



Vidya Bharati Shaikshanik Mandal, Amravati's

**VIDYA BHARATI MAHAVIDYALAYA, AMRAVATI**

**Affiliated to Sant Gadge Baba Amravati University, Amravati**

**Re-accredited 'A' Grade by NAAC ( CGPA : 3.26 Second Cycle)**

**CPE Status by UGC-Thrice**

**Lead College identified by SGBAU, Amravati,**

**Mentor College under Paramarsha Scheme of UGC**

**C.K. Naidu Road, Camp, Amravati, Maharashtra State, India, PIN 444602**

**Phone: 0721-2662740, Fax 0721-2662740,**

**<http://www.vbmv.org>**

**Email: [vm126@sgbau.ac.in](mailto:vm126@sgbau.ac.in), [principal@vbmv.org](mailto:principal@vbmv.org)**

**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during AY 2015-16**

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN/ISSN number of the pro
21	Dr. V. R.Shekhawat	Role of Continuing Education Progframes (CEP) FOR THE Professional Development of College Librarian in Information Age	E-Resources For Development of Academic Libraries in India	Role of Continuing EducaTION Progframes (CEP) FOR THE Professional Development of College Librarian in Information Age	National Conference	National	2015-16	ISSN 2395.0315
22	P. P. Khade	Vector Analysis and Geometry		NA	NA	National	2015-16	978-81-88763-02-3
23	Dr. N.G.Belsare	Quantum Mechanics, Nuclear Physics and Electronics	NA	NA	NA	National	2015-16	978-81-905776-104-4
24	Prof. V.P.Shekokar	NA	The Role of Refresher Course in the Professional Development of English Teachers	National Seminar in English on " importance of English in the Era of Globalization"	National Seminar in English on " importance of English in the Era of Globalization" organized by Department of English, Mahatma Jyotiba Fule Mahavidyalaya, Amravati	National	2015-16	ISSN 23950315

25	Dr. S. B. Kadu	NA	Backwardness of Youths of Marginalized Sections: Problems & Effectiveness Practices in Alternative Education, Page No. 11	Conference on “ Issues Pertaining to Socio-Economic Backwardness of Youths of Marginalized Sections”	Conference on “ Issues Pertaining to Socio-Economic Backwardness of Youths of Marginalized Sections”	National	2015-16	ISBN : 978-93-84021-37-5
26	Dr.K.B.Raulkar	Quantum Mechanics, Nuclear Physics and Electronics	NA	NA	NA	National	2015-16	978-81-905776-104-4
27	R. J. Lote & Dr. A. D. Chauhan	Samajik Manavshastra	NA	NA	NA	National	2015-16	978-93-82136-88-0
28	DT Mahajan, VH Masand, SA Quazi	Recent Applications of LC-MS and HPLC, Elsevier Pub.	NA	NA	NA		2015-16	ISBN-10: 0128042079
29	DT Mahajan, VH Masand, SA Quazi	TLC, BookRix Publications, California	NA	NA	NA		2015-16	ISBN: 978-3-7368-8869-2
30	Dr.D.V.Kandalkar & Dr. S. B. Kadu	NA	Women in Media Glare, Page No. 170-172	Conference on “The Metamorphosis of Women Through Education”	Conference on “The Metamorphosis of Women Through Education”	International	2015-16	ISBN : 978-93-84021-40-5
31	Dr.P.W.Kale & Dr.S.K.Rodde	NA	Professional Development of Human Resource for Commerce Education through Human Resource Development Centre	Conference on Developments in Commerce,Economics, Engineering, Management,Science & Healthcare	Conference on Developments in Commerce,Economic s,Engineering, Management,Science & Healthcare	International	2015-16	
32	Dr.V.H.Masand	Chapter in Artificial nerul network for drug design delivery and disposition	NA	NA	NA		2015-16	ISBN(PRINT) 9780128015599

Volume - I

# AOJ

ISSN 2395-0315

(Arts Oriented Journal)

(Multi - Lingual Bi- Annual)

Special Issue for

UGC Sponsored



## National Conference



On  
**Role of Continuing Education Programmes (CEP)  
for the Professional Development of  
College Librarians in Information Age**

**5<sup>th</sup> October 2015**

Organized by



Department of Library

**MAHATMA JYOTIBA FULE MAHAVIDYALAYA,  
Amravati, Maharashtra, INDIA**

**AOJ**  
**ARTS ORIENTED JOURNAL**  
(Multi-Lingual Bi-Annual)

**Editor**

Dr.Santoshrao Thakare  
Principal, Mahatma Jyotiba Fule College,  
Amravati.(M.S.)India. 444607

**Publisher**

Research Centre for Humanities  
Mahatma Jyotiba Fule College, Amravati.(M.S.)India. 444607

**Printer**

Raju Padar,  
Mahatma Jyotiba Fule College, Amravati.(M.S.)India. 444607

**Printed at**

Recho Resograph Machine,  
College Office, Amravati.(M.S.) India. 444 607

**Cover Page**

**Sudip L.Jawarkar**  
C/o. Vaishnavi Printers,  
Shankar Nagar, Amravati.

**ISBN 978-81-931025-0-3**

**Edition**

**Special Issue For**  
Role of Continuing Education Programmes (CEP) for the Professional  
Development of College Librarians in Information Age

**Price**

Rs. 200/-

## E-Resources For Development of Academic Libraries in India

Dr. Vishalsingh Shekhawat, Librarian  
Vidyabharti Mahavidyalaya Amravati

### Abstract

The Paper discusses the modernization of University and College Libraries in India taken place during the latter half of the last century. It gives an account of the contribution of the University Grants Commission in terms of Reports, conduct of seminars, workshops, financial assistance for replenishing collections, constructing library buildings, upgrading library services by giving the training to library staff. The role of other national bodies like AIU, AICTE, NAAC and Library Networks also is described. The special features of 21st century academic libraries like library software's retrospective conversion, and digital library initiative are also discussed.

### INTRODUCTION

In the modern era of information technology and Internet, knowledge is most powerful asset of any country. Libraries have been played a key role in education, research & development of developed as well as developing countries through collection, preservation and communication of knowledge. India has one of the largest "Higher Education Systems" in the world. From 20 Universities and 500 Colleges at the time of Independence, it now has more than 500 Universities and 25,000 Colleges. Apart from these educational institutions, many research institutions are working under CSIR (Council of Scientific and Industrial Research), ICAR (Indian Council of Agricultural Research), ICMR (Indian Council of Medical Research), DRDO (Defense Research and Development Organization), DST (Department of Science & Technology) etc. for research and development in India. In the present digital environment, knowledge has been increased tremendously in various information sources. UGC-INFONET Digital Library Consortium "The Internet and electronic publishing have changed the role of libraries all over the world in providing access of e-resources (i.e. e-journals, e-books and other online e-

resources) to the users. Looking to the serious financial scarcity in academic & research libraries of India and availability of e-resources, consortium based access of e-resources was started now most of the Indian libraries of universities and research institutes are rich in e-resources. Access of e-resources has also been started up to college level in the university system through consortia. All the e-resources under the consortiums are accessible through consortia website or IP (Internet Protocol) based access by the concerned publishers. In some consortium, Informatics India Ltd. is maintaining the access of e-resources through JCCC (J-Gate Custom Content for Consortia). Maximum utilization of consortia based e-resources is very important for education, research & development of any country. Libraries are working with the aim that the right information should reach to the right user at the right time in the right economical way. Consortium based access of e-resources is one of the most economical way for accessing e-journals by Indian Libraries. In this system Indian library professionals have to play key role in maximum utilization of these e-resources.

### Development of University Libraries

International body like UNESCO it has certainly influenced the Governments of developing countries to promote and support the cause of University Libraries. Development of Academic Libraries the various library development schemes of the UGC during last over fifty years ranging from grants for infrastructural facilities along with those for good library collections, launching and implementing various activities and programme through INFLIBNET to the sanction of special grants for upgrading library facilities, have kept the academic libraries in the country in shape and services. The efforts of national bodies like Association of Indian Universities (AIU), All India Council of Technical Education (AICTE), National Assessment and



Accreditation Council (NACC), and some individual States and Universities too have contributed to this development in terms of formulation of some norms and guidelines for their effective functioning. The Planning Commission and Professional Associations like ILA and IASLIC and State and Central Governments have also their share in this development. City and national level Library Networks too have accelerated the pace of the development of academic libraries in their own ways.

### **LIBRARY CONSORTIUMS IN INDIA**

During the last decade, many consortiums have been emerged for providing access of e-resources to the users in Indian libraries. Presently most of the Indian libraries are covered in different consortiums to provide the access of e-resources to their users. INDEST-AICTE and UGC - INFONET Digital Library Consortium are two large consortiums covering most of the universities and technical education institutes in India.

#### **INDEST**

AICTE Consortium In the year 2003, Ministry of Human Resource Development (MHRD) has set-up the INDEST Consortium for providing access of electronic resources to leading scientific and technical institutions of India i.e. Indian Institute of Technologies (IITs), Indian Institute of Managements (IIMs), Indian Institute of Science (IISc) etc. The consortium headquarters set-up at the IIT, Delhi. The MHRD provides fund for the core members of consortium i.e. IISc, IITs, IIMs, IIITs (Indian Institute of Information Technology), NITs (National Institute of Technology) and few other institutions. The INDEST Consortium was re-named in the year 2005 as INDEST-AICTE Consortium to provide the access of e-resources to all AICTE affiliated institutions. The consortium provides access to full text e-journals from 25 publishers and 9 bibliographic databases. The consortium provides access of more than 12000 e-journals but the maximum of these e-resources are accessible to its core members.

#### **UGC-INFONET**

Digital Library Consortium it was launched

in the year 2004 by UGC through INFLIBNET (Information & Library Network) for providing access of e-resources to the Indian universities. All universities covered under Section 12B of the UGC Act, 1956 are eligible to get access to e-resources through the Consortium. The consortium started functioning in the year 2004. In 2009 'Associate Membership Programme has been launched by the consortium to enroll private universities and other institutions as members for accessing to e-resources at the same rates of subscription that are being offered to the core member universities. The consortium subscribed to 26 full text publishers' e-resources and 10 bibliographic databases. These e-resources are managed by INFLIBNET. The National Steering Committee of consortium allocates e-resources to the universities on the basis of various criteria like number of post graduate and doctoral programs, number of departments, subject area, research output, type of university etc. Most of the e-resources are accessible for simultaneous users without any limit to solve the problems regarding accessibility of e-resources.

#### **INFLIBNET Centre**

Information and Library Network (INFLIBNET) Centre is an autonomous Interuniversity Centre of the University Grants Commission (UGC) of India. It is a major National Programme initiated by the UGC in 1991 with its head quarters at Gujarat University Campus, Ahmadabad. Initially started as a project under the IUCAA, it became an independent Inter- University Centre in 1996. INFLIBNET is involved in modernizing university libraries in India and connecting them as well as information centers in the country through a nation-wide high speed data network using the state-of-art technologies for the optimum utilization of information. INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India. In the network of INFLIBNET many services and activities are run for the development of Indian higher education to the each needy people of India. INFLIBNET fulfill the objectives are made beginning of the establishment



by the UGC and MHRD. It is good signal of development of higher education in India and support to higher education in India.

### **Human Resource Development**

Human resource development process is very important for the development of any country for its development of each area. Like that, INFLIBNET also support to the institutions, colleges, and universities to train their library staff under seminars, workshops, training courses, IRTPLA (INFLIBNET Regional Training Program in Library Automation), CALIBER and PLANNER programme every year. Many other training programs are conducted collaboration of other institutions in India. It's very important programme to development the libraries. Manpower is critical factor for library effectiveness. It is necessary to train library staff with all the knowledge, skills, and capabilities needed to handle library operations in the new digital environment.

### **Open Source Software**

Open source software are computer programs in which the source code is made available to the general public for uses / modification from its original design free of charge, i.e. open. There no. of open source software are made available in the world. Centre worked on open source software concern with the library and information science. Centre also support to develop Institutional Repository. INFLIBNET centre also create electronic theses and dissertations database for the researchers. It is fully open to the readers all over the world.

### **N-LIST**

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST-AICTE resources for universities and UGC-INFONET resources for technical institutions; and ii) access to selected e-resources to colleges. The N-LIST project

provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre. Today near about 3214 libraries from all over India are members. N-LIST project the authorized users from eligible colleges under section 2(F)/12(B) of UGC Act 1956, can now access e-resources i.e. more than 3100+ e-journals and 75,000 + e-books directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre.

