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INDIAN INSTITUTE OF TEACHER EDUCATION GUJARAT

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ઉત્તમ વિદ્યાર્થી

આધુનિકતાનું આવાહન

અમે છીએ ઘડવૈયા

ઉત્તમ શિક્ષણ

દ્યૂતે તિમિર વાળાં ઉર બંધન

ઉચિત સન્માન

પ્રગટે શીવ તણાં ક્યાં સ્પંદન

વૈશ્વિકીકરણ

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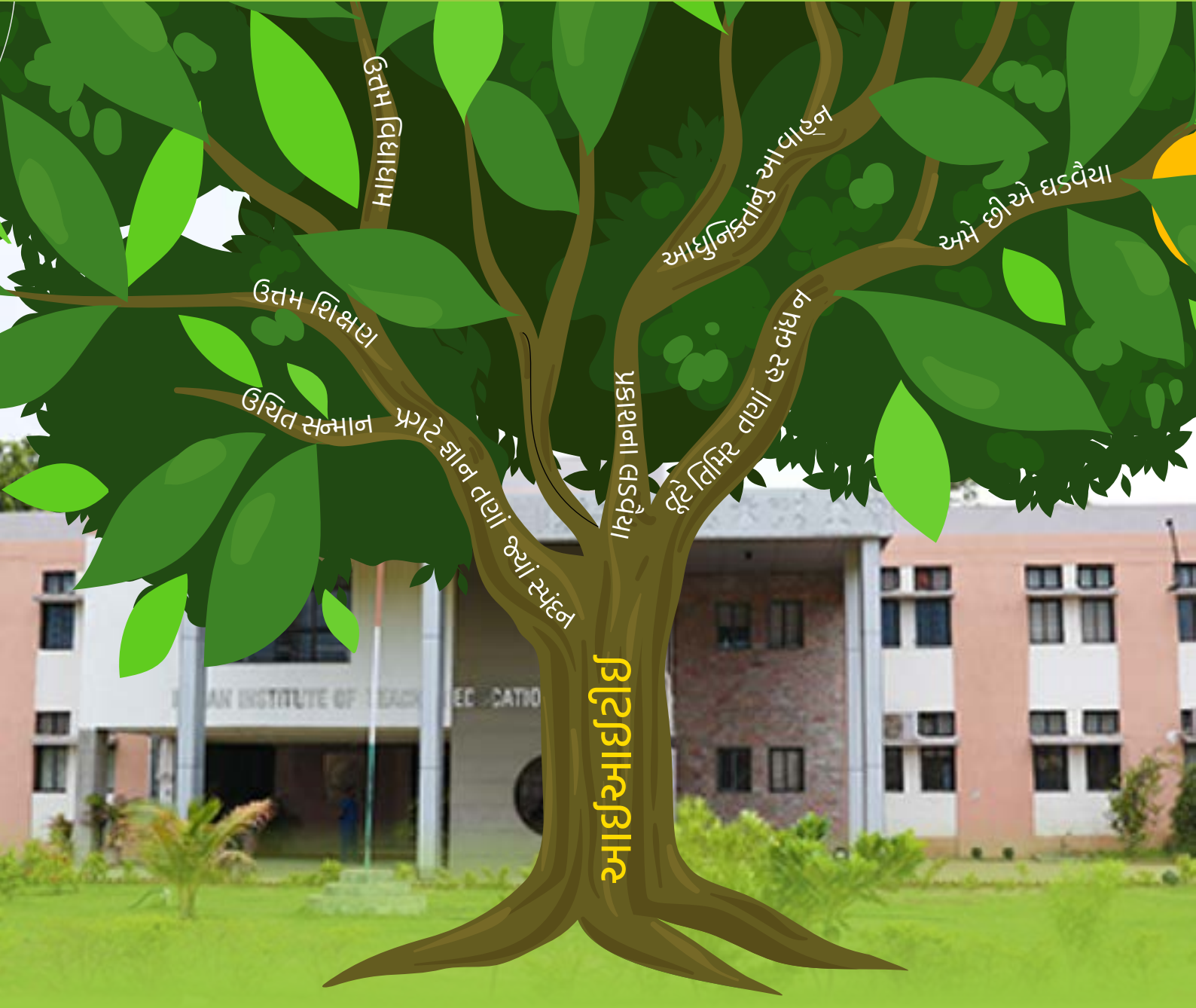
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तस्मा॑द्य॒ज्ञात्स॑र्व॒हुत॑: सम्भृ॒तं पृष॒दाज्यम् ।
प॒शून्ताँश्च॑क्रे वाय॒व्या॑नार॒ण्यान्ग्राम्या॒श्च ये ॥

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કુલપતિશ્રીનો સંદેશ

વહાલા વિદ્યાર્થીઓ અને અધ્યાપક મિત્રો,

મે મહિનો એ વાતાવરણમાં ઉષ્ણતા અને મહામારીની ઉગ્રતાનો સમય રહ્યો છે. આપણે ભારતમાં ગ્રીષ્મમાં અનુભવાતી ગરમીની ઉગ્રતા સાથે રહેવાનું અનુકૂલન સાધી લીધું છે, પરંતુ મહામારી સામે અનુકૂલન સાધવાને બદલે તેને નાથવાના ઉપાયો કરવા જ રહ્યા. ઊનાળાની ઉષ્ણતા અને મહામારીની ઉગ્રતાએ સ્વાભાવિક રીતે નજરે ચડતી આપણી ગતિશીલતાને અટકાવી હોય તેવું લાગે છે. જોકે, કોઈ વ્યવસ્થામાં સ્થિરતા જણાય તેનો અર્થ નિષ્ક્રિયતા નથી હોતો, એ સ્થિરતામાં આવનારા પ્રકલ્પો અને આયોજનની તૈયારીના ભાગરૂપે - વિજ્ઞાનની ભાષામાં કહિએ તો - ગતિઊર્જાનું સ્થિતિઊર્જામાં રુપાંતરણ થયેલું જોવા મળે છે.

એવી ફિલસુફી છે કે જીવન ચાલતું રહે છે અને જીવનની ગતિશીલતા જ આપણને નવા નવા અનુભવો તરફ દોરી જાય છે. એટલે સામે આવતી પરિસ્થિતિમાં જો આપણને કોઈ મુશ્કેલીઓ, અડચણ કે પડકાર અનુભવાય તો એ ગતિશીલતમાંથી બે ઘડી ઊભા રહી પડકારોનો ઉકેલ શોધવાની દિશામાં વિચારવું. વિચારશીલતા પણ એક પ્રકારની ગતિશીલતા જ છે, જેમાંથી જીવન પ્રત્યેના નવા અભિગમ અને દૃષ્ટિકોણ વિકસે છે.

આ ગતિશીલતા અને વિચારશીલતા આઈઆઈટીઈની આગવી લાક્ષણિકતા છે. સમગ્ર મે મહિનો વેકેશનનો અને વિદ્યાર્થીઓની પ્રવૃત્તિઓની ઓછપ અનુભવાય તેવો હતો. જોકે, એ સ્થિરતામાં પણ ભાવી આયોજનોની તૈયારીની દિશામાં ચિંતન અને મનનનું કામ થતું રહ્યું છે. યુનિવર્સિટીના વિવિધ વિભાગો અને વ્યવસ્થાઓને વધુ સુચારુ, અસરકારક અને પરિણામલક્ષી બનાવવા માટેનું કાર્ય થઈ રહ્યું છે. ગુજરાતમાં સામાન્યતઃ જૂન મહિનામાં ચોમાસાની શરૂઆત થાય છે, પરંતુ ચોમાસાની ઋતુ અને વરસાદની કાગડોળે રાહ જોતા ખેડૂતો મે મહિનામાં એમના ખેતરમાં નવા પાકની વાવણી માટેની પૂર્વ તૈયારીઓ કરતા હોય છે. એવી જ રીતે આપણે યુનિવર્સિટીમાં આગામી શૈક્ષણિક વર્ષ માટેના વિવિધ આયોજનો જેવા કે અભ્યાસક્રમની તૈયારીઓ, પ્રવેશ પ્રક્રિયાની તૈયારીઓ, આઈઆઈટીઈ અને સંલગ્ન સંસ્થાઓમાં પ્રવેશ લેવા માટેની પ્રવેશ પરીક્ષા - આઈશ્રીટી (Integrated Test for Teacher Trainee - I3T)નું આયોજન કરવાની દિશામાં કામગીરી થઈ.

