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CRITERION –III

Research and Outreach Activities

3.2 – RESEARCH PUBLICATIONS

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

INDEX

Sl. No.	Particulars
B	E-copies of outer jacket/content page of the journals in which articles are published

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15

A STUDY TO MEASURE ICT KNOWLEDGE OF TEACHER EDUCATORS WORKING IN B.ED. INSTITUTIONS OF KALBURAGI CITY

Sri Rajkumar A. Sindhe
Research Scholar
Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad

Dr. V.G. Sapre
Research Guide (Education)
Sharamajivi Shikshan Prasarak Mandal's S
Sharamajivi College of Education, Omerga,
Dist: Osmanabad

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Abstract:

This research is motivated by many teachers who have no knowledge at all about how to operate a computer. This real situation the writer obtained from observations to several groups of teachers that the author met in various activities in different places. The main intention of this articles is to measure the computer knowledge of teacher educators working in B.Ed. Institutions. This is the descriptive survey method to determine the "Knowledge of computers" of teacher educators. The tool used to collect data for the present study is t he rating scale to know the use of computer among teacher educators" developed by Dr Shashikala, The result reveal that there is a significant difference between the scores of computer knowledge of teacher educators who are working in Government, Private Aided and Private Un Aided Institutions and there is no significant difference between the score of computer knowledge of teacher educators who are working in Government, and Private Aided Institutions

1. Introduction:

The progress, welfare and prosperity of a nation mainly depend on rapid and sustained growth in the quality and extent of education so the teachers have more responsibility in molding the character of student and help them to grow in development of students in all aspects. In such cases student teachers must be trained very well in their study days. So to train the student teachers the teacher educators must be in a position to enable the student teachers to suit well in their class rooms in their future days. Today in every lifestyle computers play a dominant role. The education system is also widely used this for storing data, e-learning, time table management, testing etc.... So the usage of computers is much more dominated in the process of teaching and learning and other aspects in the educational process. Computer technology can viewed as an effective vehicle "to transform classroom learning communities with students, teachers and community members all playing a vital role in directing the course of education" . Here a teacher plays a pivotal role in the process of teaching learning. Hence the knowledge of computers and using skills gained enormous importance for today' s teachers. Teachers are expected to know the usage of that in academic process. King, Stacy. L (2005) in his study was to investigate the effects of technology professional development for secondary teachers towards the usage of that in teaching and learning process, found both male and female teachers use more are less same effectiveness in the teaching and learning process. Ganesh, Tirupalavanam (2003) in his study reveals the practices of computers use in elementary education : perceived opportunities.. the major findings of the study that the schools need to establish clear academic goals and how

Effect Of Mind on Physical Health

Although the human is designed for diverse dynamic activities; if ew do not remain conscious to maintain it at the physical,mental, emotional and social levels at an optimum level,it builts up stress subconsciously and accumulates toxins. Our modern sedentary lifestyle, undue feeling of insecurity,competition anxiety,and lust for comfort and carelessness about health or fitness along with wrong food habits are mainly responsible to built up stress and toxins in our bodies which in turn accelerate the aging process and welcome psychosomatic disease.

Conclusion-We are responsible for our own diseased condition.To achieve more comfort and happiness we adopt wrong life style that is full of avidya ,based on materialistic demands and desires.we do not follow natures law.when we cannot tackle the stress successfully our reaction is on the negative side.This develops chronic dis-stress and threatens our immune system, Instead of supporting our healing process we deteriorate it by crossing all the physical and mental limits.Yoga is a drugless therapy.Regular yoga practice bring peace ,stability and satisfaction to us.Relaxation harmony in all the body-mind functions,positive thinking and attitude culture are the key points in yoga based therapy for all psychosomatic disorders.Yoga has also a preventive aspect that can be of great help to every body to promote and maintain health, fitness and happiness through out thelife by protecting ourselves against stress and strain.

References—
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13

A STUDY ON MENTAL ABILITY, ADJUSTMENT AND SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS

Sri Rajkumar A. Sindhe
Research Scholar,
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Dr. V.G. Sapre
Research Guide (Education),
Sharamajivi Shikshan Prasarak Mandal's S Sharamajivi College of Education, Omerga,
Dist: Osmanabad

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ABSTRACT :
The present study attempts to examine the relationship between the adjustment, mental ability and Socio-economic status of Secondary school students. For this, a sample of 800 students were purposively selected by the researcher from 40 different Secondary schools of Bidar. The results indicated that that there is significant differences in adjustment mean scores between the male and female Secondary school students. Besides this, it was also found that there exist a high positive correlation between the adjustment, mental ability and Socio-economic status of Secondary school students.

Keywords: Mental ability, Adjustment, Socio-economic status, Secondary school Students

1. Introduction:
The relationship between SES and other aspects of students is due to a complex interaction of a number of variables, it appears to be generally accepted that SES impacts to a considerable extent on various aspects of students' learning experiences. Meeuwisse, Severiens and Born (2010) examined the interaction of multiple variables in students' decisions to withdraw from higher education. They support the

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WOMEN'S EMPOWERMENT THROUGH EDUCATION

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Abstract:

"Educating a man is educating an individual, while educating a woman is educating a family" –Jawaharlal Nehru Education is a means through which women can strengthen their life and take the decision of the life wisely. The Constitution of India preamble promises full equality to all citizens in all respect. In the world women constitutes half of the total population and contributing lot for the development of family and nation. But specifically women's contribution is unrecognized and their service is not counted due to their lag behind in all spheres of life, suffering, and ignorance heightens their conditions. For the Post Vedic periods women don't get equal status in the society. In Indian family, it is seen that importance toward education of a girl's child gives less priority than boys. Rather than educating their girl's child, parents prefer to teach them household work. They don't thing that even girls also can earn for her family, if she get equal chance for education like a boy. And most challenge is early marriage of the girl child. Most of the parents give priority on the marriage of their girl child. That why, it is seen that, most of the women / girls without completing their education or without getting job get marriage in the early age. The lack of education for women is the root cause for women's exploitation and negligence and majority of women and girls are surviving to lead their life, through education only it is possible to save them. The present theoretical or conceptual paper focuses on Introduction, concept of women's empowerment, Components of women empowerment, Factors that hinder women Education and their empowerment, Challenges to Women empowerment through education Role of education in enhancing women empowerment, Suggestion for Improving Women empowerment through education and conclusion.

Key words:-Empowerment, components, hindrance, challenges etc.

Introduction:

Education is the key factor for women empowerment, prosperity, development and welfare. Discrimination of women from womb to tomb is well known. There is continued

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A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO MENTAL ABILITY ADJUSTMENT AND SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL STUDENT BIDAR.

RAJKUMAR A SINDHE

ASSISTANT PROFESSOR

H.K.E.S. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION

BIDAR.

