

International Journal of Research and Analytical Reviews

64	Fictional Works: The Mechanisms Of Colonial Consciousness Dr. Praveena T. L.	283 - 286
65	"A study of satisfaction, Attitude and Personality characteristics scores of student-teachers of colleges of education by teachers of urban and rural colleges of Education" Dr. Khamar Jahan Devadurga	287 - 290
66	"A study of family factors effecting on academic aspiration of x standard students in Davangere city" Dr. Geetha C & Ansari	291 - 295
67	Role of ICT in Professional development of Teachers Dr. Santhosh & Dr. Yerriswamy	296 - 299
68	Life Skills Education For Adults In The Context Of Corporate World Dr. Nagendra Kumar R.	300 - 302
69	Factors affecting teacher education in quality issues Dr. Raghavendra Bommanavar & Dr. Varadaraju S	303 - 306
70	Dr. B.R. Ambedkar's Views On Education Nagendrappa S	307 - 309
71	A Qualitative Study On The Influence Of Constructivist Approach Of Learning Using 5e Model On The Metacognitive Skills Among Senior Secondary School Students Flosy CRD'Souza & Zeena L Pereira	310-315
72	"A Study of Teaching Competency and Job Satisfaction of Secondary School Teachers" Dr. Rekha MP & Dr. Praveena KB	316-319
73	Education and Women Empowerment Dr. Vaninayaki D C & Prof. S S Patil	320-323
74	Reaching STEM through STEM: Issues and Challenges and Solution Jyothi Noufal, Sujatha & Prof. Paily	324-326
75	Emancipation Through Open Education Dr. Shankar H P & Dr. Geetha C	327-331
76	"Scouting Programs on Holistic Personality Development Among High School Students" Gururaj & Dr. Praveen R	332-336
77	21st Century Teachers : Effective Classroom Devaraja Y	337-339
78	"Empowerment of Urban Higher Primary School Students Against Child Sexual Abuse" Lavanya C E & Dr. S S Patil	340-343
79	An investigation into the problems of PU students in writing English. Rafic Taj & Umme Kulsam	344-348

21st Century Teachers : Effective Classroom

Devaraja Y

Assistant Professor,
Kumadvathi college of Education,
Shikaripura, India

ABSTRACT: Education in the 21st century highlights globalization and internationalization. Teachers in the 21st century are technology savvy. To effectively engage and teach to new generation students, teachers will help the educational system meet this requirement. The educational systems must be outfitted with a pre requisite of ICT resources both hardware and software, and curricula must be designed to promote a collaborative learner centered environment to which students will relate and respond.

1. Introduction

"Today's digital kids think of ICT as some thing akin to oxygen; they expect it ,it's what they breathe and it's how they live." – John Seely Brown

Today's classroom is a very different place than it was fifteen or even five years ago. Teachers are faced with larger, more diverse classrooms during a time when teacher accountability is mandated as a result of the No Child Left Behind legislation. The ability to understand and respond appropriately to students cultural, racial, economic, social and learning differences will become increasingly important to effective teaching practices. Many educators find themselves frustrated and wonder how they can measurably increase student motivation and academic performance, while at the same time manage their classrooms effectively and cultivate the students desire to embrace a life time of learning.

The Framework for 21st Century Learning suggest that schools today should focus on more than the basics to integrate 21st century them essuchas Global Awareness, Financial, Economic, Business, Health, and Entrepreneurial Literacy.

Characteristics of a 21st-century teacher

1. Learner-Centered Classroom and Personalized Instructions
2. Students as Producers
3. Learn New Technologies
4. Teachers have to think globally
5. Be Smart and Use Smart Phones

6. Blog

I have written on the importance of both student and teacher blogging. Even my beginners of English could see the value of writing for real audience and establishing their digital presence.

7. Go Digital

8. Collaborate

Technology allows collaboration between teachers & students. Creating digital resources, presentations, and projects together with other educators and students will make classroom activities resemble the real world.

