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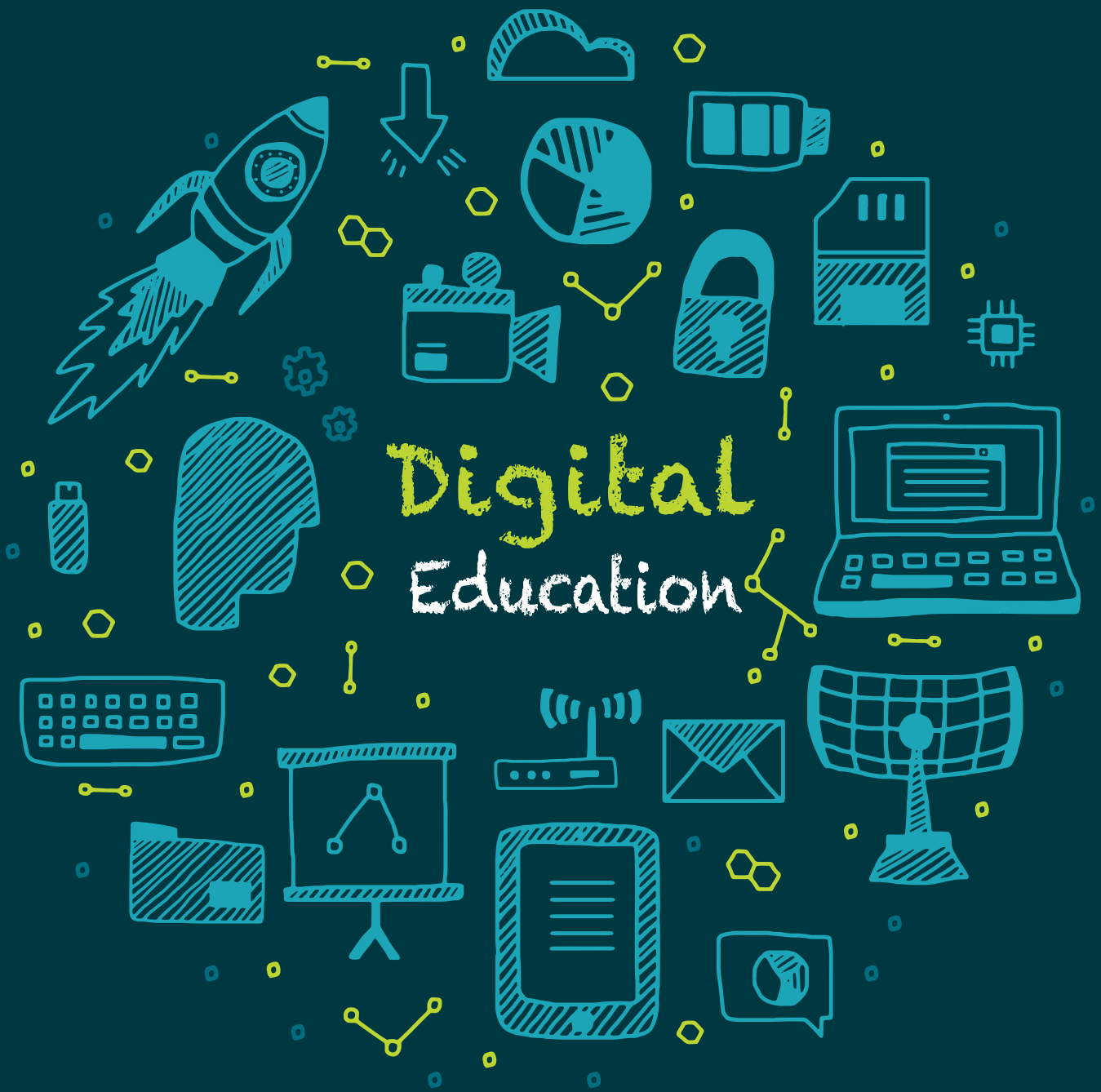
CEC News



शैक्षिक संचार संकाय
Consortium for Educational Communication
(इलेक्ट्रॉनिक मीडिया पर विश्वविद्यालय अनुदान आयोग का एक अंतर-विश्वविद्यालय केन्द्र)
(An Inter-University Centre of University Grants Commission on Electronic Media)

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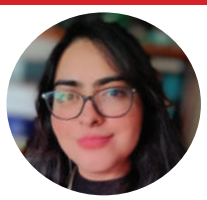

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प्रिय पाठकों,

इस समय और अवधि में, अपस्किलिंग (कौशल उन्नयन) आवश्यक है। एक व्यक्ति आगे बढ़ सकता है यदि वह लगातार तेजी से तकनीकी प्रगति और बदलते उद्योग परिदृश्य के साथ विकसित हो रहे रोजगार बाजार को अपनाता है। अपस्किलिंग में निवेश करके, व्यक्ति अपनी दक्षता बढ़ा सकते हैं, प्रासंगिक और अपने संबंधित क्षेत्रों में प्रतिस्पर्धी बने रह सकते हैं। कौशल-आधारित व्यावसायिक शिक्षा प्रदान करने हेतु, सीईसी जनसंचार और वीडियो निर्माण, वित्तीय लेखांकन, इंटीरियर डिजाइन, विज्ञापन और कंप्यूटर और नेटवर्किंग जैसे विभिन्न व्यावसायिक पाठ्यक्रमों के लिए मैसिव ओपन ऑनलाइन कोर्सेस (मूक्स) प्रदान करता है।

ये मूक्स हमारे 21 शैक्षिक मल्टीमीडिया केंद्रों के संयोजन में विकसित किए गए हैं जो भारत के प्रतिष्ठित और प्रशंसित विश्वविद्यालयों के सर्वश्रेष्ठ संकाय सदस्यों के साथ सहयोग करते हैं। मुझे यकीन है कि आप इस बात से सहमत होंगे कि अपस्किलिंग से न केवल रोजगार क्षमता में सुधार होता है बल्कि नए अवसरों, करियर में उन्नति और उच्च अर्जन की संभावना के द्वार भी खुलते हैं।

सीईसी के मूक्स कहीं भी और कभी भी कौशल अंतराल को पाटने के लिए एक सेतु के रूप में कार्य करते हैं क्योंकि हमारे पाठ्यक्रम स्वयं पर उपलब्ध हैं और शीर्ष विश्वविद्यालयों द्वारा प्रमाणित हैं। इसके अतिरिक्त, अपस्किलिंग व्यक्तिगत विकास, आत्मविश्वास और लचीलेपन को बढ़ावा देती है, जिससे व्यक्तियों को लगातार बदलते पेशेवर माहौल में मार्गनिर्देशन करने और बढ़ने के लिए सशक्त बनाया जाता है।

हमें यह याद रखना चाहिए कि अपस्किलिंग केवल रोजगार की संभावनाओं को बेहतर बनाने का एक साधन नहीं है, अपितु आत्म-सुधार और सफलता की दिशा में एक आजीवन यात्रा है!

जय हिन्द!

निदेशक - सी.ई.सी.

Dear Readers,

In this time and age, upskilling is essential. An individual can grow if he or she continually adapts to an evolving job market with rapid technological advancements and changing industry landscapes. By investing in upskilling, individuals can enhance their competencies, stay relevant, and remain competitive in their respective fields. To impart skill-based vocational learning, CEC provides Massive Open Online Courses (MOOCs) for various vocational courses like Mass Communication & Video Production, Financial Accounting, Interior Design, Advertising, and Computer & Networking, among others.

These MOOCs have been developed in conjunction with our 21 Educational Multimedia Centres which collaborate with the best faculty members from across prestigious and acclaimed universities in India. I am sure that you will agree that upskilling not only improves employability but also opens doors to new opportunities, career advancement, and higher earning potential.

CEC's MOOCs act as a bridge to close skills gaps anywhere and anytime as our courses are available on SWAYAM and certified by top universities. Additionally, upskilling fosters personal growth, confidence, and resilience, empowering individuals to navigate and thrive in an ever-changing professional environment.

