

Est.: 1980

Pho.: 08482-235209
+91-8147671269



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.
(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)
E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in



CRITERION – VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT



6.2: Strategy Development and Deployment

6.2.1: The institutional Strategic plan is effectively deployed

Est.: 1980

Pho.: 08482-235209
+91-8147671269



H.K.E. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION,

BVB CAMPUS, MANHALLI ROAD, BIDAR – 585 403 KARNATAKA, INDIA.

(Recognized by SRC NCTE, New Delhi and Permanent Affiliated to Gulbarga University, Kalaburagi)


E-Mail: principalbcebidar@hkes.edu.in, website: www.hkesbcoebidar.in



INDEX

Sl. No.	Particulars
F	Publishing Papers


IQAC Coordinator
H.K.E.S. Basaveshwar College of Education
BIDAR - 585 403 (Karnataka)


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

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

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 the 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
Key Words: COMPUTER KNOWLEDGE, TEACHER EDUCATORS B.ED. 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 we do not remain conscious to maintain it at the physical, mental, emotional and social levels at an optimum level, it builds 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 nature's 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 the life by protecting ourselves against stress and strain.

References—

- Alexander, Franz. (1950). Psychosomatic medicine, its principles and application New York Norton
- Anand Rishi, patanjali Yoga Sutras, Ed 2001, Yoga Department, Ghantali Mitra Mandal, Thane-400602 (India)

13

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

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

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 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

WOMEN'S EMPOWERMENT THROUGH EDUCATION**SRI. SANTOSH KUMAR SHANKARAPPA SAJJAN. Asst.Prof.**

H.K.E.SOCIETY's Basaveshwar College of Education, Bidar.

Gulbarga University Kalaburagi

E-Mail:skumarsajjan@gmail.com

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 think 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

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

**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

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

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

DIGITALIZATION OF EDUCATION AT DIFFERENT LEVELS.

DR. SHILPA HIPPARAGI

ASSISTANT PROFESSOR

H.K.E.S. SOCIETY'S

BASAVESHWAR COLLEGE OF EDUCATION

BIDAR

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.


PRINCIPAL

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



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

Research Scholar

Sri. Santosh Kumar Shankarappa

*Department of Post Graduate Studies and Research in Education,
Gulbarga University Kalaburagi. E-Mail: skumarsajjan@gmail.com*

Research Supervisor

Surekha F Ksheerasagar, Ph. D.

*Professor, Department of Post Graduate Studies and Research in Education,
Gulbarga University Kalaburagi. E-Mail: surekhafk@gmail.com*

Paper Received On: 21 JUNE 2021

Peer Reviewed On: 30 JUNE 2021

Published On: 1 JULY 2021

Content Originality & Unique: 84%

Abstract

Conceptual and research based literature related to life satisfaction scale construction and educational psychology topics were studied thoroughly for developing life satisfaction scale in 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.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Copyright © 2021, Scholarly Research Journal for Interdisciplinary Studies

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

Role Conflict Among College of Teacher Educator

Sri. Santosh Kumar Shankarappa

Department of Post Graduate studies
and Research in Education,
Gulbarga University, Kalaburgi.
E-mail: skumarsajjan@gmail.com

Dr. Surekha F.Ksheerasagar,
Professor
Department of Post Graduate Studies
and Research in Education,
Gulbarga University, Kalaburgi.
E-mail:- surekhafk@gmail.com

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

DPU

Dr. D. Y. Patil Unitech Society's

Dr. D.Y. Patil College of Education (B.Ed., M.Ed.)

Pimpri, Pune 411018.

(NAAC ACCREDITED WITH 'B' GRADE)

Certificate

(TWO DAY'S INTERNATIONAL CONFERENCE)

This certificate is presented to Prof./ Dr: /Mr./ Mrs./ **Prof. Veena Shivalingappa**.....

