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**ABSTRACT BOOK**

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## **A STUDY ON ATTITUDE TOWARDS PRACTICE IN TEACHING AND TEACHING PERFORMANCE OF PRE-SERVICE TEACHERS**

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### **ABSTRACT**

Practice in Teaching is one of the important components of Teacher Education Programme. A good teaching practice of Pre-service Teachers is an indicator towards future success in the teaching profession. During the process of practice teaching, Pre-service Teachers gain an awareness of their teaching by seeking feedback from mentors, supervisors, teacher educators, peers and through their self-reflection. Overall Practice Teaching experience provides strong insight for their improvement in Teaching Performance. Several factors may contribute to the success of Practice Teaching including teaching aptitude, attitude and achievement level and so on. The present study attempts to investigate the Attitude of Pre-service Teachers towards their Practice in Teaching experience and its relation between Teaching Performance. The study utilized a descriptive survey method which involved a sample of 50 Pre-service Teachers. The data on Teaching Performance was collected using 'Assessment Scale for Teaching Performance' developed by St. Ann's College of Education (Autonomous) Mangaluru. Attitude of Pre-service Teachers towards Practice in Teaching was collected after their practice teaching experience by administering a standardized tool on "Teaching Practice Exercise and Teachers' Professional Development (TPETPD) developed by the Oparah, Nwoke, & Eucharia (2017). Data was analysed using inferential statistic 't' and Product Moment Correlation 'r' at 0.05 level of significance. Results of the study indicated no significant difference among Arts and Science Pre-service Teachers' Attitude towards Practice in Teaching and Teaching Performance. Significant positive relationship was also observed in the Attitude of Pre-service Teachers towards Practice in Teaching and

Teaching Performance.

**Keywords:** Attitude towards Practice in Teaching, Teaching Performance, Pre-service Teachers

## **INCLUSIVE AND INTEGRATED EDUCATION**

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### **ABSTRACT**

The principle of Inclusive Education was adopted at the “World Conference on Special Needs Education Access and Quality” (Salamanca Statement, Spain 1994). The statement solicits Government to give the highest priority for making education system Inclusive and adopt the principle Inclusive Education as a matter of policy. In India, NCERT joined hands with UNICEF and launched project - Integrated Education for Disabled children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular school. In a recent year, the concept of Inclusive Education has been broadened to encompass not only students with disabilities but also all students who may be disadvantaged. Integration signifies the process of interaction of disabled children with normal children in the same educational setting. Inclusive Education broader and wider concept than Integrated Education as it includes all the students in mainstream. There are some differences between integrated and inclusive education, where inclusive education is found more beneficial than integrated education. The need of inclusive and integrated education is to provide opportunities to participate and develop relationships. The background of Inclusive and Integrated Education program has shown us, when the integrated education has come into picture and how the concepts of inclusive education has ben broadened. There are many challenges like acceptance by peers, untrained teachers, poorly designed and equipped schools for implementing inclusive education. To overcome these challenges there are few measures like equal treatment of differently abled children as normal children, attitudinal changes of teachers, modification in the examination system are to be followed for the success of inclusive education. There is need to collaborate with education stakeholders and generate funds for moving from segregation to inclusion and also raising awareness of human rights to ensure that children with disabilities enjoy equal rights.

**Keywords:** Inclusion, Integration, Disabled, Mainstream, Challenges, Segregation.

## DEVELOPMENT AND CHALLENGES OF INCLUSIVE AND INTEGRATED EDUCATION

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### ABSTRACT

Inclusive education is a set of values, principals and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionality labels Or not. Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is carried out in a common learning environment; that is, an educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. The term inclusion refers to an approach wherein students with special need spend most or all of their time with non-disabled students Inclusive classrooms might contain several students with special needs who are mainstreamed full time into the general classroom, or one or two students who spend time each day in both a special education classroom and a general classroom. Integrated schools bring together children and adults from different religion, caste and class in each school. The schools strive to achieve a religious balance of pupils, teachers and governors and acknowledge and respect the cultural diversity they represent. Integrated schools educate children in an environment where self-esteem and independence are developed as priorities. Self-respect and respect for others are strongly encouraged. The integrated ethos is nurtured to ensure inclusion of people from different religions, cultures, genders, abilities and socio-economic backgrounds. Integrated education encourages open-minded attitudes among pupils as well as building the confidence and ability to question, observe, listen and make informed decisions.