One must remember that upskilling is not just a means to improve job prospects but a lifelong journey towards self-improvement and success!

Jai Hind!!

Director, CEC

PUBLICATION ETHICS

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A research work culminates in the publication stage. Prior to submission, researchers must carefully review the standard guidelines provided by the publisher or journal. These guidelines encompass various instructions, including ethical considerations known as publication ethics. Publication ethics encompasses the moral aspects of writing and sharing research findings. It comprises a set of universally accepted principles and standards that govern the conduct of researchers, authors, reviewers, editors, and publishers throughout the publication process.

Over time, publication ethics has evolved to safeguard the interests of researchers and authors while also fostering accountability to the wider public. Its role extends to ensuring the protection of subjects involved in studies, such as patients and animals, from exploitation or harm. Moreover, publication ethics guarantees the authenticity of published work by emphasizing originality. Serving as the primary safeguard against unethical conduct in research writing and publication, it acts as the collective conscience of the publishing community.

Why Publication Ethics is Important

With the exponential growth of research output across various disciplines, maintaining high ethical standards in publication has become increasingly important. Ethical issues such as plagiarism, fraudulent data, authorship disputes, conflicts of interest, and biased reporting can undermine the credibility of scientific findings and erode public trust in academic research. Publication ethics provides a framework for addressing these issues and upholding the values of honesty, fairness, and accountability in scholarly communication.

Integrity: Publication ethics ensures that research findings are presented honestly and accurately,

without manipulation or distortion of data. This fosters trust among researchers, institutions, and the public in the reliability of scientific knowledge.

Credibility: Adherence to ethical standards enhances the credibility of scholarly publications, making them more valuable for readers, reviewers, and citation purposes. It also strengthens the reputation of authors, journals, and academic institutions within the scientific community.

Transparency: Ethical publishing practices promote transparency by requiring authors to disclose potential conflicts of interest, sources of funding, and any other relevant information that could influence the interpretation or validity of their research findings.

Fairness: Publication ethics ensures fair treatment of all stakeholders involved in the publishing process, including authors, reviewers, and editors. It prevents issues such as plagiarism, unauthorized use of others' work, and unfair allocation of authorship credit.

Accountability: Ethical guidelines hold authors, reviewers, editors, and publishers accountable for their actions and decisions in the publication process. This accountability helps to prevent misconduct and unethical behaviour, while also providing mechanisms for addressing and resolving ethical breaches when they occur.

Areas of Publication Ethics

Publication Ethics encompasses all the stakeholders namely authors, funders, reviewers, editors, publishers, and the public at large.

Authorship and Authorship Responsibilities: Authors should adhere to guidelines for authorship, ensuring that those who have made significant contributions to the research are appropriately credited as authors. They are also responsible for ensuring the accuracy and integrity of the research presented in their manuscript.

Plagiarism and Originality: Authors must ensure that their work is original and properly attributed to the sources of existing knowledge. Plagiarism, including the verbatim or near-verbatim copying of others' work without proper citation, is a serious ethical violation. Most publishers accept upto 15 percent of similarity index.

Data Fabrication and Falsification: Authors should accurately report their research findings and ensure that data are not fabricated or falsified. Manipulation or selective reporting of data to support a particular conclusion is unethical and undermines the integrity of scientific research.

Conflict of Interest Disclosure: Authors, reviewers, and editors must disclose any conflicts of interest that could potentially bias their work or influence their decision-making process. This may include financial interests, affiliations, or personal relationships that could affect objectivity.

Peer Review Process: Reviewers and editors play a crucial role in ensuring the quality and integrity of published research through the peer review process. They should conduct reviews objectively, provide constructive feedback, and maintain confidentiality regarding the manuscript under review.

Editorial Independence and Integrity: Editors are responsible for making editorial decisions based on the quality and validity of the research, rather than personal biases or external pressures. Editorial decisions should be transparent, consistent, and free from undue influence.

Publication Ethics Policies: Journals and publishers should have clear and transparent policies regarding publication ethics, including guidelines for authors, reviewers, and editors. These policies should be readily accessible to all stakeholders and enforced consistently.

Corrections and Retractions: In cases of errors, misconduct, or ethical breaches, journals should have

procedures in place for issuing corrections, retractions, or expressions of concern. Transparent communication about such issues is essential for maintaining the credibility of the scholarly literature.

Ethical Treatment of Human and Animal Subjects: Researchers should adhere to ethical guidelines for the treatment of human and animal subjects in research, including obtaining informed consent, minimizing harm, and ensuring compliance with relevant regulations and ethical standards.

Responsible Research Conduct: Above all, all parties involved in the publication process should uphold principles of integrity, honesty, and responsibility in conducting and disseminating research. This includes adherence to ethical standards outlined in institutional policies, professional codes of conduct and international guidelines such as those provided by organizations like the Committee on Publication Ethics (COPE), World Association of Medical Editors (WAME), Council of Science Editors (CSE), etc.

In the era of publish or perish, the temptation and pressure to publish quickly to stay ahead of peers, to show productivity, to receive grants or funding, etc., has brought a tendency among researchers to overlook ethical aspects at times. There are researchers who overlook it intentionally while some do it unintentionally. In either case, one has to bear the consequences, severely for those who intentionally commit the offence. Publications ethics help distinguish what is right from wrong, permissible from unacceptable.

Publication ethics is indispensable for maintaining the credibility, trustworthiness, and impact of scholarly research. Upholding integrity in research, authorship, peer review, conflict of interest disclosure, and editorial decision-making is essential for fostering a culture of transparency, accountability, and excellence in academic publishing. Adherence to ethical standards do not only protects the integrity of individual studies but also preserves the integrity of the scientific enterprise as a whole. As stewards of knowledge, researchers, authors, reviewers, editors, and publishers must uphold the highest ethical standards to ensure the integrity and reliability of published research for the betterment of society.

Disclaimer: Views expressed in the article are personal.

STEM EDUCATION AND DIGITAL WORLD: ADVANTAGES OF A GENDER INCLUSIVE PERSPECTIVE

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This article highlights the critical role of gender inclusivity in STEM education amidst the digital age. It stresses challenging societal norms, embracing diverse perspectives, addressing gender disparities in the tech sector, creating mentorship, and bridging the digital gap. These attempts aim to unleash individuals' potential and drive progress for all.

Gender Inclusivity in STEM Education in the Digital Age

In the fast-evolving fields of technology and innovation, STEM (Science, Technology, Engineering, and Mathematics) education is essential for driving progress and shaping the future. However, despite the significant steps taken in recent years to promote diversity and inclusion in STEM fields, gender disparities persist. This is a hindrance to the full realization of the potential that a diverse workforce offers. In this digital age, fostering a gender-inclusive perspective in STEM education not only promotes equity but also opens up numerous advantages for individuals, industries, and society at large.

Challenging Stereotypes and Broadening Horizons

One of the key benefits of incorporating a gender-inclusive perspective into STEM education is the potential to challenge ingrained preconceptions and extend perspectives. Educators may help dispel the myth that particular areas are exclusive for specific genders by questioning established gender stereotypes and encouraging all students to pursue STEM subjects. Providing equal access and support for all students, irrespective of gender, gives many opportunities and allows individuals to pursue their passions and interests without limitations imposed by societal expectations.

In the context of India, including a gender-inclusive approach to STEM education has enormous promise for breaking down deeply established preconcep-

tions and broadening perspectives. Historically, India has struggled with strong gender standards that govern which occupations are more appropriate for one gender over another. This has resulted in a significant underrepresentation of women in STEM fields, perpetuating the stereotype that science and technology are domains primarily reserved for men.

However, change is taking place as educators and policymakers recognize the importance of promoting gender inclusivity in STEM education. Initiatives such as the Government of India's Beti Bachao, Beti Padhao (Save the Daughter, Educate the Daughter) campaign and the Atal Innovation Mission have been very effective in encouraging girls to pursue STEM subjects and providing them with the necessary support and resources.

