



SWAMY VIVEKANANDA
VIDYA SAMSTHE (R), SHIKARIPURA

Innovative Pedagogy And Effective Teaching-Learning To Promote NEP-2020

Editors

Shivakumar G S
Ravi H
Vani Nayaki D C

Kumadvathi College of Education

Aided, Permanently Affiliated to Kuvempu University, Recognised by
NCTE & UGC Act 2(f), Section 12(B) & NAAC Accredited

Shikaripura, 577427 Shivamogga (Dist)

INNOVATIVE PEDAGOGY & EFFECTIVE TEACHING LEARNING TO PROMOTE NEP - 2020

EDITORS

Dr. Shivakumar G. S.

Dr. Ravi H.

Dr. Vaninayaki D.C.

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Shivamoga Road, **Shikaripura** – 577427, Shivmoga District
Phone No: 08187-222383,222067 E-Mail : Kumadvathibed@gmail.com

**INNOVATIVE TEACHING – LEARNING METHODS THROUGH MULTIMEDIA
– IN TEACHER EDUCATION**

Dr. Vani Nayaki D.C, Assistant Professor, Kumadvathi College of Education, Shikaripura.

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. It generally excludes inculcation of values like truth. It is usually associated with the imparting of knowledge of 3 R's – Reading, Writing and Arithmetic – representing various school subjects. Education, on the other hand, has a wider connotation. The word 'Education is like a diamond which appears to be of a different colour, when seen from different angles. It is as basic to civilization, to social survival, as reproduction and nutrition are essential to biological evolution.

Education is the most important invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language, because language too was the product of his education. Man without education would still be living just an animal. It is education, which transformed man from a mere 'two-legged animal' into human. It helps him to behave like a man and prevents him from behaving like an animal. The word 'Education is like a diamond which appears to be of a different colour, when seen from different angles. It is as basic to civilization, to social survival, as reproduction and nutrition are essential to biological evolution.

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. It generally excludes inculcation of values like truth. It is usually associated with the imparting of knowledge of 3 R's – Reading, Writing and Arithmetic – representing various school subjects. Education, on the other hand, has a wider connotation. It implies 7 R's – Reading, Writing, Arithmetic, Rights, Responsibilities, Relationships and Recreation. Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so.

Teaching – learning process is a means where by society trains its young ones in a selected environment as quickly as possible to adjust themselves to the world in which they live. In primitive societies this adjustment meant conformity with the things as they were. In advanced civilisation of the modern times, effort is made not only to adjust to things as they are but also to make an advance in the improvement of conditions of life by training the young in the modes of thinking and acting which will help to improve the conditions of living that surround them.

Communication is a process. We cannot deny it is an important tool for effective running of an educational institution and so for effective class room institution or teaching. Educational Technology is a relatively new field which aims at solving problems of teaching and learning. Hardware and software are two structural components of this technology and multimedia is an important aspect related to them. Education as a system has some objective planned for the process, for the realisation of which a variety of strategies, techniques and aids have been designed and devised by educational technologists. Multimedia approach is one such innovation that is aimed at improving the teaching – learning process.

MULTIMEDIA APPROACH

Multimedia approach uses a number of media, devices, techniques in the teaching learning process. Multimedia approach has come out of researches and experiments in educational technology that have been undertaken in order to improve the process of teaching-learning. The multimedia providing meaningful learning experiences via a mix of media in order to achieve predetermined objectives. In multimedia approach, several media and techniques are used as powerful means of communication.

INTERACTIVE MULTIMEDIA COMPONENTS

Interactive multimedia is a tool which has had a great impact in the field of education. This tool uses five elements (which have all existed before) and combines/weaves them into single powerful tools. The five media are: i) Text, ii) Animation, iii) Video, iv) Graphics, v) Sound. When the five basic media are weaved into a clear organised interactive production, it is called a title.

1.Texts: Out of all of the elements, text has the most impact on the quality of the multimedia title. Generally, Text provides the important information. But too much text on a page can be a detrimental. Readers will soon head for the nearest exit button. About 4 or 5 sentences per screen work well. In student developed multimedia, text acts as the keystone, typing all of the other media elements together. When you think about it, a picture is only worth a thousand words. It is well written text that makes a production wonderful. Suddenly, editing becomes more than an exercise, it becomes a necessity.

