



# Veena Memorial PG College

(Affiliated to University of Kota, Kota & Recognized by DCE Rajasthan, NCTE New Delhi)

**3.3.2: Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

## INDEX

S.N.	Name of Document
1.	List of Book Chapter Published.
2.	The first page/full Chapters published by the faculties

Principal  
Dr. Laxman Dhaked

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five year**

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Calendar Year of publication	ISBN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
1	Dr. Keshav Parashar	Synthesis and Optimization of Thiazolidinedione and Sulfonylurea Derivatives for Possible Anti Diabetic Activity					2020	97 88191076332		Selfpage Developers Pvt. Ltd.
2	Dr. Keshav Parashar Dr. Rakesh Kumar Dubey	Organic Synthesis-Agents Acting on The Central Nervous System					2022	97 81685762773		Selfpage Developers Pvt. Ltd.
3	Dr. Keshav Parashar Dr. Rakesh Kumar Dubey	Organic Chemistry					2023	978-93-87615-62-5		Shree Balaji Publication Chaura Rasta,
4	Dr. Keshav Parashar	Being Human: Ethics and Environment	Changes in the Global Climate and its Impact on Global Warming and the Post COVID-19 Impacts on Environment				2020	978-93-87916-93-7		VL Media Solutions
5	Dr. Keshav Parashar	Environmental Ethics & Sustainable Development	Water Crisis and Water Health				2020	978-93-87916-86-9		VL Media Solutions
6	Dr. Laxman Dhaked	Gender Issues and Challenges in India	Principal of Natural Justice for the Protection of Women Workers in India: Gender Equality				2020	97 89388031486		Baba Publication
7	Dr. Narendra Kumar Sharma		NEP2020: Features, Importance in Education and Role of Teacher	Higher education innovations in India a focus on NEP- 2020 .		National	2022	2231-4105		Techno Learn / DOI : 10.30954/2231-4105.02.2022.9
8	Munesh Kumar Meena		Kshetriya vikash me hasthikala ka mahatva	Kshetriya vikash me shekshdik unnayan ke ayam		national	2018	97 89385911194	Govt. Assembly Rajasthan	kitabganj, www.kitabganj.com



मुद्रित प्रति



राष्ट्रीय सेमीनार उन्नयन शोध पुस्तिका



# क्षेत्रीय विकास में शैक्षणिक उन्नयन के आयाम

(ग्रामीण एवं शहरी परिप्रेक्ष्य)

वर्तमान शिक्षा की चुनौतियाँ एवं स्वावलम्बन

कॉर्पोरेट सेक्टर की सहभागिता

आधुनिक तकनीकी एवं कौशल विकास

नैतिकता एवं अनुशासन

आयोजक  
मानसिंह गुर्जर  
विधायक-गंगापुर सिटी

प्रमाणित पी.जी. कॉलेज  
(गज०)



[illegible]

डॉ. प्रमीद सागर  
किताबगंज प्रकाशन

॥ गंगापुर सिद्धिदायक  
राज्य विद्यालय भा.  
गंगापुर सिद्धिदायक (विद्यालय)  
॥ १०॥

Pragya  
प्राचार्य  
शिवा मैमोरियल पी.जी. कॉलेज  
करौली (राज०)



## क्षेत्रीय विकास में शैक्षणिक उन्नयन के आयाम (ग्रामीण एवं शहरी परिप्रेक्ष्य)



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SBI बैंक के पास, गंगापुर सिटी-322201  
जिला-सवाई माधोपुर (राजस्थान)  
(शाखा) : 86/1, जयपुर हाउस, हीज खास विलेज  
नई दिल्ली-110019 (भारत)  
☎ +91-8750-660-105  
✉ kitabganj@gmail.com  
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### विशेष चेतावनी

भारतीय कॉपीराइट एक्ट के तहत प्रस्तुत पुस्तक में निहित समस्त प्रकाशित सामग्री के सर्वाधिकार किताबगंज प्रकाशन के पास पूर्णतः सुरक्षित हैं। अतएव कोई भी सज्जन अथवा कम्पनी इस पुस्तक का नाम, टाइटल, कवर डिजाइन, चित्र, फोटोग्राफ्स तथा प्रकाशित मैटर को किसी भी तरह से तोड़-मरोड़कर आंशिक अथवा पूर्णरूप से किसी पुस्तक, लेख अथवा सामयिक (न्यूजपेपर, मैज्जीन इत्यादि) में बिना हमारी लिखित अनुमति के प्रकाशित करने की कुचेष्टा न करें, अन्यथा समस्त कानूनी हर्जे-खर्जे के वे स्वयं जिम्मेवार होंगे।

## आयोजक की कलम से...



मुझे अत्यन्त प्रसन्नता एवं गौरव की अनुभूति हो रही है कि राजस्थान सरकार के सौजन्य से गंगापुर सिटी विधान सभा क्षेत्र में 'क्षेत्रीय विकास में शैक्षिक उन्नयन के आयाम' विषय पर एक द्वि-दिवसीय राष्ट्रीय सेमीनार का आयोजन 13-14 मई, 2017 को हो रहा है। वर्तमान अतिआधुनिक, वैज्ञानिक एवं तकनीकी समयावधि में ग्रामीण एवं शहरी क्षेत्रों में सामाजिक, आर्थिक, राजनैतिक, वैज्ञानिक, साहित्यिक एवं शैक्षिक जगत में हो रहे परिवर्तनों ने मानव समाज के समक्ष नवीन समस्याएँ उत्पन्न की हैं। मानवीय सोच दृष्टिकोण एवं अभिवृत्तियों में भी बहुविध परिवर्तन हुए हैं। इस परिप्रेक्ष्य में शिक्षा की विषय वस्तु, उद्देश्यों, संरचना एवं प्रणाली आदि में परिवर्तन आवश्यक है। शिक्षा क्षेत्र के विचारकों व योजनाकारों ने इस क्षेत्र में परिवर्तन लाने की प्रक्रिया शुरू की। विज्ञान एवं तकनीकी विकास ने परिवर्तन की प्रक्रिया को ओर भी गतिप्रदान की है। वैज्ञानिक यंत्रों एवं उपकरणों ने वर्तमान समाज को सूचना एवं संचार क्रांति के युग में ला दिया है। तेजी से परिवर्तित हो रहे मानव समाज के प्रत्येक पक्ष में यथा-राजनैतिक, आर्थिक, सांस्कृतिक शैक्षिक एवं सामाजिक क्षेत्र में परिवर्तन दृष्टिगोचर हैं। तकनीकी विकास, परिवहन एवं संचार के तीव्र विकास के कारण जीवन के प्रत्येक क्षेत्र में परिवर्तन परिलक्षित हो रहा है। इन परिवर्तन के मूल में निश्चित रूप से शिक्षा का योगदान समाहित है। क्योंकि शिक्षा सामाजिक परिवर्तन के मूल रूप में निश्चित रूप से शिक्षा का योगदान समाहित है, क्योंकि शिक्षा सामाजिक परिवर्तन का वाहक है। मुझे पूर्ण आशा है मेरा सदैव से ही गंगापुर सिटी को भूमण्डलीय परिवर्तन के इस दौर में शैक्षिक उन्नयन के क्षेत्र में राष्ट्रीय स्तर पर उत्कृष्ट केंद्र का हल निकालना है नए अवसरों को तलाशना है। कौशल उद्यमिता के विकास को बढ़ाना है। तकनीकी एवं यांत्रिक शिक्षा का विकास करना है तथा यहां स्थापित उत्कृष्ट शिक्षण संस्थाओं का औद्योगिक एवं व्यावसायिक संस्थानों से सहभागिता स्थापित करने का रहा है। मुझे पूर्ण विश्वास है कि इस राष्ट्रीय सेमीनार में देश के विभिन्न राज्यों से शिक्षाविद, विचारक, वैज्ञानिक, उद्योगपति एवं व्यावसायिक जगत के उद्यमी आयोग एवं शैक्षिक उन्नयन के नये विचारों, नवीन कार्यक्रमों, विधियों एवं नवप्रणालियों से अवगत करवायेंगे।

मैं अपने क्षेत्र वासियों को सम्पूर्ण हृदय से राष्ट्रीय सेमीनार के इस पवित्र आयोजन की सफलता एवं उपयोगिता के लिए शुभकामना प्रेषित करता हूँ एवं सहयोग की अपेक्षा रखता हूँ।

*(Signature)*

मानसिंह गुर्जर  
विधायक-गंगापुर सिटी

*(Signature)*

प्राचार्य  
श्रीमा मैमोरियल पी.जी. कॉलेज  
ज्यौली (राज.)





