



Malaviya Mission Teacher Training Programme



Planting a sapling at the premises of UGC-MMTTC on the occasion of World Environment Day

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Quote

“Education is the foundation of all we do in life. It shapes who we are and what we aspire to be” - Julie Payette

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Sr.Prof. C.S.Karigar
Program Director
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Message from Program Director Desk

The UGC-MMTTC Bangalore University is mandated to impart the trending knowledge to the teachers, Principals, research scholars and non-academic staff to enable them to face the Academic, Research and Administrative challenges. Our Centre is well equipped with all the facilities and recognised as one of the best centre in India. All the UGC assignments are approached practically to satisfy the requirements of the stakeholders. However in the recent MMTTC and the guidelines have some shortfalls to take up the activities independently. All the MMTTCs are facing shortage of participants enrolment due to non recruitment process, and showing lack of interest towards attending the courses and commitment due to withdrawal of registration fees and join more online programmes either due to getting permission from their HEI or to save time. I feel more number of offline programmes have to be organized to enrich their knowledge through the experts invited as Resource persons. Necessity of Permanent Academic and Non Academic Staff as per the earlier guidelines is to support MMTTCs another issue to be fulfilled by the UGC to organize the courses regularly. Our MMTTC has initiated efforts to bring e-newsletter biannually to popularize activities of MMTTC BUB and to incorporate/ share the articles and knowledge of Resource persons to our readers to reach the aims of objectives of UGC-MMTTC/MMTTP. Therefore I request all our stakeholders to utilize the information shared in our newsletter which is on our website: mmttcub.ac.in to enrich and update their knowledge continuously even after attending the courses at MMTTC.



Dr. Arun Vidya
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Use and applications of Recent shells and microfossils in deciphering Climate changes and locating oil pools and other mineral resources.

Micropaleontology is a branch of Geology/ Palaeontology that deals with studying Microfossils. They are best-known proxies utilised in understanding or interpretations of paleoecology, paleoclimate, and paleoenvironment, and they are applied as a tool to locate oil, gas and other mineral deposits. The most commonly used microfossils are foraminifera, ostracodes, radiolarians, conodonts spores and pollen grains, dinoflagellates, and acritarchs, which help identify the source or reservoir rocks of oil deciphering climate changes.

The term petroleum means Petra-rock and Oleum-oil. The theory suggests that oil is of organic origin, and many organisms contribute to oil formation. The most suitable places for the oil are shallow sheltered water near shore or the sea with plant and animal life accumulation. The practical approach for the search for oil includes the dating of sediments, correlation of surface and subsurface sections from one well to another, interpretation of the depositional environment and outlining favourable conditions for oil exploration. Further considerations include dating, the composition of micro faunal assemblage, increase or decrease in their populations (VA: very abundant, A: Abundant, F: Frequency and R: Rare), appearance and disappearance of different species, and presence of specific or index species. Identification of ancient shorelines is another way of searching oil deposits, as most of the oil pools are found in sediments deposited in shelf areas paralleling the ancient sea shores. Shoreline sediments will contain a mixed assemblage comprising microorganisms forams, ostracode spores, pollen grains, etc., forming organic debris.

Sudden changes in the oceans' climate can lead to the mass death of tiny and mega creatures, plants and animals. These organic remains form debris that eventually sinks into the deep sea without light or photosynthetic activity. Over

time, the breakdown of sulphur-reducing bacteria in this organic matter leads to oil formation (Hydrocarbon). This oil is then deposited in sediments through natural processes of heat and pressure. The rock in which these sediments get trapped is known as reservoir rock. Therefore, studying microfossils and their environments is crucial in locating oil pools.

