GAP-KALPATARU

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GAP-HARD

Discover the latest list of the World's Best Universities

As per report published in the Skilloutlook.com on 19th June,2018, The fifteenth edition of the QS World University Rankings , released recently by global higher education analysts QS Quacquarelli Symonds, sees MIT hold outright the record it previously shared with Harvard University.

QS rank the world's 1000 best universities, which come from 85 different countries.

QS World University Rankings 2019: Top 20

2019	2018		
1	1	Massachusetts Institute of Technology (MIT)	USA
2	2	Stanford University	USA
3	3	Harvard University	USA
4	4	California Institute of Technology (Caltech)	USA
5	6	University of Oxford	UK
6	5	University of Cambridge	UK
7	10	ETH Zurich (Swiss Federal Institute of Technology)	Switzerland
8	8	Imperial College London	UK
9	9	University of Chicago	USA
10	7	UCL (University College London)	UK
11	15	National University of Singapore (NUS)	Singapore

2019	2018		
12	11	Nanyang Technological University (NTU)	Singapore
13	13	Princeton University	USA
14	14	Cornell University	USA
15	16	Yale University	USA
16	18	Columbia University	USA
17	25	Tsinghua University	China
18	23	University of Edinburgh	UK
19	19	University of Pennsylvania	USA
20	21	University of Michigan	USA

10 of the Oldest Universities in the World

As per article published in topuniversities.com on 6th June ,2018, Over the centuries, many of the world's oldest universities have disbanded, split into autonomous colleges or become modernized beyond all recognition. The ancient institutions that have stuck around are significant not only for their historic legacies, but also for proving their ability to adapt to modern contexts and remain relevant in a globalized world in spite of intense competition. Many of the **oldest universities in the world** are also among the most prestigious and popular, offering a rich mixture of historic heritage and contemporary outlook.

1. University of Bologna

Location: [Italy](#)

Established in: 1088

2. University of Oxford

Location: [United Kingdom](#)

Established in: 1096-1167

3. University of Salamanca

Location: [Spain](#)

Established in: 1134

4. University of Paris

Location: **France**

Established in: 1160-1250

5. University of Cambridge

Location: UK

Established in: 1209

6. University of Padua

Location: Italy

Established in: 1222

7. University of Naples Federico II

Location: Italy

Established in: 1224 (1258)

8. University of Siena

Location: Italy

Established in: 1240

9. University of Coimbra

Location: Portugal

Established in: 1290

10. Al-Azhar University

Location: Egypt

Established in: 970 AD

Centre to Replace UGC With Higher Education Commission Allowing More Autonomy for Institutes

As per an article published in news18.com on June 27,2018 in line with the Narendra Modi government's minimum government, maximum governance policy, the ministry of human resource development has prepared a draft bill to set up a higher education commission in place of University Grants Commission (UGC).

The ministry has promised to put out the details in public in a short while

and has welcomed public suggestions by July 7 for the draft bill. The government has claimed the higher education commission will provide more autonomy to institutes, facilitate holistic growth, and provide greater opportunities to the Indian students at more affordable cost. This comes in wake up of speculation around the government allowing foreign investment in higher education sector.

UGC overhaul: From conflict of interest to allegations of politicisation, top Babu speaks his mind

As per the news published in Financial Express ,Days after the Ministry of Human Resource Development (MHRD) moved on a proposal to replace the University Grants Commission (UGC) with the Higher Education Commission of India (HECI) by repealing the UGC Act, 1951, Higher Education secretary R. Subrahmanyam has asserted that the regulator cannot afford to be "distracted by the responsibility of disbursing grants." Talking on an array of points that have arisen after the HRD Ministry's announcement, Subrahmanyam said "reform" was the need of the hour citing that "existing regulatory system" does not provide a "level playing field" as well as "devote adequate attention to academic excellence".

Rejecting criticism levelled against the HRD Ministry over its decision to take over the regulator's funding role, the secretary claimed: "Funding and regulation are done by the same entity, it leads to a conflict of interest."

"It also takes the focus away from regulation, because when you disburse grants, you have to monitor its utilization, retrieve unspent funds and initiate inquiry in case of misappropriation. For every rupee the UGC currently

gives, there is ten rupees worth of administrative work generated," Subrahmanyam was quoted as saying by IE.

UGC seeks inputs on proposed New Education Policy.

As per an article published in mbcet.wordpress.com on 26th June,2018, The University Grants Commission (UGC) has provided a list of 20 themes selected for Centre's proposed education policy to universities asking them to submit their inputs on them earliest by July 24. In a letter issued to vice chancellors of universities across the country, UGC secretary Jaspal S Sandhu said: "As the central government has embarked on the exercise of framing a new education policy, the Ministry of Human Resource Development has identified 20 themes which are of immense importance for development of higher education. The UGC will appreciate your inputs on the themes so that a comprehensive policy document can be presented to the government for its consideration." The themes identified by MHRD includes governance reforms for quality, ranking of institutions and accreditations, improving the quality of regulations, improving state public universities, integrating skill development in higher education, promoting open and distance learning and online courses, opportunities for technology enabled learning, addressing regional disparity, bridging gender and social gaps etc. The UGC letter stated that the New Education Policy is aimed at providing necessary skill and knowledge to the students as well as to find out the ways to eliminate the shortage of manpower in science, technology, academics and industry. As these themes affect the academicians and students, the universities have been told to circulate the

themes to all their teaching departments and affiliated colleges. "A consolidated report should be sent to the UGC on or before July 24," the letter states. – Courtesy / UGC Link

Why UGC rule change means greater political control of higher education

As per an article published by Prabhash K. Dutta in Indiatoday.in , The new regulator, once Parliament passes the Bill, will cede much of its power to the government except setting up an institution and maintenance of its academic records. With ideological schism deepening in the academic debate, greater political control of the regulator and university may ultimately impede completion of the agenda PM Modi set in his speech at Patna University on October 14 last year.

The UGC Act provides full autonomy to the regulator of higher education that the HECI Act is set to encroach upon. Under the existing provisions, the UGC chairman, vice-chairman and any of its 10 members cannot be removed by the government ensuring that academic standards in the institutions of higher education are governed by new fact-based research. The new law will empower the government to remove any or all of them on specified reasons. This provision is fraught with the potential danger of motivated political appointments. The appointment of Gajendra Chauhan as the Film and Television Institute of India (FTII) chairman was marred in controversy over the same allegation. That the left-heavy intelligentsia has dominated higher education in India may not be a strong enough defence

to future political appointment in the institutions of higher education or their regulator.

