



Department of Collegiate Education

GOVERNMENT FIRST GRADE COLLEGE

Soraba - 577429, Shivamogga-Dist.
(Affiliated to Kuvempu University)



One Day National Level Conference
(Multi disciplinary)

Socio-Economic Development of Women in Globalised Era

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Globalization and Women in India

Devaraja Y.¹

Abstract: Globalization is empowering the women across the globe. It is helping the women to involve in different spheres like political, social, economic, sports and cultural. Women empowerment stand for expansion of assets and capabilities of women to participial in, influence control and hold accountable institutions that affect their lives. Globalization needs to manage the situation well and look globally instead of thinking too locally.

Keywords: Globalization, Political, Social and Policies, Empowerment, Women education, Economic growth, Legal provisions.

Introduction

Globalization has brought both fears and hopes to the people of the world. It has had different effects on the various communities of developed and developing countries, cities, suburbs, men and women. The impacts of globalization on women are more prevalent and more complicated. Highlighting the positive aspects of globalization, a number of economists believe that women have mainly acquired noticeable benefits from economic reforms. One of the opportunities that globalization has provided for women is the increase in employment. By expanding mass communication Medias, globalization has also boosted women's awareness level so that they have better chance to prove themselves and have more chances for selection as well.

Definitions

❖ Globalization as "the growing economic interdependence of countries world wide through increasing volume and variety of cross-border transactions in goods and services and of international capital flows and through the more rapid and widespread diffusion of technology".

-International Monetary Fund(IMF)

❖ Globalization as "the shift towards a more integrated and interdependent world economy. Globalization has two components -the globalization of markets and globalization of productions." -Charles Hill

The main principles upon which the entire theory of globalization is based are as follows:

- ❖ Sustained economic growth, as measured by gross national product, is the path to human progress.
- ❖ Free markets i.e., markets that are free from government intervention, generally result in the most efficient and socially optimal allocation of resources;
- ❖ Economic globalization, is achieved by removing barriers to the free flow of goods and money anywhere in the world, which in turn fosters competition, creates jobs, increases economic efficiencies, lowers consumer prices, increases consumer's choice and is generally beneficial to everyone by increasing overall economic growth;
- ❖ Privatization, which transfers functions and assets from government to the private sector, improves efficiency.

Women in India

According to India's constitution, women are legal citizens of the country and have equal rights with men (Indian Parliament). Because of lack of acceptance from the male dominant society, Indian women suffer immensely. Women are responsible for bearing children, yet they are malnourished and in poor health. Women are also overworked in the field and complete the all of the domestic work. Most Indian women are uneducated. Although the country's constitution says women have equal status to men, women are powerless and are mistreated inside and outside the home.

Positive Effects of Globalization

Globalization has opened up broader communication lines and brought more companies as well as different worldwide organizations into India. This provides opportunities for not only workingmen, but also women, who are becoming a larger part of the workforce. With new jobs for women, there are opportunities for higher pay, which raises self-confidence and brings about independence. This, in turn, can promote equality.

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ABOUT THE INSTITUTION

Government First Grade College, Soraba is an institution, affiliated to Kuvempu University. The college was started in the year 1985 with two UG Programmes - Arts and Commerce. The College has been accredited with C grade by NAAC and recognized by UGC under the category 2(D) and 12(B). Now, the college totally offers five programmes including Business Management (BBA), Science (B.Sc.) and BCA. To carry out academic curricular, co-curricular, and extra-curricular pursuits, the college possesses well equipped and well maintained infrastructure. Our institute is spread over an area of 13 acres. The college campus is modern and well equipped for all the necessary academic pursuits. This college offers a large number of special opportunities for students.