### **Shodhganga**

This project is very important for the researcher. Theses and dissertations are known to be the rich and unique source of information, often the only source of research work that does not find its way into various publication channels. Theses and dissertations remain an un-tapped and under-utilized asset, leading to unnecessary duplication and repetition that, in effect, is the anti-theses of research and wastage of huge resources, both human and financial. Shodhganga stands for the reservoir of Indian intellectual output stored in a repository hosted and maintained by the INFLIBNET Centre.

### **References:**

1. Devi, P., & Singh, S. (2006). Role of UGC in Manpower Development in the field of Library and Information Science in India. *Annals of Library and Information Studies*, 53 (September), 147.
2. INFLIBNET. (2014). About us. Retrieved January 27, 2014, from INFLIBNET: [www.inflibnet.ac.in](http://www.inflibnet.ac.in)
3. INFONET. (2014). UGC-Infonet Digital Library Consortium. Retrieved January 27, 2014, from UGC INFONET: <http://www.inflibnet.ac.in/econ/about.php>
4. NLIST. (2014). National Library and Information Services Infrastructure for Scholarly Content (N-LIST). Retrieved January 27, 2014, from N-LIST: <http://nlist.inflibnet.ac.in/>



SGB Amravati University  
Mathematics (B Sc I – Semester II – Paper IV)

# Vector Analysis And geometry

T M Karade, Maya S Bendre  
V B Raut, S N Bayaskar, P P Khade

SONU NILU

**SONU NILU**

5, Bandu Soni Layout, Gayatri Road, Parsodi, Nagpur 440 022

**Our titles for B Sc I, II, III and M Sc**

**B Sc I - Semester I (New)**

Paper I : Elements of algebra and trigonometry

Paper II : Elements of calculus (Differential and integral))

**B Sc I - Semester II (New)**

Paper III: Differential equations (Ordinary and partial)

Paper IV : Vector analysis and solid geometry

**B Sc II - Semester III**

Paper V : Graduate level calculus

Paper VI : Partial differential equations

**B Sc II - Semester IV**

Paper VII: Mathematical methods

Paper VIII: Introductory mechanics

**B Sc III – Semester V**

Paper IX: Elements of mathematical analysis

**B Sc III - Semester VI**

Paper XI: Introductory linear algebra

Paper XII (Optional): Elements of special relativity

**M Sc**

Lectures on Advanced Mechanics

Lectures on Advanced Analysis

Elements of General Relativity

Elements of Riemannian Geometry

**SONU NILU**

ISBN 978-81-88763-02-3

# Vector Analysis And Geometry

By

**T M Karade**

M.Sc. (Pure Maths), M.Sc. (Maths), Ph.D., D.Sc., D.Sc.  
Former Professor and Head, Post Graduate Teaching Department of Mathematics,  
Nagpur University, Nagpur

**Maya S Bendre**

M.Sc. (Applied Electronics), M.Sc. (Mathematics), B.Ed., Ph.D.

**V B Raut**

M Sc, Ph D

Mungasaji Maharaj Mahavidyalaya, Darwaha

**S N Bayaskar**

M Sc, M Phil, Ph D

Adarsha Science, J B Arts and Birla Commerce Mahavidyalaya, Dhamangaon Rly

**P P Khade**

M Sc, M Phil, Ph D

Vidyabharati Mahavidyalaya, Amravati

BAJAJ BOOK CENTRE  
Rathi Hostel, Rathi Nagar,  
AMRAVATI - 444603  
☎ 0721-2665348

SONU NILU  
EINSTEIN FOUNDATION INTERNATIONAL

*All rights reserved. No part of this publication may be reproduced in any form or by any means without the prior written permission of the publisher and authors.*

T M Karade, V B Raut, S N Bayaskar, P P Khade  
Vector Analysis And Geometry

First Edition June 2003

Second Edition February 2005

Third Edition June 2007

Fourth Edition July 2008

Fifth Edition October 2011

Sixth Edition October 2012

Seventh Edition October 2014

Eighth Edition December 2015

**ISBN 978-81-88763-02-3**

**Price Rs 110**

Printed and bound in India by  
Taj Press, Noida

# A TEXT BOOK OF PHYSICS

## About Authors...



**Dr. G. A. Aghalte**  
M.Sc., B. Ed., Ph.D.,  
Assistant Professor,  
Department of Physics,  
Lokmanya Tilak Mahavidyalaya,  
Wani, Dist. Yavatmal  
Teaching Experience : 20 Years  
Research Experience : 12 Years



**Dr. A. U. Ubale**  
M.Sc., Ph.D.  
Associate Professor  
G.V.I.S.H. Amravati  
Teaching Experience : 18 yrs.  
Research Experience : 18 yrs.



**Dr. A. B. Lad**  
M.Sc., Ph.D., SET  
Assistant Professor,  
Department of Physics,  
Amolakchand Mahavidyalaya,  
Yavatmal  
Teaching Experience : 17 Years  
Research Experience : 20 Years



**Dr. S.S. Arsad**  
M.Sc., Ph.D., B.Ed.,  
P.G.D.C.S. & A., P.A.T., CWWC.  
Assistant Professor,  
Department of Physics  
Shri Shivaji Science College,  
Amravati  
Teaching Experience: 10 yrs.  
Research Experience: 10 yrs.



**Dr. K. B. Raulkar**  
M.Sc., Ph.D., SET  
Assistant Professor,  
Department of Physics,  
Vidya Bharati Mahavidyalaya,  
Amravati  
Teaching Experience : 09 Years  
Research Experience : 08 Years



**Mr. M. R. Belkhedkar**  
M.Sc., SET.  
Assistant Professor,  
Shri Shivaji College of Arts,  
Commerce and Science, Akola  
Teaching Experience : 10 Years  
Research Experience : 09 Years

## About Editor...



**Dr. N. G. Belsare**  
M.Sc., M. Phil, Ph.D.  
Associate Professor  
Vidya Bharati Mahavidyalaya, Amravati  
Teaching Experience : 32 yrs.  
Research Experience : 20 yrs.  
Research Supervisor : 02 Students Awarded Ph.D.,  
01 Student Submitted Ph.D., 10 Students Awarded M.Phil.

**नभप्रकाशन**

Shyam Nagar, Amravati-444606  
Mob. - 7798204500, 9923145400  
nabhprakashan@gmail.com  
www.nabhprakashan.com

ISBN-978-81-905776-104-4

Rs. 100/-

ISBN-978-81-905776-104-4



9 788190 577610 16

AS PER SEMESTER SYLLABUS

# A TEXT BOOK OF PHYSICS

**Quantum Mechanics, Nuclear  
Physics and Electronics**

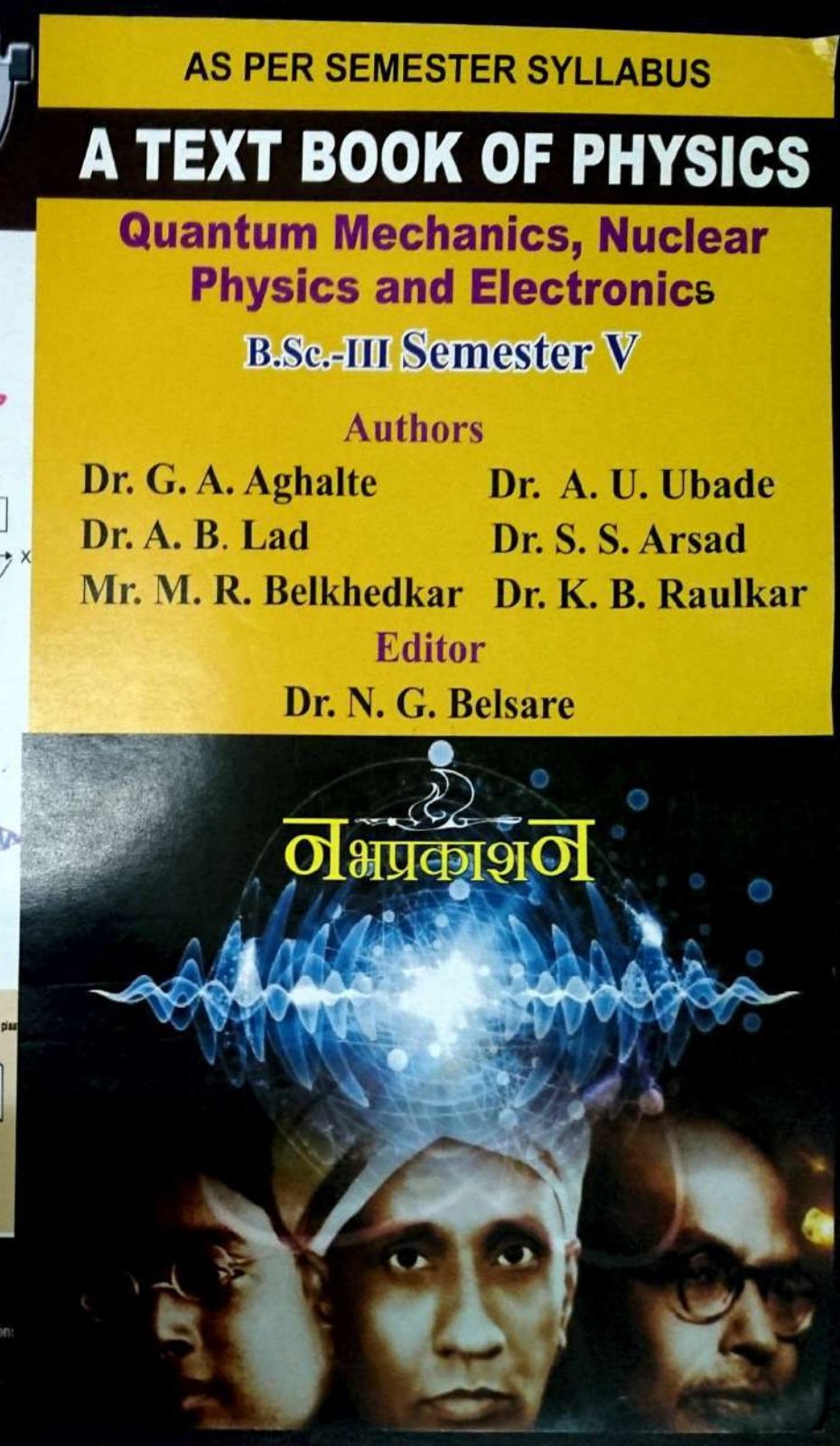
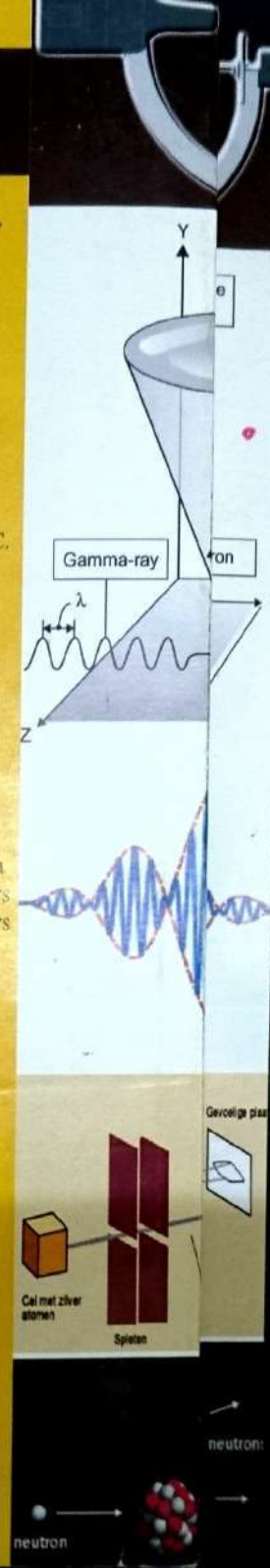
**B.Sc.-III Semester V**

## Authors

**Dr. G. A. Aghalte**      **Dr. A. U. Ubale**  
**Dr. A. B. Lad**        **Dr. S. S. Arsad**  
**Mr. M. R. Belkhedkar**   **Dr. K. B. Raulkar**

## Editor

**Dr. N. G. Belsare**



# A TEXT BOOK OF PHYSICS

B.Sc.III Semester-V

## Authors

**Dr. G. A. Aghalte**

Lokmanya Tilak Mahavidyalaya,  
Wani, Dist. Yavatmal.

**Dr. A. U. Ubale**

Govt. Vidarbha Institute of  
Science and Humanities, Amravati

**Dr. A. B. Lad**

Amolakchand Mahavidyalaya,  
Yavatmal.

**Dr. S. S. Arsad**

Shri Shivaji Science  
College, Amravati.

