GAP-KALPATARU

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PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING BY MHRD

Teachers are the backbone and the core of the education system. Hence, ensuring their availability and improving their quality as also the quality of teaching and learning have come to occupy centre stage of our policy discourse. Teacher Education should be seen in a single continuum covering schools to universities and we have to think of ways to strengthen the institutional mechanisms at all levels and sub-sectors so that there are vertical and horizontal linkages.

The high social demand for education has resulted in increased expansion of the education system in the country both in school and higher education. There has been a rapid expansion in the number of Schools, Colleges and Universities, that has resulted in a demand supply mismatch and also quality deficit in terms of professional qualifications, professional development. The deficit model of teacher provisioning is affecting the system both quantitatively and qualitatively.

The number of teachers required at both school and higher education level needs to be doubled in the coming years. For this, we need to adopt a double pronged strategy of increasing enrolments in post graduate programmes and expanding our research base. At present nearly 40 per cent of the teaching positions are vacant in the universities and colleges for which teacher recruitment to be done on a priority basis.

Considering the increasing demand for quality education for such large population as ours, it is important to develop less expensive, at the same time highly interactive pedagogical tools to communicate the fundamental principles of science. However, unlike school teachers, undergraduate teachers of science in India do not receive any formal training in teaching of science. They are experts in their own discipline, but may not be aware of the best practices in pedagogy, lesson planning and assessing learning outcomes. They evolve their own teaching methods, but at times their methods lack a formal structure. Also, in the absence of going through formal education in pedagogy, currently there is no platform to bring teachers together and help them learn from each other. A grass-root level peer-to-peer network will help in motivating teachers to identify scalable pedagogical tools that can be deployed all over the country, taking into account the syllabi, size of classrooms, availability of facilities, etc.

INTRODUCTION

With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say, teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focused on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development, ensuring that best talent in the country are made available to shape the future generations.

With this background, Honorable Prime Minister of India launched the Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching on 25th December, 2014 with an outlay of Rs. 900 crore over the XII Plan. After the plan period got over, the Expenditure Finance Committee (EFC) extended the Scheme duration upto March 2020.

The Mission addresses comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, designing and developing assessment & evaluation methodology, research in pedagogy and developing effective pedagogy. The Mission addresses, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other hand, the Mission pursues the long term goals of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission focuses on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc.

GOALS

- The Scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching has the following goals:
- To ensure a coordinated approach so as to holistically address the various shortcomings relating to teachers and teaching across the educational spectrum ranging from school education to higher

education including technical education; using the best international practices for excellence.

- To create and strengthen the institutional mechanisms (Schools of Education, Institutes of Academic leadership and Education Management, Subject based networks, Teaching-learning Centres etc.) at the Centre & in the States, for augmenting training and discipline-wise capacity building of faculty and their periodic assessment for excellence.

- To empower teachers and faculty during through training, re-training, refresher and orientation programmes in generic skills, pedagogic skills, discipline specific content upgradation, ICT and technology enabled training and other appropriate interventions.

MISSION

The Mission goals are sought to be achieved through a combination of:

- Programmatic and scheme based interventions: pre-service & in-service training through existing and new institutional structures, new academic programmes & courses, strengthening post-graduate and doctoral programmes, pre-scheduling year long training calendars, online training;

- Project based activities: ICT based training, training of Mathematics, Science, Language teachers for schools, Core science & engineering courses in technical education, general courses in social sciences, humanities and vocational courses.

The Mission consists of the following components:-

- Schools of Education in Central, State and Deemed Universities (SoE) (30 Nos.)
- Centres of Excellence for Curriculum and Pedagogy (50 Nos.)
  - ✓ Centres of Excellence in Science and Mathematics Education (CESME) (5 Nos.)
  - ✓ Teaching Learning Centres(TLC) (25 Nos.)
  - ✓ Faculty Development Centres (FDC) (20 Nos.)
- Inter-University Centre for Teachers Education (IUCTE) (2 Nos.)
- National Resource Centre for Education (NRCE) (1 Nos.)
- Centres of Academic Leadership and Education Management (CALEM) (5 Nos.)
- Innovations, Awards and Teaching Resource Grant, including workshops and seminars (IATRG)
- Subject Networks for Curricular Renewal and Reforms(SBN)
- Leadership Development for senior functionaries in higher education institutions
- Induction training of newly recruited faculty
- National Resource Center (75 Nos.)
- Leadership for Academic Programme (LEAP) (15 Nos.)

(Source: http://nmtt.gov.in/index.php)

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Dr Homi Bhabha University: Admissions to first cluster university in state from this year

Students currently enrolled in the four colleges will remain part of MU till they graduate. But students admitted in the current academic year to these colleges will come under the cluster university.

Admissions to Dr Homi Bhabha State University, the state's first cluster university, will start from the current academic year. Four colleges earlier under Mumbai University (MU) – Elphinstone College, Sydenham College, Secondary Training College and Institute of Science – will be part of the cluster university. The Institute of Science will be the main college.

Students currently enrolled in the four colleges will remain part of MU till they graduate. But students admitted in the current academic year to these colleges will come under the cluster university.

Students applying to these colleges will have more options in terms of electives and subjects in the choice-based credit system. Being a cluster university, students can go from one member college to another to complete their credits. Fees will be same as that in aided colleges. The colleges can also exchange faculty and share infrastructure.

MU Vice Chancellor Dr Suhas Pednekar has been given temporary charge as Vice Chancellor of the cluster university, which he accepted on Tuesday. Dr Pednekar has been given the charge for one year or until a new Vice Chancellor is appointed, whichever is earlier. Members to the governing council will be appointed through nominations. Principals of the participating colleges will be deans of the university.