राष्ट्रीय सेमीनार उन्नयन शोध पुस्तिका

# क्षेत्रीय विद्यार्थी क्षेत्रीय विद्यार्थी के आयाम (ग्रामीण एवं शहरी परिप्रेक्ष्य)

आयोजक एवं संरक्षक -  
मानसिंह गुर्जर  
विधायक-गंगापुर सिटी

- संपादक -

डॉ. वृजेन्द्र सिंह • प्रो. श्याम लाल •



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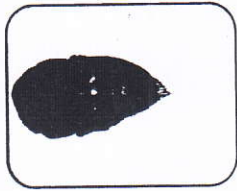
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शोध समीक्षा  
पुस्तिका के रूप  
अन्यतः संवाद  
इस राष्ट्रीय से  
के प्राथम शिक्षा  
सेवकों एवं शोध  
को शिक्षा पर  
मेरी प्र  
कारण पर राज  
भारत के अंतर  
प्राचार का एक  
मौलिक शिक्षा  
आने वाले शिक्ष  
शासन इगर्जी  
कोशिका



## डॉ. बृजेंद्र सिंह गुर्जर

एम. ए., पीएच.डी. (संस्कृत)  
प्राचार्य-अग्रवाल पी.जी. बालर्स कॉलेज  
गंगपुर सिटी-322201 (राजस्थान)

☎ : 94130-51763



शिक्षा ने मनुष्य की जन्मजात मूल प्रवृत्तियों को शोधित किया है और उसमें विवेक उत्पन्न कर अन्वेषण की प्रवृत्ति पैदा की है। समाज में घटित घटनाओं को क्रमबद्ध कर, इसके कारण तथा परिणाम की खोज कर, भविष्य के लिए नयी राहों को तलाश किया है। आज हम विज्ञान एवं तकनीकी के अतिउन्नत वातावरण में जी रहे हैं। आज युवा पीढ़ी दिग्भ्रमित है, उसे सही अर्थों में मार्गदर्शन नहीं मिल पा रहा है। उसके असंतोष का मूल कारण भविष्य की अनिश्चितता है। शिक्षित होने के बावजूद उसकी रोजगार संबंधी समस्या हल नहीं हो पाती। आज युवा वर्ग के सामने देश और समाज के नवनिर्माण का लक्ष्य रखना होगा एवं उसी के अनुरूप शिक्षा में क्रांति लानी होगी। जैसा कि कवि दुष्यंत कुमार ने भी कहा है अब तो इस तालाब का पानी बदल दो, कमल के फूल मुरझाने लगे हैं।

राष्ट्रीय शिक्षा नीति 1986 के संदर्भ में विद्यालयी शिक्षा को पूर्ण व्यावसायिक आधार देने का प्रयास किया है। शिक्षा का उन्मयन तो हो रहा है पर साथ ही हमें समाजवादी आर्थिक तंत्र बढ़ाना होगा ताकि जीवन की मूलभूत समस्याओं से हम मुक्त नही मोड़ें। आज हमें विचार करने की आवश्यकता है कि हम व्यावसायिक शिक्षा को ग्रामीण उन्मुखी भी बनायें ताकि छात्र अपने-अपने पुस्तैनी व्यवसाय से भी जुड़े रहे। इसी उद्देश्य को गंभीरता से लेते हुए हमारे स्थानीय विधायक श्री मानसिंह गुर्जर ने राजस्थान प्रदेश में एक अनूठी पहल की, और देश भर के ख्यातिलब्ध शिक्षाविदों, विचारकों एवं बुद्धिजीवियों को आमंत्रित कर एक राष्ट्रीय संगोष्ठी का आयोजन किया, जो निःसंदेह आज के बेरोजगार युवाओं को उनके वर्तमान अनिश्चित तनाव को कम करने में सहायक होगा भविष्य में यह और क्षेत्र के सर्वांगीण विकास में अद्वितीय योगदान देगा।

(डॉ. बृजेंद्र सिंह गुर्जर)

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वीणा मेमोरियल पी.जी. कॉलेज  
करौली (राज.)



## क्षेत्रीय विकास में हस्तकला का महत्व

मुनेश कुमार मीना  
प्रवक्ता लोक प्रशासन  
अग्रवाल कन्या महाविद्यालय, गंगापुर सिटी

रचनात्मकता मनुष्य का स्वाभाविक गुण है। अपनी रचनात्मक क्षमता के बल पर मनुष्य ने अनेक कलाओं को जन्म दिया है। इन कलाओं में हस्तकला का महत्वपूर्ण स्थान है। हस्तकला का इतना अधिक विकास हुआ कि इसने व्यवसायिक रूप ग्रहण कर लिया फिर भी कुछ हस्त कलाएँ ग्रामीण क्षेत्रों तक सीमित रह गई। आज हस्त कला को दो रूपों में देखा जा सकता है—

1. परम्परागत ग्रामीण हस्तकलाएँ।
2. व्यावसायिक रूप ग्रहण कर चुकी हस्तकलाएँ।

### A परम्परागत ग्रामीण हस्तकलाएँ।

वर्तमान समय में हमारे ग्रामीण क्षेत्रों में ऐसी परम्परागत हस्तकलाएँ विद्यमान हैं जो ग्रामीण क्षेत्रों तक ही सीमित रह गई हैं। इन्हें एक मंच देकर राष्ट्रीय तथा अन्तरराष्ट्रीय पहचान दिलाई जा सकती है। इन कलाओं में कुछ कलाएँ प्रमुख हैं—

#### 1. डलिया निर्माण (ढकोली)

ग्रामीण क्षेत्रों में डलिया निर्माण एक प्रमुख हस्तकला है। जो विभिन्न रंगों और डिजाइनों में बनाई जाती है। यह गाँव में उपलब्ध होने वाली जँगली घास को गोलाकार आकृति देकर बनाई जाती है। कुछ वर्षों पूर्व तक या वर्तमान में यह डलिया ग्रामीण क्षेत्रों में अत्यन्त उपयोगी सिद्ध हुई है।

#### 2. हाथ के पंखे

आज के समय में बिजली का गुल हो जाना आम बात है। ऐसे समय में हाथ के पंखे चलाना हम सभी को याद है। ग्रामीण व्यक्ति हाथ

के पंखे बनाने में विशेष रूप से दक्ष होते हैं। यह पंखे बरुआ की छाल से निर्मित होते हैं जिन्हें रंगों में भिगोकर एक आकर्षक रूप दिया जाता है।

### 3. सूप (छाजड़ा)

महिलाओं को गेंहूँ, दालें व अन्य अनाज को साफ करते हुए हम सभी ने देखा है। जिसमें महिलाएँ सूप का उपयोग करती हैं। यह सूप सिरकियों को प्लास्टिक के तार की सहायता से आपस में सम्बद्ध कर बनाया जाता है। यह सूप अनाज को फटकने के काम आता है।