**Dr. K. B. Raulkar**

Vidyabharti Mahavidyalaya,  
Amravati.

**Mr. M. R. Belkhedkar**

Shri Shivaji Arts, Commerce and  
Science College, Akola.

## Editing Author

**Dr. N. G. Belsare**

Vidyabharti Mahavidyalaya, Amravati.

**भूपेश्वर**

**Specimen Copy  
With Best Complements I**

# A TEXT BOOK OF PHYSICS

## B.Sc.III Semester-V

ISBN- 978-81-905776-104-4

Edition: First 2015-16

15<sup>th</sup> August 2015

Editor:

**Dr. N.G. Belsare**

Head, Department of Physics,  
Vidyabharati Mahavidyalaya, Amravati.

Publisher:

**Milind Dahake**

Nabh Prakashan

Shyam Nagar, Amravati- 444 606

Mo. - 7798204500, 8177838400

Printer

**Nabh Offset Printer**

Shyam Nagar, Amravati- 444 606.

Price: Rs. 100 /-

Note : While all possible care has been taken in the editing, proof reading and printing of this book, but in case of any omission/mistake which might have crept in the book, neither the author nor the publisher shall be held responsible for the same. The author and publisher shall feel obliged for the suggestions received from the readers for further improvement of the book.

© **Nabh Prakashan**

All rights reserved. The copyright of this book vests in with the Publisher. No part of this book (any edition/reprint) may be reproduced. Stored in a retrieval system or transmitted in any form by any means, electronically or mechanically or by photocopying, Xerox, recording or otherwise without the prior written permission of the Author/Publisher, except for the purposes of references and review. Infringement of copyright is a criminal offence.

## Preface

We feel great pleasure in presenting this book to the semester-V students of B.Sc. Third year as per revised syllabus of Physics prescribed by S.G.B. Amravati University, Amravati.

The material is presented in this book in a comprehensive way using simple language. The exercises with large number of questions, MCQs and numerical are given at the end of each chapter to facilitate the students to prepare for their examinations as per the latest pattern of setting of question papers in S.G.B. Amravati University.

There is every reason to believe that this comprehensive approach will be appreciated by all readers who are requested to send their suggestions to rectify any deficiencies that may have escaped our notice.

We have little doubt that this series will be received enthusiastically by the students and their teachers.

We thank the Editor Dr. N.G. Belsare, Head, Department of Physics, Vidyabharati Mahavidyalaya, Amravati, for his encouragement and suggestions in writing this book. We also thank *Nabh Prakashan*, Amravati the publisher of this book and his staff for bringing out this book at short notice.

**Authors.....**

Volume - I

**AOJ**

ISSN 2395-0315

**(Arts Oriented Journal)**

(Multi - Lingual Bi- Annual)

Special Issue for

UGC Sponsored



ज्ञान-विज्ञान विमुक्तये

**National Seminar in English**



On

**Importance of English in the  
Era of Globalization**

7<sup>th</sup> October 2015

Organized by



Department of English.

**MAHATMA JYOTIBA FULE MAHAVIDYALAYA,  
Amaravati, Maharashtra, INDIA.**



<b>S.N.</b>	<b>Name of the Title</b>	<b>Research Scholar</b>	<b>Page No.</b>
66	The Use of Technology In Teaching English Language	S. D. Morey	167
67	Meeting and Identifying the need of English language .....	Smita P. Mohod	169
68	Use of ICT in Learning English Language	Pundlik S. Nalinde	172
69	Assit. Professor in English Bhagwan Baba College, .....	Ram P. Savanekar	174
70	Role of Technology and metacognition in second ....	R. S. Potukuchi	176
71	Effective Communication	Rinku Vaijnath Rukke	180
72	English in Rural Areas: Few Reasons for poor performance	S. B. Agrawal	182
73	Teaching and Learning English in Vidarbha ....	Sandeep K. Thorat	185
74	English for better Career Opportunities	Sachin H. Telkhade	188
75	English as the Language of Global Communication	Sangramsinh S. Hajari	191
76	Importance of English In Business Communication	Sanjay D. Patil	192
77	Deconstructing Gender – A Feminist Approach to.....	Sanjay.S. Tamgadge	195
78	Diaspora Syndrome: The Latest trend in English Literature	Sanober Kahkeshan	196
79	The Abbreviated English Language of Text Messages .....	Maholkar Santosh Govindrao	199
80	'Rebel' is a New Trend in Contemporary Indian ....	Satyendra B. Gadpayale	205
81	Pragmatics: A significant approach in language	Shashikant Shinde	207
		Dr. Madhuri Phule	
82	Pros and Cons of Multimedia in English .....	Shitalbabu A. Tayade	210
83	Female quest for self – identity in Shashi ....	Sunil Vishwanath Jadhao	214
84	Role of English in the Era of Globalization	Usha P. Yaul	217
85	Contribution of R.C. Shukla for the development ....	V. H. Hiware	220
86	English as the tool to unveil native culture	V.M. Ambekar	224
87	Contribution of Indian English writers for the ....	Vaishali D. Patankar,	227
88	Importance of English in Business Communication	Varsha Thomas Thylammanal	229
89	Effective Communication skills- An Essential ..	Vijay D. Bhangre	232
90	New Trends In business Communication In English ....	Vijay Rathod	234
91	Vocabulary Development to Improve English	Dr. Archana Bobade	236
92	Empowering English Language Teaching Through .....	Dr. Sonali Rode	238
93	English as the language of Global Communication	Mr. Mohit S. Manni	240
94	Developing communication skills and creating Job ....	Mr. Vijay M. Khadse,	241
95	The Role of Refresher Course in the Professional....	Mr. V.P. Shekokar	243
96	Impact of Regional languages on English	Mr. Nishikant K. Kale	247
97	English for Better Career Opportunity	Rohit H. Gajbhe	248
		Manthan R. Gedam	
		Shubham R. Yadav	
97	Social Media and English Language in 21st Century	Dr. P.N. Sanesar	251
98	From 'English' To 'Worldish'	Dr. Pankaj D. More	253

is a fellow traveler in the exciting pursuit of knowledge.

According to V.G Vadhel, Preeti Shah, Margi Hathi(2009), "Teacher can perceive their syllabus with new angles and put it before the students in such an interesting way that the students may learn less but acquire more. They can never think of missing the class, Story-telling method is proved to be very effective in this regard."

According to Shefali R.Pandya(2009), "Effective teaching involves more than the simple transmission of information and includes motivating students and creating a positive classroom environment as well.

The present study was conducted to see the role of Refresher course in the professional development of teachers. The sample comprised of 200 teachers. Being a qualitative data, only percentage (%) from the collected data, based on 3-point scale developed by the investigator, was calculated. The findings clearly indicated a high level of satisfaction towards the importance of Refresher course in imparting knowledge. There was a positive response by the teacher participants regarding improving teaching and learning skill. There are some suggestions were made to make the courses more meaningful.

#### **Professional Development-**

Professional development today is not only related with teaching and subject knowledge. There is a great need for teachers to reflect on their current practices and adapt new knowledge and techniques. The reflection enables the teachers to acknowledge what the teacher are learning and teaching. Reflective practice can be a beneficial form of professional development at UG level teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their classroom teaching.

A professional development program can succeed only through a long-term approach. Due to the developments in communication information technology, it has changed the field of education. There is a explosion of knowledge because of the rapid advances in computer technology. The role teacher in this scenario is become very important. It is now essential for teacher of English Language and Literature to keep updated their subject knowledge. The Professional Development of Teachers implies his growth in knowledge of his subject, in pedagogy and training techniques, in his love for students and for his institution, in moral and ethical values and growth of his desire to give his best to the world of learning and society. Accordingly, U.G.C. formulated the Academic Staff Refresher course for in service teachers and established initially 48 Academic Staff Colleges in various Universities in 1987 which have immensely helped in the professional growth of teachers all over the country. But how far these Refresher courses have been a great success? And how far the designed goals have been achieved? All such questions still need to answer. It was in this context "The Role Refresher course in Professional Development for English Teachers" had been conducted so that deterrents in the developments of teachers could be weeded out and suggestions could be made to take remedial steps for desirable improvement in refresher course.

#### **Review of Literature**

Studies based on empirical work on Academic Staff Colleges are very few. Studies by Dutta (2000), Joshi (2000), Dhawan (2000), Tripathi (2000), Das and Gogio (2001), Jyoti (2001), Karmali (2002), Jayanti(2006), Sharma and Jain (2006), Pawar and Mouli (2008), Ramalingam(2009), Behara (2009). But, still there is an immediate need to study the impact of Refresher courses conducted

Academic Staff Colleges on the professional Development of English teachers. The present study is an attempt in this direction.

**Academic Staff Colleges in Maharashtra**

Name of the University	Year of Estab.
University of Mumbai.	1987
Savitribai Fule Pune University ,Pune.	1987
R.S.T.M Nagpur University,Nagpur.	1988
Dr.B.R.Ambedkar Marathwada	
Uni.Auragabad	1988
S.G B. Amravati University,Amravati	2009

These Academic Staff Colleges in Maharashtra organized Refresher courses for English teachers. Some the English teacher also attended Refresher courses in Environmental Science and Information communication technology. All these courses are also very much helpful for the professional development of the teacher.

**Objectives of Proposed Study**

1. To understand the importance of Academic Staff Colleges in Maharashtra.
2. Assess the objectives of organizing refresher courses in English and Languages.
3. Collect information from teachers who have attended refresher courses organized by Academic Staff Colleges in Maharashtra and from other states.
4. Assess the performance of Refresher courses on the basis of fulfillment of objectives of refresher courses for English teachers with respect the professional development of the teachers.
5. Assess the views of participants and changes in their teaching skills.
6. Assess the role of Academic Staff Colleges in developing the culture of Information and communication technology, continuous learning and self-improvement among English teachers.
7. Assess the role of Academic Staff Colleges in achieving the objectives of Higher education in general and teacher training in particular.

8. Offer suggestion for improving the performance of Refresher courses and Academic staff colleges.

**RESEARCH METHODOLOGY**

In this project 200 teachers were selected for the study who had attended the Refresher course organized by UGC-Academic Staff Colleges .In order to study the impact on professional development of teachers, a three point scale questionnaire was drafted. It is based on course component of refresher courses. The questionnaire was developed after carefully studying the existing model of refresher course.

**DATA INTERPRETATION:**

Being a qualitative data, only percentage (%) from the collected data based on 3-point scale was calculated. The findings and interpretation of the studies summary is as follows:

In response to the information about professional development, the teacher participants agreed that Refresher courses helped in understanding important skills for professional development. In this regard 87.12% teacher participants showed that Refresher courses helped acquiring necessary skills and techniques for professional development. Most of the teachers considered all the given objectives valid at certain level in their priorities. In response to the items concerning with feelings about Refresher courses, most of the participants (55%) felt enthusiastic to attend the Refresher courses. The courses were taken seriously by 75.20% of teacher participants. Most of the participants reported that Academic Staff College helped them in personality development. When they were asked about the resource persons who came for delivering the lecture they told that most of the resource persons were according to their expectations and topics covered by them. They were of the view that the Refresher

course helped them in preparation of research work.

### CONCLUSION

The findings clearly indicate a high level of satisfaction towards the over all performance of the Academic Staff Colleges in imparting knowledge through refresher courses.

### SUGGESTIONS

The finding of the present research revealed that the Refresher course was highly acknowledged and appreciated. However, the findings of the research suggested that there should be provision for internet browsing to search the latest relevant topic. Academic Staff College should orient teachers in using new information and communication technology .Communication Technology; Innovate Techniques should form an integral component of Refresher Course.