Presently, only those seeking first-year admissions to undergraduate courses will be eligible to apply to the university. The dates of the admission process will be announced around the same time announcements are made for MU admissions. There will be a different prospectus for each college but with a common brief, said Dr Pednekar. Curriculum will be formed after formation of Board of Studies.

"The functioning of MU is vast in terms of affiliated colleges, students and geographical area. In order to have an inclusive approach, the benchmark is often pulled down. Introducing changes in MU takes time. When thinking of bringing changes, we need to figure whether it will suit all its students coming from urban, semi-urban, rural, semi-rural and tribal areas. Given that this cluster university will be small and manageable, it will allow us to increase horizontal mobility and bring an interdisciplinary approach. It will also lead to an increase in research output," said Dr Pednekar, adding that the emphasis will be to promote skill development.

The university will not have a Senate, rather a General Council, and will not have a Pro Vice Chancellor, said Dr Pednekar. "MU doesn't have certain PG departments which this university does, such as PG in Zoology, Biochemistry, Botany and Microbiology. Hence there is greater scope to add new programmes as per the need in the outside world," he added.

"We are looking to introduce integrated degrees spanning four years such as BA-BEd and BSc-BEd," said Dr B G Khade of Secondary Training College.

Cluster universities, under which there will be a group of colleges, aim to reduce the burden on MU.

The Indian Express June 7, 2019

UGC proposes 'National Academic Credit Bank': Inter-university degrees can be a reality soon

"We would like to roll it out on an experimental basis or on a pilot project basis in any one of the universities by the academic year 2021," said UGC vice-chairman on setting up a National Academic Credit Bank.

The University Grants Commission (UGC) is proposing a 'National Academic Credit Bank' in higher education and if the proposal comes through, inter-university degrees can be a reality soon, a senior UGC official said Thursday.

UGC vice-chairman professor Bhushan Patwardhan, speaking on the sidelines of the ongoing three-day Training of Teachers (ToT) for Student Induction Programme (SIP) here, said the proposal was similar to that existing in some foreign universities.

How would a 'National Academic Credit Bank' help students?

The initiative proposed in the place of the current system of CBCS (credit-based choice system) would allow students to join in one university, pursue the course in another university and earn a degree from a different university, a press release quoted Patwardhan as saying.

This would give a lot of flexibility to the students, the release further quoted him as saying.

Committee appointed by UGC to study proposal for academic credit bank

The UGC has appointed a committee which met a couple of times to study the proposal, the release said.

The proposal was made recently in Pune and was still in deliberation stage, he said adding with the National Academic Credit Bank, inter-university degrees can be a reality in the near future in India.

"Once this goes through proper deliberations and accepted, we would like to roll it out on an experimental basis or on a pilot project basis in any one of the Universities by the academic year 2021, Patwardhan said.

The current education system is teacher and institution-centric, which has to be changed. It has to become student-centric, he added.

Around 225 faculty and teachers from different institutes across Andhra Pradesh, Telangana and Tamil Nadu attended the programme that included workshops and interactive sessions.

India Today Live

Updated:- 17th May 2019

By Press Trust of India Hydrabad.

IIT Bombay – Monash Research Academy has produced 100 PhDs within 10 years of its establishment.

Mumbai: IIT Bombay – Monash Research Academy has announced that the Academy now has 100 graduates, thus marking a significant milestone in the Academy's 10-year journey.

The institutes Joint Ph.D. student, Vamshi Krishna Kammadanam, presented his defense seminar today (April 25, 2019), becoming the 100th research scholar from the Academy to do so. Present on the occasion were Prof. Subhasis Chaudhuri (Director, IIT Bombay), Prof. A.K.Suresh (Deputy Director, Academic & Infrastructural Affairs), Prof. Virendra Sule (Professor, IIT Bombay), Prof. Neela Nataraj (Academy Professor In-charge), Prof. Rushikesh Joshi (Professor, IIT Bombay), Prof. Bimal Roy (Professor, Indian Statistical Institute, Kolkata), Prof. Vikram Vishal (The Academy's first graduate and now Professor, IIT Bombay).

Prof. Murali Sastry informed that 10 years, nearly 300 students through the Academy, close to 300 supervisors associated with us, 15 industry and government partners, two startups and now 100 graduates- how cool is this! We are extremely proud of our well-placed graduates who continue to build the IITB-Monash Research Academy brand globally.

Prof. Subhasis Chaudhuri said we have achieved the feat of 100 graduates. It is a great achievement not only for the Academy but also for both the partner institutes, IIT Bombay and Monash University. "10 years ago, when all this started, I don't think we imagined that this joint Ph.D. program will take up the speed that it has today," he added.

Prof. Neela Nataraj said that rhe IITB-Monash Research Academy has reached a major milestone with 100 Ph.D. graduates and this special occasion marks 10 years of successful collaboration between IIT Bombay and Monash University, Melbourne. We hope that the graduates continue to do path-breaking research, build further on the training they received from IIT Bombay and Monash University and contribute both to the academia and the industry

Vamshi Krishna Kammadanam said "Looking back at my decision to join PhD at IITB-Monash Academy, I can surely say that it has been a rewarding experience. I was a little dubious at the beginning of my PhD as I was coming back to academics after a break of four years during the course of which I was working as a senior engineer. But the support that I ended up receiving from people here at the Academy really made my journey as a research scholar quite smooth as well as enriching."

The IITB-Monash Research Academy is an exciting partnership between two world-class research institutions and offers outstanding students the opportunity to conduct high impact, outcome driven research. The Research Academy provides a unique opportunity to engage with industry and government partners to address global research problems through a doctoral research thesis.

Graduates will receive a world-class internationally recognised joint PhD qualification from Monash University Australia and the Indian Institute of Technology Bombay (IITB).

