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GAP-HARD

LIFE WOULD BECOME A BURDEN WITHOUT INNOVATIONS: NEED TO EMPHASIZE ON INNOVATION



Indian universities and higher educational institutions need to give equal emphasis to innovation as they give to knowledge, Prime Minister Narendra Modi said .He was addressing the inaugural ceremony of '*Conference on Academic Leadership on Education for Resurgence*' organised by the Ministry of Human Resource Development. It is being organised jointly by University Grants Commission, All India Council for Technical Education, Indian Council of Social Science Research, Indira Gandhi National Centre for the Arts, Indira Gandhi National Open University, Jawaharlal Nehru University and Shree Guru Gobind Singh Tricentenary University. The theme of the conference is to deliberate on the challenges facing the Indian education system and to work out a plan for a paradigm shift both in terms of achieving academic outcomes and also in regulation of education.

He also emphasized the importance of character building over literacy

and called for 'wholesome' education in the country. "Knowledge and education are not restricted to books. The purpose of education is to enable balanced growth of every dimension of a human being which is not possible without innovation,." "Innovation is very important because without it, life seems like a burden. In our ancient universities like Takshshila, Nalanda and Vikramashila, innovation was given emphasis along with knowledge. "I insist that students should give knowledge in classrooms of college, university but they also add them to the aspirations of the country," he added. No country or person can live in isolation therefore "interlinking" the institutions is important. "Our universities and colleges should be leveraged to find solutions to the challenges facing us. We should interlink institutions to innovate and incubate. The students should link their classroom learning to the aspirations of the country," he said.

Character building is also important. "Ambedkar, Deen Dayal Upadhyaya and Ram Manohar Lohiya always emphasised on character-building over literacy. Swami Vivekananda stressed on wholesome education that makes us a human," he said. The prime minister stressed the importance of preparing good teachers for society. "Scholars and students can take responsibility for spreading digital literacy, and generating greater awareness of government programmes that can improve the ease of living. Youth has given 'Brand India' a global identity," he said.

The conference is being attended by vice chancellors and directors of over 350 higher education institutions. Some of the topics that will be covered during the conference include improving pedagogy for learner centric education, use of artificial intelligence for customized learning,

improving quality of research, bringing synergy among educational institutions, participatory governance models and promoting value education by building in universal values and life skills into education.

BUDGETARY ALLOCATION FOR INTEREST-FREE EDUCATION LOANS TO BE HIKED



While addressing the 2nd Higher Education Human Resource Conclave Union Minister Human Resource Development Javdekar said The Union government will increase its annual allocation for interest-free loans to students and digitalise over 15 lakh classrooms as part of its resolve to ensure quality education in the country, said Union Minister Prakash Javdekar. The annual budget to provide interest-free loans to 10 lakh students would be increased to Rs 2,200 crore in next three years.

Over 15 lakh classrooms from standard 9 to post-graduate levels would be digitalised under 'Operation Digital Board', he told the conclave, organised with an aim "to promote an environment of innovations,

employability and entrepreneurship across the country". Talking of the government's plan to further hike the budgetary allocation for the interest-free loans to students, he said over four to five lakh youths used to get interest-free loans amounting to Rs 800 crore in 2014. Under the present BJP-led government at the Centre, it has been increased to Rs 1,800 crore to benefit over 8 lakh students, said the minister, addressing the conclave, being attended by education ministers of various states, including those from Rajasthan, Manipur and Uttarakhand.

The conclave was also attended by representatives from various universities and colleges along with the HR managers, corporate leaders and employers, start-ups, CSR agencies and venture capitalists from across the country, besides educationists and senior government officials. He said the HRD ministry has allocated Rs 4,000 crore each for the first and second phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) while the phase-three scheme was in pipeline.

The Centre has provided over Rs 6,000 crore to Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Sikkim, Arunachal Pradesh, Andaman, Rajasthan and Bihar under Technical Education Quality Improvement Program for providing quality education, he said. The 'digital classes' would improve the quality of education and bring about a radical change, said the minister. The Centre aims at launching '**Operation Digital Board**' in all schools in five years, said an official release earlier, adding the venture would "ensure quality, equity, accessibility and accountability in education by pro-active action and plan"

The novel venture aims at empowering students "with **360 degree information** with interesting learning experience and increased teachers' accountability", it had said. Interacting with college students in various districts of the state via video conferencing, Javdekar said "the digital technology has changed our lives." "I am happy that Hindi and other **Indian languages** are being used **more than English** on Google," he said. Speaking on the occasion, Rajasthan Education Minister Kiran Maheshwari listed the state's various innovations and reforms in higher education in the last four and a half years. She said 81 new colleges were set up in the state and 75 others were provided funds to add to their infrastructure.

Manipur Higher Education Minister T Radheshyam Singh urged educationists participating in the conclave "to connect, engage and participate" in his state for upgrading its education system. He said "people believe the Northeast is limited to Assam and Guwahati, but it is much more beyond that."

He urged people to visit Manipur and participate in its development, and said the state has one Central University, besides a 'cluster university' and 40 colleges under RUSA. A cluster university is an initiative of the centrally-sponsored RUSA to create new universities by upgrading existing colleges and converting them into a cluster. Cluster universities have also been set up in Jammu and Srinagar. This helps colleges to introduce new courses and engage in more research work. Uttarakhand Higher Education Minister Dhan Singh Rawat said

his state would organise 'gyankhumb,' an important, two-day conclave on education, in Haridwar from November 3 to 5.

NO INDIAN INSTITUTION IN TOP 250 IN THE WORLD UNIVERSITY RANKINGS.

India has increased its representation in the Times Higher Education (THE) World University Rankings with 49 places compared to last year's 42 -- but a spot in the top 250 continues to elude Indian institutes. The Indian Institute of Science -- in the 251-300 band -- continues to retain the lead, but in an impressive debut, IIT Indore becomes India's second highest-ranked university in the 351-400 rankings bracket.

Not only has IIT Indore managed to make its place among the global top 400 institutions with its strongest scoring for research volume and research impact, it has, in the rankings, overtaken IIT Bombay, which slips from the 351-400 to 401-500 banding.

Though India has increased its representation again, the majority of its institutions stagnate or decline in the table. Phil Baty, Editorial Director of Global Rankings for THE, said in a statement: "India's bursting with innovation and ambition – the nation has serious potential to grow into a leading player in global higher education. But the majority of its universities are struggling against increased global competition - particularly from east Asia. Sustained investment, a continued drive to

attract leading global talent, and a strengthened international outlook will be key to boosting its global reputation and research influence. Its current higher education reforms could be key to helping institutions progress.”

Overall, Oxford University claims first position for the third consecutive year, also topping the list for its research pillar (volume, income and reputation). Cambridge retains second, while Stanford in the US holds steady in third. The Massachusetts Institute of Technology (MIT) rises one place to number four but the California Institute of Technology (Caltech) drops from last year’s joint third position, to number five. Yale is the highest riser in the top 20, scaling four places to join in eighth.