### REFERENCES

1. Rani Dhawan (2010): Impact of Academic Staff College's Programmes on Teachers and Students. University News, New Delhi Vol-38(16)April 17,2000.
2. M.R.Shollapur (2007)- Industry Driven Business Education: A Study on Exploring Industry's Reflections University News New Delhi Vol.45 No.42 Oct 15-21,2007
3. T.Vijaykumar (2009)- HRD for the development of higher education: University News, New Delhi Vol-47 No.32 Aug 10-16,2009
4. Rupali U.Sankpal (2009)- Essential Competencies for higher education Practioner's in 21st century University News, New Delhi Vol-47 No.25 June 22-28,2009
5. M.Pravez (2009)- Professional Development of teachers in higher education University News, New Delhi Vol-47 No.32 Aug 10-16,2009
6. G.Srinivas(2009)- New challenges in Higher

### Education

University News, New Delhi Vol-47 No.10 March 9-15,2009

7. Smt.Pratibha Devisingh Patil(2009)- Education Empowers People to fulfill Diverse responsibilities. .University News, New Delhi Vol-47 No.29 July 20-26,2009
8. V . H . M u l i m a n i ( 2 0 0 9 ) - Dr.Radhakrishnan's Vision on Education University News, New Delhi Vol-47 No.35 Aug 31-Sep 06,2009
9. V.G.Vadhel, Preeti Shah, Margi Hathi (2009)- Teacher: A Dynamic Innovator Since Ages. University News, New Delhi Vol-47 No.35 Aug 31-Sep 06,2009
10. Shefali R.Pandya(2009)- A Study on Characteristics of Teachers. University News, New Delhi Vol-47 No.35 Aug 31-Sep 06,2009
11. Vijaya Deshumkh(2009)- Refining Educational Institutions to Build intercultural competence.University News, New Delhi Vol-47 No.35 Aug 31-Sep 06,2009
12. D.Muthamizh Vendan Murugavel (2009)- Multiple Roles of Teachers in Higher Education University News, New Delhi Vol-47 No.33 Aug 23,2009
13. Satrughna Behera,(2009),Academic Staff College: Ideas and Issues, University News, New Delhi Vol-47 No.32 Aug 10-16,2009
14. Jayanti Dutta (2010): Training Needs Analysis of Newly Inducted Teachers in Higher Education Institutes. University News, New Delhi Vol-48(09) March 01-07,2000.
15. www.ugc.ac.in
16. www.wikipedia.org/wiki/education



SHRI DADASAHEB GAWAI CHARITABLE TRUST, AMRAVATI'S  
**TAKHASHILA MAHAVIDYALAYA, AMRAVATI**  
**Department of Commerce and Management**

ORGANISED  
TWO DAY NATIONAL CONFERENCE ON  
**"ISSUES PERTAINING TO SOCIO-ECONOMIC BACKWARDNESS OF  
YOUTHS OF MARGINALIZED SECTIONS"**  
**DATE: 26 & 27 October 2015**



# Certificate

This is to certify that Prof./Dr./Mr./Mts. Sanjay B. Hadu has  
Of Vidya Bharti Mahavidyalaya Camp, Amravati  
participated in Two day National conference held on 26 & 27 October 2015.

He / She presented a paper on Backwardness of youth of Marginalized Sections  
Problems & Effective Practices in Alternative Education

**Asst. Prof. Kishor M. Akotkar**  
Co-Ordinator  
T.M.V Amt.

**Mr. S. R. Lohakare**  
Organizing Secretary  
T.M.V. Amt.

**Dr. Arun G. Sinha**  
Principal & Convener  
T.M.V. Amt.

**Dr. Kamal R. Gawai**  
Founder President  
SDGCT Amt.



ISBN-978-93-84021-37-5

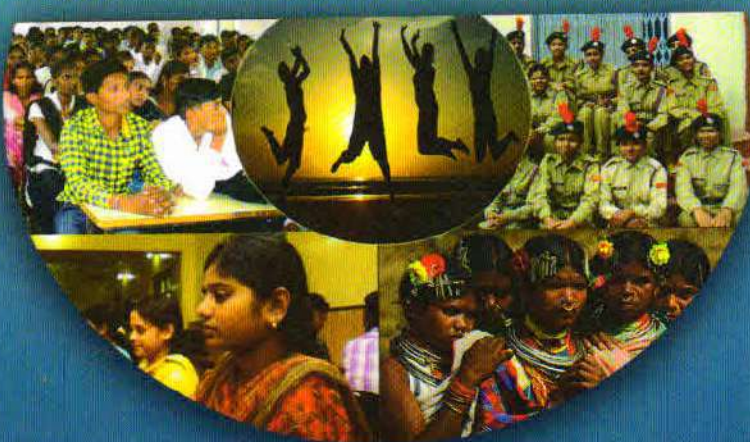
SHRI DADASAHEB GAWAI CHARITABLE TRUST, AMRAVATI'S  
**TAKSHASHILA MAHAVIDYALAYA, AMRAVATI**  
**Department of Commerce and Management**

ORGANISED

TWO DAY NATIONAL CONFERENCE ON  
**"ISSUES PERTAINING TO SOCIO-ECONOMIC BACKWARDNESS OF  
YOUTHS OF MARGINALIZED SECTIONS"**

**DATE: 26 & 27 October 2015**

**PROCEEDING**



Published By  
Sugam Prakashan, Amravti

## Backwardness of Youths of Marginalized Sections Problems & Effective Practices in Alternative Education

Dr. Sanjay B. Kadu

Associate Professor, Vidya Bhari Mahavidyalaya Camp, Amravati.  
E-mail: prof.dr.sanjay.b.kadu@gmail.com

### INTRODUCTION

Marginality is an experience that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives, and the resources available to them. This results in making them handicapped in delving contribution to society. A vicious circle is set up whereby their lack of positive and supportive relationships means that they are prevented from participating in local life, which in turn leads to further isolation. This has a tremendous impact on development of human beings, as well as on society at large. As the objective of development is to create an enabling environment for people to enjoy a productive, healthy, and creative life, it is important to address the issue of marginalization. Development is always broadly conceived in terms of mass participation. Marginalization deprives a large majority of people across the globe from participating in the development. It is a complex problem, and there are many factors that cause marginalization. This complex and serious problem need to be addressed at the policy level. This project deals with the problems associated with the groups suffering from marginalization and the ways to reduce them.

The Encyclopedia of Public Health defines marginalized groups as, 'To be marginalized is to be placed in the margins, and thus excluded from the privilege and power found at the center'. Marginalization may manifest itself in forms varying from genocide/ethnic-cleansing and other xenophobic acts/activities at one end of the spectrum, to more basic economic and social hardships at the unitary (individual/family) level.

To further clarify the meaning and concept let us discuss certain characteristics of marginalized groups: Usually a minority group has the following characteristics.

1. It suffers from discrimination and subordination.
2. They have physical and/or cultural traits that set them apart, and which are disapproved of, by a dominant group.
3. They share a sense of collective identity and common burdens.
4. They have shared social rules about who belongs, and who does not.
5. They have a tendency to marry within the group.

Thus, marginalization is a complex as well as shifting phenomenon linked to social status.

As federal mandates purport to improve the academic achievement of all students, the achievement gap between White students and their marginalized peers has not closed. The persistency of the gap raises the notion that the answer to addressing the achievement gap may not lie in policies or practices. The alternative then is to explore the practices of schools and educators, and the impact each has on students. More specifically, the belief system of those who work with students on a regular basis was the focus of this study.

In education, deficit thinking is the practice of holding lower expectations for students with demographics that do not fit the traditional context of the school system. Deficit thinking equates the poor academic achievement of students from low-income and culturally and linguistically diverse communities with factors outside the control of the school. In essence, deficit thinking posits there is little the school can do to "fix" these students so it reverts to providing them with interventions to help them fit the context of the dominant school culture. The literature indicates that trying to "fix" students only further alienates them from the contemporary school setting by perpetuating deficit attitudes and practices toward students who are marginalized.

Through a re-positioning of the self, school leaders help educators recognize the harmful effects of deficit thinking on students who are marginalized. This multiple-case study examined the practices and challenges of two secondary school leaders who work to eliminate deficit thinking practices and replace it with notions of a democratic education. Based on the findings, recommendations are made for school leaders to consider the use of deliberate dialogue to create inclusive schools that validate and create space for students who are marginalized.

These are presented in an effort to eliminate the practices associated with deficit thinking.

### References :-

1. <http://www.lawc:opus.com/academike/probl-ems-marginalized-groups-india/>
2. [https://www.ideals.illinois.edu/bitstream/handle/2142/31100/Simone\\_Joseph.pdf?sequence=1](https://www.ideals.illinois.edu/bitstream/handle/2142/31100/Simone_Joseph.pdf?sequence=1)

# A TEXT BOOK OF PHYSICS

## About Authors...



**Dr. G. A. Aghalte**  
M.Sc., B. Ed., Ph.D.,  
Assistant Professor,  
Department of Physics,  
Lokmanya Tilak Mahavidyalaya,  
Wani, Dist. Yavatmal  
Teaching Experience : 20 Years  
Research Experience : 12 Years



**Dr. A. U. Ubale**  
M.Sc., Ph.D.  
Associate Professor  
G.V.I.S.H. Amravati  
Teaching Experience : 18 yrs.  
Research Experience : 18 yrs.



**Dr. A. B. Lad**  
M.Sc., Ph.D., SET  
Assistant Professor,  
Department of Physics,  
Amolakchand Mahavidyalaya,  
Yavatmal  
Teaching Experience : 17 Years  
Research Experience : 20 Years



**Dr. S.S. Arsad**  
M.Sc., Ph.D., B.Ed.,  
P.G.D.C.S. & A., P.A.T., CWWC.  
Assistant Professor,  
Department of Physics  
Shri Shivaji Science College,  
Amravati  
Teaching Experience: 10 yrs.  
Research Experience: 10 yrs.



**Dr. K. B. Raulkar**  
M.Sc., Ph.D., SET  
Assistant Professor,  
Department of Physics,  
Vidya Bharati Mahavidyalaya,  
Amravati  
Teaching Experience : 09 Years  
Research Experience : 08 Years



**Mr. M. R. Belkhedkar**  
M.Sc., SET.  
Assistant Professor,  
Shri Shivaji College of Arts,  
Commerce and Science, Akola  
Teaching Experience : 10 Years  
Research Experience : 09 Years

## About Editor...



**Dr. N. G. Belsare**  
M.Sc., M. Phil, Ph.D.  
Associate Professor  
Vidya Bharati Mahavidyalaya, Amravati  
Teaching Experience : 32 yrs.  
Research Experience : 20 yrs.  
Research Supervisor : 02 Students Awarded Ph.D.,  
01 Student Submitted Ph.D., 10 Students Awarded M.Phil.

**नभप्रकाशन**

Shyam Nagar, Amravati-444606  
Mob. - 7798204500, 9923145400  
nabhprakashan@gmail.com  
www.nabhprakashan.com