By challenging traditional gender roles and encouraging an environment of equal opportunity, educators in India can play an important role in breaking these stereotypes. If girls are provided with the same level of encouragement and support as boys to explore STEM subjects, it can help break down barriers and empower them to pursue their passions and interests without being constrained by societal expectations.

In addition, initiatives aimed at ensuring equal access to quality education, especially in rural and underserved areas, are necessary to ensure that all students, regardless of gender or background, have the opportunity to succeed in STEM fields. By investing in infrastructure, teacher training, and inclusive curriculum development that promotes inclusivity,

India can create a more equitable education system that nurtures the talents and aspirations of all its students.

Ultimately, by embracing gender in STEM education, India can realise the full potential of its youth and foster innovation and progress across the nation. Breaking down stereotypes and expanding horizons not only benefits individuals by allowing them to pursue fulfilling careers in STEM but also strengthens the workforce and contributes to India's continued development and prosperity.

Employing Diverse Perspectives for Innovation

Diversity fuels innovation. A gender-inclusive approach to STEM education ensures that a wide range of perspectives, experiences and ideas are brought to the table. Research has consistently shown that diverse teams are better than homogeneous ones because people with different backgrounds and perspectives bring unique insights and approaches to solving problems. By encouraging women and minorities to enter STEM fields, we can tap into the vast pool of talent and creativity that drives innovation and pushes the boundaries of what's possible in the digital world.

Addressing the Gender Gap in the Tech Industry

The tech industry continues to experience a significant gender gap, with women largely underrepresented in key roles and leadership positions. By encouraging a more inclusive STEM education ecosystem, we can begin to address this disparity from the grassroots level. Providing girls and young women with the skills, support, and encouragement they need to

pursue careers in technology not only empowers individuals but also helps remove the gender gap in the industry. Moreover, increasing the representation of women in tech provides a more inclusive and equitable work environment, ultimately leading to better outcomes for industries and society as a whole.

The issue of gender gap in the tech industry is a global challenge, and India is no exception. Despite the country's increasing tech sector and significant developments in various fields, women remain underrepresented in key roles and leadership positions within the industry. Cultural norms and societal expectations often discourage girls from pursuing careers in technology, leading to a stark gender disparity in STEM-related fields.

However, in recent years, there has been recognition of the importance of gender diversity in the Indian IT industry. Companies and organizations are taking initiatives to attract and retain female talent, such as mentorship programs, diversity training, and specialized recruiting efforts. Furthermore, government-led efforts such as Skill India and Digital India are providing women with the skills and opportunities they need to succeed in the technology sector.

By addressing the gender gap in the IT industry, India can unleash the full potential of its workforce, resulting in more innovation and growth. Empowering women to pursue careers in technology not only benefits individual enterprises by tapping into a varied pool of talent but also adds to India's overall objective of becoming a global leader in the digital economy. Through concerted efforts to promote gender inclusivity and equality in the tech sector, India can create a more vibrant and inclusive ecosystem that benefits society as a whole.

Making Role Models and Mentors

Representation has its own importance. Seeing individuals who look like them succeeding in STEM fields can motivate students, particularly girls and gender minorities, to pursue their own goals. By exhibiting diverse role models and providing mentorship opportunities, educators can help students see themselves in STEM careers and overcome barriers that may have previously seemed difficult to overcome. Furthermore, mentoring programs that connect students with professionals from similar backgrounds may give vital support and direction as they overcome the hurdles of pursuing a career in STEM.

In India, initiatives like "Women in Technology" (WIT) by Infosys and Wipro aim to empower women in the tech industry by providing mentorship opportunities and leadership development programs. Additionally, organizations like the Society of Women Engineers (SWE) India chapter play a key role in connecting aspiring female engineers with experienced professionals as mentors. These mentorship programs inspire young women to pursue STEM careers as well as provide them with guidance and support to take up the challenges of the industry, creating a pool of diverse talent and fostering a more inclusive tech ecosystem in India.

Bridging the Digital Divide

In a rapidly digitized world, access to technology and digital literacy skills are more crucial than ever. However, inequalities in access to technology persist, disproportionately affecting the underprivileged sections including women and girls. By promoting gender-inclusive STEM education initiatives, we can help bridge the digital divide and ensure that all individuals have the skills and resources needed to succeed in the digital age. Providing equitable access to STEM education opportunities promotes

social justice as well as strengthens the workforce and economy by empowering individuals with the tools they need to flourish in an increasingly technology-driven world.

In India, the objectives of government initiatives like Digital India and BharatNet are to bridge the digital divide by providing access to high-speed internet and digital services in rural and remote areas. Projects such as the National Optical Fiber Network (NOFN) and the Common Service Centres (CSCs) have been instrumental in expanding internet connectivity to underprivileged communities, empowering them with access to educational resources and opportunities. Additionally, organizations like the Digital Empowerment Foundation (DEF) aim to promote digital literacy and skills training among marginalized communities, ensuring that all citizens can participate in the digital economy and society.

As we steer through the complexities of the digital age, it is important that we prioritize gender inclusivity in STEM education. By challenging stereotypes, bringing up diverse perspectives, addressing gender disparities in the tech industry, creating role models and mentors, and bridging the digital divide, we can realise the full potential of individuals and pave the way for progress and innovation for the benefit of all. Adopting a gender-inclusive perspective is not only the right thing to do but also crucial for building a more equitable, prosperous, and sustainable future for generations to come. Through concerted efforts and collective action, we can build a world in which everyone, regardless of gender, has an opportunity to flourish in the STEM fields and beyond by working together.

Disclaimer: Views expressed in the article are personal.

ईएमआरसी कालीकट ने एनसीईआरटी राष्ट्रीय ई-कंटेंट प्रतियोगिता में जीते 3 शीर्ष पुरस्कार

ईएमआरसी कालीकट ने एनसीईआरटी-सीआईईटी द्वारा 15 एवं 16 मार्च 2024 को आयोजित अखिल भारतीय बाल शिक्षा ई-कंटेंट वर्ष 2024 प्रतियोगिता में तीन महत्वपूर्ण पुरस्कार जीते। श्री रक्कम ए. संगमा, शिक्षा मंत्री, मेघालय ने नॉर्थ ईस्ट रीजनल इंस्ट्रीट्यूट ऑफ एजुकेशन- शिलांग में आयोजित समारोह में विजेताओं को पुरस्कार प्रदान किए।

ईएमआरसी कालीकट के हाल में विकसित ऐप को थीम बेस्ड एजुकेशनल ई-कंटेंट श्रेणी में सर्वोत्तम कार्यक्रम का पुरस्कार मिला। इस मोबाइल ऐप से छात्रों को उच्च शिक्षा से जुड़े शैक्षणिक कंटेंट्स उपलब्ध कराया जाता है। इस समारोह का उद्घाटन प्रो. जे. बी. नड्डा, निदेशक, सीईसी और प्रो. एम. के. जयराज, कुलपति, कालीकट विश्वविद्यालय ने किया। केरल के विश्वविद्यालय में छात्रों से जुड़ने का यह अपनी तरह का पहला प्रयास बताया जा रहा है। इस मोबाइल ऐप को कार्यरूप देने में प्रो. दामोदर प्रसाद, निदेशक, ईएमआरसी कालीकट के मार्गदर्शन में ईएमआरसी कालीकट के सदस्यों समीझ एन.,शिमजिथ ए. और दीपा वी. ने संयुक्त रूप से मदद की।

साजिद नदुथोडी के निर्देशन में बने ईएमआरसी कालीकट के वृत्तचित्र रेज्ड ऑन रिथम्स ने सरकारी संस्थान (सेकेंडरी लेवल) श्रेणी में सर्वोत्तम वीडियो कार्यक्रम का पुरस्कार जीता। निर्माता अनीश के. आर. के 'चंद्रयान 3: इंडियाज नेक्स्ट लूनर ओडिशी' ने सरकारी संस्थान द्वारा थीम बेस्ड एजुकेशनल कंटेंट श्रेणी में तैयार सर्वोत्तम एनिमेशन कार्यक्रम का पुरस्कार जीता। यह भारत के सफल चंद्रयान मिशन से जुड़े वैज्ञानिक पहलुओं से जुड़े कार्यक्रम पर आधारित है।

EMRC Calicut bags 3 top awards in NCERT's National e-content Contest

EMRC Calicut won three major awards at the 2024 All India Children's Educational e-content competition organised under the auspices of the NCERT and CIET on the 15th and 16th of March this year. Shri Rakkam A Sangma, Education Minister, Meghalaya, distributed the awards at a function held at the North East Regional Institute of Education, Shillong.