**Keywords:** Inclusive and integrated Education, Disability, Cultural diversity

## **A STUDY ON EFFICACY AND CHALLENGES OF INTERNSHIP PROGRAMME IN TEACHER EDUCATION**

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### **ABSTRACT**

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In the review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. If we think about the internship programme of our teacher education colleges, certain questions arise in our mind. Do our trainees involve in all activities of the schools? Do teacher educators evaluate internship programme in well manner? To get answers of these questions present study was carried out. The main objective was to study the opinions of teacher educators and pre-service teachers with respect to internship programme. For the present study five teacher education colleges were randomly selected and from each college five teacher educators and twenty pre-service teachers were selected using random sampling technique. Result reveals that for improvement in internship programme we should consider all 3 stages - (1) Pre-internship (2) Internship (3) Post-internship for evaluation.

## **THE EMANCIPATING EFFECT OF EDUCATION**

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### **ABSTRACT**

Education in its real sense is an emancipator of self and prejudices which successively unites the mankind. Hence it demands reverence, respect, honour, devotion and dedication. It also expects high standard of culture and gentlemanliness. The turmoil in the world and the degradation of the countries is the result of lack of proper education. The recent education system creates person of intelligence but not person with humanity. This very reason made world just a Warfield than of brotherhood. The only panacea to these prevailing problems is nothing but the proper education. To emancipate the oppressed, education in proper sense should be spread to the whole humanity drop by drop. Now the world doesn't face much of illiteracy but now the world is full of qualified illiterates with respect to manners and humanity. Thus education should be for emancipating the inequality and to build a better world of tolerance, righteousness and understanding.

**Keywords:** the panacea, emancipation of the oppressed

## **PROFESSIONAL DEVELOPMENT OF TEACHERS – A RATING SCALE ON SELF-ASSESSMENT OF TEACHER EDUCATORS FOR PROFESSIONAL DEVELOPMENT**

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### **ABSTRACT**

Abstract- improving teacher quality is at the heart of our national effort to achieve excellence in the classroom. This comes at a time when the very structure of education is going through a profound change and recognition of wide differences when teacher education institutions will help teachers understand the strengths and weaknesses of their education in planning for their professional future. It is the professional growth that a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. The author has thus prepared a rating scale on self-assessment of teacher educators on professional development. The components selected are Enhancing Teacher Effectiveness, Transference of knowledge through innovative models and Trends, Prediction of Teacher Morale, Professional Ethics, Technology as a back- up force in professional development and Teaching Styles. The tool has been validated by experts and a pilot study has been made to find out the reliability of the tool. The reliability is 0.78 and the test is highly reliable. The paper is concluded with educational implications related to enhancing quality in professional development of teacher educators.

**Keywords:** Teacher Effectiveness, Transference of knowledge through innovative models and trends, Prediction of Teacher Morale, Professional Ethics, Technology as a back-up force, Teaching Styles.

## **ERRORS IN ARITHMETIC COMPUTATION OF SIXTH STANDARD PUPILS OF BANTWAL TALUK**

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### **ABSTRACT**

The present study is titled as “Errors in arithmetic computation of sixth standard pupils of Bantwal taluk”. The central goal of education is not just leading to read and write but to develop the abilities to think and reason. Reasoning is the heart of education. This is more explicit in the education of Science and Mathematics than other fields. In the report of the Education Commission (1964-66) it is recommended that Sciences and Mathematics should be taught on the compulsory basis to all pupils as a part of general education during the first ten years of schooling.