2.Graphics: Graphics provide the most creative possibilities for title. They can be photographs, drawings, graphs from a spreadsheet, pictures from CD-ROM, or something pulled from the Internet. With a scanner, hand-drawn work can be included. In student developed multimedia the selection of the graphic is crucial. Far too often students will want to use the first graphic they see, rather than the one that tells the richest story.

3.Sound: Sound is probably the most misunderstood part of a multimedia title. In fact, some teachers stay away from sound as if it shouldn't be allowed in the classroom. Sound can be used to provide emphasis or highlight a transition from one page to another.

4.Animations: Animations are primarily used to demonstrate an idea or illustrate a concept. Video is usually taken from life, whereas animations are based on drawings. There are two types of animation: Cell based and Object based. Cell based animation consists of multiple drawings, each one a little different from the others. When shown in rapid sequence, the drawing appears to move. Students can use Cell animation to show, for example, how an engine's crankshaft works. Object based animation (also called slide or path animation) simply moves an object across a screen. The object itself does not change. Students can use object animation to illustrate a point – imagine a battle map and troop movement is represented by sliding arrows.

5.Video: When it comes to making an impact, video is right there at the top of the list. It takes a lot of computing power to incorporate video into a student production, but it takes even more visual skill. Students can now put those hours in front of the television to use. A video file is an expensive resource. It can take up a huge amount of space on a hard drive. The images must tell their story quickly, yet completely.

MEDIA AND TECHNOLOGY OF EDUCATION

There are two major approaches in using media and technology in school. First students can learn "from" media and technology, and second, they can learn with media and technology. Learning 'from' media and technology is often referred to in terms such as instructional television, computer-based instruction or integrated learning system. Learning 'with' technology is referred to in terms such as cognitive tools and constructivist learning environments.

Media can be defined as all means of communication, whatever be its format and in this sense media includes symbol systems as diverse as prints, graphics, animation, audio and motion pictures. Technology is defined as any object of process of human origin that can be used to convey media and in this sense technology includes phenomena as diverse as books, films, television and the Internet. With respect to education, media are the symbol systems that teachers and students use to represent knowledge representation with others.

LEARNING 'FROM' MEDIA AND TECHNOLOGY

In this concept, media and technology are used as 'tutors' in schools in the process of educational communicating i.e., the deliberate and intentional act of communicating content to students with the assumption that they will learn something 'from' these communications. The instructional process inherent in the 'from' approach to using media and technology in schools can be reduced to a series of simple steps.

INNOVATIVE PEDAGOGY & EFFECTIVE TEACHING: LEARNING TO PROMOTE NEP-2020

- Enabling students to message content in media and delivered by technology.
- Allowing the students perceive and encode their message.
- Requiring a response to indicate that messages have been received and
- Providing feedback as to the accuracy of the response received and the computer are the two primary technologies used in the 'Open' approach.

LEARNING 'WITH' MEDIA AND TECHNOLOGY

Computer-based cognitive tools have been increasingly adopted or developed to function as instructional partners to enable and facilitate critical thinking and higher order learning. Examples of cognitive tools include: databases, spreadsheets, semantic networks, expert systems, communication software such as tele-conferencing programs, on-line collaborative knowledge construction environments, multimedia/hypertext construction software, and computer programming languages.

In the cognitive tools approach, media and technology are given directly to learners to use for representing and expressing what they know. Learners themselves function as designers using media and technology as tools for analysing the world, accessing and interpreting information, organizing their personal knowledge and representing what they know to others.

ROLE OF THE TEACHER IN MULTIMEDIA APPROACH

The teacher has to make a lot of modifications and adjustments if he has to adopt multimedia approach. His role would have a different connotation compared to the traditional role. He would have to make these changes:

- ◆ The teacher has to adopt a number of methods and techniques. He cannot be satisfied with the lecture or the chalk-talk method.
- ◆ The teacher has to be aware of the different available media and their availability. The teacher should be physically competent to use and demonstrate the use of different media.
- ◆ The teacher should be skillful enough to mix them sequentially and in an orderly manner.
- ◆ The teacher's role is that of a facilitator or manager of activities. He has to lead his students to independent, individualised learning.
- ◆ The teacher should provide experience such that the students can link practice and theory and integrate them.

