rely on their researchers, there are also those who exert effort to do their own research. This helps them get information that hired researchers missed, build a good rapport with the interviewee, and conduct a good interview in the process. For their part, some film and TV actors would take time to interview detectives, boxers, scientists, business people, criminals, and teachers, among

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others. Others would even immerse themselves in situations that would make them understand social and personal issues like living behind bars or in a drug rehabilitation center. Many would read literature, biographies, or journals to have a better view or context of the story.

Doing research to reveal lies or truths involving personal affairs contributes in either making a relationship work or in breaking away from a dysfunctional one. Scientists also deal with research to test the validity and reliability of their claims or those of other scientists'. Their integrity and competence depend on the quality - and not just quantity - of their research. Nonetheless, not everything scientists come up with get accepted or learned by everyone, especially when factors like religion, state suppression, and access to resources and social services (e.g., education and adequate health programs) either feed the poor majority with lies or deter them from knowing truths to preserve the status quo.

Research entails both reading and writing. Reading opens the mind to a vast horizon of knowledge. Apart from reading and writing, listening and speaking are also integral in conducting research. Interviews, attending knowledge-generating events, and casual talks with anyone certainly aid in formulating research topics. They can also facilitate the critical thinking process. Listening to experts discuss the merits of their studies helps the listener to analyze a certain issue and write about such analysis. With the wide array of ideas available, scholars and non-scholars involved in research are able to share information with a larger audience. Some view this process as ego-boosting, while others see it as a means to stimulate interest and encourage further studies about certain issues or situations.

TYPES OF EDUCATIONAL RESEARCH

Historical research generates descriptions, and sometimes attempted explanations, of conditions, situations, and events that have occurred in the past. For example, a study that documents the evolution of teacher training programs since the turn of the century, with the aim of explaining the historical origins of the content and processes of current programs.

Descriptive research provides information about conditions, situations, and events that occur in the present. For example, a survey of the physical condition of school buildings in order to establish a descriptive profile of the facilities that exist in a typical school.

Co relational research involves the search for relationships between variables through the use of various measures of statistical association. For example, an investigation of the relationship between teachers' satisfaction with their job and various factors describing the provision and quality of teacher housing, salaries, leave entitlements, and the availability of classroom supplies.

Experimental research is used in settings where variables defining one or more 'causes' can be manipulated in a systematic fashion in order to discern 'effects' on other variables. For example, an investigation of the effectiveness of two new textbooks using random assignment of teachers and students to three groups – two groups for each of the new textbooks, and one group as a 'control' group to use the existing textbook.

Case study research generally refers to two distinct research approaches. The first consists

of an in-depth study of a particular student, classroom, or school with the aim of producing a nuanced description of the pervading cultural setting that affects education, and an account of the interactions

BENEFITS OF RESEARCH IN EDUCATION

Educational research primarily focuses on experimentation to gain awareness on a specific topic. Although teaching deals with specifics, research is often a preliminary stage for further study. In most cases, a researcher/ teacher will emphasize on experimentation to learn the casual relationship of a particular subject. Through research insight can shape understanding.

- Research gives student the opportunity to pursue a study on a subject of interest. In-depth study is the sure way of providing reliable results that must be backed by tangible evidence. For example, there are few studies about the benefits of heart healthin developing nations. As a result, the global community encourages researchers to contribute their knowledge to this field.
- Educational research requires effort, time, and sometimes capital to ensure all the evidence is in sound decision. In other words, research necessitates decision making from all the participants involved to ensure the evidence gathered is reliable. It is therefore essential to consider the consequences or risks of making a verdict with insufficient evidence.
- Research helps to solve existing problems and challenges so research that is expected to solve a specific issue that require urgency will receive a large audience. On the other hand, we must understand the role of research in decision making. Most people often make hasty verdicts without dedicating their time to find tangible information to help back their findings.
- Educational research is primarily intended to inform practice or action. So, your research should aim to produce high quality results that complement the entire study. In other words, you should ensure your study bears applicable findings with implications beyond the scope of study. Moreover, your research should have inferences for project and policy implementation.
- Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions will lead you to learn new theories of any subject.
- Research means trying something out of the box. When it is done such things it will separate one from other students which will surely attract attention of your tutors as well which in turn benefit extreme need of help from someone who is more knowledgeable than the other.
- Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession.
- Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands.

- Practitioners have to comply with policy. Teachers can adapt it to fit the individual needs of their own pupils.
- As teachers are accountable, the public must have faith in the profession – and attitudes to education vary across many social groups – so the performance of teachers can be demonstrated through the publication of research findings.
- Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice.
- Research helps teachers to share with colleagues. Too often research looks backwards and there are lessons to learn.

However, it would be better to prefer a research in education as invention and innovation so that it should be future oriented and designed to benefit learners rather than the researchers themselves.

CONCLUSION

In terms of the conducting research, one in the field needs care, honesty, rigor, time and patience, with our methods of data collection and analysis, our interpretations and our language. These things apply equally, though with differing details, to radical post-modernist feminist researchers and to positivist statisticians. These are needed to fulfill our individual strivings for meaning through contributing to and connecting with diverse communities of researchers, teachers and learners, and with the disenfranchised. The quest for meaning is like a lamp, illuminating the passages and turning points as we make our way through complex and diverse settings, questions, methods and bodies of knowledge. Research should be integrated part of students' curriculum. Students learn more by doing. Learning by doing increases the capacity of learning and satisfaction among the students. Research gives student the opportunity to pursue a study on a subject of interest. Research helps to solve existing problems and challenges in the form of doubts also. So it enables the students to satisfy their curiosity related knowledge of facts. It increases the logical thinking among the students. It is the duty of teachers as well as education institutions to provide platform for the students to be a researcher.

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NEW TRENDS IN TEACHER EDUCATION

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ABSTRACT

Teachers' education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. Teacher's education courses are very much connected to practice as well as to theory. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development. A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base.

KEY WORDS- Global Education, Teacher Education, M-Learning

INTRODUCTION

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

NATURE OF TEACHER EDUCATION

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Teacher education is broad and comprehensive. It is ever-evolving and dynamic. It is a system that involves an interdependence of its input, process and outputs. The crux of the entire process of teacher education lies in its

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curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

NEW TRENDS IN TEACHER EDUCATION

The change brought by technological, economic, and cultural forces in the early twenty first century was very fast. These changes were mostly pronounced in the developed world. Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must therefore incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers.

E – LEARNING

Information technology has long past dawned, and knowledge of it is now considered almost as a basic necessity. It is no wonder then that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Teachers giving out electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared on the spot. More communication channels are opened up than ever before. Some major projects also require the use of online journals and blogs for documentation and the like. There are even those that experiment with the creation and maintenance of websites for the exclusive use of the class. In the end, that's what every bit of educational evolution boils down to: a journey towards the best quality of education possible for the younger generation.

COLLABORATIVE LEARNING

Collaborative Learning; a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Sharing information and connecting with others — whether we know them personally or not has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others' opinions. Collaboration is a natural part of life and should be included in the curriculum. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many teambuilding games and activities that can be done in a classroom that force students to work together to complete a task. In this scenario, students can learn just as much as if they were developing a presentation on their own, but

they get the added benefit of learning how to collaborate.

CONSTRUCTIVE LEARNING THEORY

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. This takes away focus from the teacher and lecture and puts it upon the student and their learning. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

IMPROVING CRITICAL THINKING SKILLS

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Check out the following tips for improving critical thinking in students.

1. Deep analysis - Take something that students see often and take for granted, and have them analyze it more deeply.
2. Evaluation - Give the students a concept and allow them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel to the logic of an argument. This can even be done in a group if it is too difficult for the students to come up with several reasons on their own.
3. Synthesis - give students two or more articles on a topic, and have them put the information together in a summary. This exercise forces students to truly comprehend the material in an article instead of simply memorizing it.
4. Paraphrase - give students a passage of a book or article and have them explain it in their own words.
5. Debate - give students a topic (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite.

GLOBAL EDUCATION

Global education aims to help pick up children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. It aims to make students who have this concept running through their curriculum more curious about life and about the various intricacies which are associated with it. It aims to allow those who are being taught to think about how their actions and how they live their lives has an impact on the world in a far bigger scale than they might have imagined beforehand.

MULTICULTURAL EDUCATION

If anything, multicultural education has been needed because of how some teachers have been finding it difficult to relate the curriculum to the children they teach. Experts believe

this type of education would be progressive, preventing young people from being made the victim of assumptions that can denote them as unprivileged just because they are ethnically diverse. In multicultural education, there can be more of an emphasis on diffusing any of the prejudice or misinformation that one student might have about their ethnically-diverse classmates. This can allow teachers and students to celebrate the diverse culture that India is based upon. It is a fascinating topic, and the message which it conveys is quite easy to get across to those who are looking to make a difference with the people they teach. It is all about being open to new ideas, and sharing this with students.

M-LEARNING

M-Learning or mobile learning refers to the concept of delivering knowledge or information through mobile devices such as smart phones, tablet, PCs, iPods, iphones or other handheld devices. These mobile technologies were never meant to be for learning purpose. They were meant to be tools of communication, networking and, most recently, entertainment. Digital literacy embodies the abilities to appropriately access, synthesize, and utilize both analog and digital information sources to achieve a defined teaching purpose. Digital literacy includes the abilities to communicate and collaborate effectively through modern technological aids and methodologies suitable for upcoming generation. Digital literacy should be understood as requisite set of skills extending beyond a traditional teacher's pedagogical skills. Digital literacy cannot be fully acquired in isolation while preparing traditional written reports, but be obtained through a transformative process of authentic and contextual utilization through modern teaching aid (Sachs, J., 1997). Experience is the most powerful teacher, and has no substitute when it comes in developing and refining the skills of digital literacy or any other type of literacy among mentors and teachers.

Today students are no longer the target audience what educational system was designed to teach. Internet instant messaging, video games, video conferencing and networking formed a substantial part of the native language of digital natives or net generation. Traditional education system barely engaged the minds and aptitude of digital natives in the twenty-first century classrooms. Therefore, a key questions need to be addressed by teacher's education program such as how teachers learn and refine knowledge, skills and proficiency to teach such digital literate audience.

The Educause Center for Applied Research (ECAR), 2005 survey found that over 18,000 students attending sixty three different US College and universities do not want to give up face to face learning opportunities. Rather, students reported a desire more consistently to utilize Course Management System (CMS) and moderate levels of educational technological aids in their classes. In fact ECAR, 2005 report corroborated that all digital natives were not digitally literate. They need help in developing their capacities to access, analyze and utilize digital information in a variety of contexts by more experienced mentors.

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ROLE OF ACTION RESEARCH IN FINANCIAL SECTOR

Ms. Namrita Singh Ahluwalia

ABSTRACT

Action research being a collaborative and participative action oriented research plays a significant role in the development of financial sector. With the range and the complexity of financial sector continuously deepening, it is imperative for the individuals to develop understanding of the world of finance. The research from around the world reports slow financial sectoral growth because of caution involved in interactions and transactions. For achieving holistic development of the financial sector obtaining financial inclusion is necessary. The role of action research is prominent in establishment of founding dimensions, namely financial literacy, financial capability and the financial innovation, for achieving inclusive growth in the financial sector.

Keywords: Action Research, Financial Literacy, Financial Capability, Financial Innovation.

INTRODUCTION

Action research is a generic term. Action Research is an approach of research which is action oriented as well as which aims to create a knowledge base about the sequence of events for problem solving. Greenwood and Levin (2007) have defined action research as the one that is carried out by a group of individuals including an action researcher and stakeholders who are looking to improve participants' situation. Through action research, valid and reliable knowledge emerges based on practice and reflection.

INTRODUCTION

The financial sector is the set of financial institutions, intermediaries, markets and services. There is ample evidence that suggests the countries with better-developed financial systems tend to enjoy a sustained period of growth, and studies confirm the causal link between the two: financial development is not just a result of economic growth; it is also the driver of growth (Levine *et al* (2000).

The need for proper financial management systems has gained importance with the expansion of financial sector, opening up of the markets and increasing awareness. The financial decisions must be based on sound information otherwise the consequences can be severe. A slow sectoral approach in terms of efforts towards the financial sector has been seen in most of the countries because of caution involved in financial interactions and the transactions. The evolution of most of the practices in many countries is through action research and experimentation rather than through a theoretical framework.

This paper focuses on the role of action research in being prominent for the establishment of founding dimensions of a three pronged approach for sound development of the

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financial sector namely financial literacy, financial capability and the financial innovation.

FINANCIAL LITERACY

Financial literacy involves the ability to earn, manage and invest the money by making informed and effective decisions regarding rational utilization of financial resources based on the set of skills and financial knowledge.

The greatest risk in investment and financial management according to the experts is ignorance. A lack of requisite financial literacy which is essential for making personal financial decisions has been found by experts (Braunstein and Welch 2002; Hilgert et al 2003; Perry 2008). With the range and the complexity of financial products continuously deepening the market, it is imperative for the individuals to develop understanding of the world of finance. The research from around the world reports inadequate financial literacy. Hsu-Tong Deng *et al* (2013) found there is a positive correlation between teachers' financial literacy and the effectiveness of their financial education teaching. Teachers generally believe that current financial education curricular materials cannot cultivate sufficient financial management knowledge in students. Ben Bernanke (2011) highlighted the need for continual updation of financial literacy across all age groups because of the continuous change in the dynamics of the financial products and services along with the changing needs and circumstances of individuals with time. He highlighted the need for exposure of financial concepts to young people as the temptation of taking excessive debt makes them vulnerable.

Financial Literacy at the same time is an important paradigm for financial inclusion. According to the survey by Agarwalla *et al* (2012) suggests that high financial knowledge is not widespread among Indians especially at the lower level of strata or in rural areas. The Indians lack an understanding of even the basic principles of money and household finance, such as compound interest or the role of diversification in investments.

As an impetus to enhance the financial literacy and improve financial inclusion the Reserve Bank of India has mandated that banks to take the initiatives in the country. A national strategy for financial education was prepared and released by RBI. The strategy includes observations on not only the role of the banks but also the need for financial education in schools. SEBI is, also, conducting financial awareness tests for school level students. Commercial banks have initiated various measures for creating awareness about products through counselling centres and Rural Self Employment Training Institutes on financial literacy.

The elements of the financial literacy program that might lead to a positive change in financial situations are determined through previously conducted researches and through action research. A series of workshops are being conducted at both institutional and organizational level wherein more hands-on involvement along with new learning styles for provided to participants. With needed training and support, individuals can and will take a more active role in their financial management.

FINANCIAL CAPABILITY

In developing a model of financial capability, Sherraden (2010) defines financial capability as both the ability to act and the opportunity to act. In simpler terms, financial capability is a combination of financial capacity and financial ability for rational exploitation of financial

resources. According to Cohen *et al* (2011), financial capability includes the 'use factor' – the ability and opportunity to use the knowledge and skills implied in financial literacy. Financial capability links the functioning of an individual to the financial system. The theoretical learning builds the conceptual base but experiential learning should be preferred as it uses a cycle of action, reflection, conceptualization, and new experience. This process permits the learner to adopt new theoretical constructions and knowledge, and leads to further experiences and new learning (Gregory 2002; Kolb *et al* 1999).

For building financial capability, the amalgamation of sources that educate the consumer and that sell the financial products is required. The building of financial capabilities is two directional: while consumers have a responsibility to inform themselves about the products they are investing in; financial service providers have a responsibility to respond with a range of appropriate and affordable services after understanding the consumer market like savings and credit accounts, payment services, insurance products and cheap remittance transactions (Cohen *et al* 2011).

FINANCIAL INNOVATION

Financial innovation can be defined as the creation and popularisation of new financial instruments, new financial technologies, institutions and markets. Financial innovations can be grouped as new products (e.g. new credit, deposit, insurance); new services (e.g. online bill payment; Internet banking; e-wallet); new processes (e.g. credit rating); or new organizational forms (e.g. payment banks).

Financial innovation makes institutions more sustainable by enhancing their outreach to the poor. Important examples include the formalization of informal finance systems, reducing the access barriers for women, setting up a completely new service structure like payment banks or microfinance credit structure. Financial innovations take place as a response to improve the efficiency of an existing system or introduce new changes to the market. Effective use of technology is the backbone of financial innovation. It can act as the linking pin to bridge the gap between financial literacy and financial capability. It can help integrate good financial practices such as paying bills on time and saving into routine financial management decisions.

The perks of financial innovation can be specifically seen during the times of financial policy changes in an economy like demonetization in India on November 8, 2016. Using action research, the RBI and the government have been able to stabilize the initial furore of demonetization. This policy change shall not only curtail the parallel economy but is also, acting as a stimulus for making India a cashless economy. From easy credit tracking facility, natural language querying to hassle free banking through simple financial solutions and compatible software, financial innovation with focus on simplifying user experience is revolutionizing the financial sector.

The innovative products and services drive financial capability through behavioural change. The role of financial innovation can be significantly felt in the area of financial inclusion and poverty alleviation. The Center for Financial Inclusion (CFI) at Accion is an action-oriented think tank working toward full global financial inclusion sector through provision of quality services. In India, Janalakshmi Financial Services in collaboration with

CFI delivers the simple, action-focused financial rules of thumb (like 'left drawer has cash for personal expenses, right drawer has cash for business expenses') through pre-recorded mobile phone calls. These are more effective than longer or more abstract lessons with its reach to the base of the pyramid as well as provision for improvement by the participants through feedback.

CONCLUSION

About two decades ago, the terms financial literacy, financial capability, financial innovation or financial inclusion were not so prevalent. But, with the ever increasing scope of the financial sector, deepening of the markets and innumerable product ability, the need for awareness has come to the fore. Action research is best suited to explore the intricacies and requirements for the development of the financial sector. The attainment of holistic development of financial sector is incomplete without it being inclusive in nature. Through policy changes, thorough implementation, timely feedback and corrective measures, a nation of financially included, literate and capable people would be available.

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PLAGIARISM: A CHALLENGE BEFORE RESEARCHERS

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ABSTRACT

Cheating and plagiarism are possibly the major academic offences. Plagiarism is not in itself a crime, but can constitute copyright infringement. In academia and industry, it is a serious ethical offense. Plagiarism and copyright infringement overlap to a considerable extent, but they are not equivalent concepts, and many types of plagiarism do not constitute copyright infringement, which is defined by copyright law and may be adjudicated by courts. Plagiarism is not defined or punished by law, but rather by institutions. Further debate is required to discuss the necessity of national or indeed international registries to record incidences of academic dishonesty. Prevention. Previous research examining student academic integrity awareness, why students cheat, and who cheats has led to a better understanding and provided useful information for the encouragement of good scholarship and the prevention of plagiarism. As with many prevention and intervention programs and models, the best approach is training on academic writing and referencing skills, education on academic integrity and what constitutes plagiarism, and the wrongfulness of engaging in it. Much can be done in terms of educating students and training tutors.

Keywords: Plagiarism, Higher education researches, Proactively preventing plagiarism

INTRODUCTION

Plagiarism is derived from the Latin word plagiarius (literally kidnapper) which means stealing someone else's work was pioneered by the Roman poet Martial, who complained that another poet had "kidnapped his verses". Thus, Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work. The idea remains problematic with unclear definitions and unclear rules. The modern concept of plagiarism as immoral and originality as an ideal emerged in Europe only in the 18th century, particularly with the Romantic movement. In other words Plagiarism is considered academic dishonesty and a breach of journalistic ethics. It is subject to sanctions like penalties, suspension, and even expulsion. Recently, cases of 'extreme plagiarism' have been identified in academia.

For researchers, the methods section of a paper presents a unique set of challenges when trying to be original. The reason is that, even when doing original research, authors will inevitably find themselves repeating steps that they or others have taken before.

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PLAGIARISM IN HIGHER EDUCATION RESEARCH

Given the high-profile plagiarism cases over the last few years, one would believe that scholars would know and understand the definition of plagiarism. One would also assume that all high-ranking academics would be especially careful to maintain their esteemed reputations and role-model statuses. Modern technology has made it easy for researchers to avoid such pitfalls. Even so, two studies shed light on the problem of plagiarism in higher education research.

PLAGIARISM AMONG HIGH-RANKING SCHOLARS

In academic research ,researchers concentrated on the demographic and institutional predictors of plagiarism practices by social science academics. The authors chose to study scholars because these are the individuals in charge of teaching students. These researchers have future scholars in their care and focused on the others' status, country, gender, and education as plagiarism practice predictors. The results of the study showed that many academic plagiarists live in countries that are outside of North America. In regard to institutional predictors, the authors found that an institution's censure practices, customs, and permitted procedures have an effect on plagiarism acceptance.

THE PROCESS: STEPS IN DEALING WITH PLAGIARISM

1. Detection: This is the first step of the process. These programs compare a student's work with past submissions or other online sources. Commercial web sites include Turnitin, at a cost of a couple of dollars for institutional subscriptions, and Safe Assign, which is free for institutions with Blackboard enterprise accounts. Free plagiarism check sites or software include Duplicate Checker, Paper Rater, Plagiarism Checker, Plagiarism-detect, Viper and many others. Such advances in technology allow us to detect the similarity of student work with internet based sources.

2. Examination of the Evidence :Alas, all existing plagiarism detection software packages are merely tools - useful, but still tools, which require training in their use and in the interpretation of the similarity reports they produce. Originality reports help instructors identify the text within the submitted papers that is highly similar to other sources. Yet, there are no clear guidelines in terms of the amount or percentage of similarity that justifies further examination and action. In fact, this has been the cause of much frustration, particularly for new academics.

3. Report: Once the required information has been collected, the instructor needs to submit a report to the Academic Department and/or to the Registrar. The report should include details about the student, the unit, the assessment, the amount of similarity, dates, and past history, if any, as well as free text comments.

One would hope that emails have replaced the traditional paper reports. More advanced systems use web forms or tailor-made software. By automatically pre-filling certain fields, such online forms can accelerate the process and significantly reduce the effort required.

4. Decision Making: The first decision that the instructor has to make is the level of the incident. The former is due to lack of knowledge or skills, while the latter is usually characterised by intention. As expected, most of the times, this distinction is not

clear. Hence universities offer guidelines and provide criteria to assist staff in the classification of incidents. The most prominent one is the amount of similarity to other sources.

5. Communication: Once a final decision has been made, someone has to communicate it to the student in the most appropriate way. A professional and firm, yet polite and respectful, official letter should be sent to the student. Due to the seriousness of the situation, templates for each level of offence should include:

- A description of the problem and the nature of the offence,
- The outcome
- The process in case the student wishes to appeal.

6. Recording : To record or not to record? The answer, has again, to be yes. If incidents are not recorded on the student's file, another instructor will treat the next occurrence as a first time offence. In fact, this is probably the most undeveloped area in the whole process. Some instructors rely on their memory, others maintain their own records, while occasionally emails are circulated to check whether other colleagues within the same department have had any issue with a particular student. Additionally, it is important for the instructor to make an informed initial decision based on their own judgement without and preconceived biases about a student

Proactively preventing plagiarism: Plagiarism can sometimes seem so ubiquitous that instructors come to dread assigning any type of writing that involves using source material. However, there are four strategies that instructors can use to minimize, or even prevent, plagiarism.

Consider this assignment: “Find an article on X and write a three-page summary of it in APA format.” The likelihood of this assignment generating a significant amount of plagiarism is high. Why? As was indicated earlier, one problem with this assignment is that it fails to connect explicitly with any specific course or learning goals. The lack of instructor time and effort put into developing this assignment is an implicit indicator to students of the time and effort they should dedicate to completing it. Furthermore, students are apt to conclude that the instructor is unlikely to read, or to have read, the source articles. Finally, the imprecision of the instructions is likely also to leave students asking themselves: “What am I supposed to write? What is expected of me?” Students might easily conclude that “cutting and pasting” is perfectly acceptable in this assignment.

Strategies: There are some strategies to prevent plagiarism:

- To construct assignments that make plagiarism difficult. Examples are assignments that call for integration of read material rather than summarization, ask specific questions, or require specific analyses. Another way to make plagiarism difficult is to constrain the choice of sources available to students. Good assignments should provide more extensive instructions than the earlier example did. Instructors also should remember that students must understand the material if they are to avoid plagiarism
- The instructors should explain to their students how cheating interferes with their opportunities to learn, the same should be done with regard to plagiarism. An important factor to recognize is that there is considerable debate concerning what

students know about plagiarism. That is, instructors should not assume that instructors' and students' definitions of plagiarism match. Nor do instructors' definitions of plagiarism match.

- To explicitly teach students about plagiarism. That is, instructors can spend time and/or have students complete assignments focused on avoiding plagiarism. There is evidence that such time is well spent. This strategy has two additional values: First, it helps teach students about proper citation techniques. Second, it allows instructors to monitor students' understandings, and misconceptions, about plagiarism before they turn in potentially plagiarized papers.
- To provide students with specific instruction on proper paraphrasing. There is evidence that giving students explicit instruction and practice pays off. It is very likely that another and possible most important value in using any of the last three strategies is that students develop an awareness of their instructors' concerns about plagiarism.

CONCLUSION: THERE IS HOPE

Academic misconduct is an offence and due to the proportions of plagiarism, one of the bigger challenges in academia From the above discussion we can concluded that plagiarism occurs when someone: Uses words, ideas, or work products, Attributable to another identifiable person or source, Without attributing the work to the source from which it was obtained. In a situation in which there is a legitimate expectation of original authorship. In order to obtain some benefit, credit, or gain which need not be monetary. Many instructors, including the author, lament the current state of academic honesty. However, all is not lost because instructors can and do affect the ethical climate in their classrooms. A climate of ethical behaviors begins with the assertion that student learning is central to all course activities. Teaching students the connection between ethical behavior and their own learning and development is central to encouraging them to behave ethically. When instructors engage students in learning, students will work to master the course material. Without such engagement, without a bond or commitment between instructors and students to work together, unethical behaviors may flourish.

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ACTION RESEARCH FOR TEACHERS TO BECOME BETTER PRACTITIONERS

Ms. Neelam

ABSTRACT

Action research in classroom has become important. There is a great deal of restructuring going on within the school system causing new problems. Teachers, local schools, and school districts are accountable to all stake holders for the policies, programs, and practices they implement. It is not enough for teachers merely to make decisions; they are needed to make informed decisions and decisions which are data driven. Therefore, it is necessary for teachers to be much more deliberate in documenting and evaluating their efforts. Action research is one means to that end. For professional development opportunities that can make a difference in improving learning and instruction in their own classroom teachers conduct action research particularly given the time pressures and other demands of teaching. The goal of action research is to investigate a self-selected issue in your own classroom to effect positive changes in your teaching, in your students' learning and to meet your individual needs and the needs of your students.

Keywords: Action Research, Practitioners

INTRODUCTION

Wenmoth, (2007) "Taking the time to reflect critically on the things we are doing in our classrooms is perhaps the most effective thing we can do to ensure that what we are doing is having the desired outcomes, and is changing our practice in the ways we want it."

In schools, **action research** refers to a wide variety of evaluative, investigative, and analytical research methods that are designed to diagnose organizational, academic, or instructional problems and help educators develop practical solutions quickly and efficiently. Action research may also be applied to educational techniques or programmes that are not necessarily experiencing any problems, but that educators simply want to learn more and improve. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement so that increasingly better results for schools, teachers, or programs may be obtained. Action research can make meaningful contributions to the larger body of knowledge and understanding in the field of education, particularly within a relatively closed system such as school, district, or network of connected organizations.

Educators typically conduct action research as an extension of a particular school-improvement plan, project, or goal i.e., action research is nearly always a school-reform strategy. The object of action research could be almost anything related to educational performance or improvement, from the effectiveness of certain teaching strategies and

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lesson designs to the influence that family background has on student performance to the results achieved by a particular academic support strategy or learning program—to list just a small sampling.

WHY TO HAVE RESEARCH ATTITUDE?

Teachers can challenge and can confirm their own beliefs and assumptions as teachers.
Teachers can have time to talk and share with colleagues about their teaching
Teachers can focus on what interests them as teachers at a level appropriate to them.
Teachers can put themselves in the 'learner' situation where they are also engaged in inquiry. Teachers can contribute to the knowledge pool in their schools, their cluster and their profession.

THE BENEFITS OF ACTION RESEARCH

Teaching is, in actuality, a research activity because research is already a part of what teachers do on a daily basis as they plan, deliver, and monitor instruction and learning. Teachers conduct research in their own classrooms because they continually ask questions about their teaching and seek answers to instructional issues through various forms of evidence for example, student work samples, formative assessments, observations, etc. The benefit of action research is that it provides a framework for systematic inquiry into your own practice.