The new law will also take away from the UGCs replacement the HECI the power to disburse grants to universities. Now, the ministry of human resource development will be deciding the amount grant to a university and timing of its release. Universities in Opposition ruled states and minority institutions of higher education have already been crying foul over alleged discrimination by the BJP-led NDA government at the Centre.

Aruna Roy in Mumbai: 'Govt interfering in the autonomy, independence of every institution'

As per the report published by Vishwas Waghmode on 20th June,2018 in The Indian express, activitist Aruna Roy expresses concern at what she calls an attempt by the Centre to interfere in the independence and autonomy of every institution, she said the Union government's move to downgrade the status of the Chief Information Commissioner and the states' information commissioners is another example of this.

"It is an attempt to control the Commission. This government has interfered in the independence and autonomy of every institution. Wherever they have gone, they have tried to diminish independence," Roy told The Indian Express. Roy is in Mumbai to promote her book The RTI Story: Power to the People. She further said rather than downgrading the information

commission, the body should be given greater powers and it should be entirely dissociated from government control.

Roy, a former IAS officer who left the service just before the Emergency, also criticised the Union government's recent plan for lateral entry into the bureaucracy, contending that this would reduce the accountability and transparency of the IAS.

More than 28,000 students get PhD degree in 2016-17 in India

As per Rudra Narayan Sahoo's report published in the skilloutlook.com, Doctoral Degree is one of the highest degrees practices in the higher education system. There are many career options for PhD degree holders. During 2016-17, a total number 28,779 students were awarded PhD. level degree with 16,274 males and 12,505 females, as per All India Survey on Higher Education (AISHE) 2016-17 report.

An unfair academic race

As per an article published in The hindu newspaper by Dr.Albert P.Rayan on 16th June,2018,In India where there is no uniform education system, JEE Main, JEE Advanced and NEET are unfair and unjust academic competitions. When the country fails to provide quality education and does not prepare the underprivileged students to compete with the privileged ones in such tough entrance tests, many brilliant minds will continue to be denied justice.

How can the underprivileged succeed in tough entrance tests without access to quality training?

Recently, the author had an encounter with a medical aspirant's parent. He narrated his daughter's story of how she prepared for the NEET and how the result spoilt her ambition of becoming a doctor. Consistent in her academic performance, the girl scored 492 out of 500 marks in her class X and 1092 out of 1200 in her class XII. She attended a one-month preparation course for the NEET in April 2018. Though the fee for the course was high and the course was not effective, she managed to get a score of 246 in the NEET. She knows that with her score she can't get a seat in a government college as hundreds of students are ahead of her rank-wise. She can get a seat in a private medical college but her family is not in a position to spend 75 lakh to earn an MBBS degree. "It is unaffordable for us," said her father. So, the idea of seeking admission in a private medical college is ruled out. The medical aspirant wants to join a 10-month full-time residential coaching programme in a neighbouring state but the programme costs about 1,80,000. Her parents are reluctant again because they think that the fee is high and attending the course does not guarantee her a seat in a government medical college. "Is my daughter's dream of becoming a doctor shattered?" asked the parent. There must be hundreds of such untold stories of academically brilliant students who cannot realise their aspirations. Who is responsible for scripting such stories? Education system? Parents? Students?

Cabinet approves funds to boost educational infrastructure: Revitalising Infrastructure and Systems in Higher Education (RISE) by 2022

As per athe article published in skilloutlook.com, The Cabinet Committee on Economic Affairs chaired by Prime Minister Mr Narendra Modi has approved the proposal for expanding the scope of Higher Education Financing Agency (HEFA) by enhancing its capital base to Rs. 10,000 crore and tasking it to mobilise Rs. 1,00,000 crore for Revitalizing Infrastructure and Systems in Education (RISE) by 2022.

In order to expand this facility to all institutions, especially to the institutions set up after 2014, Central Universities which have very little internal resources, and the school education/health education infrastructure like AllMSs, Kendriya Vidyalayas, the CCEA has approved the following five windows for financing under HEFA and the modalities of repaying the Principal portion of the fund (interest continues to be serviced through Government grants in all these cases)

Foreign PhD holders to get exemption from NET for teaching post, UGC accords equivalence

As per an article published in news@careers360.com on 11th june,2018,The University Grants Commission (UGC) now exempts those candidates from National Eligibility Test (NET) as per the equivalence accorded by the Association of Indian Universities (AIU), thus giving huge relief to hundreds of students who have obtained a Ph.D. from foreign universities. According to the notification issued by the UGC, the candidates are now eligible to apply for the post of Assistant Professor in higher education institutions in the country, without having to qualify NET.

Interaction between the Hon'ble Prime Minister Shri Narendra Modi and an IIT Roorkee startup with high impact on farm income and eco-friendly agro-waste disposal.

As per report published by skilloutlook.com on 18th June,2018, Indian Institute of Technology Roorkee students had the honour of interacting with the Honourable Prime Minister Shri Narendra Modi.

Recently, Prime Minister Narendra Modi spoke to young innovators and startups, who have turned out to be the "job creators" of the country. The Prime Minister made these remarks during an interaction with thousands of young entrepreneurs who have made a mark in the startup ecosystem. During the interaction, he emphasized on the development of the startup ecosystem in Tier 2 and Tier 3 zones of India, leading to employment generation and innovation. He also said that 45% startups in the country are now started by women and an average startup today employs 12 people. The program concluded with a two-minute video encouraging the youth of the country to become employment generator.

Governor: Budgetary allocation to education sector is negligible

As per the report published in the Times of India on 15th June,2018, Governor-cum-chancellor of universities Satya Pal Malik said the annual budgetary allocation to education sector in the country was not more than 6% of the total Budget.

"For the past 50 years, the share of education sector in general Budget has been negligible. Nation's development is impossible without quality

education," Malik said while addressing a seminar on 'Role of student leaders in Bihar politics', organised by the <u>Patna University</u> Students' Union (PUSU) at S K Memorial Hall here. He added student union members should emerge as the guardians of their respective universities.

"Ensuring quality education, security of girl students, regularisation of classes and regular attendance of teachers in colleges should be the priorities of the student unions," Malik said.

He added in colleges and universities where teacher-student ratio is skewed, teachers are unable to grant their attention leading to poor quality of teaching and education in general.