EDUCATIONAL IMPLICATIONS OF USE OF MULTIMEDIA

- ▶ Multimedia enables students to represent information using several different media. Hypertext links allow students to organise information in meaningful ways.
- ▶ Multimedia can take into account different learning styles - some students learn by interpreting text, while others require more graphical or aural representations.
- ▶ Multimedia allows for self-pacing and discovery. Students can take the time they need and choose the path of learning, making learning meaningful and pleasurable.
- ▶ Multimedia helps in development of higher order thinking skills. Interactive multimedia encourages students to seek information, apply knowledge and re-attempt tasks (based on feedback given), behaviours that are associated with higher order learning.
- ▶ Multimedia provides the students the flexibility of 'anywhere', 'any time' learning.
- ▶ Multimedia helps in developing group and interpersonal skills. Better communication between students via e-mail, chat sessions etc., can encourage collaborative learning and enhance student-teacher interactions.
- ▶ Multimedia can bridge language barriers since audio is not the only means of communication.

- Multimedia helps students to learn the content in a given discipline. It helps students to think effectively, practice problem solving and decision making.

CONCLUSION

It has been proved by research that multimedia in schools are effective for students to learn both 'from' and 'with' it. The focus is now on media and technology because of their advantages in terms of repeatability, transportability and equity of access. Multimedia helps students to construct knowledge actively, work in groups and use multi – senses at a time. That media is power is a well recognised fact. However different media have different potentials. We cannot be rest assured that only one media is suitable for a set of objectives. A judicious mix of media, multimedia helps in removing the limitations of each and cascading the advantages of all.

The information processing approach says that learning is a series of information processing similar to computers processing of digits. Information received through sense organs (eyes, mouth, ears, hands, etc) is processed through stages of perception, memory and decision make up, and then output through effectors organs such as arms, vocal cords hands and so on. Learning occurs where students filter, interpret, organise and eventually, translate the relevant information into an appropriate course of action. The key to information processing approach is feedback. Multimedia can be programmed to provide extrinsic feedback whenever necessary and also provides experiences as information.

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EDITORS



Dr. Shivakumar GS

is presently working as a Principal in Kumadvathi College of Education, Shikaripura. He has a vast experience as a Teacher Educator in Education College. Also involved in the curriculum construction related to B.Ed., programme. He has rendered his service as Member of boards of University. He has authored several books and published many research articles in International and National Journals. He has attended many National and International seminars, Conferences, Workshops and published many research papers and articles in the reputed Referred/Peer reviewed Research ISSN Journals/ISBN books. His areas of interests include School Education, Teacher Education, Special Education and Methodology of Teaching Biology.



Dr. Ravi H

is working as Assistant Professor in the Kumadvathi College of Education, Shikaripura. He has worked in various capacities at all level of Education. He has worked as a member of Board of Examination at University level and also involved in the curriculum Construction related to Two year B.Ed. Programme. He has attended many National and International seminars, Conferences, Workshops and published many research papers and articles in the reputed Referred/Peer reviewed Research ISSN Journals/ISBN books and also published two books in National Publication. His areas of interest include; Drama and Art in Education, ICT in Education, Instructional Technology, Educational Administration and Management and Pedagogy of School subject - Kannada.



Dr. Vani Nayaki D C

is working as Assistant Professor in the Kumadvathi College of Education, Shikaripura. She has worked in various capacities at different levels of Education. She has worked as a member of Board of Examination at University level. She has attended many international and national Conferences and Workshops and published many articles in the reputed Referred/Peer Reviewed Research ISSN/ISBN Books and Journals. Her areas of interests include; Instructional Technology, Educational Administration and Management, Inclusive Education, Understanding self – Personality Development, Philosophy and Sociology of Education, Teacher Education and Pedagogy of Social Science.