આપણા કેટલાંક વિદ્યાર્થીઓ અને અધ્યાપક મિત્રોએ વેકેશનના આ સમયગાળામાં પણ યુનિવર્સિટી સાથેનો સંપર્ક જાળવી રાખ્યો, તેનો આનંદ છે. વેકેશન આપણી નિયમિત પ્રવૃત્તિઓમાંથી થોડો સમય અવકાશ લઈને આપણને ગમતી પ્રવૃત્તિઓ કરવાનો સમયગાળો છે. આપણી મનગમતી પ્રવૃત્તિઓને જો આપણે આપણી આસપાસના મિત્રો અને સ્વજનો સાથે વહેંચીએ તો એ આનંદ બેવડાય છે. આપણા વિદ્યાર્થીઓ અને અધ્યાપક મિત્રોએ તેમના સંગીતના શોખને, તેમનામાં શ્વસતા એક કલાકારને આઈઆઈટીઈના સોશિયમ મીડિયા પર એક સંગીતમય કાર્યક્રમના માધ્યમથી અભિવ્યક્ત કર્યા. એ કાર્યક્રમ ખૂબ જ રસપ્રદ રહ્યો અને રવિવારની એ સાંજ ખરા અર્થમાં સૂરમયી બની. આપણી યુનિવર્સિટીમાં શીખવા અને શીખવવાની પ્રક્રિયા વર્ગખંડની બહાર પણ સતત ચાલતી રહે છે અને અહીં તાલીમ લઈ રહેલા શિક્ષક તાલીમાર્થીઓ પણ એમાં ભાગ લઈને તેમના અભ્યાસના વિષયો ઉપરાંત જીવનના અન્ય મહત્ત્વપૂર્ણ વિષયોના પણ પાઠ ગ્રહણ કરે છે.

સુતીર્થના આ અંકમાં પણ તમને એક નવો બદલાવ અનુભવાશે. હવે તેમાં પ્રકાશિત થતી વાંચન સામગ્રીમાં પણ આઈઆઈટીઈ તથા સંલગ્ન સંસ્થાઓમાં થતી પ્રવૃત્તિઓ, કાર્યક્રમોને વધુ સ્થાન મળે તેવું આયોજન છે. ઉપર જણાવ્યું તેમ ગતિશીલતા જ નવા નવા અનુભવો તરફ દોરી જાય છે અને એ અનુભવો જીવનમાં આગળ વધવા માટેનું પાથેય બને છે.

આ સમયગાળામાં કોરોના સામે રક્ષણ આપતા રસીકરણ કાર્યક્રમને વેગ મળ્યો છે અને તેને માટેની જાગૃતિ પણ વધી છે. તમારી આસપાસના જે કોઈને પણ રસી લેવાની બાકી હોય અને તે વિશે તેમને કોઈ શંકા હોય તો તેમને રસી વિશેના વૈજ્ઞાનિક તથ્યોથી માહિતગાર કરીને રસી લેવા માટે સમજાવો.

આપ સહુ સ્વસ્થ રહો, સુરક્ષિત રહો અને સતત સક્રિય રહો તેવી શુભેચ્છાઓ સાથે...

ડૉ. હર્ષદ પટેલના જયહિંદ
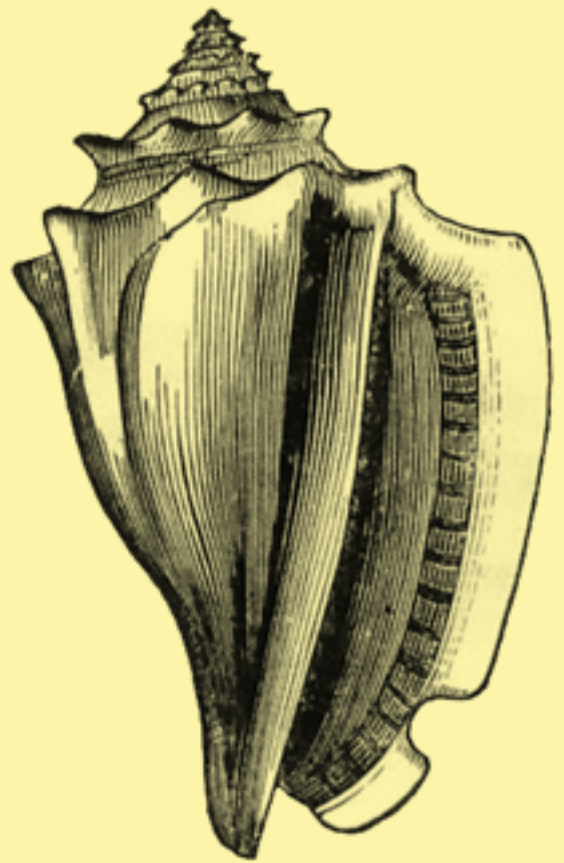
Ancient India and Biological Sciences

Dr. Mehul P Dave
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(Contd. From previous issue)

The Indians also had the concept that any animal can be reproduced and evolved only from pre-existing animal, which is also the hypothesis on which organic evolution theory relies. According to Brihaddraoyaka Upanishad, Virdjan got bored of solitude and adopted binary division like an ameba and became two individuals, one of them acting like male and other the female. As the time passed by, these individuals assumed different animal forms such. as ants, cattle, donkey, goats and pigs. Thus, the whole world was populated by evolving one group of animals into another. However their classification of animal world was on the basis alone, as they did not believe of external forms in killing and dissecting the animals for their study.

Ancient Indian people were aware of the role played by heredity and environment in the development of an individual. In Yajurveda, a prayer reads, "Give us cows that have abundance of milk, bulls that have full vigor and vitality, horses that can face challenges of any enemy, a ruler who is courageous and fearless, intellectual son and a wife who can take good care of the young and old". Their prayer in Bhiimi-siikta indicates that they had intimate knowledge of different animals ; "In winter protect us from the scorpions and snakes that creep in our dark and moist caves, in rainy season from ferocious boars and bison, in summer from tigers, lions and other man-eating animals" says the prayer. There are many instances in our scriptures where ancient Indians had mastered animal languages. While king Kekaya was with his queen, he overheard the conversation of a pair of birds nesting in his courtyard which made, him laugh. He admitted to the queen that he understood birds' talk but refused to share this with others which was a taboo. When the queen insisted to know the contents of

the bird's conversation, the king preferred to divorce her on the advice of his guru who had blessed this boon on the king than divulge the code. In Chandogyaupanishat another interesting incident has been mentioned. One evening a pair of cranes were flying back to their place of rest ; the talkative one said to the other that the king Janasbruthi is a very religious and learned person and therefore we must be extra careful while flying over his kingdom. This other crane reacted sharply and asked, "Does this king come anywhere near wisdom of Raikva?" The king overheard this conversation, located Raikva who was relaxing under a bullock cart and learned Bramha-jnana from him.

Two thousand year old Panchatantra contains numerous stories in which the animals have been given prominence. This collection of stories is also the basis for 'Aesop's Fables'. Even today, children as well as adults find great excitement in reading these animal stories. Talkative turtle, stupid frog, rat and lion stories are too well known. Similarly all grandma stories have crows, sparrows, snakes as main characters. The court poets have written numerous collections in which the animal life has been described in minute details. Kalmias and Banal give a vivid picture of a variety of animals that lived together at ashrams.

Buddhist Jathaka stories attach great importance to rebirth. The elephants and the monkeys come across a variety of animals in different re-births. During his long vanavasa, Lord Rama developed special relations with different animals such as Jatayu, Sugriva, Hanuman, deers and monkeys. Kishkinda of Ramayana now known as Hampi has good population of monkeys even today. Lord Krishna was also an animal lover. In order to protect the animals that he loved, from heavy rains and thunder storm he lifted a huge mountain and came to be known as Govardhana Giridhari.

The emperors, kings and queens adopted different animals as their emblems. The Gangas of Talkadu opted for an elephant, whereas a lion was Kadamba's choice. Hoysala's emblem has a tiger whereas the Vijayanagara kings settled for a boar. Mysore Maharajas went for Ganda-bherunda, two-headed mythical bird. These emblems were printed on flags that were hoisted at the time of different religious functions. Coins of different denominations were minted by embossing these emblems. These emblems were also displayed prominently on temples, forts and palaces.

Because of their minute size, the invertebrates are not given much importance in olden days. However, the Mollusk, the soft bodied shell fishes were considered as very sacred.