ABSTRACT

The connection between socio-economic status, mental ability adjustment of rural and urban, arts and science students was also dealt with secondary school students, were boys and were girls students. The socio-economic status scale, mental health scale was used for data collection. The Pearson's correlation coefficient technique was adopted for data analysis. There is not significant socio-economic status, mental health and emotional maturity among the boys and girls students, art and science students including those of rural background, students with low and high socio-economic status and students more than 12 years age. It is found that, there is no significant relationship between socio-economic status, mental health and emotional maturity among the urban students, studying in government colleges, with high socio economic status and students less than 18 years of age.

KEYWORDS Socio-Economic Status, Mental ability adjustment, secondary school students.

INTRODUCTION

Socio-economic is considered as one of the important variable in social science research. It has been and is being included quite often as a variable in studies in Psychology, Sociology, Education and other social science streams. The contrast 'socio-economic status' is used in social

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DIGITALIZATION OF EDUCATION AT DIFFERENT LEVELS.

DR. SHILPA HIPPARAGI

ASSISTANT PROFESSOR

H.K.E.S. SOCIETY'S

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Abstract

As shown in research and practice digitalization processes are many times limited to implementation of digital technologies without pedagogical and organizational change. In this study it is argued for a broader perspective on the concept of digitalization, viewing it as a process involving change and transformation in different stages and several organizational levels. Based on cultural–historical activity theory and the concept of levels of learning, this study will elaborate on the concept of digitalization as well as how schools are dealing with digital and educational change. Two schools known for their large-scale digitalization processes are analyzed. In the analysis, it is indicated that the object of digitalization harbors an idea that influence how digitalization is planned for and enacted within the school organization. How schools conceptualized—what is theoretically and practically meant by digitalization—influence how they plan their budget, professional development, and organizational change. With this backdrop, it is a concluded need for explicit discussions and conceptual clarifications on what digitalization is and what it involves in different school contexts.

Introduction

The development and use of digital technologies have spread like waves over schools and society Rapid growth and enhanced access to technologies are said to pose new possibilities to teach and learn \. Simultaneously, the integration of digital technologies in schools has been reported to be a complicated process. Several researchers report that digitalization initiatives have difficulty gaining sustainability in schools and that the technologies implemented tend to support and reproduce previous practices rather than developing new ones

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CONSTRUCTION AND STANDARDIZATION OF LIFE SATISFACTION SCALE FOR COLLEGE OF TEACHER EDUCATORS

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Abstract

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*Conceptual and research based literature related to life satisfaction scale construction and educational psychology topics were studied thoroughly for developing life satisfaction scale n Educational Psychology. The preparation and standardization of the scale consisted of four major phases such as planning, construction, evaluation and validation. In present investigation fifty items/statements were prepared by the researcher which was reviewed by experts in the field and then first draft of the life satisfaction scale was ready for tryout. For pilot testing, the test was administered on representative sample of 50 college of teacher educators of different institutions keeping in mind that they should have knowledge of life satisfaction content and they must have gone through the content earlier. Achievement test having 50 items with three alternative choices each was given to participants and scoring was done with the help of scoring key. Difficulty Value and Discrimination Power of the test calculated. This test has a value **0.936** (Cronbach Alpha) for test consistency. Researcher also used different method to establish the reliability of the test*

Key terms:- Validity, Reliability, Difficulty index, tryout etc.

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Role Conflict Among College of Teacher Educator

Sri. Santosh Kumar Shankarappa

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Abstract:-

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is a power, which makes a man "a man". Every man possesses some inner potentialities to draw out of their potentiality teacher play an apex role. Teacher Educators are the nuclear part of the total teacher training system. The role of the teacher educators will have to shape in the light of changing demands in teaching learning process for schools through the teacher trainees. "Teacher training institution without a teacher educators is just like body without soul, skeleton without flesh and blood shadow substance" The teacher educator is an important constituent to make more effective instructional process among teacher trainees. Teacher educators are expected to perform various roles as an organizer, a transmitter of necessary knowledge and skill, a demonstrator, a planner, an evaluator for the purpose of realizing educational goals. All these are the responsibilities of a teacher educators and the major part is to frame the all round development of the teachers trainees. Better learning environment is a result of cooperation of teacher's educators with other component of teacher training institution and learning system.

When teacher educators faces incompatible and contradictory expectations from different primary reference groups of the college of teacher education as well as from different sections of society it interferes with the satisfactory performance of his role. A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations. Each social role is a set of rights, duties, expectations, norms and behavior a person has to face and to fulfill. In this conceptual /theoretical paper the researcher highlights on Concept of Role conflicts, types of role conflict, consequence of role conflict and managing role conflicts among college of teacher educators.

Key words:- Role conflict, Inter-role conflict, Intra-role conflict, strategies etc.

Introduction:-

Role conflict arises when various directions are pulling, as individual try to respond to many statuses which we have to hold. The conflict arises because of some human desires and to achieve success. Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. There are two types of role conflict intra role conflict and intra role conflict. This conflict arises at the same time when a person has to play more than one role like of a teacher and father. It occurs when the different roles played by the same person give rise to conflicting situations, for example, role of an individual as a husband and a father. There is a contradiction of two or more roles which an individual is attempting to fulfill simultaneously. Intra role conflict it results from conflicting role expectations from a single individual. It occurs when a single superior presents a subordinate with an in compatible set or orders of expectations. In other words contradictory expectations may occur within a single reference group defining a given role.

Concept Of Role Conflict

Sociologists use the term "role" (as do others outside of the field) to describe a set of expected behaviors and obligations a person has based on his or her position in life and relative to others. All of us have multiple roles and responsibilities in our lives, that run the gamut from

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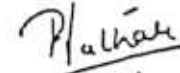
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People with Special Needs

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Abstract

Exceptionalities of any nature, whether positive or negative, have usually been a subject of neglect, or even hate, and segregation from times immemorial; however, situations are being changed. In today's awakened societies, every child is a potentially useful citizen. He or she has unique worth and should be provided sufficient educational opportunities for their maximum growth and development. Education in the form and style of Special Education can meet the special needs of exceptional children. It is in this context that we are planning to discuss some necessary issues w.r.t.the planning, organization, and categories of special needs children.

Keywords -Special Education, Category of Special Needs, Special Education Service, Factors of Integration.

Introduction

Human population, in most cases, is normally distributed. Most people have common needs and therefore are said to be normal, but the rest, with uncommon, or special needs, are said to be exceptional. Amongst those exceptions, some need special facilities for higher achievement, as they have inborn different abilities and capabilities to contribute more than the majority of the population, and they deserve special attention as they lack the capability to proceed along with the average population due to their disabilities in some form or the other. Similarly, is the case with children who are part of these special needs.