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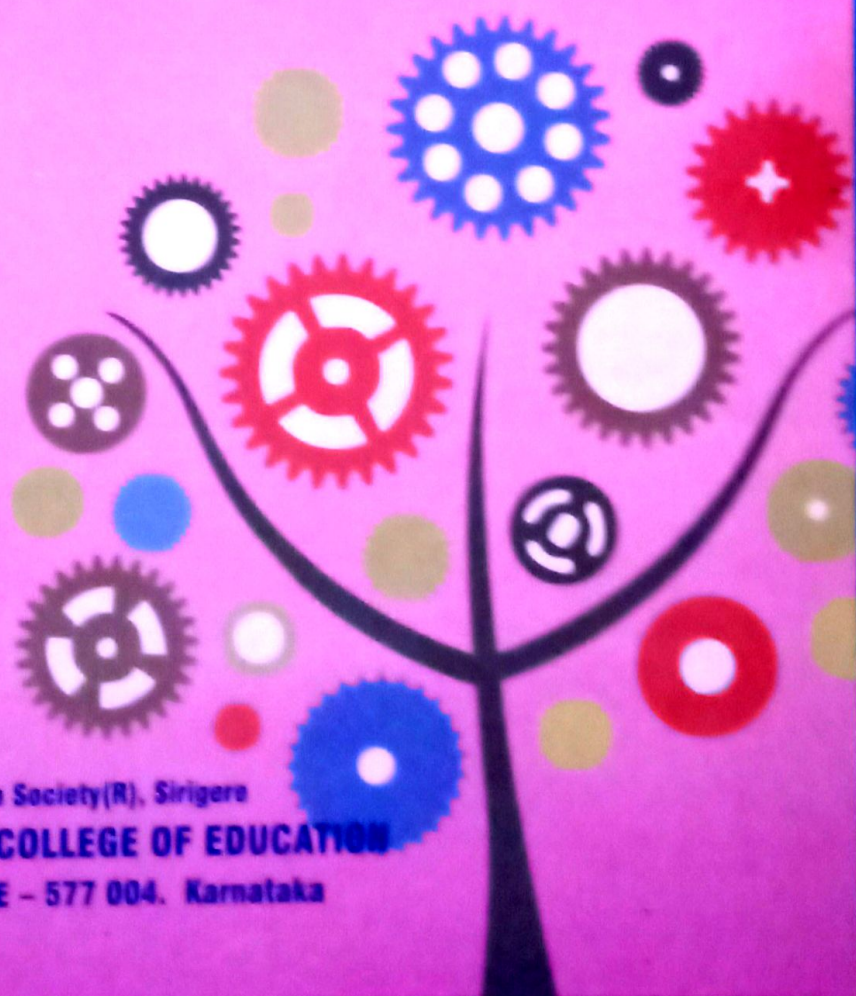
CONTINUOUS AND COMPREHENSIVE EVALUATION

EDITORS

Dr. H.V. Vamadevappa

Dr. H. Mallikarjunappa

Dr. K.T. Nagaraja Naik



Sri Taralabalu Jagadguru Education Society(R), Sirigere

MAKANUR MALLESHAPPA COLLEGE OF EDUCATION

Anubhava mantapa, DAVANGERE - 577 004, Karnataka



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- 5) C.E. helps in improving learning through diagnosis & remediation.
- 6) Not only learning improved through C.E., instruction is also improved.
- 7) It helps the teacher to know the performance of the students in the non scholastics areas also.

Advantages :

The C.E. pattern has a lot of advantages which is why, it is thereby implemented in almost all CBSE affiliated schools have a look at these points.

- 1) Encourages the learning of students by including new teaching techniques and methods.
- 2) Explores the learning needs as well as potential of the students.
- 3) Identify the learning progress of students on a smaller content pertain on regular basis.
- 4) Recognizes as well as deals with the certain needs of those students who were not academically sound.
- 5) Encourages students participation on extra curricular activities instead of focusing largely on academics.
- 6) Divides the huge CBSE portion into smaller chunks and reduces pressure of enormous studying.
- 7) Encourages additional life skill, emotional skill and thinking abilities.

Disadvantages :

Lot of people including the students and teachers believe that C.E. pattern introduced by CBSE has a lot of

disadvantages instead of positive points. Here is a flip side of the C.E. pattern.