Once formed, oil and gas migrate upwards because of buoyancy compared to water. The organic debris (dead remains of plants and animals) sinking into stagnant depths will be covered by sediments forming simultaneously. The decomposed organic matter, partially or entirely, gradually shows chemical and biochemical changes because of the action of certain bacteria. The anaerobic bacteria produce marsh gas (methane). These bacteria also break down albumen and cellulose, eliminating oxygen and nitrogen and making fatty acids. These, in turn, when subjected to pressure and temperature and due to the sediment load, are converted into tiny globules of oil. The mother rock became compacted due to the increase in the load of sediments; the water and oil were squeezed from the pore spaces of the loose sediments. Therefore, oil is entrapped in porous rocks, viz. Sandstones and limestone are the sources of rocks and are primarily found in anticlinal folds with the capping of shale or clay. The logging is done after studying the microfossils recovered from drilling cores, which is expensive. The process of decaying organic debris in plants results in the formation of coals. Ex. Peat, Lignite, Coal and Charcoal. The rock in which these sediments get trapped is known as reservoir rock. Micropaleontology is valuable in locating oil and gas reserves and in deciphering climate and environmental changes. Microcrustaceans and many other forms of microfossils occupy all aquatic habitats, making them excellent indicators of environmental conditions. By Biomapping/

or studying morphology, taxonomy and ecologic inferences on the distribution and characteristics of these microfossils/shells, we can identify possible occurrences of typical endemic, cosmopolitan and sustainable species currents, pollution, toxic species/isomorphs/morphogroups and fossil counterparts. Thus, the above information, proper classification, and other data can illuminate past, present and future environmental and climatic changes.

Due to the growth of population, demands for fuels and expanding economic prospectus, the fuel or energy resources in India are gradually evolving due to the lack of availability of depleting oil and gas reserves, therefore deviating towards alternative use of coal bed methane or underground coal gasification, geothermal, wind, hydro, nuclear, biofuels, biogas, solar, electric or methane gas. This is also supported by reducing the import of oil from the global market due to price fluctuations to achieve self-reliance in consuming and meeting the demands in the coming decades. Besides, to reduce the pollution caused by the increase in the number of automobiles, especially in metro cities, and global warming. Research is underway to find an alternative to fuel as it is a non-renewable resource. Ocean energy can also be used as another emerging resource to use as a mix of energy resources to meet the demands as its usage varies from region to region, occupations and changes in climate. Currently, the usage of energy resources is reaching a peak, and it's wise to think of developing hybrid technologies combining two or more different energy resources. India has already developed hybrid automobiles to face the challenges in case of scarcity of other fuel energy. India still has prospects of searching for energy resources from the sedimentary, Proterozoic, and Cainozoic sectors, focusing on Shale gas. It is also pertinent to mention that using energy resources sparingly, practically, or environmentally friendly can overcome the demands of non-renewable resources, which are gradually depleting and creating alarming situations globally.

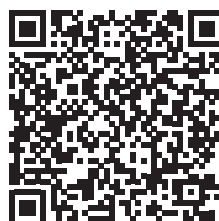
All these years, my efforts were to teach the stakeholders of our Centre on personality development, research aptitude, Disaster Management and the use and importance of fossils/microfossils to create awareness and transform the knowledge to young minds towards

safeguarding our environment for future generations. I also recently spoke on the conservation of geological sites during the International Fossil Day celebration held in the Department of Geology on 30th October 2023, Bangalore University, Bengaluru, to impress the students with their futuristic vision. To protect them, we have lost many sites around Gokak, other areas in Karnataka, and certain parts of India (Photo). I also edited abstracts and served as coordinator in the International Conference on Climate Change and Geosciences held on the 5th and 6th of February 2024.

I prepared and read the detailed report on the two-day conference, referring to various technical sessions. The sessions updated the researchers' knowledge and encouraged geology research scholars and students to learn more and initiate their research work with a multifaceted approach/attitude (Photo). Also, I could throw light on the administrative and financial reform objectives of MMTTC, the Vision and Mission of our Centre during the entire period of my service in UGC-ASC/HRDC/MMTTC, made efforts to our stakeholders should be the Gurudaksha and cherish the reward we have in this noble profession and as the best Administrators also Further taught organised several Short-term courses as a coordinator for principals, research scholars, and non-academic staff to update their knowledge on recent developments and be recognised as the best researchers and supporting staff wherever they start their careers or serve the institutions. The importance of initiating the publication of a biannual e-Newsletter of MMTTC, Bangalore University, Bengaluru, is to know more about the activities and certainly help our readers and stakeholders Resource persons to impart their knowledge of the ultimate vision of UGC.

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Education for Tolerance

Tolerance is respect and acceptance of the rich diversity of the world’s cultures, forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance is the virtue that makes peace possible.