### 4. मिट्टी के बर्तन :-

मिट्टी के द्वारा बर्तन व अन्य वस्तुएँ बनाना अत्यंत प्रचीन विद्या है। यह विद्या देश के लगभग प्रत्येक हिस्से में किसी ना किसी रूप में देखने को मिलती है। यह बर्तन गोल चाक पर तैयार किये जाते हैं। जैसे मटकी, गमलें, भोजन के पात्र, कुल्हड़ आदि।

### B व्यावसायिक रूप ग्रहण कर चुकी हस्तकलाएँ :-

इस प्रकार की कलाओं में उत्तर प्रदेश का नाम अग्रणी है। यह कला प्रारम्भिक दौर में अत्यंत संकुचित थी। परन्तु समय के साथ बढ़ती माँग के चलते इस कला ने व्यावसायिक रूप ग्रहण कर लिया। व्यावसायिक रूप ग्रहण करने के पश्चात् भी इन कलाओं की अपनी एक मौलिक और क्षेत्रीय पहचान है। किसी अन्य क्षेत्र की कला से इसकी तुलना नहीं की जा सकती। इनमें अग्रणी कलाएँ निम्न हैं—

1. लकड़ी का फर्नीचर (बरेली)
2. पीतल की वस्तुएँ (मुरादाबाद)
3. चाकू (रामपुर)
4. पतंग व माझा (बरेली)
5. टोपियाँ (रामपुर)
6. बाँसुरी निर्माण (पीलीभीत)
7. लकड़ी से निर्मित बच्चों की गाड़ियाँ (वजीरगंज)
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9. जरी का काम (बरेली)

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करौली (राज०)



## NEP 2020: Features, Importance in Education and Role of Teacher

Narendra Kumar Sharma

Department of Chemistry, VMPG College Karouli, Rajasthan, India

Corresponding author: narendrasharmagwalior86@gmail.com

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### ABSTRACT

NEP 2020 is the first education of the twenty first century and replace the Thirty four years old. Some feature of NEP 2020- As per NEP draft propose new curriculum and pedagogical structure with 5+3+3+4 design covering the children in the age group 3-18 years. As the NEP draft for pre primary and grades 1-2 is considered as fundamental stage Grade 3-5 as preparatory stage. Grade 6-8 as middle stage and Grade 9-12 as secondary stage. NEP 2020 Role of Teacher : (1) Passionate and Motivated (2) Creating Classroom (3) Well Qualified and Trained Content (4) Mentoring and Facilitator (5) Pedagogy and Practice. Parameters of Quality Concerns the Topic: (1) Knowledge about the subject. (2) Teaching Learning environment. (3) Curriculum and Teaching Learning material. (4) Teachers participation with demands and changing society. (5) Management and curriculum support. (6) Develop quality culture in the institution. (7) Teachers accountability and responsibility. (8) Positive reinforcement.

**Keywords:** New Education Policy 2020, Higher Education, innovative, futuristic, implementation, multidisciplinary, regulatory, density, age structure

The national Education policy 2020 envisions an Indian centered Education system that contributes directly to transforming our Nation sustainably into an equitable vibrant knowledge in education. The New Education Policy 2020 (NEP) announced by the Ministry of Human Resource Development is to bring in changes in the current, dying 34-year-old policy in schools and higher education systems in the country. The new policy is more practical in

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*Sanjay*  
प्राचार्य  
वीणा मैमोरियल पी.जी. कॉलेज  
करौली (राज०)



approach and is based on the ground reality of the country's education scenario that puts more emphasis on the creativity and innovation as well as personality development of the students rather than expecting them to score high and mock up the content without getting

### The policy process: Limited consultation and transparency

It has taken the government four years and as many draft reports, ranging from 55 to 484 pages to come up with a new National Education Policy. Even so, this policy, unlike its predecessors of 1968 and 1986, has not been through an extensive consultative process with experts, parliamentarians, and the states.

In 1967, the central government constituted a committee of 30 members of parliament (MPs), representing all political parties, to prepare a draft of the National Policy of Education based on the 1966 Kothari Commission's recommendations. The commission's recommendation of selective admission to universities was rejected by the committee of MPs, with Jagjivan Ram even threatening to launch a *satyagraha* if it was accepted. Nine members wrote minutes of dissent, running into 23 pages appended to a 26-page report. This report was considered by the Central Advisory Board of Education (CABE) and by the Vice-Chancellors' Conference. Most vice-chancellors opposed Kothari's idea of developing half a dozen universities as major universities comparable to the best in the world. Opposition to what were perceived to be elitist tendencies resulted in the rejection of some and stymying of other aspects of the policy's implementation. This was enabled by the very effort of building consensus around it in an incredibly democratic process (Naik 1982, 34-40).

Both the 1968 and the 1986 policies ... were thus put through extensive consultative processes. By contrast, the consultative process of NEP 2020 appears to have been limited and anodyne. The 1986 National Policy on Education had a strong policy champion in Prime Minister Rajiv Gandhi, who wanted the new policy drafted in one month and, if possible, for implementation to begin even before it had been completely formulated. This impatience derived from his vision of propelling India into the 21<sup>st</sup> century and the age of information technology. This techno-managerial vision, in no small measure informed by the World Bank's advocacy of education as human resource development, found expression in the renaming of the Ministry of Education as the Ministry of Human Resource Development. (The rollback of this nomenclature in the NEP 2020 would be a welcome step, if only name changes—for which the ruling dispensation has a special fondness—could produce real change.)

### NEP 2020 in Higher Education

1. The fundamental Principles of the policy.
2. The vision of this policy for role of educator



3. Quality for higher education
4. Student activity and participation
5. Financial support for Student.
6. Institutional Restructuring and Consolidation.

The NEP 2020 offers a diagnosis of the challenges in the field of higher education and a vision for overhauling and re-energising it. The lists of 10 problems and 9 solutions are wide-ranging: the educational ecosystem is fragmented, hence large multidisciplinary universities are called for; there is too much specialisation, hence a multidisciplinary undergraduate education is needed; there is a lack of access to higher education in socio-economically disadvantaged areas, hence a range of measures for increased access and inclusion are required; the lack of emphasis on research in colleges and universities calls for the creation of a National Research Foundation to actively seed research and to fund outstanding peer-reviewed research; and so on.

The responses to some deficiencies are manifestly meaningless: the solution to the problem of limited teacher and institutional autonomy is “moving towards faculty and institutional autonomy”; to “inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders” is “reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service”; and to “an ineffective regulatory system” is “‘light but tight’ regulation by a single regulator for higher education” (NEP 2020, 33-34).

The core of the plan for the overhaul of higher education is its structural reorganisation into large, multidisciplinary universities and colleges (at least one in or near every district), many of these offering instruction in local languages. In an effort to streamline the plurality of nomenclatures, such as ‘deemed to be universities’ or ‘affiliating technical universities,’ it proposes to have only three types of universities: Research-intensive Universities, Teaching-intensive Universities and Autonomous degree-granting Colleges.

There is a cheerful anticipation that existing problems will magically vanish by just restructuring and reorganising the edifice, out of which will emerge an altogether new and creative higher education system in a mere 15 years.

Existing colleges (a daunting 40,000) will gradually become Autonomous Colleges or else get phased out. It is not clear whether some of these or altogether different institutions will become Model Education and Research Universities, or MERUs, on which little detail is offered beyond stating that they will set the highest standards for multidisciplinary education and attain the highest global standards in quality education (NEP 2020, 38). Or might these be the grown-up form of the much-vaunted ‘Institutes of Eminence’?