- 1) The grading system is a disadvantage, because students scoring 90 and 99 marks are both kept in grade A+, there is no segregation.
- 2) There has been an introduction of language for conducting listening and speaking classes in Hindi and English. However, a lot of Schools do not have been infrastructure and facility for the same.
- 3) Endless project and students dependency and internet will effect the creativity of the student instead of collecting information from outside.

Conclusion :

The students have to be treated like children and it is very important to understand that every child has its own capacity and capability. Undue pressure and unnecessary stress and constant evaluation is still predominant factor of India's education and for bringing out the shy students to participate in all the activities. There has to be lot more improvements in all the studying pattern in the country.

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CCE SCHEME AT SECONDARY SCHOOL LEVEL

Ravi H. & Vani Nayaki D.C.

Introduction

All round development of the child is the dynamic trend in the new educational system. The basic aim of schooling is to prepare the students for the challenges of life and to acquire the basic skills which will help them to become contributing members of the society. A holistic approach to education is a pre-requisite for realizing his aim, stressing on all aspects including physical, mental, moral, intellectual, emotional and social aspects and not

just the academic performance. Numerous novel methodologies are being tested and tried in order to make education 'child-centered'. Teachers aim to make children discover the inherent abilities through various activities. Continuous and Comprehensive Evaluation is one of the important products of this research. In this system of evaluation, the students are assessed throughout the year in all activities they perform in the school, including the scholastic and non-scholastic activities.

Why Do Evaluation?

Evaluations serve many purposes. Before assessing a program, it is critical to consider who is most likely to need and use the information that will be obtained and for what purposes. Listed below are some of the most common reasons to conduct evaluations. These reasons cut across the three types of evaluation just mentioned. The degree to which the perspectives of the most important potential users are incorporated into an evaluation design will determine the usefulness of the effort.

What is educational evaluation?

Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavouring to facilitate.

Concept of Continuous and Comprehensive Evaluation (CCE)

The CCE or Continuous and Comprehensive Evaluation scheme refers to a school-based evaluation of students that covers all the aspects of a student's development. Continuous means regular assessments, frequency of unit testing, analysis of learning gaps, applying corrective measures, retesting and giving feedback to teachers and students for their self evaluation, etc. Comprehensive on the other hand attempts to cover both the scholastic and the co-scholastic aspects of a student's growth and development — with both these aspects of the evaluation process being assessed through Formative and Summative Assessments. Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning.

Objectives of Continuous and Comprehensive Evaluation

The continuous and comprehensive evaluation was initiated based on the recommendations to reform

evaluation practices in school education by National curriculum for elementary and secondary education framework (1988) as:

- ▲ Defining minimum levels of learning at all stages of education while evaluating the attainment of children
- ▲ Attaining mastery level in all competencies
- ▲ Broadening the scope of learners' assessment by way of including the assessment of psychomotor skills and socio-emotional attributes.
- ▲ Aiming at qualitative improvement in education through valuation.
- ▲ Using grades instead of marks.
- ▲ As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for improving attainment level of students
- ▲ Using various tools, techniques and modes of evaluation such as paper, pencil test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
- ▲ Reducing undue emphasis on paper pencil tests in evaluation process.
- ▲ Using more and more informal means of testing to reduce the anxiety and fear of the examinees.
- ▲ Laying more stress on informal and child friendly methods of testing.
- ▲ Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.
- ▲ Preparing a profile of the growth and development of every learner.
- ▲ Every school may do planning of a detailed scheme of evaluation in view of the minimum learning outcomes coupled with content.
- ▲ Evaluation of the key qualities like regularity and punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection.
- ▲ Participatory and humane evaluation.
- ▲ Continuity of evaluation through periodical assessment of learning to be utilized for diagnosing

the areas of difficulty and arranging remedial instruction.

- ▲ Demystification of evaluation process for making it transparent by taking parents and community into confidence.
- ▲ Communication of the evaluation outcomes in a positive manner.
- ▲ Developing competence for self-evaluation keeping in view the maturity level of children.