<u>Bring In Law To Regulate Admission, Fee Structure In Unaided Professional Educational Institutions In 3 Months, U'khand HC Tells State.</u>

As per Akanksha Jain's report published in Livelaw.in on 17th June,2018, HC says SCs, STs, OBCs, BPL, disabled students, wards of freedom fighters should not be charged an exorbitant fee. Coming to the aid of thousands of students and parents who suffer the wrath of exorbitant education fee in private unaided schools and professional institutions in the state, the Uttarakhand High Court has directed the state government to bring in a law to regulate the admission and fee structure in such institutions within three months. A bench of Justice Rajiv Sharma and Justice Lok Pal Singh also quashed the appointment of Justice Shri Gurmeet Ram as chairman of the Admission and Fee Regulatory Committee and Justice Shri

Brijesh Kumar Srivastava as chairman of the Appellate Authority since they were appointed by the government by way of an amendment made in the year 2010 to the Uttarakhand Unaided Private Professional Education Institutions (Regulation of Admission and Fixation of Fee) Act, 2006.

Government targets to increase number of female seats from 8% to 20% by 2020 in IITs

As per the report published in skilloutlook.com, The Union Government has an ambitious plan to increase the share of female students in Indian Institutes of Technology (IIT). The HRD Ministry has set a target to increase number of female seats from 8% to 20% by 2020 to restore the gender balance in #IITs.

The success of 1st year of implementation of decision showed a rise in the female enrollment in #IITs . The percentage of girl students increased from 9.15% in 2017 to 15.3% this year. 1,000 more girls got admission in IITs in 2018 till 1st round of The Joint Seat Allocation Authority (JoSAA) 2018.

Education minister takes help of experts to interact with US.

As per report published in The Times of India on 24th June,2018, Playing host to 10 US teachers on a Karnataka tour, higher education minister GT Devegowda, who was not able to communi cate with them in English, on Saturday took the help of two education experts.

Even as the experts, former registrar of Bangalore University KN Ningegowda and registrar of Bangalore North University DD Kemparaju, explained to the teachers about the education system in Karnataka, Devegowda is said to have briefly intervened

..

India lifts ban on online degrees

As per an article published in Timeshighereducation.com Government allows fully online degree programmes in a bid to boost share of young people enrolling in higher education

Job Crisis: Ph.D, Engineering Students Apply For 4,257 Guest Teacher Posts

As per a report published in odishatv.in, Nearly five lakh candidates, mostly engineering and Ph.D degree holders, have applied for 4,257 posts of guest teachers in the government-run schools of Bihar, officials said on Tuesday. "We have received nearly five lakh applications for 4,257 posts of guests teachers in schools. It is much beyond our expectation," an official of the Education Department said.

According to the officials, nearly 80 per cent of candidates who have applied are from engineering stream, mostly B.Tech and M.Tech degree holders.

Harvard University admission policies biased against Asian-Americans?

As per the report published in The Times of India(world) on 16th June,2018,Harvard University killed an internal investigation in 2013 that found evidence the Ivy League school's admissions system is biased against Asian-American applicants, a nonprofit group suing the university alleged in a court filing on Friday.

The claim by Students for Fair Admissions Inc came in a brief that sought to have a federal judge in Boston rule in its favor without a trial in a closely watched lawsuit accusing Harvard of discriminating against Asian-Americans.

The group, headed by prominent anti-affirmative action activist Edward Blum, said evidence showed that Harvard had allowed race to become a dominant consideration in considering applicants rather than just a legally allowed "plus" factor.

"Incontrovertible evidence shows that Harvard's admissions policy has a disproportionately negative effect on Asian-Americans vis-à-vis similarly situated white applicants that cannot be explained on non-discriminatory grounds," the group said in its brief

UK snubs Indian students but gives visa boost to techies, teachers

As per the news published in The Times of India on 17 th June,2018,Indian techies, engineers and teachers are among foreign professionals who stand

to gain from changes announced by the UK home office on Friday and tabled by the Theresa May government in parliament.

The changes in the tier-2 visa category could open up thousands of slots for other professionals now that doctors and nurses have been exempted from the controversial annual cap of 20,700 visas. This would also mean that an unrestricted number of non-EU doctors and nurses can enter the UK to plug the acute shortage of skilled professionals plaguing the country's National Health Service (NHS), which accounts for around 40 per cent of all tier-2 slots.

While the tech industry is rejoices changes in the tier-2 visa category, Indian students are outraged + that relaxed UK study visa rules will apply to students from China and 25 other countries but not them. In changes to its immigration policy tabled in Parliament on Friday, the UK Home Office announced a relaxation of the Tier 4 visa category for overseas students from 26 countries considered "low risk". Other countries added to the list include Thailand and Mexico, none of which, unlike India, are in the Commonwealth. A home office spokesperson confirmed to TOI that "India is not on the list". The changes, which come into effect on July 6, aim to make it easier for international students to study in the UK by making checks on educational, financial and English language skill requirements less rigorous.

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Burning Glass and Strada Institute for the Future of Work (formerly USA Funds,one of the nation's largest student loan guarantors), recently published The Permanent Detour - Underemployment's Long-Term Effects on the Careers of College Graduates.

The report found that a high percentage of college graduates (43%) were underemployed – initially taking jobs that did not require a college degree – a condition that's likely to persist.

Although there are some serious methodology errors with those conclusions, The Permanent Detour also segregated college majors by their rates of underemployment. The report found that those who graduated with majors in STEM fields (science, technology, engineering, and math) were the least likely to experience underemployment.

"STEM majors are the least likely to face this problem. Only 30% of engineering and computer science majors are underemployed in their first job after graduation..." the report said. STEM fields such as engineering and computer sciences had the lowest rates of initial underemployment – 30% and 29% respectively.

Those findings mirror a national consensus that STEM jobs are in-demand and the best path to good, post-college careers – a narrative echoed by

Burning Glass. Generally, there's no reason to disagree with the premise or the findings that STEM graduates do well at finding appropriate jobs.

And it's easy to become distracted by the share of underemployed graduates Burning Glass ascribed to each major. That, for example, of the 21 majors reported, "Homeland Security, Law Enforcement, Firefighting and Related Protective Services" had an abysmal 65% underemployment rate. Or that "Parks, Recreation, Leisure, and Fitness Studies" posted a cringe-worthy 63%.

But what's more interesting is not the percentages of underemployed graduates in these fields of study. The raw numbers of students impacted tell a different story.

The Permanent Detour report conveniently lists the number of degrees awarded in 2016, along with their reported underemployment rates, in each of the 21 majors it tracks. So, even though the "Parks, Recreation" majors fared quite poorly as a percentage, even after five years those academic tracks still marooned just 28,474 graduates on the shores of underemployment because only 60,583 of those degrees were awarded in 2016. The total number of underemployed Parks and Recreation graduates places it not among the worst majors, but just mediocre, at 11th of 21. When you do the math on the supposed underemployment number against the number of degrees awarded by major, "Business, Management, Marketing, and Related Support Services" left far more people high and dry on job success.