Action research is local and deals with issues surrounding a teacher's school, classroom, and students. Thus the questions posed by an action research project and the findings it reveal are related one teacher's class. Action research is not appropriate to generalize research findings to larger populations of students, as would be the case with formal experimental studies in laboratory settings. Teachers and Complex Classroom

Dr. Hairon comments that teachers are busy with teaching and managing their classroom. They never can think that they can research while teaching and research can help them face new challenges and become better practitioners. In classroom there are many inputs, such as teaching strategies, teaching resources, curricula and assessment tasks and it is hoped that what comes out of all will be positive student learning outcomes. It is challenging for teachers because the classroom is a dynamic place. With so much going on at any given time, it is difficult for teachers be sure that what they're doing will make positive impact on students' learning. Every classroom is different. It is this complexity in which they look more closely into their own teaching practice. One way for them to do so is to conduct action researches in their own classroom. When a teacher knows whether and why the teaching is effective, teacher can start to make improvements.

A TOOL FOR TEACHERS' DEVELOPMENT

Teachers are like superheroes in the classrooms because of the challenging and ever-changing nature of the work they do every day. But to stay adaptable, even these superheroes have to learn, unlearn and relearn. The need for professional development is important. The advantage of teacher research is that it brings teacher learning and teaching really close together. When teachers attend workshops and seminars and hear about new teaching ideas, they think about how to translate this in my classroom. More often than not, something gets lost in the translation.

Action research can help teachers in their work by challenging their own beliefs and assumptions about teaching and learning.

RESEARCH DONE WITH RIGOUR

Teachers do research for a different reason in contrast to academics. The objective in academic research is to produce new knowledge but for most teachers doing research, the purpose is to improve practice while being informed by theory at the same time. When they do literature review, they don't have to be exhaustive. The purpose is to look for literature that pertains specifically to the classroom teaching strategy that they wish to try or explore.

There are different levels of complexity. Teachers should do something manageable and within their limits, whether in terms of your sample size or the research method and design that you choose and qualitative or quantitative. However, teacher research need not be less rigorous or objective than that of the academic variety. Teachers should follow the steps of doing research like setting the research problem, exploring the literature, establishing the research question as closely as possible.

MAKING TEACHERS REFLECTIVE PRACTITIONER

Individual teachers make a personal commitment to systematically collect data on their work and embark on a process that will foster continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers develop greater mastery of the art and science of teaching. Thus individual teacher through conducting action research make continuous progress in developing his strengths as reflective practitioner.

PROGRESSING ON SCHOOL WIDE PRIORITIES

When faculty share a commitment to achieve excellence like the development of higher-order thinking, positive social behavior, or higher standardized test scores, collaboratively studying their practice will not only contribute to the achievement of the shared goal but would have a powerful impact on team building and program development. Focusing the combined time, energy, and creativity of a group of committed professionals on a single pedagogical issue will inevitably lead to program improvements, as well as to the school becoming a “center of excellence. When a faculty chooses to focus on one issue and all the teachers elect to enthusiastically participate in action research on that issue, significant progress on the school wide priorities occur.

BUILDING PROFESSIONAL CULTURES

Just as the medical practitioners working at a “quality” medical center will hold a shared vision of a healthy adult; it is common for all the faculty members at a school to share a similar perspective on what constitutes a well-educated student. Schools whose faculties cannot agree on a single research focus can still use action research as a tool to help transform them into a learning organization. School faculties who wish to transform themselves into “communities of learners” often empower teams of colleagues who share a passion about one aspect of teaching and learning to conduct investigations into that area of interest and then share what they've learned with the rest of the school

community.

PROFESSIONALIZING TEACHING

Make teaching more like blue-collar work than a professional undertaking where teachers are expected to do their jobs with vigilance and vigor, it is also assumed that their tasks will be routine, straightforward, and, therefore, easily handled by an isolated worker with only the occasional support of a supervisor. Professional work, on the other hand, is expected to be complex and non routine, and will generally require collaboration among practitioners to produce satisfactory results. With the exploding knowledge base on teaching and learning and the heightened demands on teachers to help all children achieve mastery of meaningful objectives, the inadequacy of the blue-collar model for teaching is becoming much clearer.

ENHANCING TEACHER MOTIVATION AND EFFICACY

The work of teaching has never been easy. The increasing demands of the classroom that are wearing teachers down like students increasingly bring more problems into the classroom; parental and societal expectations keep increasing; and financial cutbacks make it clear that today's teachers are being asked to do more with less. Worse still, the respect that society had traditionally placed upon public school teachers is eroding, as teacher bashing and attacks on the very value of a public education are becoming a regular part of the political landscape that caused teacher burnout.

MEETING THE NEEDS OF A DIVERSE STUDENT BODY

In a homogeneous society in which all students come to school looking alike, it might be wise to seek the one right answer to questions of pedagogy. But, as anyone who has recently visited an American classroom can attest, it is rare to find any two children for whom the same intervention could ever be “right on target.” The days are gone when it was possible to believe that all a teacher had to do was master and deliver the grade-level curriculum. It is now imperative that classroom teachers have strong content background in each of the subjects they teach, be familiar with the range of student differences in their classrooms, and be capable of diagnosing and prescribing appropriate instructional modifications based upon knowledge of each child's uniqueness. So, crafting solutions to these dynamic and ever changing classroom issues can be an exciting undertaking, especially when one acknowledges that newer and better answers are evolving all the time. Nevertheless, great personal satisfaction comes from playing a role in creating successful solutions to continually changing puzzles. Conversely, if teachers are expected to robotically implement outdated approaches, especially when countless new challenges are arriving at their door, the frustration can become unbearable.

ACHIEVING SUCCESS IN A STANDARDS-BASED SYSTEM

The stakes in the standards movement are high. Students face consequences regarding promotion and graduation. Teachers and schools face ridicule and loss of funding if they fail to meet community expectations. Of course, none of that would be problematic if we as a society knew with certainty how to achieve universal student success. However, the reality is that no large system anywhere in the world has ever been successful in getting every student to master a set of meaningful objectives. If we accept the truth of that

statement, then we need to acknowledge the fact that achieving the goal of universal student mastery will not be easy. That said, most people will agree it is a most noble endeavor in which to invest energy and a worthy goal for any faculty to pursue.

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ACTION RESEARCH: A TOOL FOR ENHANCING EVERY ASPECT OF TEACHING LEARNING PROCESS

Ms. Pankaj Bala

ABSTRACT

We cannot come out from a difficult situation until to find the exact problem and solution behind that situation. As teaching is not every body's cup of tea and teaching is not completed without learning. Teaching and learning is a broader concept and persons who deal with it face so many problems to hit the objectives of this process. Here action research is a tool that is used to help teachers and other educators disclose problems and find solutions to improve teaching practices and learning activities (Sagor, 2004), thus it is a valuable and realistic endeavor for all educators. In this paper we will discuss the importance of action research in teaching learning process.

Keywords: Action research, Teaching learning process

INTRODUCTION

Action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people (Stringer, 2008). Historically, the term 'action research' has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature. It is a form of research that is authentic and meaningful to the teacher researcher because it is conducted by the teacher in his/her own classroom space. Action research helps teachers to "pick up threads suggested in academic circles, and weave them in their own classroom" (Ferrance, 2000, p.13). The action research progression is interactive; it is not a passive process, as teacher-researchers are active constructors of knowledge (Abdul-Haqq, 1995; Miller & Pine, 1990; Williamson, 1992).

DEFINITION AND CONCEPT OF ACTION RESEARCH

Kemmis and McTaggart (1988) view action research as a collaborative process carried out by those with a shared concern. Moreover, these authors suggest that action research is a form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (Kemmis & McTaggart, p. 6).

In a broader sense action research enables researchers to develop a systematic, inquiring approach toward their own practices (Frabutt et al., 2008) oriented towards effecting positive change in this practice (Holter & Frabutt, 2012), or within a broader community (Mills, 2011).

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ACTION RESEARCH IN EDUCATION

Action research is defined as one form of meaningful research that can be conducted by teachers with students, colleagues, parents, and/or families in a natural setting of the classroom or school. In the field of education, the main goal of action research is to discover ways to enhance the lives of children (Mills, 2011). In the same way, action research can enhance the lives of those professionals who work within educational systems. To illustrate, action research has been directly linked to the professional growth and development of teachers (Hensen, 1996; Osterman & Kottkamp, 1993; Tomlinson, 1995).

According to Hensen, action research

(a) Helps teachers develop new knowledge directly related to their classrooms,
(b) Promotes reflective teaching and thinking
(c) Expands teachers' pedagogical repertoire
(d) Reinforces the link between practice and student achievement
(e) Fosters an openness toward new ideas and learning new things
(f) Gives teachers ownership of effective practices.

THE PROCESS OF ACTION RESEARCH

Many general rules, steps, guidelines and models of action research are available to teachers wishing to involved in this research methodology. Action research has been described as a spiraling, cyclic process, research cycle and as a helix (Lewin, 1952; Kemmis, 1988). The action research helix commonly referred to as the “Look, Act, Think” model as Figure 1 .This model is used to introduce the key processes of action research to students. In the 'Look' stage, information is gathered by careful observation through looking, listening, and recording. During the 'Think' stage, researchers analyse the collected information to identify significant features and elements of the phenomenon being studied. Finally, the 'Act' stage is where the newly formulated information is used to devise solutions to the issue being investigated.

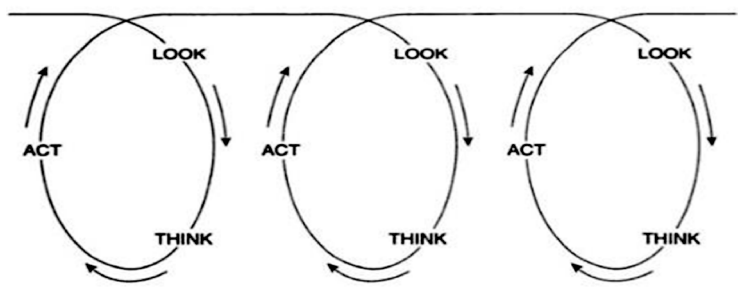

Figure 1: Action research helix (adapted from Stringer, 2004, p. 4)

In Figure 2, the action research cycle broadens the action research helix (see Figure 1) into five key steps: designing the study, collecting data, analysing data, communicating outcomes, and taking action. According to Stringer (2008), this cycle is a common process of action research inquiry. When designing the study, researchers carefully refine the issue

to be investigated, plan systematic processes of inquiry, and check the ethics and validity of the work.

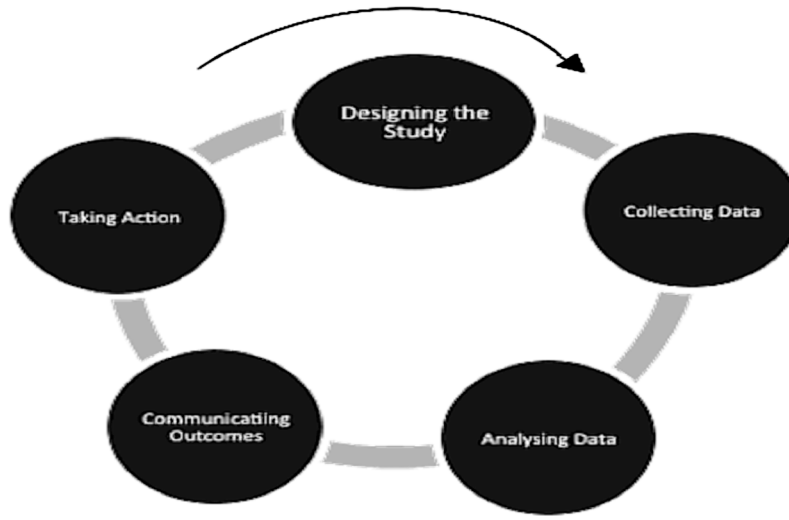

Figure 2: Action research cycle (from Stringer, 2004, p. 5)

ROLE OF ACTION RESEARCH IN TEACHING LEARNING PROCESS

There are many benefits for teachers to conduct action research. First, it helps educators use data, rather than preferences or hunches, to guide improvement efforts. This makes the process of action research more scientific in nature, proposing ideas and theories that can be back up by data. This gives teachers something more concrete to work with instead of just relying on the principles that teachers have used in the past. Times change, and the way we teach kids has to change along with the times. There have been a lot of changes to the way things are taught in schools as a result of action research.

Implementation of action research also enhances quality of student education and the professional growth of teachers. Logically, this would be the ideal strategy in order for students to learn most effectively and for teachers to teach most effectively. By actually reflecting on what a teacher is doing in the classroom, it becomes easier to see what problems are there, and there is usually some indication of how to go about solving the problem. Finally, action research has the advantage of developing a culture of inquiry in the school and reflective educational practice on the part of the classroom teacher. Through action research, several new techniques have developed which help increase the level of inquiry in the classroom.

Now a day there is unlimited scope for teachers wishing to develop 'customised' action research projects of their own, as topics for investigation are as multifarious, as the daily vignettes evidenced in the teaching profession. To conclude, universities must include action research as a core unit in teacher preparation degree programs either at the

undergraduate or postgraduate level, as the action research sequence holds significant value to improving practice within classrooms, schools, and communities.

CONCLUSION

Action research is a very beneficial tool, but it takes a lot of time to conduct to be done well. Action research is an ongoing process of reflection and action to produce the most effective learning environment possible. It is also to note that not all problems can be solved overnight, so results are not as immediate as one might expect. But the fact remains that action research is an essential process for education to evolve to meet the needs of the students of today and tomorrow.

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PLAGIARISM

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ABSTRACT

Plagiarism may be defined as the use of another person's words and/or ideas without acknowledging that the ideas and/or words belong to someone else. It is not a new phenomenon, nor is it something exclusive to the discipline of economics, but there is little doubt that it is a growing problem that lecturers need to address systematically if the underlying causes, rather than the symptoms, are to be addressed. At the heart of the problem is the increasing availability of easily accessible electronic resources in recent times, whereupon it has become so much easier for students to 'cut and paste' slabs of unedited text. This can sometimes lead to assignments being submitted that are inadequately referenced, highly unfocused or, worse still, largely or entirely someone else's work.

Keywords: Plagiarism, Types of Plagiarism

Plagiarism actually has nothing to do with plagues of locusts flying about the classroom or hopping on your paper. In fact, according to the MLA Handbook, (Gibaldi, 30) the word plagiarism is a derivative of the Latin word plagiarius, which means kidnapper. Roughly defined, plagiarism is the purposeful or inadvertent use of the words or ideas of another person, without acknowledging their source through appropriate citation.

EPISTIMOLOGICAL MEANING

Oxford English Dictionary defines Plagiarism as the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work.

Fishman (2009) defines Plagiarism by mentioning various elements involved in it:

Plagiarism occurs when someone-

1. Uses words, ideas, or work products
2. Attributable to another identifiable person or source
3. Without attributing the work to the source from which it was obtained
4. In a situation in which there is a legitimate expectation of original authorship
5. In order to obtain some benefit, credit, or gain which need not be monetary

The above definition clearly explains that plagiarism is mainly harmful because someone is trying to get credit for some work, ideas which he are not his own .Plagiarism' derives from the Latin word *plagiarius*, meaning 'kidnapper' or 'abductor'. It is the theft of someone's creativity, ideas or language; something that strikes at the very heart of academic life. It is a form of cheating and is generally regarded as being morally and ethically unacceptable. It

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should not be surprising, therefore, that plagiarism is such an emotionally charged issue. Discussing the matter with students in the first class meeting of term can be a little tricky

WHAT CAUSES IT

Writers commit plagiarism when they fail to cite someone else's ideas, or when they fail to use quotation marks when borrowing someone else's exact words. In other words, committing plagiarism is like stealing someone else's baby.

HOW TO AVOID IT

When directly quoting from another source, use quotation marks to indicate which words are yours and which belong to the source. When paraphrasing, always credit your source. When creating a concise summary of information from several different sources, cite each source individually. Know the requirements of the particular citation style you are using (e.g. APA, CMS, MLA, AP or Scientific).

WHY DO STUDENTS PLAGIARISE?

Many students plagiarise due to poor time management practices that leads to procrastination. Students are often juggling readings, assessment tasks and other work from different courses simultaneously. In addition, students may be working part time in order to cover their living and studying expenses. This can lead to increased stress, and when students have a number of deadlines approaching, they may look for shortcuts in order to complete their tasks. Unfortunately, this can result in students incorrectly referencing sources in their assessments or even copying other students' assessments.

A: Students are often unable to reference correctly, as this may not have been taught how to properly do so. Students come to university with different abilities and skill sets. They rarely have a good understanding of how to reference different types of sources and effectively organise their sources during research and writing. This can lead to poor referencing techniques or using an incorrect method, causing unintentional plagiarism.

THE DIFFERENT TYPES OF PLAGIARISM

Given the dramatic increase in its incidence, most universities around the world have made point of including definitive statements on plagiarism in student handbooks and on university websites in the hope that no student standing accused of plagiarism can mount a defence on the grounds of their ignorance. The fact remains, however, that even proceeding on the basis that all students are diligent enough to read the 'fine print' in university policy documents, the scope of plagiarism is such that it incorporates a range of offences not easily defined in the space of a few sentences. In short, there will be instances where the extent of plagiarism is very serious, others when it will be relatively minor, and times when it falls somewhere in between. As a consequence, a range of policy responses is required to match the gravity of the offence. It is certainly important to send out a clear signal to the student body that plagiarism will not be tolerated, but it is also important to acknowledge the possibility of genuine cases of unintentional plagiarism, and to be wary, therefore, of over-zealous policing of plagiarism. In

any case, it is essential that the institution be capable of distinguishing between intentional and unintentional plagiarism. Without wanting to over-generalise, plagiarists may be identified as one of the following three types:

- The lazy plagiarist;
- The cunning plagiarist;
- The accidental plagiarist.

The 'lazy' plagiarist : It is generally an academically weak and otherwise under-motivated student, the type who would happily take the work of someone else in its entirety, do little more than to change the name on the paper and claim it for their own. This type of student may use the 'cheat sites' or simply steal the work of others – maybe that belonging to a student who studied the subject in a previous year. For this type of plagiarist, if a ready-made answer to a question cannot be found electronically, it simply cannot be worth having. The development of aceducated opinion, a lively inquiring mind, a creative impulse: these things are not worthy of consideration. As this author once read in a student's e-mail signature: 'Clay's Conclusion: Creativity is great, but plagiarism is faster'. For those student plagiarists who elect not to procure work from their colleagues or consume the services of the online paper mills, there is still an abundance of other point-and-click plagiarism opportunities. Plain, old-fashioned laziness is certainly a factor, but internet-inspired indolence has given rise to a more refined form of sloth.

The 'cunning' plagiarist : It is more sophisticated than the lazy plagiarist and takes full advantage of these abundant opportunities. They are quite clear about what plagiarism is, but work hard to avoid detection. Content is cutand- paste from a variety of sources on the Web (and possibly from other students' papers), with a view to manufacturing an answer. They may also attempt to cover their tracks through the provision of incomplete or inaccurate bibliographic details in their list of references, which make it more difficult to track their misdemeanours (Renard, 1999).

The 'accidental' plagiarist : It is by contrast, is not in the least bit devious. Their transgressions arise typically as a consequence of inexperience, poor study skills, local academic norms or some combination thereof. Such students typically insert slabs of unattributed text in their essays and, when challenged, will be either embarrassed by their sloppy referencing or genuinely surprised that they have been challenged at all, claiming ignorance of the system. In many instances, it is international students who fall into this latter category, particularly those from East Asian countries. Apart from a lack of exposure to western academic norms when it comes to academic work, these students can sometimes experience difficulty in constructing a critically analytical essay out of cultural respect for those in authority. This is sometimes mistaken for poor writing ability and/or a lack of ethics when the reality might be somewhat different. In Confucian cultures, for example, conventional wisdom is that the best ideas are those of the ancients, and their philosophy and insights are so wide-ranging that to challenge those ideas would be interpreted as quite an audacious act. Instead, memorisation and recitation are valued. It follows that to challenge 'the truths' handed down by 'the sages' who author textbooks and write lecture notes would be counter-cultural for students of this tradition (Smith, 1999).

Not everyone accepts this view, of course, and a standard response is that it should be a case of 'when in Rome do as the Romans do', with students observing the cultural norms of

the country in which they are studying rather than those of their home country. Without going into an in-depth discussion of the validity of this argument, it is probably fair to say that first year students, in particular, might be extended some latitude, at least until they have had an opportunity to commence with the cultural transition and adjust to the different cultural norms.

In any event, some allowances will have to be made where assignments must be written in a second or third language. This is not to condone wholesale plagiarism; simply to recognize that writing in a foreign language engenders a strong temptation to get linguistic assistance.

HOW CAN WE DETECT PLAGIARISM?

A: Most written assessments are submitted to Turnitin through the courses' Blackboard site. Turnitin is a text matching software program that allows staff and students to identify potentially plagiarized material in an assessment task.

A: If they suspect plagiarism in a student's assessment task and the task was not submitted through Turnitin, you can conduct a basic investigation through Google or another search engine. When conducting your search, let two things guide you:

- The suspected sections of text in the assessment.
- The general topic of the assessment.

This allows to find directly copied sections of text, as well as areas that have been paraphrased. A simple search engine, such as Google, can be a valuable tool for detecting plagiarism.

STRATEGIES FOR AVOIDING PLAGIARISM

- Asking and answering questions to help you clarify your ideas.
- Recognizing where and why you might agree or disagree with someone else's opinions.
- Learning how to develop hypotheses around issues.
- Putting forward suggestions and conclusions of your own to support your ideas.

CONCLUSION

Some institutes focus on detecting and persecuting while others concentrate on preventions and teaching the right behavior. Excessive stress on detection of plagiarism has made for the development of data retrieving systems in recent years, but these are not effective enough, and even if they were, they would not be the best solutions. Effective prevention through proper education at the right time, proper interaction between teachers and students and devising appropriate policies for this purpose are possible means of tackling plagiarism.

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NEW TRENDS IN TEACHER EDUCATION IN THE GLOBAL SCENARIO

Mrs. Puneet Sharma

ABSTRACT

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment. Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres.

Keywords: Teacher Education , Trends

INTRODUCTION

For dynamic teacher education and training in the 21st century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply; a wide array of things about teaching and learning and in their social and cultural contexts. Further more, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. If the 21st century teacher is to succeed at this task, teacher education and training institutions must further design programmes that transform the kinds of settings in which both the novices and the experienced teachers teach and become competent teachers. This signifies that the enterprise of teacher education and training must venture out further and further and engage even more closely with schools in a mutual transformation agenda with all the struggles involved. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students.

Structure of a globalised teacher education and training curricula : Throughout the world, reform and innovation initiatives by nations have triggered much discussion about

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the structures of teacher education and training programmes (Hėbert, 2001) and certification categories into which programmes presumably fit. Building stronger models of teacher preparation in the 21st century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the what|| of teacher education and training should be the focus of the curriculum.

The what of globalised teacher education and training curricula : The curricula should take cognizance of the ever-changing needs of society, the globalisation scenario, the advancement and proliferation of technology and the way traditional classroom teaching is loosing grounds for distance-virtual learning The content of the curricula should take account of the 21st century classroom. Teachers should be trained on the state-of-the-art hard and soft ware that will become common in the 21st century classroom. Training in technology should encompass telecommunications, satellite access, networking, the internet, videoconferencing and digital components as well as optical technology. These technologies will permit the 21st century teacher in the 21st century classroom feel comfortable and teach effectively and efficiently. Another scenario is the changing pattern of world employment. There are so many professions in our modern world and this will multiply in the 21st century. The new directions in teacher education and training should take cognisance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our students if we provide our teachers with the required skills, knowledge and experiences. One which deserves mention is the ability of the 21st century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk. Problems of such nature may multiply in magnitude in schools in the 21st century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently. Teacher education curricula should be inclusive and emphasize on life long learning, development in technology and its applications and strategies for planning viable alternatives to benefit students. Emphasis should be on democratic principles and practices. The institutionalization of democracy will make teachers see the role of schools and their contribution to the development of democratic values, skills and behaviour from the global perspective.

The how of globalised teacher education and training curricula : The onus of the issue is that teacher education and training should attend to both the what and how so that knowledge for teaching, in reality, shapes the teachers' practice and enables them to become adaptive experts who are versatile and capable of operating effectively and efficiently in a variety of teaching and learning environments using the tools that have been provided to them during their training . A common clear vision of good teaching that permeates all course work and clinical experiences, creating a coherent set of learning

experiences. Well-defined standards of professional practice and performance that are used to guide and evaluate course and clinical works. A strong core curriculum taught in the context of practice and grounded in knowledge of the child and adolescent development and learning, an understanding of social and cultural contexts, curriculum design, reform, and innovation, evaluation and assessment and subject matter content and pedagogy knowledge and skills. Extended clinical experience, at least 24 to 36 weeks of supervised practicum and student teaching opportunities in each programme are carefully chosen to support the ideas presented in simultaneous, closely monitored and interwoven course work.

Extensive use of a variety of case methods, teacher research, performance assessment and portfolio evaluation that apply learning to real problems of practice. Explicit strategies to help students to confront their own deepseated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves. Strong relationship, common knowledge and shared belief among school-based and university-based faculty jointly engaged in transforming teaching, schooling and teacher education and training.

Models of teacher education and training for the 21st century : There is absolute need for participatory teacher education. In this model, teachers in training should play active role in the training process. They should become participants in decisions regarding the needs to which their training must respond; what problems must be resolved in the day-to-day work environment and what specific knowledge and skills must be transmitted to them. In the participatory model teachers must be self-directed and self-taught. Every aspect of the training must be based on reflection and introspection. The needs, problems, statuses and roles must be clearly defined, examined and analysed by them. The actual concrete experiences of working with students should be emphasized. Teachers must be able to collectively examine and analyse their consequences, assisted by the trainers in solving problems. Teachers should be able to : Author and publish experiences and researches conducted. Be central and key participants of curriculum reform and innovation. Encourage learners to work together in a cooperative spirit, help each other with their work as well as be able to evaluate themselves. Help learners publish their own work online portfolios. Write a bank of learning activities for learners to access at their own pace. Give learners a wider choice of learning activities according to their own interests and capabilities. Build up a personal portfolio of their best teaching plans so as to share among other teachers. Create exciting learning environment of active knowledge creation and sharing. The new teacher education and training should not lose site of the power of technology for both teachers and students learning. The real power of technology will come when teachers have been trained well in them and have captured the potential of technology themselves. In this way, teachers would be able to contribute to model the behaviour that the students are expected to learn thereby making them to grow up not to be learned monsters but more human, creative and productive.

Need for in-depth content and practical knowledge of research for teachers : Research must be a major priority in teacher education and preparation in the 21st century.

Professional teachers naturally seek answers to questions and solutions to problems that enable them to help their students to learn. They are decision makers, make thousands of choices on hourly basis regarding the choice of texts, literature, appropriate and relevant technology integration, curriculum pedagogy, assessment and measurement. They are highly reflective and sensitive to the needs of their students. They encounter failures and successes. However, much of what teachers have to offer remains a secret. Their key to success is a mystery. Teachers seek multiple means of looking at their world of teaching and learning and that of their students by unlocking the secrets within the classrooms. Research is one of such potent keys to help unlock these secrets.

Globalizing the teaching profession through a globalised teacher's council : Currently, every country has its own teaching council with specific objective to register professionally qualified teachers before they can practice. Every country has its own requirements that professional teachers should meet in order to be registered and certificated to teach. Even in the same country, like the USA, Australia and United Kingdom getting registered as a teacher entails delaying. In the USA every state has its own teaching council that registers professionally qualified teachers and certificated with a license to practice. A critical look at this scenario reveals that teacher transfer from one state to another in the same country becomes a burden if not delays while teacher-shortages abound in these countries. In order to make teaching to become a mobile profession world wide, there is need for 21st century globalised teaching council. The mandate of this council should be to collaborate with institutions and organizations responsible for teacher education and training to develop a common-core teacher education and training curricula as well as the establishment of teacher professional registration council which would be mandated to issue professional teaching licenses for practitioners that would be recognised worldwide to make teacher mobility from region to region and country to country easy and fulfilling. The need for teacher-tracer studies and further professional development by teacher training institutions after training. Need for greater involvement of parents and communities in the governance of the globalised schools.

