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1	Research papers per teachers in the Journals notified on UGC website.

1.Dr.Verlaxmi Indrakanti

Title of the Book : Open and Distance Learning Initiatives for Sustainable Development

Umesh Chandra Pandey (Indira Gandhi National Open University, India) and Verlaxmi Indrakanti (Anand Vihar College for Women, India)

Chapter 15
Emerging Concerns for Gender Equality and Role of Open and Distance Learning (pages 265-288)
Verlaxmi Indrakanti
Gender inequality is increasingly on the forefront of global developmental agenda and it is more acute in developing countries. The Indian... Sample PDF

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Description

Education plays a vital role in the positive development of communities at both a local and global level. By becoming more informed, citizens can make better contributions to society.

Open and Distance Learning Initiatives for Sustainable Development : is a critical reference source for emerging academic perspectives on the role of higher education programs in contemporary society. Including a range of pertinent topics such as mobile learning, environmental education, and community building, this book is ideally designed for educators, researchers, students, and professionals interested in the intersection between sustainable development and education.

Chapter 15
Emerging Concerns for Gender Equality and Role of Open and Distance Learning

Verlaxmi Indrakanti
Anand Vihar College for Women, India

ABSTRACT

Gender inequality is increasingly on the forefront of global developmental agenda and it is more acute in developing countries. The Indian conditions are much more difficult due to widespread socioeconomic, ethnic, linguistic and cultural variations across the country thus the job of educational planners becomes much more challenging. As compared to conventional systems of education, Open and Distance Learning systems are in a much better position to respond to the peculiar needs of women in India. This chapter describes the status of women education in light of Sustainable Development Goals (SDG) and intends to explore potential of Open and Distance Learning to address the issues of women empowerment. Efforts are made to place the women scholastic status vis-à-vis educational opportunities, reforms and prospects starting with a global perspective, the hurdles in women education and various governmental initiatives for women education. The constraints, new possibilities and a critical appraisal of existing initiatives have been given.

BACKGROUND

Education is a human right that is enshrined in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. It is crucial to ensure that the billions of girls and women have the same chances to gain education to strategize development investments. A well capacitated and informed woman can have catalytic impact on the prosperity of any society. It is well realized and understood that education can initiate the process of women empowerment thereby strengthening her self-confidence and life skills. Basically education gives them the power to exercise their rights in proper direction. Erin Murphy-Graham states that "we must not equate empowerment with one's year of schooling rather we must look critically at whether students actually learn something, if their self-confidence grows, and if they learn to challenge instead of accepting traditional gender roles".

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Women empowerment and gender equality is central to sustainable development and that open and distance learning can especially be helpful in enabling women and girls to access educational opportunities. Achieving sustainable development remains an ambitious goal for all the countries of the world especially the developing countries (Jannatul, 2001). This process will help in transforming the quality of life and promote sustainable development. The Commonwealth of the Learning (COL) is playing leadership role of in the provision of ODL and noted that Open and Distance Learning as a viable way to further enhance the educational sector towards ensuring economic development of the nation keeping the sustainable development goals in mind.

Open and Distance learning technologies have opened up infinite possibilities for millions across the Commonwealth. For meaningful contribution to development of our societies in a sustainable manner ODL can play important role. The use of open and distance learning (ODL) and appropriate technologies has the answer for these questions as it has the capability to increase access, improve quality of life with enhancing skills and cut the costs of education in many commonwealth countries. (Connections,2013). With the advent of Open and Distance Learning (ODL) as a vehicle to learn without hampering routine work, girls have open access and can now continue education while catering to the needs of their families and their job responsibilities. ODL can suggest avenues of knowledge and skill to be developed in almost all the areas where women aspirants can feel in comfort zone and attain life coping skills.