Skill Outlook

Sophia College makes epic changes in English Lit syllabus; to incorporate translations of parts of Ramayana and Mahabharata in F.Y B.A

Sophia College will incorporate translations of parts of Ramayana and Mahabharata in FYBA Sophia college, which got autonomy last year, will teach parts of Hindu epics Ramayana and Mahabharata in their English Literature programme at the undergraduate level from the new academic year starting in Jun

The epics have been introduced in the revised syllabus of the first year Bachelor of Arts.

Mumbai Mirror June 7,2019

In PM Modi's 100-day education agenda, more Institutions of Eminences, faculty recruitment

The 100-day action plan for education under the new government, drafted by the Ministry of Human Resource Development and approved by the PMO recently, lists nine priorities for higher education.

Prime Minister Narendra Modi's education agenda for the first 100 days of his re-elected government includes unveiling of a new national education policy, a special drive to fill five lakh vacant faculty positions in higher education, and addition of 10 Institutions of Eminence (IoE) to the existing sanctioned strength of 20, The Indian Express has learnt.

The 100-day action plan for education under the new government, drafted by the Ministry of Human Resource Development and approved by the Prime Minister's Office (PMO) recently, lists nine priorities for higher education. Many of the initiatives build on work done in the last term.

The Ministry's 100-day plan has been prepared at the behest of the PMO, which had directed department heads of various ministries to prepare a 'Plan of Action' for the next government, taking into account promises made in the manifesto released by the BJP, even as Lok Sabha elections were underway.

<div align="center">Among promises HRD Ministry expects to deliver on till August:</div>

New Education Policy: It took two committees and almost four years, but the new education policy report is ready and will be formally submitted on May 31, states the 100-day action plan. The ministry is aiming to invite public feedback on the document on June 1 and finalise the Cabinet note by July 1.

Five-year implementation plan: While the new education policy will shape education's future in the document, the HRD Ministry will also unveil a five-year vision document covering themes such as access, quality, excellence, governance systems, research and innovation, employability, accreditation processes, use of technology for education, internationalisation and financing the higher education. HRD will seek the Finance Ministry's approval in June and the Cabinet's in the first week of July.

Institutions of Eminence: Although the NDA-II government conferred the IoE status only on six institutions against the promised 20, the ministry is keen to expand the sanctioned strength to 30. IoEs are expected to break into the international top 100 club of academic institutions. A cabinet note on the proposal will be moved in the second week of July.

Higher Education Commission of India: Although the plan to replace UGC with a new body was opposed by the academic community last year, the ministry will make a fresh attempt once the new cabinet is sworn in. The ministry's timeline states that the draft Act will be discussed with the state governments in June and a final decision will be made in August.

New Accreditation System: Building on new accreditation regulations introduced by the Modi government in the first term, the ministry plans to decentralise the accreditation process by permitting private agencies, in addition to NAAC, to rate educational institutions. Applications will invited by the second week of July and agencies will be appointed by August 15.

National Research Fund Act: The ministry, along with Science and Technology Ministry, plans to set up an umbrella body, which will subsume the Science and Engineering Research Body, to fund all research activities in the country. The draft Act will be ready by month-end.

In addition to the above, the ministry will set up an online portal to monitor filling up of vacant teaching positions across state and central universities and private institutions.

10 univs form 'campus cos' to fast-track Rs 1,000 crore upgrade ..

MUMBAI: Ten high-performing state universities across India are set to undergo Rs 100 crore upgrade each this academic year as they are forming campus companies special purpose vehicles to receive grants directly from the Centre. Besides, they will be mentored by seven US universities, including Cornell, UPenn and UC Berkeley, in various disciplines.

Pune's Savitribai Phule University, Kolkata's Jadavpur University and Haryana's Kurukshetra University are among the 10 universities with NAAC Ratings of over 3.51 selected under 100 crore grant under the centres' Rashtriya Uchchatar Shiksha Abhiyaan (RUSA) to promote excellence, with the condition that the money is spent by March 2020.

The Union HRD ministry likens these ten universities to the IITs of 1960s that rose with large special funding and autonomy. The campus companies will also be allowed to raise additional resources from outside, sources said.

"These universities have been identified for their achievements. To climb up, say to move from a 3.51 to 3.8 or a 3.9 involves a lot of work. It cannot be business as usual," said an MHRD source. RUSA is a collaborative effort between the centre and the state with Delhi shouldering almost 70% of the funding.

These campus companies, to be headed by V-Cs and having eminent faculty and independent domain experts, have been asked to make presentations and proposals, submit daily updates, weekly progress charts and they will undergo monthly reviews, much like a corporation.

At present, funds usually move through a circuitous route: MHRD releases fund to the state's finance ministry, which, in turn, releases it to the state education ministry from where the grant is released to the university. With the universities forming campus corporations under the Companies Act, the MHRD will send the funds directly to the institution's SPV.

Savitribai Phule University, Karaikudi's Alagappa University .and Hyderabad's Osmania University have already formed their companies, while the Odisha government has given its nod for Utkal University to form a company and Jammu University is in the process of setting up its company.

"We need to have systems that are enabling and supportive. It would not be right to say that senate and management councils are hindrances. But they don't meet every day or every week. One requires taking quick decisions and moving fast. Although there is an SPV company, there is very close monitoring by the RUSA resource centre," said a vice chancellor.

While Savitribai Phule University will be mentored by University of California, Berkeley, Jammu University will be mentored by University of South Florida, among others.

The Times of India

29th May, 2019

UGC Introduces New Scholarship Scheme For Students, Check Now

New Delhi: The University Grants Commission (UGC) today issued a notification to all varsities mentioning that the National Authority for Chemical Weapons Convention (NACWC) has initiated an Internship Scheme for the students and young professionals in the field of chemical safety and security. The details of the scheme are available on the website of NACWC.