9. Use Twitter Chat

10. Connect

11. Project-Based Learning

12. Build Your Positive Digital Footprint

13. Code

While this one might sound complicated, coding is nothing but today's literacy. As a pencil or pen were "the tools" of the 21st-century, making it impossible to picture a teacher not capable to operate with it, today's teacher must be able to operate with today's pen and pencil, i.e., computers. Coding is very interesting to

ISSN: 2249-894X Impact factor : 5.7611(08)

Volume - 8 | Issue - 8 | May - 2019

REVIEW OF RESEARCH

International Online Multidisciplinary Journal



ATTITUDE TOWARDS IN-SERVICE TRAINING PROGRAMMES OF PRIMARY SCHOOL TEACHERS IN SHIVAMOGGA DISTRICT




Devaraja Y.¹ and Dr. V. D. Aiholli²

¹Research Scholar, Rani Channamma University, Belagavi, Karnataka & Assistant Professor, Kumadvathi College of Education, Shikaripura, Shivamogga, Karnataka.

²Rtd. Principal, Research Guide, BLDEA's - JSS College of Education & Research Center for PG Studies in School of Education, Vijayapura, Karnataka.

Editor - In - Chief - Ashok Yakkaldevi


Principal

Kumadvathi College of Education

REVIEW OF RESEARCH



ISSN 2249 894X
IMPACT FACTOR : 5.7031(UW)
UGC APPROVED JOURNAL NO. 48514
VOLUME : 8 | ISSUE : 6 | MAY - 2019



analyzed using t-test. The result found that there is no significant difference in their attitude towards in-service training programmes of primary school teachers in respect of gender. The study also indicated that there is a significant difference in their attitude towards in-service training programmes of primary school teachers in terms of locality and teaching experience.

KEYWORDS: Attitude towards In-service Training Programmes, Primary School Teachers.

INTRODUCTION: In-service training act as a catalyst for teacher's effectiveness. It is a way of updating teachers' skills and knowledge - for improving teaching and learning, which lead to better job performance. It is significant for teachers to confront new challenges and changes in the education world. The effectiveness of in-service training in school is also related to the attitude of teachers in school. Teachers should have a positive attitude towards in-service training organized by their school. Teacher's attitude

towards teaching philosophy, in-service training and educational reform can influence their response towards training that is conducted. Attitudes are reflections of employee's beliefs and opinions that support or inhibit behaviour.

REVIEW OF RELATED STUDIES
Fazilet Tapdemira (2014) analyzed the attitudes of teachers towards in-service trainings according to various variables. This study was a survey. The sample consisted of 83 teachers who were appointed to the Ankara province during the academic year 2011-12. The data was analyzed using t-test and ANOVA. The study found that the attitudes of teachers

toward in-service training activities showed a significant difference between genders and their amount of experience. Finding also indicated that there was no demonstrated difference according to the number of in-service training activities that were attended.

Hacer Hande Uysal (2012) studied the evaluation of an in-service training program for primary-school language teachers in Turkey. The data were gathered through course materials analysis, interviews with trainers and teachers, and through a questionnaire distributed to 72 teachers 18 months after the course ended. The result revealed that although the teachers' attitudes are

ATTITUDE TOWARDS IN-SERVICE TRAINING PROGRAMMES OF PRIMARY SCHOOL TEACHERS IN SHIVAMOGGA DISTRICT

Devaraja Y.¹ and Dr. V. D. Aiholi²

¹Research Scholar, Rani Channamma University, Belagavi, Karnataka & Assistant Professor, Kamadysphi College of Education, Shikaripura, Shivamogga, Karnataka.

²Hd. Principal, Research Guide, BLDEA's JSS College of Education & Research Center for PG Studies in School of Education, Vijayapura, Karnataka.

ABSTRACT:

The present study was aimed to find out the attitude towards in-service training programmes of primary school teachers. Survey method was conducted on a simple random sample of 60 primary school teachers in Shivamogga district. Self-made tool was used for data collection. The data was