From Asst. Prof. HKES Basaveshwar College of Education, Bidar - 585403, Karnataka, India He / She has Published Paper on People With Special Needs in

International Conference on Global Emerging Trends in Transformation of Education

(A Multidisciplinary approach) on 20th & 21st April 2021 in Educational Resurgence Journal Vol. 3,

Special Issue June 2021 bearing ISSN No. 2581-9100, Organized by Dr. D. Y. Patil College of Education, Pimpri, Pune in Association with IQAC, DYPCOED, Savitribai Phule Pune University & Research Culture Society.

Asst. Prof. Suresh Waghmare

Convener

Dr.D.Y.Patil College of Education

Certificate No. 410

Dr.D.Y.Patil College of Education

Dr. Rekha Pathak

Principal

PRINCIPAL
A.K.E.S.Basaveshwar College
of Education, BIDA



EXPLORING THE SCIENTIFIC RESEARCH

VOLUME - 3

Dr. Md Jahirul Haque
Dr. Nurul Islam


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


◆ AKINIK PUBLICATIONS - NEW DELHI ◆

Wisdom of the SCIENTIFIC RESEARCH

International Book of Multicultural Studies

Dr. Nurul Islam
and
Dr. Md Jahirul Haque

 Rubicon
Publications


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



**DIFFERENT PHILOSOPHICAL
STREAMS IN ANCIENT KARNATAKA
AND HISTORICAL RECORDS**

Dr. BASAVARAJ
Principal
PRINCIPAL
H.K.E.S. Basaveshwar College
of Education, BIDAR



Studies in Indian Place Names (UGC Care Journal)
ISSN: 2394-3114 Vol-40, Special Issue-17
One Day National Level Seminar on "GST Effects on Indian
Economy"
Held on 29th February 2020



Organized by: Department of Economics, Govt. First Grade College
Humrabad, Karnataka 585330, India

GST Effects On Education

Shilpa Hippargi

Asst. Professor

Basaveshwar College of Education Bidar.

Cell no-9480757016

E-Mail ID: shilpahippargi@gmail.com

ABSTRACT:

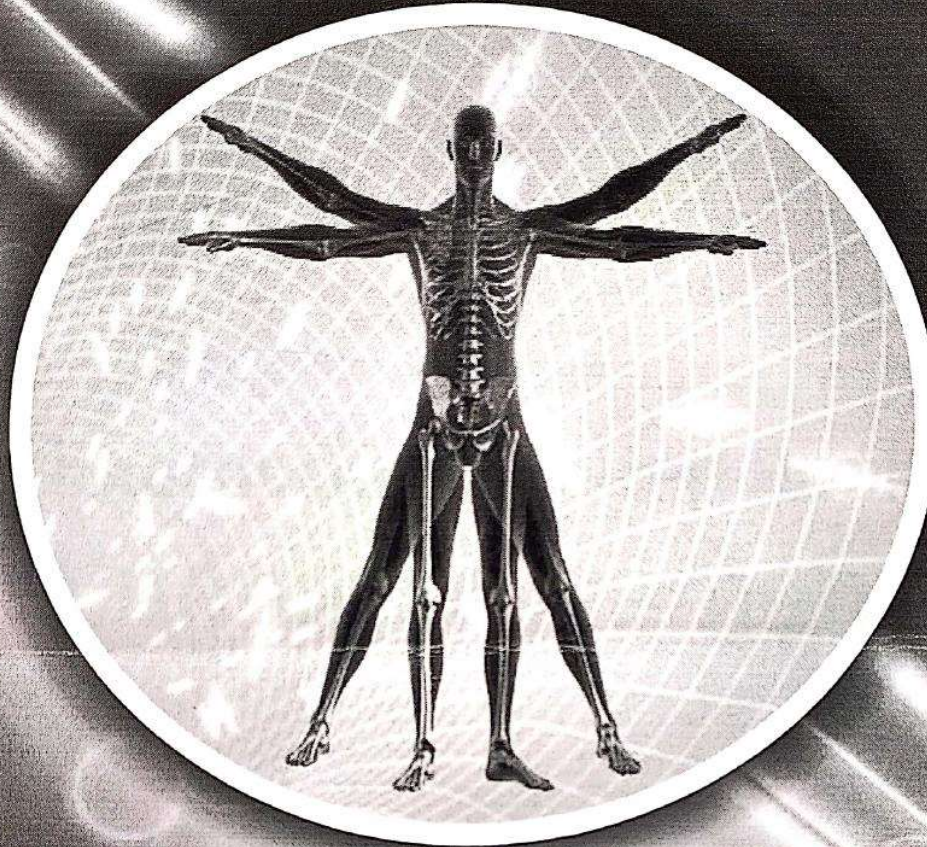
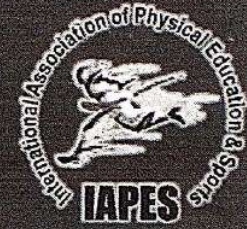
GST also known as the Goods and Services Tax is defined as the giant indirect tax structure designed to support and enhances the economics growth of a country. More than 150 countries have implemented GST so far. The idea to set up GST in India was developed by Atal Bihari Vajpayee government in 2000, 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.