TIME TO FIX COUNTRY’S EDUCATION SYSTEM: CNR RAO



Stressing the need to fix the country's current education system, eminent scientist and Bharat Ratna recipient CNR Rao said steps should be taken to ensure proper infrastructure in rural schools. Rao,

who was conferred honorary Doctor of Science (D.Sc.) degree by Presidency University at a convocation ceremony here, called for urgent measures to address the woes of students, who do not have resources to pursue higher education despite scoring well in exams. "Millions of students do not know what career to pursue in the absence of adequate number of teachers and proper infrastructure in schools. It is necessary to fix our education system,"

Rao, who has worked in many advisory capacities in the government, sought changes in the examination system. "This nonsensical examination system takes us nowhere. It only adds to the agony of young minds. That needs to be changed, "The scientist also pitched for strengthening the foundation of our country with scientific education. "India can become a world leader through scientific researches. In fact, the country should take the lead in scientific studies with mission-oriented programmes, "Talking about the role of teachers in shaping young minds, she said they should not just "transmit knowledge but disseminate truth". About his honour, the eminent scientist said it was the 79th doctorate bestowed on him by a hallowed institution.

IITS, IIMS WILL BE ROPED IN FOR SPEEDY ASSESSMENT AND ACCREDITATION OF EDUCATIONAL INSTITUTES

IITs and IIMs will be roped in for the speedy assessment and accreditation of higher educational institutes along with official agencies such as NAAC and NBA, Human Resource Development (HRD)

Minister Prakash Javadekar said on Saturday. While the National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA) will be expanded, the premier Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) could also join hands and form an accreditation agency to expedite the process. At present, only 15 per cent of the higher educational institutes in the country are accredited. "We have asked IITs and IIMs to come together and create an agency which we can use to expedite the process of accreditation," the minister told reporters on the sidelines of the 4th World Summit of Accreditation here.

He said accreditation from now onwards will be based on "learning outcome" and quality of education should be the key parameter for determining the standard of an institute. The minister's comments came against the backdrop of the University Grants Commission (UGC) in August clearing a proposal to allow more accreditation agencies to come into the sphere of accreditation to enhance the existing capacity. Speaking at the event, the minister said 80 per cent of the weightage for accreditation will be given on learning outcome and peer reviews, while the physical verification of the campus and infrastructure could be done through the use of satellites. "An institute which maintains quality will only survive and those who fail to do so will be out of business," he said. Higher Education Secretary R Subramanyam suggested that **"no accreditation, no admission"** should be taken up as a policy initiative from 2022-23 onwards in keeping with Prime Minister Narendra Modi's vision of a "New India". Meanwhile, speaking at a panel discussion on International Literacy Day, the minister said the

government would be rolling out a scheme where school students can engage themselves in the literacy mission and provide education to people who are illiterates. Illiteracy should be eliminated in four-five years. He rued the fact that even after 70 years of Independence, the country is still talking about basic literacy.

Source:

<https://economictimes.indiatimes.com/topic/Higher-education-India>

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INDIAN EDUCATION SYSTEM HEAVILY DEPENDENT ON PRIVATE PLAYERS, SAYS MANISH SISODIA



As per the news published in India Today on 4th October, 2018, Delhi Education Minister Manish Sisodia Spoke at the Asian Summit on

Education and Skills (ASES), that the biggest challenge for the Indian education system is its dependence on private players and deteriorating quality of the government schools.

The theme of ASES this year is "Learning for Tomorrow's World."

The training of teachers and winning trust of the public can play a crucial role in improving the situation,said Manish Sisodia.

Indian education system heavily private dependent:

"The biggest challenge before Delhi, and also India, is that our education system is heavily private dependent. The quality of education in our government schools has deteriorated as we were not able to maintain it."

"The solution to this will be maintaining the quality of education in government schools and building faith among the public, as the public lacks faith in the system. Teachers' training can also play a major role in this regard as education starts with the teacher and ends with him," Sisodia said in a recent IANS report.

EDUCATION SUMMIT 2018: NAQVI SPEAKS ON NORTH AND SOUTH INDIA EDUCATION GAP



As per the news published in India Today on 27th September , 2018, Education gap between north and south India, training madrassa teachers, free coaching classes for UPSC and government jobs, and the need for providing marriage funds for girls -- Minorities Minister Naqvi speaks on all this at the Mail Today Education Summit 2018.

Mail Today's seventh Education and Skill Summit 2018 came into force to bring together experts, citizens and those in charge of the education sector India - to discuss the key issues surrounding the Indian education system.

This year, the focus has also widened to include the importance of skill development in our country. While speaking at the Education Summit 2018, Minority Affairs Minister Mukhtar Abbas Naqvi spoke on various education initiatives to boost education of minorities such as measures taken to provide free coaching classes for government jobs, the education gap of minorities between North and South India, the need

for providing funds for the marriage of girls and how communal violence needs to be tackled.

JAVADEKAR HAS DONNED MANY ROLES SINCE HE WAS A FIERY STUDENT IN ABVP, PRAISES CHENGAPPA AT MAIL TODAY'S EDUCATION AND SKILL SUMMIT



When Javadekar took over as Education minister, he spoke about out 5 pillars -- accessibility, quality, affordability, accountability and equity. At the 7th Education and Skill Summit of the year by Mail Today, Raj Chengappa pointed out that a study showed that out of the 6 million teaching positions in government schools nationwide, close to 1 million of them are lying vacant.

Further, he went on to highlight the need for the government to invest more in the youth's education and also spoke about the efforts the centre is putting for the progress of the sector.

We clearly need to invest more in education

- Unfortunately, the union government has been cutting down on the amount spent on education, lamented Chengappa

It was around 3.1 per cent of the GDP in 2013, today it is down to 2.7 per cent according to the economic survey; Chengappa questioned Prakash with an urge to enlighten us on the statistics.

- When the need was to be an average 6 per cent of the GDP to be spent on education, we are clearly short on that, he added

Budget 2018: Education sector analysis

- Our young today will form the core of India's working age population tomorrow, said Chengappa

We certainly cannot remain indifferent to the quality of education that they are being exposed to, as this will determine the future of our nation, he said.

- And rightly so, if the foundation is not strong, we certainly cannot expect a turn-around in the higher education sector as well

It's a pity that none of the country's higher educational institutions belong to the top 100 global rankings in the world, said Chengappa.

Further, he said that we hope that the new education policy will address these concerns and also that you [Javadekar] will discuss some of those policy's outcomes today as well, if possible.

Appreciating the efforts of the government

"To the credit of the Modi government and especially to Javadekar, who now runs the most critical ministry in terms of education -- who have been working towards addressing some of the major issues of education," Chengappa said, appreciating their efforts.

EDUCATION SUMMIT: JAVADEKAR SPEAKS ON JIO INSTITUTE BEING GRANTED THE 'INSTITUTE OF EMINENCE' TAG



As per the article published in India Today on 27th September, 2018, controversy erupted a while back when the Jio institute was allegedly awarded the 'Institute of Eminence' tag.

However, the proposed institute has not yet been awarded the IoE tag.

Private institutes to receive government grant?

Union HRD Minister Prakash Javadekar, on being asked, if the Jio Institute will be given government grant said that no private institute will receive the government grant.

Only public institutions will receive Rs 1,000 crore grant over a period of five years.

Institutes shortlisted by the government as one of the six 'Institutions of Eminence'

Apart from the Jio Institute, the list includes three public sector institutions and two private sector - Indian Institute of Science, Bangalore; Indian Institute of Technology, Bombay and Indian Institute

of Technology, Delhi from the public sector and Birla Institute of Technology & Sciences, Pilani and Manipal Academy of Higher Education, Karnataka from the private sector.