The recently developed EMMRC App bagged the best programme award in the category of Theme-based Educational eContent. The mobile app provides students with the learning content required for higher education. It was inaugurated in 2023 by Prof. J.B.Nadda. Director, CEC and Prof MK Jayaraj, Vice-Chancellor, University of Calicut. This is the first initiative of its kind from universities in Kerala for educational content services. The app was realized by EMMRC staff members: Samjith N, Shimjith A, and Deepa V under the guidance of Mr. Damodar Prasad, Director, EMRC, Calicut.

Mr. Sajeed Naduthody receives the trophy from Shri Rakkam A Sangma, Education Minister, Meghalaya
मेघालय के शिक्षा मंत्री श्री रक्कम ए. संगमा से पुरस्कार की ट्रॉफी प्राप्त करते श्री साजिद नदुथोडी।

The EMMRC's documentary, "Raised on Rhythms", directed by Sajeed Naduthody, won the Best Video Programme award in the category of Government Organisations (Secondary Level). "Chandrayaan 3: India's Next Lunar Odyssey", produced by Aneesh KR, won the Best Animation Programme award in the category of Theme Based Educational eContent category from Government Organisations. It depicts the scientific aspects of India's successful Chandrayaan mission.

ईएमआरसी इंदौर भ्रमण पर पहुंचे ताइवान के राजदूत

भारत में ताइवान के राजदूत माननीय बाउशुयेन गेर ने प्रतिनिधि मंडल के साथ शैक्षिक मल्टीमीडिया अनुसंधान केंद्र (ईएमआरसी) इंदौर का 3 अप्रैल 2024 को भ्रमण किया। इस मौके पर प्रो. रेणु जैन, कुलपति, डीएवीवी, डॉ. अजय वर्मा, कुलसचिव, डीएवीवी, डॉ. चंदन गुप्ता, निदेशक, ईएमआरसी इंदौर के साथ केंद्र के कर्मचारियों ने माननीय राजदूत और प्रतिनिधियों का स्वागत सत्कार किया।

डॉ. चंदन गुप्ता ने डिजिटल शिक्षा प्रोत्साहन के क्षेत्र में अहम भूमिका का निर्वहन करने से जुड़ी ईएमआरसी की मौजूदा गतिविधियों के बारे में प्रतिनिधिमंडल को समझाया। इसके साथ ही देश में उपलब्ध अत्याधुनिक एड-टेक उपकरणों के कुशलतापूर्वक उपयोग से मूक्स कोर्स निर्माण, डीटीएच पर उपलब्ध उच्च शिक्षा चैनल पर प्रसारित लाइव लेक्चर्स का प्रदर्शन भी प्रतिनिधिमंडल के सामने पेश किया गया। भ्रमण पर आए प्रतिनिधियों ने नए युग की डिजिटल तकनीक प्रोत्साहन से शिक्षार्थियों के शिक्षण-सीखने के अनुभव संवर्द्धन की दिशा में ईएमआरसी इंदौर के प्रयासों की सराहना भी की।

Vice-Chancellor, DAVV, Prof. Renu Jain in conversation with His Excellency Mr. Baushuen Ger, Ambassador of Taiwan to India

डीएवीवी की कुलपति प्रो. रेणु जैन भारत में ताइवान के राजदूत माननीय बाउशुयेन गेर से वार्तालाप करते हुए।

Taiwanese Ambassador visits EMRC Indore

The Taiwanese Ambassador to India, His Excellency Mr. Baushuen Ger and his delegation visited EMRC DAVV Indore on the 3rd of April 2024. Prof. Renu Jain, Vice-Chancellor, DAVV, Dr. Ajay Verma, Registrar, DAVV, Dr. Chandan Gupta, Director, EMRC Indore and the EMRC staff members welcomed and felicitated the delegates.

Dr. Chandan Gupta introduced the delegates to the ongoing activities of the EMRC and explained how it plays a crucial role in the promotion of Digital Education. The efficient use of the latest Ed-Tech equipment in the country for the production of MOOCs and the broadcast of live lectures via higher education channels available on DTH was demonstrated to the delegates. They appreciated the efforts being done by the centre to promote new age digital technology for enhancing the teaching-learning experience for its learners.

The Taiwanese delegates take a tour of the EMRC studio

ईएमआरसी इंदौर में स्टूडियो का भ्रमण करते ताइवान प्रतिनिधिमंडल के सदस्य।

Subject Expert
Dr. Sonal Jain

Affiliation
DST Inspire Faculty,
Department of Anthropology,
University of Delhi

Title

Examination of Impressions Evidence

Scan for lecture

About the Expert

Dr. Sonal Jain is an alumnus of IIT Roorkee. She has done her PhD from IIT Roorkee. During the tenure of her Ph.D., she was awarded the eminent Fulbright fellowship and carried out her research work at Johns Hopkins University, Baltimore, USA. She is currently working as a DST INSPIRE Faculty at the University of Delhi. Her project is entitled "DNA Methylation based age and phenotype prediction and its implication in Forensics". This is an Interdisciplinary project, utilizing the concepts of Molecular Biology to answer queries in Forensic science. Before joining the University of Delhi, she was working as an Assistant Professor at Amity University. She also worked as a postdoctoral researcher at AIIMS, New Delhi in medical genetics. She has numerous International and national publications and presented her work at various national and international conferences.

Excerpt from the Lecture

Impression evidence involves the analysis of marks or prints left at a crime scene that can provide valuable information to investigators. Here are some common types of impression evidence and how they are examined:

Footwear Impressions: Shoeprints can be collected using various methods such as photography, lifting with adhesive materials, or casting.

Tyre Impressions: Tyre tread patterns can be analyzed to identify the make and model of a vehicle. Casts or photographs may be taken to document and analyze tyre impressions.

Tool Mark Impressions: Tools can leave unique marks on surfaces, and these impressions can be analyzed to identify the type of tool used using comparison microscopy.

Bite Mark Impressions: In cases where a person bites an object or another person, bite mark impressions can be examined.

Forensic Impressions in Digital Evidence: In the digital realm, impressions may include fingerprints, digital footprints, or other unique identifiers left in digital files.

Learning Objectives

- To understand the different types of impression evidence.
- To meticulously identify the latent and visible impression evidence at the crime scene
- Careful collection and preservation of impression evidence collected from the scene of crime.

Awarded of 14 th Prakriti International Documentary Film Festival

MAGICIAN OF THE RED SOIL

SABUJ KONAR

SYNOPSIS - Srikanto Mondol is working in Bolpur located in the Birbhum district of West Bengal for the past thirty years with women in marginalized communities designing and developing integrated kitchen gardens, which allow families to provide themselves with nutritious food and herbal remedies.

His Organization Bolpur Manab Jamin provides training and technical support to villagers interested in community-focused agricultural practices. Srikanto and his team propagates the preservation, sharing and exchange of seeds, the use of traditional farming knowledge, the application of organic fertilizers and pest repellents, and help in the selection of location for appropriate vegetables. These practices turned out to be immensely beneficial to villagers especially during the pandemic providing them healthy food in their own gardens when external sources of food were reduced to the minimum.