Lord Vishnu always carried a conch which is an exoskeleton of the animal. A shaligrama which is worshipped as a representative of Vishnu, is a fossilized mollusk. Pearl oyster were collected from the sea bed. Among insects, honey-bees, silk-worms and mud-wasps were very well known. Often fish are mentioned in our mythology. Our progenitor, Manu, finds a little golden fish in his folded palms while offering 'Arghya' to the sun god. The frightened fish promises Manu that some, day it will come to his rescue if he let it go now. Fascinated Manu rears the fish in his ashram. When it grows up he first transfers it to a lake and then to the sea. One day the fish brings a warning that, deluge is inevitable and vanishes. When a terrible torpedo hits the sea and land, Manu collects all the animals in a huge boat with an intention to protect them. However frightened animals raise hue and cry and the boat is about to capsize. At that moment the fish appears on the sea and drags the boat to a safe place.

Churning of the ocean by the Suras and Asuras is a very interesting episode in Hindu mythology. They employed Vasuki, a huge poisonous serpent as a rope and Mandara mountain as a churner. In order to prevent the mountain from sinking, Lord Vishnu assumed the form of a turtle and supported it. As a result of this churning, very rare gems like, Kamadhenu, Shankha, Dhanushya, Chandra, Silrya, Dhanwantri, Amritha, Rambha and Laxmi, came out of the ocean. Once Garuda

was accompanying his father to Chandraloka. On his way, in the Himalayas, Garuda visits a lake to quench his thirst. To his great surprise he finds in the lake, a tortoise and an elephant fighting each other ferociously. He was at loss to know how to stop them from fighting and hence he feasted on both of them and solved the problem permanently!

The crocodile is given prime of place in Hindu religion. It is believed that the Ganga river depends on a crocodile for her very frequent visits to Bay of Bengal from the Himalayan mountains. The rain-god Varuna also rides on Makara. Kamadeva's emblem is Makara and hence his wife carries it whenever she goes. At times the couple takes a joy ride on this animal. In one of the expeditions of Himalayas, Hanuman was bathing in lake when all, of a sudden a huge crocodile clasps his legs. With great difficulty he drags the animal out of water. The cruel animal turns itself into a beautiful damsel and proclaims that because of Daksha's curse she became a crocodile and it is Hanuman's contact that revoked the curse. Similarly, when Hanuman was returning from Lanka his perspiration fell in the mouth of a Nakshtra and she gave birth to Makara Dhwaja. The story of Gajendra Moksha is well known. When the elephant Gajendra visits a pool of water, a under-water crocodile claspses its sharp teeth into one of its hind legs. When the -elephant seeks Lord Vishnu's intervention, the lord kills the crocodile and sets the elephant free.

Kashyapa muni populated the patalaloka. with a variety of snakes. Thus his wife Kadru is considered as the mother of all the snakes. When Janmejaya, wanted to eliminate all the snakes, Takshaka, the king of the serpents with the help of Astika prevented him from doing so. Nagapanchami is an annual festival celebrated in honor of the serpents. Sesha, Visuki and Taksbaka are important representatives of the snake-world. Sesha dedicated himself in the service of Lord Vishnu. Vasuki volunteered himself to be employed for churning of the ocean. When Vishnu incarnated as Krishna, gesha accompanied him as Balarama. It is a very old custom to instal Naga-stones in villages and towns and periodically worship them.

Garuda is an extraordinary son of Kashyapa and Vinata. At the time of his birth, his glowing face made the people think that he is God Agni Himself. The snakes are his favorite snacks. Jatayu and Samprathi are Garuda's two offspring. Pigeons are favorite animals of Kamadeva and Yamaraja. Karthikeya employed peacock for his transportation. Herons are associated with Koushikamuni. Goddess Saraswati always rides a swan. The crow is very well-versed with happening of the heaven and hence people who wish to go to paradise try to please it.

Lord Indra and his vehicle, the eight trunked Airavat

More Examples of Animals from Indian Mythologies

Deer is associated with innumerable stories. Maricha assumes the form of a golden deer in order to attract Sitadevi. Lord Shiva gets wrapped up in deer skin. Vayus chariot is pulled by a pair of deer. Rishya-shringa was born to a deer which lapped up semen of Vibhandaka. Musk-deer, kasturimriga, is nearest relative of deer. Vashistha gets Kamadhenu for supervising samudra manthana operation. However later on Vishvamitra snatches Kamadhenu from Vashistha. During Parashurama's incarnation, she was in the custody of Jamadagni. Kirtavirya captures her from Jamdagni. Finally she lands with Indra. Cows are Lord Krishna's favorites. Yamadharmaraja always rides a male water-buffallo whenever he intends to visit the earth. Mahishasuramardini is celebrated with all pomp and show, all over the country. Indra employs Ucchaishrava, a snow white horse as his vehicle. Later he changed to Airavata, an elephant with multiple trunks (shown above). Sun god's chariot is pulled by seven red horses.

Conclusion :

Concepts that support nature's integrity must thus become a part of our modern educational systems. This constitutes a key solution to bring about a new ethic of conserving nature and living sustainable lifestyles.

Do your students feel screen fatigue? Try this...

Excess of anything should be avoided; what can we do in the pandemic era to help children fight overexposure to the screens

Paras K Jha
PRO & Publication Officer, IITE

It has been just more than a year and a couple of months when the education fraternity across the world embraced the sudden change of taking all the academic activities – teaching, learning, debates, discussions, seminars, workshops and even PhD viva and interviews to online mode in the pandemic. During the first nationwide lockdown, the country's academia, from schools to universities, shifted their course deliveries and curriculum transactions from classrooms to the screens of mobile phones, tablet, laptops, and desktops. Teachers, who used to use their blackboard skills on green or whiteboards in the classrooms, had to shift from chalks/marker pens to the PowerPoint presentations. Students, who were studying classroom with some fun mischiefs with their classmates, found themselves sitting in front of a screen in their home's drawing room or bedroom. The screens were much smaller than the boards or the projectors in the classrooms, and there were no pals to have fun or ask for peer-to-peer doubt solving on the topics.

This new model of learning was somewhat exciting for many in the beginning. Learning how to use Google Classroom, Zoom, Webex, Google Meet platforms for conducting the class in virtual mode was fun initially for teachers and students. As soon as the novelty value of the medium became the daily routine of the new normal, the fun of learning turned into boredom. Students missing classroom

mischiefs started doodling on the Zoom classes, entering into the meeting from various ids to distract the teaching, and finally remain absent from the classes. While the parents were thinking their children were attending online class, children had communicated the reasons like – "Poor internet connectivity!", "No data to join the class!", "Network issues", "I cannot hear you sir/madam, there is some network disturbance at your end!" to their class teachers for not attending the class. Online tests and examinations were literally 'child's play' for most of the students as it was open book exams and open internet exams to find readymade answers from multiple online sources.

Does this behaviour mean students do not want to study? No, it does not seem like that. All these might sound very familiar to most teachers, but a few would have gone beyond the conventional thinking of "Students are not interested in attending the class." "Students do not want to study." "I have tried all the things, but except few students, majority of the class strength remain absent in the online class."

One of the reasons for less attendance in online class is that most students are experiencing screen fatigue. Teachers are now discussing screen fatigue accompanied by Attention deficit hyperactivity disorder (ADHD),

leading to low morale, anxiety, lack of focus, and irritability amongst children troubled with excessive screen engagement.

Just observe children around you. What do they do even when they are not attending their online classes? The second wave of the pandemic has restricted students again of their out of home activities like playing, meeting with friends, coaching for outdoor sports, going out with parents. Less or no movement out of the home has added to children's screen engagement. They watch YouTube videos, surf on social media platforms like FB, Instagram, play games on mobile phones. If they are asked to keep mobile aside, they will watch television programs. Further, non-screen activities like painting, reading, playing board games do not engage a majority of children, as these activities also get affected by ADHD.

So what to do? Sometimes the solutions for such complex issues are so simple that we often overlook them to find extraordinary results. Here is a bulleted list of things collated from various online resources and suggested by the child psychologists that can be considered to engage the children more in online classes and help them overcome the issue of screen fatigue.

- Give children some incentives to attend the class, like appreciate them in the common WhatsApp group of parents and students for attending the class.
- Do not keep talking and showing them presentation slides – it makes them passive listeners, give them activities and exercise to complete in 3-5 minutes duration based on the topic you are teaching
- Encourage children to talk about their daily non-screen activities, leading them to do such activities if they are not doing them.
- Engage with parents and suggest them to engage their children in some kind of physical activities that can be done indoors.
- While conducting online class do not just read out or speak the topics, talk to every student by taking his/her name in the class, it may give message to students that you are giving attention to them.

