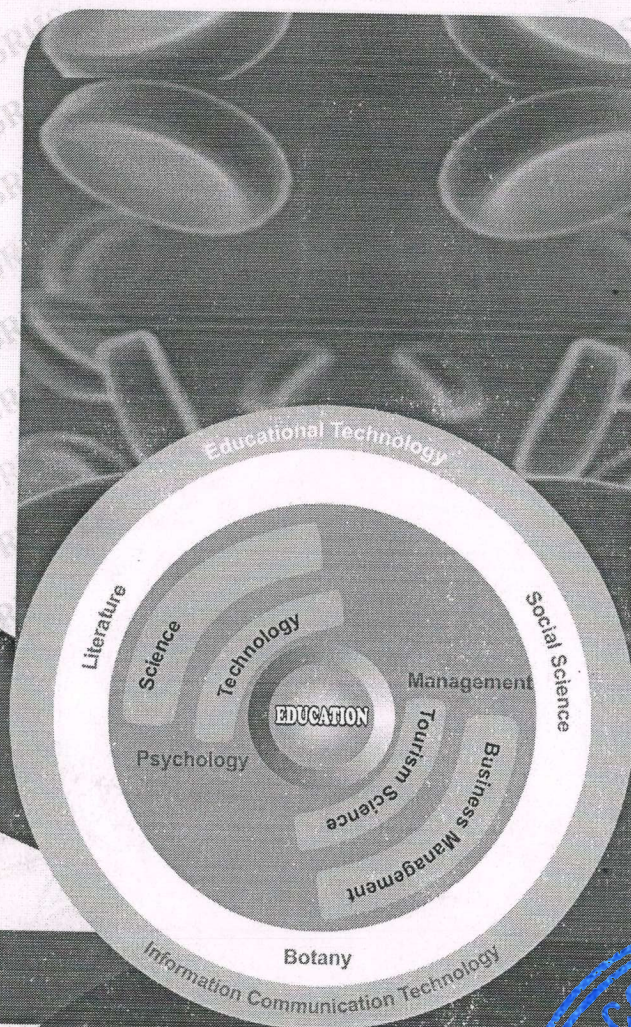
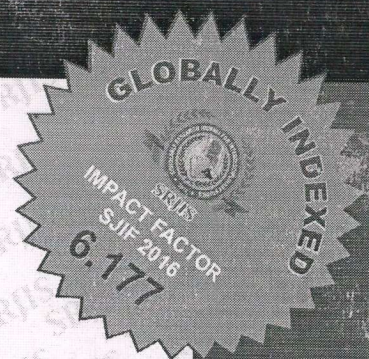


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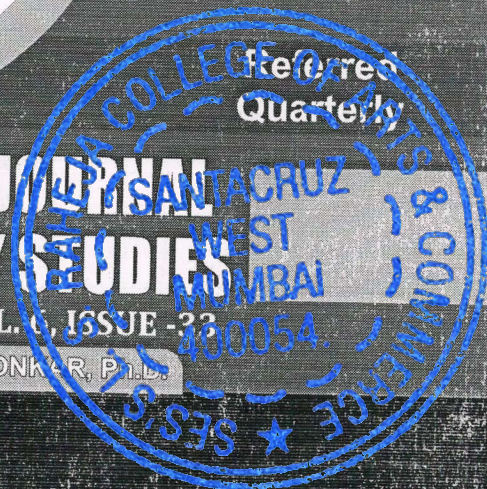


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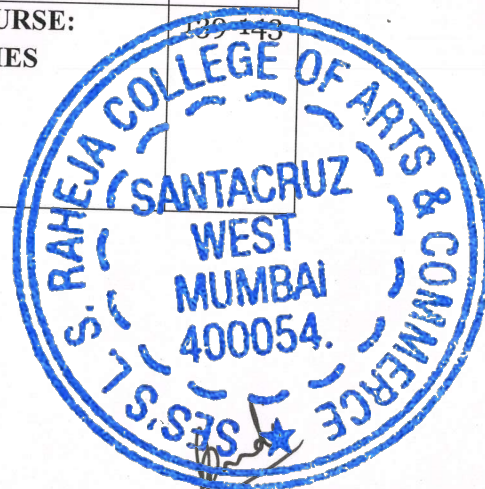