Tolerance involves the rejection of dogmatism and absolutism, and affirms the standards set out in international human rights instruments. One is free to adhere to one’s own convictions and accept that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one’s views are not to be imposed on others.

A tolerant society cannot tolerate intolerance, which would destroy it. It is difficult to strike a balance, however, and different societies do not always agree on the details. However, there is a general agreement that intolerance reveals the following characteristics:

1. Intolerance is a personal failure to accept reality;
2. Intolerance is a failure of intelligence;
3. Intolerance is an error of judgment about the ultimate truth;
4. Intolerance breeds psychological disorder;
5. Intolerance breeds social disorder;
6. Intolerance breeds political disorder;
7. Intolerance is a pragmatic failure; it does not work.

Recent studies on intolerance reveal the preponderance of four intolerance enigmas:

1. The multi-dimensionality of threat perceptions;
2. Threat as an exogenous variable;

3. An umbilical relationship between prejudice and intolerance; and
4. The complexity involved in measuring intolerance.

On the initiative of UNESCO, the UN General Assembly proclaimed 1995 the United Nations Year for Tolerance and designated UNESCO as the lead agency to promote tolerance. In keeping with this mandate, the UNESCO General Conference solemnly adopted on 16th November 1995, a **Declaration of the Principles of Tolerance**. According to this declaration, measures must be taken to ensure equality in dignity and rights for individuals and groups wherever necessary. Particular attention should be paid to vulnerable groups which are socially or economically disadvantaged, so as to afford them the protection of the laws and social measures in force with regard to housing, employment and health, to respect the authenticity of their culture and values, and to facilitate their social and occupational advancement and integration, especially through education.

It must be realized that education is the most effective means of preventing intolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected, and to promote the will to protect those of others.

Education for tolerance should be considered an urgent imperative. It is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance – major roots of violence and exclusion. Educational policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals, as well as among ethnic, social, cultural, religious and linguistic groups and nations.

Education for tolerance should aim

at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgment, critical thinking and ethical reasoning. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to creating caring and responsible

citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.

Above all, we must resolve to take all positive measure to promote tolerance in our societies, not only because tolerance is a noble principle, but also because it ensures peace and the economic and social advancement of all peoples.



Dr Vinay P
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My Experience with the UGC MMTTC

Bangalore University's Human Resource Development Centre (HRDC) now MMTTC stands as a significant institution for fostering professional growth and educational excellence among the faculty and academic staff. In my opinion, the HRDC's/MMTTC's programs are crucial in equipping educators with the latest pedagogical tools and methodologies, ensuring they remain at the forefront of academic and research advancements. This continual professional development is vital for maintaining high educational standards and promoting a culture of lifelong learning within the university community.

Moreover, the HRDC/MMTTC at Bangalore University plays a pivotal role in facilitating interdisciplinary collaboration and networking among educators from various fields. By organizing workshops, seminars, and training programs that bring together diverse academic perspectives, the HRDC/MMTTC not only enhances individual competencies but also fosters a collaborative environment. This interdisciplinary approach is essential in addressing complex educational challenges and in driving innovative teaching and research practices that benefit both the faculty and the students.

The HRDC's/MMTTC's emphasis on fostering leadership qualities and administrative skills among academic staff is another commendable aspect of its mission. By offering targeted programs that develop these crucial skills, the HRDC/MMTTC helps educators take on

more significant roles within their departments and the university at large. This not only empowers individual faculty members but also contributes to the overall governance and strategic direction of the university. Effective leadership and management within academic institutions are essential for navigating the complexities of higher education and for driving continuous improvement and innovation.

Additionally, the HRDC's/MMTTC's commitment to inclusivity and diversity in its training programs deserves recognition. By addressing topics such as gender sensitivity, cultural competence, and inclusivity in education, the HRDC/MMTTC ensures that the faculty is well-equipped to create a more inclusive and supportive learning environment for all students. This focus on diversity is crucial in today's globalized world, where understanding and embracing different perspectives can significantly enhance the educational experience. The HRDC's/MMTTC's efforts in this area help to promote a more equitable and respectful campus culture, which is beneficial for the university community as a whole.

Additionally, incorporating feedback mechanisms from participants can help in continually refining and tailoring the programs to meet the specific needs and challenges faced by the academic staff. Overall, while the HRDC/MMTTC at Bangalore University has made commendable strides in faculty development, ongoing improvements and adaptations are necessary to keep pace with the dynamic educational environment.