વક્તૃત્વ વિકસાવે વ્યક્તિત્વ

આઈઆઈટીઈનાં સેન્ટર દ્વારા જાહેર વક્તૃત્વ કૌશલ્ય વિકાસ તાલીમનું આયોજન

નવી નવી સ્કીલ , નવા નવા વિષયો અને નવા વિચારો ને અમલમાં મૂકતુ પ્રશિક્ષણ કેન્દ્ર એટલે સેન્ટર ઓફ ટ્રેઈનીંગ(COT). સેન્ટરનાં ડાયરેક્ટર, ડૉ. પ્રેરણા શેલત અને ડેપ્યુટી ડાયરેક્ટર, ડૉ . સોનલ થરેજાનાં માર્ગદર્શન હેઠળ COT અંતર્ગત Human Resource Training Department હેઠળ તા: ૨૮ અને ૨૯ એપ્રિલ ૨૦૨૧,બે દિવસનો Stage Speaking Skills Training Program આયોજિત થયો હતો.
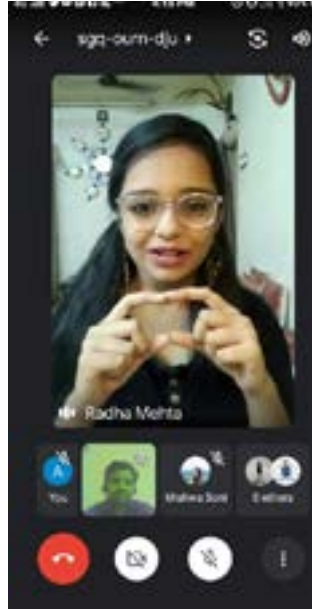
જેમાં વક્તા હતા જાણીતા વક્તા સુ.શ્રી. રાધા મહેતા. તા: ૩ મે થી ૭ મે ૨૦૨૧ સુધી Neuro Linguistic Programing પર આધારિત અન્ય એક Training Program : Be the Creator of Your Own Life" આયોજિત થયો હતો. જેમાં વક્તા તરીકે જાણીતા લાઈફ કોચ શ્રી. પ્રકાશ દેત્રોજા એ પોતાની સેવા આપી હતી. બંને કાર્યક્રમોનું સંચાલન આઈઆઈટીઈનાં પ્રાધ્યાપક શ્રી. ભરત ચૌધરી એ સાથી પ્રાધ્યાપક

મિત્રો શ્રી અમિત બારોટ અને શ્રી. યોગેશ પવાર સાથે મળીને કર્યું હતું,

આ મહામારીના સમયમાં બાળકોને સંગીત દ્વારા કઈક નવું શીખવી શકાય તે હેતુ થી COT નાં Guru Drona Skill Department દ્વારા ઓનલાઈન મ્યુઝીકલ સમર કેમ્પ ૨૦૨૧ તથા ફેઈસબુક લાઈવ દ્વારા સુરીલી
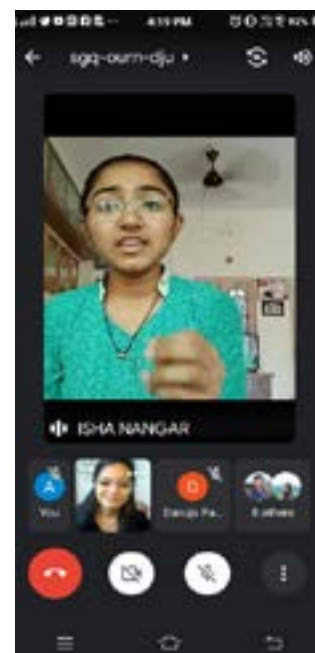
સંધ્યા : Musical Evening નું આયોજન કરવામાં આવ્યુ હતુ. બંને કાર્યક્રમોનું સંચાલન તથા સંયોજન આઈ.આઈ.ટી.ઈ.નાં પ્રાધ્યાપક શ્રી અમિત બારોટે કર્યું હતું. આ સાથે રોજ સાંજે ૭ વાગે ભણવાની નવી ધૂન સાથે ૩૦૦૦ જેટલા શ્રોતાઓને એક નવીન અનુભવ આપતું COT અંતર્ગત કાર્યરત આઈ આઈ ટી ઈ નું ઈન્ટરનેટ રેડિયો સ્ટેશન તો ખરુજ. જે હવે ટૂંક સમયમાં પોતાના ૨૦૦ એપીસોડ પુરા કરવા તરફ આગળ વધી રહ્યું છે.

9

સંવાદ અને સમજણ દ્વારા રસીકરણ જાગૃતિ

રસીકરણની જાગૃતિના કાર્યો અંગેનો દરબાર ગોપાળદાસ શિક્ષણ મહાવિદ્યાલય અલિયાબાડાનો અહેવાલ

સમાજમાં સાચી સમજણ જાગૃત કરવાનું કામ શિક્ષકનું છે. આ કાર્યને ન્યાય આપવા દરબાર ગોપાળદાસ શિક્ષણ મહાવિદ્યાલય દ્વારા સાંપ્રત સમયમાં જરૂરી રસીકરણ અંગે જાગૃતિ જન્મે તેવા કાર્યો કરવામાં આવ્યા. કોરોનાના બીજા વેવ વચ્ચે એકમાત્ર આશાની કિરણ રસીના સ્વરૂપે જાગી ત્યારે રસી લેવી કે નહીં તે અંગેની લોકોની મૂંઝવણ જોઈને અમારી કૉલેજે રસીકરણ જાગૃતિ અભિયાનની શરૂઆત કરી. આ અભિયાન અંતર્ગત પ્રથમ વર્ષના તાલીમાર્થી નીલેશ યાદવ દ્વારા રસીકરણ જાગૃતિ અંગે એક વીડિયોનું નિર્માણ કરવામાં આવ્યું. આ વીડિયોમાં રસી લીધા પછી થતાં ફાયદા તથા કૉલેજના અન્ય તાલીમાર્થીઓએ જાહેરજનતાને રસી મૂકાવવા કરેલી અપીલ દર્શાવવામાં આવી હતી.

ડૉક્યુમેન્ટરી સ્વરૂપે તૈયાર થયેલ આ વીડિયો કૉલેજની યુટ્યૂબ ચેનલ 'જ્ઞાનખંડ -દરબાર ગોપાળદાસ શિક્ષણ મહાવિદ્યાલય' પર રજૂ કરાયો હતો.

આ ઉપરાંત, ફેસબુકના માધ્યમથી પણ રસીકરણ જાગૃતિ અભિયાનને આગળ વધારવા સૌએ પ્રયત્ન કર્યા હતા. જેમાં ધ્રુવિક લાઠિયા દ્વારા માસ્ક પહેરવાની તથા રસી મૂકાવવાની અપીલ કરતી પોસ્ટ તેમજ નીલેશ યાદવ દ્વારા 'Don't wait, Vaccinate' સૂત્ર દ્વારા રસીકરણ જાગૃતિની પોસ્ટ તૈયાર કરવામાં આવી હતી.

આ અભિયાન ઉપરાંત પ્રથમ વર્ષની તાલીમાર્થી ઉર્વિશા અકબરી દ્વારા પોતાની ચિત્રકલા દ્વારા તૈયાર કરેલ કોરોના વૉરિયર્સને બિરદાવતું ચિત્ર પણ કૉલેજની ફેસબુક પેજ પર મૂકવામાં આવ્યું હતું. આ પ્રયત્નોમાં સૌ તાલીમાર્થીઓને કૉલેજના તમામ અધ્યાપકગણ દ્વારા તથા આચાર્યશ્રી દ્વારા માર્ગદર્શન મળેલ હતું.

આમ, સૌના સહયોગથી અમારી કૉલેજ દ્વારા રસીકરણ અંગેની સાચી સમજણ ઊભી થાય તેવા નિષ્ઠાપૂર્વકના પ્રયત્નો કરવામાં આવ્યા હતા.

DIGITAL CONSULTATION : MY NEP 2020

Organized by
IQAC, Indian Institute of Teacher Education, Gandhinagar, Gujarat

IQAC, Indian Institute of Teacher Education organized a National Webinar on, 'DIGITAL CONSULTATION: MY NEP 2020' on 28th May, 2021, Friday.

The objectives of the program

1. To create awareness about the initiative of DIGITAL CONSULTATION which was envisaged by NCTE to draw in suggestions/ inputs/membership under the bottom up approach for overall coherence in preparing the document on teacher policy for sustainable change in the Teacher Education sector.