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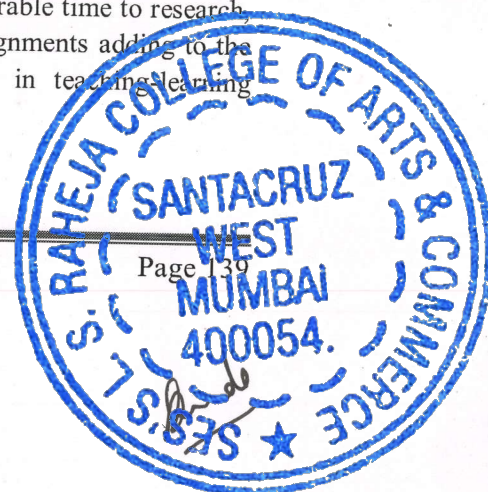
**ROLE OF RESEARCH IN PEDAGOGICAL DISCOURSE: FAMILIAR  
CHALLENGES AND NEW APPROACHES**

**Samya Shinde**, Assistant Professor, Department of Sociology, L.S.Raheja College of Arts and Commerce.

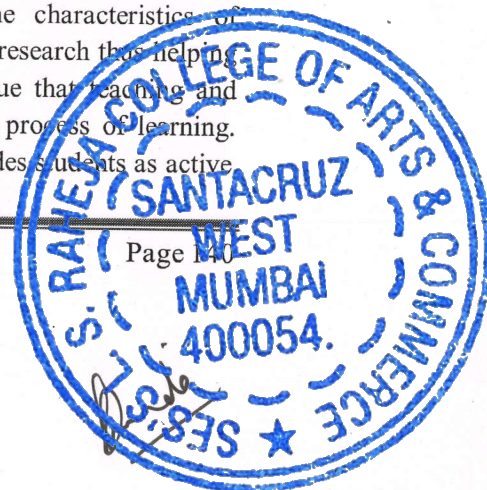
**Abstract**

Academic practitioners experience tug of war between the attractions of teaching and research. Teachers especially in higher education often juggle between their teaching and research responsibilities. Promotion processes require a teacher to put in considerable time to research, publication and presentation that often clashes with their teaching assignments adding to the dilemma to balance between the two equally important processes in teaching-learning outcomes. However rather than considering teaching and learning as mutually exclusive there are similarities between the two endeavours. Expansion of higher education as well as technological advancements has made teaching challenging putting the onus on teachers to improve their pedagogical skills and bringing innovations in teaching methods that can improve learning outcomes. The question of integrating the two pillars of higher education namely teaching and research has been the main focus of higher education since its expansion. The research results in this field show that advocates of the synergy between the two and those who stress on their independence share different understandings. In the recent times one sees a gradual shift in education to not only promote transmission of knowledge but also encourage search and discovery of new knowledge through research. The present paper throws light on the relation between teaching and research and how combining the two can be effective pedagogical tool improving the learning environment. It also discusses the challenges faced by the teacher in attempting to do so and possible suggestions to overcome the same.

The role of higher education is threefold namely teaching, research and extension activities/community activities. Teaching and research are fundamental academic activities and important aspect in the academic system- two sides of the same coin. Teaching is broadly defined as imparting knowledge encompassing all activities that includes lectures, tutorials, seminars, assessment system and preparation of course material that directly relate to the delivery of undergraduate/postgraduate programme- an active process where learners construct new knowledge. Through teaching the new generation gets acquainted with the field of knowledge. Research can be defined as the creation of a body of knowledge characterised by and measured through publications and research grants. It refers to the process of discovering information, development and dissemination of knowledge crucial for teaching process. Extension includes the social responsibility of higher education achieved through intellectual and social development of society (Rai and Sharma 2016: 1585). Academic practitioners experience tug of war between the attractions of teaching and research. Teachers especially in higher education often juggle between their teaching and research responsibilities. Promotion processes require a teacher to put in considerable time to research, publication and presentation that often clashes with their teaching assignments adding to the dilemma to balance between the two equally important processes in teaching-learning outcomes.