Teaching-Learning Experiences

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Dear Sir,

I had the opportunity to participate as a Participant in orientation programme and refresher course from HRDC/MMTTC Bangalore University, Bengaluru and as a resource person in refresher course from yours centre. I must say, it was quite an insightful experience as a Participant and Resource Person both are challenging task and which gave me more teaching-learning experiences. This centre stands out not only for its impressive faculty but also for its commitment to academic excellence and holistic development.

Upon arrival, I was struck by the modern teaching learning strategies during our session, which are very fruit full to us till today in our regular classes. The centre was bustling with activity, with participant engaged in various academic pursuits both scholastic & Co-scholastic activities. It was inspiring to see resource persons and faculty members collaborating on cutting-edge different activities that have the potential to make a significant impact among participants.

Furthermore, this HRDC/MMTTC centre's approach to education and training is commendable. They not only focus on training and orientation, rigor but also on nurturing well-rounded citizens of the society. I had the chance to attend a both OP & RC and proud to say that ours is first online batch...! It was evident that HRDC/MMTTC Centre Bangalore University is committed to preparing its participants not just for careers but also for leadership roles in society.

The sense of community at HRDC/MMTTC University is palpable. Faculties from diverse streams come together in a spirit of learning and camaraderie. The centre fosters an inclusive environment where every participant feels valued and supported.

Overall, my visit to HRDC/MMTTC University left me with a deep sense of admiration. It is clear that this HRDC/MMTTC centre is not just shaping minds but also shaping future of the society.

Trends In Electronic Resources



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1. Introduction

The advent of the Internet, Particularly the World Wide Web, as a new medium of information delivery triggered the proliferation of Web-based electronic resources. Networked information, access rather than holdings, multidimensional features of Web-based resources, and more sophisticated retrieval tools on the web have favoured academic libraries to subscribe to electronic resources and facilitated sharing of their members' expectations. Libraries are committing larger portions of their budgetary allocation for either procuring or accessing Web-based resources including CD-ROMs with the diminishing allocation. A new way to consolidate global resources amongst the libraries to maximize their limited financial resources, shared subscription or consortia-based subscription to electronic resources being followed everywhere in the world.

For a few decades, Information Science and Technology had a tremendous impact on every subject discipline and every field of activity. Every disciple or field has to organize the collection and analysis of relevant information for advancing knowledge.

With the help of Information Technology, it is possible to store information in electronic or online databases from where it can be accessed and retrieved quickly through communication networks at local, regional, national, and international levels. The fusion of information augmentation of storage capacities, refund search strategies, and expanded access to distant databases bibliographic and full-text databases constitute a major component of the information systems available today, be they on CD-ROM or via online Searching.

2. Why E-Resources:

Information and Communication Technology (ICT) is moving in the direction of

everything digital. The future promises hand-held reading devices that will be able to hold thousands of e-resources at a time. The next generation is going to grow up reading these e-resources. The future is speed and flexibility, sometimes not boring trips to the library. Every publishing package offered includes a free listing of e-resources on their websites.

It plays a major role in education and the society of the resources. It can be accessed from anywhere and at any time. It can be accessed by too many people at a time. Updated information can be accessed, which will promote the business. It reduces the distance between the user and the librarian. It creates a global marketing environment for the business.

3. Trends in e-Resources

3.1. Web Resources

Several forms and types of electronic resources are available on the internet, depending upon the format and the document type. Some of the popular ones that are gaining ground the electronic journals, standards, technical specifications and reports, patents, text articles, trade reports, and a list of other document sources. Also, the printed editions of scholarly journals are finding their way to the web.

3.2. Electronic Books

As a greater number of electronic resources become available, retrieving relevant and authoritative information has become more challenging and consuming. Integrating e-books into the digital library has created challenges and opportunities for e-Book sellers, publishers, and LIS professionals.

3.2.1. What is e-Book?

An e-book is essentially the contents of a book distributed in the form of an electronic (hence the 'e') file. Any file that holds text can be in theory used as an e-Book. However, there are several specialized formats and reading programs designed with e-book reading in mind. E-books are exactly like print or paper books except that they are bound electronically. E-books come in a variety of formats as well. They can be downloaded in .pdf, .html, plain text and .rtf formats and they can also be purchased in CD-ROM and floppy disc formats.