In India, major population lives in rural areas, remains untouched from the urban development with wide contrast of various facilities and this divide is huge and noticeable with the dimensions of social effects witnessed in urban areas. The provisions in the Indian Constitution are provided to ensure equality of opportunities and openings to all women irrespective of caste, creed or any other difference. States are empowered to take special measures to narrow down the rising hassles for women. Fundamental Rights and Directive Principles under the Constitution of India have direct bearings on Women's education and empowerment. Although most developing countries have made considerable progress in reducing the gender gap in past 25 years, yet a significant gender gap persists. Napoleon once remarked –"give me good mothers and, I shall give you great nation…" (Azad, 2016). Thus, the contribution of women cannot be denied in character building of children and therefore, education and training of women is essential for the growth of its society and the nation. The erstwhile Colonial Indian State, with the aid of the social reformers–missionary educationists, made efforts in the early19th century to provide opportunities for women's education. This led to the expansion of schools and the recruitment of female teachers to retain girls in the schools. During Indian freedom movement there was considerable debate regarding girl education and its purposes. Cultural revivalists believed the educated women as the custodians and strength of traditional Indian culture.

International Agenda for Sustainable Development

The Beijing Declaration and Platform for Action (1995) , was a visionary roadmap for women's rights and empowerment. As gender equality is a key to sustainable development, the Commonwealth countries identified four priorities for action: economic empowerment of women, leadership roles for women, ending violence against women and girls, and gender and climate change. The sustainable development goals are about inclusion, i.e. about no one left behind. Women make up more than of half the world's population and they are on the frontlines, often more deeply impacted than men by poverty, climate change, food insecurity, and lack of healthcare etc. Their contributions and leadership are central in finding a solution to all these problem related to them. Though much progress has been achieved since declaration, still a lot need to be carried forward on the global frontiers to achieve gender equality.

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(Anand Vihar College for Women, India)
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Technology has broadened learning opportunities for students in the modern age.
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Preface

There has been ever increasing realization that education can be viable instrument to address the perennial developmental challenges across the globe. With such strong realization emerging across the globe, Open an dDistance Learning (ODL) systems are gradually finding place in the educational policies of all the countries particularly in developing countries where resources are scarce and change is immediately needed. The Paris Message aptly puts the need of Open and Distance Learning in following words:

The need to increase enrolment will be particularly great in the South. Online, Open and Flexible education represents a core range of strategies within a variety of contexts, utilising media and information and communication technologies (ICT), to contribute to meeting this growing demand, while ensuring equity, access, and quality learning outcomes. (UNESCO, 2015)

Emergence of ODL system is a major philosophical departure from age old system of F2F classroom education. Learner centeredness makes it paradigmatically a new system. It has been a major professional challenge for these systems to device systems and processes to effectively respond to the learning behaviors of diverse target groups, it aims to serve. Issues are much more challenging in developing countries where we find sharp socio-economic, linguistic, cultural and ethnic variations. ODL systems have to develop customized solutions to realize its objectives. It is now widely believed that, Innovations and Flexibility would be the hall mark for success of such systems.

Luckily we are living in a time of human history where technological advancements in Information and Communication technologies have given extraordinary capabilities to communicate over large geographical areas and create innovative and flexible learning environments. This book was planned with the following objectives in mind:

1. To highlight how Higher Education Institutions across the world have been trying to customize ODL systems to enhance their reach, improve quality of delivery and to make the education more affordable.
2. To create a platform for sharing of innovative experiences and encourage their replication.
3. To document good practices and learning experiences in different countries.

In Chapter 1, titled "Examining E-Learning Programs in Turkish Higher Education System," Cenay Babaoglu and M Kemal Oktem have given a holistic examination of e-learning and its management with specific aim to evaluate e-learning efforts in Turkey. The study also looks in to the strengths and weaknesses of e-learning and proposes a model to classify e-learning studies.

In Chapter 2, titled "Higher Education in Developing Countries: Emerging Trends, Challenges, and Opportunities," Amir Manzoor examines the issues and challenges which developing countries are facing and how opportunities through Open and Distance Learning are important for economic prosperity and participation in global knowledge economy.