With a five-year 31% underemployment rate according to Burning Glass, and a massive 601,092 degrees passed out in 2016, business and related

majors produced a staggering 186,339 people with a degree and no corresponding college-level job. Counting the initial underemployment rate for business and related majors of 47%, a whopping 282,513 were underemployed in 2016.

The "Health Professions" data is head-scratching since we know that in 2015, the [U.S. Bureau of Labor Statistics predicted](#), "Healthcare support occupations and healthcare practitioners and technical occupations are projected to be the two fastest-growing occupational groups, adding a combined 2.3 million jobs, about 1 in 4 new jobs" by 2024. But according to the report, "Health Professions and Related Programs" majors were second worst, leaving 154,915 with degrees but without good jobs after five years. Education and Psychology were third and fourth with 99,597 and 61,647 graduates without good jobs respectively.

If you believe the Burning Glass data, those four majors alone – business, health professionals, education, and psychology – put more than half a million people in the underemployed camp. And given that the 21 selected majors in the Burning Glass report totaled 904,000 underemployed graduates after five years, just those four majors accounted for more than half (56%) of the underemployed in the study.

It's also interesting that although it's a popular target of those who insist that a college education should connect to a good job, majors in "Liberal Arts and Sciences, General Studies, and Humanities" left a scant 18,824 underemployed grads after five years. "English Language and Literature/Letters" had just 16,422 similarly underemployed. And the major

with the fewest underemployed graduates, according to the report, was "Foreign Languages, Literature, and Linguistics."

In other words, for every cliché of a barista or bartender with a liberal arts degree, there were ten with a degree in business.

It may be true that if you're chasing a nice college-level job, studying STEM subjects is among the safest bets. But from a policy perspective, considering the actual and subsidized costs of college, colleges that churn out degrees in business and health professions may be a serious problem – pumping hundreds of thousands of underemployed graduates into the economy every year.

Fliboard – Forbes- Education/ # on campus Derek Newton

A Principal's Reflections- Flibboard Sunday 3, 2018

Education is a reflective practice. This blog provides my views on educational leadership, effective technology integration, innovation, and creating a student-centered learning culture.

The Pedagogy of Digital Discussion

I wasn't an overly confident student when it came to engaging in open conversations during class. If one of my teachers posed a question, I only raised my hand if I was 99.9% sure that I knew the correct answer. I guess you can chalk this up to the fact that I lacked a certain degree of confidence in my knowledge acquisition or the fact that I was a relatively shy student when it came to class participation. Perhaps it was a combination of both. There were other issues at play that impacted my level of engagement. Not only was I averse to answering questions, but I also rarely directed any to

my teachers outside of a one on one conversation. Discussions with my peers were limited to the rare occasion when a cooperative learning activity was planned.   Such was life in a classroom back in the day.

I often reflect on what my learning experience might have been like had my teachers had access to and used the many interactive tools that are available today to enhance classroom discussion. During every single workshop I facilitate, I have participants in both peer and randomly selected groups engage in face-to-face conversations on numerous question prompts. It is during this time that they get to share their ideas on the topic, discuss implementation strategies, reflect on what others have said, or provide positive reinforcement. I am always inspired when I eavesdrop on these conversations. There is no substitute for real human interaction as this is the ultimate relationship builder. After a set amount of time, they are then all asked to share their responses using one of many different digital tools.

Let me take a step back now and share some insights on why classroom discussion is so meaningful. As I was researching for some solid pedagogical links, I came across this wonderful article that Todd Finley wrote for Edutopia titled Rethinking Whole Class Discussion. It is not only a great read but also what he cites aligns with the strategies that I described previously in this post. Here is one piece that he shared:

Quality discussion, according to the University of Washington's Center for Instructional Development and Research, involves purposeful questions

prepared in advance, assessment, and starting points for further conversations. Teachers are also advised to:

Distribute opportunities to talk

Allow discussants to see each other physically

Ask questions that "may or may not have a known or even a single correct answer."

Foster learners talking to peers

Encourage students to justify their responses

Vary the types of questions

Below are some strategies to enhance classroom discussion. For even more research-based ideas click HERE.

Research supports the importance of discussion when backed by the purposeful use of technology. Smith et al. (2009) found the following:

When students answer an in-class conceptual question individually using clickers, discuss it with their neighbors, and then revote on the same question, the percentage of correct answers typically increases. Our results indicate that peer discussion enhances understanding, even when none of the students in a discussion group originally knows the right answer.

Class Discussion Guidelines

	Listen	Summarize	Build	Mark
Accountable to the Learning Community	Pay attention to the statements of others.	Restate the ideas of a previous speaker in new language.	Add to the statement of a previous speaker.	Direct attention to the importance of another's statement.
	Verify	**Unpack**	**Support**	**Link**
Accountable to the Knowledge	Check your understanding of previous statements & knowledge.	Explain how you arrived at your answer.	Give examples & evidence to support your answer.	Point out the relationships among previous statements & knowledge.
	Defend	**Challenge**	**Combine**	**Predict**
Accountable to Rigorous Thinking	Defend your reasoning against a different point of view.	Ask a previous speaker to explain & provide evidence for a statement.	Incorporate knowledge from multiple resources to form your ideas.	Draw conclusions about what might happen next, or as a result of ideas.

Created by Angela Cunningham, Bullitt Central High School, Shepherdsville, KY 40165

As a supplement to traditional discussion strategies technology can serve as a catalyst to increase engagement by getting more learners actively involved during lessons. It can also take conversations to new levels of interactivity and expression. There are so many great tools to choose from, but we have to be focused first on the improved outcomes that can result from purposeful use. Digital discussion:

Allows creativity in responses (video, images, online research citations)

Provides an avenue for open reflection

Affords more learners an opportunity to answer and ask questions

Better meets the needs of shy and introverted students

Can extend conversations and learning beyond the traditional school day

Welcomes participation from others beyond the brick and mortar classroom

Can be used to show parents and stakeholders the learning that is taking place

Works to create a culture grounded in trust and responsibility

Now that I have covered the many ways digital discussion serves as a sound pedagogical strategy, the next step is to begin implementing various tools into daily lessons and learning activities. Some of my favorites includeMentimeter, Gsuite, GoSoapBox, Tozzl, and Padlet (check out the backchannel option). Many learning management systems (Google Classroom, Schoology, Microsoft Teams) have opportunities to facilitate digital discussion as well. Harness the power of digital to take conversations to the next level while empowering both students and adult learners in the process.