CONCLUSION

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognised like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

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EMERGING TRENDS IN TEACHER EDUCATION

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**** Ms. Asha Paul**

ABSTRACT

A quality teacher's education program is rational and streamlined to address some specific pedagogical issues. Basically, it elucidates the idea about what good teaching is all about and then how it organizes course work and all practical experiences around it. Teacher's education courses are very much connected to practice as well as to theory. A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base. However expert teachers are also imparting knowledge about how students learn, how to assess their learning and about effective teaching strategies to provide them a platform to build repertoire. A historical method of qualitative research design was used to propose a new framework on emerging trends in teacher's education.

Keywords: Digital literacy, Teacher Education, Teaching Strategies, Emerging Trends.

INTRODUCTION

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values. A substantial effort is needed to understand the underlying dynamics of teaching and learning principles of students of the recent time. Teacher's education courses must incorporate the learning and teaching psychology of students and teachers respectively. Such courses should also incorporate the developmental stages of pre-service teachers to enhance their learning. Pre-service teachers are those scholars and teachers who aspire to build their career in the field of teaching. They should be educated in supportive and conducive environment in which they expect to educate and groom young students. Such courses should target to develop social consciousness and reform mindset among perspective teachers. Pre-service teachers should be able to teach confidently in their domain by using new pedagogical approaches that are appropriate to their specific student's requirements and also commensurate with the capabilities of students. They should be conversant with the learning stages of their students and also be critical, compassionate and socially engaged knowledge imparter who can contribute in the process of teaching improvement and social change (Cochran-Smith, 2000).

Once teachers have a thorough understanding of the teaching content, they would never lose that expert. Equally important for good teachers. Sometime they try to link knowledge in varieties of different way while disseminating the information to students while engaging them in effective learning. Today we have competent teachers who have a

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whole new set of resources and techniques that evolve around the use of technology. Technological aid should not be seen as separate tool in learning rather it should be taken as an integral part in effective pedagogical process.

Universities and other technical institutions should prepare teachers for future generation students. They need to be given opportunities to teach in modern classroom because that would give them a sense of practical experience related to the teaching theories to handle the responsibility of quality teaching. The other concept is mentoring, where teachers are groomed and mentored by qualified and experienced teachers in their field of specialization. That means the knowledge base that grows over time can be shared between new comers and experts. The mentors could be colleagues, researchers, retired teachers or else could be senior teachers from reputed university. They could also be people from industry who are developing new ideas and products. There are unlimited potential to support teachers education. This concept can take the teaching level beyond expectations. But, such concept has its practical limitation in the context of real classroom teaching.

These days teacher's education system is facing problem of inaptness and irrelevance. There is a visible gap between how students live and how they learn. Schools and colleges have struggled to keep the pace with the rate of change in students' lives inside and outside the educational institution. Students and scholars spend their adult lives in multitasking, multifaceted, technology-driven, diverse & vibrant world. But, the very same concept of technological interface is missing in teacher's education these days in most part of the world. It must be ensured that all such prospective pre-service teachers have equal access to this new technology regardless of their economic background (Cochran & Fries, 2001). Then the gap between modern teaching methodology and existing traditional teaching methodology may be bridged to certain extent.

METHODOLOGY

This paper used historical method of qualitative research design .Teacher's past and contemporary education techniques were described and examined to understand the present scenario and to anticipate potential future effects of teaching trends and methodologies.

This paper aimed to provide a conceptual framework to address the critical emerging issues in teacher's education in India and other developed part of the world. An American reform perspective by Zeichner & Liston's (1990) was taken as benchmark for addressing the present teacher's education. Other secondary sources related to teacher's education paradigm were also considered. Substantial care was taken to be objective and to provide the correct presentation of the facts to gain fresh insight in this area.

REVIEW OF LITERATURE

The literature review focused on landmark study in the area of teaching trends and methodologies. A combined framework of teacher's education reforms by Zeichner and Liston (1990) and Cochran –Smith (2002) were taken into consideration to build the foundation of this paper. Zeichner and Liston (1990) have suggested that throughout the twentieth century there were four clear traditions of American teacher education reforms

such as:

1. Academic Tradition
2. Social Efficiency
3. Developmentalist tradition
4. Social Reconstruction tradition

EMERGING TEACHER'S EDUCATION TRENDS

The change brought by technological, economic, and cultural forces in the early twenty first century was very fast. These changes were mostly pronounced in the developed world. But their effect was also apparent in the developing world. Societies across the world were rapidly changing in fundamental ways, especially with regard to the availability and easy way to access to digital information and communication technologies. But, teacher's and their predominant classroom practices rather remained traditional in this era of rapid change. It was content focused, teacher directed and didactic instruction focused on content delivery and reproducing the same remained the rule of the pedagogy.

Educational curriculums at all levels were very narrowly defined for students in many developing country in the era of the information technology. Formal education experiences such as, high test scores were viewed primarily as instrumental of achieving career goals. The quality of both educator and the teachers whose responsibility were to engage students in pedagogical experiences were singularly defined by higher grades and "policy driven perspective" to measure student's achievement. Higher grades and good marks in exams were the only criteria to judge student's competencies.

Preparing students for their complex and increasingly technological futures were probably never been thought in any teaching methodology or policy. That's why education institutions were still continued to prepare students for a future in which their teachers and administrators were familiar and well conversant.

Teachers entering the educational workforce consistently reported minimal preparatory experiences without technological integrated lessons or formal digital literacy development in educational setting. Since teachers tend to teach as they were taught, the instructional workforces were reasonably not prepared to meet the increasingly digital demands of the twenty first century knowledge landscape. Such workforces were not able to meet the digital skill expectations of prospective employers and students as well.

Digital literacy embodies the abilities to appropriately access, synthesize, and utilize both analog and digital information sources to achieve a defined teaching purpose. Digital literacy includes the abilities to communicate and collaborate effectively through modern technological aids and methodologies suitable for upcoming generation. Digital literacy should be understood as requisite set of skills extending beyond a traditional teacher's pedagogical skills. Digital literacy cannot be fully acquired in isolation while preparing traditional written reports, but be obtained through a transformative process of authentic and contextual utilization through modern teaching aid (Sachs, J., 1997). Experience is the most powerful teacher, and has no substitute when it comes in developing and refining the skills of digital literacy or any other type of literacy among mentors and teachers.

Technology usage is where a teacher and learner is equipped with a portable, wireless

electronic device capable of accessing internet content and enabling a wide range of digital collaboration methods across different place is the future of education. Younger generations raised in this ocean of digital information are familiar with the intricacies of digital world. At the same time they find life a bit unfamiliar and new without digital information and technological aid.

Today students are no longer the target audience what educational system was designed to teach. Internet instant messaging, video games, video conferencing and networking formed a substantial part of the native language of digital natives or net generation. Traditional education system barely engaged the minds and aptitude of digital natives in the twenty-first century classrooms. Therefore, a key questions need to be addressed by teacher's education program such as how teachers learn and refine knowledge, skills and proficiency to teach such digital literate audience.

DISCUSSION

Technology has revolutionized every industry and each component of our culture and society. Now, it is revolutionizing the teacher's education in all parts of the world. Revolution is going on with a swift pace. It is important that teachers can be prepared not only to use today's technology but should able to handle systematically and analytically about what technology is going to come and evolve afterwards. Today's technology need to be integrated from the tomorrow's technology to achieve the best synergy in quality pedagogy. Educators must be well prepared to work on with such future development.

CONCLUSION

Future research need to review various conceptualization, models and reforms agenda in teacher's education with respect to its geographical and cultural adaptability, because technology and teaching trends has evolved and changed very rapidly in the last few decades. It was observed that teacher's training methodology has not yet evolved at the same rate as information technology.

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ROLE OF ACTION RESEARCH IN PROFESSIONAL DEVELOPMENT

Ms. Satveer Kaur Gill

ABSTRACT

Action research is used in many professional learning contexts, both formally and informally. Action enquiries begin with the question, 'How do I improve my work?' Action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people. Historically, the term 'action research' has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature. The methodology of action research means that you have to evaluate what you are doing. You need to check constantly that what you are doing really is working. Doing action research helps you to grow professionally, to show how you are extending your own professional knowledge. Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following: Selecting a problem, Clarifying theories, Identifying research questions, Collecting data, Analyzing data, Reporting results, Taking informed action.

WHAT IS ACTION RESEARCH?

Action research is becoming increasingly known as an approach that encourages practitioners to be in control of their own lives and contexts. It began in the USA, came to prominence in the UK in the 1970s, and by the 1980s it was making a significant impact in many professional contexts, particularly in teacher professional education. Now its influence is world wide, and has spread to virtually all areas where personal and professional learning is undertaken.

Action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people. Historically, the term 'action research' has been long associated with the work of Kurt Lewin, who viewed this research methodology as cyclical, dynamic, and collaborative in nature. Action research is a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions. Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Perhaps even more important is the fact that action research helps educators be more effective at what they care most about their teaching and the development of their students.

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Action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice. The idea of self reflection is central. In traditional forms of research – empirical research – researchers do research on other people. In action research, researchers do research on themselves. Empirical researchers enquire into other people's lives. Action researchers enquire into their own. Action research is an enquiry conducted by the self into the self. You, a practitioner, think about your own life and work, and this involves you asking yourself why you do the things that you do, and why you are the way that you are. When you produce your research report, it shows how you have carried out a systematic investigation into your own behaviour, and the reasons for that behaviour. The report shows the process you have gone through in order to achieve a better understanding of yourself, so that you can continue developing yourself and your work.

As the name suggests, action research is a methodology which has the dual aims of Action and Research. Action to bring about change in some program, Research to increase understanding on the part of the researcher.

THREE PURPOSES FOR ACTION RESEARCH

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- Building the reflective practitioner
- Making progress on school wide priorities
- Building professional cultures

BUILDING THE REFLECTIVE PRACTITIONER

When individual teachers make a personal commitment to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching. In this way, the individual teachers conducting action research are making continuous progress in developing their strengths as reflective practitioners.

MAKING PROGRESS ON SCHOOL WIDE PRIORITIES

Increasingly, schools are focusing on strengthening themselves and their programs through the development of common focuses and a strong sense of esprit de corps. Peters and Waterman (1982) in their landmark book, *In Search of Excellence*, called the achievement of focus “sticking to the knitting.” When a faculty shares a commitment to achieving excellence with a specific focus—for example, the development of higher-order thinking, positive social behavior, or higher standardized test scores—then collaboratively studying their practice will not only contribute to the achievement of the shared goal but would have a powerful impact on team building and program development. As a result,

when a faculty chooses to focus on one issue and all the teachers elect to enthusiastically participate in action research on that issue, significant progress on the schoolwide priorities cannot help but occur.

BUILDING PROFESSIONAL CULTURES

Often an entire faculty will share a commitment to student development, yet the group finds itself unable to adopt a single common focus for action research. This should not be viewed as indicative of a problem. Just as the medical practitioners working at a "quality" medical center will hold a shared vision of a healthy adult, it is common for all the faculty members at a school to share a similar perspective on what constitutes a well-educated student. However, like the doctors at the medical center, the teachers in a "quality" school may well differ on which specific aspects of the shared vision they are most motivated to pursue at any point in time.

School faculties who wish to transform themselves into "communities of learners" often empower teams of colleagues who share a passion about one aspect of teaching and learning to conduct investigations into that area of interest and then share what they've learned with the rest of the school community. This strategy allows an entire faculty to develop and practice the discipline that Peter Senge (1990) labeled "team learning." In these schools, multiple action research inquiries occur simultaneously, and no one is held captive to another's priority, yet everyone knows that all the work ultimately will be shared and will consequently contribute to organizational learning.

PROCESS OF ACTION RESEARCH

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

- Selecting a problem
- Clarifying theories
- Identifying research questions
- Collecting data
- Analyzing data
- Reporting results
- Taking informed action

SELECTING A PROBLEM

The action research process begins with serious reflection directed toward identifying a topic or topics worthy of a busy teacher's time. Considering the incredible demands on today's classroom teachers, no activity is worth doing unless it promises to make the central part of a teacher's work more successful and satisfying. Thus, selecting a focus, the first step in the process, is vitally important.

CLARIFYING THEORIES

The second step involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus. For example, if teachers are concerned about increasing responsible classroom behavior, it will be helpful for them to begin by clarifying

which approach using punishments and rewards, allowing students to experience the natural consequences of their behaviors, or some other strategy they feel will work best in helping students acquire responsible classroom behavior habits.

IDENTIFYING RESEARCH QUESTIONS

Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.

COLLECTING DATA

Professional educators always want their instructional decisions to be based on the best possible data. Action researchers can accomplish this by making sure that the data used to justify their actions are *valid* (meaning the information represents what the researchers say it does) and *reliable* (meaning the researchers are confident about the accuracy of their data). Lastly, before data are used to make teaching decisions, teachers must be confident that the lessons drawn from the data align with any unique characteristics of their classroom or school.

ANALYZING DATA

•Although data analysis often brings to mind the use of complex statistical calculations, this is rarely the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner identify the trends and patterns in action research data. During this portion of the seven-step process, teacher researchers will methodically sort, sift, rank, and examine their data to answer two generic questions:

- What is the story told by these data?
- Why did the story play itself out this way?

By answering these two questions, the teacher researcher can acquire a better understanding of the phenomenon under investigation and as a result can end up producing grounded theory regarding what might be done to improve the situation.

REPORTING RESULTS

It is often said that teaching is a lonely endeavor. It is doubly sad that so many teachers are left alone in their classrooms to reinvent the wheel on a daily basis. The loneliness of teaching is unfortunate not only because of its inefficiency, but also because when dealing with complex problems the wisdom of several minds is inevitably better than one.

TAKING INFORMED ACTION

Taking informed action, or “action planning,” the last step in the action research process, is very familiar to most teachers. When teachers write lesson plans or develop academic programs, they are engaged in the action planning process. What makes action planning particularly satisfying for the teacher researcher is that with each piece of data uncovered (about teaching or student learning) the educator will feel greater confidence in the wisdom of the next steps. Although all teaching can be classified as trial and error, action researchers find that the research process liberates them from continuously repeating their past mistakes. More important, with each refinement of practice, action researchers gain valid and reliable data on their developing virtuosity.

Doing your research helps you to examine your own practice and see whether it lives up to

your own expectations of yourself in your work. If you say you hold certain values, how can you show that you are living in their direction?By showing other people what you are doing, you can establish a systematic evaluation procedure. If you are a manager, you are showing how you are supporting the learning of those in your organisation, and you can say why you think this is happening. You can produce clear evidence to show progress. You can let the voices of others come through to explain how their learning has improved because of your intervention. If they say that you don't seem to be helping them, you can try to change the situation so that you are. You can identify the criteria, or standards, that you and others are using to judge the quality of what you are doing. You identify how you understand your professionalism, in negotiation with others, and you show how you are trying to live in this way. You should always try to maintain your professional learning. Too often people assume that once they have achieved qualified status, they don't need to learn any more. How do you understanding professional learning? Are you in a stable place, where you believe you have learnt all there is to know? Are you going to learn for the next six months, and then take a rest? Or are you going to regard learning as a lifelong process that is as natural as breathing? It is your choice.

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ETHICAL CONCERNS IN SOCIAL SCIENCE RESEARCH

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ABSTRACT

Research ethics can be described in terms of ethics of the topics and findings (morality) and secondly as ethics of method and process (integrity). Research misconduct involves fabrication, falsification, plagiarism and misappropriation. Researchers knowingly or intentionally ignore some of the most fundamental rules of research. The simple act of research especially when it involves humans, creates a plethora of possible ethical dilemmas. These include determining whether the topic itself is ethical, what harm or risk is involved to respondents, and confidentiality and privacy. When researchers can implement studies that involve people, they confront questions about the ethics of their proposed investigations. Adherence to ethical standards in social work research is essential to uphold the quality of data of evidence-based studies.

Keywords: Ethics , Social Science

Ethics is a major branch of philosophy, encompassing right conduct and good life. It covers the analysis and employment of concepts such as right and wrong, good and evil, and responsibility. It is divided into three primary areas: *meta-ethics* (the study of the concept of ethics), *normative-ethics* (the study of how to determine the ethical values) and *applied – ethics* (the study of the use of ethical values).

Thus ethics is systematic study of what is morally wrong and right. It is believed that ethics began with the introduction of the first moral codes. The concepts of ethics are relative in nature and vary from place to place, time to time and objective to objective. Hence, what is considered moral at this point of time may not be so at another point of time.

RESEARCH ETHICS

Research ethics can be described in terms of ethics of the topics and findings (morality) and secondly as ethics of method and process (integrity). Institutions that practice research have adopted professional codes relating to research ethics that all include principles of honesty, objectivity, integrity, confidentiality, carefulness, openness, competence, respect for intellectual property, responsible publication, responsible mentoring, respect for colleagues, social responsibility, non-discrimination, legality and animal care. Objectivity in research gives researchers trustworthiness. This applies to both the a priori tasks of setting up the research and gathering the data and in the posteriori tasks of interpreting and publishing the results. Merton (1973) published four norms of science that are widely shared by scientists and non-scientists alike. These norms are:

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- *Universalism:* It stipulates that scientific accomplishments must be judged by impersonal criteria;
- *Communism* (as in communalism): It requires that scientific information is shared publicly;
- *Disinterestedness*: It cautions researchers to proceed objectively; and
- *Organized skepticism* that: It requires that new findings are scrutinized through peer review, replication, and the testing of rival hypotheses.

It is of growing concern how often research integrity is currently being challenged, and how common “unprofessional” behaviour seems to be in research today. Research misconduct involves fabrication, falsification, plagiarism and misappropriation. Researchers knowingly or intentionally ignore some of the most fundamental rules of research. Experimental designs and analyses are biased, results are reported inaccurately or incompletely or are fabricated and improper credit is given to colleagues.

Social work, like any other profession, has no option but to strengthen its knowledge base to the fullest possible level by promoting researches whose results may be instrumental in improving its effectiveness to enable to justify its professional status which is being questioned from both within and without. In the present era in which lifestyles and social life of people are changing very fast, there is great need to understand the views of people who experience these changes by taking recourse to qualitative research. Flick, Kardoff and Steinke (2004-05) have rightly observed "In an age when fixed social life worlds and lifestyles are disintegrating and social life is being restructured out of ever-increasing number of new modes and forms of living, research strategies are required that can deliver, in the first instance, precise and substantial descriptions. They must also take in to account the views of those involved, and the subjective and social constructs, moreover, qualitative researches often provide such insights about people's life and their lifestyles as cannot be obtained with the help of quantitative research."

Qualitative research is a part of research which means the systematic inquiry to understand reality. It is a "firsthand involvement with the social world" (Filstead, 1970). It is primarily phenomenological directed towards "understanding the human experience from the individual's own frame of reference" (Bodgon and Taylor, 1975); and that is why it is also referred to as epistemology.

Adherence to ethical standards in social work research is essential to uphold the quality of data of evidence-based studies.

IMPORTANT ETHICAL GUIDELINES FOR SOCIAL RESEARCHERS

Avoiding undue intrusion

Social researchers must strive to be aware of the intrusive potential of their work. They have no special entitlement to study all phenomena. Some forms of social enquiry may appear to be more intrusive than others. For instance, statistical samples may be selected without the knowledge or consent of their members; contact may be sought with subjects without advance warning; questions may be asked which cause distress or offence; people may be observed without their knowledge; and information about individuals or groups may be obtained from third parties.

Obtaining informed consent

Inquiries involving human subjects should be based as far as practicable on the freely given informed consent of subjects. Even if participation is required by law, it should still be as informed as possible. In voluntary inquiries, subjects should not be under the impression that they are required to participate. They should be aware of their entitlement to refuse at any stage for whatever reason and to withdraw data just supplied. Gaining informed consent is a procedure for ensuring that research subjects understand what is being done to them, the limits to their participation and awareness of any potential risks they incur.

Modifications to informed consent

As a consequence of data base enhancements and the 'matching' or 'fusion' of data sets the probabilities of disclosure of participants' identities has been increased in recent years so that it becomes harder to guarantee anonymity. The release of non-anonymised data, such as in sharing data between governmental agencies when the identities of individuals could be discovered, should be agreed with participants in advance. This may not be necessary when there are adequate safeguards to ensure that confidentiality is ensured.

Protecting the interests of subjects

Neither the consent from the subjects nor the legal requirement to participate absolves the social researcher from an obligation to protect the subject as far as possible against potentially harmful effects of participating. The social researcher should try to minimise disturbance both to subjects themselves and to the subjects' relationships with their environment. Social researchers should help subjects to protect their own interests by giving them prior information about the consequences of participating. Harm to subjects may arise from undue stress through participation, loss of self esteem, psychological injury or other side effects.

Enabling participation

Social researchers have a responsibility to ensure inclusion in research projects of relevant individuals or groups who might otherwise be excluded for reasons of communication, disability, comprehension or expense. Some people are likely to be excluded from opportunities to take part in research unless social researchers routinely offer to make arrangements that fit with particular requirements. What this means in practice is paying attention to the potential need for language interpretation, signers, or communication aids; potential respondents' requirements for flexibility in appointment times and length of interviews, and, in some limited situations, preference for an interviewer of particular gender and/or ethnic background.

Maintaining confidentiality of records

Research data are unconcerned with individual identities. They are collected to answer questions such as 'how many?' or 'what proportion?' not 'who?'. The identities and records of co-operating (or non-cooperating) subjects must therefore be kept confidential, whether or not confidentiality has been explicitly pledged. Data that does not enable identification should not be passed on without consent and should be stored safely with restricted access.

Preventing disclosure of identities

Social researchers should take appropriate measures to prevent their data from being published or otherwise released in a form that would allow any subject's identity to be disclosed or inferred. The disclosure of identity in itself represents a potential risk of harm to a subject. Researchers cannot however be held responsible for any subject that freely chooses to reveal their participation in a study. There can be no absolute safeguards against breaches of confidentiality – that is, the disclosure of identified or identifiable data in contravention of an implicit or explicit obligation to the source.

National Association of Social Workers (NASW) Code of Ethics

National Association of Social Workers (1999) has defined code of ethics for Evaluation and Research, these are as follows:

- Social worker should monitor and evaluate policies, the implementation of programs, and practice interventions.
- Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- Social worker should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants.
- Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants.
- When evaluation or research participants are incapable of giving informed consent, social worker should provide an appropriate explanation to the participants.
- Social worker should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observations and archival research.
- Social worker should inform participants of their right to withdraw from study at any time without penalty.
- Social worker should provide access to appropriate services for the participants.
- Social worker should protect participant from any kind of harm or danger.
- Social worker should discuss collected information only for professional purposes.
- Social worker should ensure the anonymity or confidentiality of participants.
- Social worker should report evaluation and research findings accurately.
- Social worker should be alert to and avoid conflicts of interest and dual relationship with participants.
- Social worker should educate themselves, their students, and their colleagues about responsible research practices.

(Source: Code of Ethics of the National Association of Social Workers, 1999.)

CONCLUSION

In recent years ethical considerations across the research community have come to the

forefront. This is partly a consequence of legislative change in human rights and data protection, but also a result of increased public concern about the limits of inquiry. Responsibility entails thinking about the consequences of one's actions upon others and the establishment of clear lines of accountability for the redress of grievances. No field of human activity can be considered exempt from such concerns and the police service, health and medicine and social care as well as financial and commercial enterprises have been led increasingly to estimate the ethical consequences of their activities.

Social researchers work within a variety of economic, cultural, legal and political settings, each of which influences the emphasis and focus of their research. They also work within one of several different branches of their discipline, each involving its own techniques and procedures and its own ethical approach. Therefore, social work research ethics may be adhered to in the research activities either in the said form or otherwise.

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ATTITUDE TOWARDS ATTITUDE SCALES: ROLE OF QUANTITATIVE RESEARCH QUALITY AT STAKE

Mr. Sukhjit Singh

ABSTRACT

The intent of the present paper is to enhance the quality of attitude scale in quantitative research, focusing on how techniques like factor analysis and S.E.M (structural equation modelling) help to make statistically sound attitude scales. This paper also gives difference between Indian made attitude scales and International attitude scales, how a statistically good attitude scale can be proved as a boon for quality improvement in education system. Uses of attitude scale in reference to education have been discussed in this paper. Related issues to attitude scales at national level like lack of guidance, lack of knowledge of statistics, lack of interest, fear of failure and role of publishers have been dwelt in this paper. Along with these, this paper touches how use of factor analysis, confirmatory factor analysis, exploratory factor analysis and S.E.M can help to do quality wise better quantitative research. In the end, it gives conclusion and possible solutions to solve this issue of statistically poor attitude scales at national level educational research.

Keywords: Attitude Scale, Attitude Scale Construction and Concerns

INTRODUCTION

Education is one of the deciding factor of any nation to be a developed nation. Education is not limited only to schools and colleges, moreover education brings change in perceptions, beliefs, value system and attitudes. As education has been taken as a different discipline, every discipline needs a proper feedback and evaluation of its present needs and futuristic approaches to be taken. So for this purpose research in every discipline is there to take these challenges for that discipline for e.g. Research in physics, technology, chemistry, IT and other fields is there for new inventions and to face future. On the same lines, research in education is very crucial for education to be successful in coming years and to survive in present. When we talk about research in education, we have generally divided METHODS OF RESEARCH into 2 aspects: QUALITATIVE and QUANTITATIVE. QUALITATIVE approach is to verify propositions which takes into consideration the totality of a phenomenon and does not attempt at analyzing it into quantifiable (measurable) components whereas QUANTITATIVE approach is based on statement such as “anything that exists in a certain quantity and can be measured”. Both approaches have given their part in research in education. On national level seminars, we have discussed and we are discussing that we should try to open up gates for QUALITATIVE research in education for quality improvement in education at school as well as at college level. No doubt it is a welcome step for researchers and educators to do qualitative

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research as it is a deep as well as naturalistic approach. BUT it is like that as if we have finished with quantitative research and get our required and authentic results. QUESTION comes into mind that to improve quality in education, research have just produced bundles of research papers,Ph.D. THESIS in which statistical techniques do not find their proper place. In most of the thesis and research papers, we generally find t-tests and ANOVA to evaluate data. Hardly have we found tests like ANCOVA, Regression Analysis, Factor Analysis, Confirmatory Factor analysis and a dream come true Structural Equation Modelling in educational research. In this paper, researcher has taken topic about techniques to be followed by most of the researchers and educators to make ATTITUDE SCALES which are inseparable part of quantitative methods of research.

ATTITUDE SCALES AND THEIR IMPORTANCE IN EDUCATION

In general terms attitude scales are the tools or psychological tests or scales that have been devised to evaluate or measure behavior in a standardized way. ATTITUDE SCALE is a measure of the relative quantity of an attitude possessed by an individual as contrasted with a reference group. The inquiry form that attempts the attitude of belief of an individual is known as an opinionative or attitude scale.

Some important characteristics of attitude scale are:

- These are used for measuring the social attitudes of students, teachers and educators
- A questionnaire is prepared; by the items in the questionnaire assess the attitude of an individual towards a matter, thing, an object or system and score is allotted for each item.
- The individual is asked to express his response towards an object or system, on the basis of his responses, he is assigned a score which indicates the position.
- Some relevant and indirect statements can also be used to reveal the attitude.
- The scale also specifies the crucial shades of opinions.