Profile

Sabuj Konar is an editor working for Educational Media Research Center in Kolkata. He has made and edited more than thousand educational programmes and several fiction and documentary films. Sabuj also teaches film editing in renowned institutes. Some of his prominent works as an editor and director are: "Where Loneliness Rule" (Screened at Prakriti Documentary Film Festival, 2014), "Frozen History" (Special Jury award – ilead-O-Scope, 2014), 'City Paint" (Best Documentary of the Year – Chitra Bharati festival, Kolkata 2019), "Watching The Watch Dog, Celebrating an Ageless Ballad "(CEC-UGC Award Winning Film), "Melodious Encounter" (CEC-UGC Award Winning Film), A Short Film (Screened at 15th Kalpanirjhar International Short Film Festival and Chitrabani-Nandan Short Film Festival), "Rimili- the Sky" (Screened at 5th Jaipur International Film Festival, 2012 and at the Lucknow International Children's Film Festival, 2012), "A Hole in the wall" (Screened at the Nasik International Film Festival 2012) to name a few.

AWARDED

CATEGORY
DEVELOPMENT

Bengali | 2021 | 00:26:00

Scan for documentary

The Consortium for Educational Communication invites you!

CONTRIBUTE ARTICLES TO OUR MONTHLY NEWSLETTER!

Following are the basic guidelines for article submissions:

Word Limit: **900 - 1200 words**

Topic: **Digital Education and related areas**

- Avoid plagiarism.
- The article can include subheadings/tables/bullet points.
- The article should include a catchy headline.
- Must include an opening paragraph and conclusion.
- Use communicative English.
- Publication of articles is subject to the scrutiny of the editorial board.

Scan here for the detailed guidelines and attached form

How to Submit?

- A Word file containing the article should be sent to sanyacec@gmail.com / research.cec10@gmail.com
- Attach a scanned passport-size photograph with a brief profile while sending the article (refer to the detailed guidelines)

Please note: Contributions to the newsletter are voluntary and non-monetary.

Refer to digital copies of the published newsletters at https://cec.nic.in/cec/newsletter

List of Courses for Jan. - June 2024 Semester

Sr. No.	Level of the Course	Course Title	Name of the Course Coordinator	Start date	End date	Host University	No of Credits
1	UG	Real Analysis	Prof. Surajit Borkotokey	15.01.2024	30.04.2024	Dibrugarh University	5
2	UG	Programming in Python	Dr. Rizwan Rehman	15.01.2024	30.04.2024	Dibrugarh University	4
3	PG	Direct Tax Laws and Practice	Subhrangshu Sekhar	15.01.2024	30.04.2024	Tezpur University	4
4	UG	English Communication	Dr.Kshema Jose	15.01.2024	30.04.2024	EFLU Hyderabad	2
5	UG	Shakespeare to Milton: A Study of British Literature	Dr. Jai Singh	24.01.2024	30.04.2024	EFLU Hyderabad	5
6	UG	Diet Management in Health and disease	Dr Vipparti Vijaya Lakshmi	15.01.2024	30.04.2024	EFLU Hyderabad	3
7	UG	Intellectual Property Rights and Competition Law	Prof. (Dr.) G. B. Reddy	15.01.2024	30.04.2024	EFLU Hyderabad	3
8	UG	Apparel Designing	Dr. A. Sarada Devi	15.01.2024	30.04.2024	EFLU Hyderabad	4
9	UG	Proficiency Course in German	Dr Nishant K Narayanan	15.01.2024	30.04.2024	EFLU Hyderabad	5
10	UG	Child Development	Mrs V Kavitha Kiran	12.01.2024	30.04.2024	EFLU Hyderabad	3
11	UG	Applied Fields of Psychology	Dr. P. Swathi	10.01.2024	30.04.2024	EFLU Hyderabad	5
12	UG	Indian Writing in English-1	Dr.V.Rajunayak	15.01.2024	30.04.2024	EFLU Hyderabad	4
13	UG	Basic Psychological Processes	Dr NDS NAGA SEEMA	15.01.2024	30.04.2024	EFLU Hyderabad	4
14	PG	ANIMATIONs	Dr. Abhishek Kumar & Dr. Achintya Singhal*	15.01.2024	30.04.2024	Banaras Hindu University, Varanasi	4
15	PG	Counseling Psychology	Dr Mamta Sharma	15.01.2024	30.04.2024	Punjabi University, Patiala	4
16	PG	Food Microbiology and Food Safety	Dr Tejpal Dhewa	15.01.2024	30.04.2024	Central University of Haryana, Mahendergarh	4
17	UG	Hindi Sahitya ka Itihaas	Prof Subhash Chander	15.01.2024	30.04.2024	Kurukshetra University, Kurukshetra	4
18	PG	Introduction to Public Administration	Prof Ajmer Singh Malik	15.01.2024	30.04.2024	Chaudhary Devi Lal University, Sirsa	4
19	PG	Performing Arts & Allied Subjects	Prof.(Dr.) Yogesh Gambhir	15.01.2024	30.04.2024	Punjabi University, Patiala	3
20	PG	Creative Painting	Dr. Alka Chaddha	15.01.2024	30.04.2024	Dayalbagh Educational Institute (Deemed	4
21	PG	Organisation Behaviour	Prof.(Dr.) Vishal Kumar	15.01.2024	30.04.2024	Panjab University, Chandigarh	4
22	PG	Biostatistics and Mathematical Biology	Prof. Felix Bast	15.01.2024	30.04.2024	Central University of Punjab, Bathinda	4
23	PG	Digital Marketing	Dr Tejinderpal Singh	15.01.2024	30.04.2024	Panjab University, Chandigarh	4
24	PG	Solid and Hazardous Waste Management	Prof. Vinod Kumar Garg	15.01.2024	30.04.2024	Central University of Punjab, Bathinda	4
25	PG	Research Methodology	Prof.G.S.Bajpai	15.01.2024	30.04.2024	National Law University, Delhi	4
26	UG	Mathematical Methods for Economics-I	Prof. Anupama	15.01.2024	30.04.2024	Punjabi University, Patiala	5
27	UG	General Microbiology	Dr. Ishwori Laitonjam	15.01.2024	30.04.2024	Manipur University	4
28	UG	Human, Rights Law and Criminal Justice	Dr. N. Pramod Singh	15.01.2024	30.04.2024	Manipur University	4
29	UG	Cell Biology	Dr. K. Sanatombi	15.01.2024	30.04.2024	Manipur University	4
30	UG	Diseases of Horticultural Crops and their Management	Dr. Bireshwar Sinha	15.01.2024	30.04.2024	Manipur University	3
31	UG	Sports Administration and Management	Dr. M. Chourjit	15.01.2024	30.04.2024	Manipur University	3
32	UG	Nutritional & Clinical Biochemistry	Dr. Senjam Sunil Singh	15.01.2024	30.04.2024	Manipur University	4
33	UG	Introduction to Marketing Management - 1	Dr. Nambram Amulkumar	15.01.2024	30.04.2024	Manipur University	3
34	UG	Immunology	Dr. Reena Haobam	15.01.2024	30.04.2024	Manipur University	4
35	UG	Statistical Methods for Psychological Research - I	Dr. Jitendra Kumar Kushwaha	15.01.2024	30.04.2024	Manipur University	5
36	UG	Youth, Gender and Identity	Dr. Naziya Hasan	15.01.2024	30.04.2024	Manipur University	4
37	UG	History of India-I(Ancient India)	Dr. Bhabananda Singh Takhellambam	15.01.2024	30.04.2024	Manipur University	5
38	UG	Social Formations and Cultural Patterns of the Medieval World	Dr. Shilleima Chanu Naoroibam	15.01.2024	30.04.2024	Manipur University	5

CEC offers **117 Undergraduate & 37 Postgraduate** Non-technology Massive Open Online Courses (MOOCs)