A difficulty in learning Mathematics is not generally a number based one but can be concept based or competency based. Some children learn to solve problems by mastery of steps in a procedure with a fixed order, and errors appear when the problem is presented in a different format or when the test is made up of a variety of problems. Survey method is used to select a sample of 600 students of sixth standard studying in 13 Kannada medium higher primary schools. A Diagnostic test is developed to assess the conceptual errors encountered in mathematical operations in selected areas of arithmetic. . The results of the statistical analyses reveal that a) Distribution of error scores in arithmetic computation for the total sample showed that pupils make maximum number of errors in division. b) Distribution of error scores based on gender showed that the total error scores of boys than that of girls. c) Distribution of error scores based on type of management of schools showed that the total error scores of government school pupils are higher than that of aided school pupils.

This reveals that there are deficiencies in the teaching of arithmetic. To enhance teachers’ use of student’s experiences, teacher education will need to focus on encouraging a variety of ways of teacher-student interaction during which students’ mathematical ideas should be considered exhaustively.

**Keywords:** Errors, arithmetic, computation, diagnostic test.

## INCLUSIVE EDUCATION: POLICY PERSPECTIVE

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### ABSTRACT

Inclusive is receiving-children with exceptionalities in the mainstream. There are a variety of aspects such as structural, historical, and religious factors, which shape the course of special education, inclusion, and the development of legislation and policies in India. With the experience of a complicated history and social structure, the emergence efforts of India towards special education, particularly the inclusive policy are fairly significant. Inclusive education programmes do not focus on the accommodation of these children into general school education setting, but are focused on the restructuring of schools to accept and provide for the needs of students. Some education commissions like the Kothari Commission in the year 1964 said that for educational opportunity of children with special needs, educational facilities should be extended to four categories of children with special needs such as the blind, the deaf, the orthopedically handicapped, and the mentally retarded. Few years later, the Ministry of Social Justice and Empowerment, Government of India, initiated the IEDC programme to promote the integration of children with mild and moderate disabilities into regular schools. The programme was intended to include children with disabilities into mainstream classroom with financial support, special equipment, and aids. For the development of inclusive education, there are various policies and constitutional issues drafted in the form of laws or acts. These acts/ laws provide basic guidelines to every teacher on how best way one can treat these individual differences among children.-With globalization, policy issues related to inclusive education took a different direction after independence. The present research paper highlights the different policies of Inclusive education and how best a teacher can contribute to the welfare of these children.Itis extremely useful for teacher educators, school teachers, child right activists, and social thinkers.

**Keywords:** Inclusive education, Historical development, PWD Act, RTE Act.

## ISSUES AND CHALLENGES IN INCLUSIVE EDUCATION

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### ABSTRACT

Inclusive Education is the modern trend aimed towards providing quality of education to the special needed children. Education of children with special needs has come a long way from integrated education to inclusive education (access to the mainstream). In spite of the support by a number of policies and programmes from time to time accelerate the pace of all the efforts made in this direction the regular school with inclusive orientation face many barriers and challenges. The Challenges are the 'the whole idea of inclusive education is defeated on the part of teachers, parents, community and classmates. Lack of trained teachers, large class size, lack of child centered and relevant curriculum, limited appropriate teaching learning materials, teachers lack competency and will modify methodology as per the need, lack of proper in fracture, lack of access to main stream and lack of participatory activities. There is a need to strengthen teacher's competencies skills in inclusive education and to reform teacher training in its form and content the challenge of inequality and discrimination among students based on socioeconomic, ethnic and cultural profiles (Example: the competencies and learning out comes achieved). The greatest challenge for the state government is the achievement accessibility inclusion and empowerment of children with special needs. The government alone cannot accomplish this task of making the "Right Real". It can be concluded that these types of gaps can only be fulfilled with the help of collaboration to all the stake holders like University, teacher education institution etc.