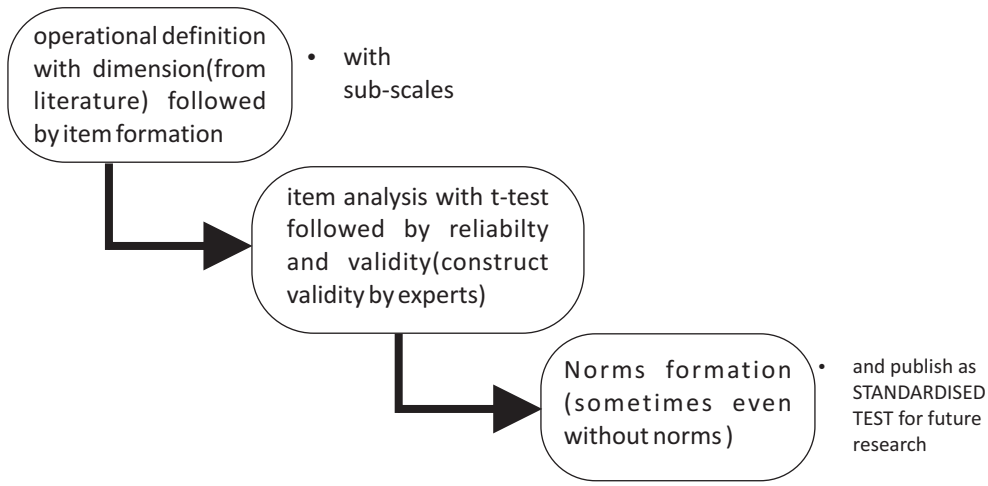
USES OF ATTITUDE SCALE

In field of education and research, attitude scales are very useful in following ways:

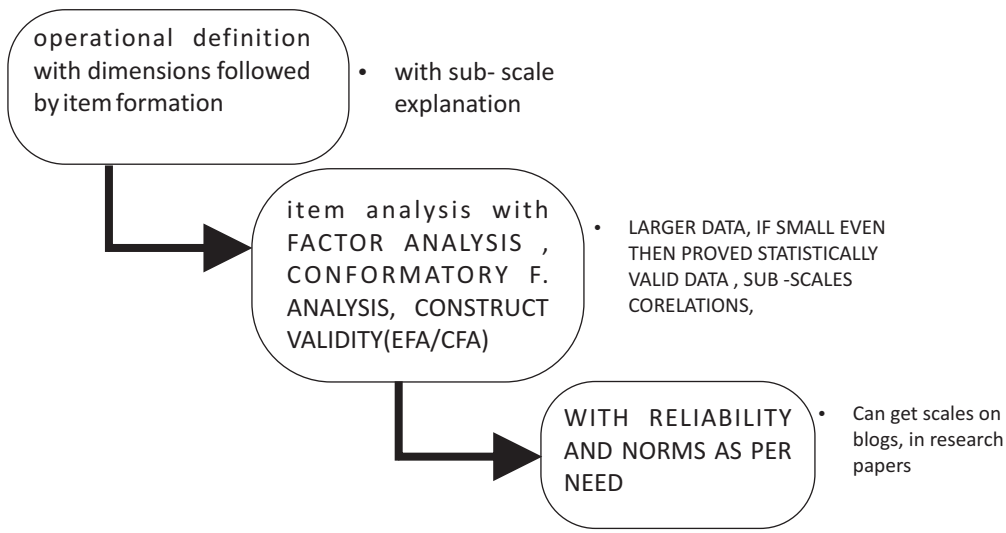
- **Purpose of Selection**: These scales are used for selection purpose in many courses to check appropriate attitude towards that course or field.
- **Classification**: Attitude scale can be used as a classification tool to divide the population into favorable or unfavorable, high or low or average.
- **Prediction and Guidance** : On the basis of attitude results , prediction of students' career options, there behavioral changes can be traced and required guidance can be given to students
- **Evaluation of Educational Programmes**: These attitude scales are used to evaluate attitude of stakeholders of education system i.e. teachers, administrators, educators towards any new policy, new method of teaching, new changes in education etc. for eg. Attitude of teachers towards New Education Policy can be measured by constructing attitude scale which will help to evaluate policy and will help to make necessary changes if required.
- **Research purpose:** As per research point of view, attitude scales are used as data collecting tools to do quantitative research.

Comparison between Indian made and International attitude scales

Method of equal appearing intervals (Thurstone and Chave) and Method of Summated Ratings (Likert) have been extensively used in attitude or opinion research. Here discussion about these techniques is not needed. Moreover we need to explore how we are making attitude scales (Likert, popular in research in India) as comparison to international researchers who use advanced statistical methods. Actual layout for attitude scale construction by our researchers:(not for all INDIAN scales but for so many, especially at research level)



Actual layout for attitude scale formation by international researchers (generally by all):



These layouts are results of researcher's experience in educational research. At M.Ed. level and at doctoral level, researcher has experienced these short comings in attitude scale construction in mostly Indian made scales. To explore this aspect more, researcher visited psychology laboratories of Department of Education and Department of Psychology, P.U, CHANDIGARH. Researcher has also searched on internet to compare Indian origin scales and scales at international level and find these differences are prevailing in most of attitudescales. We are lagging behind statistically with international level of quantitative research. It is not like that we have no suchscales which are statistically good but those are very few in numbers.

RELATED ISSUES OF ATTITUDE SCALES IN INDIA

- **Lack of guidance**: There are surely some barriers in terms of guidance to researchers. It has been become a well-established fact that we have done so much quantitative research in education that there is no need to do more in quantitative search. But we do not examine or evaluate the quality of quantitative research we have done.
- **Lack of interest**: There is lack of interest among researchers and educators in making attitude scales for research work. Most of the scales are made just for the sake of getting Ph.D. degree, just to justify their research aptitude in quantitative research. There is also lack of interest in statistics and innovative techniques. Researchers avoid rigorous statistics methods like CFA, EFA, and S.E.M.
- **Lack of knowledge of statistics**: A researcher or an educator who want to form attitude scale must be a statistics learner to apply it. Generally in our researcher's community, having knowledge of t-test and test-retest method can make a standardized scale of national value. Knowledge of statistics techniques like factor analysis, confirmatory factor analysis are must to establish a well statistically proved scale.
- **Fear of failure:** These advanced statistical techniques are rigorous in nature and require more time to collect data (as these are large data techniques). So there is a fear of failure among researchers to use these to construct attitude scales so they use only basic item analysis and not ready to apply CFA, EFA and SEM.
- **Role of publishers**: Role of publishers is very crucial in this process. Many statistically lack scales have been published and are publishing. There should be a proper channel to publish scale at national level. As per international attitude scales, if there are proper techniques used to establish scale, only those scales should be published. Many scales of Indian origin have been published in national level journals which is not an appreciable step for quality research.

Use of factor analysis, confirmatory factor analysis and structural equation modelling in research

- Factor analysis is very useful to confirm the construct on which attitude scale is established, moreover it guides the researcher to check the findings statistically. SPSS is helpful to conduct factor analysis.
- Confirmatory factor analysis is a refined type of factor analysis and used to establish construct validity of attitude scale.Usually, statistical software like AMOS, LISREL, EQS and SAS are used for confirmatory factor analysis. In AMOS, visual paths are manually

drawn on the graphic window and analysis is performed. In LISREL, confirmatory factor analysis can be performed graphically as well as from the menu. In SAS, confirmatory factor analysis can be performed by using the programming languages.

- S.E.M is one of innovative and statistically sound technique to answer many questions of research. S.E.M uses various types of models to depict relationships among observed variables. For e.g. If an educational researcher might hypothesize that a student's home environment influences his/her later achievement in school. The goal of S.E.M analysis is to determine the extent to which the theoretical model is supported by sample data. At international level of educational research, researchers use S.E.M in new models in education system, predict outcome of educational processes and establish statistically sound attitude scales of international value.

CONCLUSION

To make education system more successful, we have to raise the level of research in education in both aspects- quantitative as well as qualitative.

- In case of quantitative research, use of factor analysis, confirmatory factor analysis, exploratory factor analysis, structural equation modeling and many other advanced techniques should be there.
- These techniques should be taught at M.Ed. level so that researchers who are interested in quantitative research can use these techniques at doctoral level to do statistically authentic research.
- Guidance should be there to researcher to explore quantitative research more with advanced statistical techniques to match the international level of quantitative research.
- There is need of proper workshops to evaluate attitude scales of Indian origin and International origin to bridge this gap to make attitude scales of international value.
- Proper channel should be set to publish attitude scales at national level to stop statistically poor scales.

These techniques if used in research effectively open gates to make new models. These models are well predictors (statistically) of future demands. These authentic results ultimately help to improve education system.

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ROLE OF RESEARCH IN QUALITY EDUCATION

Ms. Sukhjitpal Kaur

ABSTRACT

According to Neil Armstrong, ''Research is creating new knowledge''. Research comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge. Quality education is a ***dynamic concept****. It evolves with time and is subject to social, economic and environmental conditions. However, international human rights law provides a general legal framework that guarantees quality education. The right to education is not only the right to access education but also the right to receive an education of good quality. Education must be available and accessible but also acceptable and adaptable. The present paper be composed of the concept of research and quality education, importance and role of research in quality education.*

Keywords: Quality Education ,Language Policy

INTRODUCTION

Research is not always a concept that practitioners, managers and policy makers respect. It is seen as an academic activity conducted by others – to the profession, not with the profession. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. To test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects, or the project as a whole. The primary purposes of basic research (as opposed to applied research) are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge. There are several forms of research: scientific, humanities, artistic, economic, social, business, marketing, practitioner research, life, technological, etc. In all aspects of the school education , the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction that will enhance quality education.

MEANING OF RESEARCH

The word research is derived from the Middle French "recherche", which means "to go about seeking''

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DEFINITIONS OF RESEARCH

A broad definition of research is given by Godwin Colibao - "In the broadest sense of the word, the definition of research includes any gathering of data, information and facts for the advancement of knowledge.

Creswell states that "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question.

The Merriam-Webster Online Dictionary defines research in more detail as "A studious inquiry or examination; especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws".

STEPS IN CONDUCTING RESEARCH

The major steps in conducting research are:

- Identification of research problem
- Literature review
- Specifying the purpose of research
- Determine specific research questions
- Specification of a conceptual framework, usually a set of hypotheses.
- Choice of a methodology (for data collection)
- Data collection
- Verify data
- Analyzing and interpreting the data
- Reporting and evaluating research
- Communicating the research findings and, possibly, recommendations

WHY RESEARCH IS IMPORTANT?

Research is required not just for students and academics, but for all professionals. It is also important for budding and veteran writers, both offline and online. For those looking for a job, research is likewise a necessity. Research entails both reading and writing. These two literacy functions help enable computation and comprehension. Without these skills, it is less likely for anyone to appreciate and get involved in research. Reading opens the mind to a vast horizon of knowledge, while writing helps a reader use her/his own perspective and transform this into a more concrete idea that s/he understands. Apart from reading and writing, listening and speaking are also integral in conducting research. Interviews, attending knowledge-generating events, and casual talks with anyone certainly aid in formulating research topics. They can also facilitate the critical thinking process. Listening to experts discuss the merits of their studies helps the listener to analyze a certain issue and write about such analysis. With the wide array of ideas available, scholars and non-scholars involved in research are able to share information with a larger audience. Some view this process as ego-boosting, while others see it as a means to stimulate interest and encourage further studies about certain issues or situations. As literacy is integral in improving a person's social and economic mobility and in increasing awareness, research then hones necessary basic life skills and makes learning a life-long endeavor.

QUALITY EDUCATION

According to UNICEF, A quality education is defined by five elements: the learner's outside experiences, learning environment, content of education, learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their families and communities. Here are some practices to enhance teaching learning process in education by quality education.

1. Relevant aims. Policy dialogue must arrive at a relevant balanced set of aims describing what learners should learn and why; the development of cognitive, creative and social skills and values; respect for human rights, the environment, peace and tolerance and cultural diversity. These put citizenship, democracy and human rights at the fore.
2. Subject balance - how subjects are defined, how many are taught and the time allocated to each.
3. Good use of time. Positive correlations are noted between instruction time and student achievement at both primary and secondary levels.
4. Pedagogic approaches for better learning. Child-centered active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills need to be present.
5. Language policy. Language of instruction is a policy choice affecting curriculum, content and pedagogy. A balance needs to be struck between enabling people to use local languages in learning and ensuring that they have access to global languages.
6. Learning from assessment. Regular, reliable, timely assessment is a key to improving learning achievement. The goals are to give learners feedback and improve learning and teaching practices. Formative assessment is needed as a complement to formal examinations.

IMPORTANCE OF RESEARCH IN QUALITY EDUCATION

The Importance of research in higher education say that knowledge is enough to make productive career but nowadays competition is so tough that higher education is must to make a mark at higher level. It doesn't really matter that whether we are interested in history or science, computer or management, higher education will provide you that extra bit of ease to pick up much required speed at corporate level in beginning. But main question is how to make your higher education more productive. It does not depend on university or college to be selected or it's a course selection that makes all the difference.

- Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions will lead you to learn new theories of any subject.
- Research means trying something out of the box. When it is done such things it will separate one from other students which will surely attract attention of your tutors as well which in turn benefit extreme need of help from someone who is more knowledgeable than the other.
- Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession.

- Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands.
- Practitioners have to comply with policy. Teachers can adapt it to fit the individual needs of their own pupils.
- As teachers are accountable, the public must have faith in the profession – and attitudes to education vary across many social groups – so the performance of teachers can be demonstrated through the publication of research findings.
- Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice.
- Research helps teachers to share with colleagues. Too often research looks backwards and there are lessons to learn.

IMPLEMENTATION OF RESEARCH IN EDUCATIONAL FIELDS

The research awareness in educational field can be implemented in the following forms which can lead into the improvement of in terms of progress can be observed.

- The various forms of research should suit policy makers, planners and implementers of policy.
- Large scale studies into pupil performance can help to identify trends and enable educational outcomes to be related to social and economic needs.
- Policy makers want to see the big picture. On the other hand, practitioners want to know why some techniques work and others don't.
- All professionals need to be able to trust the source of information – and strict research ethics provide that assurance.
- The profession as a whole needs access to a range of data/evidence types.
- Teaching does involve creative thinking and experimentation. Individuals and professional groups need to know what works and why.
- Whether a teacher's action lead to improved pupil performance, increased motivation, commitment, better behavior or not, but it will surely reflect that research is more formal.

However, these all need to be connected, and too often research is conducted in isolation of others.

DISCUSSIONS AND CONCLUSION

It can be concluded that conducting the research beyond a senior design project allows students to really begin to think and put all the parts of their education together and the purpose of research in education is to reflect critically on the effectiveness of personal and professional practice. It is to contribute to the development of 'good' rather than 'correct' practice.

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ACTION RESEARCH: A TOOL FOR PRACTIONERS

Ms. Monika Rani

ABSTRACT

There are many ways to conduct research. Each of these ways is used in various professional fields, including psychology, sociology, social work, medicine, nursing, education and so on. However, the field of education often uses action research*, an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behaviour in the classroom. As Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Sure, there are all types of methods of teaching in the classroom, but action research works very well because the cycle offers opportunity for continued reflection. In all professional fields, the goal of action research is to improve processes. Action research is also beneficial in areas of teaching practice that need to be explored or settings in which continued improvement is the focus.*

Keywords: Action Research, Practitioners

Kurt Lewin is generally considered the 'father' of action research. A German social and experimental psychologist, and one of the founders of the Gestalt school, he was concerned with social problems, and focused on participative group processes for addressing conflict, crises, and change, generally within organizations. Initially, he was associated with the Center for Group Dynamics at MIT in Boston, but soon went on to establish his own National Training Laboratories. Lewin first coined the term 'action research' in his 1946 paper "Action Research and Minority Problems", characterizing Action Research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action", using a process of "a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action".

Eric Trist, another major contributor to the field from that immediate post-war era, was a social psychiatrist whose group at the Tavistock Institute of Human Relations in London engaged in applied social research, initially for the civil repatriation of German prisoners of war. He and his colleagues tended to focus more on large-scale, multi-organizational problems. Both Lewin and Trist applied their research to systemic change in and between organizations. They emphasized direct professional - client collaboration and affirmed the role of group relations as basis for problem-solving. Both were avid proponents of the principle that decisions are best implemented by those who help make them. Action research is known by many other names, including participatory research, collaborative

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inquiry, emancipatory research, action learning, and contextural action research, but all are variations on a theme. Put simply, action research is "learning by doing" - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. The basic idea of action research is to collaboratively engage teachers in seeking solutions, sharing best practices and promoting professional growth and development within the education sector. As one undertakes an action research project, it may seem daunting, but practitioners should not be dismayed as action research is very similar to what they are already doing. It may just require little more careful, systematic and critical planning to review as it 'builds upon natural skills and processes'. Action Research is an emergent research methodology which is action oriented and generally participatory. Simply defined, action research is a disciplined process of inquiry conducted *by* and *for* those taking the action'. Hence the reason it has been referred to as practitioner research. The practitioner is the one responsible for designing, and conducting the research as well as analyzing in order to advance their own practice which is an inherent difference between this method of research and traditional research. Developed from the work of Kurt Lewin, this method's definition is evolving, but its concentration remains on a spiral or cyclic process of planning, acting, observing and reflecting in an effort to find solutions to issues/ problems.

WHY ACTION RESEARCH NOW?

If ever there were a time and a strategy that were right for each other, the time is now and the strategy is action research! This is true for a host of reasons, with none more important than the need to accomplish the following:

- Professionalize teaching.
- Enhance the motivation and efficacy of a weary faculty.
- Meet the needs of an increasingly diverse student body.
- Achieve success with "standards-based" reforms.

So the time is right for action research. The teachers, schools, and school systems that seize this opportunity and begin investing in the power of inquiry will find that they are re-creating the professional practice of education in their locale as a meaningful and rewarding pursuit. Conversely, school systems that enter the 21st century unwilling to invest in the "wisdom of practice" will likely find it increasingly hard to fill their classrooms with enough teachers who are both capable of and willing to tackle the challenges that lie ahead.

PURPOSES FOR ACTION RESEARCH

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- Building the reflective practitioner
- Making progress on school wide priorities

- Building professional cultures

BUILDING THE REFLECTIVE PRACTITIONER

When individual teachers make a personal commitment to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching. In this way, the individual teachers conducting action research are making continuous progress in developing their strengths as reflective practitioners.

MAKING PROGRESS ON SCHOOL WIDE PRIORITIES

Increasingly, schools are focusing on strengthening themselves and their programs through the development of common focuses and a strong sense of esprit de corps. Peters and Waterman (1982) in their landmark book, *In Search of Excellence*, called the achievement of focus "sticking to the knitting." When a faculty shares a commitment to achieving excellence with a specific focus—for example, the development of higher-order thinking, positive social behaviour, or higher standardized test scores—then collaboratively studying their practice will not only contribute to the achievement of the shared goal but would have a powerful impact on team building and program development. Focusing the combined time, energy, and creativity of a group of committed professionals on a single pedagogical issue will inevitably lead to program improvements, as well as to the school becoming a "centre of excellence." As a result, when a faculty chooses to focus on one issue and all the teachers elect to enthusiastically participate in action research on that issue, significant progress on the school wide priorities cannot help but occur.

BUILDING PROFESSIONAL CULTURES

Often an entire faculty will share a commitment to student development, yet the group finds itself unable to adopt a single common focus for action research. This should not be viewed as indicative of a problem. Just as the medical practitioners working at a "quality" medical centre will hold a shared vision of a healthy adult; it is common for all the faculty members at a school to share a similar perspective on what constitutes a well-educated student. However, like the doctors at the medical centre, the teachers in a "quality" school may well differ on which specific aspects of the shared vision they are most motivated to pursue at any point in time. Schools whose faculties cannot agree on a single research focus can still use action research as a tool to help transform themselves into a learning organization. They accomplish this in the same manner as do the physicians at the medical center. It is common practice in a quality medical centre for physicians to engage in independent, even idiosyncratic, research agendas. However, it is also common for medical researchers to share the findings obtained from their research with colleagues (even those engaged in other specialties). School faculties who wish to transform themselves into "communities of learners" often empower teams of colleagues who share a passion about one aspect of teaching and learning to conduct investigations into that area of interest and then share what they've learned with the rest of the school

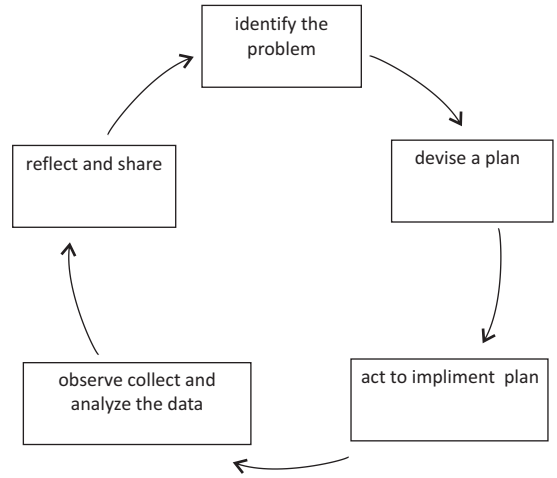
community. This strategy allows an entire faculty to develop and practice the discipline that Peter Senge (1990) labeled “team learning.” In these schools, multiple action research inquiries occur simultaneously, and no one is held captive to another's priority, yet everyone knows that all the work ultimately will be shared and will consequently contribute to organizational learning.

The benefits of action research to the practitioner, the education sector, students and community include but are not limited to the following:

- Encourages practitioners to reflect on their actions and environment as they plan for change.
- Encourages creative, critical and analytical thinking which enhances decision making skills/ awareness.
- Practical knowledge is produced which is useful to instructional leaders and managers in the everyday conduct of their professional duties.
- Educators are provided with hands-on experience in conducting action research which can serve as a vehicle for personal and professional development.
- It can help invigorate teaching and decease teacher burnout.
- Educators are empowered to become agents of change and to lead positive educational change.
- Action research projects can help shape staff development programs, curricula in schools and support school improvement initiatives.
- It fosters a connection among students' achievement, practice, and policy.

PROCESS OF ACTION RESEARCH

Let's take a closer look at the cycle of action research. As you can see, the process first starts with identifying a problem. Then, you must devise a plan and implement the plan. This is the part of the process where the action is taking place. After you implement the plan, you will observe how the process is working or not working. After you've had time to observe the situation, the entire process of action research is reflected upon.



The process is rarely a simple cycle but more a spiral: reflection on your action and your findings may lead to another question and further action, usually a change in your practice, which in turn loops forward to further exploration and greater understanding of how you teach and how your students learn.

METHODS OF ACTION RESEARCH

There are many methods to conducting action research. Some of the methods include:

- Observing individuals or groups
- Using audio and video tape recording
- Using structured or semi-structured interviews
- Taking field notes
- Using analytic memoing
- Using or taking photography
- Distributing surveys or questionnaires

Researchers can also use more than one of the methods above to assist them in collecting rich and meaningful data. While there are various methods to conducting action research, there are also various types of action research in the fields of education, including individual action research, collaborative action research and school-wide action research. For example:

- **Individual action research** involves working independently on a project, such as an elementary school teacher conducting her own, in-class research project with her students.
- **Collaborative action research** involves a group of teachers or researchers working together to explore a problem that might be present beyond a single classroom, perhaps at the departmental level or an entire grade level.
- **School-wide action research** generally focuses on issues present throughout an entire school or across the district. Teams of staff members would work together using school-wide action research. As you can see, action research can be used in many educational settings.

CONCLUSION

Action research will not provide all the answers to the questions about students' learning or pedagogical practices. However, through action research the answers to these questions can be sought and immediate action can be taken. Through action research, teachers are empowered to take a leadership role in their local teaching contexts.

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EMERGING PERCEPTION OF TEACHER EDUCATION IN INDIAN SCENARIO

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ABSTRACT

The field of education in 21st century, is not only limited to books and classrooms but has broadened in frequent latest prospects. These new developments and changes in education have affected teacher education too. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. thus, to train teachers with new outlooks has become the need of the hour. There are various training programs in which teachers are working continuously with expert teachers either in a traditional classroom or virtual setting to enhance the knowledge and experience base. However, expert teachers are also imparting knowledge about how students learn, how to assess their learning and about effective teaching strategies to provide them a platform to build repertoire. In this article, the investigator tried to throw light on emerging trends in teacher's education.

Keywords: Education Reform, Teacher Education, Teaching Strategies, Trends

INTRODUCTION

Teacher's education is in the transition phase because of the rapid change in technology and student's changing values.As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework, 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lath Elementary Schools and 98 thousand high / Higher Secondary Schools in the country, bout 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools and Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level.(Singh, 2014).

MEANING OF TEACHER EDUCATION

"Training is given to animals and circus performers, while education is to human beings".
- W.H. Kilpatric

It is well known that the quality and extent of learner achievement are determined

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primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. But, for this era teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills: It includes

- Effective classroom management skills,
- Preparation and use of instructional materials
- Communication Skills.

Pedagogical theory: It includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Professional skills: These include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.

REVIEW OF LITERATURE

The literature review focused on landmark study in the area of teaching trends and methodologies. The first study reported in Teacher Education was by Banerji in 1956. After the first study was reported the First Survey reported 45 studies on Teacher Education upto 1973. The Second Survey during the next five years i.e. up to 1978 reported 65 studies. During the period 1978 to 1983, 116 studies were reported. The growth of researches in Teacher Education indicates that the researchers were getting attracted towards this area. Some of the reasons cited for this attraction were easy accessibility of sample for the studies, availability of ready-made tools and expertise.

Banerji (1956), Zeichner and Liston (1990), Stuart and Thurlow (2000),Hans and Akhter (2013),Singh, (2014) and Joshi, (2015) conducted different studies which focused on emerging trends in teacher education. Zeichner and Liston (1990) have suggested that throughout the twentieth century there were four clear traditions of American teacher education reforms such as:

1. Academic Tradition
2. Social Efficiency
3. Development list tradition
4. Social Reconstruction tradition

Vision of teacher education: Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of:

- Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest
- An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the

changing societal needs and personal needs of learners.

- Understand the way learning occurs, possible ways of creating conductive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- View knowledge generation as a continuously evolving process of reflective learning.
- View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teachinglearning and personal experience.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyze the curricular framework, policy implications and texts. Have a sound knowledge base and basic proficiency in language.

The objectives of teacher education would therefore be to:

- Provide opportunities to observe and engage with children
- Provide opportunities for self-learning, reflection, assimilation and articulation of new ideas.
- Developing capacities for self-directed learning and the ability to think, be self-critical and to work in groups.
- Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions).
- Developing the ability for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

EMERGING TRENDS IN TEACHER EDUCATION

1. Impact of National Policies : Two major developments in the recent years form the background to the present reform in teacher education are

- The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008.
- The National Curriculum Framework for school education, 2005.

  The Act mandates a schedule for the functioning of schools which includes a teacher student ratio of 1:30 till a student population of 200 students at the primary stage. This would increase the demand for qualified elementary school teachers many times.

2. Developments in School education: According to Government estimates (Selected Educational Statistics- 2004-2005 – Ministry of Human Resource Development, New Delhi) while 82% of the 20 crore children of the 5-14 age group were in school as per enrolment figures, it is equally true that 50% of these children are dropping out before completing class 8 (MHRD Annual Report 2007-08).However, increasing privatization and differentiation of the schooling system have vitiated drastically the right to quality education for all children that demands quality teachers.

3. Changing Role of the Teacher : The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge.

Teachers have to increasingly play the role of crucial mediating agents.

4. Challenges in Teacher Education : With increasing school enrolments and the launch of Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there is a natural increase in the demand for teachers.

Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country. From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 swelled to 14,523 courses in 12,200 institutions with an intake of 10,73,661 at different levels.

This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile. Teacher education as a whole needs urgent and comprehensive reform.

5. Research and Innovation : There is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of motivation has been given to research. Many teacher educators are encouraged to take up either major or minor research projects.

6. Inclusive Education : There are two kinds of exclusion prevalent in schools; one is the exclusion of the child with disabilities and the second is the social exclusion of children who come from socially and economically deprived backgrounds. There is a dire need to equip teachers to overcome their biases in these regards and positively handle these challenges.

7. Perspectives for equitable and sustainable development : In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all, and that respect and value work. Education has a crucial role to play in promoting values of peace based on equal respect of self and others.

8. Role of Community knowledge in education : It is important for the development of concepts in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge. The NCF 2005 promotes the inclusion of locally relevant content in the curriculum as well as pedagogy.

9. ICT in Schools and e-learning : With the advent of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. Teacher education has been structured to orient and sensitize the teacher to distinguish between developmentally appropriate and detrimental uses of ICT.

CONCLUSION

In view of the above discussion the newly visualized Teacher education program as put forth by NCERT is as follows; Newly visualized Teacher Education Program Emphasizes

learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction. Therefore the present scenario of teacher education is better understood through the below table.

From	To
Teacher centric stable designs	Learner centric flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates support and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context the class room
Knowledge as "given" and fixed	Knowledge as it evolves and created
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure
Appraisal, short, few	Diverse, continuous

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RESEARCH BASED EDUCATION: NEED OF THE HOUR

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ABSTRACT

Education is an important virtue of human life which leads an individual's life towards enlightenment. We cannot imagine our life without Education. It is Education which makes a human being able to lead his/her life logically and precisely. Today's Education system is more of theoretical rather than Research based. Research based Education not only helps to think logically but also makes a human being rational person. Through Research based Education a nation can better know about its needs and set up its priorities. Research based Education is the need of the hour. To make a nation developed and enlighten Education has to be Research based. The present paper intends to throw light how important is Research based Education in the present time and how it can help to improve the quality of education. The researcher also wants to highlight the advantages of Research based Education for teachers, students and the whole nation.