As per reports, the NACWC has been set up under the Cabinet Secretariat, Government of India to fulfil the obligations of the Chemical Weapons Convention (CWC). The CWC is an international disarmament

treaty which prohibits the development, production, stockpiling and use of chemical weapons and obligates the destruction of entire category of existing Chemical Weapons stockpiles from the globe.

The UGC release stated that the Internship Scheme of NACWC intends to provide short-term exposure to selected candidates with the National Authority as interns and encourage them to serve National Authority / Chemical Industry and further to train students / young professionals in the field of CWC thereby preventing the misuse of toxic chemicals and further to prepare trained workforce for the chemical facilities.

All universities are requested to motivate the students / young professionals to participate in the internship scheme and acquire knowledge in the field of chemical safety and security in their future professions and also to promote the above initiative among the students and display the Internship scheme on the college premises or campuses affiliated to the respective universities.

Odishatv.in

Higher education to get a boost with 1.5 lakh crore action plan

Will implement the National Education Policy

In what could be one of the first new initiatives of the second act of the NDA government, the Ministry of Human Resource Development plans to launch an ambitious 1.5 lakh crore action plan to improve the quality and accessibility of higher education over the next five years.

This is being described as the implementation plan for the National Education Policy — a 2014 poll promise from the BJP — which is also likely to be released in a week's time, after five years of repeated delays

and extensions. The last NEP was released in 1986, with a revision in 1992.

"While the country has been in election mode, we have had 80 experts working on the EQUIP project over the last two months, to bring transformational change to the system," Higher Education secretary R. Subrahmanyam told The Hindu on Friday. EQUIP stands for the Education Quality Upgradation and Inclusion Programme and was crafted by ten committees led by experts within the government such as NITI Aayog CEO Amitabh Kant, principal scientific advisor K. Vijay Raghavan and former revenue secretary Hasmukh Adhia, as well as some corporate chiefs.

The ten committees have drafted strategy to improve access to higher education, especially for underserved communities; improve the gross enrolment ration; improve teaching and learning processes; build educational infrastructure; improve the quality of research and innovation; use technology and online learning tools; and work on accreditation systems, governance structures and financing.

"It will need substantial investments, to the tune of 1.5 lakh crore [over five years]," said Mr. Subrahmanyam.

"This is the implementation part [of the higher education section] of NEP, which we hope to release by May 31, after the new government is in place." Other officials involved in the preparation of NEP and EQUIP said the release was more likely in early June.

Given that the last budget only allocated 37,461 crore to the higher education department, the EQUIP project will need to rely on extra-budgetary resources. The secretary said the Centre would mobilise money from the marketplace through the Higher Education Financing Agency (HEFA).

This would go beyond HEFA's current ambit. The joint venture between the HRD Ministry and Canara Bank, set up in 2017, has been tasked with raising 1 lakh crore to finance infrastructure improvements in higher education by 2022. So far, projects worth 30,000 crore have been approved, HRD Minister Prakash Javadekar said in January.

EQUIP is meant to bridge the gap between policy and implementation, said senior ministry officials. "Policy is always idealistic, but it needs clear cut strategies to be carried out. Otherwise, there are goals mentioned in every education policy from 1948 onwards which are yet to be fulfilled," said a senior official who did not wish to be quoted.

However, the committees drafting EQUIP did not have access to the 400-plus pages of the draft NEP document, officials admitted. Once NEP is in the public domain, EQUIP will also be tweaked to ensure closer alignment, said officials.

The Hindu

24th May 2019.

F.No.1-9/2019 (CPP-II)   21st May, 2019
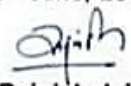
Public Notice inviting Proposals for Commissioning a Study on 'Quality of Ph.D. Theses in Indian Universities'

The UGC has been established by an Act of Parliament for promotion and coordination of university education and for maintenance of standards of teaching, examination and research in universities. In furtherance to its objectives, the UGC issues regulations from time to time.

Now, UGC hereby invites proposals to conduct a study on the 'Quality of Ph.D. Theses in Indian Universities'. The scope of study will involve the Ph.D. theses in different disciplines in various Central Universities, State Universities, State Private Universities and Deemed to be Universities in the last 10 years. The study has to be pan India and may give findings at national as well as state level with regard to the quality of Ph.D. theses indicating the quality-aspects proposed by the interested parties. The time allotted for the study would be six months.

The interested parties may send their proposals while indicating their capabilities, track record, procedure to be adopted and estimated budget for conducting the study. The proposals may be sent to UGC latest by 10th June, 2019 through email at studyexpression@gmail.com.

(Rajnish Jain)
Secretary

Unit 1: Introduction to environmental studies

Ability Enhancement Compulsory Courses (AECC – Environmental Studies)

• Multidisciplinary nature of environmental studies; components of environment – atmosphere, hydrosphere, lithosphere and biosphere.

• Scope and importance; Concept of sustainability and sustainable development.

(2 Lectures)

Unit 2: Ecosystems

• What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 Lectures)

Unit 3: Natural Resources: Renewable and Non-renewable Resources

• Land Resources and land use change; Land degradation, soil erosion and desertification.

• Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

• Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

• Heating of earth and circulation of air; air mass formation and precipitation.

• Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

(8 Lectures)

Unit 4: Biodiversity and Conservation

• Levels of biological diversity :genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot spots

• India as a mega-biodiversity nation; Endangered and endemic species of India

• Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

• Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

(8 Lectures)

Unit 5: Environmental Pollution

• Environmental pollution: types, causes, effects and controls; Air, water, soil, chemical and noise pollution

• Nuclear hazards and human health risks

• Solid waste management: Control measures of urban and industrial waste.

• Pollution case studies.

(8 Lectures)

Unit 6: Environmental Policies & Practices

• Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

• Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).

• Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context

(7 Lectures)

Unit 7: Human Communities and the Environment

• Human population and growth: Impacts on environment, human health and welfares.