In Chapter 3, titled "Open and Distance Learning for Sustainable Development in Bangladesh," Monira Jahan, Md. Arif-Uz-Zaman, A. N. M. Tofail Hossain and Shamima Akhter have described the way through which Bangladesh Open University has been able to contribute for national development and evaluated its role in sustainable development.

In Chapter 4, titled "Enhancing Learning Opportunities Through Development of Open and Distance Education in Africa," Suresh Kumar Pande has described the socio economic conditions which have necessitated the growth of Open and Distance Learning institutions in Africa

In Chapter 5, titled "Indian Higher Education: Happenings, Hurdles, and an ODL Case Study," Nikhila Deep Bhagwat and Hemant Rajguru have presented an overview of Indian Higher Education system and enlists the merits and limitations of Open and Distance Learning system. They have also given a comparative view of educational status of other Asian Countries. The chapter further discusses the reforms and restructuring announced by the Government of India and presents the success story of a state open university which is known of its innovative practices in agriculture education.

In Chapter 6, titled "The Sustainable Development of Persons With Disabilities in Developing Countries Through Open and Distance Education," Sanjay Kant Prasad gives an international overview and specific perspective of developing countries for sustainable development of persons with disabilities. The author further examines the feasibility of Open and Distance Learning systems to provide opportunity to

maximum number of persons with disabilities irrespective of their physical, sensory and psychological diversity, to make them a part of mainstream society.

In Chapter 7, titled "The ODL Systems for Sustainable Growth in Brazil: UAB System (2006-2016)," Maria Renata da Cruz Duran, Bruna Carolina Marino Rodrigues and Celso José da Costa have given an extensive review of Higher Education scenario of Brazil. They have further examined the growth of Open and Distance Learning systems.

In Chapter 8, titled "Quality Assurance in Open and Distance Learning," Amir Manzoor has raised the issues of quality of education being delivered by Open and Distance Learning Institutions. Author has specially presented a comparative case analysis of two large open and distance learning universities in Pakistan and made recommendations for Quality Assurance in Open and Distance Learning in the context of developing countries.

In Chapter 9, titled "Private Universities' Participation in Open and Distance Learning for Enhanced Access to Higher Education Among Underserved in India," Akhilesh Kumar Pandey and Dr Syed Mohammad Haider Rizvi have described the overview of Higher Education in India and the specific role which Private Universities can play. The role of Open and Distance Learning systems have been highlighted.

In Chapter 10, titled "Skill Training Process in Medicine Through Distance Mode," Tapan Kumar Jena has given an account of the pedagogic steps for the skill trailing in medicine through distance mode. He has explained how distance mode provides a flexible and effective alternate model to residential mode of medical education.

In Chapter 11, titled "Role of Open and Distance Learning in Agriculture Education in India," Mohinder Kumar Salooja and Vijayakumar P have described the possibilities for Agriculture Education through Open and Distance Learning. Authors have further argued that the Open and Distance Learning (ODL) can be an effective and cost effective tool to reach out to large and diverse target groups. Authors have further recommended that there need to be a synergy between different agencies like conventional educational institutions, industry, government agencies etc.

In Chapter 12, titled "Technology Adoption in Online Tutorial," Djoko Rahardjo and Arifah Bintarti, have examined the issues in technology adoption particularly in the context of Indonesia. The authors argue that their studies to probe technology adoption by the students can help to explore customized solutions in Open and Distance Learning systems.

In Chapter 13, titled "Integration of Web 2 Technologies for ODL," Rajshree Satish Vaishnav has described the inevitability of technological integration in delivery strategies of Educational Institutions. Research findings presented by her can be useful for policy-makers, administrators and educators to implement different platforms of online learning for school/ higher education and teacher preparation.

In Chapter 14, titled "Integrating Digital Learning Management System (LMS) Into Institutional Policies on Open Education in India for the Attainment of Sustainable Development Goals (SDGs)," M. Rajesh, Sindhu P. Nair, and Jalaja Kumari have argued that limitations imposed by time, place and other barriers in the countries like India can be effectively met only by the infusion of new technology into open education systems. They have specially pointed towards possibilities in the rising trends of internet penetration which has potential to start massive technology driven growth in high quality education. The authors visualize it a potential mean to realize the Sustainable Development Goals.