Key Words: Research, Education

INTRODUCTION

Education is the process through which one person facilitates learning; acquire skills, knowledge, values etc. Education makes a person capable of taking logical and rational decisions. Education leads human's life form darkness to light. It is education which differentiates human being from animals. A person can utilize its full potential with the help of education only. Education develops self confidence and helps to develop overall personality of human being. Education plays an important role in everybody's life. Education is a tool through which a person and a nation can succeed. It enables a person to be at their best. Education is required for becoming a responsible and active citizen of a country. A nation cannot progress if its citizens do not get proper and good education. But merely getting education is not enough for a person until it is research based. Research based education is very important for an individual as well as for a nation.

Research is an in-depth investigation or study to find new facts, find details or establish novel conclusions. It is used to prove the old facts, establish new knowledge, solve different problems, support the existing theories etc. Research is a way through which a person can get true and correct solutions or establishes new theories. Research makes a person inquisitive and helps him/her to be more effective in whatever he/she does. Hence through research a person collects information systematically, gather the data about it, analysis it and then establishes any fact.

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MEANING OF RESEARCH BASED EDUCATION

Education means getting information, knowledge, learning etc. whereas Research means a systematic enquiry to get valid and true information. Research based Education means getting information which is thoroughly researched, has reason and logic behind it. Research in education provides evaluation of different aspects of education, which includes student learning, teaching methods, teaching training, classroom interaction etc. Research based Education will help to improve teaching learning process, student-teacher interaction and student-teacher relationship. It will also enhance the outcome of education and will lead to better achievement of educational goals. If education will be based on thorough research it will definitely provide better results as compare to the previous times. It will help to establish actual goals for the education.

NEED OF RESEARCH BASED EDUCATION

Research based Education can help to develop the quality of education and thus will provide better outcome. The following are the need of Research based Education:

- It improves the quality of teaching as teachers will be able to link the knowledge with the practical life and will be able to achieve the goals in an improved way.
- The students will gain more confidence, will get motivation and hence improve their achievements.
- Education which is research based will provide satisfaction to the teachers as well as the students.
- Research based education will attract foreign practitioner which may add to the advancement and betterment of education.
- The students and the teacher can utilize their caliber to the best and thus will get happiness.

SIGNIFICANCE OF THE STUDY

Today's world which is changing with every day passing needs individuals who are inquisitive as well as active. Inquisitiveness will come only if education is relevant for the present time and this can be done with thorough research. Research in education will lead to the path which will be more enlightened. In today's world Research based education is the need of the hour to make people more able and competent to achieve personal as well as collective aims.

OBJECTIVE

The major objective of the study is to highlight the importance of Research based Education in present scenario.

ADVANTAGES OF RESEARCH BASED EDUCATION FOR TEACHERS

Teachers are considered to be the most important pillar in education. Teachers are the persons who provide knowledge to the students and help them to become a better and responsible citizen. Research based Education can help a teacher in the following ways:

- Teachers will be able of utilize their maximum potential.
- It will provide them internal satisfaction.
- They will be able to give relevant and true knowledge to the students.

- Teachers will be able to link the classroom learning with the real life.
- Teaching quality will be improved with the help of Research based Education.
- Teachers will be able to set real educational goals for the students and themselves.

ADVANTAGES OF RESEARCH BASED EDUCATION FOR STUDENTS

Students are assets for any nation. A state can truly become developed only if its students are well educated and accountable. This is possible through if education is research based which can create interest among the students. The education which is only theoretical will not create any curiosity among the students and thus merely will be for the sake of degree or qualification. For the following reasons Research based Education is essential for the Students:

- Student will improve their learning experiences.
- They will be able to establish a relationship between their learning and the existing world.
- It will help them to improve their overall personality.
- They will serve their nation in healthier way.
- They will be able to achieve the realistic goals of education.
- Quality of education will improve

ADVANTAGES OF RESEARCH BASED EDUCATION FOR A NATION

A nation can progress on the right path only if the education system of particular nation is research based. It helps in the nation building and improves the quality of life. The following are the advantages of Research based Education for a Nation:

- Nation's citizens can make use of their potential to maximum level.
- It will lead the nation from dusk to brightness.
- Citizens will be satisfied with the education system which in return will promote the progress to the nation.
- All the citizens will help in nation building.

QUALITY OF EDUCATION WILL IMPROVE THROUGH RESEARCH BASED EDUCATION

As the students and teachers will be able to channelize their maximum strength towards the achievement of educational goals, will be able to link the education with the real life and take concern in the education, it will lead in improvement in quality of education. Research will provide actual and real experiences to the students and teachers. They will enthusiastically take part in any educational stream and thus will provide their services. Since education will be based on thorough research it will give real satisfaction to the educational practitioners. Continuous research will add new knowledge in the existing knowledge which will make it valid. Constant research will advance the quality of education according to the changing needs of the time.

SUGGESTIONS

The following points can be kept in mind before implementing any Educational Plan:

- Before making any educational plan a survey should be done to know the present needs and resources.
- A thorough research should be done according to the needs of time.
- Priorities should be given to the utmost need.

- Research should be based on facts and resources available.
- Then an educational plan can be properly made and can be implemented.

CONCLUSION

Education is the important pillar of democracy. Without education a nation cannot imagine its progress. But education which is given only for the sake of education will not provide any fruitful result. It is only Research based Education which will give results as set by the nation or a person. Education based on thorough research not only provides fruitful results but also guide a nation towards the developed path. Any educational plan before its implementation should be thoroughly researched and should be given utmost importance. If a nation wants to develop in all spheres it is essential for that nation to make educational planning on basis of in-depth research.

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WHAT IS PLAGIARISM AND HOW TO AVOID IT

Ms. Sunil Kumar

ABSTRACT

Plagiarism is a serious academic offence. Plagiarism is one of the most up to date problems in academic writing and educational projects now days. Students more often use the web as a source of information, not stating on purpose original authors. Plagiarism creates not only a mistreatment of copyrights, but also narrow ability of students of creative and independent thinking. Plagiarism is the lazy students dream, and the hard workers nightmares. This research paper includes the most common ways of plagiarism and what plagiarism means as a phenomenon in today's academic society. It will also state most effective ways of recognizing and fitting it.

Keywords: Higher Education, Plagiarism, Research, Internet.

INTRODUCTION

Plagiarism is theft and is illegal. Taking other people works and gaining credit. It is against the educational standards. This is especially seen during educational projects where students go to the net and get fully done projects and present them for grades. Plagiarism and its effects first came into the picture in the 18th century in Europe. This was in the effort to protect works of other people and promote originality. The idea was brought up by Romantic movements in the aim of protecting their works. They used to create and write literary and artistic works. It was a wise idea to protect their works from being used by others people as their own original works.

According to the most leading authorities, including the office of research integrity, plagiarism includes both the theft or misrepresentation of intellectual property and the substantial unattributed textual coping of another work. Plagiarism is a concept that seems to becoming more prevalent in today's society, particularly within in the area of Higher Education where a great deal of research has been completed and published. Because of the increased demands that are placed on students, some authorites cite access to the internet as one of the chief reasons for such growth in plagiarism.

Plagiarism is unethical; however there is a thick line that divides writers, publishers and other should appropriately deal with the problems. Without any doubt, however, the difference between plagiarism in journalism is very different from the world of academics, the writer is usually stealing another's bread and butter; in journalism, where plagiarism is more convenient, the people soon forget and the damage control continues to modify the employees education as needed.

Logue et.al (2004) examined the issue of plagiarism by nursing students and academics in

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British universities and highlighted how electronic developments such as the internet and word processing have made it easier. It describes how some websites support plagiarism and how, for a price, a qualification up to and including higher degree level may be gained without the recipient of the award having to do any coursework.

TRUE AND QUALITY USE OF ACADEMIC RESEARCH

Many students even some that have been successful during their scholastic careers, misunderstand the true purpose of writing a custom research paper. Research paper are not assigned for a student to demonstrate his or her talent in collecting facts that others have already presented as their own. Rather, the purpose of writing a good research paper is to prove one's ability to come to his or her own conclusions after analyzing and evaluating information. Professors are looking for fresh, original thought from their students and that is exactly what we will provide.

FORMS OF PLAGIARISM:-

COMPLETE PLAGIARISM

This is the most obvious case: a student submits, as his or her own work, an essay that has been written by someone else. Usually the original source is a published journal article or book chapter. The use of unpublished work, including the work of another student, is just as serious. In such cases, plagiarism cannot be "avoided" by paraphrasing the original or acknowledging its use in footnotes. The work is the property of another author and should not be used.

NEAR-COMPLETE PLAGIARISM

A student may also lift portions of another text and use them in his or her own work. For example, a student might add her or his own conclusions or introduction to an essay. Or a student might scatter his or her own comments through a text taken substantially from another source. These practices are unacceptable. Even with some attribution, the bulk of the work has been done by another.

PATCHWORK PLAGIARISM

In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and "stitch" them together into an essay. These situations often seem difficult to assess. Most essays, after all, are attempts to bring together a range of sources and arguments. But the line between plagiarism and original work is not difficult to draw.

LAZY PLAGIARISM

Lazy plagiarism crops up in many student essays, and is usually the result of sloppy note-taking or research shortcuts:

- Inadvertent use of another's language, usually when the student fails to distinguish between direct quotes and general observations when taking notes. In such cases, the presence of a footnote does not excuse the use of another's language without quotation marks.
- Use of footnotes or material quoted in other sources as if they were the results of your research.
- Sloppy or inadequate footnoting which leaves out sources or page references.

SELF PLAGIARISM

The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose. This is not intended to discourage students from pursuing specific interests. If you want to use a previously completed essay as a starting point for new research, you should receive the instructor's approval and provide her or him with a copy of the original essay. If you want to use substantially similar essays to satisfy the requirements of two related courses, you should get approval from all the instructors concerned.

WAYS TO AVOID PLAGIARISM

1. **Paraphrase:** You have found information that is perfect for your research paper. Read it and put into your own words. Make sure that you do not copy verbatim more than two words in a row from the text you have found. If you do not use more than two words together, you will have to use quotation marks. We will get into quoting properly soon.
2. **Cite:** Citing is one of the effective ways to avoid plagiarism. Follow the document formatting guidelines (i.e. APA, MLA, Chicago etc.) used by your educational institute or the institution that issued the research request. This usually entails the addition of the author and the date of the publication or similar information. Citing is really that simple. Not citing properly can constitute plagiarism.
3. **Quoting:** When quoting a source, use the quote exactly the way it appears. No one wants to be misquoted. Most institute of higher learning frown on “block quotes” or quotes of 40 words or more. A scholar should be able to effectively paraphrase most material. This process takes time, but the efforts pay off. Quoting must be done correctly to avoid plagiarism allegations.
4. **Citing Quotes:** Citing a quote can be different than citing paraphrased material. This practice usually involves the addition of a page number, or a paragraph number in the case of web content.
5. **Citing your own material:** If some of the material you are using for your research paper was used by you in your current class, a previous one, or anywhere else you must cite yourself. Treat the text the same as you would if someone else wrote it. It may sound odd, but using material you have used before is called self-plagiarism, and it is not acceptable.
6. **Referencing:** One of the most important ways to avoid plagiarism is including a reference page or page of works cited at the end of your research paper. Again, this page must meet the document formatting guidelines used by the your educational institution. This information is very specific and includes the author, date of publication, title, and source. Follow the direction for this page carefully. You will want to get the reference right.

CONCLUSION

It is important to understand that plagiarism is the problem of the personal morale of each person, because by its definition it is a willful action of the plagiarist. Be sure to edit your research paper carefully and check for plagiarism. The steps above are essential for

research paper writing. Using plagiarism checker service such as write check is a great way to assess your paraphrasing and other anti plagiarism skills. Do not take the chance of not checking your research paper.

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ACTION RESEARCH: A TOOL FOR PRACTITIONERS

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ABSTRACT

As teacher educators, we need to hold practitioner (action) research of our own classroom practice. Such research serves to improve our practice, inform the teaching profession, and serve as model for future teachers to become practitioner researchers in support of their efforts to meet the learning needs of the students with whom they work as well as have a voice in policy decisions that impact their professional lives. Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices; it is a viable and truthful endeavour for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools.

Keywords: Action Research, Practitioners

INTRODUCTION

In our present educational climate of common core standards and increased pressure on teachers to ensure that students pass standardized tests, teacher- educators face hard questions about how best to make beginning teachers as well as to sustain practicing teachers. What do teachers really need to know? What is the best way to support the sustained development of teacher knowledge? How do we prepare teachers to meet the needs of the varied learners with whom they will work? There is much discussion about teacher preparation options, including multiple routes into teaching, school- based placement programs, and calls for more attention to clinical practice. A number of teacher educators have written about the need for teacher research as part of teacher preparation (Graham &Ross, 1999; Kosnick, 2000; Monroe, Gali, Swope, & Perreira, 2007). This research recognizes that teachers are exclusively positioned to offer an insider's view that "makes evident the way that students and teachers together construct knowledge and curriculum" (Cochran & Lytle, 1993, p. 43).

The terms teacher research and action research are often used as synonyms. Stenhouse (1975) defines teacher research as "a self- reflexive process that is orderly, critical investigation made public" (Feldman, 1998, p. 28). Action research is the name given to an increasingly popular drive in educational research. It encourages a teacher to be thoughtful of his own practice in order to enhance self- reflective inquiry that is now being used in school based curriculum development, professional development, school development schemes, and so on, and as such, it actively involves teachers as participants in their own educational process. (McNiff, 1986, p.1). Action research is a type of applied

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research in which the researcher is enthusiastically involved in the cause for which the research is conducted.

Simms (2013) defines action research as a "process that uses collaboration and joint problem solving to change organizations and environments" (p. 2) and goes on to describe action research as having "political, communal, collaborative, situated, self- reflective, and risk- taking features" (p. 2).

Thus, action research is a well-ordered process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to support the "actor" in improving and/or refining his or her actions.

WHAT IS THE LINK BETWEEN ACTION RESEARCH AND TEACHER RESEARCH?

Action research, as Lewin (1948) coined it, is research in which experts, and often an outsider researcher, collaborate in research designed to address pressing educational problems. One of the important facets of action research is that action researchers work together with the people they are studying. One of the principles of action research is to "apprise and allow people to work together to produce some beneficial change" (Berg, 2001, p. 184).

For some educational researchers, there is a difference between action research and teacher research with respect to method. Action research, in its strict sense, refers to research that uses a cyclic, action- reflection model to explore and challenge to make change in an association (Noffke&Somekh, 2009). It has also been linked to professional development; it can "empower teachers to inspect their own beliefs, explore their own understandings of practice, stand-in critical reflection, and develop decision making capabilities that would improve their teaching and help them assume control over their respective situation.

THE ACTION RESEARCH PROCESS

Educational action research can be engaged in by a single teacher, by a cluster of colleagues who share a curiosity in a common problem, or by the entire faculty of a school. Whatever the situation, action research always involves the same seven-step process. These seven steps, which become an never-ending cycle for the inquisitive teacher, are the following:

1. **Selecting a focus:** The action research process begins with thoughtful reflection directed toward identifying a topic or topics earnest of a busy teacher's time. Considering the far-fetched demands on today's classroom teachers, no activity is worth doing unless it promises to make the vital part of a teacher's work more fruitful and satisfying. Thus, selecting a focus, the first step in the process, is really important. Selecting a target begins with the teacher researcher or the team of action researchers asking:

What element(s) of our practice or what aspect of student learning do we wish to investigate?

2. **Clarifying theories:** The second step involves identifying the values, beliefs, and theoretical viewpoints the scholars hold relating to their focus. For example, if teachers are concerned about increasing responsible classroom behavior, it will be

helpful for them to begin by clarifying which methodusing punishments and rewards, allowing students to experience the natural consequences of their activities, or some other strategy they feel will work best in helping students acquire responsible classroom behavior habits.

3. **Identifying research questions:** Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been elucidated, the next step is to generate a set of personally meaningful research questions to guide the inquiry.
4. **Collecting data:**Professional educators always want their instructional decisions to be based on the best possible data. Action researchers can achieve this by making sure that the data used to justify their actions are *valid* (meaning the information represents what the researchers say it does) and *reliable* (meaning the researchers are poised about the accuracy of their data). Lastly, before data are used to make teaching decisions, teachers must be self-assured that the lessons drawn from the data line up with any unique characteristics of their classroom or school.
5. **Analysing the data:** Although data analysis often brings to mind the use of complex statistical calculations, this is seldom the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner classify the trends and patterns in action research data.
6. **Reporting the results:** It is often said that teaching is a lonely effort. It is particularly sad that so many teachers are left alone in their classrooms to reinvent the wheel on a daily basis. The loneliness of teaching is ill-fated not only because of its inadequacy, but also because when dealing with complex problems the wisdom of several minds is inevitably better than one. Regardless of which venue or technique educators select for writing on research, the simple knowledge that they are making a involvement to a cooperative knowledge base regarding teaching and learning regularly proves to be among the most rewarding aspects of this work
7. **Taking informed action:** Taking informed action, or "action planning," the last step in the action research process, is very conversant to most teachers. When teachers write lesson plans or develop academic programs, they are involved in the action planning process. What makes action planning particularly considerable for the teacher researcher is that with each piece of information uncovered (about teaching or student learning) the educator will feel greater confidence in the perception of the next steps.

THREE PURPOSES FOR ACTION RESEARCH

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common apprehension, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

- **Building the reflective practitioner:** When individual teachers make a personal pledge to systematically collect data on their work, they are embarking on a process that will foster continuous growth and development.

- **Making progress on schoolwide priorities:** Focusing the combined time, energy, and creativity of a group of committed professionals on a single educational issue will inevitably lead to program enhancements, as well as to the school becoming a "center of excellence."
- **Building professional cultures:**School faculties who wish to transform themselves into "communities of learners" often authorize teams of colleagues who share a desire about one aspect of teaching and learning to conduct investigations into that area of interest and then share what they've learned with the rest of the school community.

WHY ACTION RESEARCH NOW?

If ever there were a time and a strategy that were right for each other, the time is now and the approach is action research! This is true for many reasons, with none more important than the need to accomplish the following:

- Professionalize teaching
- Augment the motivation and efficacy of a weary faculty
- Meet the needs of an increasingly varied student body
- Achieve success with "standards-based" reforms.

CONCLUSION

Action research is a rather simple set of ideas and techniques that can introduce you to the power of orderly reflection on your practice. Our basic assumption is that you have within you the power to meet all the challenges of the teaching profession. Furthermore, you can meet these encounters without wearing yourself down to a nub.

The secret of success in the profession of teaching is to continually grow and learn. Action research is a way for you to last to grow and learn by making use of your own involvements. The only theories involved are the ideas that you already use to make sense of your experience. Action research literally starts where you are and will take you as far as you want to go.

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ACTION RESEARCH –A TOOL FOR PRACTITIONERS

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ABSTRACT

During the last 60 years the American educationists discover the new type of research named action research. The obvious reason of the origin of the research is the rapid progress of education. In modern times, greater intellect is liked in order to adjust in the complex and dynamic society. In such a dynamic nature of education several burning problems arise in day to day life of the persons engaged in educational programme (Kothari, 2007). It was therefore; felt that some measures should be taken out to get immediate results of the problems. In this way Action research was an attempt to bring out change and development at a rapid speed.

Keywords: Action Research, Practitioners

ACTION RESEARCH- THE CONCEPT

Action research is one of the term that we here quite often in today's educational circles. Kurt Lewin a social psychologist and educator, whose work on action research was developed throughou 1940s in the United States and he introduced the idea of action research in1945. Corey (1949) at Teachers College at Columbia University was among the first to use action research in the field of education.

Action Reasearch may be defined as 'The process by which the practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions ,is what a number of people have called action research' (Stephen M.Corey,1949).Action research is a research which will primarily be conducted on the immediately available small group to solve the immediately available small group in order to solve the immediate problem for the same group. Action research is undertaken by educational practitioners because they believe that by doing so they can make better decisions and engage in better actions. Like research of any kind, it involves the application of the steps of the scientific methods to find out the solutions of the classroom problems. It is a procedure which tries to keep problem solving in close touch with reality at every stage.

Action research is focussed on immediate application and not on the development of theory or generalization of applications. It has placed its emphasis on a problem here and now in a local setting. Its findings are to be evaluated in terms of local applicability not universal validity. Its purpose is to improve school practices; to combine the research process, habits of thinking , ability to work harmoniously with others and professional

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spirit, for example a teacher conducts action research to improve his own teaching. A school administrator conducts action research to improve his administrative behavior.

It is, thus a collaborative activity among colleagues to examine their own educational practice systematically and carefully using the techniques of research. It is based on the following assumptions:

- Teachers /Educational administrators work best for the problems they have identified for themselves.
- Teachers /Educational administrators become more effective when encouraged to examine and access their own work and then consider ways of working differently.
- Teachers /Educational administrators help each other by working collaboratively.
- Working with colleagues helps teachers /Educational administrators in their professional development (Watts,1985). It is only action research, which facilitates the teachers as well as the students to determine the cause –effect relationship of any educational activity which they have taken as problem. In this learning situation ,both teachers and students ensure their active participation therefore it definitely bring the quality of education (Mishra and Pattnaik,2008)

VARIETIES OF ACTION RESEARCH

- Diagonostic Action research is designed to lead the action .It only diagnose the p-roblems. It is concerned with the general problems.
- Participant Action research emphasize that the pupils who have to take action must be involved in the research process from the very beginning. It is a kind of group cooperative venture.
- Empirical Action Research involves doing something and keeping record of what is done and what is happening.
- Experimental Action Research is controlled on the relative effectiveness of various action techniques.

ACTION RESEARCH –AS A TOOL FOR PRACTITIONERS

It cannot be denied that action research is very important for our schools because we may bring many desirable reforms in our school system through it. By action research we may make our schools more progressive and dynamic. Through it the outlook of the practitioners will becomes more objective. It will also be of great help in determining the kinds of changes that should be introduced in the curricular and co curricular activities, in view of the changing conditions of the society. In spite of this the following are the main points of its usefulness for the practitioners in education:

- Self initiative improvement is usually more significant and more lasting than improvement introduced by outer agency.
- Improvement based on carefully planned research is more likely to be successful than improvement in tution or inspiration or authority.
- Research done by persons on the job is more likely to produce results that are practical and realistic than research done elsewhere.
- Involvement by practitioner in research and the application of the results is more likely to produce desirable changes in the human being who participate in it than

involvement only in using new practices based on other pupil researcher.

- Action research contributes a lot not only in bringing necessary modifications in the working of the school system, but also to motivate the practitioners to improve the processes and developing scientific and experimental attitude . Moreover its purpose is not to follow any defective methods and not to wait for anybody to find out the solution.
- Action research is a tool in the hands of practitioners for improving the curriculum, our school administration, methods of teaching and teacher taught relationships. Project Method, Kindergarten method and Montessori systems are the result of action research in education.

The scope of action research is extended in two respects:

- It requires something precisely and intended some skills of a teacher, the educator, administrator or any person engaged in the educational programme.
- In it all the problems regarding teaching, examination, curriculum, administration, finance etc. will be examined.

PHASES OF ACTION RESEARCH

There are four phases of Action Research:-

Planning - When problems arise, teacher discuss with the students and then make a planning of those problems. Here he defines the problem, operation, delimitations of the problem, studies the previous researches in that field and form the hypotheses.

Acting- In accordance with the stated problem as above ,teacher works like a researcher. He studies the situation and collects the required data and informations from his students in question.

Observing- After collecting the informations the practitioners observes the problem and how students react in the situation, knowing the practical solution, takes decisions properly as the remedial measure for the problem.

Reflecting-When strategies or measures are taken on the basis of activities by the teacher and students to solve the problem are called reflecting.

CONCLUSION

Thus we can say that action research is certainly to be encouraged (Best and Khan,2003; Sankhala,2007). Participation by the teacher in the solution of their problems is to be encouraged. Action research has lead to the solutions of many classroom problems, and it has contributed to the advancement of education as a science by providing tentative hypothesis and tentative generalization of immediate practicability. It also raises the professional caliber of the participants.

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EMERGING TRENDS IN TEACHER EDUCATION

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ABSTRACT

Teachers' education is in the transition phase because of the rapid change in technology and students' changing values. There is a visible gap between how students live and how they learn. Hence, the concept of technological interface is missing in teachers' education in most part of the world. This is tailored towards bridging the gap between modern teaching methodologies and existing traditional teaching methodology. A quality teacher's education program is rational and streamlined to address some specific pedagogical issues. Basically, it elucidates the idea about what good teaching is all about and then how it organizes course work and all practical experiences around it. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Key words: Teachers' Education, Developing Countries, Trends, Teacher Education

INTRODUCTION

There have been changes in the perceptions of education in recent years - and this has been partially due to the new flows of information and teacher resources which can be found in the form of the Internet. Because of how our financial situation is brittle and because of how there are challenges which remain in our society, there have been arguments regarding whether or not teaching should be professionalized - and whether or not this is good value for money. Those who commentate in the world of education now believe that you need to have so much more if you are going to be an effective teacher. Teaching your lessons is no longer enough because of how those who spend time in a classroom with students are expected to look out for a number of different things - including a depressive or negative personality in one of the students, or even signs of

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abuse in some severe circumstances. Being open and informal from time to time can actually add to your professionalism.

According to NCTE (1998) teacher is the most important element in any educational program. He plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education.

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. Today there are new expectations for education where the focus is on having teachers - be futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners and their peers. The key role of educational institutions is reflected in a variety of initiatives taken to transform the nature and function of education-both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.

IMPROVING TEACHERS' SKILL BY DOING RESEARCH

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, particularly Classroom Action Research.

In its broadest sense, research is itself helpful when a teacher is trying to introduce concepts to students. Teachers who do their own research on the topics they teach, instead of depending on textbooks, can gain a much better understanding of those topics. As a result, they can be more effective in sharing the knowledge with students. Classroom Action Research is truly helpful for teachers to find out what the students need. But more importantly, it is a tool for them to identify what they themselves need to improve on when it comes to their teaching skills. This identification is the first step towards better teaching, and consequently, a better quality of education

E-LEARNING

Information technology has long past dawned, and knowledge of it is now considered almost as a basic necessity. It is no wonder then that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Teachers giving out electronic quizzes are hardly new

today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared on the spot. More communication channels are opened up than ever before. Some classes even utilize social networks for communications, as evident in online groups and forums. There are also more substantial school activities done over the internet. For instance, absentee teachers may create online tutorials for students, so they would not have to miss a learning session. Some major projects also require the use of online journals and blogs for documentation and the like. There are even those that experiment with the creation and maintenance of websites for the exclusive use of the class. In the end, that's what every bit of educational evolution boils down to: a journey towards the best quality of education possible for the younger generation.

IMPROVING CRITICAL THINKING SKILLS

Critical thinking is remount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans hey use in their classrooms. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Check out the following tips for improving critical thinking in students.

1. **Deep analysis** - Take something that students see often and take for granted, and have them analyze it more deeply. For example, if a class says the pledge of allegiance every morning, one day have them spend some time answering some questions about what it means and why we say it.
2. **Evaluation** - Give the students a concept and allow them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel to the logic of an argument. This can even be done in a group if it is too difficult for the students to come up with several reasons on their own.
3. **Synthesis** - give students two or more articles on a topic, and have them put the information together in a summary. This exercise forces students to truly comprehend the material in an article instead of simply memorizing it.
4. **Paraphrase** - give students a passage of a book or article and have them explain it in their own words. This is similar to synthesis in that it forces students to understand the passage rather than memorizing it.
5. **Debate** - give students a topic (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite. Make sure that there are some strict guidelines in order to avoid the degradation of the debate into a heated fight. These types of activities can be used in any classroom for any subject, and if used correctly can result in a higher level of thinking for our students, a lofty and worthy goal for any teacher.

GLOBAL EDUCATION

Global education aims to help pick up children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. It aims to make students who have this concept running through their curriculum more curious about life and about the various intricacies which are associated with it. It aims to allow those who are being taught to think about how their actions and how they live their lives has an impact on the world in a far bigger scale than they might have imagined beforehand. It is a different way of thinking for young people which could be used in their everyday lives, helping them to make sense of the different challenges which are faced in the world.