2. To motivate the participants to register at the portal and then after the webinar post the suggestions and inputs based on the discussion and understanding of the concept.

The Speakers

1. Dr. Harshad A. Patel : Vice Chancellor, IITE and IQAC Chairperson
2. Dr. Ravindra Kadu, Chairperson, WRC, NCTE
3. Dr. Anil Kumar, Member, WRC, NCTE
4. Dr. Anil Kumar Sharma, Regional Director, NCTE

Target Audience and Participants

The target audience was teacher education professional, academicians, teachers and other stake holders in the education system. 106 participants registered from across the country representing 9 states including Gujarat, New Delhi, Uttar Pradesh, Rajasthan, Haryana, Bihar, Tamil Nadu, Odisha and West Bengal. The participants included members from two regional committees Western Regional Committee and Northern Regional Committee. Dr. Banwari Lal Natiya, Chairperson, NRC, NCTE and Dr. Nalini Patil, Member WRC, NCTE were among the esteemed guests. Faculty from higher education, teacher educators and many senior eminent educationists participate in the webinar

Program Brief

Program started with the brief introduction of the webinar and guests by Dr. Divya Sharma, Professor and IQAC Head, IITE, Gandhinagar. A brief overview is presented herewith.

Dr. Harshad A. Patel., Vice Chancellor and IQAC Chairperson, IITE, in his Presidential Address, commented on the beneficial suggestions right from grass root level in framing of robust and

National Education Policy document in 2020. He further commented that now NCTE holds the responsibility of drawing valuable suggestions/ inputs for two important aspects: National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). He also said that this is the time when the education fraternity at should actively participate and to contribute to the framing of policy. This modern digital era has given each and every stake holders an opportunity to put forth their suggestions. He welcomed and motivated the participants to submit fruitful suggestions in the webinar.

Dr. Ravindra Kadu, Chairperson, and WRC NCTE., thanked Vice Chancellor, for arranging the webinar at such a short notice and pointed that it is a good platform for bringing people together. He proposed that a joint proposal of suggestion from WRC can be sent to NCTE. Alternatively each individual can submit their suggestion through NCTE portal. He highlighted two parts – National Mentoring Mission (NMM) and National Professional Standards for Teachers (NPST) and noted that it's the need of the hour. He cited Professional Standards for Teachers Education proposed in NEP, 2020 mandate and gave suggestions as listed:

1. Professional Standards for Physical Infrastructure: Standards for physical as well as the ICT (Distance Education, MOOCs etc.) related standards to be defined with reference to quality and approachability of the students.

2. Set Priorities and Prepare Ideal Institutes of Teacher Educations

3. Bifurcate, align and propose Professional Standard for Teachers with 5+3+3+4 structure of NEP, 2020: Professional Standard for Teachers at different stage will help to address the needs of the students and will be as per expectation expectations of NEP 2020

4. Upcoming National Curriculum Framework to be aligned with NEP, 2020 and both should be taken into consideration for NPST.

5. Proposed teacher education programs to be aligned with 5+3+3+4 in NEP, 2020: He pointed that children at each stage have

diverse needs which require unique set of teaching methods, pedagogy and learning experiences.

6. Entry to teacher education courses to be provided only through competitive exams: Align Teacher Eligibility Test with professional standards related to qualities, proficiency, psychological abilities, and acquaintance to child psychology. Knowledge needed for the teacher to be predefined and the competitive exam should evaluate these components at the entry level in order to ensure the selection of efficient prospective teacher.

7. Internship and pedagogy to be given maximum importance: Evaluation of teaching skills to be made important. Distribution of pedagogy subjects to take place across 4 years. Clusters for internship to be identified based on quality and grading of the school. The teaching method should be matched with not only type of subject but with also type of student and level of students available in different internship cluster. This will help in improving the professional standards of the teachers. The prospective teacher should be engaged in maximum internship clusters.

Dr. Anil Kumar Sharma, Regional Director, WRC, NCTE congratulated and complemented IITE Team for the platform provided for deliberation in NPST and NMM. He defined standards as explicit elements of high quality effective teaching in 20th century schools which leads to improve educational outcomes for students by providing a framework. He said that standards help to develop common understanding and language for discourse between teachers, teacher educators, teacher organizations, professionals and the public and also inform the development of professional learning goals. Suggestions on NPST proposed by him are:

1. High quality standards to be the core of teaching profession: Program for International Standard Assessment (PISA) approach should be binding force to ensure that the future teachers to be prepared on the principal of PISA.

2. Cultural change exchange framework to be established between India and other western countries like U.S., U.K. or Australian government in order to orient and refresh all international standard.

3. Internship, training on blended learning for all teachers irrespective of level must be made mandatory in letter and spirit.

4. Collaboration and use of teacher portfolio to be the ways and means of making the standard work.

5. Creative and innovative framework to be prepared in order to ensure that all teachers shall be trained on these lines
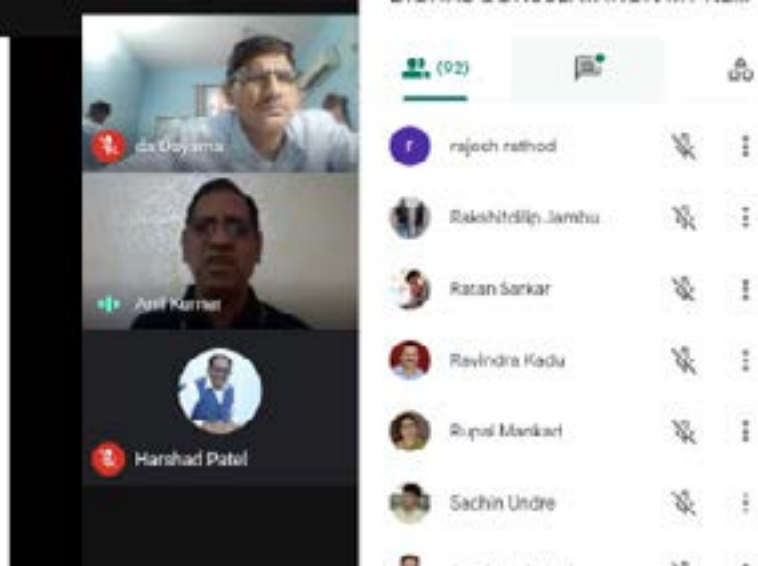
Dr. Anil Kumar, Member, WRC, NCTE thanked the Vice Chancellor for the organization of

NCTE efforts to develop Professional Standards for Teachers Should be based on

✓ The recommendations in NPE 2020
✓ Robust educational research and
✓ observed effective practice across all parts of country.
✓ Opinion and Views of Experts, practices

webinar. He motivated and guided participants for posting suggestions on NCTE portal. The presentation of Dr. Anil Kumar included brief overview of the concept. According to him Professional standards will provide a holistic view of what makes professional teacher, provide interpretation of what a professional might be doing seen through the lens of the teacher, essential tool for informing and supporting continuing professional development, help to drive culture change within the teacher education, will give detailed guidance on how to evidence the recommended teacher qualification.

Professional Standards to include: Input– Infra, student, teacher, curriculum, governing rules and regulations etc. Process-teaching learning and assessment; Output: competent student with desired ability. The role of teacher is of a facilitator and guide who creates conducive climate for learning and not p, the one of information provider. The changing role of teacher to be the focus of NPST document.

NPST document to be based on NEP, 2020: Role of NCTE is important and they should base document on robust education research, observed effective practice across all parts of country, opinion and views of experts and practices.

He cited 4 parts of NCTE Portal and informed what is to be included:

1. Part 1 – Teacher Quality – Honesty, integrity, strong content knowledge, up to date skill, positive relationship with parents and pupil, ability to interconnected, interdependence and able to reflect for multidimensional task,

2. Part II – Self-development guide, research tool, self-assessment tools, digital illustrations, videos and demonstration posters.

3. Part III- content knowledge, pedagogy knowledge, curriculum planning and development, uses of required ICT tools and communication assessment, personal and professional development and practice, continuous professional development, learning environment, community linkages and professional engagements, advance skills, code of conduct, learning of Indian language as per 8th schedule of constitution.

4. Part IV- Other inputs/opinion – if you found suitable to be incorporated in the draft NPST. The points missed in the above document can be presented here. The portal allows you only 500 words to fill part 4.

He further gave examples for suggestions which are

Up to date Skills – TL Skills to be updated through online and offline programs, attending conference seminars, reflecting upon literature researches, self-reflection.