In Chapter 15, titled "Emerging Trends in Skill-Based Education With MLearning and ERP," Manoj Shantikumar Killedar and Chetana Hemant Kamlaskar have highlighted the issue of employable skill which has emerged as a priority for Government of India. Authors emphasise that there is a need to develop link between education, skills and aptitude. They have further described the scheme of innovative 'Learn and Earn' approach being followed in their organization.

In Chapter 16, titled "Involving Diverse Stakeholders for Sustainable Development: Some Learning Experiences From Across Poland," Jan Dobrowolski, Justyna Kobylarczyk, Aleksandra L. Wagner, and Robert Mazur have described unique approach of education and devising solutions for sustainable development in Poland. The authors argue that involving diverse stakeholders is important for addressing the Sustainable Development Goals.

In Chapter 17, titled "Open and Distance Learning in India: A Practitioner's Perspective," Anshu Mathur and Arbind K. Jha have examined the various issues which come across the way of Distance Education Practitioners in India. They have made recommendations to optimize the practice of ODL to suit Indian context.

The chapters presented in this book represent various possibilities to enhance the reach of education through Open and Distance Learning systems, the constraints faced by such systems and the way ahead for realising the mandate of these systems. It is hoped that the readers of the book will get benefitted by these important learning experiences. We hope to get the valuable feedback from the readers.

Umesh Chandra Pandey
Verlaxmi Indrakanti

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UNESCO. (2015). Open, Online and Flexible Higher Education for the Future We Want. *Statements to Action: Equality, Access, and Quality Learning Outcomes*. Paris Message. Retrieved from https://iite.unesco.org/files/news/639206/Paris%20Message%2013%2007%202015%20Final.pdf

1.Dr.Verlaxmi Indrakanti

Title of the Book : Emerging Concerns for Gender Equality and Role of Open and Distance Learning

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Verlaxmi Indrakanti (Anand Vihar College for Women, India)

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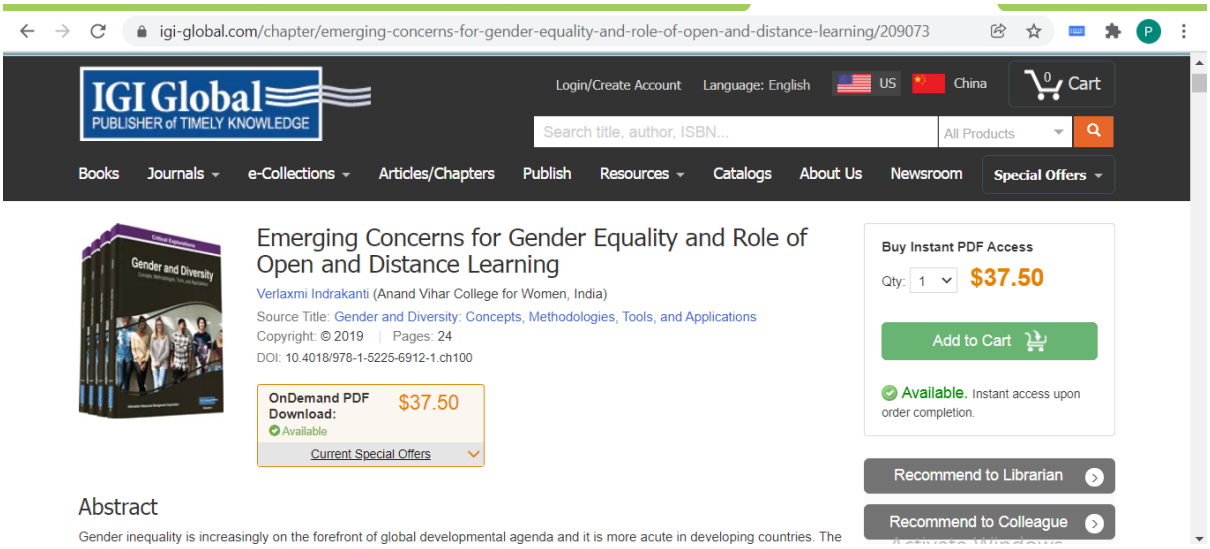
Abstract