**Correlation between teaching and research:** The two processes of teaching and research are mutually exclusive complementing each other as there are similarities between the two endeavours. Teaching and research help develop insight into the field, refines communication skills and enables one to select and organise content in a meaningful manner. Improvement and advancement in one feeds back into improvement and advancement in the other. Undergraduates bring with them their own fresh perspectives on topics that can be fielded as research questions by the teachers providing new directions for research. The synergy and independence of teaching and research has been the focus of many studies that either bring out the positive correlation; negative correlation or no relationship between the two. Ramsden and Moses (1992) indicated three possible conceptualisations of the relation between teaching and research, one where both processes are 'completely integrated', based on the understanding that one needs to be an active researcher to be a good teacher; second 'partly integrated', based on the premise that teaching and research need to be interrelated, not on an individual level, but on an institutional level; and thirdly 'independent', which is based on the understanding that they are mutually independent. The negative nexus between teaching and research is based on the arguments put forth by the scarcity model; different personality model and divergent reward model. Empirical studies find that in practice a research environment does not always influence quality of teaching. According to Gibbs (1995), 'the notion that teaching excellence flows directly from research excellence is absurd: they are in direct conflict, compete for academic attention and only one of them is rewarded'. Greater emphasis on teaching compromises teaching standards. Discussing the negative relationship, Hattie and Marsh (1996) conclude that academicians who are more productive in research invest more time and energy in research activities at the cost of devoting time to teaching and teaching activities, which leads to the negative correlation between teaching and research. Imparting quality education through teaching should be the primary objective of higher education and should be prioritised over research. Some scholars suggest there is strong, symbiotic relation between teaching and research—a positive nexus between teaching and research as put forth by the conventional wisdom model and the generic underlying ability model that claims that 'teaching contributes to enrichment of research and research contributes to enhanced levels of teaching' (Tilak). Taylor (2007) observes that the relationship between teaching and research is fundamental in defining the distinctive nature of the university as an institution. Benowski (1991) suggests that teaching should not be separated from research. In his words, —Professors teach best what they know best. They can become better practioners as they are able to bring in the ground realities to their classrooms. Attending seminars, workshops in issues that have relevance in the classroom support their claims in the teaching thus improving the discourse in classrooms. Stephenson (2001), Yair (2008) found that one of the characteristics of extraordinary teachers is their passion for the field which is borne out of research thus helping teachers become well in their classrooms. Brew and Boud (1995) argue that teaching and research are integrated whereby they become two aspects of the same process of learning. Brew (2006) places teaching and research in a wider context that includes students as active



participants in the teaching process and users of research results in the community. Enders (1999) mentions about the interlinkage of teaching and research activities at universities that and form an inseparable whole. Grey (2012) regards teaching and research as inseparable activities at universities, concluding that the -fundamental idea of every university is the quest and dissemination of knowledge; knowledge that stems from research results and is transferred to students in the teaching process (Grey 2012:41).

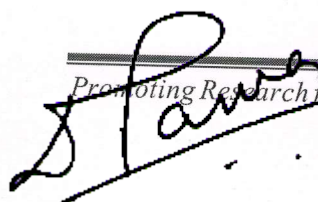
**Contribution of research to quality teaching:** Historically, teaching has relied on tacit knowledge and passive socialisation where the instructor's word of knowledge was often accepted unchallenged. In the recent times one is witnessing a gradual shift in the role of higher education to not only promote transmission of knowledge but also encourage search and discovery of new knowledge through research. Quality teaching has become an important issue in higher education plagued with numerous challenges in contemporary times. The student body has expanded and diversified both socially and geographically. The current generation of learners demand new teaching methods with the proliferation of myriad forms of technological advancement that bombard the present generation with information that often needs to be sifted to separate fact from fiction, thus demanding more from the teaching fraternity. Modern technology has modified the nature of interactions between students and their teachers that call for improvement in the quality of discourse in the classrooms. Classrooms are dynamic spaces shaped by the instructor and the instructed. Students, their families as well as funding agencies, both public and private, demand value for their money and desire more efficiency through teaching. The advent of mass higher education has changed the idea of the role of educational institutions emphasising the relation between teaching and research. Today excellence in teaching is required to respond to students' feedback and justify public funding in higher education along with the individual's academic case for promotion thus re-examining and reassessing the role of teaching. Classroom is a dynamic space with the instructor as a superhero. Teachers aim at imparting knowledge in the classroom that will bring out positive student-learning outcome. To be sure whether they are making positive impact on students' learning is a challenge every teacher feels therefore incorporating research paradigm in one's teaching practice will help make teaching effective and make teacher feel psychologically happier as the main role of the teacher is fulfilled.

- Current research paradigms, debates and perspectives can help engage in constructive discussions improving pedagogy.
- It helps the teacher learn, unlearn and relearn new concepts and ideas.
- It brings the teacher learning and teaching close together.
- Research challenges and clarifies one's own beliefs and assumptions about issues sharpening one's existing knowledge which can be incorporated in the classroom effectively.
- It broadens set of learning outcomes.



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