ABOUT THE CONFERENCE

Throughout history, the central role of women in society has ensured the stability, progress and long-term development of nations. Globalization has brought both fears and hopes to the people of the world. It has had different effects on the various communities of developed and developing countries, cities, suburbs, men and women. The impacts of globalization on women are more prevalent and more complicated. Today, the median female share of the global workforce is 45.4 percent. Women's formal and informal labor can transform a community from a relatively autonomous society to a participant in the national economy. By expanding mass communication Media, globalization has also boosted women's awareness level so that they have better chance to prove themselves and have more chances for selection as well. NCWE 2019 aims at bringing masses to discuss on various issues in social and economical development of women in globalized era.

"Rural women play a key role in supporting their households and in contributing to the growing food and nutrition security, generating income, and improving rural livelihoods and overall well-being."

— International Women's Research Organization

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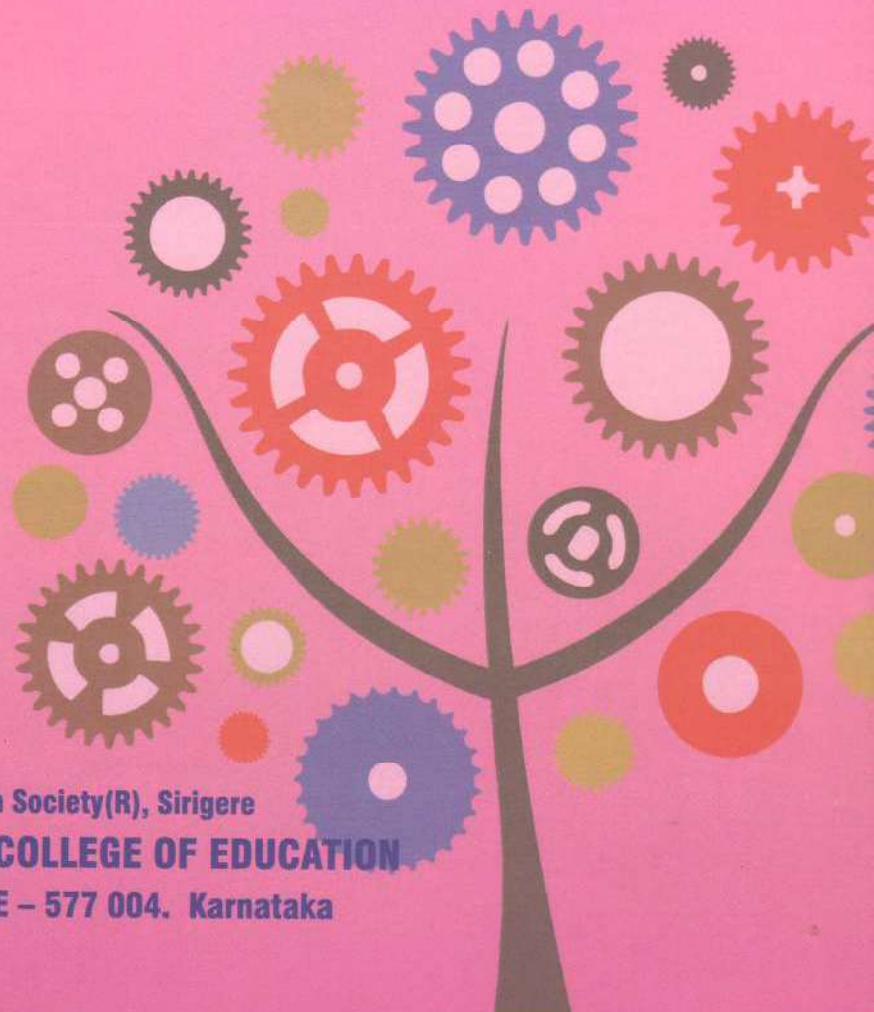
CONTINUOUS AND COMPREHENSIVE EVALUATION

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activities, poor attendance of students and inadequate infrastructural facilities.

CCE can be successfully implemented by maintaining appropriate PTR, training teachers in CCE, frequent monitoring and supervision, appointing subject teachers, improving school infrastructure and raising awareness of important stakeholders including parents and community members.