Gender inequality is increasingly on the forefront of global developmental agenda and it is more acute in developing countries. The Indian conditions are much more difficult due to widespread socioeconomic, ethnic, linguistic and cultural variations across the country thus the job of educational planners becomes much more challenging. As compared to conventional systems of education, Open and Distance Learning systems are in a much better position to respond to the peculiar needs of women in India. This chapter describes the status of women education in light of Sustainable Development Goals (SDG) and intends to explore potential of Open and Distance Learning to address the issues of women empowerment. Efforts are made to place the women scholastic status vis-à-vis educational opportunities, reforms and prospects starting with a global perspective, the hurdles in women education and various governmental initiatives for women education. The constraints, new possibilities and a critical appraisal of existing initiatives have been given.



Chapter 100
Emerging Concerns for Gender Equality and Role of Open and Distance Learning

Verlaxmi Indrakanti
Anand Vihar College for Women, India

ABSTRACT

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International Agenda for Sustainable Development

The Beijing Declaration and Platform for Action (1995), was a visionary roadmap for women's rights and empowerment. As gender equality is a key to sustainable development, the Commonwealth countries identified four priorities for action: economic empowerment of women, leadership roles for women, ending violence against women and girls, and gender and climate change. The sustainable development goals are about inclusion, i.e. about no one left behind. Women make up more than of half the world's population and they are on the frontlines, often more deeply impacted than men by poverty, climate change, food insecurity, and lack of healthcare etc. Their contributions and leadership are central in

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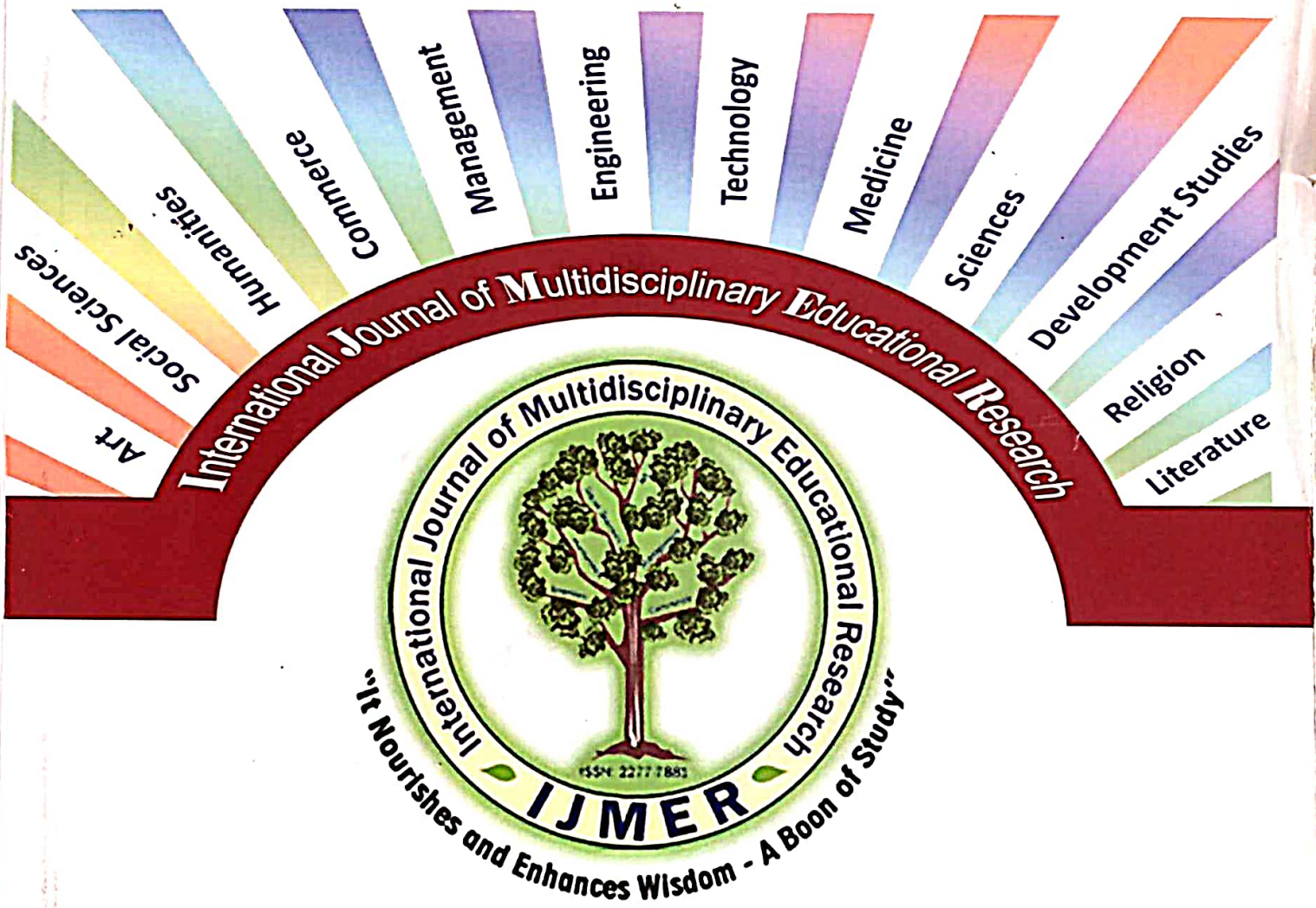