Letter of Intent

- The yet-to-be-established Jio Institute has not been issued the 'Institution of Eminence' tag, clarified Javadekar
- He said that the institute has only been issued with a 'Letter of Intent,' because of their vision
- Besides Jio Institute, two other institutions - BITS Pilani and Manipal Academy of Higher Education (MAHE), Manipal - from the private sector were issued Letter of Intent
- Jio institute and Manipal Academy of Higher Education have been issued LOIs with the condition that they would submit a report to the HRD Ministry, indicating their readiness for commencing the academic programmes under the Institutions of Eminence tag, within three years of the Lol
- The letter of intent was issued by the Empowered Expert Committee and not by the HRD ministry, said Javadekar.

"Letter of Intent has been issued to only one institution, namely Jio Institute, under greenfield category for setting up 'Institution of Eminence Deemed to be University' in the next three years," the minister said.

There were three categories, namely, Government, Private and the Greenfield category which acknowledges new proposals yet to start.

SANTANU CHAUDHURY: ONE WHO SHOWED SOLIDARITY WITH JNU STUDENTS IS IIT HEAD



As per article published by Anubhuti Vishnoi in Economic Times on 15th September ,2018,The HRD ministry has appointed [Santanu Chaudhury](#) as Director of IIT Jodhpur, overlooking that fact he was a signatory to a statement issued by the IIT Delhi faculty in 2016 expressing solidarity with JNU, after the [Kanhaiya Kumar](#) controversy. The decision to appoint Chaudhury, however, involved considerable deliberation and consensus building at the highest levels, ET has learnt. The selection committee found Chaudhury was by far the best candidate to steer the new IIT. Despite being a signatory to the statement on JNU, the panel felt he was not ideologically aligned. When his candidature was subjected to Modi government's '7-point screening' issue came up. The screening begins with vetting a candidate's internet footprint and ends with PMO clearance. Ideological and political association has been a hurdle for many candidates. The panel chaired by HRD minister [Prakash Javadekar](#) had scientific advisor R Chidambaram,

former [Nasscom](#) chairperson S Srivastava, former CSIR secretary SK Joshi and higher education secretary R Subhramanyam. Javadekar agreed with the panel and went along.

400 Indian students awarded EU-funded scholarships in 2018

As per Surendra singh report published in The times of india on 31st August ,2018 ,Around 400 Indian students have been awarded EU-funded scholarships in 2018, an increase of 15 per cent over last year that demonstrates the excellence of desi pupils in the worldwide competition process. At least 73 of them are flying to Europe this semester for the Erasmus Mundus joint master's programme, a statement from the EU said.

India is the largest beneficiary of Erasmus financing for higher education outside Europe since the opening of the programme 30 years ago. Till now, 5,700 scholarships have been awarded to Indian nationals.

Tomasz Kozlowski, the EU ambassador to India, who met some of these students on last Wednesday, said, "Since Erasmus has been made available to countries outside EU 30 years ago, Indian students have consistently been among the top beneficiaries of this scholarship. Since 2014, close to 330 Indian higher education institutes have become a part of the programme and there is interest to further expand education collaborations."

UPGRADING CURRICULUM A PRIORITY TO IMPROVE HIGHER EDUCATION



As per Shivani Mishra's article published in The times of India on 17th September,2018,Updating the curriculum, change in archaic regulations governing educational institutes, overhauling the examination system, upgrading pedagogy and focus on research are some of the reforms that need to be undertaken to improve higher education in the country and bring it at par with global universities, said panellists at the recently held Vice Chancellor Conference organised by **The Times of India**, in New Delhi.

"We are still following a dated curriculum. One of the immediate steps needed to improve the quality of higher education is to re-design the curriculum of all courses to teach students what is relevant in the present age," said Anil Sahasrabudhe, chairman, All India Council for Technical Education (AICTE).He added that along with the curriculum, the pedagogy also needs an upgrade for which training teachers is a

must. Customised teaching solutions are the need of the hour as one-size-fits-all can no longer work.

Delhi's deputy CM Manish Sisodia highlighted at the burdening education system, where the students remain anxious to obtain high marks. "This is the time when we should raise them to be fearless learners and be innovative," he said.

UTTARAKHAND MULLS UMBRELLA ACT FOR HIGHER EDUCATION IN STATE

As per Prashant Jha article published in The times of India on 6th September ,2018,The Uttarakhand government is planning to bring an umbrella act to regulate the higher education in the state. Officials of the higher education ministry on Wednesday said that the aim of the University Act is to make higher education in the state qualitative and to provide students with an opportunity of uniform education.

Higher education minister Dhan Singh Rawat held a meeting with vice chancellors (V-C) of all government and private universities on Wednesday and formed a nine-member committee for the job.The committee includes Swami Rama Himalayan University V-C Vijay Dhasmana, Shri Guru Ram Rai University V-C PP Dhyani and IMS Unison University V-C Rajendra Kumar Pandey among others.After the meeting, Rawat said that suggestions have been sought from all the universities so that the University Act can be prepared with unanimous consent. Rawat also sought the cooperation of university V-Cs for the

book donation and drug de-addiction campaigns started by the state government.

SEVENTH PAY COMMISSION RECOMMENDATION SOON TO BE IMPLEMENTED FOR TEACHERS IN RAJASTHAN: MINISTER

As per the news published in The Times of India on 25th September, 2018 Rajasthan Higher Education Minister Kiran Maheshwari said Monday that seventh pay commission recommendations would be implemented for college teachers in a couple of days. She made the announcement while addressing a conclave here. She said that popular Dishari App, that provides free study material to those preparing for competitive examinations, has been downloaded by two lakh students. On this occasion, Maheshwari unveiled Vision Document- 2022, to boost the state's higher education sector. She said that Centre has allocated Rs 353 crore under Rashtriya Uchchatar Shiksha Abhiyan to develop college infrastructure.

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UGC PLANS TO SET UP MORE ACCREDITATION AGENCIES LIKE NAAC, NBA

The University Grants Commission (UGC) has decided to appoint an Accreditation Advisory Council (AAC) which will help the commission set up more agencies in order to increase the number of accreditation

and assessment agencies (AAAs) for higher education institutes in the country. “To enhance the existing capacity of accreditation for meeting the requirement of higher education institutes, it has been decided to allow more accreditation agencies to come into this sphere of activity,” UGC told the university vice chancellors in a letter.

The commission has also notified a ‘University Grants Commission (Recognition and Monitoring of Assessment and Accreditation Agencies) Regulations-2018’, which, it said, was published in the official Gazette of India on August 2016. The notification allows for setting up of government and semi-government accreditation and assessment agencies.

The council will have up to 10 members who will be distinguished academics, experts in the field of higher education, assessment and accreditation. The emerging accreditation agencies will be in addition to the two already established government agencies — NAAC and NBA.

“The objective... is to lay down a framework for mandatory assessment and accreditation of higher educational institutions and/or programmes including technical education programmes,” read the copy of regulations. It will also lay down procedures and criteria for registration of AAAs. The Council will follow a transparent and merit-based process of selection of such agencies and make recommendation to the Commission for registration.

[With Agency Inputs]

Odishatv.in Sep 6, 2018 by Devbrar Patnaik

RUSA COMPUTER CENTER INAUGURATED

Correspondent Mokokchung, 6 Sep (NPN) | Publish Date: 9/6/2018
11:50:02 AM IST

A new computer Centre was inaugurated on Thursday at Fazl Ali College (FAC) by TemjenImna Along, Minister of Higher & Technical Education, Government of Nagaland. The new computer centre was constructed under the Infrastructure Grants to Colleges scheme of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) funded by the Ministry of Human Resource Development (MHRD), Department of Higher Education, Government of India and Government of Nagaland. Speaking at the program, TemjenImna Along said, "Change cannot happen in one go but changes are happening and this change can be seen in the Department of Higher & Technical Education", adding the RUSA, a flagship program, was a gift from the central government.