The policy is similarly short on specifics for the Higher Education Institution (HEI) clusters or the Knowledge Hubs that it envisages as buzzing with artistic and creative energies in “vibrant multidisciplinary environments,” and as harbingers of a fundamental change in the “conceptual perception/understanding of what constitutes a higher education institution” (NEP 2020,34). Some of these clichés recur with a grating regularity that is suspiciously evocative of empty vessels.

On the whole, the recommendations are less about fixing the problems in existing institutions and repurposing them; they are more in the nature of reimagining the entire system. There is a cheerful anticipation that existing problems will magically vanish by just restructuring and reorganising the edifice, out of which will emerge an altogether new and creative higher education system in a mere 15 years. This is a bit like putting an unhappy joint family in a glitzy new building and expecting its tensions, accumulated over generations, to dissolve and disappear.

Many of the structural problems that plague higher education are altogether ignored. For instance, the policy ignores the large number of faculty vacancies: 77,912 in the central and state universities. In the central universities alone, there are 6,688 vacancies, approximately one-third of a total of 18,243 sanctioned teaching posts. In the Indian Institutes of Management and Indian Institutes of Technology, vacancies stand at 22% and 41%, respectively. The University of Delhi presently has reportedly 5,000 teachers without tenure—the labels of ‘ad hoc teacher’ or ‘guest lecturer’ are clear pointers to casualization. Across India, the exploitative conditions in private colleges, where teachers are present on multiple payrolls and actually paid by none, are well known.

It does not take a lot of imagination to estimate the impact of these working conditions on the quality of education imparted or on sustaining a full-time academic programme, but they are evidently unworthy of the attention of the NEP 2020. Unless the plan is for all teaching to be robotically delivered, where will the appropriately trained teachers be conjured up from for these vibrant multidisciplinary clusters and Knowledge Hubs?

**NEP 2020 Role of Teacher :** (1) Passionate and Motivated (2) Creating Classroom (3) Well Qualified and Trained Content (4) Mentoring and Facilitator (5) Pedagogy And Practice.

**Parameters of Quality Concerns the Topic:** (1) Knowledge about the subject. (2) Teaching Learning environment. (3) Curriculum and Teaching Learning material. (4) Teachers participation with demands and changing society. (5) Management and curriculum support. (6) Develop quality culture in the institution. (7) Teachers accountability and responsibility. (8) Positive reinforcement.



## Qualification for Teacher NEP 2020

The Teacher would require training in high quality content in addition as pedagogy, teacher education will gradually be moved by 2030 in to multidisciplinary college and universities. As college and universities all move towards becoming multidisciplinary, they are going to also aim to deal with outstanding education departments that provide B.Ed., M.Ed. and Ph.D. Degrees in education .

By 2030, the minimum degree qualification for teaching are going to be a 4- years integrated B.Ed degree that teacher a verify of knowledge content and pedagogy and include strong training within responsibility of student-teacher at regional school. The two year B.Ed programmes are offered , by the identical multidisciplinary institutions providing the 4- year integrated B.Ed and may be intended only for those that have already obtained Bachelor degree in several specialized subjects.

All B.Ed. programme will include training in time tested as well as the latest techniques in pedagogy , including pedagogy with relevance foundational literacy and numeracy , multilevel teaching and evaluation ,teaching children disabilities,teaching children with special interest or talents, use of educational technology and learner centered and collaborative learning . All B.Ed. programme will include strong practicum training with in kind of in classroom teaching at local school. All B.Ed programmes will the practice of the fundamental duties of the Indian constitution along with other constitutional provisions while teaching any subject performing any activity.

Local teacher education programmes also will available at BITEs, DIETs, or in school and colleges complexes as master instructors for the aim of promoting local professions, knowledge, and skills, local art, agriculture, business, sports, and other vocational crafts.

By 2021, a new and comprehensive national curriculum framework for teacher education, NCFTE 2021,will formulated by the NCTE in consultation with NCERT , support the principles of this national education policy 2020.

A basic grasp of concepts the curriculum is an outcome of good preparation and rigorous research and, upon implementation, will minimise the stress on young students and help reduce the annual school dropout rates drastically. It will also produce skilled personnel who would be self-sustained as per 'Aatma Nirbhar Bharat' and will eventually lead to quality improvement in services. With this reformation, the education system will play a big role in some of the elite sectors such as police, administration and political system where quality of education matters a lot. Let us look at some of the important features of the NEP 2020 in simple terms:

1. The idea of 10+2 board examination structure has been dropped and it will reduce the dropout rates of students from the schools.



2. The new structures that will be implemented in place of point 1 will be 5+3+3+4, which is comes as a big relief and would prove revolutionary.
3. The levels of studies have been put in simple and focused categories:
  - (a) Pre-school: Upto Class 5
  - (b) Middle School: Class 6 to 8 (as before)
  - (c) High school: Class 9 to 12
  - (d) Degree: Class 12 onwards
4. The vocational training will start from Class 6 and will give more exposure to the students from an early age.
5. The students can choose their respective favourite subjects from Class 8 to 12 and it will provide them with a platform to do specialisation in subjects they have choosen.
6. The duration of all graduation courses would be four years, thus giving ample time students to master their respective subjects.
7. All graduate courses will have one major course which will be their core subject and one minor subject which will be additional in order to enhance the students' interest in the subjects by giving flexibility. For example, for science students, a student with mathematics as major subject can opt for music as the minor subject.
8. All higher education systems would be governed by a single authority and UGC and AICTE will merge as one body.
9. All universities — government, private, deemed/deemed to be, open universities and vocational training institutes — will have the same grading pattern and regulations.
10. One teacher training board will be set up for all teachers in the country, irrespective of the subjects.
11. The accreditation of the institutes will be based on similar criteria and they will be able to avail autonomous rights and central funds based on their ratings.
12. A new program of basic learning will be launched for parents of children aged up to three years in their respective homes, and pre-school will start for children from three to six years of age.
13. Multiple entries and exits from the chosen course are possible for the students.
14. The credits earned by students in any semester in their graduation courses can be continued and utilised by them when they rejoin the course after study breaks.
15. All school examinations will run semester wise and thus two exams will be held annually.

16. The entire school syllabus will be limited to their respective core knowledge level only.
17. The focused will be on practical and application based knowledge.
18. If a student completes one year in any graduation course, then he/she will get the basic education certificate or diploma certificate upon the completion of second year and degree on completion of the entire course. This way, the student will not waste any year if he drops out from the course in between.
19. The National Curriculum Framework for School Education (NCFSE) 2020-21 has been formulated and undertaken by NCERT based on NEP 2020 after consultation with stakeholders, ministries and other relevant central departments whose objective is to inclusion of local contents and flavours in the national books. Like in context of Arunachal Pradesh the local folklores, festivals, places, history, freedom fighters, etc. would be included in the national framework and may get revised after every five to 10 years.

In order to implement the said revolutionary NEP 2020 effectively, we must assess the following areas:

1. We must see whether our students are mentally prepared for the changes that have been made as our entire education system had got hampered by the Covid-19 pandemic.
2. According to Sl. No. 3, 4 and 7 of the NEP's 2020, we may fall shortages of subject experts apart from regular subjects (Hindi, English, Mathematics, etc.) as students can choose their subjects from middle school onwards, that is Class 6 for vocational courses such as arts, crafts, music, sports (perhaps different sports teachers for the a variety of sports), physical education, etc. and a good number of teachers for languages like Sanskrit, regional languages and the local mother tongue (in Arunachal nearly 22 major tribal languages are their such as Nyshis, Apatani, Adi, Galo, Tagin, Monpa, etc.) which means it requires around 18 to 20 teachers in middle-school sections only, apart from additional various teaching position higher secondary and graduation level.
3. Assess to meet a minimum standard of infrastructures and study materials such as the availability of school buildings, classrooms, science lab, musical instruments, sports items, etc.
4. Accessibility of internet facilities for online classes in the remotely located schools, especially in Arunachal Pradesh.
5. To meet the challenges to train subject teachers other than the regular subjects.
6. Taken care of the confusion of the students due to multiple subject entries and exits as mentioned in the Sl. No. 13 above of the NEPs.
7. Taken care of the possibilities of burdens that may arise due to major and minor courses.