**Keywords:** Inclusive education, barriers, challenges, mainstream.

## **INNOVATIVE METHODS AND SCIENCE TEACHING**

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### **ABSTRACT**

Science is one of the core subject which leads to technological advancement of the country. Science plays an important role in education because of its relevance to life and society. Use of computers and ICT revolutionized teaching-learning process which improves the quality of education. UNESCO (2002) emphasizes that teacher education institute should prepare new generation of teachers to use ICT effectively in their teaching process. Teacher should use innovative methods of teaching keeping in view the present needs and technological advancement of the society and help the students to involve themselves in teaching learning process to make them to understand scientific knowledge and their application to the fullest maximum extent. Teaching science through innovative methods as interdisciplinary and multidisciplinary help to attain knowledge skills and attitudes required to compete with the global standards. The country aspires every education system to give young people the basic skills required for present society and enable them to solve problems logically. To develop such skills it is important that science education should be given attention in our school curriculum considering the benefits from it. This demands innovative approaches in science teaching to make science discipline more innovative and enable students to cope up with modern society.

**Key words:** Innovative, Interdisciplinary, Multidisciplinary, Curriculum

## CONSTRUCTIVISM: AND IT'S APPLICATION IN TEACHING SOCIAL STUDIES AT SECONDARY SCHOOL LEVEL

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### ABSTRACT

Education is an important aspect of social, economic, political and cultural life of an individual. Thus fruitful learning cannot be achieved in isolation. The students of secondary level are very smart and always thirst for some new ways of learning. Teaching means not merely transfer of information to students. Instead of this the students themselves must construct and reconstruct learning/knowledge on the basis of their previous knowledge. General belief about social science curriculum is ,it is boring and non-utility subject than natural sciences and social science subjects are text centered and theoretical in nature. . But unfortunately many of the social science teacher's follows old traditional methods like lecture method, memorization of facts and incidents etc. Therefore the objective of present study is to provide an intense look into constructivist theory and its need in teaching social studies at secondary level. Because social studies subject is equally important like other sciences. Hence the teaching learning approach in social science needs to be revitalized. Constructivism is a dynamic approach and that could be applied in a classroom by the teacher to make social studies teaching and learning more effective. The study therefore concluded that teachers need to reflect on their practice in order to apply these ideas to their work and the constructivist teacher's role is work like a facilitator in the teaching learning process and encourage the students to construct the knowledge themselves.

**Keywords:** Constructivism, non-utility, curriculum, dynamic approach.

## **DIFFICULTIES IN PROBLEM SOLVING IN CURRICULUM OF MATHEMATICS**

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### **ABSTRACT**

In India, like many other states problem solving is one of the main aspects in curriculum of mathematics, which involves pupil to apply or to integrate varieties of mathematical concepts as well as taking decision in different cases. This paper focuses on major skills and cognitive abilities of pupil in learning which tries to minimize the difficulties in problem solving in curriculum of mathematics. The study was carried out to the students from class sixth to class 8th in order to help them gain knowledge related to basic mathematical operations which is the base for solving numerical problem and which is the base to carry out the higher studies in mathematics. Pretest was given and sadly it was found that almost all students have no knowledge about the tables, signs and operations. Hence there was a big task ahead to bring down the difficulties in solving mathematical problem. Remedial classes are in process where the first step of drill work of mathematical tables is being achieved up to 15. And the basic mathematical operations i.e. addition subtraction multiplication and division is achieved for at most number of students and now the basic mathematical identities and sign multiplication is being taught and it is in process. In expectations of good results in post test.

## **CONTEMPORARY ISSUES AND CHALLENGES IN EDUCATION AND WOMEN EMPOWERMENT**

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### **ABSTRACT**

The concept of education and women empowerment is to bring about developmental changes in social, economic, cultural, political environment of advancement of women and everyone. Education helps in all round development of a person and society. Growth is the main aim of education, teaching and learning. As rightly said, if you educate a man you educate an individual, however if you educate a woman, you educate the whole family.