The RUSA project has been very successful in its first phase in the state, he stated. TemjenImna further opined that the attitude with which we serve people should not be just for serving one's pocket but it should be selfless. The minister expressed the view that the RUSA phase one had been implemented transparently and expressed happiness saying that this shows how Nagas were imbibing the new attitude of service by working for the future of the people. He also urged land owners to come together with a magnanimous attitude so that the premiere educational institution could grow.

A technical report of the construction of the Computer Centre was presented by Er. Senti, PWD (Housing), Mokokchung. A short speech

was also delivered by KuholiChishi, director, Higher Education, Nagaland, Kohima. The welcome address was given by vice-principal, Fazl Ali College, Tiamongla and the closing remarks of the program were given by Dr. ImtiwatiJamir, RUSA coordinator, FAC. The program was also attended by KizhetoKinimi, advisor of Skill Development & CAWD. **Nagaland Post**

NEET 2018: FREE TO STUDY ABROAD IF STUDENTS DIDN'T TAKE NEET THIS YEAR, SAYS MCI

NEET 2018: The students who had appeared for the National Eligibility Entrance Test (NEET) and could not clear it successfully will not be eligible to move abroad.

Following a Delhi High Court order, the Medical Council of India in consultation with the Ministry of Health and Family Welfare has granted permission in this academic year to all medical aspirants who wants to study abroad if they did not appear for NEET. Meanwhile, the students who had appeared for the National Eligibility Entrance Test (NEET) and could not clear it successfully will not be eligible to move abroad.

Students who are only eligible to study abroad, according to the official notification

- They shall furnish an undertaking that they had not registered or appeared for NEET
- They shall obtain an eligibility certificate from the council prior to admission or joining the foreign medical institutes.

– The council may at its discretion verify from the CBSE whether such undertaking is genuine or not. In case, the undertaking is found to be fake/ false/forged, appropriate action will be taken leading to cancellation of the eligibility certificate of the candidates.

The MCI on March 8 in a notice mentioned that NEET was mandatory for students who want to study medicine abroad, and the result of the entrance examination will be treated as eligibility certificate. Before NEET, the students who are going abroad had to score a minimum 50 per cent marks in Physics, Chemistry, and Biology in Class 12.

UGC SELECTS USMC GGS IP UNIVERSITY FOR COMMUNITY COURSES BW BUSINESS WORLD SEPT 21,2018

USMC, GGS IP University's DrDurgeshTripathi will be solely handling the operation of the digital media programme

University Grant Commission's high power committee has selected University School of Mass Communication of Guru Gobind Singh Indraprastha University (USMC, GGS IP University) to originate courses into digital marketing, public relation, and photojournalism.

This high power community which includes the Ministry of Human Resource Development and representative of other ministries.

UGC had previously invited applications for the different course within the community colleges, where almost 100 colleges have been accepted and granted the permission for the same. These courses will help graduate to find jobs in the private and government sectors.

At least Rs 40 lakh will be granted to each course for its development over the period of five years. While accepting the proposal, USMC,

GGs IP University's DrDurgeshTripathi, said, "These are the future ready courses and will fulfil the demand of the job market". He added, "One can explore lucrative digital marketing opportunities in many fields such as Search Engine Optimization (SEO) Social Media Marketing (SMM) email marketing, search engine marketing (SEM) content marketing, web analytics, and more."

DrSachinBharti and Vinay Shankar will be the convenor for the photography programme, on the other hand, DrTripathi will be solely handling the operation of the digital media programme.

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Note-taking: A Research Roundup

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Let's talk about note-taking. Every day, in classrooms all over the world, students are taking notes. I have my own half-baked ideas about what makes one approach better than another, and I'm sure you do too. But if we're going to call ourselves professionals, we need to know what the research says, yes?

So I've combed through about three decades' worth of research, and I'm going to tell you what it says about best practices in note-taking. Although this is not an exhaustive summary, it hits on some of the most

frequently debated questions on the subject.

This information is going to be useful for any subject area—I found some really good stuff that would be especially useful for STEM teachers or anyone who does heavy work with calculations, diagrams, and other technical illustrations. Of course, there's plenty here for teachers of social studies, English, and the humanities as well, so everyone sit tight because you'll probably come away with something you can apply to your classroom.

FIRST, LET'S TALK ABOUT LECTURES

When we think about note-taking, it's natural to assume a context of lecture-based lessons. And yes, that is one common scenario when a student is likely to take notes. But other learning experiences also lend themselves to note-taking: Watching videos in a flipped or blended environment, reading assigned textbook chapters or handouts, doing research for a project, and going on field trips can all be opportunities for taking notes.

So instead of referring to lectures in this overview, I'll just talk about learning experiences or intake sessions—times when students are absorbing content or skills through some sort of medium, as opposed to purely applying that content or synthesizing it into some kind of product. Even in student-centered, project-driven classrooms where students pursue their own authentic tasks like the Apollo School, or in more traditional classrooms that set aside time for Genius Hour projects, students need to gather, encode, and store information, so note-taking would still be a fit.

WHAT THE RESEARCH SAYS ABOUT NOTE-TAKING

1. NOTE-TAKING MATTERS.

Whether it's taking notes from lectures (Kiewra, 2002) or from reading (Rahmani&Sadeghi, 2011; Chang & Ku, 2014), note-taking has been shown to improve student learning. In other words, if we want our students to remember more of what they learn in our classes, it's better to have them take notes than it is to not have them take notes.

The thinking behind this is that note-taking requires effort. Rather than passively taking information in, the act of encoding the information into words or pictures forms new pathways in the brain, which stores it more firmly in long-term memory. On top of that, having the information stored in a new place gives students the opportunity to revisit it later and reinforce the learning that happened the first time around.

So if you're not currently having students take notes in your class, consider adding note-taking to your regular classroom routine. With that said, a number of other factors can influence the potency of a student's note-taking, and that is what these other points will address.

2. MORE IS BETTER.

Although students are often encouraged to keep notes brief, it turns out that in general, the more notes students take, the more information they tend to remember later. The quantity of notes is

directly related to how much information students retain (Nye, Crooks, Powley, & Tripp, 1984).

This would be useful to share with students. If they know that more complete notes will result in better learning, they may be more likely to record additional information in their notes, rather than striving for brevity.

Obviously, some students are going to be faster note-takers than others, and this will allow them to take more complete notes. But you can do quite a bit to help all students get more information into their notes, regardless of their natural speed, and that's what we'll talk about next.

3. EXPLICITLY TEACHING NOTE-TAKING STRATEGIES CAN MAKE A DIFFERENCE.

Although some students seem to have an intuitive sense for what notes to record, for everyone else, getting trained in specific note-taking strategies can significantly improve the quality of notes and the amount of material they remember later. (Boyle, 2013; Rahmani&Sadeghi, 2011; Robin, Foxx, Martello, & Archable, 1977). This is especially true for students with learning disabilities. One frequently used note-taking system is Cornell Notes. This approach has been around for decades, and the format provides a simple way to take “live” notes in class and condense and review them later.

