

# TEACHERS' PROFESSIONAL DEVELOPMENT AND ICT IN EDUCATION



**Dr. G. R. Angadi**

## EDUSAT: New Way of Innovative Teaching

*Yadu Kumar M.\* and Dr. Kiran Kumar K. S.\*\**

### INTRODUCTION

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

The purpose of this paper is to bring out the reality and importance of Edusat Programme at school level. The programme aims at quality improvement in teaching in primary schools, through empowerment of our teachers to use popular media in academic work and enable them to teach using innovative teaching methods using music, use of sound effects and dramatization of lessons to sustain the interest of the child in learning. In the year 2004 the Govt. of India launched a dedicated Satellite called EDUSAT (Educational Satellite) to serve the educational sectors offering an interactive satellite based distance education system for the country. It is to provide connectivity to schools, colleges, and other similar institutions. Initially it is proposed to use the facilities in four different states for reaching different target groups. In Karnataka State the Edusat is being used to supplement classroom teaching in all the elementary schools (850 Schools) of one district.

\*Research Scholar, Kuvempu University, Shankaraghatta. & Assistant Professor, Kumadvathi College of Education, Shikaripura-577427, Shivamogga District, Karnataka.

\*\*Assistant Professor, Kumadvathi College of Education, Shikaripura - 577427, Shivamogga - District, Karnataka.



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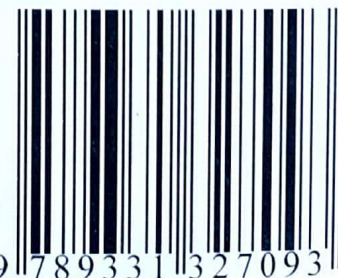


**Dr. G. R. Angadi**, M.Sc(IT), M.Phil(CS), M.Ed., M.Phil(Edn), Ph.D., PGDCA, PGDHE, SET, NET. He has been a teacher and teacher educator from fourteen years. He started his teaching career as TGT Science in Jawahar Navodaya Vidyalaya, Raichur (Karnataka) in 1999. His journey as a Teacher Educator started at BLDEA's JSS College of Education, Bijapur in 2002 after a year, he served couple of years in KVVS JP College of Education, Gadag as Lecturer in Education. Since 2006 is serving as Assistant Professor in Education at BLDEA's JSS College of Education, PG. Studies and Research Centre in Education, Vijaaypur-586101, He has guided several M.Ed. Dissertations and presently guiding for Ph.D Students, under his guidance one Ph.D. has conferred. He is also very active in Experimental Research Designs and currently engaged in UGC-MRP. He has Published 2

Books Online and presented more than 35 Papers in different National & International Seminars / Conferences and published more than 28 research articles in the reputed Referred/Peer Reviewed Research ISSN Journals, Reviewer and Member of Editorial Board of Online Research Journals, Life Member of Professional Organisations like, IATE, AIAER, GERA and Member of Innovative Educators and PCDN Online. His Area of interests is Educational Technology, ICT in Education, Teacher Education and Action Research. He has coordinated ICTE State level Workshop, Teacher Education National Conference and Org. Secretary of the ICTE-2015 National Conference.