There is more emphasis on annual examination than weekly and monthly assessments. Majority of children suggest for more number of unit tests, physical activities, more assignment on mathematics and science, computer training and literary activity.

About 55 per cent of teachers are aware of CCE. Though teachers perceive CCE as having certain advantages over traditional approach, they feel that CCE is not satisfactorily conducted because of certain difficulties such as insufficient teaching staff, excessive pressure on teachers, irregularity of students, and high teacher – student ration.

The CCE scheme can be improved by enrolling students at appropriate stage, providing feedback to the teachers through students, organizing PTA meetings, appointing required number of teachers and non-teaching staff, non-engaging teachers in activities other than teaching, and training teachers on CCE. After observing

the status of CCE in different schools of Karnataka the investigator felt that neither the parents nor the teachers of the sampled schools are aware of CCE. There is more emphasis on annual examination than weekly and monthly tests. The students are not satisfied with the examination system as they are not getting the report card of weekly and monthly examinations. The insufficient teaching-learning material and lack of parent-teacher meeting are the major constraints in CCE.

Conclusion :

Continuous and comprehensive evaluation facilitate students' effective learning as well as their all rounds development of personality with its multiple evaluation tools and techniques and corrective measures. It is utmost important to make Continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education.

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IN EDUCATION SYSTEM THE CCE

Devaraja Y.

Veerendrakumar Wali S.

Introduction

Education as a planned endeavour, at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring member of the society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate. In other words, to be inquisitive and to think independently CBSE (2009). Education aims at making children capable of becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities

created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently CBSE (2009). Education plays a key role in the development of a nation. The education system in vogue in a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. *It is the issue discussed widely but which*



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Inclusion and Qualitative Expansion in Education

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57.	QUALITY CONCERNS IN TEACHER EDUCATION Dr.R.Girja, Dr.G.B.Devamma.	199
58.	QUALITY CONCERNS IN TEACHER EDUCATION Jayashree. K. Badiger	200
59.	QUALITY CONCERNS OF TEACHER EDUCATION IN INDIA Mr.Raghavendra H Bommanavar, Dr S.S.Patil	205
60.	QUALITY CONCERN IN TEACHER EDUCATION Dr. D. Hassan, Dr. I.Devi Varaprasad.	208
61.	QUALITY IN TEACHER EDUCATION Girija Kadannavar, Dr. Sushma. R	211
62.	QUALITY CONCERN IN TEACHER EDUCATION Smt. Vijayalaxmi S. Ruli, Lingaraj V. Sangalad	216
63.	A STUDY OF TEACHER EFFECTIVENESS OF WOMEN STUDENT TEACHERS Mrs. Savita S Patil.	218
64.	QUALITY CONCERNS IN TEACHER EDUCATION T. Linga Murthy.	221
65.	INTEGRATING ICT IN TEACHER EDUCATION Santhosh Kumar R.	225
66.	EVALUATION ISSUES FOR QUALITY TEACHER EDUCATION T.N Nishantha	227
67.	QUALITY AND EXCELLENCE IN TEACHER EDUCATION: ISSUES & CHALLENGES IN INDIA Vanjaxi Aralemath, Dr A M Hemanth Kumar, Dr Kavita S Bevinamr	230
68.	QUALITY CONCERNS IN TEACHER EDUCATION: ISSUES & CHALLENGES IN INDIA Vijayakumar H.L.	235
69.	QUALITY CONCERNS IN TEACHER EDUCATION IN INDIA Roopa S Jogalekar, Prof. Vijaya .B. Korishetti	238
70.	QUALITY OF TEACHING IN HIGHER EDUCATION C.M.Veerasha	242
71.	QUALITY CONCERN IN TEACHER EDUCATION Vani Nayaki D C., Dr. S S Patil	246
72.	QUALITY EDUCATION - QUALITY TEACHER Devaraja Y.	248