3.2.2. Features of e-Books

The following are some special features of e-Books, E-books cost less than traditional books. Books never go out of print, Economically feasible to publish low-demand titles, No shipping and handling charges when purchased online, Search for specific text and find that quote in seconds, Ability to self-publish and distribute own books inexpensively, Look up words with dictionary software (included with most e-Book readers), Annotate or highlight text, Enjoy content that includes audio and full-motion video, Choose different font (text) sizes in which to read, Teachers may prepare customized e-textbooks for their students, Read in the dark or low light conditions. Carry several books in one small package, E-books may be customized to suit an individual's specific interests and tastes, It leads to create personal libraries over Internet, Individual customization is possible, Reduce environmental waste, Create links between multiple e-books

Before starting to provide e-book services to users libraries should create information literacy awareness, particularly accessing e-resources. The following points should be kept in mind while developing e-resources. Content creation and publication, Acquire relevant software, Procurement of hardware/ reader, Standards formation and E-resource awareness, distribution and promotion

3.2.3. Online e-Book Resources

Following are some of the online e-Book resources

e-BookNet: <http://www.eBooknet.com>

<https://www.doabooks.org/>

Fatbrain: <http://www.fatbrain.com>

NetLibrary: <http://www.netlibrary.com>

MesaView: <http://www.mesaview.com>

IUniverse: <http://iuniverse.com>

Barnesandnoble: <http://www.barnesandnoble.com>

Rocket-Library: <http://rocket-library.com>

Ebook Shop: <http://www.eBookshoppe.com>

Books2Read: <http://www.books2read.com>

E-book Directory: <http://www.e-bookdirectory.com>

3.3. E-Journals

The history of human communication has passed through three revolutions such as writing,

printing, and electronic. The world libraries experienced a storehouse of palm leaf to palm top resources for the benefit of users. In fact format of documents has changed, but the mission and objectives of the libraries and information centers are the same. E-journals are the outcome of these technological revolutions. The journal business has been transformed in the last several decades changing the way and continue to evolve in the e-age, E-publications are transforming the library scene due to the outcome of www/internet.

There are two types of e-journals. The first is the offline CD-ROM version which can be distributed similarly to printed journals and the second is the Online or internet-based journals. But there are several points of considerable difference that one could take note of them. Readers of online journals can be alerted to new papers in issues via e-mail, and discussion forms.

3.3.1. Online Journals

Many publishers of technical journals are providing full-text online access to their journals. These electronic journals are available online only. These are available on subscription and also free of cost. Based on the availability and pricing of Electronic Journals may be categorized as follows: Journals which are free online, Journals with online access free along with a print subscription. Journals which are online and priced (very few), Journals with online access whose price is marginally less than the print version

3.4. Library Consortia

The concept behind consortia has its roots in the philosophy of libraries of disseminating “Knowledge for all”. The old notion that a library’s collection size is the best measure of its greatness does not seem to be valid today. When the production and the cost of books and journals, and electronic information exceed the fiscal resources, emerging technologies are fortunately bridging the barriers of time and space through inter-library cooperation. An individual library collection size may have significance in the past, but now the libraries are entering an era in which cooperative use of their resources can yield better results for all.

For knowledge to be useful, it should be shared and communicated. The scholarly

community particularly IT professionals, and scientists in India are handicapped in both generation and sharing. Shared subscription or consortia-based subscription to electronic resources through the consortia of libraries, on the one hand, permits successful deployment and desktop access to electronic resources at highly discounted rates, and on the other hand, it meets with the increasing pressures of diminishing budget, and the rising cost of journals. The library consortia based on the sheer strength of the number of institutions offer healthy business growth opportunities to the electronic publishers and thus attract the best possible price, terms, and agreements. Libraries all over the world are forming consortia of all types and all levels to take advantage of the current electronic network to promote better, faster, and cost-effective ways of providing electronic resources to information seekers therefore there is a need to form a forum to help the users community in all aspects and to provide a better platform is the concept of consortia.