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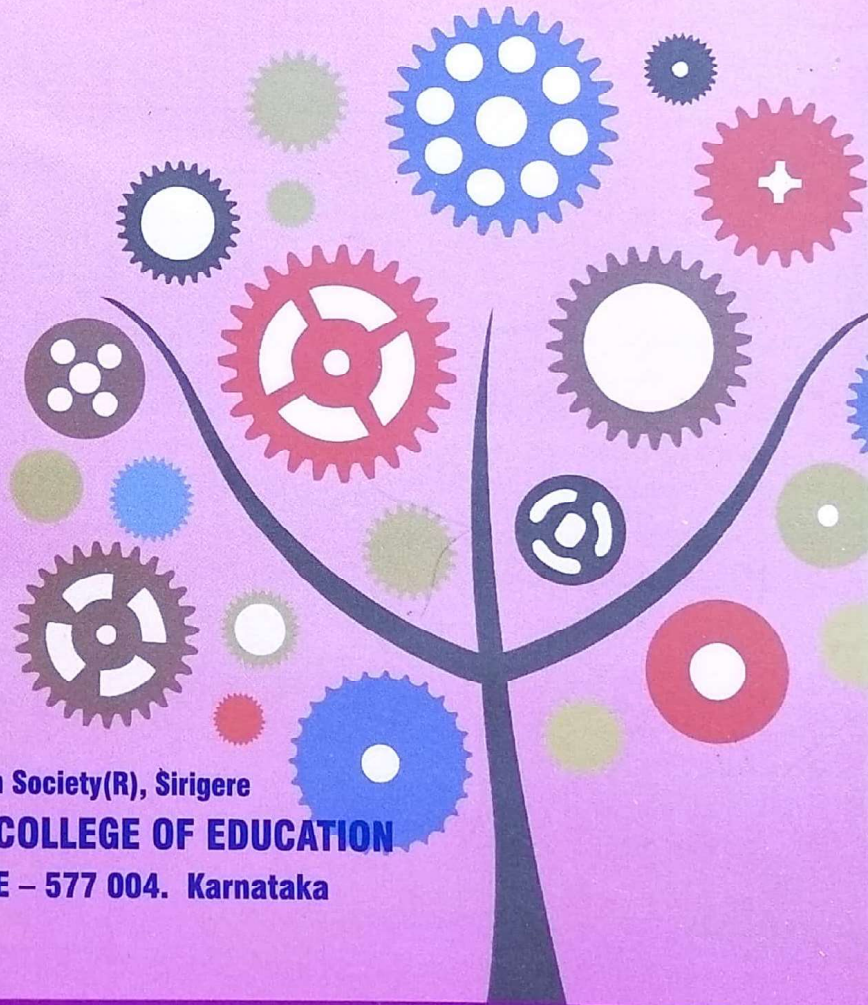
# CONTINUOUS AND COMPREHENSIVE EVALUATION

## EDITORS

Dr. H.V. Vamadevappa

Dr. H. Mallikarjunappa

Dr. K.T. Nagaraja Naik



Sri Taralabalu Jagadguru Education Society(R), Sirigere

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- teaching aids, So that objectives can be realized.
8. The three step of evaluation approach objectives, experiences and changes of behavior should be related to each other.
  9. The tests used in evaluation approach should be reliable and valid.
  10. An appropriate testing situation should be objectively centered.

#### Limitation of Evaluation Approach.

1. Evaluation requires training and understanding to use classroom teaching.
2. The content analysis and the identification of the objectives is not objective
3. There is no criteria for determining teaching and testing points
4. The yearly plan and unit plan are prepared by the teacher, so it is subjectively prepared.
5. The teachers do not take interests in using evaluation approach in classroom teaching. It is used only by teacher in training programme.

6. It is difficult to write the objectives in behavioral terms in change of behavior of the students.

#### Conclusion :

The role continuous and comprehensive evaluation is very important in recent years. It intends to achieve and improve learner's quality not only in the school subjects but also in their personal and social aspects. Continuous evaluation assesses the performance of the learner at different point of time starting from the placement of a student in a course to till completion of the course. Evaluation also in decision making regarding various aspects of learning process promoting the students, increasing quality, efficiency and accountability.

Evaluation plays a vital role in improving teaching and learning in one hand and brining student development in another hand is school.

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## CHALLENGES AND POSSIBLE SOLUTIONS

Dr. Kiran Kumar K. S & Dr. Yadukumar M

### Introduction

It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standard of Education. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not his learners have mastered or not. CCE refers Continuous & Comprehensive Evaluation, a system of school based assessment that covers all the aspects of a student's development. It was designed to reduce the student stress related to board exams, and to introduce a uniform and comprehensive pattern for student evaluation across the country. It emphasizes on two broad objectives:

(a) Continuity in Evaluation and (b) Assessment of broad

based learning. Clearly, it attempts to shift emphasis from 'testing' to 'holistic learning' with an aim of creating young adults, possessing appropriate skills and desirable qualities in addition to academic excellence. The term "Continuous" have the continuity and regularity of assessment during the whole session or the 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. 'Evaluation', simply is a process of collecting,





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 P.G 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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## **Competencies of a 21st - Century Teacher Educators**

**Dr. YaduKumar M**  
**Dr. Kiran Kumar K. S**

### **Abstract**

Inspire creativity, critical thinking, collaboration and communication so that students are ready for tomorrow's world. Recent technological advances have affected many areas of our lives: the way we communicate, collaborate, learn, and, of course, teach. Along with that, those advances necessitated an expansion of our vocabulary, producing definitions such as digital natives, digital immigrants, and, the topic of this post -- "21st-century teacher."