CCE helps in reducing stress of students by:-

The steps would help the learners and parents, who are the primary stakeholders of school education, in the following manner:-

- ▲ It will **reduce stress and anxiety** which often builds up during and after the examination which could have an adverse impact on young students especially in the age group of 13-15 years.
- ▲ It will **reduce the dropout rate** as there will be less fear and anxiety related to performance.
- ▲ In the past there was practice to often finish the entire syllabus much before time and follow it up with Pre-Board(s) and study leave. Now there will be *greater focus on learning rather than teaching to the test.*
- ▲ The emphasis on **conceptual clarification through experiential learning** in the classroom will increase since there will be more time available for transaction of curriculum.
- ▲ It will help the learners to **develop holistically in terms of personality** by also focussing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme.
- ▲ It is expected to prepare the students for life by making **students physically fit, mentally alert and emotionally balanced.**
- ▲ The students will have *more time on their hands to develop their interests, hobbies and personalities.*
- ▲ It will enable the students, parents and teachers to make an **informed choice about subjects in Class XI.**
- ▲ It will motivate learning in a friendly environment rather than in a fearful situation.

- ▲ It will equip students with *Life Skills especially Creative and Critical thinking skills, social skills and coping skills* which will keep them in a good stead when they enter into a highly competitive environment later on.

Teachers Should Keep In Mind

- ▲ Use a variety of tools (oral, projects, presentations)
- ▲ Understand different learning styles and abilities.
- ▲ Share the assessment criteria with the students.
- ▲ Allow peer and self assessment.
- ▲ Give an opportunity to the student to improve.

Conclusions

The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous updating of teachers about their students. CCE facilitates students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is an integral part of teaching learning process which promotes standard of school.

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Dr. H V Vamadevappa is presently working as Principal, M M College of Education, Davangere in Karnataka. He has put in 30 years of service in the field of teacher education. He also worked as visiting professor in PG Department of education, Kuvempu and Davangere universities. He worked as chairman and member of various academic bodies of different universities. He has authored and co-authored more than 10 books on teacher education. As a research guide he successfully guided 6 candidates for Ph.D., degree and 10 candidates for M.Phil., degree in Education. He has published number of research articles in national and International journals and presented papers in National and International seminars and conferences. He worked as member of D.Ed., text book preparation committee and reviewer of I and II PUC Education text books (2013-14). For his outstanding contributions and commitment to the field of Education AIR INDIA and Prajavani, Bangalore jointly awarded BOLT (Board Outlook Learner Teacher) Award in 2004. He is closely associated with many professional bodies and social service organizations and actively engaged in teaching, training, research, consultancy and social service.



Dr. H Mallikarjunappa working as Associate Professor at M M College of Education, Davangere. He has worked in various capacities at College, University and State level organizations. He has worked as resource person at different levels of training programmes. He has published many articles on educational issues in journals of national repute. He is the author of one book on Educational Psychology. He has participated & presented papers in National and international conferences and seminars. He has worked as visiting faculty to P.G. Department of Education and guided many M.Ed., dissertations. He is a teacher educator since 1982. His areas of interest are educational psychology, Teacher education, Curriculum and evaluation. He is a member for AIAER and worked as V.T. member for NCTE. He also Worked as NAAC preparation Co-ordinator. International Institute for Social & Economic Reforms (R), Bengaluru Awarded National Award in 2015.



Dr. K T Nagaraja Naik working as Assistant Professor at M M College of Education, Davangere. He has worked in various capacities at college, University and state level organizations. He has been involved in academic activities enthusiastically and devoted to writing articles and books. He has published many articles on educational issues in journals of national repute. He is the author of several popular books on teacher education. He has participated in National and International Conferences, Seminars, Workshops and presented papers which helped him to grow professionally. Presently he has been engaged in UGC minor research project and guiding M.Phil., students. He has worked as V.T. member of NCTE. He is a teacher educator and author of a well known repute. His areas of interest are Educational Management, Instructional Technology, Teacher Education, Research in Education, Educational and Vocational Guidance.