MULTICULTURAL EDUCATION

If anything, multicultural education has been needed because of how some0 teachers have been finding it difficult to relate the curriculum to the children they teach. This might be because in cities and towns, an educator is far more likely to teach larger levels of children who are from a multicultural background. Experts believe this type of education would be progressive, preventing young people from being made the victim of assumptions that can denote them as unprivileged just because they are ethnically diverse. In multicultural education, there can be more of an emphasis on diffusing any of the prejudice or misinformation that one student might have about their ethnically-diverse classmates. This can allow teachers and students to celebrate the diverse culture that India is based upon. Through being challenging and interesting in lesson plans, teachers can help students to grasp an understanding regarding culture.

CONCLUSION

Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self-motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

In adopting the emerging trends, first, faculty needs to learn about the teaching approaches that are emerging.Second, they should analyze critically the value and appropriateness of these trends with respect to their discipline, courses, students, teaching styles and classroom experiences. Finally, each individual must place emerging trends in context and balance with successful approaches that have worked over the years. Blending these approaches bit by bit will result in a recipe whose gourmet creation will whet the appetites of students. Teaching and learning are complex and as teachers, we must sample the many flavors- old and new and determine the ingredients and mixtures that best enhance learning (Cox 1995). Mentoring should be made compulsory for teachers in training.

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ENHANCING QUALITY OF RESEARCH

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ABSTRACT

The researches in education simply add to the bulk of stationary rather than to the fund of knowledge. Research findings largely remain within the covers of the thesis or journal and do not percolate into the system. Classrooms and functionaries at the grassroots level in turn remain starved of new ideas and also remain devoid of nutrition in the form of research inputs. Quality of research is the need of the hour. In the following paper various trends and need to control quality of research has been discussed.

Key words : Quality, Research

INTRODUCTION

Recently while speaking on the convocation ceremony at OP Jindal Global University, Sonepat , President Sh. Pranab Mukherjee expressed his concerned over the quality of higher education setup in India as not even a single university is included in the list of top 200 Universities of the world as per ranking of the universities. Sh. Shashi Tharoor, Minister of State for Human Resource Development in a statement observes that: no Indian University is ranked amongst the top hundred universities in the world, which is due to the lack of promotion of research and innovations in Indian colleges and universities. The ranking agencies globally give great importance to Research and Development in educational institutions.

It is an open secret that majority of the researches in education simply add to the bulk of stationary rather than to the fund of knowledge. Research findings largely remain within the covers of the thesis or journal and do not percolate into the system. Classrooms and functionaries at the grassroots level in turn remain starved of new ideas and also remain devoid of nutrition in the form of research inputs. Research findings, due to lack of authenticity remain unacceptable and most of the time the real users cannot decipher the action points due to research jargons being incomprehensible to them. Thus, the very purpose of conducting research gets defeated. The system can ill afford to continue with such unproductive, unusable and unauthentic researches.

TRENDS AND CONCERNS

1. **Quality Research**: Research reports prepared in universities at M.Ed. and Ph. D. level reveal a trend towards research using self made or adopted or translated tools and even tools of foreign origins without ascertaining their validity or reliability or compatibility with the sample or culture. Moreover, data collection and data analysis

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lack the expected seriousness and rigor. Research problems are generated by using catchy words to make them instantly acceptable by the system. Consequently no real problem is addressed to. Same problems are researched again and again using information already available. The users term the results as unreliable, biased, cooked or in most cases find them to reiterate the known facts. Research results need to be customized and presented in action form for policy makers, administrators and implementers.

2. **Stress on getting degree only**: Another discernible trend is towards early finishing and getting a degree by any means. Enhancing knowledge or putting one's best to discover the truth is hardly the objective. As a result, research is being directed towards selfish goals and not for the sake of bringing in improvement in education.
3. **Immediate application of results**: Another trend in educational research in universities is towards encouraging applied, need based researches that help in immediate application of results. As regards research areas it is observed that government priority to certain programmes attracts most researchers or research organizations.
4. Private institutes and universities do not follow a minimum standard to give doctoral degrees.

NEED OF QUALITY RESEARCH

A worthwhile research may go to formulate a new and important problem for investigation. Alternatively it may arrive at a new and better solution to an existing problem or the researcher may also develop a constructive way of challenging existing expectations. As a matter of fact, if a research fails to challenge; it fails to provoke change. In other words, research to be worthwhile should not reinforce prejudices and encourage complacency rather it should dare to challenge any significant theory, policy or practice. Research in education is no longer a purely knowledge seeking activity. Also it is not directed to find solutions to burning issues in contemporary educational scene.

Undoubtedly, there are number of researches undertaken but research finding have generated skeptism concerning their quality and applicability.

- Training for educational research at different levels needs to be strengthened.
- Financial and other incentives need to be woven in to the system for research supervisors so that they may take the task more seriously.
- Orientation programmes and refresher courses regarding educational research in the universities and other research organizations, strict screening of research scholars, scrutiny of research reports by a team specially constituted and research based interventions are some other measures in this context.
- High Tech Libraries- Our university libraries have a very good collection of books, but they are all in mess. Our universities should be well equipped with excellent research material for the sake of quality education. Libraries should be fully equipped with the latest books, journals and periodicals. A library must make available high quality e-text books, e- reference books, e-research papers and e-content in different languages free of cost to genuine learners.

- Professionally Dedicated Faculty- Lack of focus on R&D is undoubtedly one of the most important causes of insufficient achievement levels in India. Faculty members need to manage time as they have several other responsibilities and commitments to accomplish.
- Regular Monitoring and Evaluation- There should be regular monitoring and evaluation of teaching and research in the universities and other institutions of higher learning. A monitoring and evaluation (M&E) unit should be set up at State level preferably attached to chancellor's office; and for its effective functioning, a statistical cell should be set up in each university in the state, under the overall supervision of the M&E Unit.
- Innovative Research Practices- The new technologies offer vast opportunities for progress in all walks of life. Though efforts are required to improve the country's innovative practices, yet the effort should be to build on the existing strengths in light of new understanding of the research innovation- growth linkage. Teachers should be encouraged to attend various conventions, conferences, seminars, workshops in their disciplines to enhance their knowledge about the subject.
- To mobilize resources: Effective measures are vast important to mobilize resources for higher education. Knowledge, which is at the heart of higher education, is an important resource for individual progress. There should be to enhance infrastructural facilities to utilize the output of research for the development of the nation and society.
- Role of Stakeholders: The role of stakeholders and various agencies is most important in improving the quality of the higher education system. For example, the role of UGC and ministry of HRD play an important role in developing a relationship between the universities. The involvement of institutions of higher education in research activities must be ensured by the government providing funds.
- International Cooperation: Government should encourage foreign universities to come to India to set up independent operations or collaborate with existing Indian institutions. Universities in India have been a primarily conduct for the advancement and transmission of knowledge through traditional functions such as research innovation, teaching, human resource development, and continuing education. The much importance today is attached to International cooperation. Intellectual Property Rights (IPR) norms for international research collaborations with Indian and foreign institutions as well as university achievements need to be developed.

CONCLUSION

At present, we are moving towards problem- focused teaching and research. The proper environment for research is not yet available in India. Creating a conductive environment is needed for growth and utilization of research. For enhancing the quality of research there is a need for latest technology, skilled and trained manpower, institutional capacity, international standard and adequate financial support which should be provided by the government and various other agencies. Opportunities should be provided by various universities to the young and innovative minds to explore the world through research. By

improving the quality of research we can achieve excellence in higher education.

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PLAGIARISM: A SERIOUS CHEATING IN RESEARCH

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ABSTRACT

Plagiarism is a serious breach of academic integrity in that it detracts from the value of original and honest scholarly work. While there has been an explosion of interest and research on this topic, by and large the focus has been on students plagiarising in assessment. Recent research has demonstrated that plagiarism is a complex issue, with many stakeholder groups requiring much more induction, information, training, and support to ensure that they have the necessary understanding and skills to fulfil their academic responsibilities. Educational institutions therefore need to recognise that addressing plagiarism requires a holistic and multi-stakeholder approach which aims to foster a scholarly community based on shared understandings and practices of academic integrity.

Key words : Plagiarism, Research

INTRODUCTION

Plagiarism is a form of serious cheating. It is a dishonesty to claim that somebody's ideas or words are yours. Plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended. Plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original material without acknowledging its source.

Plagiarism is a species of intellectual fraud. It consists of unauthorized copying that the copier claims (whether explicitly or implicitly, and whether deliberately or carelessly) is original with him and the claim causes the copier's audience to behave otherwise than it knew the truth.

Belter & DuPre (2009): “One or more passages that was word-for-word the same as another source without appropriate citation and quotation marks.”

Colnerud & Rosander (2009): “Using parts, or the whole, of a text written by another person without acknowledgement; submitting the same paper or parts of it, for credit in more than one course, falsification of information.”

So Plagiarism is an act of presenting someone else's words or ideas as your own, even if you do so unintentionally. Plagiarism occurs any time the original source of information doesn't receive proper acknowledgement. It is a serious offense in both the academic world and the professional one. Plagiarism harms all parties involved in academic and professional world. The impacts of plagiarism can haunt people for the rest of their lives.

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TYPES OF PLAGIARIGM

There are different types of plagiarism and all are serious violations of academic honesty. Here has defined the most common types below and has provided links to examples as :

DIRECT PLAGIARISM

Direct plagiarism is the word-for-word transcription of a section of someone else's work, without attribution and without quotation marks.

SELF PLAGIARISM

Self-plagiarism occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from **all** professors involved. For example, it would be unacceptable to incorporate part of a term paper you wrote in high school into a paper assigned in a college course. Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from **both** professors.

MOSAIC PLAGIARISM

Mosaic Plagiarism occurs when a student borrows phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original.

ACCIDENTAL PLAGIARISM

Accidental plagiarism occurs when a person neglects to cite their sources, or misquotes their sources, or unintentionally paraphrases a source by using similar words, groups of words, and/or sentence structure without attribution. Students must learn how to cite their sources and to take careful and accurate notes when doing research.

REASONS OF PLAGIARISM

Understanding the reasons why students might plagiarise is the first step in developing effective strategies to reduce the incidence of plagiarism.

Ignorance - Many students are unclear about the precise nature of the activity known as plagiarism, with the result that they are liable to plagiarized in their assessed work without realizing that they have done so.

Lack of time - Where students leave the production of work to the last minute there can be a temptation to take shortcuts, such as cutting and pasting text from websites without attribution, to compensate for the

lack of preparation. 'Bunching' of assessments can also cause problems for even relatively organised students. Assessments that are designed to assess both the process as well as a final product will reduce the temptation, and indeed the opportunity, to take short cuts.

Improving marks - Students who do not have confidence in their own abilities can sometimes see plagiarism as a way of improving their work and, therefore, their marks. Students who feel under pressure to achieve consistently high marks may also view plagiarism as a means to an end.

'Irrelevant' courses - Students who perceived that a module was not directly relevant to their eventual qualification or employment prospects could be tempted to expend as little effort as possible on assignments set for the module. In this context, plagiarism can be seen as a mechanism for producing the required work with the least effort.

Disinterested' lecturers - Students who perceive that their lecturers' course materials and assignments are out-of-date or appear not to have been changed for years which suggest their own engagement with the subject is minimal may justify plagiarism as mirroring the effort expended by the lecturer.

Beating the system - Whatever the system in place a small number of students will attempt to 'beat the system'. Using detection software as an educational tool rather than a punitive measure, and impressing upon students that any detection software is part of a wider approach to the issue, should help to reduce these incidences of plagiarism.

Gilmore (2009) gives ten reason why students plagiarise.

1. Students become confused about the procedure and they unintentionally plagiarize.
2. Students delay and before long the assignment is due and they are behind with their work.
3. The student experiences pressure from the parents who want good grades and the can loose their privilidges if they don't pass.
4. Students try to avoid doing the assignment and they think that if they plagiarize they can get away with it.
5. Confusion about the assignment originates when a student does not understand the directions given in class, does not want to cite too many sources and the student is under the impression that the answers must be copied directly from the book.
6. Some cultures permit one person from using another persons work without giving credit for using that person work, it is called flattery. Some schools in other countries might not require a student to cite it sources and difficulty with language might lead to misunderstanding.
7. At school level if one child can cheat and get away with it then why can't another, teachers are not always observant to who is plagiarising.
8. Some students feel that their work is inadicate and will rather copy work belonging to someone else than do it themselves.
9. Some student show signs of disdain towards the assignment and they will rather steal someone elses work because they feel that they will not need this work or subject in the future.
10. When students collaborate it still important to say who worked on the assignment together because those responsible need to be given credit for what they brought to the assignment.

EFFECTS OF PLAGIARISM IN EDUCATION AND RESEARCH

Plagiarism may cause students to fail classes and be expelled from school, but the consequences of using someone else's work without proper attribution often run much deeper than that. Rampant cases of plagiarism can damage the reputation of not only students, but also colleges, as well as negatively affect the credibility and integrity of published academic research. Knowing the broader ramifications of plagiarism in the academic world can help students become more aware of how their actions hurt themselves and their university community.

PLAGIARISM PREVENTS LEARNING

Submitting someone else's work may be the easy way out of an assignment, but students who choose to plagiarize deprive themselves of learning important tasks and concepts. As a result, they move forward in their education and career without mastering skills like research, citing sources and structuring an essay. While they may temporarily get away with plagiarism, their lack of essential writing and communication skills most likely cost them grades, opportunities and careers at some point in the future. Relying on other people's work also keeps students from crafting their own voices as writers and developing them throughout their educational careers.

PLAGIARISM HURTS UNIVERSITIES

Plagiarism can also be a huge blow to a college's integrity. Frequent academic dishonesty occurrences can devalue a degree earned from an institution, which may prevent graduates from being hired for jobs and internships or accepted to graduate programs. Widespread cases of plagiarism like these can make it difficult for universities to rebuild their reputations.

IT DECREASES THE CREDIBILITY OF RESEARCH

While plagiarism most often refers to using someone else's writing without proper acknowledgment, failure to accurately cite sources can also create major problems for credibility and accuracy in research fields. An abundance of plagiarized content in papers can pollute the authenticity of research results, causing bad information to infiltrate published studies and lead to inaccurate conclusions. This can seriously damage not only the authors' reputations, but also the direction of different trends of research and entire fields of study.

IT CREATES A DISTRUSTFUL ENVIRONMENT

Strong student-instructor relationships are crucial to a positive learning environment, but plagiarism can take an atmosphere of trust and respect and transform it into something cynical and negative. The discovery of plagiarism in essays can negatively affect an instructor's view of a student and inhibit his/her enthusiasm for teaching. Similarly, academic dishonesty can cause bitterness among students. Students who are actually doing the assignments may be negatively affected by a classmate's known plagiarism.

MONETARY REPERCUSSIONS

Many recent news reports and articles have exposed plagiarism by journalists, authors, public figures, and researchers. In the case where an author sues a plagiarist, the author may be granted monetary restitution. In the case where a journalist works for a magazine, newspaper or other publisher, or even if a student is found plagiarizing in school, the offending plagiarist could have to pay monetary penalties.

CONCLUSION

So plagiarism is a very serious problem in the society. It hinders the developments in the field of education and research.

The consequences of plagiarism are far-reaching and no one is immune. Neither ignorance nor stature excuses a person from the ethical and legal ramifications of committing plagiarism. Before attempting any writing project, learn about plagiarism. Find out what

constitutes plagiarism and how to avoid it. The rules are easy to understand and follow. If there is any question about missing attribution, try using an online plagiarism checker or plagiarism detection software to check your writing for plagiarism before turning it in. Laziness or dishonesty can lead to a ruined reputation, the loss of a career, and legal problems.

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RESEARCH – PROBLEMS AND IMPLICATIONS IN TEACHER EDUCATION

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ABSTRACT

Research is an important component of educational studies and teacher development. Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession. Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. This paper deals with problems and implication of research in teacher education.

Keywords: Research, Teacher Education

INTRODUCTION

Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the next society. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all education institutions.

Research is an important component of education studies and teacher development. Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession. It should be respected. In fact education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands. All of this constitutes research - whether professionals want to call it that or not. Research in education is necessary in order to provide a basis for educational planning. It is one of the main fields that should be embedded in higher education curriculum. (Niemi & Jakku - Sihvonen, 2006).

Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact

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on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they generally consider it just one source of information to use it in shaping a particular policy, or use it to justify a unpopular decision, or cut funds, or may dismiss the research findings which are contradictory to their beliefs. In spite of this research in education in general and teacher education in particular continues to grow and make its contributions to the body of knowledge.

If education is not based upon research and evidence, then it runs the risk of being based upon dogma, theory, ideology, convenience, prejudice etc. Education is a political football and can be used for propaganda and political purposes. There is a moral dimension to the profession – and to follow dogma blindly is wrong. Education should serve to liberate, and promote democracy and equality of opportunity. Similarly ideology can be dangerous. Teachers have a social responsibility – to develop active citizens. To guide one's practice around an ideology means that evidence can be selected to score political points. Following an ideological route restricts choice, which is the opposite to the real purpose of education. Theories come and go and any single theory cannot operate in isolation. Learners and learning is complex and success is influenced by a multitude of factors, social backgrounds, family background, personality, age, gender, location etc. Theories needs to be combined, tested and challenged in order to allow us to adapt to suit local and personal environments. Convenience and manageability are important, but the question is whose 'convenience'? Teachers can occupy and even control pupils, as well as entertain them. But we have to ask if 'learning' takes place. Learning new things and new ways of behaving can be uncomfortable. It is not enough to base teaching and learning around convenience. Research enables all of the above to be challenged. Basing decisions upon evidence is morally sound. Research can help teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth. There is a need to increase research that documents practices reflectively and analytically- whether it is of programs or of individual classrooms – so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition there is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Many teacher educators are encouraged to take up either major or minor research projects.

AREAS OF RESEARCH IN TEACHER EDUCATION

There is a wide spectrum of variables related to teacher education. For example, selection procedures, development of battery of tests for selection and then try to predict success based on the selection criteria. Research areas would include personality of student teachers, teacher educators, different types of training such as pre service and in service training, or the different levels of teacher education i.e. teacher education for elementary level or secondary level. Most of the researches are isolated and there seems no

connection between them. During the seventies researches in teacher education were classified in five areas such as selection criteria, abilities and qualities of a teacher, pre and in service training of teachers, work load, job expectations and difficulties expressed by teacher, procedures and practices of teacher education in India and personality variables of teachers. In the later years researches were classified under context, input process and output variables. During the eighties context, presage, process, product were the categories. These variables include student-teacher characteristics, institutional characteristics related studies and on classroom context. Student-teacher characteristics means student-teachers formative experiences, academic qualifications, abilities, personality factors, intelligence, etc. Institutional characteristics include climate of teacher education institutions, administrative set up, classroom climate, curriculum framework.

Problems of Research in Teacher Education: There has not been much headway in research since the researchers face a number of problems. More research is needed in the area of teacher education and there needs to be qualitative improvement too. Problems of research are both intrinsic and extrinsic to the researcher. Following are some of the glaring problems of research in teacher education.

Lack of Qualified Personnel: Researchers lack the minimum abilities, skills, acquiring these is a deliberate process. It is important that besides acquiring the qualifications researchers gain knowledge of the theory of teacher education, skills of scientific inquiry, ability to analyze and interpret data and make rational judgments.

Lack of Motivation: This happens when researcher has no qualification and no inclination to do research. The system fails to encourage them and utilize their abilities. There are no proper incentives to do research.

Lack of Resources and Facilities: Many a times there is lack of several adjunct conditions influencing undertaking of research. For example unavailability of expert advice for proper planning, statistical procedures for analyzing the data or proper reporting of findings. Lack of material facilities such as hardware, stationary can also cause hindrances.

Problems of Finance: There is less research done due to lack of finance. Fund agencies such as UGC, NCERT and ICSSR at times fail to provide funds.

Arbitrariness: Arbitrariness in research means lack of meaningful relation among studies. Any research should be based on previous research for its assumptions, hypotheses and theoretical background. Only then will there be hierarchical growth in the discipline. Therefore it is important to establish proper linkage among studies to develop a coherent understanding of the phenomenon after a certain number of studies. This avoids duplication in research and enhances the possibility that all aspects and variables involved are attended to properly. Prediction becomes difficult and it becomes difficult to establish as to the direction in which research in teacher education is going. Instead of paradigmatic set of hypotheses getting tested, individual hypotheses are tested. As a result the growth of knowledge is slow or zero. Thus it is important to have long term plans for research.

Lack of Consensus: There are as many views and priorities in education as there are researchers involved in it. Concurrence of views in a point of time will help researchers to

work within common theoretical purpose.

Lack of Coverage: Lack of attention to some of the areas of teacher education or differential attention from researchers to some areas of research comes in the way of covering a large number of areas needing attention. At some period of time certain areas come into prominence. As a result many researches get done in the area, while other areas get receded. For example there are many studies on test construction or on teacher behavior, or only on micro-teaching. What is required is thematic research for balanced and uniform progress.

IMPLICATIONS OF RESEARCH IN TEACHER EDUCATION

Teaching, like other professions, has a developing knowledge base that serves to guide practitioners. Knowledge generated by research is an important component of this knowledge. Teacher education and staff development programme might be considered to be a central avenue of knowledge dissemination on one hand, and of practicing its use in varied contexts on the other hand. The curriculum of teacher education and the text books they use, determine what aspects of research knowledge will be brought to the attention of becoming teachers. The practicum and teacher induction programmes might serve student teachers and novices in learning how to use this knowledge base. Research findings constitute a regular feature of teacher education courses in the foundation disciplines, like psychology, and in method courses, but the translation of the findings into class-room action is usually left to the student teachers who find this an extremely difficult or even impossible task. Teacher education is an important field for research since the quality of teacher education has been regularly questioned. At the same time as teacher quality is increasing being identified as crucial to educational outcomes and pupil gains. Consequently teacher education researcher needs to work together in order to: -

- Share emerging research findings.
- Develop innovative research methodologies within teacher education.
- Disseminate innovative pedagogical methods within teacher education.
- Find new publishing outlets within an overcrowded academic field.
- Support colleagues in institutions with under developed research profiles.
- Develop important emerging themes to give teacher education research a distinctive positive.
- Networking should be established with central level agencies working in the area of Teacher Education. They are Teacher Education unit in the MHRD, National Council for Teacher Education (NCTE), National Council Educational Research and Training (NCERT), University Grants Commission (UGC). There are other supporting institutions like National Institute of Educational Planning and Administration (NIEPA) now known as National University of Educational Planning and Administration (NUEPA), Central Hindi Institute (CHE), Central Institute of English (CIE), Central Institute of Indian Languages (CIIL), Directorate of Adult Education (DAE), National Institute for Handicapped (NIH).

CONCLUSION

The scope of research in Teacher Education encompasses the whole system of i.e. the

inputs, processes, the context, presage, and process variables in Teacher Education. Problems of research in Teacher Education are many. They are lack of qualified personnel, lack of motivation, arbitrariness, lack of resources and facilities, problems of finance, lack of coverage, and lack of consensus among researchers. Finally importance of networking between teacher education institutions, and district, regional, state and central agencies has been highlighted. Special importance has been given to its implications in the field of teacher education.

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PLAGIARISM: A CHALLENGE BEFORE RESEARCHERS

Mrs. Amandeep

ABSTRACT

American Heritage Dictionary defines the verb "plagiarize" as "to steal and use the ideas or writings of another as one's own." Plagiarism means to present the idea, contents, text , video & music of someone else production as created by the plagiarist. As textual material which is intellectual property of a person cannot be stolen like anything. As person has copyright it becomes an offence, which is punishable. It is also a big threat to research. Anything presented without citation of author comes under the domain of plagiarism. Technological advancements have made it possible to detect the work which has been plagiarised. This paper throws light on meaning of plagiarism, types of plagiarism, different, software packages available to detect plagiarism and strategies to overcome plagiarism which can be useful for budding researchers.

American Heritage Dictionary defines the verb "plagiarize" as "to steal and use the ideas or writings of another as one's own."

Keywords : Plagiarism , Researchers

INTRODUCTION

The Oxford Dictionary defines plagiarism as "to take and use another person's thoughts, writing, invention etc. as one's own."

As Moulton and Robison (2002) have stated, plagiarism can also be seen as "depriving authors of profit that is rightfully theirs [, which] is theft. Depriving authors of credit might also be a form of theft." Obviously, plagiarism is a misconduct considered to be unethical and immoral regardless of who commits it. However, people risk getting caught for plagiarism because, if they get away with it, plagiarism can have many rewards. For example, the academic plagiarist might benefit at the expense of the original author in the form of public recognition based on someone else's work, promotion and/or raise in salary, and/or grants or patents. These would all be undeserved rewards. Therefore, plagiarism amounts to receiving undeserved compensation, promotion, grants, patents, or recognition. Thus, plagiarism is unethical, immoral, and—if the plagiarized material is copyright protected—illegal, and it needs to be stopped. Plagiarism has become a serious problem in academia. According to Cicutto (2008), "The Office of Research Integrity, U.S. Department of Health and Human Services, reports that approximately 25 percent of the total allegations received concern plagiarism, and that these allegations typically represent misunderstandings of what exactly constitute plagiarism and accurate citation procedures.". Many people think of plagiarism as copying another's work, or borrowing

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someone else's original ideas. But terms like “copying” and “borrowing” can disguise the seriousness of the offense: Cheema, Mahmood, and Shah (2011) found that while some plagiarism in higher education research is intentional, some is unintentional and a matter of ignorance of plagiarism facts. The authors found that while most researchers do have a general idea of what constitutes plagiarism, many were not aware of the differing types of plagiarism (Cheema et al, 2011). In the study's conclusion, Cheema et al. (2011) suggested that researchers be educated in correct citation usage and intellectual property laws.

According to the *Merriam-Webster OnLine Dictionary*, to “plagiarize” means

1) to steal and pass off (the ideas or words of another) as one's own
2) to use (another's production) without crediting the source
3) to commit literary theft
4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. But can words and ideas really be stolen?.

- All of the following are considered plagiarism:
- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not .

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism..

TYPES OF PLAGIARISM

Anyone who has written or graded a paper knows that plagiarism is not always a black-and white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it.

I. SOURCES NOT CITED

1) The Ghost Writer

The writer turns in another's work, word-for-word, as his or her own.

2) The Photocopy

The writer copies significant portions of text straight from a single source, without alteration.

3) The Potluck Paper

The writer tries to disguise plagiarism by copying from several different sources, tweaking

the sentences to make them fit together while retaining most of the original phrasing.

4) The Poor Disguise

Although the writer has retained the essential content of the source, he or she has altered the paper's appearance slightly by changing key words and phrases.

5) The Labor of Laziness

The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.

6) The Self-Stealer

The writer "borrows" generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

II. SOURCES CITED (but still plagiarized!)

1) The Forgotten Footnote

The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

2) The Misinformer

The writer provides inaccurate information regarding the sources, making it impossible to find them.

3) The Too-Perfect Paraphrase

The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

4) The Resourceful Citer

The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.

5) The Perfect Crime

In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material. As Dye (2007) suggests, "There are some strategies to make it harder for human thieves and scheming bots to steal the credit for someone else's original ideas."

SOFTWARES TO DETECT PLAGIARISM

One of the ways to detect plagiarism is to use online free or commercially available, mainly software, services. "A good plagiarism software will compare published work in all sources, magazine, academic journals, books and billions of academic papers," According to Harrel (2009). Many computer programs are available for detecting plagiarism. Some of the commonly used software are:

Turnitin.com is an electronic plagiarism detection service which works with universities to help students preventplagiarism.

Schulz (2008) has reported that "The Indian scientist's work was discovered by using a

web-based tool called eTblast."

Bechhoefer (2007) recommended using arXiv software to look for "overlap or correlation with all arXiv submission. If enough of a match is found, a message [can] be sent to the submitter, listing the work(s) in which similarities have been detected." If the submitter wishes to proceed, the editorial board should be notified as well as the submitter should be notified to provide justification for overlap work.

Gauard (2005) created by LexisNexis and i'Thenticate uses match-and-report process which allows users to verify content originality quickly and easily. It produces a customized originality report that provides underlined excerpts of any relevant text Shahabuddin Plagiarism in Academia 357 matches and similarity index.