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

ISBN - 978-93-90461-00-4



INTERNATIONAL EDITED EBOOK HUMAN MOVEMENT

Editors

Dr. Kishore Mukhopadhyay
Dr. Awadhesh Kumar Shirotriya
Dr. Deepti Joshi

VOLUME-I


PRINCIPAL
L.K.E.S. Basaveshwar College
Education, BIDA



Studies in Indian Place Names (UGC Care Journal)

ISSN: 2394-3114 Vol-40, Special Issue-17

One Day National Level Seminar on "GST Effects on Indian Economy"

Held on 29th February 2020

Organized by: Department of Economics, Govt. First Grade College
Humrabad, Karnataka 585330, India



GST Effect On Indian Education System

****Rajkumar A Sindhe****

Assistant Professor,

HKE Society's

Dept. of Education,

Basaveshwar College of Education

E- Mail id: sindhe1947@gmail.com

Cell no-9886638766


Abstract:

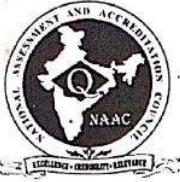
Overall the maximum countries GST are one of the widely accepted indirect taxation system prevalent in more than 150 countries across the globe. Globally, GST has been structured as a destination based comprehensive tax levied at a specified rate on sale and consumption of goods and services within a 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.


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



NAAC Sponsored National Conference on

QAESHE 2019

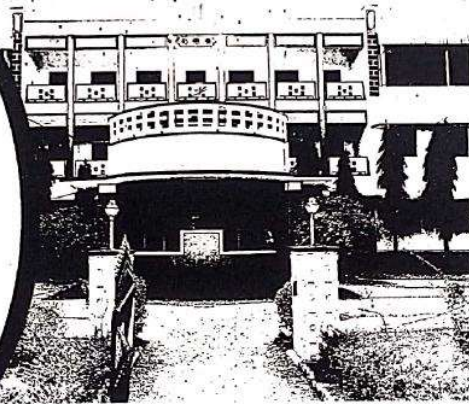
Quality Assessment, Enhancement and Sustenance in

HIGHER EDUCATION

in Light of New Framework of NAAC

22-23 February, 2019

Editor in Chief
Dr. S K Satnoor
Editors
Dr. S B Gama
Dr. Mallikarjun Hangarge
Dr. R B Konda



Proceedings



Organized by

Internal Quality Assurance Cell
B V Bhoomraddi College of Arts, Science and Commerce
Bidar, Karnataka, India
(Accredited with A grade by NAAC)



[Signature]
PRINCIPAL
H.K.E.S. Basaveshwar College
of Education, BIDAR.