As we are writing this paper, we are trying to recall if we ever had heard phrases such as "20th-century teacher" or "19th-century teacher." Quick Google search reassures me that there is no such word combination. Changing the "20th" to "21st" brings different results: a 21st-century school, 21st-century education,



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## **CORE COMPETENCIES FOR 21ST CENTURY TEACHERS**

**Dr. Shivakumar, G.S**

### **Abstract**

Education leads to change...a change towards growth, a change in thinking and a change in positive direction. It's the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational system as well the nation rests. The commitment and competency of teachers considered to be associated with his satisfaction with the job, attitude towards the profession. etc.

Keywords: Professional development, Teachers, Teaching competency

### **Introduction**

One of the first and foremost obligations of teacher is to ensure that whether the parents and the community are accepting the importance and usefulness of their efforts. Clarity of thought, deep understanding of educational theories and through knowledge of various educational trends, pedagogical methods, techniques etc. The National Council of Teacher Education has identified ten teacher competencies for making the teachers professionally content. Teacher Competencies have been categorized as follows:

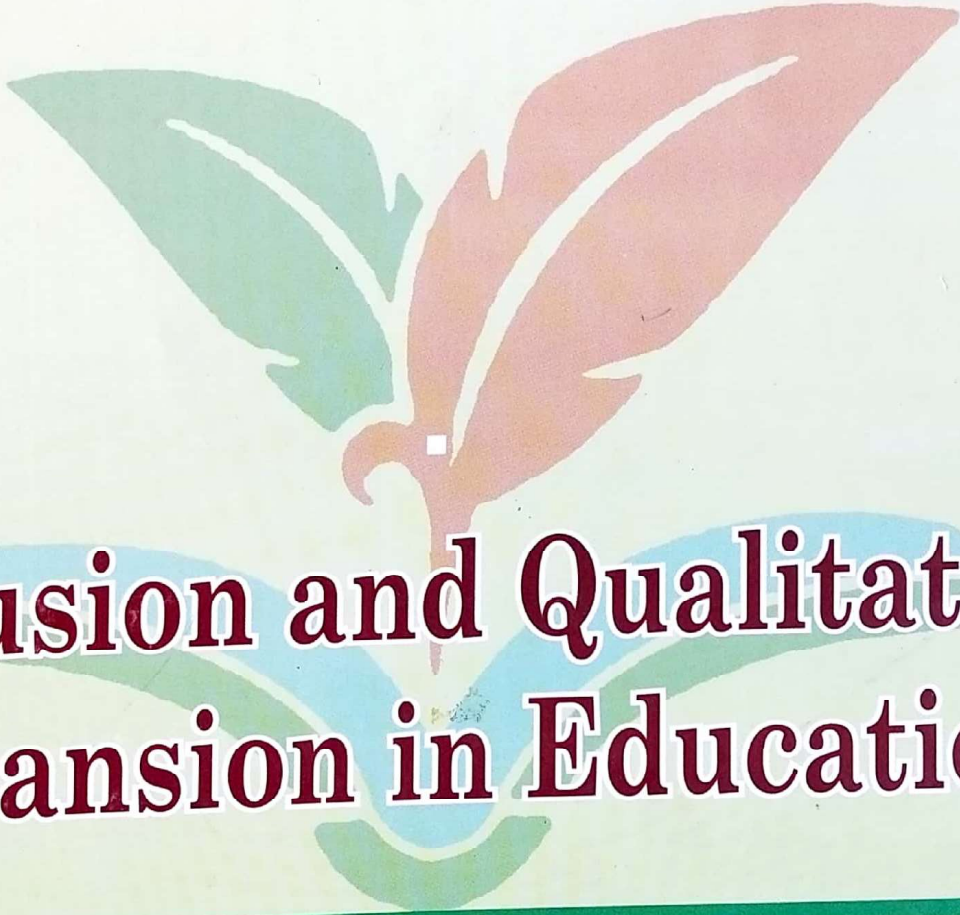
#### **(1) Contextual Competencies**

One of the first and foremost obligations of teacher is to ensure that whether the parents and the community are accepting the importance and usefulness of their efforts. For this teacher should have the ability to understand various context such as historical background, present status of socio- economic, cultural, linguistic and religious context of the family milieu and the community profile. They should be able to conduct surveys for finding out reason for poor enrolment, poor performance and causes of certain problems



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# Inclusion and Qualitative Expansion in Education

Dr. Jayashree V. Rakkasagi  
Sri. Devaraja Y.  
Sri. Nagendrappa S.