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ACADEMIC UPDATES

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

1. International Conference on Automation & Computational Engineering.

    Date: 3rd – 5TH October, 2018

    Abstract Submission Date: 31st July, 2018

Organised by &Venue: Amity University, Greater Noida Campus

Website: http://www.amity.edu/icace/

2. International conference on Convergence and Divergence: Indian Literature in global context Canadian & Indian perspectives.

Date: 30-31st August, 2018

Abstract Submission Date: 15th July, 2018.

Organised by &Venue: Dept. of English, Pondicherry University, Puducherry.

3. International Conference on Translation across cultures: Dissolving Boundaries Creating Harmony.

Date: 4th-6th October, 2018

Abstract Submission Date: 30th June, 2018.

Organised by &Venue: Dept of Humanities & Social Sciences, Jaypee Institute of Information technology, Noida.

Website: www.jiit.ac.in/jiit/ictac/

4. International Conference on Management, Commerce, Law, Banking, Social Sciences & Environment.

Date: 17th August, 2018

Full Paper Submission date: 25th July , 2018

Publication Opportunities: UGC listed ISSN Journal with Impact factor.

Organised by: WMs Shree Damodar College of Commerce & Economics in association with Indo Global Chamber of Commerce, Industries & Agriculture ,India.

Venue: Ganesh Daivajna Auditorium

Shree Damodar Educational Campus ,Comba, Margoa,Goa,India.

5. International Conference on Risk management (ICORM,2018)

Date: 1st September, 2018-07-05

Abstract Submission Date:1st ,August,2018

Organised by: Dept. of Accountancy, Nagindas Khandwala College

Venue: Jagmohandas Gokaldas Memorial Auditorium

Nagindas Khandwala College,

Off S.V. Road, Malad (west),Mumbai, India-400064

Publication Opportunities: Selected papers will be published in UGC approaved journal with ISSN.

6. International Conference on Recent Trends in Engineering Materials, Management and Sciences

Date:25th to 27th October,2018

Abstract Submission Date: 5th September, 2018

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

Organised by & Venue: Swarna Bharathi Institute of Science & technology, Khammam , Telangana-507002

Website: www.icrtemms.ac.in

7. International Conference on Multidisciplinary Research and Practice in the Era of Digital & Academic Intelligence: A futuristic Approach

Date: 8th-9th September ,2018

Abstract Submission Date: 20th August ,2018

Publication Opportunities: Selected papers will be published in UGC approved ISSN journal.

Organised by: Research Development Association & Research Development Foundation in Collaboration with Rajasthan Chamber of Commerce & Industry & Jaipur Management Association.

Venue: Holiday Inn Pune Hinjewadi,

Mahalunge , Baner road,Pune-411045

8. National seminar on Environmental Sustainable Development Achieving Through Swachh Bharat Mission

Date: 1st & 2nd August, 2018

Full Paper Submission Date: 15th July, 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 & Venue: Department of Economics,

G. T. N. Arts College,

Karur road, N. S. Nagar, Dindigul, Tamil Nadu-624004

Website: www.gtnarts.org

9. National Conference on Emerging Trends in Business & Commerce

Date: 6th October , 2018

Full Paper Submission: 20th September, 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 & Venue: Narayana Engineering College, Nellore (A.P)-524004

10. National Conference on Banking & Finance-"Towards a Sustainable Financial System" lessons from Recent Banking Crisis & its Impact on Financial Markets"

Date: 24th- 25th August, 2018

Full Paper Submission Date: 10th August, 2018

Publication Opportunities: Selected papers will be published in Global Business Review (Sage Publication) & Scopus listed ESCI Indexed and Emerging Economy Studies.

Organised by & Venue: International Management Institute,

Bhubaneswar Campus, Bhubaneshwar-751003, Odisha.

Website: www.imibh.edu.in

11. Short Term Training program on Publishing Research In Higher Value Journals

Date: 16th to 21st July, 2018.

Organised by &Venue: School of Management Studies

Motilal Nehru Natioanal Institute of Technology ,Allahbad.

12. National Level Workshop on Time Series and Panel Data Analysis.

Date: 26th- 29th July ,2018

Organised by & Venue: Kangu Engineering College

Tamil Nadu, India.

Website: http://www.tspda.weebly.com

13. Workshop on Research Trends in Social Media and Network Analysis

Date: 6th to 10th August, 2018

Last Date of Registration: 9th July, 2018

Organised by &Venue: University Institute of Engineering and Technology

Punjab University, Chandigarh.

14. Workshop on AI & Deep Learning

Date: 14th to 16th July

Organised by & Venue: CMR College of Engineering & Technology

Hyderabad.

Website: https://www.leadingindia.ai/register

15. FDP on Data Analytics in Management Research

Date: 16th to 20th July, 2018

Organised by and Venue: G. L. Bajaj Educational Institutions

Plot No.2.Knowledge park-III, Greater Noida ,G.B. Nagar

Website: www.gibitm.org

Fahmeeda F.Shaikh

Assistant Professor,

Gujarat Arts & Science College,

Ahmedabad,Gujarat.

BACKGROUND

Indian Higher Education system is a large and growing system with approximately 55 school boards, 359 state universities, 123 deemed universities, 47 central universities and 260 private universities. Apart from these, there are 107 other institutions such as IISc/IITs/IIMs/NITs/IISERs/IIITs/NITIE and 12 other centrally funded institutions. These institutions issue academic awards to students including degrees, diplomas and certificates along with mark sheets and evaluation reports. Apart from these, institutions under various Ministries/Departments and other skill based institutions also dispense certificates, diplomas and advanced diploma.

Those who are entering into employment or pursuing higher studies require a credible, authentic and convenient mechanism for access, retrieval and validation of such academic awards. Retrieval of old academic records maintained in paper form is cumbersome. Academic records maintained in paper form are susceptible to hazards such as spoilage and forgery. Students often face difficulties in obtaining copies of their certificates/mark-sheets whenever they are lost or destroyed. Maintaining academic awards in a digital depository would enable educational institutions, students and

employers online access/retrieval/verification of digitised academic awards and shall eliminate fraudulent practices such as forging of certificates and mark-sheets.

The Government has already made dematerialization of financial securities to ensure the trading of financial securities flawless and transparent. It had enabled trading and transfer of shares electronically without involving physical share certificates and transfer deeds, thus eliminating the paper work involved in scrip-based trading and share transfer system. The same can be effectively replicated in respect of academic awards as these are even more important guarantors of the future than financial securities.