Self-Assessment tools – Academic audit, feedback for stakeholder

Pedagogy knowledge, curriculum planning and development- skill enhancement through online offline certifications

Continuous professional development –regular assessment by self and colleagues, mandatory refresher course after 3/5 years

Digital illustration videos_ development of

Take away of the Webinar

List of Suggestion Made

- Professional Standards for Physical Infrastructure: Standards for physical as well as the ICT (Distance Education, MOOCs etc.) related standards to be defined with reference to quality and approachability of the students.
- Set Priorities and Prepare Ideal Institutes of Teacher Educations
- Bifurcate, align and propose Professional Standard for Teachers with 5+3+3+4 structure of NEP, 2020: Professional Standard for Teachers at different stage will help to address the needs of the students and will be as per expectation expectations of NEP 2020
- Upcoming National Curriculum Framework to be aligned with NEP, 2020 and both should be taken into consideration for NPST.
- Proposed teacher education programs to be aligned with 5+3+3+4 in NEP, 2020: He pointed that children at each stage have diverse needs which require unique set of teaching methods, pedagogy and learning experiences.
- Entry to teacher education courses to be provided only through competitive exams: Align Teacher Eligibility Test with professional
- standards related to qualities, proficiency, psychological abilities, and acquaintance to child psychology. Knowledge needed for the teacher to be predefined and the competitive exam should evaluate these components at the entry level in order to ensure the selection of efficient prospective teacher.
- Internship and pedagogy to be given maximum importance: Evaluation of teaching skills to be made important. Distribution of pedagogy subjects to take place across 4 years. Clusters for internship to be identified based on quality and grading of the school. The teaching method should be matched with not only type of subject but with also type of student and level of students available in different internship cluster. This will help in improving the professional standards of the teachers. The prospective teacher should be engaged in maximum internship clusters.
- High quality standards to be the core of teaching profession: Program for International Standard Assessment (PISA) approach should be binding force to ensure that the future teachers to be prepared on the principal of PISA.
- Cultural change exchange framework to be established between India and other western countries like U.S., U.K. or Australian government in order to orient and refresh all international standard.
- Internship, training on blended learning for all teachers irrespective of level must be made mandatory in letter and spirit.
- Collaboration and use of teacher portfolio to be the ways and means of making the standard work.
- Creative and innovative framework to be prepared in order to ensure that all teachers shall be trained on these lines
- Holistic approach to professional standard setting for the education system, setting standards not only for teachers but also for
- **Inputs**- student admissions, curriculum framing, teacher qualification and recruitment, recognition and affiliation
- Process- TL Process, teacher qualification up gradation, assessment, LR D besides teacher

Output – report card, G & C, Placement cell

digital and other learning resources

Honesty and integrity- engaging regular classes with proper planning, accountability with freedom, Assessment- establish relation between teaching and performance

Concept note be appended to understand , the area/indicators identified by NCTE in present professional standards for teachers need to be relooked and NEP 2020 concerns need to be included, other literature may also be consulted.

His suggestions are

Holistic approach to professional standard setting for the education system, setting standards not only for teachers but also for

- Inputs- student admissions, curriculum framing, teacher qualification and recruitment, recognition and affiliation
- Process- TL Process, teacher qualification up gradation, assessment, LR D besides teacher
- Output – report card, G & C, Placement cell

National Mentoring Mission:

NCTE is collecting suggestions for Transaction Mode of Mentoring in 4 sections – Blended, Traditional, Combined and Other

This was followed by the questions of the participants and discussion. The discussion was interactive between the members of regional committees and the participants. Dr. Hardshad Patel during the discussion pointed out that the country does not have the standards at present but standards can be developed now to address futuristic needs. Dr. Ravindra Kadu remarked on the comment of one of the participant Dr. Sanjay Sharama and said teachers security and safety in academic as well as economic is very important. Vice Chancellor, Dr. Harshad Patel commented that social and financial security is very important and this is included in the Professional Standards. Dr. Banwari Lal Natiya also commented on the importance of social and financial security and said that 92% of the teacher education institutions are private and there is no financial security of the teacher in theses institution.

He further commented that if the teachers are not granted social and financial security then the Professional Standards can neither be framed nor implemented effectively. NCTE should also play an important role in taking cognizance of the complaints received for salary related issues. So the point of economic security should be given importance in professional standards. Dr. Anil Kumar commented that the standards are set for salry but that has to be followed strictly .Dr. Ravindr Kadu commented that NEP, 2020 has suggested monitoring committee at National and State level for such work and it needs to be implemented and in these institution that there are number of institutions who are running with fake institutional orders. There is a need for NCTE to update the data.

Dr. Harshad Patel said that we should be optimistic and standards should be designed in such a fashion that make Teacher Education proud and earn respect for it. He further said that if the standards were not there and are not been followed does not imply that standards can't be maintained and developed for future. He said that there is a need to set the standards in constructive fashion for safety and security of teacher.

Dr. Anil Kumar said that there is a scope to raise such points in part 4 of the comments. Dr. Banwari Lal Natiya pointed that he has requested some change in the software of suggestion portal of NCTE like mandatory upload of documents. Dr. Harshad Patel commented that he will take this opportunity to tell that the issue of PAR is resolved and case of PAR is won be NCTE. Out of more than 18000 institutions only 5000 institutions have submitted the PAR. Now NCTE should give time to those institutions who have not submitted PAR and should not allow admissions in those institutions till they submit PAR. Dr. Banwari Lal Natiya commented that action should be taken on fake institutions. The NCTE needs to update the data. Dr. Harshad Patel commented that action can be taken on nonfunctional institutions as per the recommendations of Justice Verma committee. The discussion with the participants was interactive.

It was recommended to increase the last date of submission of suggestions. The program ended with the vote of thanks.

પેટન્ટની નોંધણી કેવી રીતે કરાવવી? ભાગ-૨

ડો. કેવલ જે. ગદાણી
આસી. પ્રોફેસર, આઇઆઇટીઇ

મિત્રો, તૈયાર છો ને ? પેટન્ટ ફાઇલ કરવા માટે !!!. હું તમને પેટન્ટ ફાઇલ કરવાની પ્રક્રિયાથી લઈ ને પ્રકાશન સુધીની સફરની વાત કરવાનો છું. સૌ પ્રથમ પેટન્ટ ફાઇલ કરવાના મૂળભૂત નિયમો અને ભારતમાં પેટન્ટનો ઇતિહાસ, તેનું માળખું અને ફી જેવી બાબતોની માહિતી https://ipindia.gov.in/ વેબસાઇટ પરથી મળી શકશે. પરંતુ પેટન્ટ ફાઇલ કરવાની પ્રક્રિયાની વિગતવાર માહિતીની આજે હું વાત કરીશ.

પેટન્ટ મેળવવાનું મહત્ત્વ (Significance of Obtaining Patents)
• સંશોધન, વિકાસ અને નવીનતાને પ્રોત્સાહન આપવું.
• સમાજ અને પર્યાવરણીય વિકાસ.
• સીધા વિદેશી રોકાણોમાં વધારો.
• બજારમાં પ્રતિષ્ઠા બનાવવી અને રોકાણકારોનો વિશ્વાસ વધારવો.
• સમગ્ર વિશ્વમાં કાયદાઓનું એકીકરણ.
• અન્યને માલની નકલ, વેચાણ, વિતરણ અને આયાત કરતા અટકાવવાના અધિકાર આપે છે.
• તમે તમારા પેટન્ટને અન્ય લોકો માટે તેનો ઉપયોગ કરવા માટે લાઇસેંસ આપી શકો છો, અથવા કોઈપણ સંપત્તિની જેમ તેને વેચી શકો છો. આ તમારા વ્યવસાય માટે આવકનો મહત્ત્વપૂર્ણ સ્રોત પ્રદાન કરી શકે છે. ખરેખર, કેટલાક વ્યવસાય ફક્ત જે તે પેટન્ટ દ્વારા લાઇસન્સ પ્રાપ્ત થયેલ છે તેમાંથી રોયલ્ટી એકત્રિત કરવા માટે અસ્તિત્વમાં છે.
• સૌથી મોટા પડકારોનો ઉકેલો.
• પેટન્ટ એ વ્યવસાયિક સંપત્તિ છે.
• ઉલ્લંઘન પર દાવો કરવાનો અધિકાર.