List of Courses for Jan. - June 2024 Semester

Sr. No.	Level of the Course	Course Title	Name of the Course Coordinator	Start date	End date	Host University	No of Credits
39	UG	United Nations and Global Conflicts	Dr. Arambam Noni Meetei	15.01.2024	30.04.2024	Manipur University	5
40	UG	Retail and Channel Management	Dr. Yamini Karmarkar and Dr. Geeta Nema	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	4
41	UG	Basics of Photography	Dr. Narayan Patidar	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	3
42	UG	Information Security and Cyber Forensics	Prof. Pratosh Bansal	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	4
43	UG	Macroeconomics	Dr. Vishakha Kutumbale	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	5
44	UG	Financial Accounting	Dr. Manish Sitlani	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	5
45	UG	Environmental Studies	Dr. Monica Jain	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	2
46	UG	Micro economics	Dr. M. Vasim Khan	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	5
47	UG	Understanding Political Theory	Dr. Ashwini Sharma	15.01.2024	30.04.2024	Devi Ahilya Vishwavidyalaya, Indore	5
48	UG	Petrology	Prof. H. Thomas	01.01.2024	30.04.2024	Dr. Harisingh Gour Vishwavidyalaya	4
49	UG	Talon ka Soundarya Shastra	Dr. Rahul Swarnkaar	01.01.2024	30.03.2024	Dr. Harisingh Gour Vishwavidyalaya	3
50	UG	Photo Geology and Remote Sensing	Prof. R.K. Rawat	01.01.2024	28.02.2024	Dr. Harisingh Gour Vishwavidyalaya	2
51	PG	Bhasha Proudyogiki ka Parichay	Dr. C. Jaya Sankar Babu	16.01.2024	30.04.2024	Pondicherry University	5
52	UG	Algebra	Dr.T.Asir	18.01.2024	30.04.2024	M.K.University	5
53	UG	Sociology of India - 1	Dr.B.Geetha	18.01.2024	30.04.2024	M.K.University	5
54	UG	Nature of language	Dr. Shiva Durga	18.01.2024	28.02.2024	M.K.University	2
55	UG	Problem solving Aspects and Python Programming	Dr.S.Malliga	18.01.2024	10.04.2024	M.K.University	4
56	UG	Reporting and Editing for Print	Dr. S. Saleema Rabiyath	18.01.2024	10.04.2024	M.K.University	4
57	UG	Child development	Dr.S.Prakash	18.01.2024	13.03.2024	M.K.University	2
58	UG	Learning, Teaching and Assessment	Dr. G. Victoria Naomi	18.01.2024	13.03.2024	M.K.University	2
59	UG	Sensory Disabilities	Mrs. R.Shanthi	18.01.2024	13.03.2024	M.K.University	2
60	UG	Orientation and Mobility	Mrs. R. Nagomi Ruth	18.01.2024	13.03.2024	M.K.University	2
61	UG	Agricultural Geography	Dr V Krishna Kumar	15.01.2024	30.04.2024	University of Mysore	4
62	UG	Applied Entomology	Dr. Sannappa B	15.01.2024	30.04.2024	University of Mysore	4
63	UG	Descriptive Statistics	Prof Vidya Raju	15.01.2024	30.04.2024	University of Mysore	4
64	UG	Environmental Economics	Prof Ravindra Kumar	15.01.2024	30.04.2024	University of Mysore	5
65	UG	Geography of India	Prof. A. Balasubramanian	15.01.2024	30.04.2024	University of Mysore	4
66	UG	Hospitality Industry in Tourism	Prof. H. Rajashekar	15.01.2024	30.04.2024	University of Mysore	4
67	UG	Human Genetics	Prof N B Ramachandra	15.01.2024	30.04.2024	University of Mysore	4
68	UG	Introductory Microeconomics	Dr Reshma Chengappa	15.01.2024	30.04.2024	University of Mysore	5
69	UG	Physical Geography - Climatology and Oceanography	Dr. Arun Das	15.01.2024	30.04.2024	University of Mysore	4
70	UG	Probability and Probability Distributions	Prof P Nagesh	15.01.2024	30.04.2024	University of Mysore	4
71	UG	Silkworm rearing and reeling technology	Dr Divya	15.01.2024	30.04.2024	University of Mysore	4
72	UG	Virology	Dr. K. R. Maruthi	15.01.2024	30.04.2024	University of Mysore	4
73	UG	Wild Life and its Conservation	Dr S Basavarajappa	15.01.2024	30.04.2024	University of Mysore	4
74	UG	Course in Information Technology	Bageshree Deo	22.01.2024	30.04.2024	SPU, Pune	3
75	UG	Fundamentals of Banking and Insurance	Dr. Girija Shankar	22.01.2024	30.04.2024	SPU, Pune	2
76	UG	Fundamentals of Financial Management	Dr. Rupali Sheth	22.01.2024	30.04.2024	SPU, Pune	3
77	UG	Management Information System	Dr. A. Abhilasha	22.01.2024	30.04.2024	SPU, Pune	4

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Sr. No.	Level of the Course	Course Title	Name of the Course Coordinator	Start date	End date	Host University	No of Credits
78	UG	Introduction to Psychology	Dr. Megha Deuskar	22.01.2024	30.04.2024	SPU, Pune	4
79	UG	Introductory Macroeconomics	Dr. Manasi Kurtkoti	22.01.2024	30.04.2024	SPU, Pune	5
80	UG	Business Law	Dr. Ravi Ahuja	22.01.2024	30.04.2024	SPU, Pune	5
81	PG	Communication Technologies in Education	Dr. Dhaneswar Harichandan	22.01.2024	30.04.2024	University of Mumbai	4
82	UG	Corporate Law	Dr. Heena Basharat	22.01.2024	30.04.2024	University of Kashmir	5
83	UG	Psychology of Individual Differences	Dr Manzoor Ahmad Rather	22.01.2024	30.04.2024	University of Kashmir	4
84	UG	Social Formations and Cultural Patterns of the Ancient World	Dr Abdul Rashid Lone	22.01.2024	30.04.2024	University of Kashmir	5
85	UG	History of India-II	Dr. Younus Rashid	22.01.2024	30.04.2024	University of Kashmir	5
86	UG	Psychology for Health and Well-being	Dr. Yasir Hamid Bhat	22.01.2024	30.04.2024	University of Kashmir	5
87	UG	Administrative Law	Dr. Aneeda Jan	22.01.2024	30.04.2024	University of Kashmir	2
88	UG	Complex Ecosystem Dynamics	Dr. Syed Maqbool Geelani	22.01.2024	30.04.2024	University of Kashmir	2
89	UG	Immunology	Dr. Manzoor A. Mir	22.01.2024	30.04.2024	University of Kashmir	4
90	UG	Embryology of Angiosperms	Dr. Khursheed Ahmad Ganai	22.01.2024	30.04.2024	University of Kashmir	2
91	UG	Environmental Issues In India	Dr. Javid A Parray	22.01.2024	30.04.2024	University of Kashmir	5
92	UG	POLITICAL THEORY: CONCEPTS & DEBATES	DR. SIBAJI PRATIM BASU	15.01.2024	30.04.2024	ST. XAVIER'S COLLEGE, KOLKATA	5
93	UG	Introduction to Sociology I	Dr Sarbani Bandyopadhyay	15.01.2024	30.04.2024	St. Xavier's College (Autonomous)	5
94	UG	Making of Contemporary India	Dr. Soumitra Sreemani	15.01.2024	30.04.2024	St. Xavier's College (Autonomous)	5
95	UG	Constitutional Government & Democracy in India	Prof. Amitabha Ray	15.01.2024	30.04.2024	St. Xavier's College (Autonomous)	5
96	UG	Sociology of Media	Dr. Ipsita Barat	15.01.2024	30.04.2024	St. Xavier's College (Autonomous), Kolkata	5
97	UG	Econometrics	Partha Pratim Ghosh	15.01.2024	30.04.2024	St. Xavier's College (Autonomous), Kolkata	5
98	UG	Political Process in India	Dr. Jhumpa Mukherjee	15.01.2024	30.04.2024	St Xavier's College, Kolkata	5
99	UG	INTRODUCTION TO SOCIOLOGY-II	KASTURI SINHA GHOSH	15.01.2024	30.04.2024	St. Xavier's College(Autonomous)	5
100	UG	Advertisement and Media	Dr. Manali Bhattacharya	15.01.2024	30.04.2024	St. Xavier's College (Autonomous), Kolkata	2
101	UG	Aspects of European History (1780- 1939)	Prof. Subhas Ranjan Chakrobarty	15.01.2024	30.04.2024	St. Xavier's College (Autonomous), Kolkata	3
102	PG	Operations Research	Prof. Bibhas Chandra Giri	22.01.2024	30.04.2024	University of Calcutta, Kolkata	4
103	PG	Partial Differential Equations	Alaka Das	22.01.2024	30.04.2024	University of Calcutta	4
104	PG	Numerical Analysis	Dr. Madhumangal Pal	22.01.2024	30.04.2024	Calcutta University	4
105	PG	FUNCTIONAL ANALYSIS	DR. MANTU SAHA	22.01.2024	30.04.2024	University of Calcutta	4
106	PG	Law and Justice in a Globalising World	Prof. Srikrishna Deva Rao	22.01.2024	30.04.2024	National Law University Orissa	4
107	PG	CHEMISTRY OF NANOMATERIALS	Dr. Syamchand. S. S	15.01.2024	30.04.2024	University of Calicut	4
108	UG	Introduction to Nanoscience and Nanotechnology	Dr. Swapna S Nair	15.01.2024	30.04.2024	University of Calicut	4
109	UG	Applied and Economic Zoology	Dr.Dalie Dominic A	15.01.2024	30.04.2024	University of Calicut	4
110	UG	Animal Biotechnology	Dr.Jayasree.S	15.01.2024	18.04.2024	University of Calicut	4
111	UG	Art of C Programming	Dr.Lajish V L	15.01.2024	30.04.2024	University of Calicut	4
112	UG	School Organization: Administration& Management	Dr. Minila K. George	15.01.2024	30.04.2024	University of Calicut	4
113	UG	Information Security	Dr. Reshma P K	15.01.2024	29.04.2024	University of Calicut	5
114	UG	Genetics and Genomics	Dr. Jos T Puthur	15.01.2024	30.04.2024	University of Calicut	4
115	UG	Communicative English	Dr.Salia Rex	15.01.2024	30.04.2024	University of Calicut	4
116	UG	Differential Equations	Mr. Mohamed Nishad Maniparambath	15.01.2024	30.04.2024	University of Calicut	4