Education and women has an important significance in the society since the olden Vedic period. The status of women in India needs to address the issue of enabling women empowerment. Though women constitute about half of the population, today there is modernization in the quality of education. This has resulted in social reformation in allied sectors through professionalization in teaching and learning. Our Constitution of India grants equality of education to all including free and compulsory education, equality of opportunities, education to the minorities, promoting educational interests particularly to the weaker sections of the society. Education is a tool to provide unique and a special status to women by means of creating an environment to take decisions individually or collectively for social transformation. Empowerment means individuals thinking power, and to fulfill their potentialities by bringing attitudinal change which is critical for the social progress in India. The perception that entrance to Education, Employment and change in social structure are the empowering components of Women empowerment. The principle problems that were confronted by the ladies in past days and still today up to some degree like child marriage, lack of education, female infanticide, financial constraints, gender discrimination, crime against women, absence of women for the achievement.

Irrespective of women's special status in society, women empowerment is a deception in reality. Globalization and challenges of the century, evidence of paradigm shift from pure industrialization to information based society in present, work participation, abilities to influence social change in them and in others, are other issues too.

**Keywords:** Women empowerment, Education, Work participation, Challenges.

## Teacher Education for Teaching Undergraduate Programmes in HEIs – Necessity, Models & Implementation Methods

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### ABSTRACT

One of the most important requirements of higher education institutions (HEIs) to prosper is the trained faculty members with high quality, engagement, and commitment. Their dedicated involvement with teaching and research, as well as with community service and service to their profession is essential for the sustainability, differentiation, and growth of HEIs. National Education Policy Proposal-2019 suggested a four years integrated teachers education programme called Integrated B.Ed. programme as a compulsory educational qualification for recruiting teachers for School education from Foundation school level to Secondary school level in order to improve the teacher quality at the school education level. But, it is failed to suggest at least one year special training programme to the faculty members who teach undergraduate programmes in pure and applied areas of both natural science and philosophical science. Instead, it suggested for discontinuing the existing one year M.Phil. Programme. It is still a question that if special training is required for school teaching then why not special training is required for undergraduate teaching? Hence it is desired to convert M.Phil. programme as a Teacher/Professor training programme in the respective subject by completely revamping it as M.Ed.(Subject) programme of one year duration. In this paper, we have suggested the necessity of starting a separate programme of one year duration with teaching training and scholarly research & publication, modelled, and discussed the implementation methods and guidelines. As suggested in National Education Policy proposal, Postgraduate programmes may be of one year or two years. This allows to create a new stream of postgraduates who want to be faculty members in Colleges to teach undergraduate programmes. Accordingly, it is suggested that those who want to choose teaching career by becoming faculty members for UG programmes should choose one year Master degree in respective subject and one year Master degree (M.Ed.) for teaching that subject in UG programmes. The systematic training proposal also allows multiple entries and multiple exits model as proposed in National Education Policy proposal 2019. Thus this paper suggests a new eligibility proposal for UG faculty members to improve the quality of all UG programmes.

**Keywords:** New eligibility proposal for UG faculty, One year Masters Programme in Teachers training, National Education Policy.

## STRATEGIES FOR COMPETENCY BUILDING IN HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

Higher education institutions are critical focal points which transform youth into economically productive and socially useful citizens. This could be realised if they provide total learning experience which goes into developing competencies. Apart from reorienting main stream academic activities, value additions, certification programs, skill enhancement courses, competency gaining activities are being increasingly incorporated to enrich student learning experience. Three main factors play a role in developing competency. One for example is the education and training that is the primary function of higher education. Side by side there is the hidden curriculum, such for example, the entire set of factors which together may be called campus atmosphere – peer interaction, mentor influence, co-curricular and extra-curricular activities, sports and games, programs and activities, opportunities leading to discovery of potentials and development of self. Finally the personal attributes such as punctuality, discipline, commitment etc. which are largely shaped by ones early life experiences and institutional norms of the organisation of employment. All the three contribute to the holistic ‘performance competency’. Education and training, and hidden curriculum are two sides of the same coin. One which allows formal learning and the other informal and experiential. This paper on challenges for competency building aims to find out the strategies that could be employed by higher education institutions in developing competency among the students.