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INDIGENOUS KNOWLEDGE OF DYEING PROPERTY: MODE OF CONSERVATION OF ENVIRONMENT

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Abstract

The present paper is based on the extensive survey, collection of ethno-botanical information and review of relevant literature on the dye yielding resources of the Balaghat district. The study reports on dye yielding plants belonging to families, along with their vernacular names, habit, parts used, nature of dye and distribution. The major objective of the study was to collect, identify and document the dye yielding plants being used in the study area.

Keywords: Plant dyes, mordant, indigenous traditional knowledge.

Introduction

Nature is the mother of all species , it has diversity in flora and fauna according to different climate found on earth.Indians have been considered as forerunners in the art of natural dyeing. Natural dyes find use in the coloring of textiles, drugs, cosmetics, etc. Owing to their nontoxic effects, they are also used for coloring various food products. Although indigenous knowledge system has been practiced over the years in the past, the use of natural dyes has been diminishing over generations due to lack of documentation and modernaisation. Also there is little information available on databases of either dye-yielding plants or their products.

Dyes can be defined as compounds that have affinity to object like textiles, paper, leather and materials with fiber. Plants or their parts from which dyes can be extracted serve as dye yielding plants.

Organic dyeing not only helps preserve the traditional art of weaving and design, but also provides employment and yields economic and ecological benefits. It also describes the preparation of dyeing stuffs, use of mordant and specific dye utilization to serve various purposes, including of new dye resources.

The most common herbal parts used for extracting dyes are flowers, bark, seeds and sometimes even roots. Colours obtained from natural dyes depict much variation and the surprise results are often a part of the pleasure of using natural dyes.

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CERTIFICATE

This certifies that the research paper entitled '**Computational Analysis of Distance based Phylogenetic Tree for Azotobacter Species'** authored by **'Akansha Sharma, R.S Thakur, Shailesh Jaloree'** was reviewed by experts in this research area and accepted by the board of 'Blue Eyes Intelligence Engineering and Sciences Publication' which has published in **'International Journal of Innovative Technology and Exploring Engineering (IJITEE)'**, ISSN: 2278–3075 (Online), Volume-8 Issue-10, August 2019, Page No.:810-814.

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