3.4.1. Consortia Initiative in Indian Libraries

CSIR consortia: It is a consortium for capital CSIR laboratories for accessing e-journals. Forum for research sharing in astronomy and astrophysics and CSIR unit for research and development for information products, project for providing open access to Indian patents and medicinal plants.

Electronic access to journals published by few publishers with member and branch libraries has been made possible under the forum Indian Digital Library of Engineering Science and Technology (INDEST) consortium. The ministry of Human Resource development as per the recommendations of the expert group headed by Prof. Balakrishnan of IISc has set up “Consortia - based subscription to electronic resources for technical education system in India.” Presently all IITs, IISc., NITs and IIMs. All India technical boards and polytechniques are its members. The membership of the consortium is open to any private and government-funded engineering/ technological/ educational institutions/ universities for one or more electronic resources with financial support from the AICTE. The consortium will charge an annual fee to access

the various levels of services to the subscribers for various databases, e-journals, IEE-Journal etc. INFLIBNET Consortium is a resource-sharing network among university libraries. INFLIBNET under UGC e-Shodhashindu is a consortium of e-journal subscriptions among the university libraries. It is being planned to provide this service through a higher bandwidth of internet connection.

Each consortia model is different and has its variations. Libraries, by using different models/ types of consortia can enhance their efficiency and quality in service to the users.

4. Open Source and Libraries

Open Access Archiving (OAA) is a mechanism for making scientific output (papers or articles) accessible as a parallel supplement to the usual scientific publication process. It is accomplished by depositing a copy of the published work in an Open Access Archive (for example, in an institutional or subject-based repository). In this paper, the terms “archive” and “repository” are taken as equivalent. Archive has historical precedence in this context – for example, the Open Archives Initiative and the ‘self-archiving initiative’; the repository is a more recent term intended to avoid irrelevant connotations of bulk storage and preservation for documents whose primary utility is “archival” rather than the immediate access and usage that is the primary rationale for Open Access.

In the self-archiving model, authors provide OA to their own research output by depositing it into an OA archive. As part of this process, the author (or designee) must upload a copy of the paper and also enter some simple metadata (author, title, publication, date, etc.) that describes the paper, making it interoperable with papers self-archived in other OA archives, and allowing the metadata to be harvested, citation-linked, and searched seamlessly as if all papers were in one global archive.

The metadata is hence important for maximizing the semantic interoperability and the power of navigation, analysis, and retrieval over OA archives (citation searching, bibliographic matching). Entering the metadata is, however, an extra task, over and above merely depositing the paper’s text and one that is frequently omitted by authors because it has the reputation of requiring

hard work (or at least extra time and effort that must be justified). This reputation of being a time-consuming chore has been a significant disincentive for individual self-archiving and hence an impediment to achieving Open Access on a global scale. To investigate the actual time and effort involved in self-archiving we instrumented the user interface of a mature research repository and collected timing data for researchers’ deposits over a period of several months.

4.1. Open Access Journals

After self-archiving, the second major BOAI strategy is open-access journals. Open-access journals allow authors to retain their copyrights but may require that they agree to license their articles with the Creative Commons Attribution license or a similar license.

Open-access journals are primarily electronic journals (print editions are sometimes offered as an optional fee-based add-on). Once the first electronic copy of a journal has been created, the costs of distributing it on the Internet are negligible compared to the costs of distributing additional print copies of a conventional journal. Open access advocates also note other cost savings implicit in their approach, such as the elimination of the need for access controls. Still, open-access journals cost money to produce and distribute, especially since they are peer-reviewed and edited like conventional journals. Various funding strategies are in use, but the most common are direct author fees, institutional memberships to sponsor all or part of author fees, funding agency payment of author fees, grants to open access publishers, institutional subsidies (such as paying the salaries of journal editorial staff), and priced add-ons (such as recommendation services, current awareness services, or print editions).

Open-access journals may be included in index and abstract services. The Directory of Open Access Journals (DOAJ) is a major finding tool, which permits searching at the article level for some journals. Three organizations play a major role in the publication and archiving of open-access journals: BioMed Central, the Public Library of Science (PLOS), and PubMed Central. Established in 2000, BioMed Central is a for-profit publishing company that publishes over

100 open-access biomedical journals.