4. ADDING VISUALS BOOSTS THE POWER OF NOTES.

Compared with writing alone, adding drawings to notes to represent concepts, terms, and relationships has a significant effect on memory and learning (Wammes, Meade, & Fernandes, 2016). The growing popularity of sketchnoting in recent years suggests that teachers are well on their way to taking advantage of this research.

This video combines sketchnoting with Cornell Notes, and it's an approach I think is definitely worth considering.

To explore sketchnoting more deeply, check out this list of sketchnoting resources compiled by celebrated education sketchnote artist Sylvia Duckworth.

5. REVISION, COLLABORATION, AND PAUSING BOOSTS THE POWER OF NOTES.

When students are given the opportunity to revise, add to, or rewrite their notes, they tend to retain more information. And when that revision happens during deliberate pauses in a lecture or other learning experience, students remember the information better and take better notes than if the revision happens after the learning experience is over. Finally, if students collaborate on this revision with partners, they record even more complete notes and score higher on post-tests (Luo, Kiewra, & Samuelson, 2016).

With this in mind, it would be a good idea to plan breaks in lectures, videos, or independent reading periods to allow students to look over,

add to, and revise their notes, ideally with a partner or small group. This partner work could happen after students have had time to revise their notes alone, or students might be given access to classmates for the duration of the pause.

6. SCAFFOLDING INCREASES RETENTION.

Teachers can build scaffolds into their instruction to ensure that students take better notes. One very effective type of scaffold is guided notes (also called skeleton or skeletal notes). With guided notes, the instructor provides some type of outline of the material to be covered, but with space left for students to complete key information. This strategy has been shown to substantially increase student achievement across all grade levels (elementary through college) and with students who present with various disabilities (Haydon, Mancil, Kroeger, McLeskey, & Lin, 2011).

As instructors experiment with guided notes, certain features show a lot of promise. One that I found incredibly interesting was a style developed by engineering professor Susan Reynolds to accompany her lectures: The notes combine typed information, handwritten content, and graphics, but still leave room for student notes and working out example problems.

Diagrams are pre-drawn, but some key numbers are left out for students to fill in during the lecture. These notes consolidate all the technical material for a lecture into a single document, and the information is organized to align with the lecture. The more I study these notes, the more I see how useful they are, and how well they

balance the efficiency offered by guided notes with the need for students to actively participate in the encoding process.

Guided notes created by engineering professor Susan Reynolds. These have not been completed yet.

The same pages of guided notes completed by the instructor during the lecture.

Reynolds' students have had strong positive reactions to this style of notes and consistently attribute the notes as a key factor in their engagement and learning in the course (Reynolds & Tackie, 2016). While teachers should experiment with different styles, the take-away here is that if you want students to get the most out of a learning experience, provide them with some form of partially completed notes.

In the meantime, you can add another layer of scaffolding by simply adding more verbal cues to your learning experiences (Kiewra, 2002). Research shows that simply saying things like, "This is an important point," or "Be sure to add this to your notes," instructors can ensure that students include key ideas in their notes. Providing written cues on the board or a slideshow can also help students structure their notes and decide what information to include.

7. PROVIDING INSTRUCTOR NOTES IMPROVES LEARNING.

In an article I wrote a few years ago, I denounced instructor-prepared notes as an ineffective method for teaching, primarily because encoding this information required no effort from students and therefore made the learning too passive.

Although I stand by the assertion that we should avoid simply supplying students with notes, I need to refine the message: Research has shown that when we give students complete, well-written, instructor-prepared notes to review after they take their own notes, they learn significantly more than with their own notes alone (Kiewra, 1985).

If we combine this strategy with student revision, collaboration, and pausing to improve note-taking and learning—in other words, having students pause during an intake session to collaboratively revise their notes, then let them review instructor notes at the end—we can give our students an incredibly powerful learning experience.

One concern is that providing notes might make students more passive about taking their own notes during the learning experience. Here are some suggestions for addressing that:

Assigning a small grade for student notes would likely compel most students to do them, but this could distort the validity of a grade, as we discussed in another post.

It would probably be more effective to simply build note-taking into the class activities. For example, if students are encouraged to take notes, and then they are given a pause every few minutes to compare and revise notes, it would be pretty awkward for them to turn to a partner and have nothing to contribute.

Sharing the research with students that those taking notes then revising them with instructor notes has greater impact than instructor notes alone might push students to take more notes.

Allowing students to choose a note-taking format that works best for them would also boost student motivation for taking the notes.

8. HANDWRITTEN NOTES MAY BE MORE POWERFUL THAN DIGITAL NOTES, BUT DIGITAL NOTE-TAKING CAN BE FINE-TUNED.

Studies have shown that students who take notes by hand learn more than those who take notes on a laptop (Mueller & Oppenheimer, 2014; Carter, Greenberg, & Walker, 2017).

This research confirms what a number of educators suspect about the negative effects of digital devices in the classroom, and some have taken it to mean they should definitely ban laptops from their lectures (Dynarski, 2017). Others argue that prohibiting laptop use robs students of the opportunity to develop metacognitive awareness of their own levels of distraction and make the appropriate adjustments (Holland, 2017).

Because technology is always changing, and because as a species, we are still adjusting to these new formats, I would hesitate to ban laptops from the classroom. Here's why:

Research on this topic is still pretty young: Some researchers have found no significant difference in performance between paper-based and digital note-takers (Artz, Johnson, Robson, & Taengnoi, 2017). My guess is that more research will pile up and get more refined, so we should take a measured approach for the time being.

Other researchers are looking at ways to reduce some of the problems associated with digital note-taking, like distraction: One study found that while doing online research, students who used

matrix-style notes and were given time limits were much less likely to become distracted by other online material than students without those conditions (Wu, & Xie, 2018).

I believe we serve our students better by helping them find a note-taking system that works best for them. With that in mind, I would be more likely to have students experiment with hand-written and digital notes, share the research with them, and give them opportunities to reflect on and measure their results

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GAP UMBRELLA EVENTS

GAP (Grand Academic Portal) is an initiative to provide a supplementary and complementary element to the existing formal higher education system in India. GAP is a network group functioning in the field of Higher education in India.

Here are some current events which are going on under GAP umbrella.

1. GAP-NGO

GAP NGO is registered with name **Gyan Adhyayan Parmpara Charitable Trust.**

Those who are interested to join the NGO as a member can email to grandacademicportal@gmail.com

2. Subject Experts

GAP invite well qualified and well learned faculties as subject experts in GAP

Google form link is

<https://docs.google.com/forms/d/e/1FAIpQLScAtKWKthEx7GPhx8O0EuG5gN7BDsbNlbgJhIXe-dpv4diWUA/viewform>

Or visit website <http://www.grandacademicportal.education/>

3. Academic Material

GAP invites academic material to be shared on GAP website in the form of e-content from esteemed members.

Those who are interested can send their original power point presentation (PPP) on their chosen area or subject to email id grandacademicportal@gmail.com

Please see the link given here for the reference.

<http://www.grandacademicportal.education/home/details/46/academic-material>

4. GAP-GACC

GAP is delighted to announce its new initiative - GAAC - GLOBAL ACADEMIC ACCREDITATION CONSORTIUM.

GAAC is being carried out in India by GAP (Grand Academic Portal) to facilitate awareness among colleges in the country about processes and systems that can ensure quality enhancement and realization of goals set in higher education.