• Carbon foot-print.

• Resettlement and rehabilitation of project affected persons; case studies.

• Disaster management: floods, earthquakes, cyclones and landslides.

• Environmental movements: Chipko, Silent valley, Bishnios of Rajasthan.

• Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

• Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

(6 Lectures)

Unit 8: Field work

• Visit to an area to document environmental assets;

river/forest/flora/fauna, etc.

• Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.

• Study of common plants, insects, birds and basic principles of identification.

• Study of simple ecosystems-pond, river, Delhi Ridge, etc.

(Equal to 5 Lectures)

Suggested Readings:

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22. www.opcw.org

GAP JOURNALS

Call for papers

Peer Reviewed
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(ISSN : 2581-5830)

Submission Deadline:
25th July, 2019

Submission Guidelines

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- Font size: Heading 16 Body 14
- Line spacing: 1.5
- Body Text should be Justified
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Kindly follow above mentioned guidelines for maintaining uniformity and effectiveness of our content.

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A Global Journal of Humanities
(ISSN : 2581-5857)

Submission Deadline:
25th August, 2019

Subjects covered in this journal

- Modern Languages
- Classical Languages
- Linguistics
- Literature
- Jurisprudence
- History
- Philosophy
- Archaeology
- Comparative Religion
- Ethics
- History criticism
- Theory of the arts

Submission Guidelines

- Font Style: Times New Roman
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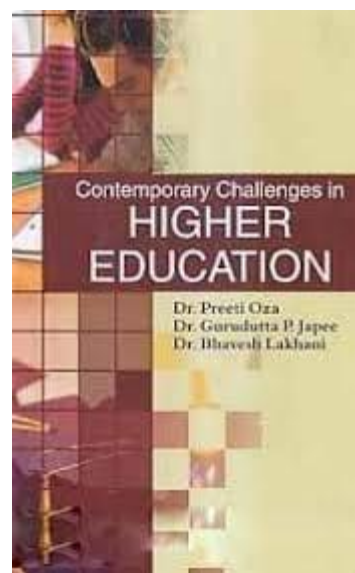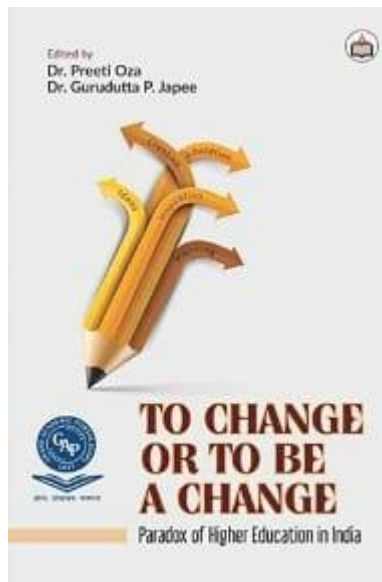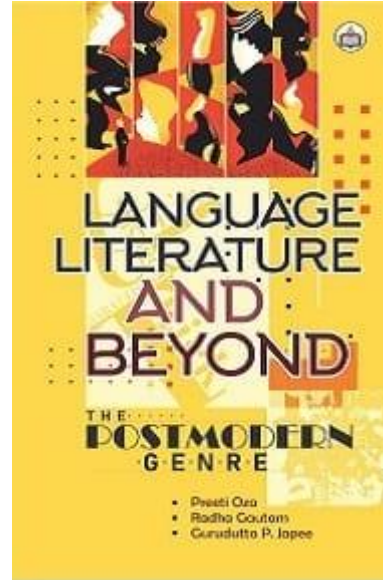
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THE CLASS ACT

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LANGUAGE LITERATURE AND BEYOND

THE POSTMODERN GENRE

- Preeti Oza
- Radha Goutam
- Gurudutta P. Japee

Edited by
Dr. Preeti Oza
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TO CHANGE OR TO BE A CHANGE

