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Shri Kadasiddheshwar Arts College
and
H. S. Kotambri Science Institute
VIDYANAGAR, HUBBALLI-580031.
Accredited at 'A+' Grade by NAAC with 3.28 CGPA in 4th Cycle

PROCEEDINGS

NAAC Sponsored
One Day National Seminar on

ISBN: 978-81-9548490-4

11th February, 2023
Organized by IQAC

"Participatory Process in NAAC- A Binary Accreditation System as Per New Education Policy (NEP)"

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K.L.E. SOCIETY'S

S.K. ARTS COLLEGE AND H.S.K. SCIENCE INSTITUTE,

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Programme Schedule

NAAC Sponsored One Day National Seminar

On

Participatory Process in NAAC – A Binary Accreditation System as Per New Education Policy"

Date: 11-02-2023 **Time:** 10.00am **Venue:** Auditorium

		Minutes
Invocation		10.00 – 10.02 am
Welcome and Introduction	Dr. Nerle Umadevi V. Principal	10.02 – 10.08 am
Inauguration by lighting the lamp	Chief Guest and Resource Persons	10.08 – 10.10 am
Keynote Address	Dr. N. Panchanatham Former Vice Chancellor, Tamil Nadu Teachers Education University, Tamil Nadu	10.10 – 11.10 am
Presidential Remarks	Shri Shankaranna I. Munavalli Director, BoM, K.L.E. Society, Belagavi	11.10 – 11.20 am
Vote of Thanks	Dr. Siddesh M.B. IQAC Coordinator	11.20 – 11.25 am
	Technical Sessions	
Technical Session I	Dr. M.S. Chaitra Associate Professor School of Arts, Humanities and Social Sciences Chanakya University Bengaluru **Topic:** Issues of Learning, Teaching and Thinking in Higher Education: Possible Directions	11.30am – 01.00 pm
Lunch Break		01.00 – 02.00 pm
Technical Session II	Dr. Gowrisha Professor and Director Centre for Educational and Social Studies, (CESS) Bengaluru **Topic:** NEP 2020: Re-Imagining the A & A	02.00 – 3.30 pm
Paper Presentations & Valedictory		03.30 – 04.00 pm

Master of Ceremony Mr. Siddalingayya Hiremath

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ROLE OF EDUCATIONAL TECHNOLOGY IN TEACHING AND LEARNING"

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ABSTRACT

Teachers will be able to meet the global demand for technology-based teaching and learning tools and facilities by integrating information, communication, and technology (ICT). In India, information and communication technology (ICT) is regarded as one of the primary factors in the country's transformation toward development in the future. In its most recent National Education Policy 2020, the Ministry of Education emphasizes the significance of incorporating technology-based teaching and learning into the national curriculum. The goal of this study is to find out how teachers feel about how well ICT integration helps them teach and learn in the classroom. The question is whether teachers and students are prepared for the use of technology in the classroom and are aware of its benefits. An attempt to provide an overview of the significance and application of educational technology in the classroom in this paper.

INTRODUCTION

The term "technology" is an important topic in many areas, including education, in the 21st century. This is due to the fact that technology has emerged as the primary means of knowledge transfer in most nations. The way people think, work, and live today has been completely transformed by technology integration (Grabe, 2007), which has led to innovations and transformations in our societies.The approach to technical characteristics and the utilization of modern appliances, rather than their actual pedagogical application, are the primary causes of terminological differences. Teachers in the social and technical sciences have different perspectives as a result. As a result, using educational technology requires expertise in the following areas: pedagogy, psychology, didactics, computer science, and informatics—among other fields—there are also a variety of perspectives on educational technology, with each author defining the term in accordance with their needs. There is still insufficient use of educational technology, primarily due to a lack of necessary school supplies and teachers' inadequate qualifications for using these funds.

Educational technology has three domains of use:

- Technology as a tutor (computer gives instructions and guides the user),
- Technology as a teaching tool and
- Technology as a learning tool.

Deciding what kind of instruction and learning students will need to meet the profound social, environmental, economic, and political challenges of the 21st century is a question that presents a challenge to academics and policymakers in education. In fact, the United Nations' decision to declare the Decade of Education for Sustainable Development (UNDESD 2005-2014) reflected this crucial question for higher education. The UN's DESD emphasized the crucial role that education plays in propelling society's transition from an unsustainable to sustainable development path.

THE IMPORTANCE OF EDUCATIONAL TECHNOLOGY IN TEACHING

The teaching process is dominated by traditional methods due to the fact that computers are still not widely used in many schools. It is dominated by frontal work, in which the teacher had sufficient contact with the students. One of the problems with this method of education was that students did not develop at their own pace and did not participate enough. There are students in our class whose knowledge is uneven and who never pay enough attention to those who have mastered the material but are below average. Teacher assessment work and how to transfer knowledge to a group of children with different knowledge frequently impede this difference. In order to ensure that students with limited knowledge do not miss out on essential information, the instructor opts to maintain average to good instruction. While teaching will be monotonous for the most advanced students, the children with insufficient knowledge will be able to progress smoothly without the unpleasant feeling of their ignorance, frustration, or humiliation.

INTEGRATION OF ICT AND EDUCATION.

The knowledge-based society has undergone significant transformations as a result of ICT's impact. It has had a massive and multiplicative effect on both form and content to the point where the purpose of knowledge now permeates society as a whole, with education being one of the broadest implications and developments brought about by this. According to Parra (2012), education is one of the settings where technology has had the greatest impact, influencing the role of teachers and integrating into school life. The integration of

information and communication technology (ICT) into education has evolved into a process whose repercussions extend far beyond the technological tools that support the educational environment. In strictly pedagogical terms, the concepts of teaching construction and the manner in which meaningful learning can be built and consolidated using technology are currently being discussed. This is also known as the technological use of education. These have become educational tools thanks to the development of ICT, which has revolutionized the way information is obtained, managed, and interpreted. This could further enhance the educational quality of students.