GAP- GAAC invites LOI - letter of Intent - from the colleges / Universities / Institutions who wish to go for the GAAC accreditation.

Please check website <http://gaac.grandacademicportal.education/> for the reference.

5. GAP – Journals

GAP publishes three international peer reviewed open access journals with ISSN.

GAP BODHI – TARU

A Global journal of Humanities with ISSN 2581-5857

GAP GYAN

A Global journal of Social sciences with ISSN 2581-5830

GAP Interdisciplinarity

A Global journal of Interdisciplinary Studies with ISSN 2581-5628

For more information visit <http://www.gapjournals.org/>

Apart from above GAP is operational in many areas of higher education like research, consultancy, project management, faculty development and training, resource mobilization and mentoring.

For details please visit <http://www.grandacademicportal.education/>

Looking forward to continued support and encouragement from all esteemed members.

Compiled by

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ARTICLES

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

ABOUT

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognised institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being and student services.

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

ASSESSMENT AND ACREDITATION

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education. The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and a process that provides space for participation of the institution.

BENEFITS OF ACREDITATION

- Institution to know its strengths, weaknesses, and opportunities through an informed review process
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus
- Funding agencies look for objective data for performance funding
- Institutions to initiate innovative and modern methods of pedagogy
- New sense of direction and identity for institutions
- The society look for reliable information on quality education offered
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Intra and inter-institutional interactions

(Source: <http://naac.gov.in/>)

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A FUTURE PROJECTION ON THE SUCCESS OF COOPERATIVE SOCIETIES BASED ON GAME THEORY

Game theory; a concept matured due to the seminal works of John von Neumann and John Nash along with a dozen other Nobel laureates has helped in solving several dilemmas. This theory has been extensively applied in social, political, economics, biological and computer sciences. It has come up with brilliant solutions in social and natural sciences, leading them to engineering. The socio-political engineering is now governing the people of this new world. The theory emphasizes on rationality of living beings which is the driving force behind the decisions made by them. In certain situations, we tend to compete while in other situations, we cooperate. Competition, a rational decision is known to bring great pay-off in short term under risky conditions. Whereas, the cooperation gives a moderate pay-off with low risk for a long period of time. Some producer societies based on cooperative model have remained successful until now. At the outset of inauguration of the new confectionary unit at Amul on September 30, 2018, the Prime Minister Narendra Modi reinstated that a cooperative like Amul is a viable economic alternative to capitalist and socialist models. However, the author believes that under the new social conditions where every producer is attempting to make extreme profits, the cooperation may become an impossible dream to achieve. Though Amul has shown an exemplary success of the cooperative strategy adopted by the milk producers, the high profit making tendency coupled with turbulence in the management of the society may make it very difficult to maintain its glorious past. More importantly, it has been observed that the

cooperative strategy is successful only when all the stake holders cooperate. A small number of competitors in such an activity may lead to profit making by the competitors at the cost of the loss of co-operators. For the betterment of the nation, the author sincerely hopes that the milk producers and the management of the Amul exhibit wisdom to ensure a long term success for the society and uninterrupted service to the citizens.

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STORY

Broken-Friendship

Can friendship be termed so?

Everyone makes a mistake in their life but that does not mean we stop living. When problems are there in our lives, we don't stop believing in the God, do we? We do blame the God for the miseries but then we go to the same God whom we were blaming few hours, days, months or may be years before.

However, we don't follow the same thing when it comes to human beings, strange huh? But true. Do we tell the God that ok you've broken my trust, now I will never talk to you or will never trust you or will never come to you. We don't, do we? Then how come we are not acting the

same when it comes to a human being who was everything for us few moments ago? What changed it all so suddenly? Think and see. The person is the same. What changed, was the situation and the circumstance only. And remember, the situation and the circumstances do change. What stays, is the relationship, the friendship that we all cherish in our life.

Did you think like before calling someone your friend, you have to conduct an experiment or an exam? And then if the person passes the exam, you will crown the person as your friend!? People just turn out to be friends. Didn't you trust an unknown person to be your friend? Then why not to trust a known friend? And at the end, what we are simple human beings and friends, not enemies, right? And the most important thing to understand here is that, is this hatred and distrust more powerful than the trust we share? And is our friendship that weak which can be easily shattered by a trivial thing like hatred? Or are we too much incapable to remember and savor the moments we shared together and can do nothing to bring back what is already there but needs a bit of dusting? Since when ego become so powerful that it stopped us contacting our own friend?

So, better is to take out your cellphone from your pocket and go to your contact list and dial the number of your friend and ask him/her, "Where on the Earth are you, you Dumbo?"

Manisha Gosai

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BOOK REVIEW

Statistical Methods for Educational Research

About the Author:

Dr R.S.Patel is working as a Professor and Head in Department of Education and Director, School of Psychology, Education and Psychology, Gujarat University. His educational qualifications are M.Sc, M.Ed, Ph.D, PGDDE. He has a wide experience in education and also deep interest in Educational Research. He teaches Research and Statistics in B.Ed., M.Ed. and M.Phil. His area of interest also includes Measurement Evaluation, Guidance and Counseling, Educational Psychology and Psychological Testing. The writer is well known in Gujarat for his contribution in Psychological Tests and Mental Measurement.

Summary & Critical Evaluation:

This book was written with the aim of acquainting students of Indian Universities with the modern trends in statistics and statistical research with special reference to Education and Psychology. The author have found several students experiencing difficulty in pursuing courses in B.Ed., M.Ed., M.Phil. and Ph.D. in education on account of absence of a suitable textbook in statistics. This book was written to cater the needs of students for preparing their courses in educational statistics at the UG and PG levels. The book introduces basic and fundamental concept of statistics by using practical examples from real life and educational surveys in a clear and palatable style so that the students can easily grasp the subject.

The use of statistics is continuously increasing in the field of education and psychology. Though the computations involved in the use of statistics can be done by computer but the basic knowledge and understanding of statistics is inevitable to grasp the concepts of research and interpret the result of statistical computations. This book is prepared by keeping this objective in mind. The book contains the descriptive statistics comprising of the elementary concepts like classification and tabulation of data, frequency distributions, measures of central tendency and dispersion, correlation and regression, normal probability curve, percentiles and percentiles ranks.

This book contains total 512 pages and available in both English and Gujarati language at a cost of rupees 600..The book deals with the following aspects of statistics: Descriptive statistics, Statistical Inference, Statistics and significance of difference of statistics, Nonparametric and Chi-square Tests, Analysis of Variance and Covariance, Partial and Multiple Correlations, Scaling of tests and reliabilities and validity of tests, Factor Analysis, Use of computer in educational research. Moreover topics such as standard error in multiple and partial correlations, multiple regression, Beta coefficients and multiple correlation based on beta coefficients and the standard error of their estimates are also covered. Solved examples related to these topics are given for practice.

My View:

The book contains an advanced explanation of the methods and a technique suited to the meadow of education and allied disciplines and thus provides an understanding of significant research problems that

need to be tackled. Knowledge of research methodology is crucial for all those who either play an active role in conducting research or craving to keep themselves abreast of the contemporary developments in the field of knowledge. The book discusses the steps that a researchers is expected to know for conducting a research study. Though the book is designed for the students of B.Ed, M.Ed and M.phil students, it will be immensely useful to Ph.d students as well as in the research of Social sciences, Management, Legal studies, Humanities and Languages. The theory and different terminologies are explained in a very simple form by keeping in mind the needs and capabilities of students of Social sciences, Management, Legal studies, Humanities and Languages. The author has tried to demonstrate the complex examples in a simple way. Even the book give us a basic idea of different statistical software's like SPSS, Open Stat-4, Excel and NRT07 which again is very useful for new researchers as many of them are not even aware of the name of the statistical software.