ISBN-978-81-905776-104-4

Rs. 100/-

ISBN-978-81-905776-104-4



9 788190 577610 16

AS PER SEMESTER SYLLABUS

# A TEXT BOOK OF PHYSICS

**Quantum Mechanics, Nuclear  
Physics and Electronics**

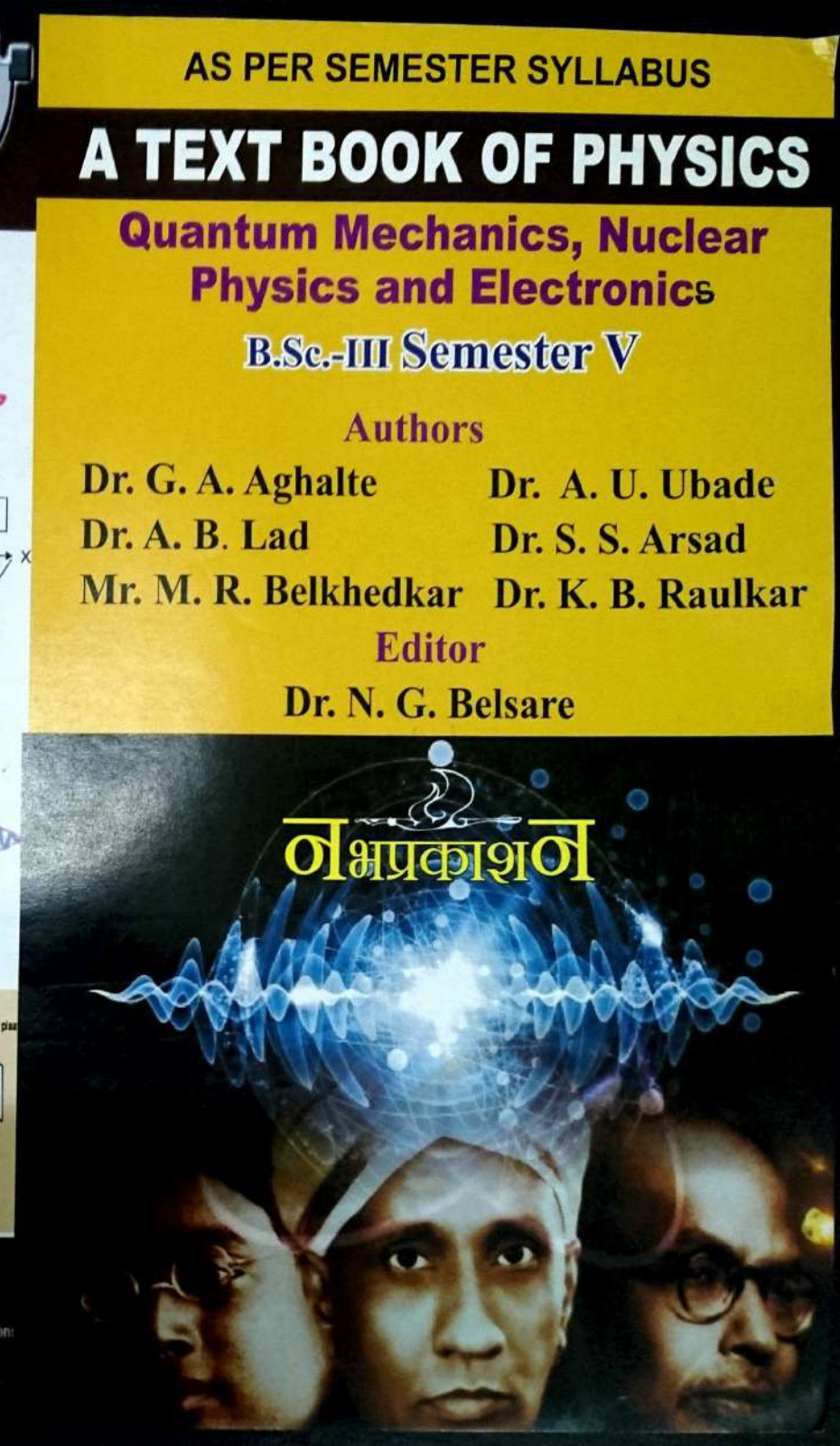
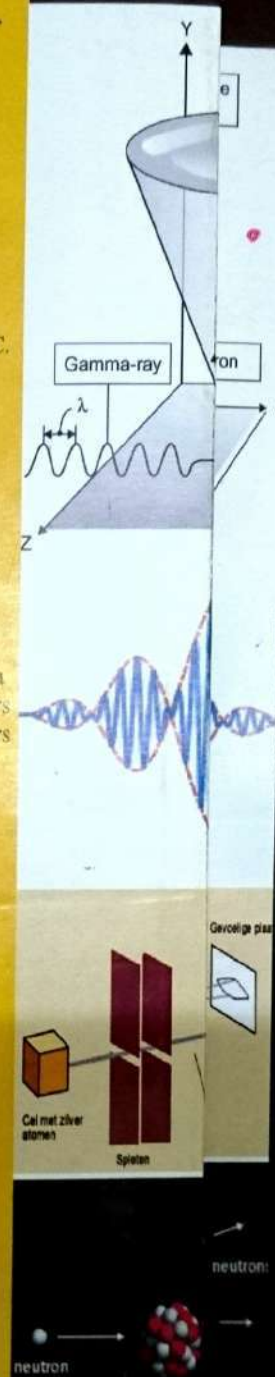
**B.Sc.-III Semester V**

## Authors

**Dr. G. A. Aghalte**      **Dr. A. U. Ubale**  
**Dr. A. B. Lad**        **Dr. S. S. Arsad**  
**Mr. M. R. Belkhedkar**   **Dr. K. B. Raulkar**

## Editor

**Dr. N. G. Belsare**





# A TEXT BOOK OF PHYSICS

B.Sc.III Semester-V

## Authors

**Dr. G. A. Aghalte**

Lokmanya Tilak Mahavidyalaya,  
Wani, Dist. Yavatmal.

**Dr. A. U. Ubale**

Govt. Vidarbha Institute of  
Science and Humanities, Amravati

**Dr. A. B. Lad**

Amolakchand Mahavidyalaya,  
Yavatmal.

**Dr. S. S. Arsad**

Shri Shivaji Science  
College, Amravati.

**Dr. K. B. Raulkar**

Vidyabharti Mahavidyalaya,  
Amravati.

**Mr. M. R. Belkhedkar**

Shri Shivaji Arts, Commerce and  
Science College, Akola.

## Editing Author

**Dr. N. G. Belsare**

Vidyabharti Mahavidyalaya, Amravati.

**भूपेश्वर**

**Specimen Copy  
With Best Complements I**

# A TEXT BOOK OF PHYSICS

## B.Sc.III Semester-V

ISBN- 978-81-905776-104-4

Edition: First 2015-16

15<sup>th</sup> August 2015

Editor:

**Dr. N.G. Belsare**

Head, Department of Physics,  
Vidyabharati Mahavidyalaya, Amravati.

Publisher:

**Milind Dahake**

Nabh Prakashan

Shyam Nagar, Amravati- 444 606

Mo. – 7798204500, 8177838400

Printer

**Nabh Offset Printer**

Shyam Nagar, Amravati- 444 606.

Price: Rs. 100 /-

Note : While all possible care has been taken in the editing, proof reading and printing of this book, but in case of any omission/mistake which might have crept in the book, neither the author nor the publisher shall be held responsible for the same. The author and publisher shall feel obliged for the suggestions received from the readers for further improvement of the book.

© **Nabh Prakashan**

All rights reserved. The copyright of this book vests in with the Publisher. No part of this book (any edition/reprint) may be reproduced. Stored in a retrieval system or transmitted in any form by any means, electronically or mechanically or by photocopying, Xerox, recording or otherwise without the prior written permission of the Author/Publisher, except for the purposes of references and review. Infringement of copyright is a criminal offence.

## Preface

We feel great pleasure in presenting this book to the semester-V students of B.Sc. Third year as per revised syllabus of Physics prescribed by S.G.B. Amravati University, Amravati.

The material is presented in this book in a comprehensive way using simple language. The exercises with large number of questions, MCQs and numerical are given at the end of each chapter to facilitate the students to prepare for their examinations as per the latest pattern of setting of question papers in S.G.B. Amravati University.

There is every reason to believe that this comprehensive approach will be appreciated by all readers who are requested to send their suggestions to rectify any deficiencies that may have escaped our notice.

We have little doubt that this series will be received enthusiastically by the students and their teachers.

We thank the Editor Dr. N.G. Belsare, Head, Department of Physics, Vidyabharati Mahavidyalaya, Amravati, for his encouragement and suggestions in writing this book. We also thank *Nabh Prakashan*, Amravati the publisher of this book and his staff for bringing out this book at short notice.

**Authors.....**

# सामाजिक मानवशास्त्र

रा.ज. लोटे | डॉ. ए.डी. चौहान



31.2  
LOT  
62073



ISBN: 978-93-82136-88-0

प्रकाशन क्रमांक : 434

पहिली आवृत्ती : जून 2015

© लेखक

प्रकाशक :

मनोहर पिंपळापुरे, पिंपळापुरे अँड कं. पब्लिशर्स

हिंदू मुर्लीचे शाळेजवळ, महाल, नागपूर-440032

अक्षर जुळवणी :

गुणवंत बोथलीकर, महाल, नागपूर

मुद्रक :

साकोडे, प्रिंट सोल्यूशन, महाल, नागपूर

मुखपृष्ठ :

जयंत गायकवाड, महाल, नागपूर

वितरक :

पिंपळापुरे बुक डिस्ट्रीब्युटर्स

206, राम मंदिर लेन, टिळक पुतळा, महाल, नागपूर-400032

फोन नं. 0712 - 2724318, 2736905

किंमत : ४०० रुपये

Sant Gadge Baba Amravati  
Sociology : B.A.  
Social Anthropology

- Unit-I** 1) Nature and Scope of Social Anthropology  
(a) Sociology, (b) History, (c) Economic Importance of Social Anthropology in India  
2) Methods of Social Anthropology.
- Unit-II** 1) Social Organisation (a) Family (b) Clans and ways of acquiring mates, (d) Status and (e) Dormitory System.  
2) Concept of Race, Races of the World
- Unit-III** Tribal Economy, General Characteristics  
a) Production, Types of Cultivation.  
b) Distribution and Exchange Systems.  
c) Concept of Property.
- Unit-IV** Tribal Religion and Magic :  
a) Theories of the Origin of Religion.  
b) Religions Beliefs and Rituals.  
c) Forms of Tribal Worships.  
d) Magic, among the Tribals.  
e) Role of Shamans and Priests.
- Unit-V** 1) Tribal Polity :  
a) Law, b) Justice  
2) Major Problems of Tribals in India, Tribal Welfare: Isolation, Assimilation

Try Prime

Books

Shop by Category

Your Amazon.in Today's Deals Gift Cards Sell Customer Service

Hello, Sign in Your Orders

Try Prime

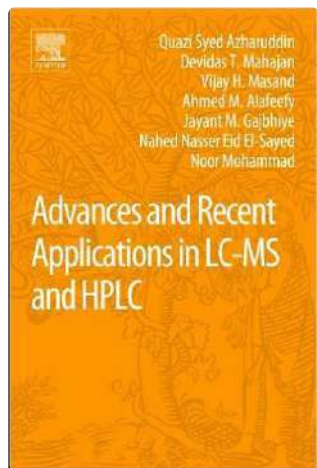
Wish List

0 Cart

Books Advanced Search New Releases & Pre-orders Best Sellers Browse Genres Children's & Young Adult Textbooks Exam Central



Back to results



### Advances and Recent Applications in Lc-ms and Hplc

Paperback – Import, 26 Aug 2015

by Quazi Syed Azharuddin (Author), Devidas T. Mahajan (Author), Vijay H. Masand (Author), & 2 More

Be the first to review this item

See all formats and editions

Paperback

Share



100% Purchase Protection Original Products | Easy Returns Secure Payments

Currently unavailable. We don't know when or if this item will be back in stock.

Add to Wish List

Have one to sell?

Sell on Amazon



See this image

#### Product details

- Paperback:** 94 pages
- Publisher:** Elsevier Science Ltd (26 August 2015)
- Language:** English
- ISBN-10:** 0128042079
- ISBN-13:** 978-0128042076
- Product Dimensions:** 1.3 x 15.2 x 22.2 cm
- Average Customer Review:** Be the first to review this item

Would you like to update product info or give feedback on images?

#### Tell the Publisher!

I'd like to read this book on Kindle

Don't have a Kindle? Get your Kindle here, or download a FREE Kindle Reading App.

#### Customer Reviews

There are no customer reviews yet.

- 5 star
- 4 star
- 3 star
- 2 star
- 1 star

Write a product review

#### Look for similar items by category

- Books > Sciences, Technology & Medicine > Chemistry
- Books > Textbooks > Science & Mathematics > Chemistry

#### Your Recently Viewed Items and Featured Recommendations

See personalized recommendations

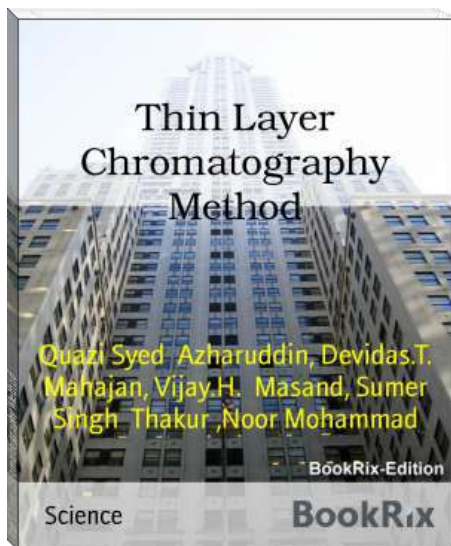
Sign in

New customer? Start here.

# Thin Layer Chromatography Method

By: [Quazi Syed Azharuddin](#), [Devidas.T. Mahajan](#), [Vijay.H. Masand](#), [Sumer Singh Thakur](#) ,[Noor Mohammad](#)

Options



Thin layer chromatography, or TLC, is a method for analyzing mixtures by separating the compounds in the mixture. TLC can be used to help determine the number of components in a mixture, the identity of compounds, and the purity of a compound.

Read Book

Download

Science | 18123 Words | Ages 18 and up | 0 | 0 | Publication Date: 04-09-2015 | ISBN: 978-3-7368-8869-2

## Posts and Comments



Write the first post...

Send

Add to Favorites

Share this Book

Report

Book Recommendation

### The Vampire Queen Chronicles: Almost In Training



My name is Corriander Brennaur and all I want to be known as is a regular old college student. Unfortunately for me I'm anything but normal. I've never been one of those girls who was popular with the in-crowd. I know it's the weirdness in me that keeps me on ...