પેટન્ટ ફાઇલ કરવા માટેની ફી (fees for filing patent)
• ભારતમાં પેટન્ટ અરજી ફાઇલ કરવા માટે સરકારની ફી વ્યક્તિદીઠ રૂ .750 / - અને કાનૂની સંસ્થાઓ માટે રૂ. 3,000 / - છે. પ્રથમ અને બીજા વર્ષ માટે કોઈ ફી નથી. નવીનીકરણ ફી, વાર્ષિક ધોરણે ચૂકવણી માટે છે. જે કરવી જરૂરી છે કારણ કે તેનાથી પેટન્ટને અમલમાં રાખી શકાય છે. જો નિર્ધારિત સમયગાળા અંદર માં નવીનીકરણ ફી ભરવામાં ન આવે તો પેટન્ટ રદ થાય છે

ફાઇલિંગ પ્રક્રિયા (Filing of A Patent Application)
• સૌ પ્રથમ કચેરીમાં પ્રથમ સૂચિમાં આપેલી નિયત ફી સાથે પ્રોવિઝનલ / સંપૂર્ણ સ્પષ્ટીકરણ સાથે ફોર્મ -1 પર પેટન્ટ અરજી દાખલ કરવામાં આવશે. પેટન્ટ અરજીઓ કોઈપણ કરાર કરનારા રાજ્યોમાં સીધી ફાઇલ કરી શકાય છે. જો કે, કન્વેશન એપ્લિકેશનના કિસ્સામાં કામચલાઉ સ્પષ્ટીકરણ ફાઇલ કરી શકાતી નથી.
• સ્પષ્ટીકરણમાં ત્રીસ પાના ધરાવતા અને 10 દાવાઓ સુધીની અરજીઓ માટે સામાન્ય ફી લાગુ રહેશે. જો સ્પષ્ટીકરણ ત્રીસ પૃષ્ઠોથી વધુ છે અથવા દાવાઓ દસ કરતા વધારે છે, તો પ્રથમ સૂચિમાં આપવામાં આવેલી વધારાની ફી ચૂકવવાપાત્ર છે.
• તમે પેટન્ટ ઓફિસ ઇએફએસ-વેબ સેવાનો ઉપયોગ કરીને ઓનલાઇન પેટન્ટ ફાઇલ કરી શકો છો. યુ.એસ.પી.ટી.ઓની (https://www.uspto.gov/) વેબસાઇટમાં સંશોધન અને માર્ગદર્શન હેઠળના તેના "સામાન્ય માહિતી સંબંધિત પેટન્ટ્સ" પૃષ્ઠ પર તમારી એપ્લિકેશનમાં શું હોવું જોઈએ તેની વિગતવાર માહિતી સામેલ છે.

પેટન્ટની મંજૂરી આપવા માટે ફાઇલિંગ અને જુદા જુદા તબક્કાઓ
1 પેટન્ટ મેળવવી (Obtaining a patent)
• પેટન્ટ માટે અરજી ફાઇલ કરો
• અરજદાર / એજન્ટની જગ્યા અથવા ઓફિસના સ્થળના

STAGES - FILING TO GRANT OF PATENT

FILING OF APPLICATION PROVNL. / COMPLETE	• IF P.S.IS FILED C.S. TO BE FILED WITHIN 12MONTHS
PUBLICATION OF APPLICATION	• PROMPTLY AFTER 18 MONTHS FROM P.D.
REQUEST FOR EXAMINATION	• WITHIN 48 MONTHS FROM F.D.
EXAMINATION-ISSUE OF FER	3rd Party Representation
GRANT OF PATENT	• ALL OBJECTIONS TO BE COMPLIED WITHIN 12 MONTHS
	OPPOSITION
Decision of Controller	• WITHIN 12 MONTHS
Appeal	Revocation/Amendment
Appellate Board	

પ્રાદેશિક અધિકારક્ષેત્ર પર આધારિત પેટન્ટ ઓફિસમાંની એક અને સાથે જરૂરી ફી ચૂકવવી.

• www.ipindia.nic.in પર એપ્લિકેશન ફોર્મ અને ફીની વિગતો અંગેની માહિતી વેબસાઇટ પર ઉપલબ્ધ છે તેમજ અરજદારો માટે માર્ગદર્શિકા પણ ઉપલબ્ધ છે.

2   ઓપચારિકતા તપાસો (Formality Check)

• એક પરીક્ષક એપ્લિકેશન અને ફી સ્વીકારતા પહેલા અરજી અને ફી સ્વીકારતા પહેલા આવશ્યકતાઓ - આ તરત જ કરવામાં આવે છે

• એપ્લિકેશન નંબર અને રોકડ રસીદ જારી કરવી - આ તે જ દિવસે કરવામાં આવે છે

• પોસ્ટ દ્વારા અરજીની પ્રાપ્તિના કિસ્સામાં, રોકડ રસીદ, અરજી નંબર, 2-3 દિવસની અંદર પોસ્ટ દ્વારા મોકલવામાં આવે છે

3   પ્રકાશન (Publication)

• અરજી ફાઇલ કરવાની તારીખથી 18 મહિનાની અવધિ માટે ગુપ્ત રાખવામાં આવે છે.

• 19 મા મહિને, અરજી સત્તાવાર જર્નલમાં પ્રકાશિત થાય છે - આ સામયિક સાપ્તાહિક વેબસાઇટ પર ઉપલબ્ધ કરાવવામાં આવે છે.

• અરજદાર પાસે તેની અરજી 18 મહિના પહેલાં પ્રકાશિત કરવાનો વિકલ્પ છે.

• તે કિસ્સામાં, વિનંતીના એક મહિનાની અંદર એપ્લિકેશન પ્રકાશિત કરવામાં આવે છે.

4 પરીક્ષા માટે વિનંતી (A Request for Examination)

• વિનંતી ઉપર એપ્લિકેશનની તપાસ કરવામાં આવે છે.

• પરીક્ષા માટેની વિનંતી અરજદાર અથવા થર્ડ પાર્ટી દ્વારા કરી શકાય છે.

• ફાઈલિંગની તારીખથી, 48 મહિનાની અવધિ, પરીક્ષા માટે વિનંતી કરવા માટે ઉપલબ્ધ હોય છે.

5   પરીક્ષા (Examination)

• પરીક્ષા માટેની વિનંતીની તારીખથી 1 મહિનાની અંદર એક પરીક્ષકને અરજી મોકલવામાં આવે છે.

• પરીક્ષક આદર સાથે પરીક્ષા લે છે.

• પેટન્ટની ગ્રાન્ટ આપવા માટે કરવામાં આવેલા દાવાની શોધ પ્રતિબંધિત નથી કે કેમ ?

• શોધ એ પેટન્ટેબિલીટીના માપદંડને પૂર્ણ કરે છે કે કેમ ? તેવી તપાસ હાથ ધરાય છે.

6   પ્રથમ પરીક્ષાનો અહેવાલ મુદ્દો

• 1 થી 3 મહિનાની અવધિ, પરીક્ષકને અહેવાલ નિયંત્રકને સુપરત કરવા માટે ઉપલબ્ધ હોય છે.

• પરીક્ષકના અહેવાલની તપાસ કરવા માટે નિયંત્રકને 1 મહિનાનો સમય ઉપલબ્ધ થાય છે.

• વાંધાઓનો સાર ધરાવતો પહેલો પરીક્ષણ અહેવાલ (FER), વિનંતી ફાઇલ કરવાની તારીખથી 6 મહિનામાં અંદર જારી કરવામાં આવે છે.

7 અરજદારનો જવાબ

• અરજદાર ના વાંધાઓને પહોંચી વળવા માટે, FER ઇશ્યુ કરવાની તારીખથી, 12 મહિનાનો સમય હોય છે. જો વાંધા મળે તો, પેટન્ટની ગ્રાન્ટ કંટ્રોલર દ્વારા 1 મહિનાની અવધિમાં મંજૂર કરવામાં આવે છે.

8   પૂર્વ ગ્રાન્ટ વિરોધી

• પ્રકાશન પછી, 6 મહિનાની અવધિમાં વિરોધ નોંધાવી શકાય છે અને વિરોધીને સાંભળવાની તક પણ ઉપલબ્ધ છે.

9   પૂર્વ ગ્રાન્ટ વિરોધીની પરીક્ષા

• વિરોધી (દસ્તાવેજો) અરજદારને મોકલવામાં આવે છે અને પ્રતિસાદ પ્રાપ્ત કરવા માટે 3 મહિનાની અવધિની મંજૂરી છે.