Maintaining academic awards in an electronic depository would provide benefit to educational institutions, students and employers by enabling online access of academic awards which will eliminate the need for persons to approach educational institutions for obtaining transcripts of such awards or marks-sheets for verification. It would also eliminate fraudulent practices such as forging of certificates and mark-sheets, by facilitating online verifications thereof. The National Academic Depository aims at ensuring a credible and convenient mechanism for online lodging, verification and authentication of the academic awards issued by various educational institutions.

About National Academic Depository (NAD)

The vision of National Academic Depository (NAD) is born out of an initiative to provide an online store house of all academic awards. National Academic Depository (NAD) is a 24X7 online store house of all academic awards

viz.certificates, diplomas, degrees, mark-sheets etc. duly digitized and lodged by academic institutions / boards / eligibility assessment bodies. NAD not only ensures easy access to and retrieval of an academic award but also validates and guarantees its authenticity and safe storage.

National Academic Depository comprises of two interoperable digital depositories viz. CDSL Ventures Limited (CVL) and NSDL Database Management Limited (NDML). These digital depositories have ensured hardware, network facilities and software of prescribed quality for smooth and secured operationalisation of NAD.

UGC-the authorized body

The Union Cabinet has approved establishing a digital depository of academic awards to be known as National Academic Depository (NAD) on the pattern of securities depository in its meeting held on 27th October, 2016.

Consequent upon the approval of Cabinet, the Government in exercise of powers conferred under section 20(1) of University Grants Commission Act,1956 has designated University Grants Commission (UGC) as an authorised body to enter into a tripartite agreement on behalf of all Central Higher Educational Institutions (CHEIs), Institutions of National Importance (INIs) and Boards with the wholly owned subsidiaries of the depositories registered under SEBI Act, 1992, namely NSDL Database Management Limited (NDML) and CDSL Ventures Limited (CVL) initially for a period of three years for the purposes of establishment of NAD comprising of two interoperable digital depositories.

The UGC has signed a tripartite agreement with NSDL Database Management Limited (NDML) and CDSL Ventures Limited (CVL) for operationalising NAD. The academic institutions / boards / eligibility assessment bodies are required to select either of the two depositories for entering into legally enforceable agreement for utilizing services of NAD. Lodging, access, retrieval and validation of academic awards in the NAD will be primarily on the strength of this agreement.

The students and verification users are free to select either of the depositories to register on to NAD.

Further, NAD provides a feature of portability i.e. the users of NAD may switch among the depositories if they are not satisfied with the services rendered. Since, the depositories are inter-operable, the data would be automatically synced among the depositories, the user can seamlessly operate the same account with the other depository.

Features of NAD
NAD will:

- Operate in fully online mode
- Allow lodging of Academic awards in a digital format, maintaining the integrity of access to the database and of the awards lodged in the database.
- Allow students to retrieve their lodged academic awards at any time.
- Allow employers and other person with prior approval of the concerned student to verify the authenticity of any academic award.
- Maintain the authenticity, integrity and confidentiality of the database.

Stakeholders of NAD

- Students/other award holders
- Academic Institutions/Boards/Eligibility assessment bodies
- Verifying entities i.e. banks, employer companies (domestic and overseas), Government entities, academic institutions/universities/boards/eligibility assessment bodies (domestic and overseas) etc.
- Ministry of Human Resource Development/ University Grants Commission
- Depositories i.e. NSDL Database Management Limited (NDML) and CDSL Ventures Limited (CVL)

Academic Institutions to be covered under NAD

Academic Institutions to be covered under NAD shall be the institutions listed by name by the University Grants Commission amongst the following categories:

- Central Educational Institutions comprising:

  - Central Universities
  - Central Higher Educational Institutions and institutions empowered by an Act of Parliament or State Legislature to grant degrees
  - Central Higher Educational Institutions awarding diplomas
- State Universities and Deemed to be Universities approved for participating in NAD by the University Grants Commission (UGC).
- Private Universities approved by University Grants Commission

- Institutions approved by the Ministry of Skill Development and Entrepreneurship (MSDE) for participating in NAD.
- Central Board of Secondary Education;
- Other School Boards
- Eligibility test conducting bodies such as bodies listed by name by UGC and shall include University Grants Commission (UGC) for National Eligibility Test (NET) and CBSE for Teacher Eligibility Test (TET).

Academic Awards to be covered under NAD

Academic awards to be covered under NAD shall be the awards listed by the University Grants Commission amongst the following categories:

- Any certificate or degree or diploma including related mark sheets, transcript or evaluation reports or provisional certificates, as the case may be, granted by an Academic Institution
- Certificate, degree, diploma for skill development issued by approved institutions.
- All certifications by National Skill Qualification Framework (NSQF) aligned bodies which shall include all training courses/short term and long term certificate courses/any other courses as offered by institutions and as approved by the Ministry of Skill Development & Entrepreneurship (MSDE) for participating in NAD;
- Mark sheets, certificates issued by the school boards;
- Certificates issued by eligibility test conducting bodies.

Services being offered by the NAD

The NAD shall:

- Register Academic Institutions/Boards/Eligibility Assessment bodies
- Register students based on Aadhaar / Unique NAD ID;
- Register verification users;
- Allow Academic Institutions/Boards/Eligibility Assessment bodies to upload the academic awards issued by them.
- Allow Academic Institutions/Boards/Eligibility Assessment bodies to map/link the academic award to the NAD Accounts of Students concerned.
- Allow students to view the academic awards linked to their respective account.
- Allow students to download/print an authenticated copy of the academic award.
- Allow verifying entities to verify the authenticity of the academic award (subject to prior student consent)

Benefits of NAD

For academic institutions

- Permanent and safe record of keeping all academic awards issued;
- No need for issuing duplicate academic awards, students can get it from NAD;
- Effective deterrence to fake and forged paper certificates;
- All academic awards verification needs can be addressed by NAD;

- Efficient, effective and transparent administration.

For students:

- Immediate availability of academic awards upon upload by Academic Institution
- Online, permanent record of academic awards
- No risk of losing, spoiling, damaging the academic awards
- Anytime, anywhere and convenient access to academic awards

For verification Users (Employer Companies, Banks etc.)

- Online, quick and reliable verification of academic awards (with prior consent of the student concerned)
- Access to authenticated copy of academic awards
- No risk of fake and forged Certificates.
- Reduction in cost, time and efforts for verification

Two-Depository system

NAD comprises of two inter-operable digital depositories namely NSDL Database Management Limited (NDML) and CDSL Ventures Limited (CVL). These digital depositories have ensured hardware, network facilities and software of prescribed quality for smooth and secured operationalisation of NAD.