The Public Library of Science is a nonprofit organization that, as of August 2004, publishes one open-access journal (PLoS Biology). A second journal (PLoS Medicine) is expected to be launched in October 2004. The PLoS started in 2000. Its first activity was to circulate an open letter that was intended to convince biomedical publishers to make their journals freely available within six months of publication. Roughly 34,000 scientists from 180 countries ultimately signed the letter, pledging not to publish in (or otherwise support) journals that did not meet this requirement by September 2001. When this letter did not invoke the desired response, the Public Library of Science began to publish its open-access journals.

6. Need for Technical skills to Librarians and Information Skills to Technical Staff

The most frequent partner in this merger was the computer section, and many information staff and librarians have become very competent in the technical field, to such an extent that they have been able to rise to heights in an organization's structure never achieved before by the information professional. But information specialists are now taking on wider knowledge management and information management roles within the framework of the converged service, making them even more central to their organization, and reflecting the continuing move away from marginalization of the LIS. The trend to convergence is most frequently encountered in the academic sector but it is now happening in many sectors – government, finance, law, private companies, institutions, and associations.

The gradual automation of library tasks, followed in the last few years by the apparent automation of many information retrieval tasks through the use of the internet, has led to a gradual blurring of the roles and boundaries of the library professional and the information technology professional. The older relationship between the two functions will no longer do. Library computing is carried out on systems that are effectively under the control of the library itself rather than a central computing service whose task was formerly to maintain a hall full of mainframe computers. The computing function

increasingly offers direct access to information sources without playing an intermediary role or acting as interpreter or quality assessor for that information.

7. Conclusion:

In recent years one of the truisms of librarianship has been that the cost of periodicals has been rising so swiftly and inexorably that the subscription bill seemed likely to take up the entire book-vote allocation. This has been particularly true for engineering and technological libraries. It is apparent that what we are seeking in collection development is balance: between monographs and serial, and also balance between print and electronic information resources.

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Prof. Nirmla
*Director, Skill Development Centre
 Bangalore University, Bengaluru*

Skill Development Centre, Bangalore University

“Skill development is the gateway to opportunity. It empowers individuals to chart their own course, seize new possibilities, and shape a future filled with purpose and achievement” Skill development centres within universities serve as dynamic hubs where students can cultivate essential competencies beyond academic knowledge.

The National Education Policy (NEP) 2020 is a transformative framework for the Indian education system, aiming to overhaul the curriculum, pedagogy, and assessment methods across various educational stages. The NEP 2020’s emphasis on a multidisciplinary and holistic education system resonates deeply with the core mission of enhancing faculty development and academic leadership. The syllabi under NEP 2020 are designed to be more flexible, integrative, and skills-oriented, moving away from rote learning to foster critical thinking, creativity, and problem-solving abilities among students. This approach is particularly impactful in higher education, where the policy advocates for the introduction of a choice-based credit system, interdisciplinary research, and a greater focus on experiential learning.

In my role at UGC-HRDC, I observe firsthand the paradigm shift in educational practices mandated by NEP 2020. The inclusion of vocational education, emphasis on research and innovation, and the integration of technology in teaching-learning processes are pivotal changes that we are actively incorporating into our training modules for faculty. These changes necessitate a reorientation of faculty to adopt new teaching methodologies and assessment techniques that align with the policy’s objectives.

Moreover, NEP 2020’s focus on equitable and inclusive education ensures that students from diverse socio-economic backgrounds receive quality education. This aligns with our initiatives at UGC-HRDC to promote inclusivity and accessibility in

higher education through various capacity-building programs. The policy’s push towards the internationalization of education, with provisions for academic collaborations and partnerships with global institutions, is another area where we see significant potential for growth and development.

Overall, as a coordinator, the NEP 2020 represents a comprehensive and progressive approach to education reform. It equips educators with the necessary tools and knowledge to effectively engage with students in a rapidly evolving academic landscape. The emphasis on continuous professional development and lifelong learning for teachers under the NEP 2020 is instrumental in fostering a culture of excellence and innovation within the educational ecosystem. Through collaborative efforts and sustained implementation, the vision of NEP 2020 can be realized, paving the way for an empowered and enlightened generation of learners.