**NEP 2020 Role of Teacher:** (1) Passionate and Motivated (2) Creating Classroom (3) Well Qualified and Trained Content (4) Mentoring and Facilitator (5) Pedagogy and Practice.

**Parameters of Quality Concerns the Topic:** (1) Knowledge about the subject. (2) Teaching Learning environment. (3) Curriculum and Teaching Learning material. (4) Teachers participation with demands and changing society. (5) Management and curriculum support. (6) Develop quality culture in the institution. (7) Teachers accountability and responsibility. (8) Positive reinforcement.

### Qualification for Teacher NEP 2020

The Teacher would require training in high quality content in addition as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they are going to also aim to deal with outstanding education departments that provide B.Ed., M.Ed. and Ph.D. Degrees in education.

By 2030, the minimum degree qualification for teaching is going to be a 4-years integrated B.Ed degree that verifies knowledge content and pedagogy and includes strong training within responsibility of student-teacher at regional school. The two year B.Ed programmes are offered, by the identical multidisciplinary institutions providing the 4-year integrated B.Ed and may be intended only for those that have already obtained Bachelor degree in several specialized subjects.

All B.Ed. programme will include training in time tested as well as the latest techniques in pedagogy, including pedagogy with relevance foundational literacy and numeracy, multilevel teaching and evaluation, teaching children disabilities, teaching children with special interest or talents, use of educational technology and learner centered and collaborative learning. All B.Ed. programme will include strong practicum training with in kind of in classroom teaching at local school. All B.Ed programmes will the practice of the fundamental duties of the Indian constitution along with other constitutional provisions while teaching any subject performing any activity.

Local teacher education programmes also will be available at BITEs, DIETs, or in school and colleges complexes as master instructors for the aim of promoting local professions, knowledge, and skills, local art, agriculture, business, sports, and other vocational crafts.

By 2021, a new and comprehensive national curriculum framework for teacher education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, support the principles of this national education policy 2020.

## Criteria of NEP 2020

The vision of this policy: An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat.

The curriculum of pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and constitutional values, bonding with one country, and a conscious awareness of one's rule and responsibilities in a changing world.

The instill a deep rooted pride in being Indian, not only in thought, but also in spirit and deeds, as well as to develop knowledge, skills, values, that support responsible commitment to human right.

## Quality universities and colleges

Some of the major problems currently faced by the higher education system in India include:

1. A severely fragmented higher education ecosystem;
2. A rigid separation of discipline, with early specialization and straining of student in to narrow areas of study;
3. Limited access particularly and socio economically disadvantaged areas, with few HELs that teach in local language;
4. Mechanism for marriage based career management and progression of faculty and institutional leaders;
5. An affective leadership and regulatory system.

## CONCLUSION

Quality teaching and teachers are an important factor in affecting student performance and achievement. Teacher education and professional skills should be accountable for developing quality among students. The Human Resource Development Ministry is all so planning to establish an exclusive university for teacher education. Teacher without quality can be judged as a man without mind so the urgent need to attention on improving the teacher education.

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*Sandeep*  
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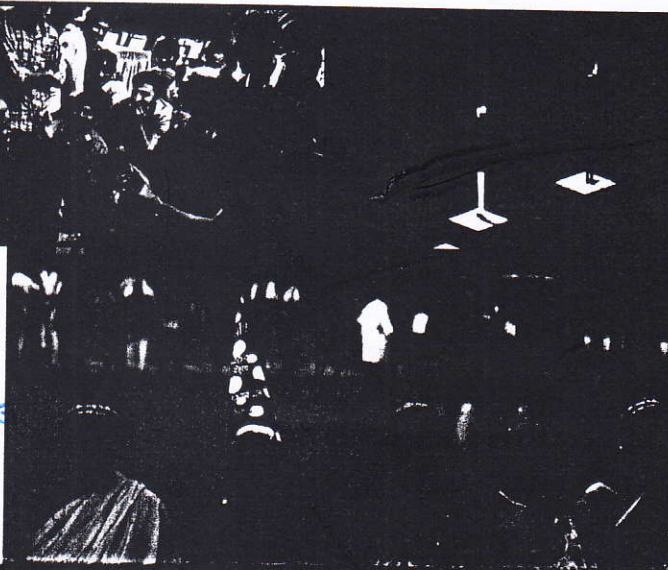


# Gender

Issues and Challenges in India

Munesh Lal Meena  
Dr. Reetesh Jain

प्राचार्य  
वीणा मैमोरियल पी.जी. कॉलेज  
करौली (राज.)





Author  
**Munesh Lal Meena**  
**Dr. Reetesh Jain**

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- **Munesh Lal Meena**  
- **Dr. Reetesh Jain**

  
प्राचुर्य  
जा मैमोरियल पी.जी. कॉलेज  
करौली (राज०)

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## **Women Empowerment & Environment Protection : A Critical Analysis of Indian Scenario**

**Munesh Lal Meena**  
Assistant Professor, Chemistry  
Govt. Girls College Karauli

Women play a critical role in managing natural resources on family and community levels and are most affected by environmental degradation. In communities around the world, women manage water, sources for fuel, and food, as well as both forests and agricultural terrain. Women produce 60 to 80 percent of food in developing countries, while inheritance laws and local customs often prevent them from owning or leasing land and securing loans or insurance. From the high level to the grassroots, the 1992 UN Earth Summit, India's Chipko movement highlighted the role of women's voices and perspectives in sustainable development.

Women have a vital role in environmental management and development. Their full participation is therefore essential to achieve sustainable development. There is a dual rationale for promoting gender equality. Firstly, that equality between women and men - equal rights, opportunities and responsibilities - is a matter of human rights and social justice. And secondly, that greater equality between women and men is also a precondition for sustainable people-centred development. The perceptions, interests, needs and priorities of both women and men must be taken into consideration not only as a matter of social justice but because they are necessary to enrich development processes.

"For poor households, and especially for the women who own



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कौटिली

## 21

## Principle of Natural Justice for the Protection of Women Workers in India : Gender Equality

DR. LAXMAN DHAKED  
(M.A., M.COM, LL.M AND Ph.D)  
PRINCIPAL VEENAMEMORIAL P.G.COLLEGE KARARULI  
(RAJASTHAN)

In India, women have been held in high esteem at all times. According to Indian tradition since the Inception of society women has been treated with great honour and dignity, though occasionally we do find derogatory references to women. While analysing the Indian History and Purans the fact reveal that the relationship between a man and a woman has always been in a state of flux and there has been a sea change in a position, right and status of women since the dawn of Civilization.

During Vedic period women had exalted position and they enjoy a fair amount of personal freedom and equality with men. Generally, the birth of a girl was not welcomed even then she did not suffer on that account and was entitle to all to all the privilege given to a son. Women study in Gurukul and enjoyed equality in learning Vedas. The great women like Ghosa, Apala, Gargi, Yami look through the material Indranil and other had distinct qualities of art music, dance and even fighting in the battle. In the matter of selecting the life partner in marriage bride has exclusive right of selecting their own consorts. In Vedic period marriages were affected when the couple had reached measure age and were capable of understanding nature and significance of marriage. The Vedic period people that is polygamy though it was limited mostly to the Aristocratic classes.