Roles & Responsibilities of the Depositories – NDML & CVL

The Depositories shall:

- Enter into a tripartite Agreement with UGC
- Enter into Service Level Agreements (SLA) with AIs
- Register AIs, students and verifiers
- Ensure data integrity in the NAD database
- Allow AIs to lodge academic awards
- Prepare FAQs, Operations Manual, SOP and Training Manual
- Provide training to AIs for lodging of academic awards
- Create helpdesk for providing support to users
- Provide grievance redressal mechanism

Roles & Responsibilities of Academic Institutions (AIs)

The AIs shall:

- Enter into SLA with either of the two depositories
- Provide certificate templates, data masters etc. to the depositories
- Provide data of academic awards for lodging the academic awards on NAD
- Are responsible for accuracy of data of academic awards
- Identify staff to be trained in NAD system
- Lodge Awards – Upload awards and seed with Aadhaar / NAD ID

  - ➢ Verified & digitally signed data in prescribed formats – maker / checker

> ➢ Data format with certificate template / digitally signed images with data

> ➢ Include student identity with Aadhaar / Unique NAD ID

- Update Aadhaar / Unique NAD ID in a certificate record

Roles & Responsibilities of Students

Students shall:

- Register on either of the depositories by providing Aadhar details.
- Avails Unique NAD ID in case of non-availability of Aadhar
- Submits Aadhaar / Unique NAD ID to AI for verification and seeding into award data
- Views & accesses all awards online at any time in single account
- Student can

  - o View / download digitally signed awards
  - o Request printed copy of the certificate
  - o Approve / reject request of any verifier for access to his / her certificate
  - o Send copy of certificate to any verifier

How to register on NAD?

The users of the NAD system are free to select either of the depositories for registering/on-boarding NAD.

The users may select either CVL or NDML as their preferred depository for registering onto NAD. The links of the two depositories are available under. The user may click on the link of either of the depositories, which shall re-direct them to respective depository's website. Further details relating to the registration process is available on their respective websites.

(Source: 1. https://nad.ndml.in/ 2. https://cvl.nad.co.in/)

Dr. Parth Rashmikant Bhatt

Academician,

India.

Mail for feedback: parthbhatt16@gmail.com

HOME FRONT
(Happening Under GAP Umbrella)

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. GAP is operational in many areas of higher education like research, consultancy, publication of books and journals, project management, resource mobilization, faculty development and training and mentoring.

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

1. Call for papers

GAP invites original unpublished articles and research papers from researchers for below three international peer reviewed open access journals. Journals will get ISSN soon because GAP already applied to NISCAIR and process is going on.

    a. GAP BODHI – TARU

       (A Global journal of Humanities)

    b. GAP GYAN

       (A Global journal of social sciences)

    c. GAP Interdisciplinarities

       (A Global journal of Interdisciplinary Studies)

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

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 one can visit website

http://www.grandacademicportal.education/

3. Innovative/ Best practices Information

GAP planning to compile and publish a comprehensive and inclusive document on unique and innovative/ best practices of college and universities.

GAP requesting all the members to kindly send minimum two best practice of your institution to mail id grandacademicportal@gmail.com

The same will be shared with all the GAP Members.

4. E-content Presentation

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

Those who are interested can send their original PPP on their chosen area/ subject to mail id

grandacademicportal@gmail.com

Please see the link given here for the reference.

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

5. Collaboration with INSPIRA RESEARCH ASSOCIATION

GAP is happy to announce it's collaboration with INSPIRA RESEARCH ASSOCIATION - Jaipur, Rajasthan. All the registered GAP members will get special privileges' in the academic activities of INSPIRA.

6. 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.
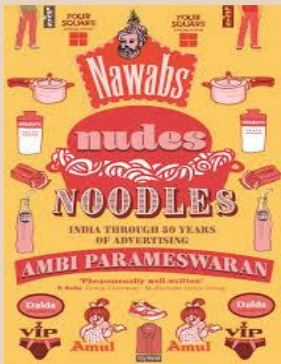
GAP- GAAC invites LOI - letter of Intent - from the colleges / Universities / Institutions who wish to go for the GAAC accreditation.

Please check website http://gaac.grandacademicportal.education/

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

Ms. Sheetal R. Shah
Assistant Professor
Government Science College VALOD

BOOK REVIEW

Title of Book:

Nawabs, Nudes and Noodles, India Through 50 Years of Advertising

Author: Ambi Parameswaran

Publisher: MACMILAN

Year of Publication: 2016

Price: Rs.599

Present book is first of itself history of Indian Advertisement in last fifty years. Book had been written in such a lucid level that after its reading one can realise that product or services had been promoted just now in front of reader. Author is academician and advertiser who is alumni from India's premium b-school. Book is reflecting historic aspect of advertising industry of India. Economic changes, Social changes and Change in Consumer perception had been explained optly. Impact of all such factors in the media selection, product promotion and client expectation had been presented with all major players in such assignment. Economic and Social challenges were explained extraordinary in each ad campaign to provide proper back

ground of situation. Expectations and complications by client in each ad campaign provides real life experience.

Book is divided in five different parts. First part is about people-character Indian consumer like most and encashed by advertisers. Products usage had been perceived though such character. Products like Raymond had been promoted as sign of complete man at that time and highly accepted amongst upper middle class. Advertisement always do not need to speak about product. This had been reflected in advertisement of Prestige pressure cooker. It had been nicely said that person who love his wife will chose Prestige. Here product is not promoted but special feature of person (male) had been presented. In the famous ad of Bajaj bulbs longitivity had been depicted though life of user of product.

Advertisers are actually mind readers of consumers. This fact had been proven in the book by explaining various adcampaigns by author. Long journey of fifty had been explained though various campaigns of products and services in the second and third part of the book. And in the fourth part of book brands or products which becomes popular through special slogan had been discussed. In case of campaign of the products most eye-catching is Hamara Bajaj….. The brand which dominate market for more than forty years. All of a sudden in nineties competitors became active in the market of two wheeler in India and market leader face tough competition. Technological and economic changes makes market rampart and hence brand had been endorsed through patriotism (hamara Hindustan kaBajaj…). The said campaign was longer and extensive one. Doordarshan was used very tactfully to fight against all foreign players.

The most interesting part of the book is its dedication. True professionalism had been revealed by the author by dedicating book to the client who had provided opportunity for everything. At the end of book long list of references and endnotes makes value addition to the reader to great extent. Author had justifies topic by discussing some great ad campaign executed by others in detail. Due care had been taken for giving credit of respective work in such campaign to respective person.