These children are treated as exceptional or special, but, children who do not follow the normal classroom teachings, and, who are unable to cope up with other children in their class due to some incapacitation, and deserve special attention, are also treated as children with special needs.

Meaning of Special Education

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EXPLORING THE SCIENTIFIC RESEARCH

VOLUME - 3

Dr. Md Jahirul Haque
Dr. Nurul Islam

Chapter - 13

Education and Democracy

Shilpa Hipparge, Assistant Professor, H.K.E. Society, Basaveshwar College of Education, Bidar, Karnataka, India

Abstract

As both the fields of Education and Democracy are vast and intertwined, it is necessary to delineate the scope and importance of each field on our social, democratic setup. This study tries to highlight the effect of Education on Democracy, shaping of Democratic principles and the way Democracy enables Education in an equitable way for development of democratic value, by shaping thinking habits, behavioral patterns and leadership in children.

Keywords: Education, democracy, society, curriculum

Introduction

Education is the weapon of democracy and without good education for all democracy will not be successful. Education must build the democratic conviction in youth so strongly that they will withstand the strain not only of the fairly difficult circumstances of ordinary social living but also of such national and world crisis as may occur in the future. Education in a democracy gives scope for actual experiencing of the functioning of democracy through participation, self-expression and discussion.

Objectives of democratic education

Education in a democracy should try to develop the following loyalties in children

1. To himself as a human being of dignity and worth.

2. To the principle of human equality and brotherhood.

3. To a belief that political, social and economic problems are best solved through non-violent and peaceful methods like arguments, discussions, negotiations and persuasions instead of violent, anti-social, corrupt and treacherous methods.

4. To the ideal of honesty and fair play in the solution of social problems and to develop a scientific attitude of mind which is characterized by balance of temper, suspended judgment etc

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and
Dr. Md Jahirul Haque

Rubicon Publications

Chapter - 12

Education as an Instrument of Social Change

Shilpa Hippargi

Assistant Professor H.K.E. Society, Basaveshwar College of Education, Bidar, Karnataka, India
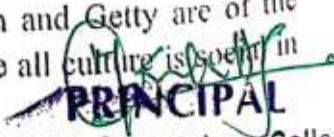
Abstract

Change means deviation from the existing norms. So social change is the change in society or socio-cultural system. It is also a change in social relationship, social patterns, social interactions and social processes.

Keywords: Society, education, social relationship, social patterns, culture.

The Term Social Change Defined

The term 'Social Change' has been variously defined by experts. A few definitions of social change are given below.

1. **View of MacIver and Page.** According to MacIver and Page: "Social change is a process responsive to many types of changes, to changes in the man-made conditions of living, to changes in the attitude of the man and changes that go beyond human control to the biological and physical nature."

2. **Dellbert C. Miller's View.** According to Dellber C. Miller: "Social Change refers to a pattern of social relationship in a given social setting which exhibits change over some definite period of time."

3. **View of Davis.** Davis says, "By social change is meant only such alternations as occur in social organizations, that is, structure and functions of society."

4. **View of Gillin and Gillin.** To quote Gillin and Gillin: "Social changes are variations from the accepted modes of life: whether due to alterations in geographical conditions, in cultural equipment, composition of the populations, or ideologies and whether thought about by diffusion or inventions within the group."

5. **Social Change Vs. Cultural Change.** Certain sociologists identify social change with cultural change. Dawson and Getty are of the view: "Cultural change is social change since all culture is society in its origin, meaning and usage."

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DIFFERENT PHILOSOPHICAL STREAMS IN ANCIENT KARNATAKA AND HISTORICAL RECORDS

Dr. BASAVARAJ

PRINCIPAL

H.K.E.S. Basaveshwar College
of Education, BIDAR

ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಐತಿಹಾಸಿಕ ದಾಖಲೆಗಳ ಮಹತ್ವ

ಶಿಲ್ಪಾ ಹಿಪ್ಪರಗಿ

Shilpa Hippargi

ಪೀಠಿಕೆ :

ಭಾರತ ಮಾತೆಯ ತನುಜಾತೆಯಾಗಿರುವ ಕರ್ನಾಟಕದ ಇತಿಹಾಸವು ಭಾರತದ ಇತಿಹಾಸದಂತೆ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಮತ್ತು ಭವ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಪರಂಪರೆಯನ್ನು ಹೊಂದಿದೆ. "ಕಾವೇರಿಯಿಂದ ಗೋದಾವರಿವರಮಿರ್ಪಾ ನಾಡದಾ ಕನ್ನಡದೊಳ್" ಎಂಬ ಶ್ರೀ ವಿಜಯನ ವಾಣಿಯಲ್ಲಿ ಅಂದಿನ ಕನ್ನಡನಾಡಿನ ಗಡಿಗಳನ್ನು ಸೂಚಿಸಲಾಗಿದೆ.

ಭಾರತ ಉಪಖಂಡದ ಅವಿಭಾಜ್ಯ ಅಂಗವಾಗಿರುವ ಕರ್ನಾಟಕವು ಪ್ರಾಗೈತಿಹಾಸಿಕ ಕಾಲದಿಂದ ಇಂದಿನವರೆಗೆ ಭಾರತ ಮತ್ತು ವಿಶ್ವ ಸಂಸ್ಕೃತಿಗೆ ಸಲ್ಲಿಸಿದ ಸೇವೆ ಸ್ಮರಣೇಯವಾಗಿದೆ. ಭಾರತದ ಚರಿತ್ರೆಯಲ್ಲಿ ಕರ್ನಾಟಕವು ವಹಿಸಿದ ಪಾತ್ರ ಮಹತ್ತರವಾಗಿದೆ.

ಕರ್ನಾಟಕ : ಕನ್ನಡ ನಾಡು ಮತ್ತು ನುಡಿಯ ಮೂಲ ಮತ್ತು ಪ್ರಾಚೀನತೆ :

ಕರ್ನಾಟಕ – ಕನ್ನಡ ಪದಗಳ ಮೂಲ ಮತ್ತು ಪ್ರಾಚೀನತೆಯ ಕುರಿತು ಸುಮಾರು ಐದು ಸಾವಿರ ವರ್ಷಗಳ ಐತಿಹಾಸಿಕ ಮತ್ತು ಸಂಸ್ಕೃತಿಕ ಪರಂಪರೆಯನ್ನು ಹೊಂದಿರುವ ಕನ್ನಡ ನಾಡಿಗೆ ಕರ್ನಾಟಕ ಎಂಬ ಹೆಸರು ಬಂದಿತು.