List of Courses for Jan. - June 2024 Semester

Sr. No.	Level of the Course	Course Title	Name of the Course Coordinator	Start date	End date	Host University	No of Credits
117	UG	Calculus	Dr. Mansoor P	15.01.2024	30.04.2024	University of Calicut	4
118	UG	ECONOMIC HISTORY OF INDIA FROM 1857 TO 1947	Dr. Linda George	15.01.2024	30.04.2024	University of Calicut	5
119	UG	Entrepreneurship Development	Nilam Panchal	15.01.2024	30.04.2024	Gujarat University	4
120	PG	Digital Library	Dr. Jagdish Arora	15.01.2024	30.04.2024	Central University of Himachal Pradesh	5
121	PG	HRM For Non-HR Managers	Dr. Margie Parikh	15.01.2024	30.04.2024	Gujarat University	4
122	UG	Management Accounting	Dr. Deepak Raste	15.01.2024	30.04.2024	Gujarat University	4
123	PG	Access to Justice	Dr. Bharti Yadav	15.01.2024	30.04.2024	National Law University, Delhi	4
124	PG	Advanced Constitutional Law	Prof. (Dr.) Anupama Goel	15.01.2024	30.04.2024	National Law University Delhi	4
125	PG	Biomolecules : Structure, Function In Health And Disease	Ashok Sharma	15.01.2024	30.04.2024	All India Institute of Medical Sciences, New	4
126	PG	City & Metropolitan Planning	Prof. Dr. Sanjukkta Bhaduri	15.01.2024	30.04.2024	School of Planning and Architecture, New Delhi	4
127	PG	Criminal Justice Administration	Dr. Neeraj Tiwari	15.01.2024	30.04.2024	National Law University Delhi	4
128	UG	Environmental Law	Dr. Bharti	15.01.2024	30.04.2024	National Law University, Delhi	4
129	PG	Hindi Bhasha ka Udbhav aur Vikas	Dr. Ganga Sahay Meena	15.01.2024	30.04.2024	Jawaharlal Nehru University	4
130	PG	Hindi Gadya Sahitya Katha Sahitya	Professor Deo Sahankar Navin	15.01.2024	30.04.2024	Jawaharlal Nehru University	4
131	PG	Indian Culture & History	Prof. Shiv Shankar Mishra	15.01.2024	30.04.2024	Shri Lal Bahadur Shastri National Sanskrit	4
132	UG	Organic Chemistry 1_UG	B. S. Balaji	15.01.2024	30.04.2024	Jawaharlal Nehru University	4
133	PG	Society and Media	Dr. Durgesh Tripathi	15.01.2024	30.04.2024	Guru Gobind Singh Indraprastha University,	4
134	PG	Media Content Production on Multiple Platforms	Dr. Krishna Sankar Kusuma	15.01.2024	30.04.2024	Jamia Millia Islamia, New Delhi	4
135	PG	Intellectual Property	Dr Yogesh Pai	15.01.2024	30.04.2024	National Law University	4
136	PG	Indian Vastushastra	Dr. Pravesh Vyas	15.01.2024	30.04.2024	Sri Lal Bahadur Shastri Rashtriya Sanskrit	4
137	PG	Introductory Sanskrit: Grammar	Prof. Jaikant Singh Sharma	15.01.2024	30.04.2024	Sri Lal Bahadur Shastri Rashtriya Sanskrit	4
138	UG	Introduction to Film Studies	Juhee Prasad	15.01.2024	30.04.2024	Doon University	4
139	UG	Coordination Chemistry, states of matters & chemical kinetics	Dr. R. N. Jadeja	15.01.2024	30.04.2024	The Maharaja Sayajirao University of Baroda,	4
140	PG	Academic Writing	Dr Ajay Semalty	15.01.2024	30.04.2024	H.N.B. Garhwal University, (A Central University)	4
141	UG	हिन्दी भाषा एवं संप्रेषण (Ability Enhancement Course)	Dr. Kshama Pandey	24.01.2024	30.04.2024	MJP Rohilkhaqnd University	4
142	UG	Public Policy and Governance	Dr. A. Sridhar Raj	08.01.2024	30.04.2024	Osmania University	5
143	UG	Administrative Theory	Dr.Lakshman	15.01.2024	30.04.2024	Osmania University	5
144	PG	Water Resources and Watershed Management	Dr. Harish Gupta	15.01.2024	30.04.2024	Osmania University	4
145	UG	Rethinking Development	Prof. Satyapriya Rout	15.01.2024	30.04.2024	Univeristy of Hyderabad	5
146	UG	Introduction to Public Administration	Prof.Y Pardha Saradhi	12.02.2024	30.04.2024	Osmania University	5
147	UG	Data Structures	Dr.J.Indumathi	31.1.2024	30.04.2024	Anna University	4
148	UG	Data Base Management Systems	Dr. E. Shanmugapriya	31.1.2024	30.04.2024	Anna University	4
149	UG	Digital Electronics and Microprocessor	Dr.V.Jeyalakshmi	31.1.2024	30.04.2024	Anna UNIVERSITY	2
150	UG	Statistics for Business Decisions	Prof. Karunesh Saxena	15.01.2024	30.04.2024	J N Vyas University, Jodhpur	4
151	UG	Earth System Science	M S Sisodia	15.01.2024	30.04.2024	JNV University	4
152	UG	CORPORATE ACCOUNTING	AMITA BISSA	15.01.2024	30.04.2024	JNVU	5
153	UG	Biopsychology	Dr. Hemlata Joshi	15.01.2024	30.04.2024	JNVU	5
154	UG	Business Communication	Dr. Meeta Nihalani	15.01.2024	30.04.2024	JNVU Jodhpur	4