Safe Assignment (Maurer et al, 2006): An Internet service provided by Mydropbox has the ability to scan 8 billion Internet documents including 300,000 documents provided by Paper Mills. It also can access the proprietary archive of partners. The plagiarism results are presented to the user.

Docol© (Maurer et al, 2006): An Internet service provided by Institut fur Angewandte Lerntechnolgien (IFALT). It provides textfragments (fingerprint size), date constraints, filtering and other reports.

Eve2 (Essay Verification Engine) (Maurer et al, 2006). It tries to find plagiarized content in a given document. After trying these software for detection, if one fails to find a paper, one might use the following commercial software (Harris 2009):

www.plagiarism.com. Educational materials and a software screening.

www.plagiarism.org. Online service that checks submitted student papers and paper mills.

www.m4-software.com. Searches Internet sources.

www.canexus.com/eve/. Searches the Web to compare a suspect paper with Internet content and shows site and degree of match. However, even with modern technology, it is hard to detect most plagiarism. As Rosamond (2002) has stated,

"The increasing sophistication of downloadable and electronically produced material is a contributory factor, as is the difficulty of actually spotting forms of plagiarism that amount to something other than direct copying."

Further, most of the available tools are effective on documents available on electronic sources. However, Maurer et al (2006) suggest that these tools will fail if extensive paraphrasing takes place, documents are not available electronically, or documents are plagiarized in another language.

Clarke (2006) has suggested that while there are strong arguments for plagiarism, "copying without attribute can also be valuable." He has stated that "avoiding plagiarism requires a great deal of effort." He has also noted that there is a large amount of written and published material people have access to. Therefore, according to Clarke, it is: Impractical to avoid repetition, uneconomic for every author to deliver originality in every element of everything he or she writes, and a waste of time and energy that could be applied to more constructive activities. Moreover, much writing within a discipline is intentionally cumulative, and hence the incorporation of prior content is an intrinsic feature of almost all scholarly writing.

GUIDELINES FOR CONDUCTING RESEARCH RESPONSIBLY

1. Keep track of your sources
2. Keep sources in correct context
3. Plan a head
4. Don't cut and paste file and label your sources
5. Keep your own writing and your sources separate
6. Keep your notes and your draft separate
7. Paraphrase carefully in your notes: acknowledge your sources explicitly when paraphrasing
8. Avoid reading a classmate;s paper for inspiration.
9. Don't save your citations for later
10. Quote your sources properly
11. Keep a source trail

CONCLUSION From the above discussion it becomes clear how plagiarism can be detected and how it can be avoided. By following the strategies listed above one can make his eftorts fruitful & worthy. It will help budding researchers to accomplish responsible research. Appropriate citation is heart of any research which can bring new developments in times coming a head.

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FEATURES OF QUALITY EDUCATION

Ms. Mandeep Kaur

ABSTRACT

This paper will examine research related to these dimensions. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

INTRODUCTION

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

QUALITY OF EDUCATION

QUALITY LEARNERS

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

QUALITY LEARNING ENVIRONMENTS

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

QUALITY OF SCHOOL FACILITIES

Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure.

QUALITY CONTENT

Quality content refers to the intended and taught curriculum of schools. National goals for

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education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000).

QUALITY PROCESSES

Until recently, much discussion of educational quality centred on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes — how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

QUALITY OUTCOMES

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies.

PSYCHOSOCIAL ELEMENTS

Peaceful, safe environments, especially for girlsWithin schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students.

BRINGING IT TOGETHER:

EXAMPLES OF QUALITY PROGRAMMES

Two different programmes in Latin America offer examples of educators taking new approaches to school quality improvement for undeserved children. The first is found in Chile, the second in Guatemala.

SERVICE DELIVERY

The school service environment can also contribute to learning in important ways.

Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Sick children cannot attend school, and evidence from China, Guinea, India and Mexico shows that children's illness is a primary cause for absenteeism.

UNIQUENESS OF LOCAL AND NATIONAL CONTENT

The specific content of school curriculum, however, depends on local and national values. In the main subject areas of primary education, which include language, math, science and social studies, little variation is found among different regions in the developing world. Nation states, however, “tend to have a high degree of consistency in curriculum emphasis over time, but differ sharply from each other, reflecting unique historical patterns”

CONCLUSION

Learners who are healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities. Environments that are healthy, safe, protective, gender- sensitive, provide adequate resources and facilities. Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.

Outcomes that encompass knowledge, skills and attitudesare linked to national goals for education and positive participation in society.

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TYPES AND STEPS OF ACTION RESEARCH

Mr. Mandeep Singh

ABSTRACT

The action is then often a by-product. Such approaches typically seek publication to reach a wider audience of researchers. In these, more attention is often given to the design of the research than to other aspects. In both approaches it is possible for action to inform understanding, and understanding to assist action. For thesis purposes it is as well to choose a form where the research is at least a substantial part of the study. The approach described below tries to assure both action and research outcomes as far as possible. You can modify it in whatever direction best suits your own circumstances.

Keywords: Action Research, Types and Steps

INTRODUCTION

As the name suggests, action research is a methodology which has the dual aims of action and research...

Action to bring about change in some community or organisation or program, *research* to increase understanding on the part of the researcher or the client, or both. There are in fact action research methods whose main emphasis is on action, with research as a fringe benefit. At the extreme, the "research" may take the form of increased understanding on the part of those most directly involved. For this form of action research the outcomes are change, and learning for those who take part. This is the form which I most often use.

WHAT IS ACTION RESEARCH?

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves.
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
- Teachers and principals help each other by working collaboratively.
- Working with colleagues helps teachers and principals in their professional development.

TYPES OF ACTION RESEARCH

Part of the confusion we find when we hear the term "action research" is that there are different types of action research depending upon the participants involved. A plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue.

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Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basis. The research may then be such that the teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working concurrently on the same problem with no knowledge of the work of others.

Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner. The LAB at Brown has just such a relationship with several teams.

School-wide research focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Or, the school may be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be toexamine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance. Team work and individual contributions to the whole are very important, and it may be that problem points arise as the team strives to develop a process and make commitments to each other. When these obstacles are overcome, there will be a sense of ownership and accomplishment in the results that come from this school-wide effort.

District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. Downsides are the documentation requirements (communication) to keep everyone in the loop, and the ability to keep the process in motion. Collecting data from all participants needs a commitment from staff to do their fair share and to meet agreed-upon deadlines for assignments. On the positive side, real school reform and change can take hold based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders.

STEPS IN ACTION RESEARCH

Within all the definitions of action research, there are four basic themes: empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. In conducting action research, we structure routines for continuous confrontation with data on the health of a school community. These routines are loosely guided by

movement through five phases of inquiry:

- Identification of problem area
- Collection and organization
- of data
- Interpretation of data
- Action based on data
- Reflection

IDENTIFY A PROBLEM AREA

Teachers often have several questions they wish to investigate; however, it is important to limit the question to one that is meaningful and doable in the confines of their daily work. Careful planning at this first stage will limit false starts and frustrations. There are several criteria to consider before investing the time and effort in "researching" a problem. The question should

- be a higher-order question—not a yes/no
- be stated in common language, avoiding jargon
- be concise
- be meaningful
- not already have an answer

An important guideline in choosing a question is to ask if it is something over which the teacher has influence. Is it something of interest and worth the time and effort that will be spent? Sometimes there is a discrete problem that is readily identifiable. Or, the problem to be studied may come from a feeling of discomfort or tension in the classroom. For example, a teacher may be using the latest fashionable teaching strategy, yet not really knowing or understanding what or how kids are learning.

GATHER DATA

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data:

Interviews	journals
portfolios	individual files
diaries	logs of meetings
field notes	videotapes
audio tapes	case studies
photos	surveys
memos	records – tests, report cards,
questionnaires	attendance
focus groups	self-assessment
anecdotal records	samples of student work,
checklists	projects, performances

INTERPRET DATA

Analyze and identify major themes. Depending upon the question, teachers may wish to use classroom data, individual data, or subgroup data. Some of the data are quantifiable and can be analyzed without the use of statistics or technical assistance. Other data, such as opinions, attitudes, or checklists, may be summarized in table form. Data that are not quantifiable can be reviewed holistically and important elements or theme scan be noted.

ACT ON EVIDENCE

Using the information from the data collection and review of current literature, design a plan of action that will allow you to make a change and to study that change. It is important that only one variable be altered. As with any experiment, if several changes are made at once, it will be difficult to determine which action is responsible for the outcome. While the new technique is being implemented, continue to document and collect data on performance.

EVALUATE RESULTS

Assess the effects of the intervention to determine if improvement has occurred. If there is improvement, do the data clearly provide the supporting evidence? If no, what changes can be made to the actions to elicit better results?

NEXT STEPS

As a result of the action research project, identify additional questions raised by the data and plan for additional improvements, revisions, and next step.

CONCLUSION

This booklet provides information about action research— its history, the different variations occurring in the field, and a step-by-step process that may be adapted by educators or schools to address their need for learning more about practice and successful interventions. While there may be different terms to describe the steps in action research, the basic concept is the same. Educators are working in their own environment, with their own students, on problems that affect them directly. They are at the place where research and practice intersect and real change can occur. Results of their actions can be seen first-hand, and they can build on this information.

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PLAGIARISM – TYPES AND STRATEGIES

Ms. Navdeep Kaur

ABSTRACT

Plagiarism occurs when someone tries to pass off someone else's work, thoughts or ideas as their own, whether deliberately or unintentionally, without appropriate acknowledgement. This present study is related to introduction of plagiarism, types of plagiarism and strategies to avoid plagiarism.

Keywords: Plagiarism, Strategies

INTRODUCTION

The issue of plagiarism is not new; however increased ease of access to electronic material via the web is always a concern among the academic community. Although there is no direct evidence that students electronically cut and paste material into assignments, or purchase essays from “cheat sites”, the potential for these kinds of problems exists.It is perhaps worth noting that good practice in dealing with plagiarism is also good practice in terms of learning, teaching and assessment more generally. Setting the same assessment questions year after year, allowing for little individual input and resorting to unseen examinations are not conducive to real deep learning but, unfortunately, characterize many students' experiences. Further, it isn't good enough to say that students "shouldn't do it", whatever 'it' is, and institutions have a legal and moral responsibility to ensure that it doesn't happen or is dealt with appropriately if it does. For a comprehensive approach to plagiarism Carroll and Appleton's “Plagiarism: A Good Practice Guide” is an excellent start. The proceedings of the recent conference organized by UUK will provide much valuable information.

PLAGIARISM

It is difficult to give a simple, widely applicable definition as different disciplines and institutions may have varying traditions and conventions and what might be considered 'common knowledge' and thus not need referencing by an expert in a subject is different from the novice first-year student. However, a widely shared understanding is that plagiarism occurs when someone tries to pass off someone else's work, thoughts or ideas as their own, whether deliberately or unintentionally, without appropriate acknowledgement. It is important to recognize that plagiarism does not just apply to written work - whether essays, reports, dissertations or laboratory results - but can also apply to plans, projects, designs, music, presentations or other work presented for assessment.

TYPES/EXAMPLES OF PLAGIARISM

A number of historians of science fiction have claimed that women did not write for the

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science fiction pulp magazines. Curtis Smith, for example, says that women were "present only as voluptuous and helpless objects on the lurid pulp covers." In the last few decades, however, several scholars have traced the history of women and the early science fiction pulps to suggest that women were indeed present.

Direct plagiarism:word–Forword repetition of a phrase or extended portion of a source without quotation marks.	**Example 1** While a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines, it turns out they were wrong.	**Example 2** While a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines, it turns out they were wrong (Donawerth2006).	**Proper Usage** While "a number of historians of science fiction have claimed that women did not write for the science fiction pulp magazines," it turns out they were wrong (Donawerth2006).
Mosaic plagiarism/insufficient paraphrase/patch writing: reproduction of a series of phrases without using quotation marks along with substitution of synonyms, omission of occasional words/ phrases, and often retention of the same sentence structure as the original source.	A number of investigators of science fiction have said that women did not write for the science fiction popular magazines, although they did appear as sexy and helpless objects on the racy pulp covers. More recently, several scholars have traced the history of early science fiction pulps and now suggest that women were present	A number of investigators of science fiction have said that women did not write for the science fiction popular magazines, although they did appear as sexy and helpless objects on the racy pulp covers. More recently, several scholars have traced the history of early science fiction pulps and now suggest that women were present (Donawerth2006).	Earlier analysis of women's participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives (Donawerth2006).

Idea Plagiarism: the representation of another's idea(s) without attribution to that source.	Earlier analysis of women's participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives.		Earlier analysis of women's participation in science fiction writing was flawed. Once thought to have been confined to mere visual objects to attract male readers, women, according to more careful analysis, actually participated in much wider and more active ways in science fiction authorship and narratives (Donawerth2006).

STRATEGIES TO AVOID PLAGIARISM

Many students claim to understand plagiarism but then do not know how to avoid it. They need proper, timely training and information. Information skills, referencing and time management are amongst the areas which need to be addressed, ideally by the use of examples, case studies and exercises and within the context of their own subject.

Students should be provided with clear guidelines on what is acceptable and the institution's procedures and regulations for dealing with cheating. Telling them about it during induction is probably the worst time as they are already suffering from information overload. It needs to be built into assessment briefs, course (not university) handbooks, on the student intranet, and linked to study skills materials and support. In the wider context, information literacy needs to be inculcated at an early age or coping strategies (e.g. over reliance on Google) become deeply ingrained.

Lecturers should look to design the opportunity to use, or reward from, plagiarism out of their assessment. Assignments should be changed each year - and not just the trivial changing of names which students easily spot! Ideally each student should experience the assessment as being unique to themselves with the task being individualized through their application and use of knowledge and skills. Assignments based primarily on facts and “tell me everything you know about . . ." are more likely to be available on the growing number of essay sites on the internet.

Rather than just assess the final product, consider building in stages where you can monitor progress, give feedback and check on the authenticity of the students' work - without necessarily giving marks at each stage.

As well as pointing out the need to avoid plagiarizing on assignment briefs, have students sign a declaration that it is their own work when handing in. Having regulated hand-in and hand-back procedures also reduces the likelihood of students acquiring others' work and copying it. Students often feel that an, honor system" is the most likely to deter many forms of mis behaviour.

There is probably the need for a lot of staff development in most higher education institutions around assessment and how to design out opportunities and rewards for plagiarism. Some strategies for avoiding plagiarism are following:

- Read the instructions for authors provided by the journal.
- Always acknowledge the contributions of others and the source of ideas and words, regardless of whether paraphrased or summarized.
- Use of verbatim text/material must be enclosed in quotation marks.
- Acknowledge sources used in the writing.
- When paraphrasing, understand the material completely and use your own words.
- When in doubt about whether or not the concept or fact is common knowledge, reference it.
- Make sure to reference and cite references accurately.
- If the results of a single complex study are best presented as a cohesive whole, they should not be sliced into multiple separate articles.
- When submitting a manuscript for publication containing research questions/ hypotheses, methods, data, discussion points, or conclusions that have already been published or disseminated in a significant manner (such as previously published as an article in a separate journal or a report posted on the Internet), alert the editors and readers. Editors should be informed in the cover letter, and readers should be alerted by highlighting and citing the earlier published work.
- When submitting a manuscript for potential publication, if there are any doubts or uncertainty about duplication or redundancy of manuscripts originating from the same study, the authors should alert the editors of the nature of the overlap and enclose the other manuscripts (published, in press/ submitted, unpublished) that might be part of them an un script under consideration. Augmenting old data that was previously published with new additional data and presenting it as a new study can be an ethical breach and should be fully disclosed to the editors.
- Write effective cover letters to the editor, especially regarding the potential for overlap in publication. The cover letter should detail the nature of the overlap and previous dissemination and ask for advice on the handling of the matter.
- Become familiar with the basic elements of copyright law.

CONCLUSION

As well as pointing out the need to avoid plagiarizing on assignment briefs, have students

sign a declaration that it is their own work when handing in. Having regulated hand-in and hand-back procedures also reduces the likelihood of students acquiring others' work and copying it. Effective prevention through proper education at the right time, proper interaction between teachers and students and devising appropriate policies for this purpose are possible means of tackling plagiarism.

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AN ECSTASY CALLED HAPPINESS

Dr. Puneet Bhathal

ABSTRACT

Our life is an empty box and we are the masters of it. It is our decision, what is to be filled in that box- happiness, cheerfulness, adventures, laughter, bliss; or sorrow, disappointment, jealousy, unhappiness. Whatever will be filled in it, it will become its identity. We must stop and look at our life. What are we making out of our life? Are we harmoniously contented or ridiculously disappointed from it? Blessed are the people who have found the mantra to be at peace with themselves, who have tasted the glory of satisfaction. They know that the key to the spectrum of happiness is lying inside them only. This means that we decide to be happy, nothing and no-one in this world is going to wean us from it. The moment we all realise this, we start feeling the light heartedness as if we have touched the eternity, we have tasted the nectar. And we 'actually' feel that all our worries, problems, stresses are fading away. Ultimately, we recoup our energy to live our life joyously, and start looking at our problems square in the face, but with a smiling face.

Keywords: Happiness, Ecstasy

INTRODUCTION

'Happiness' is a mental or emotional state of well-being expressed by positive or pleasant emotions ranging from contentment to intense joy. We all want to be happy and for that, we put efforts, spend time with family, friends and relatives; go out for picnics, movies, parties and go overseas for vacations; do adventurous stuff. Sometimes we click hundreds of pictures on different occasions in different situations and post them on social media so that our friends and acquaintances come to know how happy we are and how happening our lives are. But the question is, are we really happy? Are those smiles only for pictures or they come from inside?

Do we really know 'what' happiness is and 'how' it can be attained? When we start finding happiness outside, we pick the wrong path and the whole journey goes wrong, landing us nowhere. It is actually inside us. We only need to find, realise and feel that ecstasy of happiness. That experience is an eternal bliss. Once we find that inner source of ecstatic adventure, all the adventures of the world fall short as compared to it.

Thus, key to happiness is inside us, it is in our mind. Once we gain control over our mind, nothing bothers us anymore. It is mentioned in 'Gurbani' too.

Man jeete, jag jeet.

(If we conquer our mind, we can conquer the whole wide world.)

It is a well known fact that best things in the world cannot be brought with money. We try to find happiness in materialistic things. Material possessions are good but happiness does

not come from a bloated wallet or the items we own. It comes from the giggle of a toddler, mother's hug, a deep sleep, love, laughter, family and friends. We cannot price-tag them. A car, big car, bigger car; own house, big house, plush mansion; necessities, luxuries and so on. When one desire is satisfied, we feel happy for a moment or two, then immediately jump to another desire. Desires are 'impotent'. Things that we buy to be happy leave us craving for more. Many times we buy things that we don't even need, they are bought just to flaunt them in front of others. There is no fun in doing so. Happiness is in satisfaction. We have to learn to be happy in what we have and thank God for everything that He has given us. There are many people who are not fortunate enough to even have the things that we have. Try one thing, instead of buying a shirt for Rs 2000/-, buy toys and distribute them to the children in an orphanage; the smiles they will give you will be priceless. You can feel happiness in the aura.

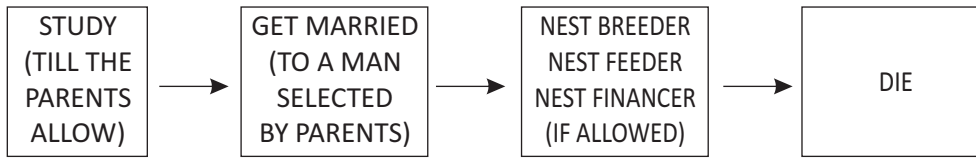
Another factor that digs a pit between a person and his happiness is his 'physique'. We all want to look good and be beautiful, be admired and appreciated. We all love to see the spotlight on us when we enter a room. But this 'beauty police' has it's own yardstick to measure beauty- a slim figure, tall stature, spotlessly fair skin, chiselled face, sparkling eyes..... If you are a proud owner of all these, you are beautiful, if not, you are worthless. The society makes it sure to put in his/ her brain properly that you are not beautiful because you have a mole/ wart, you have a crooked nose, you are a few kilos over weight, you have a multi-toned skin. This becomes a major reason for being over conscious and unhappy. Girls get affected by these things faster. And to cover up this gap, they starve themselves, spend treasures to get even-toned skin, gets botox injected in their body and even decide to go under knife to get that chiselled face. Come on! We need a break, I mean, we are all perfect creations of God. We need to understand that this is just a part of your body, not your personality. If we are happy from inside, our eyes smile and our skin glows and that should be the real measure for beauty.

If we take a look at our own lives, it has happened many a times in past that we tried to fit ourselves in others 'frames' and in trying to do so we lose our real self. Every person has his own capabilities and interests. We perform best in the field of our own choice but when we are forced to do something that we are not interested in, we are not able to use our 100% potentials and thus do not come out with flying colours or even fail in them. That creates a big reason for frustration. This harm starts from our home only and done by our parents themselves. When parents start comparing the achievements of their children to the brighter achievements of others in studies, sports or other activities and force them to follow their footsteps, they are unknowingly lowering the self-confidence of their own children. Motivating and inspiring is always appreciated on parent's part but taking it to the level of obsession is wrong. Always praise the children for even their smallest achievements, their looks, their actions, their decisions and motivate them in a positive way to polish their talents. This will boost their morale, raise their self-confidence and make them happy and feel good about themselves. Of course parental guidance is very crucial but, as far as possible let them make their own life decisions .

Most of you will agree with me when I say that we live in the past or future. We should take

lessons from the past and prepare for the future but live in present. “When is life?” a person asked me once. When I could not give him a satisfactory answer he snapped his fingers and said, ”Life is now. The moment we are living in, is life.” Usually we wait for happiness. Like, I will be happy when I will get that job, buy that car, on my wedding day, when my kid will get admission in that school etc. While waiting for that 'ultimate day', we miss those small moments of joy that come in our day to day life- a heart touching song, a drawing made by a child, a savoury dish, reading an article, a phone call by a friend. Slowly and slowly it becomes our nature.

'To emote' is a blessing to human beings by God. We express our emotions. We smile, we laugh when we are happy; we cry, we howl when we are sad; we shout, we scream when we are angry. It is perfectly fine to express, happiness becomes four times and sorrows half on sharing them with others, if you are angry with someone, talk to him/her and sort out the differences. This is life. Actually, we live two lives- one for ourselves and the other for the world. The second one is masked. We have kept many masks and have mastered the skill of changing them according to different situations and with different people. Women in our Indian society weather she is a woman from a village, a town or a metro city; working or house maker, the story is almost the same at ground level. She is expected to follow certain course of action in her life.



If she follows these 'socially approved' norms, she is 'stamped' as 'appropriate'. God forbidden if she chooses an alternate path at any of the above levels, poor soul has to face the 'character assassination' by the so called 'social blades'. Decisions like, to get married or delay marriage for a couple of years to pursue studies, getting married to a man of her own choice or the one chosen by her family, to work or not after marriage, to prioritize career or kids in the initial years of marriage, should be her own decisions. But no, these crucial decisions are taken by others that will decide the course of her life. She has no right left over her own life. Even there is a dress code for her and that too is decided by others. It is a pity that in our society, the goodness of a wife/ daughter-in-law is not measured by what she does, but by how much suffering she goes through without uttering a word. If she does anything that makes her happy, (even a small act of taking a nap) is considered as a luxury given to her and not her right. We have to change this absurd, ridiculous life pattern. Her happiness also counts. She has also got only one life and she has the right to live it happily.

Another important mantra for happiness is 'FOLLOW YOUR INSTINCTS'. We are in a chaos, chaos of thoughts, chaos of voices, chaos of dos and don'ts. One is constantly wavering. Sometimes it goes to an extent that we break into thousands of pieces on the floor. But all the pieces can be collected, melted and integrated. And then the noises become music and

we can see, hear, feel the truth and know what we want. Sometimes, following the instincts brings an immense pleasure. Let me share an incidence with you. Once, I was passing by the University, I studied in. I felt a strong urge to go inside but I thought, “To whom would I meet, no one knows me there, new students, new professors, don't go.” With a heavy heart I turned my back towards the gate. But suddenly my inner voice said to me, “why did you stop? Go inside, what if the students, the professors don't know you, the building of your department knows you, the benches, the corridors know you, the books in the library, trees in the 'gol market' know you.....go. Following my instinct, I went inside and spent almost one and half hour in the campus. I felt so nostalgic, at one moment I laughed to myself, at another moment a tear fell from my eye, I was so emotional. And when I returned, I was richer, happier and contented.

Long time back, I heard a story of a Russian named “Zorba'.

Someone asked him, ”Zorba, how come you are always so happy?”

He smiled and answered, “ Whenever I am about to do something, I ask myself- Zorba, dear what are you doing? Zorba answers me- I am going to have a cup of tea. I say- Ok. Do it, but do it with passion. That is it. Then the happiness that I (Zorba) get from every single sip of tea is incomparable to the most delicious dishes of the world. Whatever I do, I do it with passion. When I go for a walk in the garden, I enjoy every bit of it, I live each and every step of my walk, I listen to the birds singing, I watch the squirrels hopping, I feel the cool dew drops under my feet. This passion makes me happy”

Following this man Zorba's philosophy of life, we should also live in present, put our 100% self in everything that we do and enjoy every bit of it. This will surely make us happy.

Let us pledge- My happiness should not be the slave of my spouse's behaviour, it should not be dependent upon my mother-in-law's mood (Lol) or my office deadlines. I will be happy because I want to be happy. Happiness will add the real value to my life.

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EXPERIMENTS BEFORE THE FOOTLIGHTS J.B. PRIESTLEY: THE DRAMATIST

Dr. Seema Kansal

ABSTRACT

John Boynton Priestley was an English novelist, playwright, scriptwriter, social commentator, and broadcaster, who was regarded as the one of the great experimenters of the 20th century. His desire to drag in the most modern concepts and ideas of philosophical, scientific and psychological thinking led him to some exciting plays adventurous in structure, content and presentation. He also had some curious ideas about time and always believed in the fact that, "Time's only a kind of dream, Kay. If it wasn't, it would have to destroy everything —the whole universe— and then remake it again every tenth of a second. But Time doesn't destroy anything. It merely moves us on —in this life— from one peephole to the next." Through thus paper, I try to cumulate few of his great works, highlighting his greatness as a versatile personality in the field of drama and theatre.

Keywords: John Boynton Priestley, Novelist, Playwright, Scriptwriter, Social Commentator, and Broadcaster etc.

INTRODUCTION

J.B Priestley was one of the major experimentalists of the twentieth century English theatre. His experiments with both the matter and manner of presentation in dramatic field gave a multidimensional quality to his works. The various technical experiments not only served as new artistic devices making the development of plot tenser and more absorbing but also helped the viewers perceive more deeply the ideas behind the play. Anything new happening in the society fascinated him and he tried to explore its potentiality in his dramatic works.

J.B. Priestley's works include writing that can satisfy the most diversified tastes. Despite his persistent interest in social and political matters, which became evident during the war and remained with him ever after his interest in matters of 'Time' never, abated. In fact the question of Time exercised his mind so deeply that at one point of time it became his major preoccupation. This is largely evident in works created towards the end of the 1930's: some plays and a couple of autobiographical books namely Midnight on the Desert and Rain upon Godshill. His basic attitude and principal ideas which had been evolving over the years took a definite shape in his thorough and most engrossing work Man and Time (1964). It is important to mention here the two most vibrant influences which shaped his theory of time. The first was J.W. Dunne whose books An Experiment with Time, The Serial Universe, The New Immortality and Nothing Dies (especially the first) had caught the

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popular imagination of that time. The basic idea of Dunne's philosophy which Priestley also accepted was that past, present and future co-exist. Everything which has established its existence remains in existence. And the second influence was that of P.D.Ouspensky whose theory of Recurrence and Intervention excited Priestley to be explored in dramatic form. Dunne maintains that we get glimpses of future in dreams and as a result less aware of their role and significance. Dreams have their seat in the human unconscious where the events of past and present as also anxieties about future get disguised in such a complicated way that it seeks superhuman intelligence to decipher their meanings. The philosophy of Dunne has been called 'Serialism', which means both self-consciousness and Time are infinite regressive series. It means series beginning with a unique first term and then going off into infinity with all their terms in identical relations with each other. This infiniteness of time dimensions ensures the immortality of time. Thus according to Dunne Time is multiple and complex and preserves everything that has already happened, is happening and is going to happen.

