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3.4.4 Details of books and chapters in edited volumes / books per teacher during the year

2021-2022

BOOK CHAPTER

- 1) Fernandes NV, Balekai M, Vaz T and Naik Goankar P(2021). Impact of Habitat Degradation on Mangrove Biodiversity. *New Visions in Biological Science* Vol. 2, 81-90.
<https://doi.org/10.9734/bpi/nvbs/v2/4066F>

Book Details:

- **International Publishers**
- ISBN 978-93-91882-41-9 (Print)
ISBN 978-93-91882-45-7 (eBook)
DOI: [10.9734/bpi/nvbs/v2](https://doi.org/10.9734/bpi/nvbs/v2)



Chapter:

← → ↻ stm.bookpi.org/NVBS-V2/article/view/3714

New Visions in Biological Science Vol. 2

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Impact of Habitat Degradation on Mangrove Biodiversity

Nandini Vaz Fernandes; Madhu Balekai; Tessa Vaz; Prasanna Naik Goankar

New Visions in Biological Science Vol. 2, 28 August 2021. Page 81-90

<https://doi.org/10.9734/bpi/nvbs/v2/4066F>

Published: 2021-08-28

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Abstract

Terrestrial, marine, brackish water, and strictly inter-tidal creatures all find refuge in mangrove forests, giving them a varied ecology. Mangroves have been exploited beyond their sustainable potential due to increasing reliance on natural resources. The goal of this study was to see how anthropogenic activities affect faunal and floral distribution. The sites chosen for the study were mangrove areas of Shiroda and Assolna in south Goa. The mangroves of the two sites studied, showed variations in the physicochemical parameters of the water due to the anthropogenic activities associated with it. Anthropogenic activities caused more perturbations in the Shiroda mangrove ecosystem. The water quality at Shiroda site was altered by having high concentration of calcium and sulphates. Hardness, TDS and calcium exceeded the permissible limits. Both studied sites showed similar species indices of fauna but differed in richness. Species diversity of crustaceans, Aves, mammals and Actinoptergii was higher for Assolna as compared to Shiroda. From the present study, it can be inferred that ecological disturbance on account of anthropogenic activities decreases the species richness and evenness of specific fauna.

Keywords: Water quality degradation; physicochemical parameters; faunal diversity; species richness; anthropogenic activities

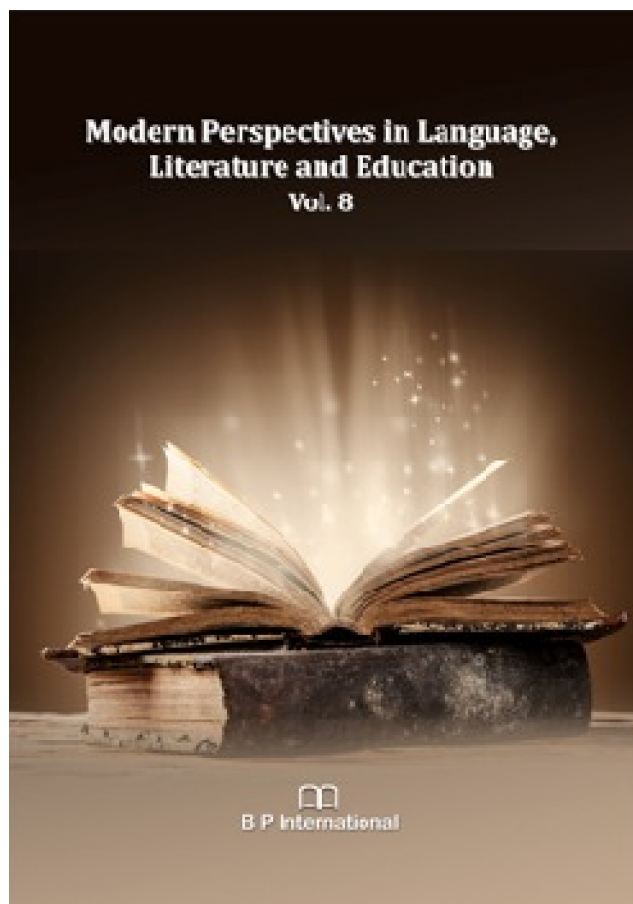
BOOK CHAPTER

1) D'Souza, R., & Fernandes, N. V. (2021). A Perspective on an Interdisciplinary Approach to Education. *Modern Perspectives in Language, Literature and Education* Vol. 8, 105–113.

<https://doi.org/10.9734/bpi/mplle/v8/4067F>

Book Details:

- **International Publishers**
- **ISBN 978-93-91595-89-0 (Print)**
- **ISBN 978-93-91595-97-5 (eBook)**
- **DOI: [10.9734/bpi/mplle/v8](https://doi.org/10.9734/bpi/mplle/v8)**



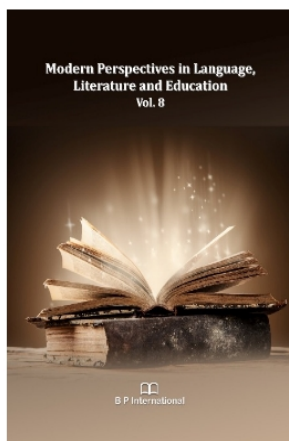
Chapter :