Paradox of Higher Education in India

Contemporary Challenges in HIGHER EDUCATION

Dr. Preeti Oza
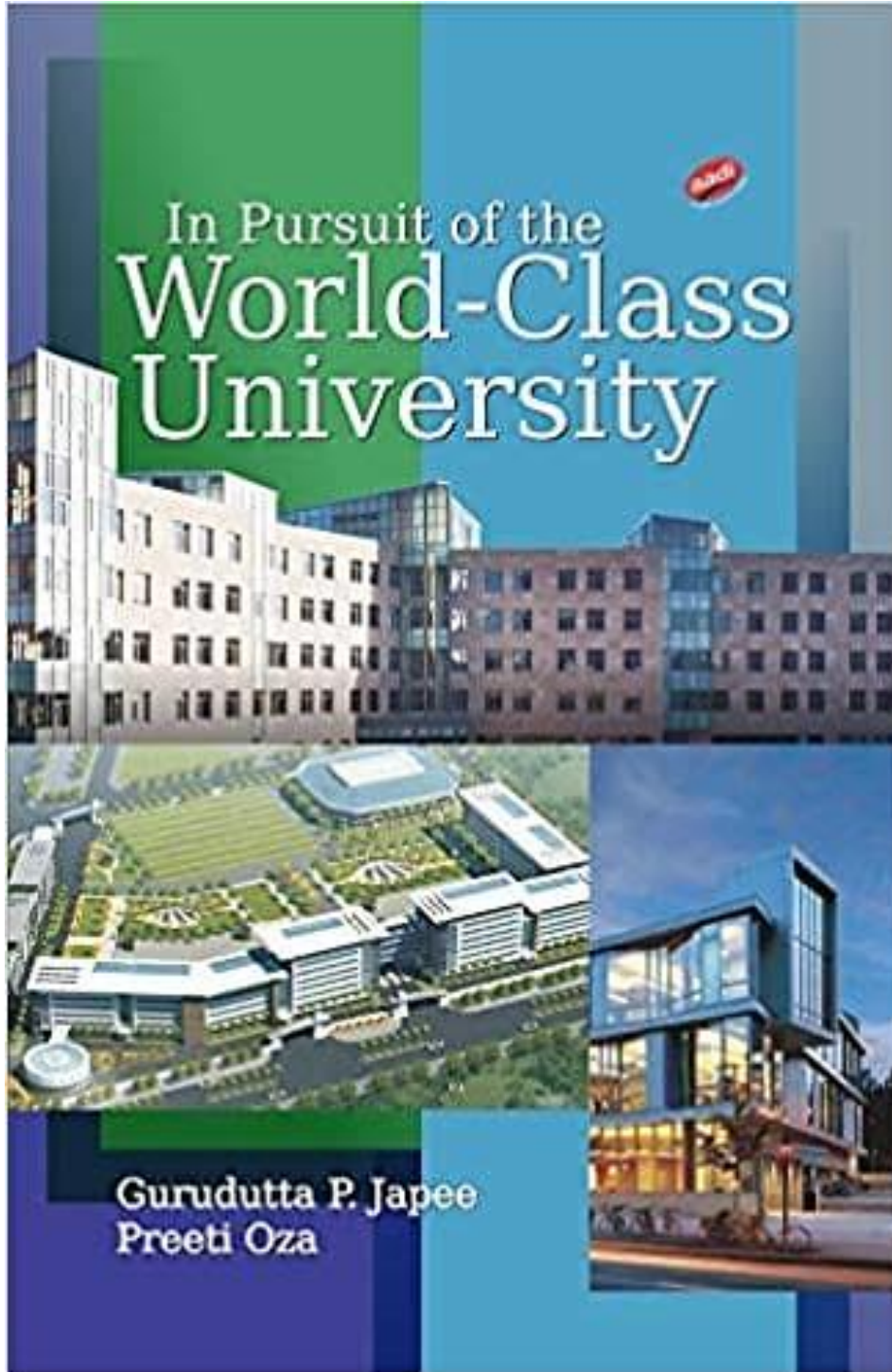Dr. Gurudutta P. Japee
Dr. Bhavesh Lakhani