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QUALITY CONCERN IN TEACHER EDUCATION

* Vani nayaki D C ** Dr. S S Patil

Abstract

Teacher education is involved in the process of preparing teachers and supports them throughout their carriers. Teacher education institutions in India spread over all the states and union territories. These institutions are conducting teacher education programs to prepare teachers for our schools. Though the quality of the programs surpasses the quality component in certain aspects, how can the quality be assured. The quality of teacher education of our country is far from satisfactory. This may be due to lack of focus on providing meaningful experiences to pupil teachers. However, recently NCTE has made some provisions for the improvement in quality of teacher education programs. Still we have some problems and we are facing the challenges to solve them. Through this paper, the author has made an attempt to discuss some major issues related to teacher education.

Key words: *Quality concern, Teacher education*

Introduction

Man is the father of civilization and culture. The progress of civilization and culture depends on man. Education greatly helps both. Man learns something every day and every moment. His entire life is a continuous process of education. Society produces educated persons in order to pass on civilization and culture to the next generations. So, the education is very important for the progress of both the individual and the society. Education is a process of training the individual through various experiences of life so as to draw out the best in her. The wider sense education means the process of development from birth to maturity. It includes the influences of one's vocation, home life, friendship, marriage, travel, recreation, hobbies etc on one's personality. All these from parts of the life long process of education. According to lodge, education, in the wider sense, is life itself. In the narrower sense, the word education is tantamount to only a few specific influences are deliberately planned, chosen and employed by the community for the welfare of the younger generation.

Historical background of teacher training

It was in 1881-82 that the Indian Education Commission, for the first time put forward a suggestion for the training of teachers. First of all the missionaries from Denmark

set up the normal school at serampur. A training school was set up at Madras in 1826, and between 1849 and 1859, the government established four model schools. Similar training institutions were set up in Uttar Pradesh (the erstwhile United Provinces) also.

In 1904, the Indian Education policy laid special stress upon the appointment of able and highly trained individuals to the Indian Education service. A training period of one year was fixed for graduate teachers, and in this training, importance was given to theory as well as practice. Different curricula were prepared for pre-graduate and graduate teachers and, in addition, model schools were attached to each teacher training centre. In 1913, the government took the definite step of declaring the policy that no individual should be allowed to teach, in the modern educational system as long as he did not possess a certificate providing his ability as a teacher. In 1910, the Calcutta university commission introduced education as a subject at the intermediate and graduate levels. In 1929, the Hertog committee suggested the introduction of refresher courses, and the idea was again stressed later by the Mudaliar and Radhakrishnan Committee. The Kothari Commission gave great importance to the establishment of intensive education colleges for the training of teachers. Many suggestions were also given to eradicate the alienation which had crept into teacher education.

Challenges of teacher training

Absence of Synchronisation between training Establishments: According to K.G.Saiyidani: the candidate's knowledge of theory and actual conduct in the class-room remain two discrete elements, instead of blending with and strengthening or reinforcing each other. Hence, it is necessary that there should be a balance between theory and practice, so that the gulf between the schools and the training establishments is effectively bridged.

Imbalance between theory and Practice: Training schools normally lay too much stress upon the principles or theory of teaching, whereas equal importance should be given to practice teaching and theory.

*Assistant Professor, Kumadvathi College of Education, Shikaripura

**Professor & Chairman, Department of Post Graduate Studies & Research in Education, Kuvempu University, Shankaraghatta, Shivamogga, Dist.

Lack of Suitable curriculum: The curriculum of training is subjective. The student is compelled to study subject which has no relationship whatsoever to actual teaching.

Subject of human values: During training, the entire focus is on objectives, goals, etc., while human values are completely neglected. In the opinion of K.G. Sayidain, the candidates are unable to visualize the fact that education is a specific social and cultural process. Because of lack of foresight and undue emphasis upon minor details or technical necessities, the close relationship of the school with society, the living problems of schools, and other important issues are lost.

Absence of a free, untrammelled atmosphere: In training schools, the atmosphere of freedom is noticeably lacking and because of the oppressive atmosphere, students are often seen indulging in flattery so that they may obtain good division.

Problem of selection for training: At present, training colleges are facing the problem of granting admissions, and undoubtedly, the choice of able and suitable individuals for training as teachers is a major problem.