10 પૂર્વ-અનુદાનના વિરોધનો વિચાર

• સુનાવણી દરમિયાન કરવામાં આવેલા વિરોધ અને રજૂઆતોની તપાસ કર્યા પછી, કંટ્રોલર કરી શકે છે કે ક્યાં તો વિરોધને નકારી અને પેટન્ટ આપો અથવા વિરોધ સ્વીકારવા અને પેટન્ટ એપ્લિકેશનને સંશોધિત / નકારવા ની કાર્યવાહી કરો.

• વિપક્ષની કાર્યવાહી પૂર્ણ થયાની તારીખથી 1 મહિનાની અવધિમાં આ કરવાનું હોય છે.

11 પેટન્ટની ગ્રાન્ટ

• પેટન્ટનું પ્રમાણપત્ર 7 દિવસની અંદર જારી કરવામાં આવે છે અને પેટન્ટની ગ્રાન્ટ સત્તાવાર જર્નલમાં પ્રકાશિત થાય છે

• ભારતમાં પેટન્ટની ઓફિસ કોલકાતા (મુખ્ય), ચેન્નેનાઇ, દિલ્લી અને મુંબઈમાં આવેલ છે. નીચે પેટન્ટ ફાઇલ કરવાનો ફ્લો ચાર્ટ દર્શાવેલ છે. અહી P.S. નો અર્થ Provisional Specification અને C.S. નો અર્થ Complete Specification થાય છે.

ભારતમાં પેટન્ટ મેળવવાના વર્તમાન પડકારો.

• રાષ્ટ્રીય અથવા આંતરરાષ્ટ્રીય સ્તરે પેટન્ટ મેળવવું મોંઘું છે.

• હંમેશા નિષ્ણાત અથવા પેટન્ટ એટર્નીની જરૂર હોય છે.

• બાકી મુકદ્દમાની લાંબી સૂચિ હોય છે.

• ઉલ્લંઘન પર ચેકનો અભાવ હોય છે.

• ઉત્પાદમાં નાના સુધારાઓ પેટન્ટ મેળવવા માટે હકદાર નથી.

• પેટન્ટ ઓફિસમાં પેટન્ટ એપ્લિકેશનને સંચાલિત કરવા માટે માળખાકીય સુવિધાઓ અને વ્યક્તિગત અભાવ જોવા મળે છે.

• પેટન્ટ એપ્લિકેશનની વિશાળ પેન્ડન્સી હોય છે.

• સમાજમાં પેટન્ટ મેળવવા માટે જાગૃતિ અને માહિતીનો અભાવ જોવા મળે છે.

Reference
•   https://ipindia.gov.in/
•   https://www.wipo.int/portal/en/index.html

TRAINING THE TRAINER

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It is essential to train the trainer as they are expected to mould and nurture the learners. Sailing through the Covid-19 tsunami educationists have learnt and unlearnt quickly adapting to the new normal way of learning and teaching and inspired so many young minds to stay motivated and unstoppable. We must appreciate and acknowledge educators, in India and outside, for their adaptability and perseverance to be able to continue providing education to the youth in spite of the odds!

As the Indian economy witnesses green shoots of recovery, as a part of which plans have also been laid out for the specific recovery of various sectors. The education sector in particular witnessed two major shifts in the year 2020.

> "Education is not preparation for life; education is life itself".
> (John Dewey, Educationist)

First, the coronavirus pandemic that led to mass digitization within the sector and second, the National Education Policy (NEP) 2020 which is likely to evolve the entire education landscape of India. NEP 2020 is a comprehensive framework for elementary to higher education which includes vocational and skill training. The policy aims to create a national curricular and pedagogical framework through the use of different teachers' and learners' tools and digital tools in fact, one of the features proposed includes quality learning environment using ICT tools for training and an experiential learning.

It is the need of the hour to implement some new ideas and concepts in the field of teacher training, especially the need for the training of

the educators in the present pandemic times to adapt to the transitions taking place in the teaching-learning process.

- Teachers and professors are expected to interact with learners coming from different backgrounds, viz. rural, urban, international. The educators need to understand the requirements, skills, experiences, and challenges etc. of each student and then develop content and a teaching method that is relatable and understandable for all.

- The lockdown due to pandemic has forced a lot of sectors to go digital, and the education sector was not an exception. Exams, lectures, assignments and grading had to be digitized. In turn, teachers are also need to be continually trained in the use of Instructional technology, ICT and digital tools are required to be continually trained in different learning systems Teachers are also required to don multiple hats of being tutor, coach, mentor, counsellor, instructor, friend and more to play more dynamic roles not only for teaching-learning, but also to change the mind-set of the learners.

- As the teaching-learning switches to digital mode, the demand for constantly evolving and engaging content continues to remain a priority. The pandemic forced the transition from chalk and talk mode to behind the screen mode. This demanded new format of content generation overnight and the method/s of delivery also needs to alter in tandem of the renewed content.

Thus, training teachers is imperative to cope up with new-age content creation and add value to the future hybrid classroom environment envisioned by UGC, which recently released a concept note on Blended mode of teaching and learning, which is intended to be continued post-pandemic too.

The government, in fact, has had the foresight to provide teachers and students with several online platforms that provide valuable resources in the field of education. Along with portals which help students and teachers alike for improving the curriculum and overall quality of teaching.

- It is a part of vision of NEP 2020 emphasized to make India a global knowledge superpower. In fact, there are regulatory mechanisms in place that allow dual degrees, joint degrees, twinning arrangements among others that foster academic collaboration with foreign higher educational institutions.

- However, in the socially deprived world of today, it is impossible to meet and discuss teaching techniques, methods and plans with senior or junior educationists. To facilitate a good output in such a situation, mentoring through the digital mode is a viable option where senior educationists and knowledgeable resource-persons can come together to mentor a group of teachers. These sessions help guide the teachers to plan better and also give a good opportunity to reflect on the teaching practices in use to improve them as per need.

- The NEP 2020 emphasizes equally on developing vocational skills as much it does on academics. Educational Institutes and schools are now expected to add experiential learning through creative and logical reasoning skills, vocational skills, mathematical thinking and skills such as data science and coding.

Educators, thus, need to be trained to create more holistic learning experience for students which would include components of digital literacy, scientific temper and computational thinking, all essential to develop adaptability and the right attitude among the learners and society in general.

(Adapted from: https://www.indiatoday.in/education-today/featurephilia/story/why-teachers-and-educators-need-to-be-trained-in-the-current-education-scenario-1798707-2021-05-04)

Online Music Summer Camp

Producing Music has never been easier – but it's really important to get the RIGHT Basics.

Realizing this, Department of Guru Drona Skill Development Skill, Centre of Training, IITE organised Online Music Summer Camp, 2021 between 27th to 30th May. The camp was so designed to cover great introduction to music fundamentals, different styles of music, musical instruments, song learning, rhythm exercises, music appreciation and loads of fun activity. Curated for teenagers between the age of 12-20, this Camp provided exposure to music and musical instruments. Our trained faculty, Mr Amit Barot used specific books, teaching aids, games, stories and fun activities to light the spark of music in young minds.

Sur Sandhya- Virtual Musical Eve

Department of Guru Drona Skill Development, Centre of Training, IITE organised the melodious musical evening Sur Sandhya on 30th May, 2021 virtual on IITE face book page. We were privileged to have with us melodious singers of IITE- staff and students. The musical eve was initiated to ease the stress experienced during pandemic situation as music is therapeutic to mind and soul. This one and half hour programme indeed was immemorable with songs full of inspiration and vigour. Our singers' band constituted of

staff members, Dr Jumishree Pathak and Mr Amit Barot, and alumni and students pool namely Komal, Himanshu, Kandarp, Bhavesh, Mili, Isha, Tirtha and Vaishnavi. The programme was indeed a breath of fresh air during these pandemic times!

Training Program: Be the Creator of your Life

Department of Human Resource Development, Centre of Training organised the 5 days Training Programme named 'Be the Creator of your own life' between 3rd May to 7th May, 2021. This Neuro Linguistic Programming (NLP) based Training program was conducted by Life Coach, NLP Therapist, Personal Counsellor Mr Prakash Detroja. As it is imperative to apply NLP now in all walks of life, right from achieving work-orientated goals, such as improved productivity or job progression to widely being essential therapy for psychological disorders, including phobias, depression, generalized anxiety disorders or GAD, and post-traumatic stress disorder or PTSD; it attracted the participants. The outcomes of the course included : Improving what you already do now, Enhancing skills such as: improved leadership, coaching, positive outlook , effective trainings, enhancing charisma, and art of persuasive language.

Demonstration of Safety Equipment

Fire alarm system and fire safety procedures demonstration organised at IITE on 27 May to ensure ensuring safety from fire emergency at workplace.