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Note: GAP NGO Life Membership fees will be increased from January 2019.....from Rs. 10000/- to Rs. 15000/-.

GAP-NGO (Gyan Adhyayan Parmpara Charitable Trust, Registration No:E2216L) is open for life members.

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- Connect with the community on large scale.
- Can become peer members of GAP accreditation agency-GAAC*.
- Can share materials on GAP website under the initiative of GAP-SETU* and can get a certificate for the same.
- Can be invited as an expert for GAP initiative-GAPTALK*.
- Can enrol for Post-Doctoral Fellowship of GAP*.
- Faculty and student exchange Programme of GAP*.

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Rs.25,000/- for Institutional Members-for a period of 10 years.

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BRIEF PROFILE

Dr. Mamta Brahmhatt



Associate professor- B. K. School of Business Management, GU
BBA, DCA, MBA (Finance), M.Com (Business/Finance), Ph.D.(Banking
Management), UGC_NET (Management), GSLET(Commerce), PGDRM,
Certificate course in SPSS

Dr. Mamta Brahmhatt is having more than 18 years of academic experience and at present she is serving as Associate Professor in Quantitative Techniques and Research Methods area at B.K. School of Business Management, Gujarat University.

Prior to joining here, she was associated with National Institute of Cooperative Management, Gandhinagar as Associate Professor since 2010. She was associated with NICM_Gandhinagar from 2001 at various capacity levels. She holds a doctoral degree in Banking Management in the subject of “A study on the service quality and customer satisfaction among private, public and foreign banks -with

reference to Gujarat region” from Bhavnagar University. She is a graduate from K.S. School of Business Management; she successfully completed her MBA degree in finance specialization. To enlarge her academic base, she obtained Masters in Commerce with specialized in business finance, where she topped the Gujarat University and earned her diploma in computer application (DCA) from Gujarat University. She has accomplished a certificate course in SPSS from Department of Statistics, S.P. University, V. V.Nagar and Post Graduate Diploma in Research methodology from VNSGU, Surat. She has cleared NET in Management and GSLET in Commerce. She is a strong believer in discipline, which is clearly reflected by varied courses undertaken by her, thus, truly providing herself as a versatile academician.

Dr. Brahmbhatt has published papers in several major international and national referred journals. Her research papers have also been presented in several international and national conferences; few research papers have received best research paper awards. Her publication includes 100 plus published research papers and 13 books. She has also attended AICTE sponsored FDP organized by NITIE, Mumbai and capacity building program organized by ICSSR at Udaipur and international research workshop on data analytics organized by Geaddu College of Business Studies, Royal University of Bhutan .

Dr. Mamta Brahmbhatt established R & D Cell at institute and conducted many programs under R & D cell with various departments of Gujarat University and at other universities also. She has special

expertise in data analysis and statistical methods. She has been actively involved in teaching, training and research for over 18 years.

Dr. Mamta Brahmhatt has delivered expert session on research methods and SPSS in FDP/workshop/STTP/STC organised by KCG, NIFT, GNLU, ASC_GU, BAOU, Marwadi University, Bhavnagar University and VNSGU Surat and Bhartiya Vidya Bhavan. She is the coordinator of Post Graduate Diploma in International Business (PGDIB) and Post Graduate Diploma in Research Methodology_SPSS (PGDRM) for Management Academy of BKSBM, Gujarat University. She is also the coordinator for Integrated MoU programs namely Post Graduate program in Management, Computer Application and Computer Science.

Dr. Jayanti Goyal

Head & Associate Professor

Kanoria Girls PG College, Jaipur.



Dr. Jayanti Goyal is working with Kanoria Girls PG College, Jaipur (Rajasthan). She has published/presented several research papers in

both national and international journals and conferences in the area of Computer science and Management. Several of her books are being used as course text books or sources of reference in a number of universities/colleges. She is a Life time member of various associations including CSI and GAP-NGO. She has won several recognitions and awards including Global Teacher Award in September 2018 in New Delhi.

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ACADEMIC UPDATES

Here are few details about updates like Conference, Seminar, Workshop, FDP etc.

1. International Conference on Spirituality beyond Repertoire:A leadership key to societal happiness and sustained Harmony

Date: 23-24th February, 2018

Abstract Submission Date: 15th November, 2018

Organised by & Venue: School of Management sciences, Khushipur, Mohansarai

by- pass, Varanasi,U.P, India

Website: www.icon.smsvaanasi.com

2. International Multistream Conference-2018 on Futuristic approaches toward Employability and Entrepreneurship & Industrial Summit

Date: 27-28th October, 2018

Abstract Submission Date: 18th October, 2018.

Organised by & Venue: GGN Institute of Management & Technology ,GNN Campus ,Ghuma Mandi Road,Ludhiana.

Publication Opportunity: selected paper will be published in a book with ISBN number.

Website: www.ggnimtdh.org.in

3. International Conference on Renewable Energy for Sustainable Development

Date: 26-27th October,2018

Full Paper Submission date: 15th October , 2018

Publication Opportunities: Book with ISBN.

Organised by & Venue: Maharana Pratap College of Technology ,Gwalior, M.P ,India.

Website: www.aestresearch.org.in

4. International Conference on Women Empowerment & Leadership :Know your Potential,your Potential is limitless.

Date: 26th-27th October,2018.

Abstract Submission Date:15th October,2018

Organised by and Venue: Dhote Bandhu Science College, Gondial Nagpur, Maharastra, India.

5. International Conference on Women, Conflict and Peace Processes in South Asia

Date: 21-22th November, 2018

Abstract Submission Date: 30th October, 2018

Publication Opportunities: Selected papers will be published in SCOPUS/UGC index journal's special issue.

Organised by & Venue: UNESCO chair, Malaviya center for peace Research, Banaras Hindu University.

Website: www.bhu.ac.in

6. International Conference on Contemplating the past, Capturing the present, Creating the future: An Interdisciplinary approach to life)

Date: 7th-8th December, 2018

Abstract Submission Date: 15th November, 2018

Organised by and Venue: St. Xaviers College, Jaipur, Rajasthan.

Website: www.stxaviersjaipur.org

7. National conference on Nano National Summit: Current trends & Future perspectives.

Date: 9-10th January, 2018

Abstract Submission Date: 1st December, 2018

Organised by & Venue: PG & Research dept. of Chemistry, Holy Cross College,

Tiruchi, Tamilnadu.

Website: www.hcctrichy.ac.in

8. 3rd Panpacific Research Conference on Converging Multidisciplinary Research in the Pacific Rim and Beyond.

Date: 16-17th November, 2018.

Abstract Submission: 15th October, 2018

Publication Opportunities: Selected papers will be published in UGC listed ISSN journal and all the papers shall be published in the ISBN book.

Organised by: Panpacific University, Philippines.

Venue: Royal Hotel, Clark, Philippines.

Website: www.panpacificu.edu.ph

9. National Conference on Cartographies of Diaspora and Displacement: Narratives of Expatriates and poetics of Exile.

Date: 18th January, 2018

Full Paper Submission Date: 5th November, 2018

Organised by & Venue: Department of English (PG), Kristu Jayanti College (Autonomous) Bengaluru.