Service training: In-service training takes within its ambit such activities as refresher courses, short term intensive curricula, practical knowledge of workshops, seminars, professional refresher, etc. However, even those suffer from numerous problems.

Additional influence: Even today, the curriculum is an ancient and traditional one, the ideal lessons are patently unpsychological, teaching aids are not used effectively and intelligently, considerable indifference and neglect are often displayed. In addition, the opportunities for fruitful discussion are few and far between, hostel facilities are often lacking, and opportunities for mutual contact and co-operation are negligible.

Mukerjee : has pointed out that in order to raise the standard of teacher training, attention should be paid to a proper management and organization of the teachers education programme, administration, finance educational institutions, selection for admission, pre-service education, practical training, in-service training, research into and publication of teacher training research work, preparation of college teachers and lack of entrance.

Measures to overcome challenges and issues of teacher education:

- Adopting implementation curriculum uniformity.
- Giving importance to objective based evaluation.
- Giving encouragement and guidance to appraise their professional implementation.
- Recruitment of Teacher – educators based on NCTE Norms.
- Organizing curriculum and co-curricular activities to establish fruitful relationship between Teacher Training Institute and practice teachers schools.

- Macro-teaching proceeded by micro-teaching.
- Giving proper guidance during practice teaching.
- Improving the academic and professional qualifications of teacher educators.
- Providing Desirable Facilities : Physical Infrastructure, Providing Adequate Equipments, Science Laboratory, Psychology Laboratory, Educational Technology lab, Library, ICT Facilities.
- Teacher Education Curriculum to be improve.
- Providing Skill Training : the provision for SUPW and related work are ideal in developing the skill and right kind of values.

Conclusion

Teacher training colleges have the responsibility to prepare culturally rich and well educated man power to the society. That helps in strengthening the country. Now a day we find that teacher training institutes facing so many challenges and issues. Therefore there is a need of progressive activities should be in these institutions. Government of Karnataka made computer education as compulsory in these institutions and also Government made announcement that all government employees should be computer educated. Teacher training institutions organizing training related to preparing TLM, practical subjects and in different teachers skills. During training session assignments and community based survey are given. So that, after the completion of the training students feels easy to adjust with their environment. The above mentioned measures help to improve the quality of teacher training institute. There is necessary to upgrade the duration of Teacher Education B.Ed course from one year to two year.

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EDITORS



Dr. Jayashree V. Rakkasagi is working as a Principal in Kumadvathi College of Education, Shikaripura. She has a vast experience as a Teacher Educator in Education College as well as in High School. Also involved in the curriculum Construction related to B.Ed., programme. She has rendered her service as Member of various educational boards at University and state level, also worked as Syndicate Member and NCTE Visiting Team Member. To her credit she has authored several books and published many research articles in International and National Journals. Her areas of interests include; School Education, Teacher Education, Higher Education, Special Education and Methodology of Teaching Science.



Devaraja Y. is working as Assistant Professor in the Kumadvathi College of Education, Shikaripura. He has worked in various capacities at different levels of education and also a Board of Director of Esteemed Educational Institution at Shikaripura. Presently perceiving Ph.D., degree in Education under the guidance of Dr. V.D. Aiholli on topic "ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರ ಸೇವಾನಿರತ ಶಿಕ್ಷಣದ ಅನುಷ್ಠಾನದಿಂದ ಗುಣಾತ್ಮಕತೆಯಲ್ಲಾದ ಬದಲಾವಣೆ ಕುರಿತು ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ". He has attended many International and National Conference, His areas of interest Include; Philosophy and Sociology of Education, Teacher Education, and Methodology of Teaching Social Science.



Nagendrappa S. is working as Assistant Professor in the Kumadvathi College of Education, Shikaripura. He has worked in various capacities at different levels of Education. Presently perceiving Ph.D., degree in Education under the guidance of Dr. S.S. Patil, Kuvempu University on the topic "A Study on Effect of Mnemonic Intervention Strategy on Academic Achievement in Science, Attitude Towards Science and Scientific Creativity among Secondary School Students". He has attended many International and National Conferences. His areas of interest Include; Educational administration and Management, Statistics, Teacher Education and Methodology of Teaching Physics & Mathematics.

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