Read Book

A historical time travel romance



Shri. Dadasaheb Gawai Charitable Trust, Amravati's  
**DR. BABASAHEB AMBEDKAR MAHAVIDYALAYA, AMRAVATI**  
**TAKSHASHILA MAHAVIDYALAYA, AMRAVATI & RAMKRUSHNA MAHAVIDYALAYA, DARAPUR**  
**TQ. DARYAPUR, DIST. AMRAVATI.**

**JOINTLY ORGANISED**

**TWO DAY INTERNATIONAL INTERDISCIPLINARY CONFERENCE**

**ON**

**THE METAMORPHOSIS OF WOMEN THROUGH EDUCATION**

**(Challenges Opportunities and Achievements)**

# CERTIFICATE

This is to certify that

Shri / Smt. / Dr. / Prof. Sanjay B. Kadu from \_\_\_\_\_

has participated in the

Two day International Interdisciplinary Conference On "THE METAMORPHOSIS OF WOMEN

THROUGH EDUCATION (Challenges, Opportunities and Achievements)

held on 8 & 9 JANUARY, 2016 at Takshashila Mahavidyalaya Amravati .

Chaired Session / Appeared as a Guest in \_\_\_\_\_

Presented a Research Paper titled 'Klomen In Medio Glare' \_\_\_\_\_

Principal

Dr. B. A. M., Amt.

Principal

T. M. V., Amt.

Principal

R. M. V., Darapur. Amt.

Organizing Secretary

Convener



ISBN978-93-84021-40-5

SHRI DADASAHEB GAWAI CHARITABLE TRUST, AMRAVATI'S  
**DR. BABASAHEB AMBEDKAR MAHAVIDYALAYA, AMRAVATI**  
**TAKSHASHILA MAHAVIDYALAYA, AMRAVATI &**  
**RAMKRUSHNA MAHAVIDYALAYA, DARAPUR**

**JOINTLY ORGANISED**

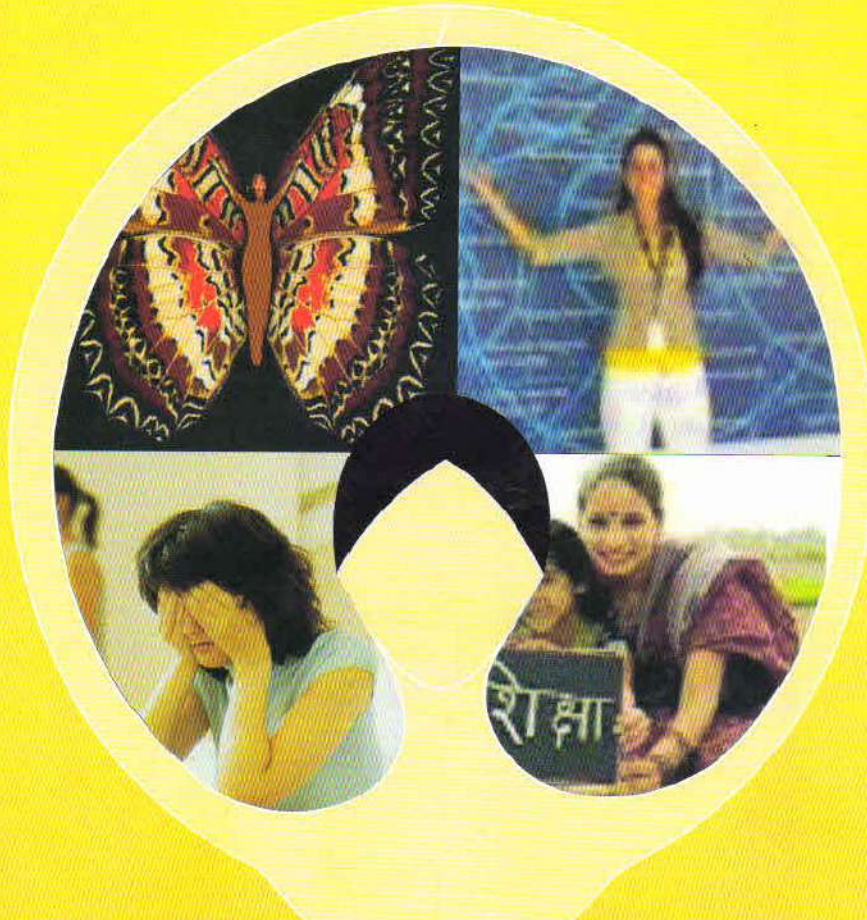
**TWO DAY INTERNATIONAL INTERDISCIPLINARY CONFERENCE  
ON**

**THE METAMORPHOSIS OF WOMEN THROUGH EDUCATION**

*(Challenges Opportunities and Achievements)*

8 & 9 January 2016

C  
E  
L  
E  
B  
R  
A  
T  
I  
N  
G



W  
O  
M  
E  
N  
H  
O  
O  
D

**PROCEEDING**



1. A.M. Mahaboob Basha, K. Sai Pranav, R.V.S.S Nagabhushana Rao, K. Madhavi and P. Sri Sudha, *A study on Development of Women Entrepreneurship in Nellore, AP, India*, Research Journal of Management Sciences, Vol. 2(10), 1-5, October 2013.
2. T. Vijayakumar, B. Naresh, *Women Entrepreneurship in India – Role of Women in Small and Medium Enterprises*, TRANS Asian Journal of Marketing & Management Research Vol.2 Issue 7, July 2013.
3. Priyanka Sharma, *Women Entrepreneurship Development in India*, Global Journal of Management and Business Studies, Volume 3, Number 4 2013.
4. Sreenivasa Rao Behara and K. Niranjana, *Rural Women Entrepreneurship in India*, IJCEM International Journal of Computational Engineering & Management, Vol. 15 Issue 6, November 2012.
5. Jawhar Sircar, office of the Development Commissioner –*Micro, Small and Medium Enterprises Government of India*, F.No.10 (45).2007/Plg-Spl Cell Dated the 24<sup>th</sup> Jan. 2008.
6. P. Saravanavel, *Research Methodology*, Kitab Mahal, Allahabad, 1<sup>st</sup> Edition, 1987.
7. Priti R. Majhi and Prafull K. Khatua, *Research Methodology*, Himalaya, Publishing House Nagpur, 2013.

\*\*\*\*\*

## Woman In Media Glare

**Prof. D.V. Kandalkar**  
**B. kadu**  
 (Commerce Faculty)  
 Dr.Babasabe Ambedkar  
 Mahavidyalay, Amravati

**Dr. Sanjay**  
 (Commerce Faculty)  
 Vidya Bharti  
 Mahavidyalay, Amravati

*The exploitation of women in mass media is the use or portrayal of women in the mass media (such as television, film and advertising) to increase the appeal of media or a product to the detriment of, or without regard to, the interests of the women portrayed, or women in general. Feminists and other advocates of women's rights have criticized such exploitation. The most often criticized aspect of the use of women in mass media is sexual objectification. According to News 24, dismemberment can be a part of the objectification as well. Women are oftentimes considered objects instead of subjects. Objects are considered passive and something that is being acted upon. Women being objectified in media create social stereotypes for both men and women which also creates unhealthy social attitudes and physical habits of behavior involving females. Women who are taught to see their bodies as sexual objects can develop problems like eating disorders, low self-esteem, and depression. This can stem from the sexualized images in advertising and media.*

### **Criticisms of the media :**

**Advertising :** Robert Jensen, Sut Jhally and other cultural critics accuse mass media of using sex in advertising that promotes the objectification of women to help sell their goods and services. Clothing designer Calvin Klein was criticized for using images of young, sexualized girls and women in his ads, having said - "Jeans are about sex. The abundance of bare flesh is the last gasp of advertisers trying to give redundant products a new identity."

Calvin Klein has also received media attention for its controversial advertisements in the mid-1990s. Several of Calvin Klein's advertisements featured images of teenage models, some "who were reportedly as young as 15" in overly sexual and provocative poses. The overt use of sexuality to promote breast cancer awareness, through fundraising campaigns like "I Love Boobies" and "Save the Ta-tas", angers and offends breast cancer survivors and older women, who are at higher risk of developing breast cancer. Women who have breast cancer say that these advertising campaigns suggest that having sexy breasts is more important than saving their lives, which devalues them as human beings.

**Film :** In considering the way that films are put together, many feminist film critics have pointed to the "male gaze" that predominates in classical Hollywood film-making. Budd Boetticher summarises the view thus: "What counts is what the heroine provokes, or rather what she represents. She is the one, or rather the love or fear she inspires in the hero, or else the concern he feels for her, who makes him act the way he does. In herself the woman has not the slightest importance." Laura Mulvey's germinal essay "Visual Pleasure and Narrative Cinema"

written in 1973 and published in 1975) expands on this conception of the passive role of women in cinema to argue that film provides visual pleasure through scopophilia and identification with the on-screen male actor. She asserts: "In their traditional exhibitionist role women are simultaneously looked at and displayed, with their appearance coded for strong visual and erotic impact so that they can be said to connote *to-be-looked-at-ness*," and as a result contends that in film a woman is the "bearer of meaning, not maker of meaning." Mulvey argues that Lacan's psychoanalytic theory is the key to understanding how film creates such a space for female sexual objectification and exploitation through the combination of the patriarchal order of society, and 'looking' in itself as a pleasurable act of voyeurism, as "the cinema satisfies a primordial wish for pleasurable looking."

**Music videos :** Gan, Zillmann and Mitrook found that exposure to sexually explicit rap promotes distinctly unfavorable evaluations of black women. Following exposure to sexual rap, as compared with exposure to romantic music or to no music, the assessment of the female performers' personality resulted in a general downgrading of positive traits and a general upgrading of negative ones. A 2008 study by Zhang et al. showed that exposure to sexually explicit music videos was associated with stronger endorsement of sexual double standards (e.g., belief that it is less acceptable for women to be sexually experienced than for men). Exposure to sexual content was also associated with more permissive attitudes toward premarital sex, regardless of gender, overall television viewing, and previous sexual experience. However, Gad Saad argues that the premise that music videos yield harmful effects and that the harm would be sex-specific (e.g., women's self-concepts will be negatively affected) has not been supported by research.

A survey found that 72.2% of black, 68.0% of white, and 69.2% of Hispanic youths agree with the suggestion that rap music videos contain 'too many' references to sex. It's true that women are objectified in hip hop and rap videos all the time. It's usually done by the way they are dressed, to how they speak in seductive or suggestive tones and how they dance in a sexual manner. Sometimes the woman's face isn't shown in these videos. Her body becomes a showpiece and is put on display. The woman loses her identity and it reinforces her role as the sex object.

Women's bodies are often dismembered in these videos as well. Breasts, butts, or legs are usually put on display, which makes some people think that the woman's body is no longer connected to her mind and emotions. Also, when the woman is placed can also convey male superiority.

**Bodying :** In her article, "Negative effect of media on girls," Monique Smith discusses the evolution of acceptable female figures throughout time. The transition between sexy meaning curvaceous to sexy meaning thin made it difficult for women to keep up with the ideal feminine figure. Striving for the virtually unattainable perfect body, women were viewed as a new way to make money. The use of size 0 in advertisements and products in the clothing industry has been met with criticism. For example, Dawn Porter, a reporter from the UK who had been challenged to go on an extreme celebrity 'size zero' diet for a new BBC programme, Super Slim Me, logged her experiences about her journey to a size zero. A study conducted in the UK found evidence that anorexia nervosa is a socially transmitted disease and exposure to skinny models may be a contributing factor in the cause of anorexia nervosa.

**Blonde:** Blonde women are over-represented among newscasters and television stars, conveying the message that blonde hair is more beautiful or desirable.

Recently, television has come under fire for the sexual exploitation of women on screen, particularly when teenagers are involved. In 2013, the Parents Television Council released a report that found that it was 50 percent more likely for a scene to be exploitative when a teenage girl was involved. The report also found that 60 percent of teen girls on television are the targets of sexually exploitive jokes compared to 33 percent of adult women. Rev. Delman Coates, a PTC board member said, "young people are having difficulty managing the distinction between appropriate and inappropriate sexual conduct". This report is of a series that's about media exploitation of young girls.

The researchers from the study claim that "[i]f media images communicate that sexual exploitation is neither humorous nor harmful, the environment is being set for sexual exploitation to be viewed as trivial and acceptable. As long as there are media producers who continue to find the degradation of women to be humorous, and media networks that will air the content, the impact and seriousness of sexual exploitation will continue to be understated and inadequately addressed in our society."

A study led by sociologist Stacy L. Smith found that in both prime-time television and family films, women were more likely to be depicted as thin and scantily clad. They were also vastly underrepresented in STEM fields compared to their male counterparts, and had less speaking roles. According to this study, only 28.3 percent

of characters in family films, 30.8 percent of characters in children's shows, and 38.9 percent of characters on prime time television were women.