HIGHER
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Best Practices in Higher Education
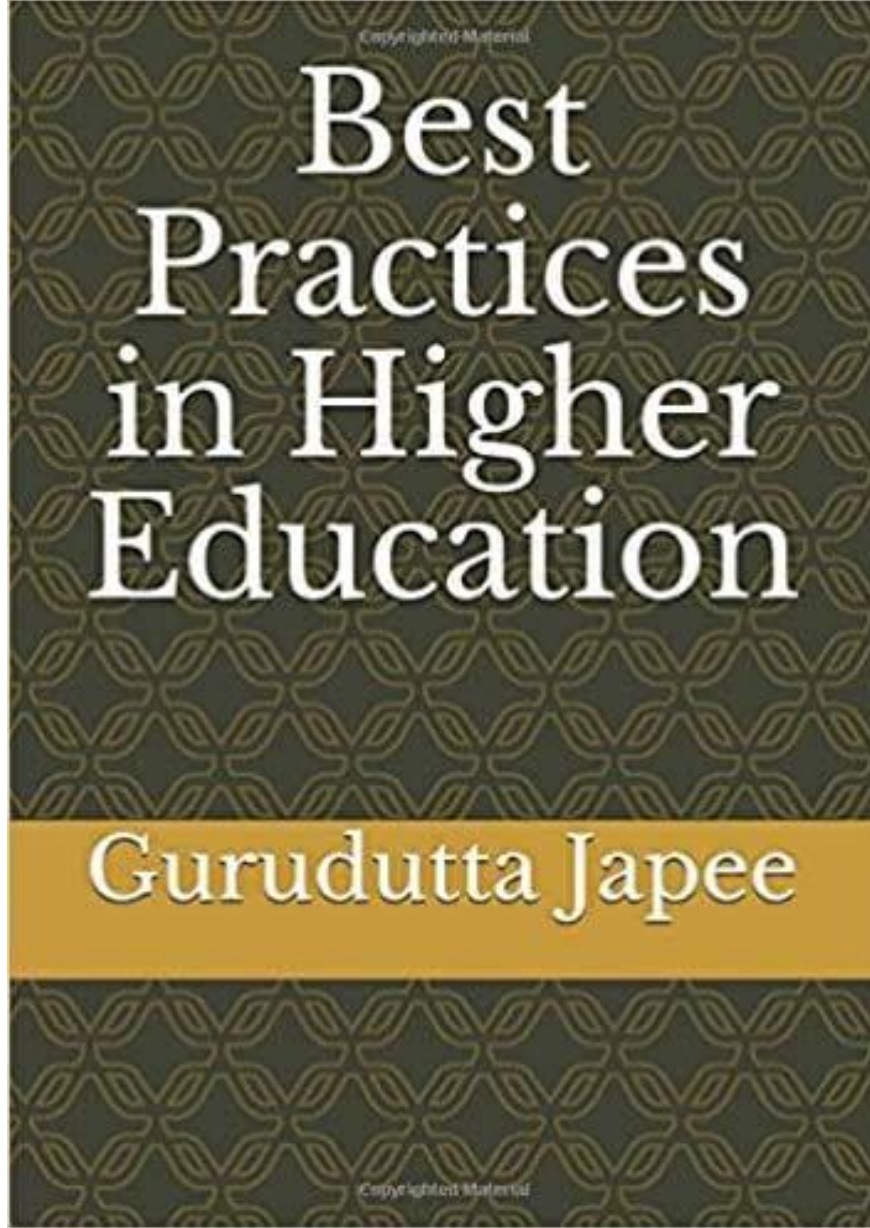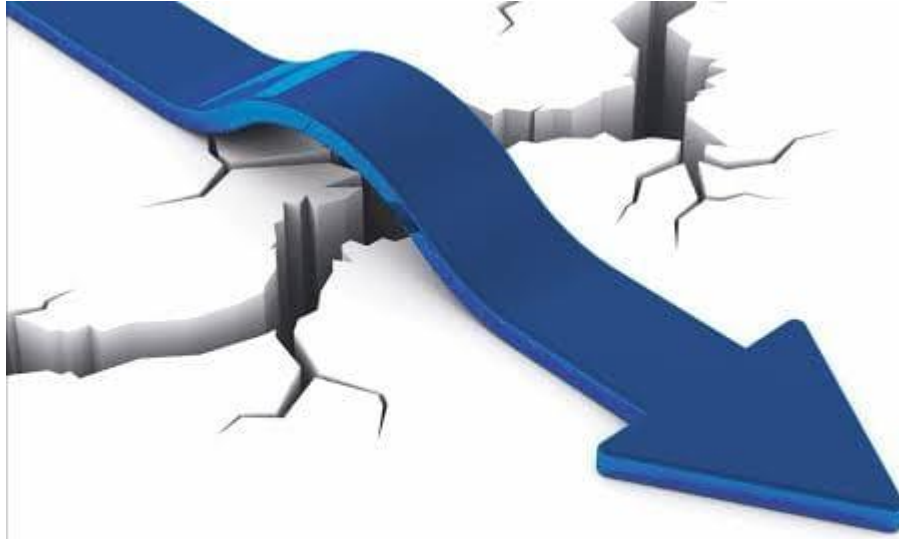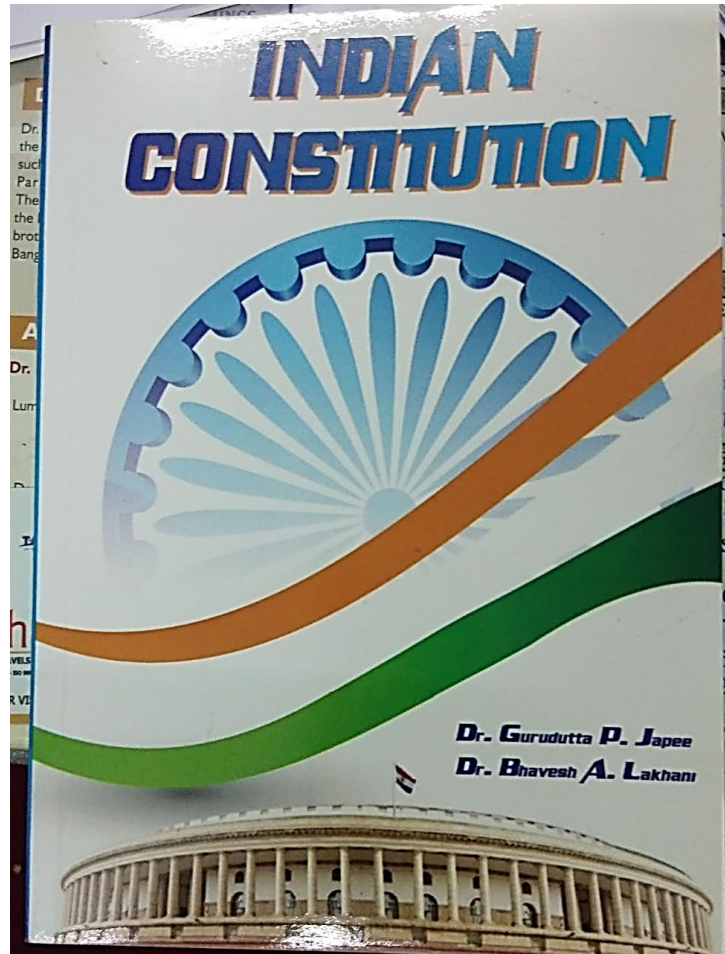
Gurudutta Japee

FAULT LINE IN HIGHER EDUCATION

AN INDIAN PERSPECTIVE

PREETI OZA
GURUDATTA P. JAPEE

UPCOMING BOOKS

Women in Higher Education
Digital Marketing
Knowledge Society

We Proud of You

GAP congratulates Dr.Kruti Shah and Dr.Bimal Solanki for their Ph.D thesis accepted and declared by AIU as thesis of the Month.

AND

Welcome Prof.Seema Pandit Department of Business Administration GLS Institute of Business Administration, GLS University on her joining as GAP Life Member.

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Dec 2017-Jan 2018)

Business Administration

1. Arifa Begum. **An impact of cross listings on the valuation of Indian stocks.** (Dr. Garapaty Balaram Krishna Prasad), Department of Business Management, Osmania University, Hyderabad.

2. Arjun Kumar, S N. **A study on rural entrepreneurship in small scale industries with reference to Mahabubnagar District, Telangana State.** (Prof. K Mallikarjuna), Department of Business Management, Osmania University, Hyderabad.

3. Kuppuswamy, Deepthi. **A comparative study on quality of work life in select public and private sector companies.** (Dr. R Sampath Kumar), Department of Business Management, Osmania University, Hyderabad.

4. Prathibha, B. **A comparative study on CRM practices in banking service sector with reference to public and private organisations.** (Dr. Samitha Sambrani), Department of Business Management, Osmania University, Hyderabad.

Commerce

1. Banavath, Malleswari. **A study on the effectiveness of e-banking services in India: A case study of public and private sector banks in Vijayawada City, Andhra Pradesh.** (Prof. N Vijaya Ratnam), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Bathini, Hari Babu. **Depository system in India: A comparative study between NSDL and CDSL.** (Dr. B K Surya Prakasha Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Bhat, Rajani B. **Impact of derivatives on price volatility in Indian stock market.** (Dr. Suresh V N), Department of Commerce, Mahatma Gandhi University, Kottayam.