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EduTweets

Dharmendra Pradhan (मोदी का परिवार) @dpradhanbjp · Mar 13

Inauguration of 3 semiconductor facilities in Gujarat and Assam by Hon. PM @narendramodi ji, marks a significant milestone in Bharat's emergence as a global leader of semiconductors, electronics manufacturing and frontier technologies. Today, we have taken one giant leap towards

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Ministry of Education @EduMinOfIndia · Mar 13

Hon'ble Prime Minister Shri @narendramodi addressed the youth of India via video conference on the occasion of 'India's Techade: Chips for Viksit Bharat'. Students from various Higher Education institutions, including Central Universities, IITs, NITs, IIMs, IISER, IISc, and other

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Ministry of Education @EduMinOfIndia · Apr 18

Joint Secretary (ICC), Ms. Neeta Prasad participated virtually in The Eighth Meeting of the Ministers of Education of Shanghai Cooperation Organisation Member States and highlighted @EduMinOfIndia's key initiatives for development and modernisation of India's higher education

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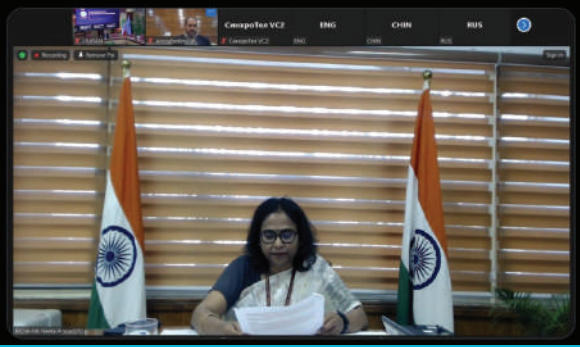

UGC INDIA @ugc_india · Apr 19

UGC values regular interactions and consultations with leaders of institutions.

Today, UGC Chairman Prof. @mamidala90 is meeting with Vice Chancellors from various deemed-to-be universities at the UGC New Delhi office as part of ongoing meetings with HEIs.

#UGC #NEP #NEP2020

UGC INDIA @ugc_india · Mar 9

With changing job profiles and technological advances, the necessity of relying solely on conventional degrees needs to be reconsidered. Read the article by Prof. @mamidala90, Chairman UGC in today's @EconomicTimes on how utilisng the flexibility introduced in the NHEQF, an

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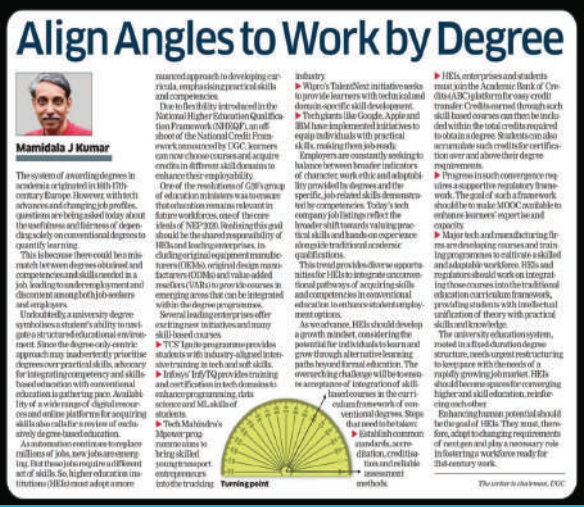

Align Angles to Work by Degree

Mamidala J Kumar

The system of awarding degrees in academia originated in 18th-19th century Europe. However, with tech advances and changing job profiles, questions are being asked today about the usefulness and fairness of depending solely on conventional degrees to quantify learning.

This is because there could be a mismatch between degrees obtained and competencies and skills needed in a job, leading to underemployment and discontent among both job-seekers and employers.

Undoubtedly, a university degree symbolises a student's ability to navigate a structured educational environment. Since the degree-only-centric approach may inadvertently prioritise degrees over practical skills, advocacy for integrating competency and skills-based education with conventional education is gathering pace. Availability of a wide range of digital resources and online platforms for acquiring skills also calls for a revisit of exclusively degree-based education.

As automation continues to replace millions of jobs, new jobs are emerging. But these jobs require a different set of skills. So, higher education institutions (HEIs) must adopt a more nuanced approach to developing curricula, emphasising practical skills and competencies.

Due to flexibility introduced in the National Higher Education Qualification Framework (NHEQF), an offshoot of the National Credit Framework announced by UGC, learners can now choose courses and acquire credits in different skill domains to enhance their employability.

One of the resolutions of G20's group of education ministers was to ensure that education remains relevant in future workforces, one of the core ideals of NEP 2020. Realising this goal should be the shared responsibility of HEIs and leading enterprises, including original equipment manufacturers (OEMs), original design manufacturers (ODMs) and value-added resellers (VARs) to provide courses in emerging areas that can be integrated within the degree programmes.

Several leading enterprises offer exciting meet initiatives and many skill-based courses.

▶ TCS' Ignite programme provides students with industry-aligned internship training in tech and soft skills.

▶ Infosys' InfyTQ provides training and certification in tech domains to enhance programming, data science and ML skills of students.

▶ Tech Mahindra's Mpower programme aims to bring skilled young women support entrepreneurs into the trucking industry.

▶ Wipro's TalentNext initiative seeks to provide learners with technical and domain-specific skill development.

▶ Tech giants like Google, Apple and IBM have implemented initiatives to equip individuals with practical skills, making them job-ready.

Employers are constantly seeking to balance between broader indicators of character, work ethic and adaptability provided by degrees and the specific, job-related skills demonstrated by competencies. Today's tech company job listings reflect the broader shift towards valuing practical skills and hands-on experience alongside traditional academic qualifications.

This trend provides diverse opportunities for HEIs to integrate unconventional pathways of acquiring skills and competencies in conventional education to enhance student employment options.

As a recurrence, HEIs should develop a growth mindset, considering the potential for individuals to learn and grow through alternative learning paths beyond formal education. The overarching challenge will be to ensure acceptance of integration of skill-based courses in the curriculum framework of conventional degrees. Steps that need to be taken:

▶ Establish common standards, accreditation, credit issuance and reliable assessment methods.

▶ HEIs, enterprises and students must join the Academic Bank of Credits (ABC) platform for easy credit transfer. Credits earned through such skill-based courses can then be included within the total credits required to obtain a degree. Students can also accumulate such credits for certification over and above their degree requirements.

▶ Progress in such convergence requires a supportive regulatory framework. The goal of such a framework should be to make MOOC available to enhance learners' expertise and capacity.

▶ Major tech and manufacturing firms are developing courses and training programmes to cultivate a skilled and adaptable workforce. HEIs and regulators should work on integrating those courses into the traditional education curriculum framework, providing students with a holistic and unification of theory with practical skills and knowledge.

The university education system, rooted in a fixed-duration degree structure, needs urgent restructuring to keep pace with the needs of a rapidly growing job market. HEIs should become spaces for converging higher and skill education, reinforcing each other.

Enhancing human potential should be the goal of HEIs. They must, therefore, adapt to changing requirements of next-gen and play a necessary role in fostering a workforce ready for 21st-century work.

The writer is chairman, UGC

Turning point

Ministry of Education @EduMinOfIndia · Mar 9

Language is power and learning in mother tongue is transformational!

Hon'ble Union Minister of Education and Skill Development & Entrepreneurship, Shri @dpradhanbjp, today launched various initiatives in School and Teacher Education, developed by the Department of School

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#Birthdays@May2024

Taurus are generally tough to figure out because they answer every question with a question.

1

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