According to a report by the Women's Media Center (WMC), it found that the gender gap has not declined that in some industries it has gotten worse. In television, it found the percentage of female TV characters decreased and that the ones who make it on-screen are not likely to get the lead roles compared to the male characters. "According to the Center for the Study of Women in Television & Film's 'Boxed In' report, Television Network is the only TV network where women can be seen in accurate proportion to their representation in the U.S. population".

**Effects on society :** Critics of the prevalent portrayals of women in the mass media observe possible negative consequences for various segments of the population, such as:

- Women of average or normal appearance feeling inadequate or less beautiful in comparison to the overwhelming use of extraordinarily attractive women.
- Unrealistic expectations by men of how women should look or behave.
- Stereotyping of women who are positively portrayed by or sexualized in the media, such as the theme of "dumb blonde" or "blonde bimbo", limiting the societal and career opportunities for people who fit these stereotypes.
- Psychological disorders such as body dysmorphic disorder, anorexia, bulimia and so on.
- The excessively coercive nature of appeal to strong sexual instincts to sell products or promote media.
- Increase in the likelihood and acceptance of sexual violence.

\*\*\*\*\*

## Women In Governance And Leadership

Prof. Sunil K. Kulkarni  
(Commerce Faculty)

Sant Gadage Maharaj Mahavidyalay, Walgaon Dist. Amravati

**Women in government** in the modern era are under-represented in most countries worldwide, in contrast to the past. However, women are increasingly being politically elected to be heads of state and government. More than 100 countries currently have a woman holding office as the head of a national government, and the global participation rate of women in national-level parliaments is nearly 20%. A number of countries are exploring various measures that may increase women's participation in government at all levels, from the local to the national.

**Importance :** Increasing women's representation in the government can empower women. Increasing women's representation in government is necessary to achieve gender parity. This notion of women's empowerment is rooted in the human capabilities approach, in which individuals are empowered to choose the functioning that they deem valuable.

Women, as the conventional primary caretakers of children, often have a more prominent role than men in advocating for children, resulting in a "double dividend" in terms of the benefits of women's representation. Female representatives not only advance women's rights, but also advance the rights of children. In national legislatures, there is a notable trend of women advancing gender and family-friendly legislation. This advocacy has been seen in countries ranging from France, Sweden and the Netherlands, to South Africa, Rwanda, and Egypt.

**Challenges faced by women :** Women face numerous obstacles in achieving representation in governance. Their participation has been limited by the assumption that women's proper sphere is the "private" sphere. Whereas the "public" domain is one of political authority and contestation, the "private" realm is associated with the family and the home. By relegating women to the private sphere, their ability to enter the political arena is curtailed. Gender inequality within families, inequitable division of labor within households, and cultural attitudes about gender roles further subjugate women and serve to limit their representation in public life. Societies that are highly patriarchal often have local power structures that make it difficult for women to combat. Thus, their interests are often not represented.

Additionally, women face challenges in that their private lives seem to be focused on more than their political careers. For instance, fashion choices are often picked apart by the media, and in this women rarely win



# INTERNATIONAL

## CONFERENCE ON DEVELOPMENTS

IN COMMERCE, ECONOMICS, ENGINEERING, MANAGEMENT, SCIENCE & HEALTHCARE



### CERTIFICATE

This is to Certify that

PROF. S. K. RAO

of VIDYA BHARTI MAHAVIDYALAYA, AMRAVATI

has participated and presented the paper entitled

“ PROFESSIONAL DEVELOPMENT OF

HUMAN RESOURCE FOR COMMERCE EDUCATION THROUGH HUMAN RESOURCE

DEVELOPMENT CENTRE ”

at the International Conference On Developments in Commerce, Engineering,

Management, Science & Healthcare held on 22<sup>nd</sup> & 23<sup>rd</sup> January, 2016 at Smt. Kesharbai Lahoti

Mahavidyalaya - Amravati

CONFERENCE CHAIRMAN  
Dr. V. J. Bhangdia

CONFERENCE CONVENER  
Dr. Sajid Alvi



## INDEX

SR. NO.	PAPER TITLE	PAGE NO.
1	DEVELOPMENT OF COMMERCE IN MODERN ERA OVERVIEW OF COMMERCE TRENDS IN INDIA Dr. Subhash Jadhao	1
2	DEVELOPMENT OF BANKING SECTOR IN INDIA Dr. Prakash Deshmukh	6
3	PROFESSIONAL DEVELOPMENT OF HUMAN RESOURCE FOR COMMERCE EDUCATION THROUGH HUMAN RESOURCE DEVELOPMENT CENTRE Dr.P.W.Kale & Mr.S.K.Rodde	8
4	REVIEW OF INDUSTRIAL GROWTH UNDER PLANNING STRUCTURAL TRANSFORMATION Pooja S Chandak (Mohata)	12
5	THE SUSTAINABLE GROWTH AND DEVELOPMENT OF INDIAN AGRICULTURE Anurag J. Kale	16
6	CORPORATE SECTOR BANKS & CRM APPROACH Dr. Sanjay Keshaorao Katait	19
7	AN ACCELERATING GROWTH OF E COMMERCE IN INDIA Bhagwan Saduji Gosavi	29
8	ANALYTICAL STUDY OF E-COMMERCE & IT'S PERSPECTIVES Prof. Girish N. Daga	33
9	COMMERCE EDUCATION IN GLOBAL PERSPECTIVE Kishor M. Akotkar	36
10	"NEED OF SKILL IN THE DEVELOPMENT OF ECONOMY CONDITION." Ku. Radhika A. Sonukale ,Ku. Shrushti N. Kesharwani & Ku. Roshani G. Nagdeote	39
11	HARNESSING FUTURE IN AUTOMOBILE SECTOR: INDIAN STAKES SKY HIGH!" Dr.Hemant Bonde Patil	42
12	"IMPACT OF SOCIAL MEDIA; WITH REFERENCE TO FACEBOOK, TWITTER" Darshan A. Khandarkar & Saurabh M. Bannore	44
13	"PRINCIPLES OF BUSIN ESS MANAGEMENT: - WITH REFERENCE TO KAUTILYA ARTHSHASTRA ( AACHARYA CHANAKYA'S)." Ankit V. Wadurkar	47
14	MARKETING SKILLS IN RETAIL BANKING AND INSURANCE Dr.V.R.Gavhale	50
15	E- COMMERCE IN INDIA Dr.Jayant Prabhakar Bobde.	54
16	"INTERFACE BETWEEN ECONOMY –INDUSTRY AND COMPANY (I.E. EIC)." Onkesh P. Khadekar & Ajinkya S. Rahatgaonkar	59
17	HR IN SERVICE SECTOR : CHANGES AND CHALLANGES Mrs. A.P.Khandelwal	63
18	GROWTH AND DEVELOPMENT OF INDIAN TOURISM INDUSTRY Satish G. Prasad	67
19	"ROLE OF INDUSTRIES IN THE MAKE IN INDIA" Mayur D. Raut & Harshal P. Kale	75
20	FOREIGN DIRECT INVESTMENT IMPACT ON INDIAN ECONOMY Sagar P. Pawar, Kajal L.Kadu & Bhavana S.Sambhare.	78
21	"ROLE OF COMMERCE IN ECONOMIC DEVELOPMENT" Arti P. Patre	80
22	"HEALTHY FOOD CONSUMER PRODUCTS: HIGH TIME FOR ESSENTIAL ACCOUNTABILITY!" Dr.Hemant Bonde Patil	83
23	"PROBLEMS: MAHARASHTRA CO – OPERATIVE SUGAR FACTORY." Rutuja R. Ghurde & Vaishnavi S. Deshpande	85
24	CO – OPERATIVE BANK: NEEDS, ROLE AND IMPORTANCE Ruchita D. Thakare & Pooja D. Shyamsunder	89

---

## PROFESSIONAL DEVELOPMENT OF HUMAN RESOURCE FOR COMMERCE EDUCATION THROUGH HUMAN RESOURCE DEVELOPMENT CENTRE

**Dr.P.W.Kale**  
Associate Professor &  
Head Faculty of Commerce Vidyabharati  
Mahavidyalaya Amravati.

**Mr.S.K.Rodde**  
Assistant Professor  
Vidyabharati Mahavidyalaya  
Amravati.

---

### Introduction

#### Human Resource Development Centre

The National Policy on Education (NPE) 1986 in its programme of action makes a pointed reference to the crucial link between teacher motivation and the quality of education. The NPE recognized the need for improving the status of the teacher and proposed to provide opportunities for professional and career development so that teachers may fulfill their role and responsibility within the system of higher education. It was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values that would in turn encourage them to take initiatives for innovative and creative work. It is also proposed to provide skilled based education for the concept of make in India for the development of nation therefore the responsibility of human resource already involved has increased. The NPE sought to focus on the following thrust areas, namely:

1. Specially designed Orientation Programmes in Pedagogy, Educational Psychology and Philosophy, and Social-economic and political concerns for all new entrants at the level of teachers.
2. Orientation and Refresher course for the serving teacher targeting to cover every teacher at least once in three to five year.
3. Specially designed Orientation Programmes/Refresher Course in information and communication technology for the new entrants as well as for the in-service teacher.
4. Encouraging teachers to participate in seminars, symposia and workshops etc, to translate its objectives into a reality.

Keeping this in view, the Human Resource Development Centers formerly called as Academic Staff Colleges were established in 1987 to equip the teachers with such knowledge and expertise as can make them good and effective teachers in classroom situation and to sensitize them to the problems of polity, economy and environment. In the first phase 45 Human Resource Development Centre (Academic Staff Colleges) were established during VIIth Five Year Plan 1985-90. In this number had already increased to 66 these Human Resource Development Centers are distributed in 26 states of the India. The total number of new teachers undergone the training since inception of the ASC scheme is about 1, 04, 636 (Orientation course) and 2,57, 301 (Refresher courses), where as the current teacher strength in higher education is about 5.00 lakh after inclusion of private college teachers also for the staff development programmes. These numbers are self-explanatory about the quantum of work for HRDCs to perform.

#### Commerce Education:

Commerce education made its beginnings in India in 1886 with the establishment of the first commercial school in Madras by the trustee of Pacyappas charities. This branch of education reached an important milestone when the colleges or university level teaching of this subject was started in Sydenham College of commerce and economics in Bombay in 1913. In due course, commerce education spread both at the school and university level. There was however no research in commerce

during this period. But the growth during the forties and fifties was remarkable. Commerce education has now attained a position of preference over Arts.

Till the beginning of fifties however commerce education in most of the universities was limited to B.Com and M.Com degrees only. Research was not the preference of the degree holders in this branch of education. This was partly due to the fact that the discipline was new and partly because research in every branch of education had a position of low priority. But the fifties and the subsequent period saw a very considerable increase in research effort. The Ph.D. degree became the aim of every university teacher and even some of the college teachers started making earnest effort in this direction. As a consequence, the number of Ph.D. degree holders in commerce increased considerably.

#### **Importance of Commerce Education**

Commerce is a branch of knowledge that deals with business, trade and other allied activities. The word 'commerce' has a wide connotation. It includes different activities. Commerce education is composite faculty as compared to Arts and Science. Both of them have well defined objects, education process and curriculum. In our present curriculum we study not only commerce but also Economics, law, Accountancy, Management and now a days Information technology also.

Commerce education aims at producing productive manpower and energy and skill, which control all other aspects of production. Our present education system not only produces productive manpower but also makes available managerial skill.

#### **Objectives of Proposed Study**

1. To understand the Organization and management of HRDC.
2. Assess the objectives of organizing refresher courses in commerce faculty.
3. Assess the performance of Refresher courses on the basis of fulfillment of objectives of refresher courses for commerce teachers with respect to training programme, course contents, and duration of the programme and availability of competent resource person.
4. Assess the role of HRDC in developing the culture of Information and communication technology, continuous learning and self-improvement among commerce teachers.
5. Assess the role of HRDC in achieving the objectives of Higher education in general and Commerce education in particular.

#### **Research Methodology**

In these study primary data had collected from 350 teachers who had attended the orientation programme organized by UGC-Human Resource Development Centre's in Maharashtra were taken. Besides these 120 teachers were taken who have attended the refresher course in Commerce discipline. In order to study the impact on professional growth of teachers, a five point scale (Very Much, Much, Less, Not at all, Undecided) was drafted and standardized by the investigator himself based on course component of orientation programme and refresher course. The questionnaire was developed after carefully studying the existing model of refresher courses for commerce teachers.