DECENNIAL YEAR 2018-19

DAVANAGERE UNIVERSITY



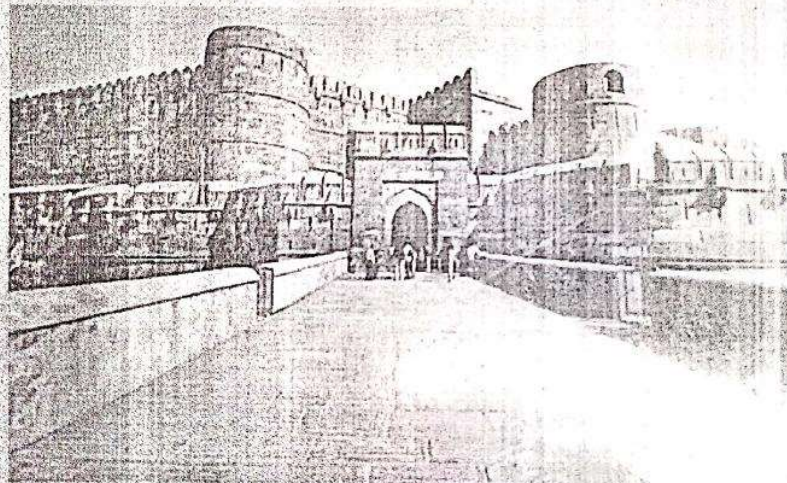
SHIVAGANGOTRI, DAVNAGERE 577007 KARNATAKA

HISTORY AND HISTORIOGRAPHY OF INDIA

CHALLENGES IN REWRITING THE HISTORY

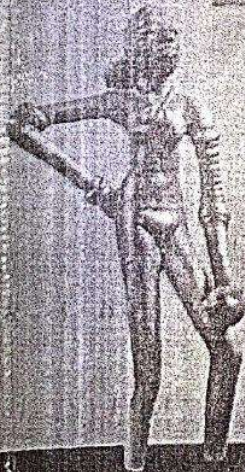
NATIONAL SEMINAR


29-30 March 2019



EDITED VOLUME

Dr. VENKAT RAO M PALATI (Ed)




PRINCIPAL
E. S. Basaveshwar College
of Education, BIDAR.



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, Shatavahana and Rashtrakutas were spread Buddhism during their rule in the region. After 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 prevalent in Kalaburagi district and there is need for detailed historical research in this regard.

Notes and References:

1. Priya Thakur, New Archaeological Readings in Southern India with special reference to Buddhist Art, International Journal of Social Sciences and Humanities, 1, December 2012, pp. 85-89.
2. M.B. Patil, Gulbarga District Gazetteer, pp.782.
3. Jayadevi M. Gaikwad, Prachina Bouddha Vidyakendra, Sannati, 2002, pp. 8-10
4. Jayadevi M. Gaikwad, Ibid.
5. V.G.Pujar, Kannada Sahitya Sambandha, p. 185.
6. Jayadevi M. Gaikwadi, Ibid.
7. Taltanje Vasantakumar, Hyderabad-Karnatakadalli Bouddha Dharma: Ondu Nota, 1996, pp. 122-123.
8. Kapataral Krishnarao, Karnataka Sanskriti Samshodhane, 1970, p. 259.
9. Lalmani Joshi, Studies in Buddhist Culture of India, 2002, pp. 258-259.
10. Law, BC, Geography of Early Buddhism, p.59.
11. Jayadevi M. Gaikwad, Ibid.
12. Hema Thakur, Art at Sannati: An Early Historic Buddhist Settlement in North Karnataka, India, Bangalore, National Institute of Advanced Studies, 2017.

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.