Dr.Belur Baxi
Faculty, GLS University,
Ahmedabad, Gujarat

KNOW US MORE

This is an initiative taken by GAP-Kalpataru Magazine to know more about GAP member and their updated profile.

Brief Profile

"A keen learner, team builder, with a high level of commitment towards personal and professional goals, striving to work with an honest and focused approach in all the endeavors that I undertake."

Prof Dr. Preeti Sharma has Strong academic background with sufficient extra-curricular exposure, she has 12 years of experience of Teaching, Research, Administration, Training and consultancy. Presently

spearheading the efforts to accomplish the academic objectives and excellence of UEM Jaipur, as Head, School of Business Management. She is gold medalist in BA Eco (Hons) from Sophia college Ajmer, Completed her MBA and PhD from Banasthali Vidyapith. A prolific writer; Dr. Preeti has authored 4 Books and 35 research papers on Mutual funds ,Banking, Rural and economic development issues in various National and International journals of repute. She has presented several research papers in National and International seminars and conferences and attended many workshops at IIM and IIT. She is on the International Editorial advisory boards as a Member in International Peer reviewed journals. She received several awards for her outstanding academic achievements like **Rashtra Srijan Shiksha Ratan** for outstanding contribution in the field of Education Management & Research, **Bharat Vidhya Shiromani Award** for outstanding achievement in the field of Education, **Best Educationist Award** 2017 and **Young Woman Educator and Scholar** award.

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.

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

Answer:

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

MCQS for the Preparations of NET Exams Paper-1

1).The principal of a school conducts an interview session of teachers and students with a view to explore the possibility of their enhanced participation in school programmes.This endeavour may be related to which types of research?

(a) Evaluation Research (b) Fundamental Research

(c) Action Research (d) Applied Research

2). In doing action research what is the usual sequence of steps?

(a) Reflect, observe, plan, act (b) Plan ,act, observe, reflect

(c) Plan, reflect, observe, act (d) Act, observe, plan, reflect

3). Identify the factor responsible for the submergence of creative energy in Indian Literature.

    (a) Military occupation of one's own soil   (c) Great agony of partition

    (b) Resistance to colonial occupation   (d) victory of Allies

4).What was the aftermath that survived tragedies in Kashmir and Bangladesh?

    (a) Suspicion of other countries   (b) Continuance of rivalry

    (c) Menace of war   (d) National construction

5). Positive classroom communication leads to

    (a) Coercion   (b) Submission

    (c) Confrontation   (d) Persuasion

6). If A is coded as C,M as I,N as P,S as O,I as A,P as N,E as M,O as E and C as S then the code of COMPANIES will be

    (a) SPEINMOAC   (b) NCPSEIOMA

    (c) SMOPIEACN   (d) SEINCPAMO

7).The dominant source of pollution due to oxides of nitrogen (NOX) in urban areas is

    (a) Road transport   (b) Commercial sector

    (c) Energy use in industries   (d) Power plant

8).Indian Government's target to power production from small hydro projects by the year 2022 is

(a) 1 Giga-Watt   (b) 5 Giga-Watt   (c) 10 Giga-Watt   (d) 15 Giga-Watt

9). In which country the recent international agreement on phasing out Hydro Fluoro Carbons (HFCs) was signed?

(a) Rwanda   (b) Morocco

(c) South Africa   (d) Algeria

10). One of the most powerful factors affecting teaching effectiveness is related to the

(a) Social system of the country   (b) Economic status of the society

(c) Prevailing political system   (d) Educational system

Answers:

(1). c   (2). b   (3). c   (4). d   (5).d

6). d   (7). a   (8).b   (9).a   (10).d

JARGON /BUZZWORD

Here are 10 jargons and buzzwords which are pithy words or phrases, adopted by people who want to appear advanced or cool, whether they understand it or not, to convey one's intelligence often do just the opposite and this make them look like duffers. They are vague in meaning so not everyone understands what you are talking about, and

it tends to be exaggerated and pompous. The less we use them the better it would be for us, our colleagues and clients. Better avoid them.

1. Best of breed.
2. Balls in the air.
3. 800 pound gorilla.
4. Brain Dump.
5. Bring to the table.
6. Drop dead date.
7. Grow the business.
8. Herding cats.
9. Laser Focus.
10. Lipstick on a pig.

➢ <u>PARAPROSDOKIANS</u>

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

1. Whenever I fill out an application, in the part that says in an emergency, notify, I put A DOCTOR.
2. A bank is a place that will lend you money, if you can prove that you don't need it.
3. The early bird might get the worm, but the second mouse gets the cheese.

4. If you are supposed to learn from your mistakes, why do some people have more than one child?

5. Some people hear voices. Some see invisible people others have no imagination whatsoever.

6. I don't belong to an organized political party. I'm a Democrat.

7. On the other hand, you have different fingers.

8. I've a perfectly wonderful evening, but this wasn't it.

9. I always take life with a grain of salt, plus a slice of lemon and a shot of tequila.

10. A fly was very close to called a land because that's what it does half the time.

Training Game

Name: Push the Wall

Duration: 5 Minutes.

Objective: To invoke a thought among the participants helping them to differentiate between the Area of Concern vs. Area of Influence.

Timing of Activity: At the start of the workshop or when participants start raising issues which are not under the direct control or while explaining the circle of influence.

- Ask the participants to stand facing the wall at an arm's length. Now, ask them to close their eyes and push the wall with full strength.
- The trainer here should generate excitement motivating the participants to keep pushing the wall with all their strength.
- The trainer can also add humor to the entire activity by telling everyone that the wall is actually moving.
- After 2-3 minutes the trainer asks the participants to relax and open their eyes. Once the participants are back to their respective seats, the trainer now takes the feedback-whether the wall has actually moved or not.
- The answer here would be obviously "No" .The trainer now takes the participants to the importance of focusing on the Areas of Influence.
- The wall here denotes the Area of Concern/Area of Non-Influence. Trainer here should state that one should try to focus on Area of control & Influence rather than spending time on issues on which we have no control.

Fahmeeda F. Shaikh
Assistant Professor,
Gujarat   Arts & Science College,
Ahmedabad , Gujarat.

WE ARE PROUD OF YOU

Dr. Sandip Kishorbhai Parmar *has completed his* **Doctor of Philosophy** *in Commerce on the title* **"Analysis of Profitability in Pharmaceutical Industry"** *under the Supervision and Guidance of* **Dr. V.K.Patel** *from Saurashtra University, Gujarat.*

GAP *is extremely proud of you and your Guide for accomplishing this achievement with hard work. We congratulate you for being crowned as* **"Doctor"** *and wish you and your guide all the luck and success in life.*