The secondary data had collected from direct information available in journals, various books, magazines, web- sites etc.

#### **HRD Needs in Education**

Education itself aims at development of human resources. HRD in education means the human resources involved in education. These include Professors, Principals, and support staff working in educational institutions, heads of university department, vice-chancellors, educational administrators and policy makers. Developing all these categories of people is extremely important as the effectiveness of education depend on how well they perform their roles. People at different levels and performing different roles require different competencies to be effective in their roles. These competencies are also changing from time to time as the environment is changing. The knowledge base is also improving and the needs are changing. Hence there is a need to develop continuously the capabilities of the people involved in education. The HRD needs in education should be interpreted in the context of the overall development needs of the country and should take into consideration the developmental plan in other sectors.

### **Role of Teacher in Education**

Even though often less acknowledged the importance of a good teacher is enormous in India. They play a vital role in the overall development of the students. Not only they are responsible for imparting academic knowledge, but are also responsible for inculcating the right values and principles to their students.

### **Philosophy of the Human Resource Development Centre**

The main philosophy of Human Resource Development Centre is to keep in mind that the teacher is central to the system. While it is universally accepted that the teacher is the pivot of the educational system, our system does not provide adequate opportunities for their professional development. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting information; she/he must also orient students to meet the challenges of life, to not merely become a trained professional, but also a better citizen. It was believed in the past that a college/university teacher learnt the 'art' of teaching on the job by emulating outstanding models such as his/her own teachers or senior colleagues. The stock-in-trade of the college/university teacher has always motivated the students. Today, it is no longer possible to expect a newly appointed teacher to acquire the 'art' of teaching by emulating his/her peers.

### **Educational Technology and Orientation in Information Technology**

New methods of teaching and educational technology along with developments in Information Technology have made the job of a teacher both exact and demanding. Now, it has been decided to give a bigger thrust to e-content development. In order to create internet savvy as well as computer literate teachers, to create e-content assemblers and creators, the University Grants Commission (UGC) is launching specially designed orientation programmes/refresher courses in these subjects.

### **Objectives of the Human Resource Development Centre**

The revised guidelines of UGC have quoted following objectives of Human Resource Development Centre:-

1. Plan, organize, implement, monitor, and evaluate Orientation Programme for newly appointed college/University teachers and Refresher Courses for serving teachers.
2. Organize Orientation Programmes for Heads of Department, Principals, Deans and other decision makers to familiarize them with the philosophy of Orientation in order to enable the senior educational administrators to understand their new roles supervisors and to facilitate the reforms in higher education through appropriate modification of the management system at various levels.
3. Attempt to create a sound academic and educational environment in the university through the ongoing exchange of ideas on different issues and subjects among the Resource Persons, Scholars and the Participants of the programmes.
4. Formulate a programme of Orientation within the broad framework as laid by UGC.
5. Identify resource persons in the various fields of specialization for running the Orientation Courses and Subject Refresher Courses and familiarize such resource persons with the philosophy and guideline for the course. The list of resource persons should be approved by the Chairman of the Advisory Committee.
6. Set up documentation center-cum-Library for reference and source materials necessary for the courses.
7. Produce specially designed material required for effective implementation of the courses.
8. Organize, Monitor and evaluate courses for teachers.
9. To create a culture of learning and self-improvement among teachers so that it becomes an integral part of the educational system at the tertiary level.
10. To enable teachers to:



- a. Understand the significance of education in general, and higher education in particular, in the global and Indian contexts;
- b. Understand the linkages between education and economic and socio-economic and cultural development, with particular reference to the Indian polity where democracy, secularism and social equity are the basic tenets of society.
- c. Acquire and improve basic skills of teaching at the college/university level to achieve goals of higher education;
- d. Keep abreast of the latest developments in their specific subjects;
- e. Understand the organization and management of a college/university and to perceive the role of teachers in the total system;
- f. Utilize opportunities for development of personality, initiative and creativity; and
- g. Promote computer literacy as well as Internet knowledge.

#### Conclusion:-

Human Resource Development Centers have been contributing significantly for improvement of quality of teaching in higher education in India. Their usefulness has been confirmed by various research studies and reports. Besides imparting skills, knowledge, provides opportunity to meet eminent resource persons, provides platform for exchange of ideas with their peer group from various parts of the country which is a unique experience in itself.

To make HRDCs more relevant following are some of the recommendations suggested are-

1. Suitable linkages should be created between HRDCs and International agencies involved in staff development for exchange programmes to understand and updated about latest trends.
2. The orientation courses may be made compulsory for the prospective teacher after selection to the job but before joining it.
3. Sufficient funds should be provided for infrastructural development. HRDC should be equipped with state of art e-class rooms, conference halls, Library.
4. Hostels should be provided with sufficient number of staff to facilitate comfortable stay of the participants.
5. Human Resource Development centre should have adequate permanent staff.
6. Affiliating universities should link participation of staff in HRDC programmes to affiliation of the college more seriously.
7. Monitoring of HRDCs should be done more systematically and scientifically.
8. Due weightage be given to ICT training.
9. The syllabi for refresher courses should contain new trends in commerce discipline.

#### References

1. Rani Dhawan (2000): Impact of Academic Staff College's Programmes on Teachers and Students. University News, New Delhi Vol-38(16) April 17, 2000.
2. M.R.Shollapur (2007)- Industry Driven Business Education: A Study on Exploring Industry's Reflections University News New Delhi Vol.45 No.42 Oct 15-21,2007
3. T.Vijaykumar (2009)- HRD for the development of higher education: University News, New Delhi Vol-47 No.32 Aug 10-16,2009
4. M.Pravez (2009)- Professional Development of teachers in higher education University News, New Delhi Vol-47 No.32 Aug 10-16, 2009
5. G.Srinivas(2009)- New challenges in Higher Education University News, New Delhi Vol-47 No.10 March 9-15, 2009
6. D.Muthamizh Vendan Murugavel (2009)- Multiple Roles of Teachers in Higher Education. University News, New Delhi Vol-47 No.33 Aug 17-23,2009
7. Satrughna Behera,(2009),Academic Staff College: Ideas and Issues, University News,47(04).
8. [www.ugc.ac.in](http://www.ugc.ac.in)
9. [www.wikipedia.org/wiki/education\\_in\\_India](http://www.wikipedia.org/wiki/education_in_India).

\*\*\*

An crease in transparancy is also likely to improve attractiveness for foreign investors.

2) **Jandhan Yojana** :- Account holders of Jandhan yojana credited surprisely Rs. 87000

Cröre. After the demonetisation Govt. bane for withdrawal the amount from this account.

3) **Collection of tax** will be increase for the next year, 2017-18.

### References

Daily newspaper, Sakal (Marathi) 30 Dec. 16, 03 Jan, 17 Pg. 3, Vidharbha Pg. No. 16  
C.S.S. Report -2004

Economic survey Report.  
Indian express. Dtd : 21 Jan, 2017 Pg. No. 7  
www.insightsonindia.com

\*\*\*\*\*

## HUMAN RESOURCE DEVELOPMENT CENTRE AND PROFESSIONAL DEVELOPMENT OF TEACHERS-AN IMPACT STUDY

**S.K.Rodde**

Vidya Bharati Mahavidyalaya, Amravati.

### Introduction

Indian Higher Education system has grown significantly over the last six decades since independence. In the present scenario, the important role of the teachers as catalyst agent has become more critical. In the context of rapid changes, it is imperative that teachers must update their knowledge and skills and be conversant with the latest developments in the field. The Professional Development of Teachers implies his growth in knowledge of his subject, in pedagogy and training techniques. No profession can grow unless its members are prepared to grow professionally and are prepared to undergo sacrifices. The Higher Education System is expected to provide adequate skilled human resources equipped with the knowledge and technical skills to cater to the fast growing economy. India, being the country with the youngest population, would be able to create a larger growing labour force which is expected to deliver greater gains in terms of growth and prosperity. The Central Government has been making suitable policy decisions to take advantage of this situation and to create access for the eligible youth from all social backgrounds to have the necessary education in diverse fields.

The rapid expansion of Higher Education system has considerable impact on the quality of education. One of the most important issues impacting is "Teachers Quality". In the present day context, teachers have to play an enable role in the development of the student. This involves not only imparting knowledge and skills,

but also counseling, developing critical and innovative thinking, research, consultancy and extension of work, preparing instructional materials with the aid of education and information technologies and use of modern methods of management of the educational institutions.

The National policy on Education 1986 is primarily aimed at making education as a realistic instrument of socio-economic development of both the individuals and the society. In this context, staff development and training play a very crucial role. The University Grant Commission has introduced Academic staff colleges in various states of India to orient and refresh the subject knowledge of teachers and to improve their teaching skills in particular subject. Academic Staff Colleges (ASCs) have in the year 2015 been renamed as Human Resource Development Centres (HRDCs). The main aim of the scheme is to maintain high standard of teaching in Universities and Colleges.

At the first phase, the UGC has identified 48 universities to set up Human Resource Development Centres to organize orientation and refresher courses for newly appointed teachers of colleges/universities in 2009 this number has already increased to 66 which have greatly helped in the professional development of teachers all over the country.

### Research Methodology

In this study 100 teachers' male and female who had attended the Refresher Course in Commerce discipline organized by UGC Human Resource Development



Get Access

Share

Export

Search ScienceDirect



Advanced

Chapter contents

Book contents

## Outline

Abstract

Keywords

1. Introduction

2. Basics of ANN

3. Target Validation in Drug Discovery and Development

4. ANN in Target Validation in Drug Discovery and Devel...

5. Target Validation and Neural Networks

6. ANNs in ADME, Toxicity, and Drug Delivery

7. Summary

References

Show full outline 

## Figures (1)

Artificial Neural Network for Drug Design,  
Delivery and Disposition

2016, Pages 15-27

Chapter 2 - The Role of Artificial Neural  
Networks on Target Validation in Drug Discovery  
and DevelopmentHarsh Chauhan<sup>1</sup>, Jonathan Bernick<sup>2</sup>, Dev Prasad<sup>3</sup>, Vijay Masand<sup>4</sup>Show more <https://doi.org/10.1016/B978-0-12-801559-9.00002-8>[Get rights and content](#)

## Abstract

Artificial neural networks (ANNs) and other machine learning algorithms are extensively used in many aspects of drug design and delivery. The concepts of target validation in drug design and the concepts of drug delivery are discussed. The role of ANNs in target validation is discussed, including their capabilities and limitations. Examples of the uses of ANNs in target discovery, target validation, and

Recommended articles [Research on Quality and Safety: What Are We ...](#)  
International Journal of Radiation Oncology\*Biolog... Purchase PDF[View details](#) [Practical Aspects of Developing In-Licensed Ph...](#)  
A Comprehensive Guide to Toxicology in Preclinical D... Download PDF[View details](#) [Introduction to Artificial Neural Network \(ANN...](#)  
Artificial Neural Network for Drug Design, Delivery an... Download PDF[View details](#) 1 2 Next Citing articles (1) Article Metrics 

## Citations

Citation Indexes: 1

Feedback 

Artificial Neural Network for Drug Design, Delivery and Disposition  
2016, Pages 15–27, doi:10.1016/B978-0-12-801559-9.00002-8

## Chapter 2. The Role of Artificial Neural Networks on Target Validation in Drug Discovery and Development

Harsh Chauhan, Jonathan Bernick  
, Dev Prasad  
, Vijay Masand

1 School of Pharmacy and Health Professions, Creighton University, Omaha, NE

2 Independent Consultant, Omaha, NE

3 Formulation development, Fresenius Kabi USA, Skokie, IL

4 Department of Chemistry, Vidya Bharti College, Amravati, Maharashtra

Available online 9 February 2016.

### Abstract

Artificial neural networks (ANNs) and other machine learning algorithms are extensively used in many aspects of drug design and delivery. The concepts of target validation in drug design and the concepts of drug delivery are discussed. The role of ANNs in target validation is discussed, including their capabilities and limitations. Examples of the uses of ANNs in target discovery, target validation, and hit evaluation are given. The uses of ANNs in pharmacokinetics and pharmacodynamics are discussed and examples are given for multiple aspects of absorption, distribution, metabolism, and elimination as well as toxicity. Applications of ANNs' drug delivery are discussed, including in vivo–in vitro correlation, quantitative structure–property relationship modeling, preformulation, and formulation, with the latter two topics examined in depth. It is concluded that ANNs can be of use whenever data are incomplete and/or generalization from a set of examples is required.

### Keywords

ADME; Artificial neuron networking; Drug delivery; Drug design; Machine learning; Targeting; Validation

---