4. Bhojani, Minal Veljibhai. **Performance evaluation of selected schemes of mutual funds in India.** (Dr. K P Damor), Department of Commerce, Saurashtra University, Rajkot.

5. Karn, Niranjan Kumar. **Bhartiye Jeevan Bima Nigam mein grahak seva: Katihar Jila ke sandarbh mein.** (Prof. A K Singh), Department of Commerce, Bhupendra Narayan Mandal University, Madhepura.

6. Kommozi, Naveena. **A study on causes and consequences of employee absenteeism in Railway Wagon Workshop, Vijayawada, Andhra Pradesh.** (Dr. T Narayana Murthy), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Kota, Pulla Rao. **A study on teachers mobility and its impact on management education: A case study of Guntur and Krishna District.** (____) Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Kruti, Paritosh Shah. **A study of XBRL (Extensible Business Reporting Language) and its practices in listed Indian companies.** (Dr. Gurudutta P Japee), Department of Commerce, Rai University, Ahmedabad.

9. Panchal, Nilaykumar Vasantlal. **Customers buying behavior towards health insurance: A study of urban and rural areas of Surat District.** (Dr. Aaishwarya Kulkarni), Department of Commerce, Veer Narmad South Gujarat University, Surat.

10. Patel, Dharini Dinesh. **Customer satisfaction: A study of selected commercial banks.** (Dr. Kumudini Thakor), Department of Commerce, Veer Narmad South Gujarat University, Surat.

11. Ratan Kumar. **Marketing of rural healthcare services in Bihar.** (Dr. Ashok Kumar), Department of Commerce, Bhupendra Narayan Mandal University, Madhepura.

12. Roy, N Dean. **Evaluation of corporate social responsibility of central PSUs in Kerala.** (Dr. A M Viswamb____ ____ ____ ____ Gandhi University, Kottayam.

13. Solanki, Bimal Nirmal. **A study on liquidity and profitability of selected pharmaceutical companies of India: With special reference to Gujarat State.** (Dr. Gurudutta P Japee), Department of Commerce, Rai University, Ahmedabad.

14. Suresh, S. **Consumer perceptions towards life insurance products: A comparative study of rural and urban consumers.** Department of Commerce, Telangana University, Nizamabad.

15. Valand, Jignesh Babubhai. **An empirical study on perception about financial services marketing in selected cities of Gujarat.** (Dr. V D Naik and Dr. K N Chavda), Department of Commerce, Veer Narmad South Gujarat University, Surat.
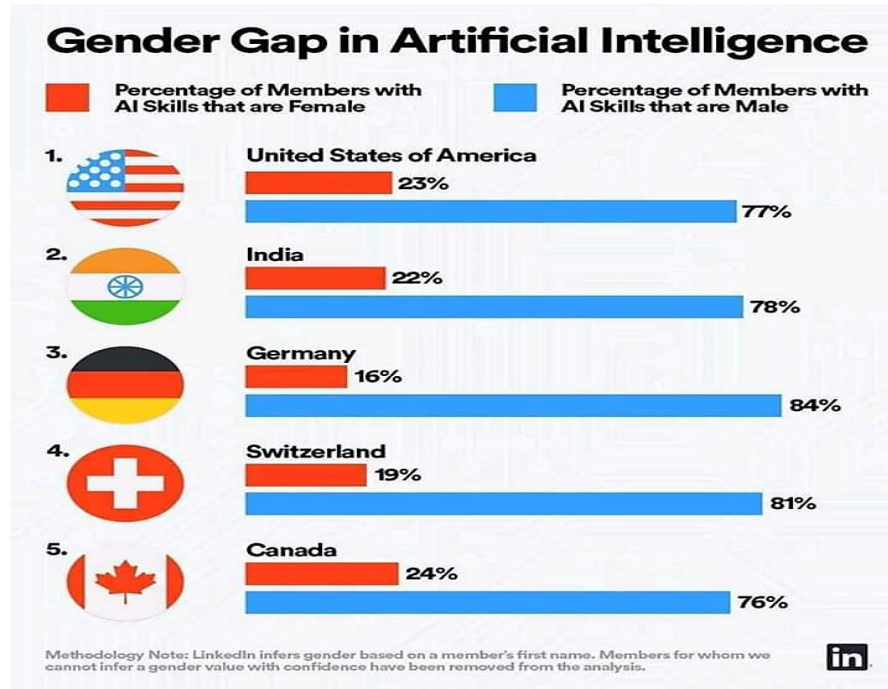
16. Zadeshvariya, Ankita Maheshbhai. **Analysis of financial statements: A study of selected pharmaceutical companies.** (Dr. Kumudini Thakor), Department of Commerce, Veer Narmad South Gujarat University, Surat.

Economics

1. Gorla, Saidaiah. **The impact of self help groups on inclusive growth of the poor in Telangana.** (Prof. J Anjaiah), Department of Economics, Osmania University, Hyderabad.

2. Susheel Kumar. **Growth and employment structure of Himalayan mountainous states in India: A temporal and cross sectional analysis.** Department of Economics, Central University of Himachal Pradesh, Kangra.

3. Sreenivasu, Malladi. **An economic analysis of nutritional status of adolescent girls in Andhra Pradesh: A case study of selected districts of the composite state of Andhra Pradesh.** (Prof. C S N Raju), Department of Economics, Acharya Nagarjuna University, Nagarjuna Nagar.

Education

1. Bisht, Bharat Singh. **A study of anxiety, self confidence**

and mental toughness among different playing position in ____ ____ ____ ____ Department of Education

15. Rajput, Kiransinh Chandansinh. **Construction and standardization of frustration inventory for secondary**

Gender Gap in Artificial Intelligence

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

Announcement

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Dr. Arundhati Dasani

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