Dowry system was prevalent in rich and royal families only in form of movable gift. A widow could marry again a widow could marry again and did not required to give up wearing ornaments and shave her head. The main disabilities which the women suffer in the Vedic age were proprietary rights. They could hold or irritated know property. In Indus Valley Civilization recorded the beginning of the culture of worshipping for god is man used to regard women as partner in managing the affairs during the greased grahasth vanaprastha and Sanyas Ashram in life and consequently Women must have enjoy quality of life comparable to that of man

In our male-dominated society the girl child is consider inferior. The birth of the male child is an event for celebrations while that of a female child is rued. The bias is more pronounced in rural area. Daughters are and not giving good quality food. Milk, eggs, fruit, etc. are reserved for the boys. Girls are sent to school which have no claim to any quality educational or facilities. On the other hand boys are sent the most exclusive 'public schools after school'. After school the daughter stay at home and assists in household works. The boys go out to meet friends, enjoy movies and shows or play games. It is the girls who face all types of restrictions. This discrimination is unjust and harmful. Ultimately it is the society that suffers. Girls too have intelligence, talent and creativity. Indeed they have more sensibility, affection and love. We should end the evil discrimination against the girl child.

In the post-Vedic period from 1500 BC to 500 AD, the status of women suffers a setback when various restrictions were put on woman's rights and privileges by Manu. The education of women which was an accepted normal during Vedic period slowly begins to be neglected. During this period many Smritikars flourished. Manu is known as the first progenitor of human race. This code was the earliest and most standard work of Hindu law and it got wide acceptance. There are places in the Dharmashastras, which enunciate the ideal of womanhood as an essence meaning of the neck and

follow the words of their husband this is their highest duty. The epics Ramayana and Mahabharata are full of incidents of wife's devotion to her husband. The husband is indeed a Deity for the wife. Manu and other Smritikaras ruled out the independence of women and have spoken about their perpetual dependence on men. Manu emphasized that a woman's father protests her in childhood, the husband in youth and her sons protect in old age, a woman is never free for independence.

With the invasion of India by Alexander and Huns, the position of women was reduced to "war prisons". On 5502 1880 the existence of woman was for the degraded Muslim invention of India brought complete subordination of women and there were compelled to take purdah. The Purdah woman and the word come to take the brother of the moment of women outside home into an Indian in are dealt. The Other education and it also tended to make women more and more dependent on men along with **purdah** system the cause of polygamy for the aggravated the Governor of Hindu women on educated and devoid of my status they came to be treated as chattels?

The Mughal period and the subsequent advent of the British period was mark for general practice of killing baby girl's condemnation of widow, polygamy and system Devadasis in different parts of India. The attitude, behaviours and leaving pattern of Hindu society change and rich the maximum degree of deteriorate deterioration. Perhaps the aspect of the words of the social degradation was the tribal suffering and social falling of a women and a is why cause of emancipation of woman her education engage the attention of almost all social reformers.

After centuries of social stagnation, it was not until the 19th Century that serious efforts were made by social reformer for a eradication of social evil and making people sensitive to injustice for paint related to women that not able social reformer of this period including Raja Ram Mohan Roy is Chandra Vidyasagar Dadabhai Naoroji Swami Dnyanand Saraswati I Chhannu Chhannu Tilak.



Aurobindo Ghosh, and Mahatma Gandhi The 18th century brought a new era and Kunal role was played by some outstanding women like any patient Sister Nivedita Sarojini Naidu Sucheta Kriplani Durga Bhai Deshmukh Kasturba Gandhi Vijayalakshmi Pandit and many more to improve the position of women and a good deal of social legislation took place during this period.

Post-independence era the country on Freedom on August 15, 1947. Independence got a sea change and the chief architect of the Constitution of India Dr. Bheemrao Ambedkar and all nation leader not only recognise the unequal social position of women Birds ok to eat the woman got equal rights. By enshrining the quality principle in the constitution, the greatest honour was paid to was neglected and Sab judged section of the society. Apart from the right granted in Part III of the constitution which have a special bearing on women part IV of the Constitution also enumerate certain directive towards the situation of women one of the directive principle of the state policy audience that the state should not make any discrimination on the ground of sex and it should direct its policy towards securing equal pay for equal work irrespective of sex. After configuring equality in constitution the next step was to Reform The lost by which people were governs and many such laws violated the rights of two equality and where the discriminatory on the ground of sex.

The Hindu code bill, which had earlier been withdrawn the offensive of the warrant opposition, was bottle for the National parliament in 1955 and 1956 it was decided to the pass the Hindu code bill in piece-meal and thus, four enactments, viz, the Hindu Marriage Act 1955 The Hindu Succession Act 1956 The Hindu adoption and maintenance act 1956 And the Hindu minority and guardianship Act 1956 was passed the object of this enactment was to bring about of change in status and position of Hindu women and put them at par with men in the matrimonial home.

The Hindu Marriage Act 1955 Infosys Stickman game and expressly prohibited by gaming which is punishable under the Indian Penal Code in the light of social value and equality of success and

concept of marriage as a sacrament and an indubitable Union has been modified. The Hindu Succession Act 1956 give the Omen the same rights in the matter of succession as a man thereby making a material change in her ability of inherited and against the property. It has categorised 'daughter' wife and mother as class 12 arts attribution value of Limited ownership and full ownership has been seal down by the act and woman has been made and absolute owner of the property whether was required before or after the commencement of the act.

Development of women in India who represent half of the population has been receiving the attention of both planners and policymakers independent. The need to bring them into the mainstream of national development has now become a major concern of the state in the earliest phase of development planning women constant held at low profile it was only in 1980 is that women were recognised as a separate target group and given their rightful place in the development planning by including separate chapters on women's development for the first time in the plan document of the sixth five year plan 1980 to 85 since then all the efforts of the government work directed towards mainstreaming women in two industrial development by raising their overall status social-economic legal and political or on par with men.

Principle of natural justice for the protection of women workers in India the women working in India have been protected from various kind of exploitation including wrongful dismissal discharge termination etc. Through the various State Lottery safeguard still there are number of Areas where are the statutory provisions are not have a label in this situation by employer is expected to observe the principle of natural justice all our procedural code are grounded on this principle of natural justice which may be some end up as follow new one should be come and unheard means in decision should not be taken behind any buddy back and no one should be the judge one's own case opportunity for both the contesting parties to be hard decision made in good faith and orderly cause of procedure that the principle of

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natural justice for the protection of women worker and now applicable to all the authorities government machinery of bodies which are under obligations towards really know necessary judicial natural justice as synonym of natural law has been used as a is equal justification of law of natural justice must be provided under provision of constitution of India it is an important aspect of social political culture and economical field so that women equality contribute to sustainable development in nation women have an important role in every section of society every country can progress with the participating of women in each field women have a significant place in the society natural justice should be accomplished with the women's right. Closing the concept of gender equality has received recognition both at national and international level in India there are certain outdated provisions in-laws which for a relationship other to the constitutional directives for the emerging social reality.

The concept of 'Gender Equality' has received recognition both at national and international level. In India, there are certain out dated provisions in-laws which bore relationship either to the constitutional directives or the emerging social reality. After making an analysis of persisting gender biases, its causes, implications and the role of the national government as well as of international Agencies, it is being realised that neither the Indian state nor the various sub-systems of society had ever gone beyond the myth of legal equality. Hence, the utter failure on the part of the policymakers, legislators, the educational systems, the media and most other social Institutions to take effective measures to break the institutionalised Subordination and inequality of women has enchanted to study the aspect of gender equality in the light of an Indian perspective. Gender equality could not be an independent value but is intrinsically linked with the achievement of human equality and the abolition of all institutionalised inequalities. While throwing light on the availability of various privileges, the protection is given to the womenfolk under our Supreme Lex and other laws, the implementation of these laws and highlighting their weakness, there should be a way for the acceptance of women's

honour and dignity. However, the society by disseminating the fact that equality of women is necessary, not merely on the grounds of Social Justice, but as a basic condition of social, economic and political development of the nation.