**Keywords:** Competency building, Hidden curriculum, Performance competency.

## CHALLENGES AND ROLE OF TECHNOLOGY IN

## HIGHER EDUCATION SYSTEM

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### ABSTRACT

There is an emerging broad consensus around the country about the benefits that can be brought to education structure through the appropriate use of growing information and communication technology. The range of possible benefits pervaded practically all areas of activity in which knowledge and communication play a vital role. It is involved from enhanced teaching and learning processes to superior student result, increased student commitment and picture perfect communication with teachers and parents. Today there is a significant gap between knowledge and skills students learn in higher education and the knowledge and skills that workers need in workplaces and communities. Employers mention specifically that they need candidates who are professional, having good moral and work ethics, can collaboratively work as a team, have critical thinking and problem solving skill, can lead a group of people and are skilled in verbal and written communication. This paper is to study challenges and role of technology in India higher education.

**Keywords:** Education Technology, E-Learning, knowledge, Skills, Education and Technology in India

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## **A STUDY ON ENTREPRENEURSHIP EDUCATION PROGRAMME IN THE CURRICULUM OF INDIAN HIGHER EDUCATION SYSTEM**

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### **ABSTRACT**

India is one among the fastest growing economies in the world. The modern era has brought many opportunities to bring changes in multiple fields. Introduction of globalisation, industrialisation and commercialisation brought an immense transformation in various aspects of life. Entrepreneurship play a key role in the economic development of a country. The major problems like unemployment and poverty are addressed by entrepreneurship. Various support initiatives like Make in India, Start Up -Stand Up India, Skill India are taken by Government of India after considering all the benefits to the society as a whole. Competency factors like innovation and creativity came into limelight with the advent of industrialisation and advancement of technology in the all field. The entrepreneurs are considered as 'change agents' in the process of economic development of a nation. Entrepreneurship development now-a-days require entrepreneurial education. Imparting entrepreneurship education to students at their higher education level enable them to develop the required potential and skills. Entrepreneurial education considered to be an important and influential force shaping the wellbeing of an economy. Effective entrepreneurial education fosters positive entrepreneurial attitude and motivate students to start their own venture. Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitude and skills and covering wide range of aspects such as idea generation, start up, growth and innovation. Despite several entrepreneurship programmes are developed by Government and higher education institutions to support the entrepreneurship movement very little is known about effectiveness of entrepreneurship programme implementation. The purpose of this study is to verify the effectiveness of implementation of entrepreneurship programme in higher education curriculum, thereby providing training to students to cultivate and improvise their skill to grow into be a successful entrepreneur.

**Key words:** Entrepreneurship, Entrepreneur, Curriculum, Skill, Government initiatives, Education.

## **THE ROLE AND IMPORTANCE OF GENDER SENSITIZATION IN TEACHER EDUCATION**

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### **ABSTRACT**

As a society, we have failed to encourage thought and debate on this vital issue on gender sensitization. A society can only be progressive if we recognize that it comprises both male and female members of equal value. This is not an issue of who plays what role. Roles can differ from society to society but what is universal is the fact that both males and females have equal relevance and all our decisions and actions that influence our lives must be in the backdrop of gender equality. Gender sensitization theories claim that modification of the behaviour of teachers and parents towards children which can have a causal effect on gender equality.

This is where the first step to being a progressive citizen begins. There can be no better place for moral and ethical education than home and the best student for the same is a child, for he or she is completely open to learning what is taught and practiced at home. Parents and Schools Have to Come Together. This can be achieved by conducting various sensitization campaigns, training centers, workshop, programs etc. Sensitization in the domain of Humanities and Social Sciences,

Both the family and the school play an important part in a child's development, therefore both need to come together and discuss ways to ensure that gender parity in thought and action is practiced at home and school. The school can play an important role in setting up guidelines and advise parents on gender sensitization as also on various aspects of parenting, especially in the context of gender equality.

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**THANK YOU**