The other work which had powerful impact on Priestly was entitled A New Model of the Universe by P.D.Ouspensky. According to Ouspensky's theory of Recurrence and Intervention Time does not exist along a straight line, on which the birth and death of any person could be indicated by two points, the length of line between them being the life of that person. Rather it is a circular movement opening at birth and ending at death. At death we enter the same circle again, living exactly as before. Each person relives his life an infinite number of times. The only difference, he argues, is that there exists a possibility of inner development one-way or other; moral improvement or else deterioration. Ouspensky's 'Spiral' theory suggests that higher intelligences are able to move upward in a spiral movement until they reach a point where they are on a different and higher track of existence. Lower intelligences criminals and lunatics correspondingly move in a descending spiral until they are finally or utterly eradicated. So far as higher intelligences are concerned, under certain circumstances, hindsight is possible. Consequently, certain people may be able to interfere in another individual's cycle and to help him to avoid mistakes and dangers of an event which are going to repeat themselves again

Apart from the time theories the new discoveries in the field of psychology by various psychoanalysts during twenties also drew Priestley's attention. They were not primarily concerned with the theory of Time but their theories of unconscious involved a positive approach to the theories of Time. J.B. Priestley was attracted by Jung more than by Freud, for example, he believed that dreams are not wish-fulfilment of suppressed wishes or fears but they may give expression to a host of things 0f which Jung's list gives only an in indication.

Priestley's ideas on Time, forming the basis for a philosophy of life, underlie many of his plays. In Time and the Conways he switches his time scheme from the past to present and again back to the past. The play is in three acts. The time at the beginning is 1919 and the atmosphere is that of excitement and gaiety. The Conways, consisting of a mother, four

daughters and two sons, are celebrating the 21st birthday of Kay and are in a happy mood very hopeful in future with different plans in future life. But in Act II when we meet them again nearly after twenty years on the fortieth birthday of Kay things are altogether different. Their early hopes and ideals, dreams and aspirations, have totally been shattered. Their conditions and circumstances have changed entirely and they have become bitter and querulous. The Act III again takes us back to the party in 1919 but with events full of sharp dramatic irony for we already know from Act-III what is going to happen with the Conways in the future.

But in Act III the story is taken back with her Observer Two still awake and half-remembering. Now she is aware not only of existing Time One but also of Time Two that exists in dreams with a vision of probable future. One of its element is expressed by Kay: "You feel quite suddenly that it is not real enough- and you want something to be real" (The Plays: 1948:137).This is the desire of the dreamer, the simple visionary to see something more behind the actual present tense time.

The tragic nature of Act II is balanced or even outweighed by the philosophy of Time and human life voiced by Alan Conway at the end of the Act II: "Time doesn't destroy anything. It merely moves us on- in this life-from one peep-hole to the next" (The Plays: 1948: 176). The darker stages in the life of the Conway family do not supersede the earlier, happier days; both times are different aspects of the essential Conway existence which was, is and will be.

This is the reality that Kay has to learn. The play is meaningful in the sense that it shows the disparity between the thin conscious life that is lived from moment to moment and the accruing reality of life when it is viewed from the vantage point of the future.

In the play I Have Been Here before Priestley develops P.D Ouspensky's theory of Recurrence and Intervention. The play deals with the theory through a mysterious character, Dr Gortler, a spokesman used by Priestley to illustrate the major theme of the play. The plot is simple and rather obvious. A young and querulous headmaster Oliver Farrant spending a holiday of recuperation in a remote pub meets Janet, the wife of a rich industrialist Walter Ormund. Janet is out of love with her husband and she senses a powerful affinity growing between her and the headmaster.

Into this conventional situation, Dr Gortler, an exiled German Professor, is introduced. His motive is to try and change the second course of the situation, to avoid the catastrophe, which resulted in the suicide of the industrialist, and the couple, living in unhappiness. He is attempting to break the circle of these people and make their lives happier. Thus the magic of Time can help in reconciling the problem faced by Everyman of the generation and finding solutions to them.

The next play Johnson over Jordon is the most advanced of the group of experimental plays of Priestley as it examines an average human being in a context in which the usual chronological treatment of time is abandoned for a timeless dream. The play examines and evaluates the life of Robert Johnson immediately after death when his soul exists in a

state of bardo: a prolonged dream-like state serving as a bridge between the probable and the improbable world. In such a condition the protagonist experience not only the parts of his past that had already happened but also those that were never happened but remained a part of his unconscious self

Thus the brilliance of the play lies in Priestley's ability to summarize life time and to compress many years into a couple of hours without losing their depth giving a four-dimensional quality to the play.

Another play Music at Night is an attempt to dramatize the mental adventures of a group of people while listening to the first performance of a piece of music. Under the impact of the music, the characters deepen into their inner beings unravelling the odd corners of their psyche. It seems as if a cinematic technique has been used to suggest a switch to memory; and we are now inside the mind of the character, watching a scene from his life as he wishes it or remembers it. Yet the grouping or the participation of the other characters always keeps him inseparably a part of the background.

The play Dragon's Mouth (1952) ,written in collaboration with Jacquetta Hawkes, is another bold and exciting example of Priestley's yen for new and bold experiments with dramatic form. It is a 'Platform Play' in which the production is reduced to a bare platform using no scenery, costume, make-up, stage lighting etc. The play for its effect upon the audience mainly depends upon the means offered by the voice, facial expressions, looks and personality of the actors. Priestley found the new form more economical for it needed minimum of theatrical devices and aids for its effects and could be produced on the stage of any kind.

Above all one needs to stress that Priestley was at heart a pragmatist. His interest lay primarily in any theory's practical result for people's lives. What Priestley prized most and adapted in the theories of Time was its power to console, to heal, to liberate and to convey a sense of responsibility in human life.

J.B Priestley was a great experimenter of the 20th century. His desire to drag in the most modern concepts and ideas of philosophical, scientific and psychological thinking led to some exciting plays adventurous in structure, content and presentation.

CONCLUSION

To conclude, it maybe remarked that J.B Priestley while rooted firmly in established formats of theatre was among the few who were ready to venture out of the set grooves to experiment with other forms. His greatness lies in the fact that he imbibed the spirit of his age and did not shirk from using new ideas and concepts, sometimes even at the risk of making his plays heavy and less entertaining for a theatre audience.

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RESEARCH A BACKBONE OF EDUCATION

Dr. Gursangeet Kaur

ABSTRACT

Educational research refers to as a systematic attempt to gain a better understanding of the educational process, generally with a view to improving its efficiency. An evaluation of research in education, with the general aim of systematically, improving an academic body of knowledge may deficits in systems be highlighted by well designed research. Teachers can adapt it to fit the individual needs of their own pupils. There is a need of educational research because of the changing conception of education as it brings improvement in the existing curriculum, textbooks, methods of teaching and evaluation.

Key words : Research, Education

INTRODUCTION

Educational research refers to as a systematic attempt to gain a better understanding of the educational process, generally with a view to improving its efficiency. It is an application of scientific method to the study of educational problems.

In a 1961 essay, the Educational Policies Commission wrote, "The purpose which runs through and strengthens all other educational purposes— the common thread of education— is the development of the ability to think." They go on to state, "... in the general area of the development of the ability to think, there is a field for new research of the greatest importance."

The complexities of human cognition and of understanding how people learn lead to complexities in the design of high-quality educational research. The challenge of doing field research as opposed to clinical research only increases the complexity of the task. This leads to a reliance on the preponderance of the evidence as being more valuable than a single, elegant experiment, such as is often done in the natural sciences. This acknowledgment does not diminish the importance of the single experiment. There can be no preponderance of the evidence without the individual investigations.

On what would the learning and teaching experience be based without underpinning research?

If education is not based upon research and evidence, then it runs the risk of being based upon one or more of the following:

- Dogma
- Theory
- Ideology
- Convenience

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- Prejudice

Research can help teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth.

RESEARCH AND TEACHERS

Adapt It To Fit The Individual Needs

Practitioners have to comply to policy, but that does not mean following a prescribed formula. Teachers can adapt it to fit the individual needs of their own pupils.But teachers are accountable. The public must have faith in the profession – and attitudes to education vary across many social groups - so the performance of teachers can be demonstrated through the publication of research findings.

Project Their Own Personality

Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyse and make informed decisions about their practice.Research helps teachers to share with colleagues. Research should be future oriented and designed to benefit learners rather than the researchers themselves.

Research In Higher Education

The Importance of research in higher education say that knowledge is enough to make productive career but nowadays competition is so tough that higher education is must to make a mark at higher level. It doesn't really matter that whether we are interested in history or science, computer or management, higher education will provide you that extra bit of ease to pick up much required speed at corporate level in beginning. Actually that makes difference is research in technical and higher education which holds the level holds its own importance

Help Them To Understand Cultural Contexts

It will help them to understand cultural contexts of schools to create schools that embody justice and reduce prejudice and inequality. From the individual researcher's perspective we investigate topics about which we are curious or passionate; as well, we do research because it is an integral part of the academic role and a central factor in academic promotion. Individually and collectively, educational research is a part of a quest for meaning. Conceptions of knowledge, like linguistic and conceptual meaning, are both personal and contextually based. In recent years some educational researchers have focused on epistemological meaning.

RESEARCH A BACKBONE OF EDUCATION

- Research is based on the conceptual frame of theory. It is through an intensive process of scientific enquiry in different fields of education a sound theory can be established.
- Research in education is essential for providing useful and dependable knowledge through which the process of education can be made more effective.
- Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those

questions will lead you to learn new theories of any subject.

- Research means trying something out of the box. When it is done such things it will separate one from other students which will surely attract attention of your tutors as well which in turn benefit extreme need of help from someone who is more knowledgeable than the other.
- Research is not always a concept that practitioners, managers and policy makers respect. Too often it is seen as an academic activity conducted by others – to the profession, not with the profession.
- Research education professionals are always learning, finding out things, analyzing information, adapting their behavior according to information received, looking to improve and adapting to modern demands.
- Practitioners have to comply with policy. Teachers can adapt it to fit the individual needs of their own pupils.
- As teachers are accountable, the public must have faith in the profession – and attitudes to education vary across many social groups – so the performance of teachers can be demonstrated through the publication of research findings.
- Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice.
- Research helps teachers to share with colleagues. Too often research looks backwards and there are lessons to learn.
- There is a need of educational research because of the changing conception of education.
- Research brings improvement in the existing curriculum, textbooks, methods of teaching and evaluation.

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STUDY OF ANXIETY AMONG ADOLESCENTS IN RELATION TO SCHOOL ENVIRONMENT

Mr. Tejinder Singh

ABSTRACT

The purpose of the present study was undertaken to find the study of anxiety among adolescents in relation to school environment. Descriptive research method was used in the present study to obtain the pertinent and precise information. The main aim of the study is to correlate anxiety in different variables of school environment and level of anxiety. A sample of 200 adolescents was selected from the school of Patiala city, Punjab. Structured questionnaire of back anxiety inventory and school environment inventory was administered to collect data on the basis of gender difference both the participants' male and female experience same level of anxiety. No significance different exits between mean scores variables of creative stimulation, cognitive encouragement, acceptance, permissiveness , rejection and control ,where there is a significant difference present between scores of variables of anxiety among the male & female adolescents. The correlation co-efficient comes out to be negative between anxiety and school environment of adolescents. Its show that the no significance in school environment and anxiety. The anxiety level of boys and girls most of us were moderate.

Key words : Anxiety, Adolescents, School Environment

INTRODUCTION

Teaching and learning are the two sides of the same coin. The position we are holding today, is the result of continuous efforts of our teachers. Here teacher does not mean only school teacher, anyone who teaches us or gives direction at any level of life is a teacher. As mother is the first teacher of new born baby, the teachings, behaviour, moral values of parents and other family members are reflected in the personality of child. A major part of the personality is moulded by the informal education which a child receives from the family, relatives, environment, etc.

A formal education begins when a child enters a school and comes in contact with a school teacher. A school and its environment have a significant role on the achievement motivation, interests and aspirations of a student. But getting formal education is not everybody's cup of tea. A child has to face many challenges in school specially adolescents. Adolescents have their own problems due to their physical, mental, psychological and emotional changes in the body. In spite of their problems they have the pressure of getting success in their sports, in academics etc. Thus, school environment has vital role in affecting the psychology of a child. If the school environment is good, friendly and conducive then the maximum students will be psychology stable otherwise they will have

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to deal with stress. Stress is harmful for every student but it is dangerous for adolescent students. By this study researcher tried to study the anxiety in the male and female adolescents in relation to school environment and to compare the anxiety in male and female adolescents.

OBJECTIVES OF THE STUDY

The whole study will be conducted keeping in view the following objectives:

1. To find out level of anxiety among adolescents.
2. To find out the anxiety level of boys and girls in relation to school environment.
3. To find out the relationship between anxiety and school environment among adolescents.

HYPOTHESES

1. There exists no significance difference between the anxiety level of boys and girls.
2. There exists no significance difference between anxiety and school environment.

SAMPLE

The sample of present study was 200 students of adolescents, 100 male 100 female from Senior Secondary School in Patiala district. The sample was selected by purposive sampling technique.

TOOL

Two tools were used in the present study.

1. School environment inventory by Dr. Karuna shankar misra.
2. Back anxiety inventory by Micheal M. Grant.

RESULTS AND DISCUSSION

Presentation of Results

The data is presented in three sections:

A. The frequency distribution, mean, median, mode, S.D., t-ratio for the variable under reference.
B. The significance of difference between means for the variable under reference.
C. The correlation between the variable under reference.
D. The level of anxiety among the boys/girls.

DISTRIBUTION OF SCORES

Before persisting the actual analysis of data and discussion of results pertaining to the hypotheses, it was deemed desirable to describe the nature of distribution of scores of anxiety and school environment of adolescents so as to ensure whether the condition of basic assumptions implicit in some of the statistical techniques employed here were fulfilled. The descriptions of scores are presented in correlation between anxiety and school environment.

To investigate the significance of difference between the means, if any, of anxiety of adolescents on the basis of gender (male and female), stress and adjustment was assessed in terms of their scores in the test in these variable and t-test was employed.

TABLE NO.5.1 showing the mean, median, sd, df and t-ratio of the anxiety among the boys and girls. (N=200)

Variables	Number of student	Mean	median	SD	df	T-Ratio	LEVEL OF SIGNIFICANT
BOYS	100	28.11	28	8.02	198	0.28	0.05= 1.97 0.01= 2.60 No significant
GIRLS	100	28.48	28.5	10.47			

The mean scores of the variable of anxiety of male and female adolescents as 28.11 and 28.48 respectively. The t-ratio is calculated as 0.28 with d_f=198 which is not significant. This revealed that no significant difference exists between mean scores of the variable of anxiety of male and female adolescents. It indicates that male and female adolescents exhibit same level of anxiety.

Figure 5.1.1 showing the anxiety among the boys and girls.

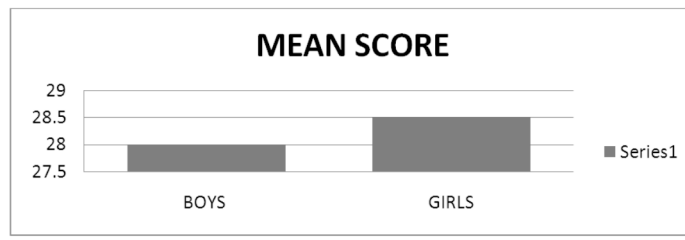


TABLE NO.5.2 showing the mean, median, sd, df and t-ratio of the school environment among the boys and girls. (N=200)

Variables	Number of student	Mean	median	SD	df	T-Ratio	LEVEL OF SIGNIFICANT
BOYS	100	171.69	171	25.42	198	0.45	0.05= 1.97 0.01= 2.60 No significant
GIRLS	100	168.76	168	22.77			

The mean scores of the variable of school environment of male and female adolescents as 171.69 and 168.76 respectively. The t-ratio is calculated as 0.45 with d_f =198 which is not significant. This revealed that no significant difference exists between mean scores of the variable of school environment of male and female adolescents. It indicates that male and female adolescents exhibit same level of school environment.

Figure 5.2.1 showing the school environment among the boys and girls.

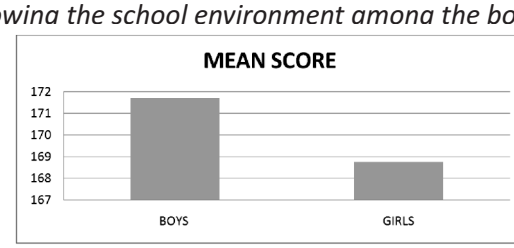


TABLE NO 5.3 showing the mean, median, sd, df , t-ratio of the school environment among the anxiety of the total sample. (N=200)

Variables	Number of student	Mean	median	SD	df	T-Ratio	LEVEL OF SIGNIFICANT
SCHOOL ENVIRON-MENT	200	170.23	170.5	24.11	398	2.36	0.05= 1.97 Significant 0.01= 2.59 No significant
ANXIETY	200	28.25	28	9.71			

The mean scores of the variable of school environment of male and female adolescents as 171.69 and 168.76 respectively. The t-ratio is calculated as 0.45 with d_f =198 which is not significant. This revealed that no significant difference exists between mean scores of the variable of school environment of male and female adolescents. It indicates that anxiety is no significant and school environment adolescents exhibit significance level.

Figure 5.3.1 showing the school environment among the anxiety of the total sample.

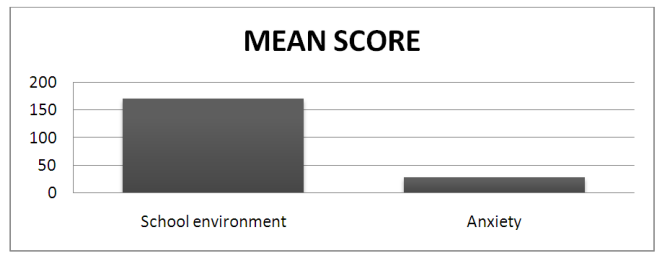


TABLE NO 5.4 showing percentage of high, moderate & low anxiety level of total number of sample. (n=200)

S .NO	LEVEL OF ANXIETY	RANGE	NO OF STUDENTS	PERCENTAGE OF STUDENTS
1	HIGH	35&ABOVE	41	20.5%
2	MODERATE	21-35	106	53%
3	LOW	0-21	53	26.5%

The results show that level of anxiety among all the students is that high anxiety student is 20.5 %, moderate level of students is 53%, and low anxiety students is 26.5%. According to the data numbers of the students are moderate.

Figure 5.4.1 showing high, moderate & low anxiety level of total number of students (n=200).

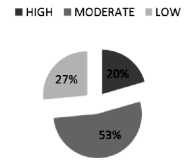


TABLE NO 5.5 showing percentage of high, moderate & low anxiety level of boys. (N=100)

S .NO	LEVEL OF ANXIETY	RANGE	NO OF STUDENTS	PERCENTAGE OF STUDENTS
1.	HIGH	35&ABOVE	20	20%
2.	MODERATE	21-35	55	55%
3.	LOW	0-21	25	25%

The results show that level of anxiety among boys is that high anxiety student is 20%, moderate level of the boys is 55%, and low anxiety of boys is 25%. According to the data number of the students is moderate. The graph shows that…

Figure 5.5.1 showing high, moderate & low anxiety level of boys. (n=100).

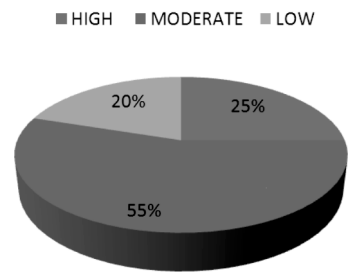


TABLE NO 5.6 showing percentage high, moderate &low anxiety level of girls (N=100).

S .NO	LEVEL OF ANXIETY	RANGE	NO OF STUDENTS	PERCENTAGE OF STUDENTS
1	HIGH	35&ABOVE	21	21%
2	MODERATE	21-35	51	51%
3	HIGH	0-21	28	28%

The results show that level of anxiety among girls is that high anxiety student is 21%, moderate level of the girls 51%, and low anxiety of girls is 28%. According to the data number of the students is moderate.

Figure 5.6.1 showing high, moderate & low anxiety level of girls. (n=100)

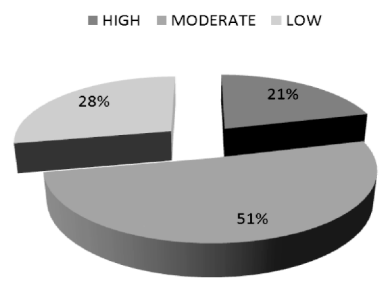


TABLE NO 5.7 showing the correlation between anxiety & different variables of school environment among boys. (N=200)

As the present study is intended to find out the relationship between anxiety and school environment of adolescents, Pearson's Product Moment correlation technique was employed.

AREAS	**N**	**R**
CREATIVE STIMULATION	100	-0.26
COGNITIVE ENCOURAGEMENT	100	-0.19
ACCEPTANCE	100	-0.07
PERMISSIVENESS	100	-0.20
REJECTION	100	-0.08
CONTROL	100	-0.14

The coefficient of correlation between anxiety and school environment of boys of adolescents cognitive stimulation score is -0.26, cognitive encouragement -019, Acceptance -0.07, Permissiveness -0.20, rejection -0.08, control -0.14 which is significant at .01 level of confidence which shows that there exists a significant negative relationship between anxiety and school environment of adolescents. It indicates that the adolescents with high anxiety exhibits poor school environment of boys.

Figure 5.7.1 Correlation between anxiety & different variables of school environment among boys. (N=200)

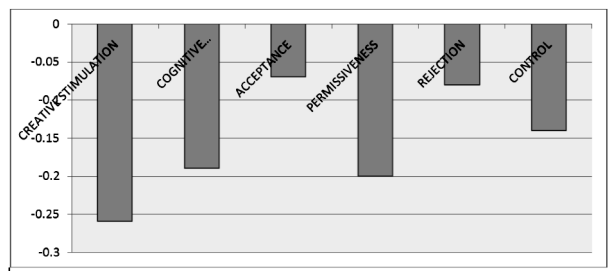


TABLE NO 5.8 showing the correlation between anxiety & different variables of school environment among girls. (N=200)

AREAS	**N**	**R**
AREAS	N	R
CREATIVE STIMULATION	100	0.03
COGNITIVE ENCOURAGEMENT	100	-0.07
ACCEPTANCE	100	-0.12
PERMISSIVENESS	100	-0.09
REJECTION	100	-0.13
CONTROL	100	-0.05

the coefficient of correlation between anxiety and school environment of girls of adolescents cognitive stimulation score is -0.03,cognitive encouragement -0.07,Acceptance -0.12, Permissiveness -0.09,rejection -0.13,control -0.15 which is significant at .01 level of confidence which shows that there exists a significant negative relationship between anxiety and school environment of adolescents. It indicates that the adolescents with high anxiety exhibits poor school environment of girls.

Figure 5.8.1 Correlation between anxiety & different variables of school environment among girls. (n=200)

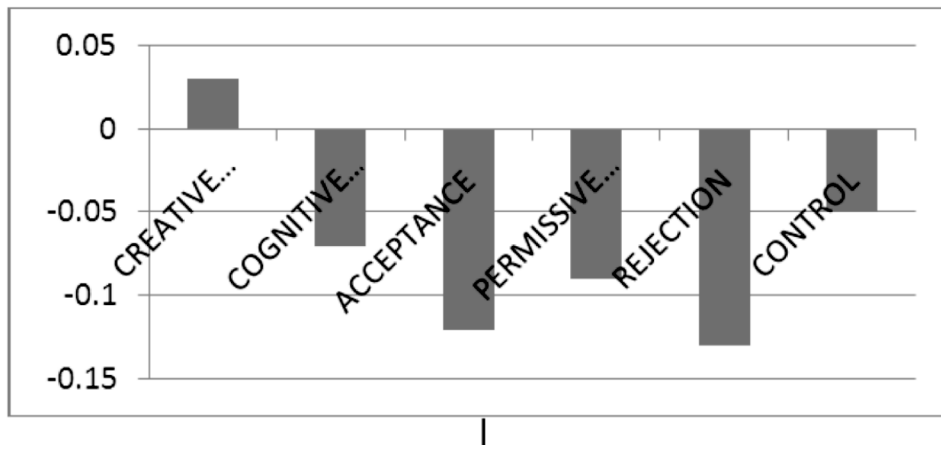
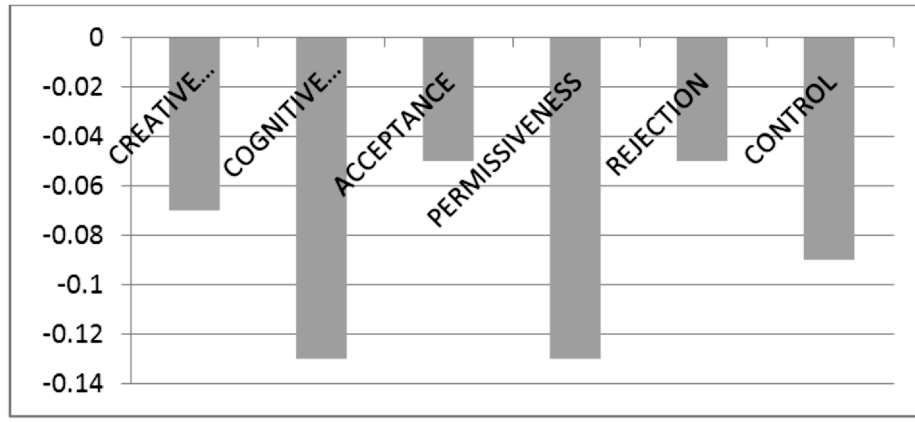


TABLE NO 5.9.Showing the correlation between anxiety & different variables of school environment among total sample. (N=200)

AREAS	**N**	**R**
CREATIVE STIMULATION	200	-0.07
COGNITIVE ENCOURAGEMENT	200	-0.13
ACCEPTANCE	200	-0.05
PERMISSIVENESS	200	-0.13
REJECTION	200	-0.05
CONTROL	200	-0.09

the coefficient of correlation between anxiety and school environment total number of adolescents cognitive stimulation score is -0.07, cognitive encouragement -013, Acceptance -0.05, Permissiveness -0.13, rejection -0.05, control -0.09 which is significant at .01 level of confidence which shows that there exists a significant negative relationship between anxiety and school environment of adolescents. It indicates that the adolescents with high anxiety exhibits poor school environment of total number of adolescents.

Figure 5.9.1 the correlation between anxiety & different variables of school environment among total sample. (N=200)



CONCLUSION

- The mean score of the boys in anxiety came out to be 28.11 and the mean score of girls in anxiety is 28.48 which show that girls show slightly high anxiety than the boys.
- There was no significant difference found between the mean scores of boys and girls.
- The mean score of anxiety boys are 171.69 and the mean score of girls in school environment scale is 168.76 which shows school environment positively affected to boys than girls.
- There was no significant difference was found in school environment among boys & girls.
- The mean score of the school environment and anxiety scale of total sample came out to be 170.23 and 28.25 respectively.
- There was no significant difference found of the school environment and anxiety level of the total sample.
- The anxiety level of total sample, high anxiety was 20.5%, moderate was 53%, Low 26.5%. The total number of anxiety level sample was moderate.
- The anxiety level of total sample, high anxiety was 20%, moderate was 55%, Low 25%. The anxiety level of boys was moderate.
- The anxiety level of total sample, high anxiety was 21%, moderate was 51%, Low 28%. The anxiety level of girls was moderate.
- The correlation between anxiety & different variables of school environment among boys were calculated. The correlation of creative stimulation was more i.e. is -0.26 which is negatively correlated. The score of acceptance was less i.e. -0.07 and correlated.
- The correlation between anxiety & different variables of school environment among girls were calculated. The correlation of creative stimulation was more i.e. is 0.03 which is positively correlated. The score of acceptance was less i.e. -0.12 and no correlated.
- The correlation between anxiety & different variables of school environment among total sample were calculated. The correlation of cognitive encouragement and

permissiveness was more i.e. is -0.13 which is negatively correlated. The score of acceptance and rejection was less i.e. -0.07 and correlated.

DELIMITATIONS OF THE STUDY

1. The Collection of sample was delimited to 200 School adolescents.
2. The study will be delimited only urban area of Patiala district.

SUGGESTIONS

- Similar type of study can be conducted on national level including more number of students.
- Qualitative studies are recommended to explore the anxiety and school environment in adulthood.
- Provision of guidance and counselling services should be given to adolescents.

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