The question of gender equality is a very cold and burning problem 20 years ago in Mexico the first world conference of women inspired movement that has helped to reduce gender inequality worldwide literacy among women is a declining maternal mortality rates are being gone to fall and more women are participating in the labour force and then ever before nowadays woman has broken there in social cyclists and they are ready to face the contemporary challenges without any help and vegetation and consequently March 8 is formerly observed acceleration in the several countries including India as a mark of integrated achievement award the equality of rides status and dignity of women and their equal participation in economic social and cultural development in contemporary world scenario.

It is however not out of place to mention that in recent past there has been so persistent and frequent commission of crimes in different shape and size violating their basic rights and out ragging their dignity and modesty, almost all over the world India is no exception, that solemnity and significance of this day has virtual been lost.

There is a recruitment to analyse the growing concept of gender equality at national level to explore the effort that has taken place in promoting equality to the second sex by reviving the working of the women's commission and Agencies constitution and pursuing for these cause. There is a need of implementing existing privileges given to women and by our suprema Lex and under the provision of other law and wall certainly, comment and the contribution of our esteemed judiciary in Judiciary Technology using the concept of gender equality. Legislature and Judiciary has been doing its job in a responsible way but lot has to be done and that too in effective way. At the same time, there is also need to ponder over the reasons which have become the root cause of all the failures of persistent system and



will propose some suggestions which it followed will be helpful in minimising these menace to some extent.

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 प्रमाणित की जाये (आज्ञा)  
 प्रमाणित की जाये (आज्ञा)

## The Role of Education System in Removing Gender Inequality

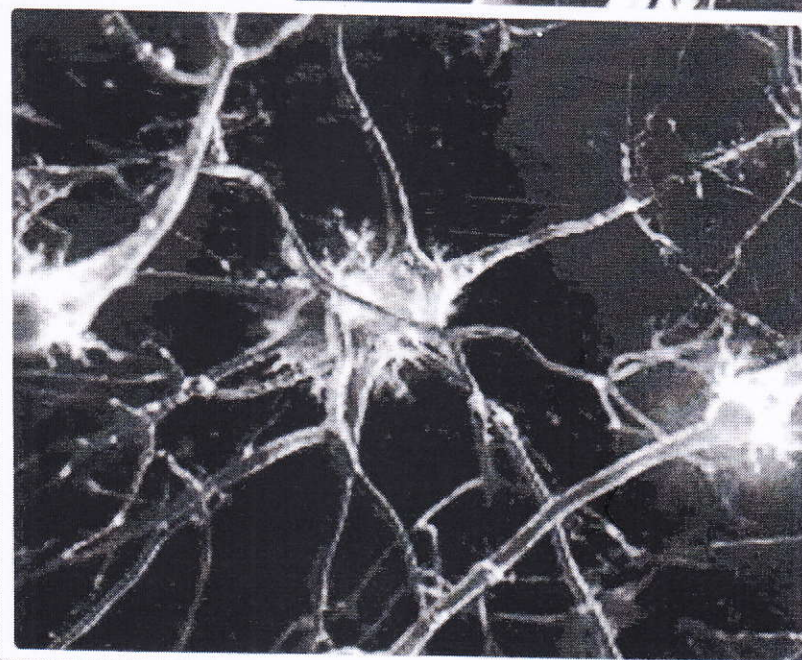
**Akanksha Ganda,**  
 Assistant Professor,  
 Kanoria PG Mahila Mahavidyalaya, Jaipur

### Abstract

The education system plays an important role in the development of the society. Today's students will be tomorrow's youth and will be responsible for creating a non-discriminated society. Educators should foster in student equality, promote and strengthen the constitutional culture and stability. To promote equality, it will be necessary to provide equal opportunities to all not only in access to education, but also in the conditions for success. Everyone has to be reminded of the inherent equality of all through the education. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth. It is important to ensure in the context of the Indian reality that all the educational programmes are carried out in strict conformity with the secular values. The education system must play a positive role in the empowerment of people and removal of all kinds of biases which are basically man made. Creation of a citizen who is conscious of his rights and duties and committed to the principles embodied in our constitution is a pre requisite to social advancement, economic development and political progress of our country. The Constitution of India visualizes development of a pluralistic, open society, based on the principles of equality and social justice. Discrimination may be latent, patent, open or subtle. It is a mind set



# Organic Synthesis - Agents Acting on the Central Nervous System



**Dr. Keshav Parashar**  
**Dr. Rakesh Kumar Dubey**



*Dr. Keshav Parashar*  
Principal  
Vaasa Memorial PG College  
Karauli (Ra.)



### About the Authors



**Dr. Keshav Parashar** (Sep.21,1985) M.Sc. in Organic Chemistry and Atomic and molecular physics, awarded Ph.D. in medicinal chemistry from the department of science and technology, Mewar University, Chittorgarh, Rajasthan in 2019. Dr. Keshav recently working as an Assistant Professor in Agrawal Kanya Mahavidyalaya, Gangapur city, Rajasthan. He has been teaching chemistry for last 10 years and has devotedly worked at various reputed colleges located at jaipur, Dausa,

Karauli and Sawai Modhopur. Dr. Parashar has two books and edited chapters in two other books also. He has published/presented research papers and articles in national and international peer reviewed/UGC care multi-disciplinary research journals. He has also attended hundred national and more than fifty International Conferences/Seminar/Webinars. Dr. Keshav has received Young Achievers award 2020 InSc Bangalore. He is life time member of Indian Science Congress Kolkata, Institute of Scholars (InSc) Bangalore, a Society for technologically Advance material India, Research Chemical Science, Bhopal and Eudoxia research university USA & Research Center India. Prabhat Education Society, Gangapur city, Sawai Madhopur prouds Dr. Keshav to be its Founder, Member and the Chairman.



**Dr. Rakesh Kumar Dubey** Ph.D awarded on 2021 from Kota University, Kota. Recently working as an Assistant Professor of chemistry at Govt. College, Gangapur city. He has been teaching chemistry since 10 year. He has published several National and International Research Articles

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# Synthesis and Optimization of Thiazolidinedione and Sulfonylurea Derivatives for Possible Anti Diabetic Activity

Dr. keshav Parashar

*Signature*





## About the Author



Born on September 21, 1985 in Gangapur city, Sawai Madhopur, Rajasthan. Dr. Keshav Parashar M.Sc. Chemistry (Organic Chemistry) and Physics (Atomic & Molecular Physics), Ph.D. in Medicinal Chemistry From department of Science & Technology Mewar University.

He is currently working as Assistant Professor & HoD, Department of Chemistry, M.D. PG College Lalsot, Dausa, Rajasthan. He has been teaching Chemistry for last 10 years and has devotedly worked at several reputed colleges located at Jaipur, Dausa, Karauli and Sawai Madhopur. He has also published 2 books & edited chapters in 2 books and 6 research papers and articles in national and international peer reviewed / UGC care multi-disciplinary research journals. He has also attended more than 100 national and more than 50 international Conferences/ seminar/webinars. Received Young Achiever Award 2020 InSc Bangalore. He is also a life time member of Indian science congress Kolkata, Institute of Scholar (InSc) Bangalore, Society for Technologically Advance Material, India, Researcher Society of Chemical Science, Bhopal and Founder Member & chairman of Prabhat education society, Gangapur city.