Bangalore University has established Skill Development Centre from February 2023 to empower the students of university by offering necessary skills and training to increase their chances of getting jobs in various sectors. Dr. K. Nirmla, Professor, Department of Commerce has been appointed as the Director of the Centre. The Centre will cater to the pre-placement training, soft skills training & also conducts Job Fairs for Post Graduate students of all departments at Jnana Bharathi Campus. The Centre conducts various skill development programmes to students and improves their employability & promotes entrepreneurship. It is aiming towards achieving the vision of ‘Skilled India’

Objectives of the Centre

- Offering vocational courses simultaneously with the regular degree courses
- Helping students to discover their interests, aptitudes and potentialities
- Guidance for choice of appropriate courses and future career
- Maximizing their potentialities and boosting self confidence
- Provide training in various trades that are in high demand in society and have good job prospects
- Preparing women for economic independence



Bangalore University
Malaviya Mission Teacher Training Centre (MMTTC)
(Formerly UGC-Human Resource Development Centre)
Jnana Bharathi, Bengaluru-560056

Tentative Schedule of Programmes/Courses for the Academic Year 2023-24

I. NEP Orientation and Sensitization Programmes (8 Days)

(Apply Online through website: www.mmc.ugc.ac.in)

| Sl. No. | Programme | Duration | Mode |
|---------|--|----------|--------|
| 1 | NEP Orientation and Sensitization Programmes (24 Programmes/Year) | 8 Days | Online |

II. Faculty Induction Programmes (FIP) (24 Day)

| Sl. No. | Courses | Duration | Mode |
|---------|------------------------------|--------------------------|-------------|
| 1 | Faculty Induction Programmes | 27.08.2024 to 25.09.2024 | Online |
| 2 | Faculty Induction Programmes | 20.11.2024 to 17.12.2024 | Residential |

III. Refresher Courses (12 Days)

| Sl. No. | Courses | Period | Mode |
|---------|--|--------------------------|-------------|
| 1 | Kannada | 29.07.2024 to 10.08.2024 | Residential |
| 2 | Information and Communication Technology (ICT - MD)** | 01.08.2024 to 14.08.2024 | Online |
| 3 | Social Sciences (ID)* | 19.08.2024 to 31.08.2024 | Residential |
| 4 | Basic Sciences (ID)* | 09.09.2024 to 23.09.2024 | Online |
| 5 | Business Studies (ID)* | 14.10.2024 to 28.10.2024 | Online |
| 6 | Teacher Education (MD)** | 02.12.2024 to 14.12.2024 | Residential |

IV. Short-term Courses (6 Days)

| Sl. No. | Programme | Duration | Mode |
|---------|--------------------------|--------------------------|-------------|
| 1 | Artificial Intelligence | 05.08.2024 to 10.08.2024 | Online |
| 2 | Disaster Management | 24.09.2024 to 30.09.2024 | Residential |
| 3 | Research Methodology | 21.10.2024 to 26.10.2024 | Online |
| 4 | Institutional Leadership | 11.11.2024 to 16.11.2024 | Online |
| 5 | Yoga and Meditation | 02.01.2025 to 07.01.2025 | Residential |

V. Other Short-term Courses (1-3 Days)

| Sl. No. | Programme | Duration | Mode |
|---------|--|--------------------------|-------------|
| 1 | Interaction Programme for Ph.D Research Scholars/ Post-Doctoral Fellows | 20.01.2025 to 22.01.2025 | Online |
| 2 | E-content Development and Online Pedagogy | 13.02.2025 to 15.02.2025 | Online |
| 3 | Non-Teaching Staff | 17.03.2025 to 19.03.2025 | Residential |
| 4 | Principal Meet | 10.03.2025 | Online |

*ID- Interdisciplinary, **MD; Multidisciplinary


DIRECTOR
 Malaviya Mission Teacher Training Centre
 HRDC Building, Jnanabharathi
 Bangalore University, Bengaluru-560 056

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PHOTO GALLERY



STC- Research Methodology Science, Social Science and Education Scholars



MMTTC - 24



STC - Non Academic Staff Certificate distribution by **Prof. Dr. Jayakara S.M.**, Vice Chancellor and **Shri. Sheik Latheef**, KAS, Registrar, Bangalore University



Falicitation to **Dr. A.S. Vaidya** by **Prof. N. Malarodi**, Chairman and **Prof. Nagesh P.C.**, DOS Geology During International Conference