VI. PROMOTING PUBLIC-PRIVATE PARTICIPATION

73.	A STUDY ON THE POSSIBILITIES OF PARENTS IN PROVIDING QUALITY OF BASIC EDUCATION Dr. Yadukumar M.	252
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VII. IMPLEMENTATION OF THE EDUCATIONAL POLICIES

74.	ISSUES AND CONCERNS OF IMPLEMENTING RTE AT SCHOOL LEVEL Dr.Jayashree. V Rakkasagi, Dr.S.S.Patil.	255
75.	HIGHER EDUCATION & SKILL DEVELOPMENT TOWARDS TO ECONOMIC GROWTH IN INDIA Dr. Nagaraja H.V.	259
76.	EFFECTIVE GROWTH OF INDIAN ECONOMY THROUGH EDUCATIONAL SYSTEM: A VIEW Anil Kumar H.B.	266

QUALITY EDUCATION - QUALITY TEACHER

*Devaraja

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 & also presence of Quality teacher.

Quality Education:-

Quality is not a chance but a choice.

Quality is not an accident but design.

Quality is not a destination but a continuous journey.

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, reflectiveness, equity and quality have often been used synonymously. Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes: 1) Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities. 2) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. 3) Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace. 4) Processes through which trained qualitative teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. 5) Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context.

Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students. Continuous assessment and improvement can focus on any or all dimensions of system quality - learners, learning environments, teacher, content, process and outcomes. Each of these will be discussed below.

I. 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,

- > Good health and nutrition.
- > Early childhood psychosocial development experiences.
- > Regular attendance for learning.

- > Family support for learning.

II. 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 elements

- > Quality of school facilities
- > Interaction between school infrastructure and other quality dimensions.
- > Class size.

Psychosocial elements

- > Peaceful, safe environments, especially for girls
- > Teachers' behaviours that affect safety
- > Effective school discipline policies.
- > Inclusive environments.
- > Non-violence.

Service delivery

- > Provision of health services.

High quality physical, psychosocial and service environments in schools set the stage for learning to occur. This learning begins with quality content.

Curriculum and Teaching, Learning Materials

- Existing curriculum and its coverage
- Curriculum revision exercise Competency-based materials
- Black board and its usage
- Availability of textbooks to children
- Textbook production
- Distribution of textbooks
- Availability of teaching-learning materials
- Library and its use
- Laboratory/ Kits and their use

III. 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.

- > Student-centred, non-discriminatory, standards-based curriculum structures.
- > Uniqueness of local and national content.
- > Literacy.
- > Numeracy.
- > Life skills.
- > Peace education.
- > Challenges in reaching large numbers of children with quality content.

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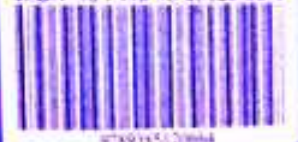


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TEACHERS' PROFESSIONAL DEVELOPMENT AND ICT IN EDUCATION



Dr. G. R. Angadi

	<i>Preface</i>	<i>viii</i>
53	Role of ICT in Education <i>Dr. Basavaraj M. Hurakadli</i>	333
54	ICT Integrated Approach at the Teacher Education Level <i>Dr. C. V. Hiremath</i>	338
55	ICT in Higher Education <i>Dr. Basavaraj V. Halemani</i>	343
56	Web 2.0 Technologies and Prospective Teacher Preparation <i>B. Danappa</i>	349
57	Key Challenges in Integrating ICT in Education <i>Devaraja Y and Dr. V. D. Aiholli</i>	355
58	E-Learning in Education <i>Revanasidda D. Talawar</i>	360
59	EDUSAT: New Way of Innovative Teaching <i>Yadu Kumar M. and Dr. Kiran Kumar K. S.</i>	365
60	E-Learning in Teaching Learning Process <i>Veerendra Kumar Wali S. Ravi H. and Dr. Jagdeesh B.</i>	371
61	A Study on Attitude of Teacher Trainees of B.Ed Colleges Raichur District Towards E-Learning <i>Basawantraya A. Patil</i>	376
62	Applications & Constraints of ICT in Education <i>Dr. (Smt.) Nirmala G. Battal</i>	381
63	The Role of ICT in Education Sector <i>Shivakumar G. M.</i>	388
64	ICT @ Schools in Karnataka: Mahiti Sindhu to HTF <i>Sushma A. Narasgouda</i>	393