Students currently utilize technological tools to facilitate learning as part of the roles played by each educational agent. Calculators, televisions, and voice recorders, among other items, marked the beginning of this development at a very early stage. However, technological resources have evolved into educational resources, requiring the integration of technology into education in order to enhance learning. Additionally, teaching is the final step in the learning-teaching cycle. Granados (2015) asserts that using information and communication technologies means departing from conventional media like boards, pens, etc. Additionally, it has given way to a teaching position that relies on the requirement for ongoing education and upskilling in teaching techniques to meet current requirements.

EDUCATIONAL CHALLENGES FACING ICT.

Teachers have seen their role shift into that of agents who are able to generate the necessary skills for a society that is "yearned" for technological knowledge and the frequent use of it in various educational matters when confronted with the transformative vision of a society that needs to integrate ICT into the classroom. The teacher's ability to structure the learning environment is critical to the successful integration of ICT into education (Unesco, 2008). With cooperation and teamwork-based learning, there is a lot of talk about giving students a "leap forward" and "breaking up" traditional formulas. However, ICTs' use and involvement in education have not yet been recognized as a means of producing meaningful learning. ICT as a tool for accessing and transmitting information is downplayed frequently in school, a misconception that continues to plague traditional education. By organizing how students acquire cognitive competences and are able to apply them in a variety of contexts, teachers must structure their role. Teaching in the classroom will require new spaces in order for students and teachers to utilize technological media to enhance current knowledge. This process is easily incorporated by the emergence of ICTs. Because they were born into a high-

tech society, students participate as brand-new educational agents who have evolved into important components of communication and social interaction. The training process is currently challenged by the variety of scenarios, contexts, and trends in education, which presents challenges not only for future professionals but also for the institutions and agents that are in charge of their education.

A LOOK AT THE FUTURE OF ICT IN EDUCATION

The utilization of information and communication technologies in education has increasingly emerged as a crucial component of the educational setting. The use of information and communication technology in education is expected to expand to include students, educators, and educational institutions in order to improve the teaching-learning process. This expansion will be accompanied by technological tools. An examination of various points of view in the field of education demonstrates, without a doubt, the growing significance of technology, which has the potential to advance social and collaborative learning and foster a connection between contemporary societies and an education that is both transformative and adaptable.

CONCLUSION

The use of educational technology in the classroom is on the rise. Educational technology must be incorporated into future curricula because the new generation of children is ready to work with these new technologies, which play an important role in children's learning and acquiring a variety of cognitive knowledge. Skills and cognitive traits are enhanced when educational technology is used. A flood of new information is being learned and received thanks to new technology, particularly on mobile devices. In the classroom, teachers have been utilizing new technologies. However, the question of whether teachers are trained to keep up with the development and application of new technologies grows. There are two issues here. Do teachers have access to educational technology, and is the school well-equipped with all of the latest technology? There have been a lot of studies, some of which are still ongoing, but we need to figure out how to use educational technology effectively in the classroom. Schools had employed a variety of strategies to provide teachers with additional professional development in addition to basic skill training.

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About the Society :

The Historic Feat of 13th November, 1916 changed the course of history when "Seven Dedicated Teachers or Saptharishis" viz., Shri. S.S. Basavanal, Shri. M.R. Sakhare, Shri.H.F. Kattimani, Shri.P.R. Chikodi, Shri.B.B. Mamdapur, Shri.B.S.Hanchinal, Shri.V.V.Patil founded Karnatak Lingayat Education (KLE) Society in Belagavi. Our collaborations with famous Universities worldwide have added a new dimension to our legacy as we aspire to bring a global perspective to the field of education. Our institutes spread across the country exemplify our efforts to bring the best to make KLE a global destination for health care and Education.

Dr. Prabhakar B. Kore, Chairman, KLE Society, with his indomitable spirit and youthfulness, initiated a great transformation in the making of a new KLE by catapulting the institutions of KLE from 38 to 298 & also created a road map of promising education for the next generation. Our Chairman with his rare visionary has redefined and redesigned KLE society for the 21st century and as an accomplished educationist lead the KLE society relentlessly along the path envisioned by the founding 'Saptarishis'. Our Chairman is a A multi-faceted personality with significant contributions in Education, Agriculture, Healthcare, the Cooperative Sector, Politics and Community Welfare - making a mark on the State, National & International scenario; an individual whose life & efforts have been dedicated to "Transforming Lives through Education, Healthcare & Research."

About the Institute:

Shri Kadasiddheshwar Arts College and its Science wing, H.S.Kotambri Science Institute was established by the premier KLE Society, Belagavi, in the year 1952 and 1966 respectively at a strategic place in Hubballi, Karnataka. The Institute is accredited by NAAC with 'A' Grade for 3 consecutive Cycles and with 'A+' in 4th Cycle with focus on quality sustenance. Our UG and PG students being guided by experienced faculty have proved their merit by winning Gold Medals, University Ranks & University Blues. We are proud of Alumni as they have carved a niche in society by holding key positions across the globe.

The College has the credit of being a participating Institute of UBA MHRD, Govt. of India; SWAYAM- NPTEL Local Chapter; Spoken Tutorial- IIT Bombay, MHRD, Govt. of India; Institution's Innovation Council, MHRD Initiative; Energy Swaraj Foundation, IIT Bombay; Nodal Centre for Virtual Lab under NITK Suratkal. The Institute's Students Support Services serve as the backbone for all the student initiatives.