ದಕ್ಷಿಣ ಭಾರತಕ್ಕೆ ಆರ್ಯರ ಪ್ರವೇಶವಾದ ಕಾಲದಿಂದ ಕರ್ನಾಟಕ ಪ್ರದೇಶದ ಇತಿಹಾಸ ಆರಂಭವಾಗುತ್ತದೆ. ಅಗಸ್ತ್ಯರು ದಕ್ಷಿಣದಲ್ಲಿ ಆರ್ಯ ಸಂಸ್ಕೃತಿ ಹರಡಿದರೆಂಬ ಸಂಗತಿ ಕಾವ್ಯ ಪುರಾಣಗಳಲ್ಲಿ ವಿಸ್ತೃತವಾಗಿದೆ.

ಮಹಾಕಾವ್ಯಗಳಲ್ಲಿ ಕರ್ನಾಟಕದ ಕುರಿತು ಉಲ್ಲೇಖವಿದೆ. ಸಂಸ್ಕೃತ ಕವಿಗಳು ಕರ್ನಾಟಕ ಪದದ ಬಗ್ಗೆ ಉಲ್ಲೇಖಿಸಿದ್ದಾರೆ. ಕರ್ನಾಟಕವನ್ನು ಕುಂತಳ, ಬನವಾಸಿ, ವೈಜಯಂತಿ, ಮಹಿಷ ಮಂಡಲ, ಪುನ್ನಾಟ ಎಂಬ ಹಲವಾರು ಹೆಸರುಗಳಿಂದ ಸೂಚಿಸಿದ್ದಾರೆ. ಶೂದ್ರಕನ "ಮೃಚ್ಛಕಟಿಕ" ಎಂಬ ನಾಟಕದಲ್ಲಿ ಕರ್ನಾಟಕ ಅಥವಾ ಕನ್ನಾಟ ಎಂಬ ಉಲ್ಲೇಖವಿದೆ. ಪಾಣಿನಿಯು "ಅಷ್ಟಾಧ್ಯಾಯಿ" ಎಂಬ ಗ್ರಂಥದಲ್ಲಿ ಕರ್ನಾಟಕವು ಒಂದು ಗೋತ್ರದ ಹೆಸರಾಗಿತ್ತೆಂದು ತಿಳಿಸಿದ್ದಾನೆ. ಸೋಮದೇವನ "ಕಥಾ ಸರಿತ್ಸಾಗರ" ದಲ್ಲಿ ಕರ್ನಾಟಕ ಅಂದರೆ ಕನ್ನಡಿಗ ತನ್ನ ಪರಾಕ್ರಮದಿಂದ ರಾಜನನ್ನು ಮೆಟ್ಟಿಸಿದನು ಎಂಬ ಉಲ್ಲೇಖವಿದೆ. 4 ಮತ್ತು 5 ಶತಮಾನದ ವಿಷ್ಣುಧರ್ಮೋತ್ತರ ಪುರಾಣ, 6ನೆಯ ಶತಮಾನದ ಭಾಗವತ ಪುರಾಣ, 8ನೆಯ ಶತಮಾನದ ಮಾರ್ಕಂಡೇಯ ಪುರಾಣ ಮತ್ತು 10ನೆಯ ಶತಮಾನದ ರಾಜಶೇಖರ ಕಾವ್ಯಮೀಮಾಂಸೆಯಲ್ಲಿ ಕರ್ನಾಟಕ ಶಬ್ದದ ಬಳಕೆಯನ್ನು ಕಾಣಬಹುದು. ಮತ್ತು ಮತ್ತು ಸ್ಕಂದ ಪುರಾಣಗಳಲ್ಲಿ ಕನ್ನಡನಾಡನ್ನು ಕರ್ನಾಟಕ, ಕನ್ನಾಟಕ ಮತ್ತು ಕರ್ಣ ಎಂದು ಕರೆಯಲಾಗಿದೆ.

ಕನ್ನಡದ ಆದಿಕವಿ ಪಂಪನ್ನು ತನ್ನ ಕವಿರಾಜ ಮಾರ್ಗದಲ್ಲಿ ಕನ್ನಡ ಎಂಬ ಶಬ್ದವನ್ನು ಭಾಷೆ ಮತ್ತು ಪ್ರದೇಶಗಳ ಸೂಚಕವಾಗಿ ಉಪಯೋಗಿಸಿದ್ದಾನೆ. ನಾಗವರ್ಮನು ತನ್ನ "ಛಂದೋಂ ಬುಧಿ" ಎಂಬ ಗ್ರಂಥದಲ್ಲಿ ಕರ್ನಾಟಕದ ಬಗ್ಗೆ ವಿವರಿಸಿದ್ದಾರೆ. ಪಂಪನು ತನ್ನ ಆದಿಪುರಾಣದಲ್ಲಿ ಕನ್ನಡ ಅಥವಾ ಕನ್ನಡಿಗರ ಸೈನ್ಯದ ಬಗ್ಗೆ ವಿವರವಾಗಿ ವರ್ಣಿಸಿದ್ದಾರೆ. ಬಿಲ್ಹಣನು "ವಿಕ್ರಮಾಂಕ ದೇವ ಚರಿತ" ಯಲ್ಲಿ 6ನೆಯ ವಿಕ್ರಮಾದಿತ್ಯನನ್ನು "ಕರ್ನಾಟಕದ ಚಂದ್ರ" ಎಂದು ವರ್ಣಿಸಿದ್ದಾರೆ.