Shivamogga Road, Shikaripura 577 427, Shivamogga District, Karnataka State  
Ph : 08187 222383, 222067 E-Mail : [kumadvathibed@gmail.com](mailto:kumadvathibed@gmail.com) website : [www.kumadvathibed.in](http://www.kumadvathibed.in)



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**PROMOTING PUBLIC-PRIVATE PARTICIPATION**

**A STUDY ON THE POSSIBILITIES OF PARENTS IN PROVIDING QUALITY OF BASIC EDUCATION**

\*Dr. YaduKumar M.

**Abstract**

*Sarva Shiksha Abhiyana is a programme of Government of India for the promotion of Universalisation of Elementary Education has several features that seek to improve the quality of elementary education. Parents are the first and foremost educators of their children. Therefore, in addition to taking this role at home, parents are encouraged to be active and interested in the life of the school community. Parents are the support behind the development of a child. They help a child to grow and become a better human being in all aspects. A little willingness and support can drastically change the way of life for all children. In this paper, researcher outlined various roles of parents for the improvement of quality of education.*

**Key Words:** Parents, Quality of Education, Basic Education  
**Introduction**

Children are our future and our future depends upon the quality of education. We have 48,987 Government Primary and High schools in the State catering to the educational needs of about one crore children who are mostly from the low and middle strata of the society. We are committed to ensure free, compulsory and quality education for all children in the age group of 6-14 years. Parents are the first and foremost educators of their children. But now a day in our society the people have some presumption that the education provided in Government schools is not up to the mark. The education department's data also reflects that enrolment of the students for the government schools is gradually decreasing. On this view there is need to find out why our parents have that presumptions' that Government schools are not able to provide the quality of education and their suggestions to improve the quality of basic education.

**Statement of the Problem** A Study on the Possibilities of Parents in Providing Quality of Basic Education

**Objectives of the Study** This study was taken up with the following objectives

- Education and Professional Status of Government Primary School student's parents
- Status of Parents responsibilities in home & School

To make suggestions for the Parents in Providing Quality of Basic Education

**Methodology of the study** The study followed the design of a descriptive survey in order to find out the Educational and Professional status of parents of Government Primary School students and also their responsibility towards their wards in home and school. To make suggestions for the Parents in Providing Quality of Basic Education.

**Sample and Sampling Procedure**

The sample of present the study was drawn from parents of various Government Higher Primary schools located in seven taluks of Shivamogga District. A sample of 389 parents was finalized for the study.

**Tools** The specific nature of the study was to know the Educational and Professional status of parents of Government Primary School students and also their responsibilities towards their wards in home and Keeping this in mind the investigator used self structured questionnaire which following 11 question.

**Data Analysis and Result Findings** An analysis of data collected with the help of the self structured questionnaire and interpretation of results is being presented in the following sections:

**Table: 1 Education and Professional Status of Government Primary School student's parents**

Sl. No.	Questions	Responce	Total	Percentage
1	Parents Qualification	Illiterate	74	19.02
		LPS	66	16.97
		HPS	91	23.39
		High School	102	26.22
		ITI Diploma Training	02	0.59
		PUC	22	5.66
		Graduate	28	7.20
		Post Graduate	4	1.03
2	Parents Profession	Daily Wages	138	35.48
		Agriculture	83	21.34
		Self employer	126	32.39
		Semi Government	02	0.51
		Government	36	9.25

\*Assistant Professor, Kumadvathi College of Education Shikaripura, Shivamogaa Dist. E-mail: yadukumarm@gmail.com



## Inclusion and Qualitative Expansion in Education

- Create an environment to attend the parent-Teachers meeting whole programme compulsorily rather than simply just putting the attendance in record by providing some incentives.
- To attract the parents to attend parent-Teachers meeting by organising competitions.
- Parents must provide the adequate learning environment for their wards in the homes.
- Parents must know the activities of the school and give support for a child to perform better in school activities.
- Parents should not blame the teachers but suggest them for cordial relationship between child, teacher and parent.
- Teachers should provide time for the parents to know the on going activities of the school.
- Community groups may provide the facility for the school going children to give quality of basic education.

### Conclusion

The role of school 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. School 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 activity. On the other hand, the first institution of a child where he learns is his home. A child passes most of his/her time with their parents and learns from his/her parents and the environment provided to him/her by his/her parents in home. Parents play a vital role in the education of their child, whatever child's age is, and type of school is (either he/she read in college or in school). If parents pay attention to their children, they make more scholastic achievements than those who are ignored. In our study we have mentioned some of the major responsibilities of parents towards the quality of basic education of their children. If parents take care of following things, they can improve the quality of basic education of their children.

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