

ABSTRACT

Name of the Candidate : Rizwan Fatma Zaidi
Student ID : 20169158
Name of the Supervisor : Prof. Waseem Ahmad Khan
Department : Department of Teachers Training and Non-Formal education
Topic of the Research : Autonomy and Researcher-Like Disposition of Teacher Educators in Relation to Their Teaching Effectiveness: An Exploratory Research
Keywords : Autonomy, Researcher -like-Disposition, Teaching Effectiveness, Teacher educators, self-financed B.Ed. Institutions, Government aided B.Ed. institutions

Teacher educators are regarded as pillars of teacher education programs and play a key role in producing high-quality teachers. They are responsible for the quality of pre-service and in-service education of teachers, directly and indirectly & act as a guiding force at every stage of the teacher career. Teacher educators' professional development is the need of the hour to raise the quality of teacher education and improve the standard of teacher education institutions. The autonomous, lifelong independent learners, knowledge producers, and professionally sound teacher educators are required to make high-ordered teaching-learning processes. Teacher autonomy is an essential and complementary part of teacher educator career to develop self-esteem and self-confidence among teachers and students. It is considered as a regular and ongoing self-discovery process.

Teacher educators' role as teachers of teachers and as researchers is universally accepted and recognized in policy literature and in research literature. These dual functions have to perform by the teacher educators simultaneously in order to be expert in teaching new teachers and serving teachers and able to produce new knowledge in the field of teacher education.

The purpose of present study is study the relationship between Autonomy, Researcher-Like Disposition, and Teaching Effectiveness of teacher educators. The study is designed to conduct in 4 phases. In the 1st phase, the level of autonomy, researcher like disposition and teaching

effectiveness of teacher educators is studied, in the 2nd phase, the comparison of autonomy, researcher like disposition and teaching effectiveness of teacher educators working in B.Ed. institutions is performed with respect to gender, type of institutions, experience and subject of teaching, In the 3rd phase, the relationship between autonomy, researcher like disposition and teaching effectiveness is explored and in the 4th phase Interview was conducted for the purpose of triangulation, to validate and justify the results found in above three phases.

All the teacher educators working in Government aided and Self-financed B.Ed. institutions of Delhi constitute the population. The 100 teacher educators and 400 student teachers were taken as a sample. The stratified sampling technique was used. Teacher educator's researcher-like-disposition scale (Hanna Tack &Vandenlinge,2016),Teacher autonomy scale(Pearson and Moomaw,2006), self constructed Teacher educator's teaching effectiveness scale (TETES) and an Interview schedule for teacher educators were used as tools.

The findings reveals that the moderate level of autonomy (65%), Researcher-like Disposition and teaching Effectiveness(71%) was found in majority of teacher educators. The Teacher educators working in Government institutions have better Autonomy and Researcher-like-Disposition in terms of all the dimensions than self-financed institutions. The positive relationship shows that the autonomy contributes to the researcher-like-disposition of the Teacher Educators. The positive correlation between Autonomy and teaching effectiveness establishes that autonomy contribute to the teaching effectiveness of the teacher educators. There was a statically significant relationship observed between the Researcher-like-Disposition and Teaching Effectiveness of Teacher educators. The Privatization & Profit orientation of teacher education, Workload, Job insecurity & low salary, Inadequate focus on Research work results poor quality of research work, Lack of Training in ICT are the issues regarding Autonomy, Researcher-like Disposition and teaching Effectiveness of Teacher educators. Qualitative analysis further establishes that the teacher educators who have better Researcher-like-Disposition and engage in the production of new knowledge exhibit better Teaching Effectiveness.