ಭಾಷೆ, ಪ್ರದೇಶ ಮತ್ತು ಜನರ ಸೂಚಕವಾಗಿರುವ ಕನ್ನಡ ಮತ್ತು ಕರ್ನಾಟಕ ಎಂಬ ಪದಗಳ ಉತ್ಪತ್ತಿಯ ಬಗ್ಗೆ ಪಂಡಿತರಲ್ಲಿ ಭಿನ್ನಾಭಿಪ್ರಾಯಗಳಿವೆ. ಇದು ಕರು+ನಾಡು ಅಂದರೆ ಕಪ್ಪು ಅಥವಾ ಕರುನಾಡು, ಕಮ್ಮಿತ್ತು + ನಾಡು ಎಂದರೆ ಶ್ರೀಗಂಧದ ಮರಗಳಿಂದ ತುಂಬಿರುವ ಸುವಾಸನೆಯಿಂದ ಕೂಡಿದ ನಾಡು ಎಂದು ಅರ್ಥೈಸಲಾಗಿದೆ. ಹರಪ್ಪ ಚಿತ್ರ ಲಿಪಿಯ ಆಧಾರದ ಮೇಲೆ ಕಣ್ + ನೀರ = ಕಣ್ಣೀರ ಪದದ ಸಂಸ್ಕೃತದ ರೂಪ ಕರ್ನಾಟಕ ಆಗಿರಬಹುದು ಎಂದ ಫಾದರ್ ಹೆರಾಸರು ಅಭಿಪ್ರಾಯ ಪಟ್ಟಿದ್ದಾರೆ. ರಂ. ಶ್ರೀ. ಜೋಯಿಯವರು ಕನ್ನಡ ಕುಲದ ಪ್ರಾಚೀನತೆಯು ವೇದಗಳ ಕಾಲಕ್ಕಿಂತ ಮುಂಚಿನದು ಎಂದಿದ್ದಾರೆ. ಕನ್ನಡ ಎಂಬ ಶಬ್ದವು ಪ್ರದೇಶವನ್ನು ಸೂಚಿಸುವ ಸಂಸ್ಕೃತ ಶಬ್ದವಾದ ಕರ್ನಾಟಕದ ಭಾಷಾಂತರ. ಇದರಲ್ಲಿ ಕನ್ + ನಾಡು ಎಂಬ ಪದಗಳಿವೆ. ಕನ್ನರು ಅಥವಾ ಕಣ್ಣರ ಖುಗ ವೇದದ ಕಾಲಕ್ಕೆ ಸೇರಿದ ಆರ್ಯ ದ್ರಾವಿಡರಿಗಿಂತ ಮೂರ್ವದ "ಕಲವರ" ಅಥವಾ "ಕ್ಲಳ್ಳರ" ಅಥವಾ "ಕ್ಲಳ್ಳರ" ಜನಾಂಗದ ಒಂದು ಶಾಖೆಗೆ ಸೇರಿದವರು. "ಕಲವರ" ಮೂಲಶಖ ದ್ರಾವಿಡ ಕುಲ, "ಕನ್ನಕುಲ" ಆರ್ಯದ್ರಾವಿಡ ಕುಲ, ಮೂಲದ್ರಾವಿಡವಾದ "ಕಲವರು" ಆರ್ಯದ್ರಾವಿಡರಾದ "ಕನ್ನರು" ಜನಾಂಗಗಳ ಸಮ್ಮಿಶ್ರಣವೇ ಕರ್ನಾಟಕದ ಸಂಸ್ಕೃತಿಯಾಗಿದೆ ಎಂದು ಹೇಳ್ದಾರೆ.

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1 ಸಹಾಯಕ ಉಪನ್ಯಾಸಕರು ಬಸವೇಶ್ವರ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಬೀದರ.

DIFFERENT PHILOSOPHICAL STREAMS IN ANCIENT KARNATAKA AND HISTORICAL RECORDS

GST Effects On Education

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ABSTRACT:

GST also known as the Goods and Services Tax is defined as the giant indirect tax structure designed to support and enhances the economics growth of a country. More than 150 countries have implemented GST so far. The idea to set up GST in India was developed by Atal Bihari Vajpayee government in 2000, but the establishment of GST is not so simple as it came into force on July 1, 2017 after so many amendments in it. Prior to this date, the system to collect indirect tax is as complex as there are different heads of Indirect taxes but GST introduces the system which unifies 17 heads of Indirect taxes into one single set. At present, taxes are levied on the goods and services by the collective effort of central and state governments. This study is an attempt to judge the effect of GST upon the Education sector of India.

INTRODUCTION:

The Goods and Services Tax (GST) is a vast concept that simplifies the giant tax structure by supporting and enhancing the economics growth of a country. GST is a comprehensive tax levy on manufacturing, sale and consumption of goods and services at a national level (1). The Goods and Services Tax Bill or GST Bill, also referred to as The Constitution (One Hundred and Twenty – Second Amendment) Bill, 2014, initiates a Value added Tax to be implemented on a national level in India. GST will be an indirect tax at all the stages of production to bring about uniformity in the system.

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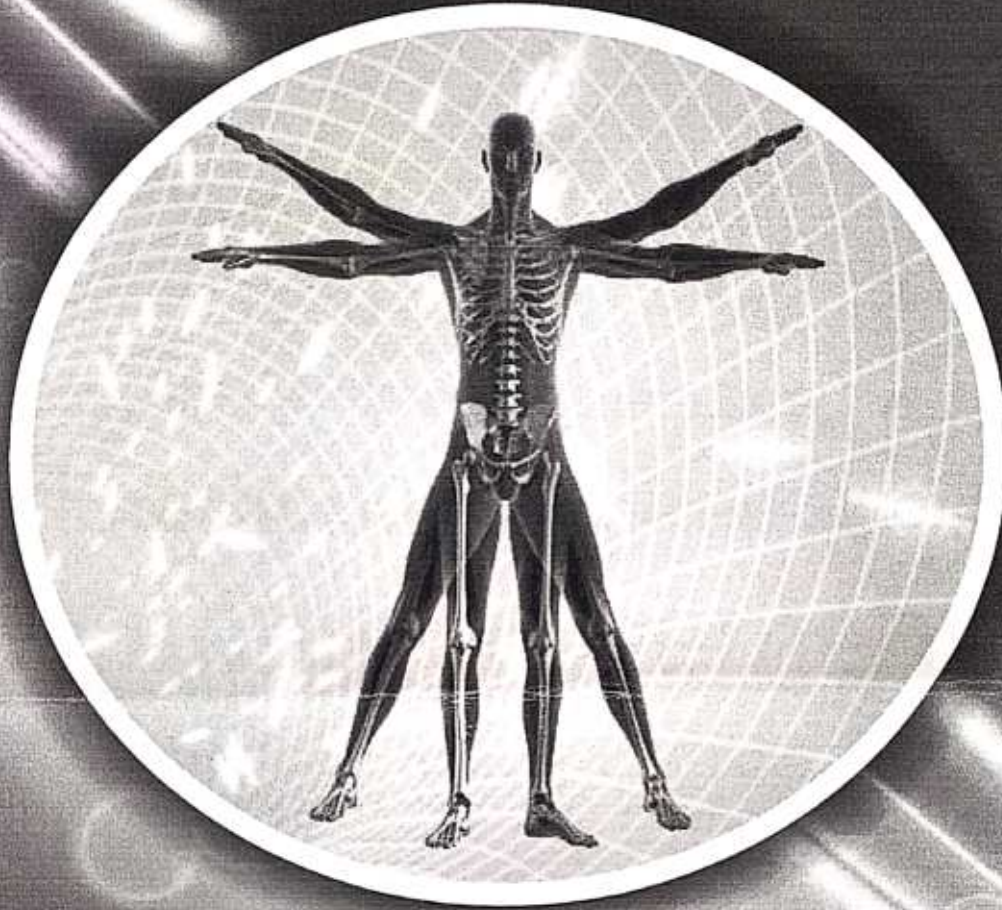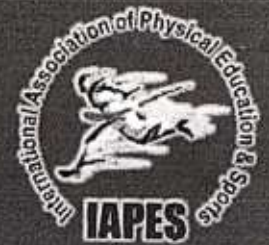
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VOLUME-I

HEALTH EDUCATION

Shilpa Hippargi[1]

INTRODUCTION

Health education forms an important part of the health promotion activities. These activities occur in schools, workplaces, clinics and communities and include topics such as healthy eating, physical activity, tobacco use prevention, mental health, HIV/AIDS prevention and safety.