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Karauli (Raj)



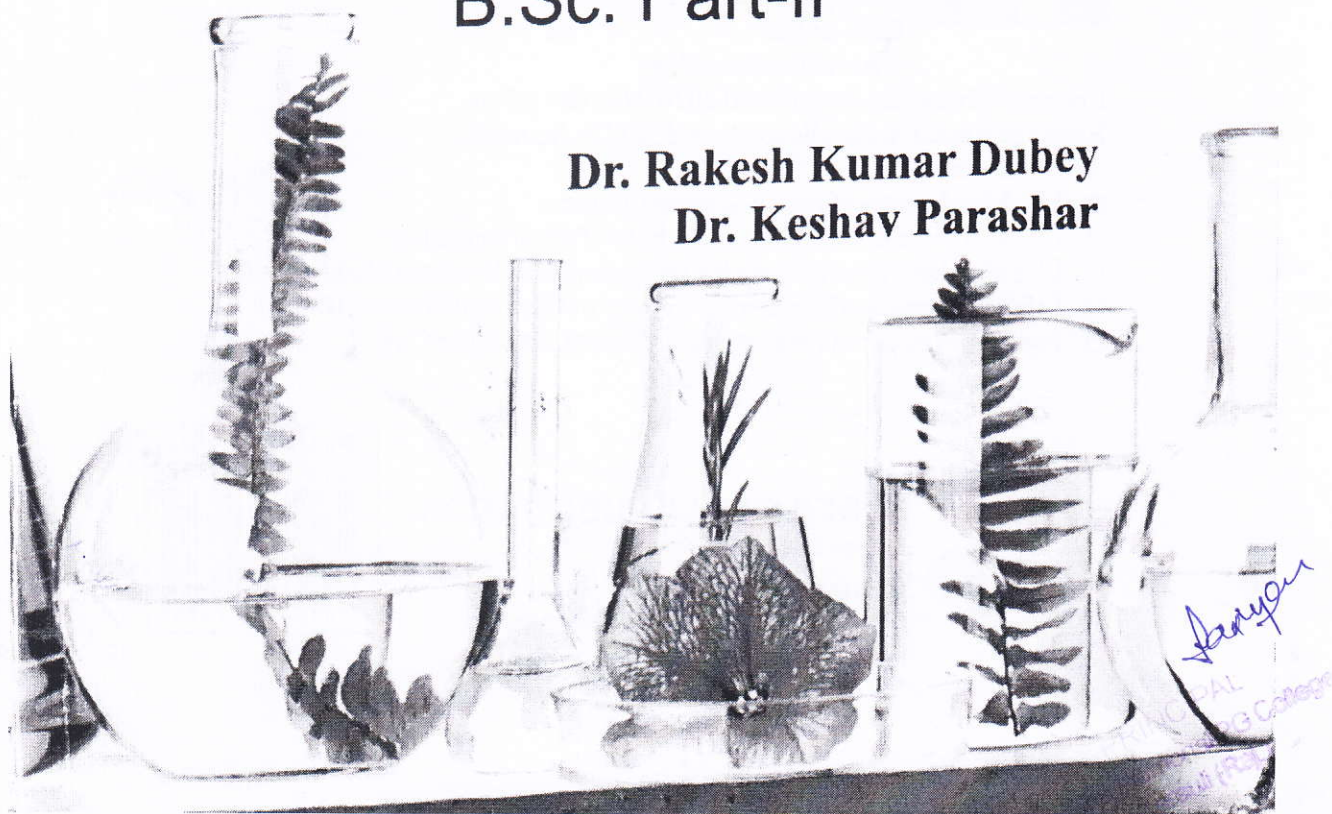


# Organic Chemistry

(For All University UG Courses)

B.Sc. Part-II

Dr. Rakesh Kumar Dubey  
Dr. Keshav Parashar



*Dr. Rakesh Kumar Dubey*

GOAL  
UG College  
Jharkhand



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(For All University UG Courses)

**Contents:** (Spectroscopy) स्पेक्ट्रोस्कोपी • Alcohol, Phenol (एल्कोहल, फीनॉल)  
• कार्बोनिल यौगिक (Carbonyl Compound) • कार्बोक्सिलिक अम्ल व उनके व्युत्पन्न  
(Carboxylic Acid and Derivative) • नाइट्रोजन युक्त कार्बोक्सिलिक (Nitrogen  
Containing Compound)



### Dr. Rakesh Kumar Dubey

Assistant Professor Chemistry Govt. P.G. College Gangapur City  
Rajasthan

M.Sc. - Department of Chemistry, University of  
Rajasthan, Jaipur

Ph.D. - (2021) Kota University, Kota (Raj.)

Research Papers in UGC Journal - 10

Book - 1

Experience - 18 years

Participated and Presented papers in Various National/International Seminars /  
Conferences / Workshops.

Present Working - Govt. P.G. College, Gangapur City, Rajasthan



### Dr. Keshav Prashar

Assistant Professor, Department of Chemistry

• M.Sc. (Organic Chemistry, Rajasthan University, Jaipur)

• Ph.D. (Medicinal Chemistry, Mewar University 2019)

**Research Interests :** • Synthetic Medicinal Chemistry • Drugs  
acting on central nervous system • Physical Chemistry

Book published : 02

Chapter Edited : 02

#### Awards/Fellowships :

Received Young Achiever Award 2020 INSc Bangalore

Received Research Excellence Award 2022 R. Square L

#### Achievements:

- ☐ Life Membership of Indian Science Congress
- ☐ Life Membership of Institute of Scholar (INSc), Bangalore
- ☐ Life Membership of Society for Technologically Advance Material, India
- ☐ Life Membership of Researcher Society of Chemical Science, Bhopal
- ☐ Founder Member of Prabhat Siksha Samity, Gangapur City



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**Dr. Keshav Parashar**

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**Dr. Keshav Parashar**

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PRINCIPAL  
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Dr. Keshav Parashar  
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**Dr. Keshav Parashar**, Assistant Professor, Department of Chemistry, Agrawal kanya Mahavidhyalay, Gangapur city.

**Dr. Rakesh Kumar Dubey**, Assistant Professor, Department of Chemistry, Govt. PG College, Gangapur City

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*D. K. Parashar*  
PRINCIPAL  
Veena Memorial PG College  
Karauli (Ra.)



Shree Ram

**SYNTHESIS AND OPTIMIZATION OF  
THIAZOLIDINEDIONE AND  
SULFONYLUREA DERIVATIVES FOR  
POSSIBLE ANTI DIABETIC ACTIVITY**

First Edition

**Dr. Keshav Parashar**  
Assistant Professor  
Department of Chemistry  
M.D.PG College, Lalsot, Dausa Rajasthan, India



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*Keshav*  
PRINCIPAL  
Veena Memorial PG College  
Karauli (Raj.)



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Dr. Keshav Parashar Assistant Professor Department of Chemistry  
M.D.PG College, Lalsot, Dausa Rajasthan, India

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The first important source of drugs via the application of active molecules as sources of 'leads' are:

- (i) Knowledge of the pharmacophore
- (ii) Identification of the active moiety and
- (iii) Synthesis of the lead compounds by their broad

Once a 'lead' has been identified with a particular activity, the next step is to develop a 'pharmacophore' followed by bioassays and physicochemical-activity relationships (SAR) for organic molecules. Such parameters which define the molecules. Such drugs/leads, also involve structure-function relationships. The work involved. The work in drug design.

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**Chapter- I** Introduction: The ideology of modern drug design has been discussed. The combinational chemistry

**Chapter-II** of the book discusses the activity of antidiabetic drugs. The activity of antidiabetic drugs is discussed in detail.

*Dr. Keshav Parashar*  
PRINCIPAL  
Veena Memorial PG College  
Karauli (Raj.)