TEACHERS' PROFESSIONAL DEVELOPMENT AND ICT IN EDUCATION

Dr. G. R. Angadi

Contents

Preface 1 Role of Information and Communication Technology in Teacher Education 2 ICT in Teacher Education (Pre-Service and in-Service) 3 Implementation and Role of Information and Communication Technology in Teaching and Learning process in the Schools and Colleges of Chennai: A perceptual cum factual study 4 Impact of ICT in Teacher Education 5 Teacher's Perspective on Integrating ICT into Subject Teaching 6 ICT in Teacher Education 7 Effects of E-Learning in Teaching Learning Process 8 Role of ICT in Higher Education 9 Role of ICT in Higher Education in the Present Scenario in India 10 Information and Communication Technology (ICT) Use in Teaching and Learning Practices in Higher Education Institutions 11 ICT in School Education 12 Developing and Validating E-Software for Analysis of Significance of Difference Between Two Means (t-test) Rresearch Scholar's Use 13 ICT in School Education 14 ICT in School Education 15 Effect of Smart Board in Enhancing Vocabulary of the Learners in ESL: An Experimental Study 16 ICT in Teacher Education 17 Principles and Practices in ICT Integrated Classroom 18 Education in 21st Century 19 Social Media Education 20 Role of ICT in Teacher Education 21 ICT in Higher Education 22 The Role of ICT in Higher Education for the 21st Century 23 ICT in Higher Education 24 ICT in School Education 25 ICT in Education in Learning Mathematics in India 26 ICT in Teacher Education (Pre and in Service) 27 Role of ICT in Enhancing Teacher Education 28 Students Perception Towards the Use of Interactive White Board: A Comparative Study 29 ICT in Higher Education 30 ICT in Teacher Education (Pre and in-Service) 31 A Study of Social Networking Habits of Secondary School Students in Solapur City 32 Effective Counseling Through Application of ICTs 33 Smart Class 34 Information and Communication Technology in Education 35 Use of ICT (Information and Communication Technology) in Education 36 A Study of Students ICT-Practices of College Students in Relation to their Academic Performance 37 Role of Social Media in Education 38 ICT in High Education 39 A Study on ICTs in Teaching- Its Need 40 Smart Phones and Competitive Exams 41 Information, Communication Technology in Teacher Education 42 ICT in Environmental Education 43 Holography: A Future Technology in Education 44 Web-Based Learning in Education: Its Needs 45 Ethical issues in Research and ICT 46 A Study on ICT knowledge of Principals of B.Ed. Colleges 47 Facebook as a Method of Instructional Tool at B.Ed Level 48 ICT in School Education 49 Integration of ICT in Teacher Education: Some Facts and Promises 50 Internet-Enabled Learning E-Learning 51 ICT and Teacher Education 52 ICT in Higher Education 53 Role of ICT in Education 54 ICT Integrated Approach at the Teacher Education Level 55 ICT in Higher Education 56 Web 2.0 Technologies and Prospective Teacher Preparation 57 Key Challenges in Integrating ICT in Education 58 E-Learning in Education 59 EDUSAT: New Way of Innovative Teaching 60 E-Learning in Teaching Learning Process 61 A Study on Attitude of Teacher Trainees of B.Ed Colleges Raichur District Towards E-Learning 62 Applications & Constraints of ICT in Education 63 The Role of ICT in Education Sector 64 ICT @ Schools in Karnataka: Mahiti Sindhu to HTF



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