MEANING

Health Education is the integration of two terms health and education. Health denotes its content and education its process the health content about which we have already discussed the process of education determines how learning takes place in the field of health. Thus health education implies education for health. It provides an educational field for the purposes of improving the healthful or effective living.

Health education is a social science that draws from the biological, Physical and medical science to promote health and prevent disease, disability and premature death through education driven voluntary behavior change activities.

Health education as the term implies is concerned with people and their health behaviour.

HEALTH EDUCATION DEFINED

Dr. Thomas wood – Health Education is the sum of experiences with favourable habits, attitudes and knowledge relating to individual community and social health.

Ruth Grout – "The translation of what is known about health into desirable individual and community behaviour patterns by means of the educational process".

Anthey cuterill – Hygiene is very roughly the process of making things difficult for germs. According to Americah committee on health education.

Healthy education is process that bridges the gap between health information and health practices. Health Education motivates the person to take the information and do something with it to keep himself healthier by avoiding actions that are thankless and practicing those that are beneficial.

OBJECTIVES

1. To Provide information to the people about healthy living.

2. To develop a scientific attitude towards health.

3. To identify health problems and take preventive measures against communicable discases.

4. To know and to appreciate the view that health is an asset to every individual and good health is the

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GST Effect On Indian Education System

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Abstract:

Overall the maximum countries GST are one of the widely accepted indirect taxation system prevalent in more than 150 countries across the globe. Globally, GST has been structured as a destination based comprehensive tax levied at a specified rate on sale and consumption of goods and services within a country. Now a day's education is run by organised industry with huge revenues. The educational institutions that have been granted the exemption from GST are pre-schools and higher secondary educational institutes – both private and Government. To clarify the applicability of GST on Educational Sector, we have to differentiate between core and ancillary education since core educational services is exempted from GST and other education services are subject to GST @18%.

Keywords: Goods and Service Tax (GST), Education, Industry, Institution.

Objectives of the study:

1. To Know the GST transaction on Education System in India.
2. To Know the GST Effect on Indian House Hold sector.

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Use of Mobile Learning in Teaching Process

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ABSTRACT—Over the past ten years mobile learning has grown from a minor research interest to a set of significant projects in schools, workplace, museums, cities, and rural areas around the world. Each project has shown how mobile technology can offer new opportunities for learning that extend within and beyond the traditional teacher-led class room. Yet, very diversity of projects makes it difficult to capture the essence of mobile learning or to show how it contributes to theory and practice of education. This theoretical paper focuses on Concept of Mobile learning, how is mobile learning different from e-learning, Mobile learning A time line, Objectives and challenges of mobile learning and conclusion

Keywords: Mobile Learning, E-learning E-mail, IPod and Challenges etc.

1. CONCEPT OF MOBILE LEARNING

Mobile learning is the ability to obtain or provide educational content on personal pocket devices such as PDAs, smart phones and mobile phones. Educational content refers to digital learning assets which includes any form of content or media made available on a personal device.

Mobile learning using handheld computers is in its infancy in terms of both technologies and pedagogies. As a result there is still some dispute amongst industry advocates in how mobile learning should be defined: in terms of devices and technologies; in terms of the mobility of learners and the mobility of learning, and in terms of the learners' experience of learning with mobile devices.

Most researchers and educators probably view mobile learning as the immediate descendant of e-learning. Pinkwart, et al. (2003) for example, defines e-learning as 'learning supported by digital "electronic" tools and media', and by analogy, mobile learning as 'elearning that uses mobile devices and wireless transmission'.

Quinn (2000) defined it earlier, as simply learning that takes place with the help of mobile devices, or the intersection of mobile computing (the application of small, portable, and wireless computing and communication devices) and e-learning (learning facilitated and supported through the use of information and communications technology).

In line with this definition, several authors (e.g., Turunen, et al. 2003) view mobile devices as a pervasive medium that may assist us in combining work, study and leisure time in meaningful ways. Traxler (2005) defined it as "any educational provision where the sole or dominant technologies are handheld or palmtop devices."

2. HOW IS THAT DIFFERENT FROM E-LEARNING?

E-learning has come to define any dissemination of educational knowledge over the Internet. This makes e-learning a subset of technology-based training. It also incorporates a number of learning activities conducted on the Internet, of which mobile learning is one part. Many authors (e.g., Mostakhdemin-Hosseini and Tuimala, 2005) view mobile learning simply as the natural evolution of e-learning, which completes a missing component such as the wireless feature, or as a new stage of distance and e-learning (e.g., Georgiev, et al. 2004). M-learning is often described as occupying a sub-space within the e-learning space, which is in turn a sub-part of digital learning.

3. DIFFERENTIATING E-LEARNING FROM MOBILE LEARNING

E-learning can be real-time or self-paced, also known as "synchronous" or "asynchronous" learning. Additionally, e-learning is considered to be "tethered" (connected to something) and presented in a formal and structured manner.

In contrast, mobile learning is often self-paced, un-tethered and informal in its presentation.

E-learning	M-learning
Lecture in classroom or internet labs	Learning anywhere, anytime
E-mail-to-e-mail	Instantaneous messaging
Private location	No geographic boundaries
Travel time to reach to internet site	No travel time with wireless internet connectivity

4. MOBILE LEARNING—A TIMELINE

To understand why we're in an exciting period in mobile learning education, it is important to take a look at the technologies and developments that have gone into making learning accessible to people on the move.

This convergence of mobile information and enabling technologies has significantly impacted the way users interact with information on a daily and immediate basis.