Dr. Mallikarjun Hangarge
Dr. Sharanappa Satnoor
Dr. Rajendra Konda - *Editors*

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



NAAC Sponsored National Conference on
ROLE OF ICT IN TEACHING - LEARNING AND EVALUATION
CLOSURE AND CONCLUSIONS

KRE' Society's
KARNATAK ARTS, SCIENCE & COMMERCE COLLEGE, BIDAR.
August 23-24, 2019

Organized by :
INTERNAL QUALITY ASSURANCE CELL (IQAC)
www.kasco.in.net

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

Education System in India through the Ages

Sri Santhosh Kumar Sajjan, HKE Society's Basaveshwara college of Education, Bidar. Email.Id : skumarsajjan@gmail.com

Co-author: Smt Dharmavati, Assistant professor, Navodaya college of Education, Raichur

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.


PRINCIPAL
HKE.S.Basaveshwar College
of Education, BIDAR

DECENNIAL YEAR 2018-19

DAVANAGERE UNIVERSITY



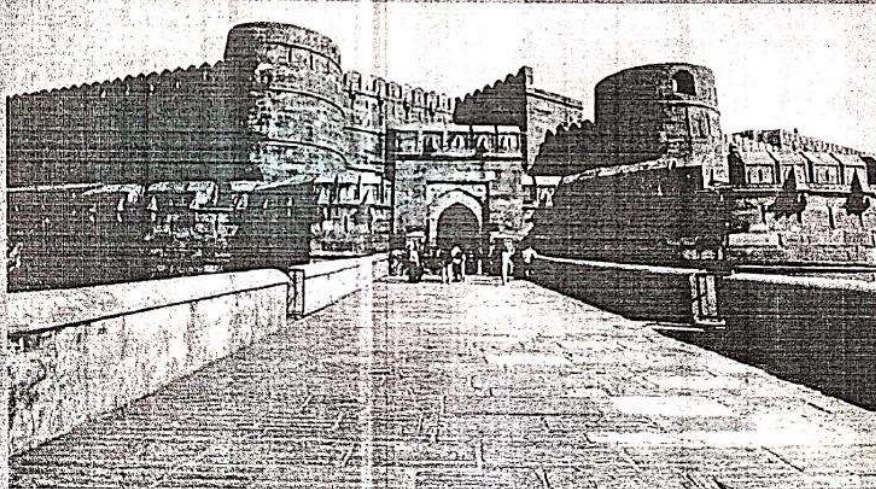
SHIVAGANGOTRI, DAVNAGERE 577007 KARNATAKA

HISTORY AND HISTORIOGRAPHY OF INDIA

CHALLENGES IN REWRITING THE HISTORY

NATIONAL SEMINAR

29-30 March 2019



EDITED VOLUME

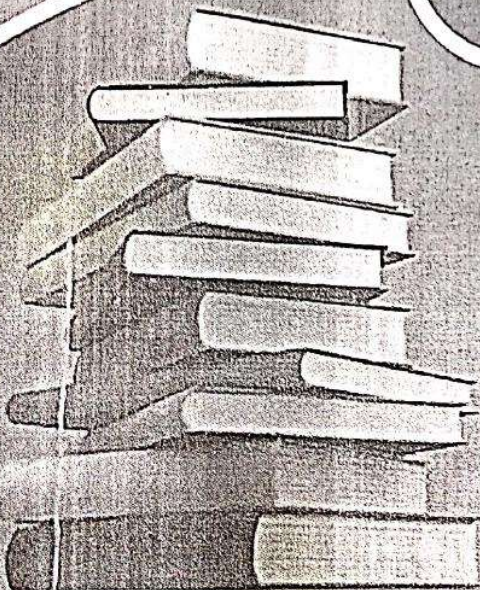
Dr. VENKAT RAO M PALATI (Ed)


PRINCIPAL
M.K.E.S. Basa
of Education
Sidar College



DEPARTMENT OF STUDIES AND RESEACH IN HISTORY

PARADIGM SHIFT IN INDIAN TEACHER EDUCATION PROGRAMME



Aarhat Publication &
Aarhat Journals, Mumbai

Editors
Dr. Meena Kute
Dr. Ganesh Chavan
Dr. Bhupendra Barakoti

[Signature]
PRINCIPAL
M.K.E.S. Basaveshwar College
of Education, BIDAR