Email: englishpg@kristujayanti.com

10. 22nd Indian Conference of WAVES on Vedic perspective of Indian Arts

Date: 27-29th November, 2018.

Abstract Submission date: 30th October, 2018.

Organised by : Wider Association for Vedic Studies (WAVES) in Collaboration with Bharat Vidya prayojana, IGNCA, New Delhi

Venue: Indira Gandhi National Centre for the Arts (IGNCA), New Delhi-1.

Website: www.waves-india.com

11. National Conference on Advances in Wireless communication and Mathematics

Date: 02 December, 2018.

Abstract Submission Date: 20th October, 2018

Organised by & Venue: Panjabi University, Guru Kashi College, Talwandi Sabo, Bathinda.

12. National Conference on Role of Cultural history in the Formation of Society.

Date: 21-22nd December, 2018.

Abstract Submission Date: 15-10-2018

Organised by & Venue: Department of English, Bharatiya Bhavan's Sheth R.A. College of Arts and Commerce, Khanpur, Ahmedabad, Gujarat.

Website: www.bhavancollege.org

13. National Research Scholar Meet on Condensed Matter Physics and Materials Science

Date: 8th December, 2018

Abstract Submission Date: 10-11-2018

Organised by & Venue: Department of Physics, University School of Sciences, Gujarat University, Ahmedabad-380009.

Website: www.gujaratuniversity.ac.in

14. National Conference on Role of Cooperatives for Sustainable Rural Development

Date: 21-22nd December, 2018

Abstract Submission Date: 15-10-2018

Organised by & Venue: Centre of Studies in Rural Management, Faculty of Management and Technology, Gujarat Vidyapith Rural Campus-Randheja, Gandhinagar, Gujarat.

Website: www.gujaratvidyapith.org

15. National Seminar on Dr.B.R.Ambedkar-Thinker For All Ages.

Date: 23-24th November, 2018

Abstract Submission Date: 15-10-2018

Organised by & Venue: Bhavan's College Campus, Khanpur, Ahmedabad.

Website: www.bhavacollege.org

16. *Workshop* on Computational Intelligence & Statistical Based Data Analytics.

Date: 3-7th December, 2018

Last Date of Registration: 10th November, 2018

Organised by & Venue: National Institute of Technology, Karnataka.

Website: www.nitk.ac.in

17. Project Fellowship

Apply by : 17th October,2018.

Organised by :Wildlife Institute of India.

Locayion: Dehradun (Uttarakhand).

Website: www.wii.gov.in

18. Political Science Consultant:Legal Project

Organisation: Indian Institute for Human Settlements.

Apply by: 21st October,2018.

Location: New Delhi.

Website: www.iihs.co.in

19. Research Associate

Organisation: Rajive Gandhi centre for Biotechnology(RGCB)

Apply by:17TH October,2018

Location:Thiruvananthapuram(kerela)

Fahmeeda F. Shaikh

Assistant Professor,

Gujarat Arts & Science College,

Ahmedabad , Gujarat.

EDU-PUZZLE SUDOKU

Fill a 9x9 grid with numbers so that each row , column and 3x3 section contain all of the digits between 1 and 9.As a logic puzzle Sudoku is also a brilliant brain game. If you play it daily, you will soon see an enhancement in your attention and overall brain power.

	6		3					5
9								
		5	2		6		3	
5						3		9
		9				4		
						2		
1		3			2	6	4	7
4	2							
8				7			2	

Answer:

2	6	1	3	4	7	8	9	5
9	3	4	1	8	5	7	6	2
7	8	5	2	9	6	1	3	4
5	7	2	6	1	4	3	8	9
3	1	9	7	2	8	4	5	6
6	4	8	5	3	9	2	7	1
1	9	3	8	5	2	6	4	7
4	2	7	9	6	3	5	1	8
8	5	6	4	7	1	9	2	3

MCQ's –General Knowledge

- 1).The concept of connect intelligence is derived from
(a) Virtual reality. (b) Fuzzy Logic.
(c) Bluetooth technology. (d) Value added networks.
- 2).The first Indian chronicler of Indian history was
(a) Megasthenese. (b) Fahiyen.
(c) Huan Tsang. (d) Kalhan.
- 3).One of the aims of the scientific method in research is to
(a) Improve data interpretation. (b) Eliminate spurious relations.
(c) Confirm triangulation. (d) Introduce new variables.
- 4). The science of the study of feedback systems in humans animals and machines is known as (a) Cybernetics. (b) Reverse communications.
(c) Selectivity study. (d) Response analysis.
- 5). Insert the missing number 16/32 , 15/33, 17/31, 14/34, ?
(a) 17/34 (b) 19/30
(c) 18/35 (d) 18/30
- 6). Monday falls on 20th March 1995, What was the day on 3rd November, 1994?
(a) Thursday. (b) Sunday.
(c) Tuesday. (d) Saturday.
- 7).Who among the following can be asked to make a statement in Indian parliament?
(a) Any MLA. (b) Chief of Army staff.
(c) Solicitor general of India. (d) Mayor of Delhi.
- 8).Using websites to pour out one's grievances is called
(a) Cyber venting. (b) Cyber ranting.

(c) Web hate.

(d) Web plea.

9). In a certain code FHQK means GIRL. How will WOMEN be written in the same code.

(a) UNLDM

(b) FHQKN

(c) XPNFO

(d) VLNDM

10). What is the name of the Research station established by the Indian government for conducting Research at Antartic?

(a) Dakshin Gangotri

(b) Yamunotri

(c) Uttari Gangotri

(d) None of the

above.

Answers:

(1). d (2).d (3).b (4).a (5).d 6).a (7).c (8). a (9).a

(10).a

➤ **PARAPROSDOKIANS**

The first time I heard about Paraproisdokians, I liked them. Paraproisdokians are figures of speech in which the latter part of a sentence or phrase is surprising or unexpected and is frequently humorous.

1. If you think nobody cares if you are alive try missing couple of payments.

2. My Psychiatrist told me I was crazy and I said I want a second opinion, he said okay, you are ugly too.

3. The voices in my head may be real but they have some good ideas.

4. He was a dreamer, a thinker, a speculative philosopher or as his wife would have it an idiot.

5. There but for the grace of god goes god.

6. A clean house is a sign of wasted life.
7. He was at his best when the going was good.
8. Boiled egg is hard to beat.
9. There's a fine line between cuddling and holding someone down so they can't get away.
10. Quicksand only works slowly.

Training Game

Name: Sky is the limit.

Duration: 5-7 Minutes.

Objective: Realize your potential.

Timing of Activity: When doing goal setting.

Requirements: 1 white chart paper + 3 different colour markers. The chart should be pasted at a height of the wall.

Activity:

- Call for three volunteers and ask them to put their initials at a comfortable height on the chart.
- Once everyone is through ask them once again to put their initials higher than the earlier attempt. This time the trainer should motivate the volunteers to stretch themselves a bit.
- The activity will be repeated the third time with the trainer still motivating them to reach still higher.
- At the end of the third attempt the trainer will now ask the audience to judge the winner out of the three.
- Majority of the people will vote for the volunteer as a winner who has put his initial at the highest level.

- However the trainer will announce all the three as winners focusing on each person's quest to go still higher with each passing attempt.

Learning: At the first instance many people don't realize their actual potential but when they put the efforts, nothing can stop them from delivering the best.

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