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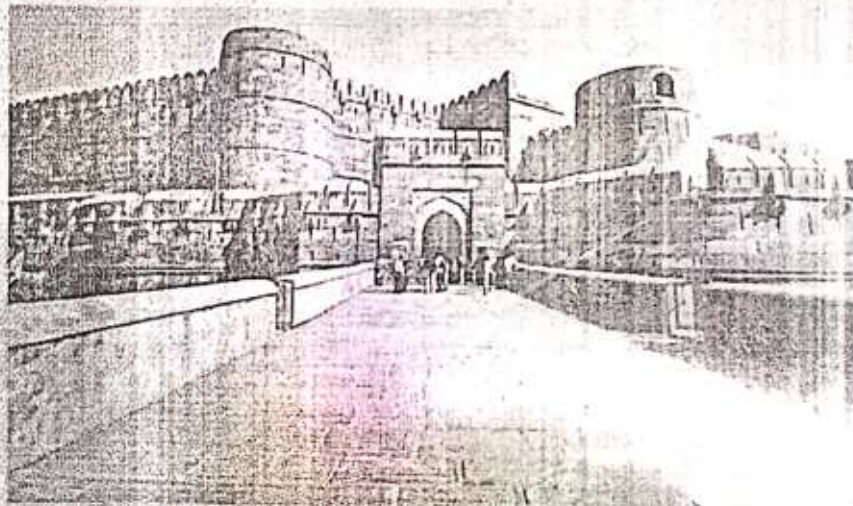DECENNIAL YEAR 2018-19

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HISTORY AND HISTORIOGRAPHY OF INDIA

CHALLENGES IN REWRITING THE HISTORY

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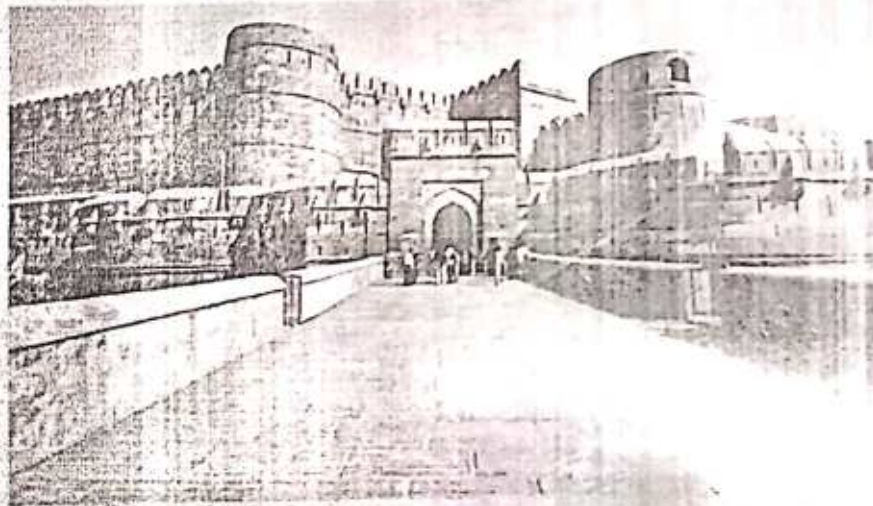
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DEPARTMENT OF STUDIES AND RESEACH IN HISTORY

Concluding Remarks:

It is found from the monuments and heritage sites located in Kalaburagi district that the region was dominated with Buddhism. Even many of the Mauryan rulers, Shatavahanas and Rashtrakutas were spread Buddhism during their rule in the region. Later, spread of Shaivism and Vaishnavism has decreased the Buddhist culture among people. In this way, the popularity of Buddhism gradually started to disappear in the region. It is believed that due to domination of Hinduism, many of the Hindu temples and monuments were believed to be the Buddhist centres during the ancient period. It is essential to throw light on the Buddhist culture that was prevailed in Kalaburagi district and there is need for detailed historical research in this regard.

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The Education System in India during British Rule

Smt Veena S Jalade, Assistant professor, HKE Society's Basaveshwara Collge of Education, Bidar

Smt Shilpa H. Hippargi, Assistant professor, HKE Society's Basaveshwara Collge of Education, Bidar

Modern education began in India under the British rule. Before the British, India had its own educational system like the Gurukulas and the Madrassas. The East India Company, during their first 60 years of rule didn't care much for the education of those they ruled in India. (Even in England universal education came about at a much later stage.)

1. The British Government (East India Company)
2. Christian missionaries
3. Indian intellectuals and reformers

Development of Modern Education

The following are few developments of education system

* The company wanted some educated Indians who could assist them in the administration of the land.
* Also, they wanted to understand the local customs and laws well.
* For this purpose, Warren Hastings established the Calcutta Madrassa in 1781 for the teaching of Muslim law.
* In 1791, a Sanskrit College was started in Varanasi by Jonathan Duncan for the study of Hindu philosophy and laws.

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The Education System in India during British Rule

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Modern education began in India under the British rule. Before the British, India had its own educational system like the Gurukulas and the Madrassas. The East India Company, during their first 60 years of rule didn't care much for the education of those they ruled in India. (Even in England, universal education came about at a much later stage.)

1. The British Government (East India Company)
2. Christian missionaries
3. Indian intellectuals and reformers

Development of Modern Education

The following are few developments of education system

- The company wanted some educated Indians who could assist them in the administration of the land.
- Also, they wanted to understand the local customs and laws well.
- For this purpose, Warren Hastings established the Calcutta Madrassa in 1781 for the teaching of Muslim law.
- In 1791, a Sanskrit College was started in Varanasi by Jonathan Duncan for the study of Hindu philosophy and laws.

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ROLE OF ICT IN TEACHING - LEARNING AND EVALUATION
CLOSURE AND CONCLUSIONS

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EFFECTIVE STRATEGIES FOR PROFESSIONAL COMMITMENT AMONG TEACHERS

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Abstract

Commitment teacher feel a devotion to educate, and therefore their first priority a a teacher is to their students and their learning. Committed teachers always put their students wants, needs, and interests first. They meet the needs of each individual learner by providing variety of unique teaching methods and techniques. They motivate and inspires the teachers Commitment is a motivational factor that affects teacher performance. It drives the teachers fo a better student accomplishment. Commitment teachers create an effective learning environmen and increase learning potential of students. Commitment leads to creativity; therefore commitment ate teachers have the ability to think and produce new notions in an easy way. Commitment teachers are committed and dedicated to their schools and a good education achievement is an outcome of this commitment and dedication. The present conceptual paper highlights issues like concept of teaching commitment, definitions, characteristics of a committed teacher, effective strategies for a commitment teacher, and conclusion, thus, the greatest professional commitment to teachers is of course to their students and to their learning. A teacher who is truly committed to her job will always put her students' interests first, and go above and beyond to make sure that each and every one of their students is properly and effectively educated.

Key words: Commitment, professional commitment, strategies, collaborations etc.

Introduction

Teachers are the nation builders but many times they are being blamed for lack of commitment and job satisfaction. It is argued that teachers' morale has gone down, teaching standards have dropped everywhere and commitment is slowly eroding away. Indian teachers are

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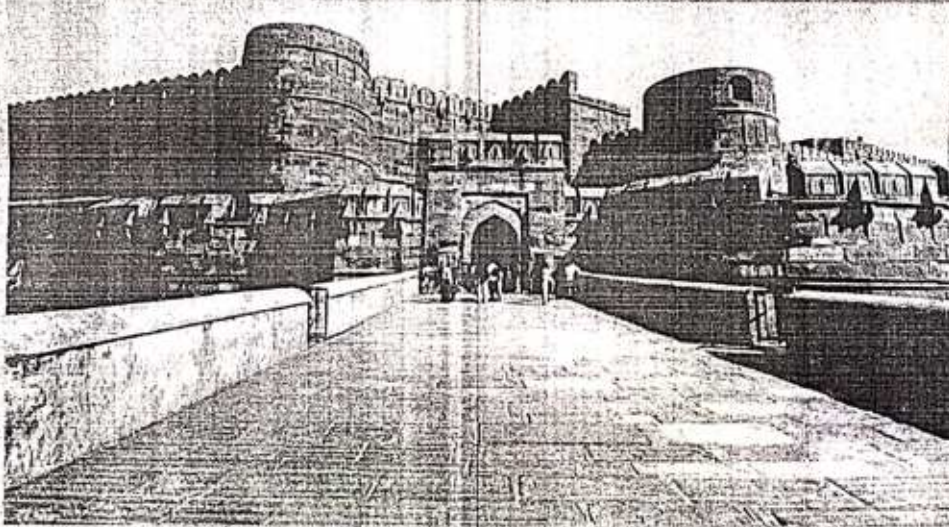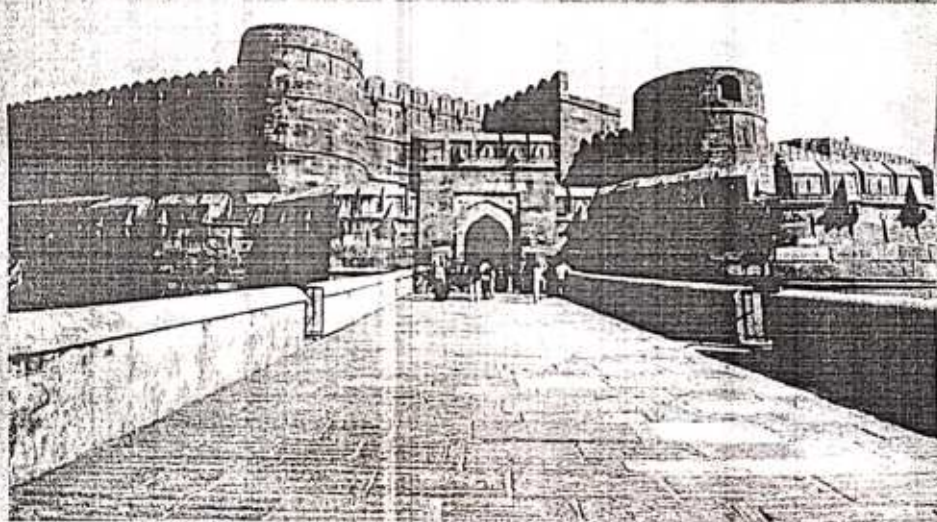of Education, BIDAR.

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HISTORY AND HISTORIOGRAPHY OF INDIA

CHALLENGES IN REWRITING THE HISTORY

NATIONAL SEMINAR

29-30 March 2019

EDITED VOLUME

Dr. VENKAT RAO M PALATI (Ed)

DEPARTMENT OF STUDIES AND RESEACH IN HISTORY

Education System in India through the Ages

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INTRODUCTION: Indian Education System as a result of the widespread illiteracy, India has successfully adapted its education system to global standards. We have made great progress in education in the 70 years since independence. The picture in education was quite different in 1947 from now. India has come a long way in terms of literacy rates in general with more universities and educational institutions. In 2001, the literacy rate was 64.8%, and this ratio rises to 73% in 2011. In 1951, it was 18.33%. At present, India's higher education system is the largest in the world, hosting more than 70 million students in less than two decades.

PREVALENCE OF INDIAN EDUCATION SYSTEM AFTER INDEPENDENCE

Indian Education System After Independence, which was exclusive to the elite, is now accessible to a large segment of society. The Government has set up various education committees to address the challenges of education, recommend comprehensive education policies and improve the education system in India.

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EDUCATION SYSTEM DURING BUDDHIST PERIOD

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Education system during Buddhist period

Buddhism came into existence in about 600 B.C. Buddhism and Jainism were offshoots of Hinduism. As there was little change in their ideals of life, the concept of education also suffered only a shift of emphasis. There was no water tight compartment in the realm of thought separating

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PARADIGM SHIFT IN INDIAN TEACHER EDUCATION PROGRAMME

Editors :

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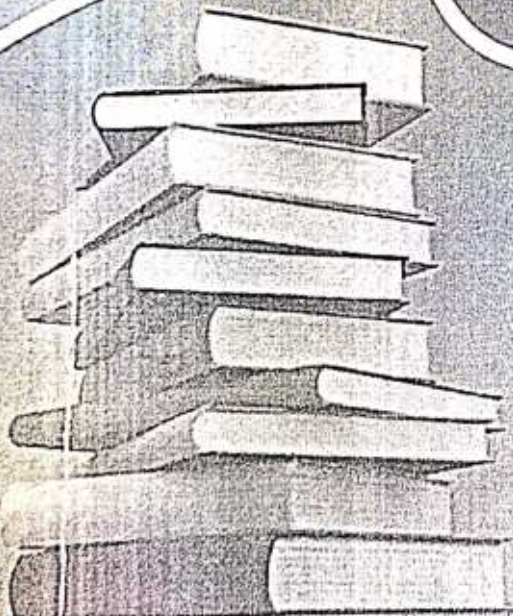
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OPEN LEARNING RESOURCES IN TEACHER EDUCATION PROGRAMME

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Introduction

System of education would be a trans-mode education with cyber infrastructure and with connected communities of students and teachers with appropriate competencies and capabilities to create a new knowledge society. Our task is to develop a new paradigm of education with goals of developing and transforming existing society into a new Knowledge Society, adopt and adapt new processes of Information Society- the known and unknown ones – to support life-long-learning, learning for sustainable development, "presume" development for their co-creation. The teacher is pivotal in supporting such educational transformation. Only the teacher can develop those skills and capabilities required for building a knowledge society. Therefore, the teacher needs to be transformed first by orienting him in the latest pedagogies and empowering them to develop relevant competencies and capabilities among learners.

Meaning of OER

In its simplest form, the concept of Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees.

The term OER is largely synonymous with another term: Open Courseware (OCW). although the latter may be used to refer to a specific, more structured subset of OER. The OCW Consortium as 'a free defines an Open Courseware and open digital publication of high quality university-level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content'1. OER has emerged as a concept with great potential to support educational transformation. While its educational value lies in the idea of using *resources* as an integral method of communication of curriculum in educational courses (i.e. resource-based learning), its transformative power lies in the ease with which such resources, when digitized, can be shared via the Internet. Importantly, there is *only* one key differentiator between an OER and any other educational resource: its *licence*. Thus, an OER is simply an educational resource

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