← → ↻ stm.bookpi.org/MPLLE-V8/article/view/3195

Modern Perspectives in Language, Literature and Education Vol. 8

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A Perspective on an Interdisciplinary Approach to Education

Russel D'Souza ; Nandini Vaz Fernandes

Modern Perspectives in Language, Literature and Education Vol. 8, 10 August 2021, Page 105-113

<https://doi.org/10.9734/bpi/mplle/v8/4067F>

Published: 2021-08-10

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Abstract

Interdisciplinary learning is fundamentally a process in which learning is not compartmentalized in a way that it crosses traditional disciplinary boundaries, and, most significantly, allows learners to evaluate their own learning. Encouraging learners to think divergently, laterally, and to apply conceptual thinking to the world around them to help them understand different domains needs a focused strategy. Interaction of various subjects is what keeps things fascinating to the learners. The present study proposes two ways by which an interdisciplinary approach of teaching-learning can be applied. The proposed strategies are systematic approaches to promote creativity, critical thinking, deep learning and team-based work abilities in the learners. The success of multidisciplinary and experiential learning thus depends on this shift in focus and strategy.

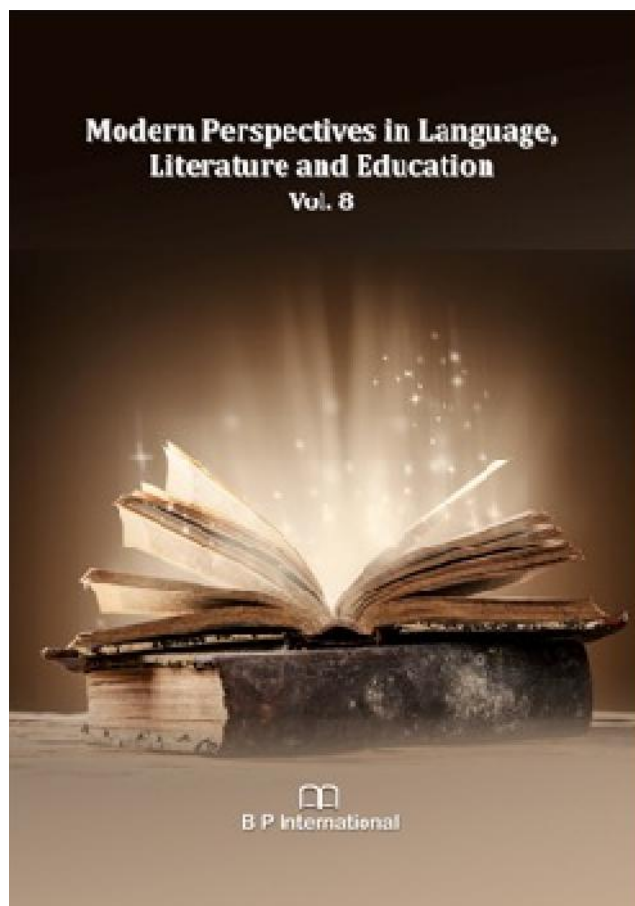
Keywords: Engaging students; performance task; mathematical concepts; higher-order thinking

BOOK CHAPTER

1) Sawant, N.N, & Fernandes, N.V. (2021). Study on Curriculum Redesigning-Suggestive Framework for Skill Enhancement in Higher Education in India. *Modern Perspectives in Language, Literature and Education Vol. 8*, 114–124.
<https://doi.org/10.9734/bpi/mplle/v8/4089F>

Book Details:

- **International Publishers**
- **ISBN 978-93-91595-89-0 (Print)**
- **ISBN 978-93-91595-97-5 (eBook)**
- **DOI: [10.9734/bpi/mplle/v8](https://doi.org/10.9734/bpi/mplle/v8)**



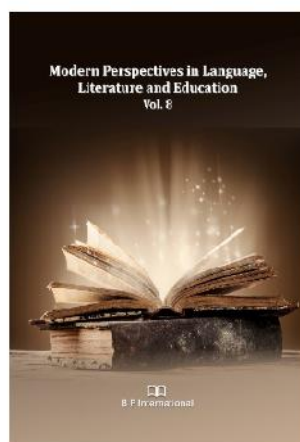
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Study on Curriculum Redesigning-Suggestive Framework for Skill Enhancement in Higher Education in India

Nandkumar Sawant; Nandini Vaz Fernandes

Modern Perspectives in Language, Literature and Education Vol. 8, 10 August 2021. Page 114-124

<https://doi.org/10.9734/bpi/mplle/v8/4089F>

Published: 2021-08-10

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Abstract

The new currency of the twenty-first century is knowledge. There is little doubt that education is undergoing a paradigm shift, with a stronger emphasis on skills and employability. On the one hand, attempts are being made to improve the gross enrolment rate, while on the other hand, there is a growing and legitimate concern that graduates would be unemployed. There is a growing evidence that our graduates need to improve their skills in order to be more employable. This would be accomplished through the use of a well-designed curriculum. The present research attempts to envisage various educational models/ theories of curriculum designing to make education relevant. Even in nonprofessional undergraduate degree programmes offered by higher education institutions, an outcome-based education framework must be examined with explicit learning goals and ways or processes for measuring these learning outcomes. The study concludes that many more curriculum frameworks in the Indian context need to be deliberated, to adopt "Best fit Model" for institutions of higher education.

Keywords: Curriculum; Higher education; knowledge; skills; teaching-learning; outcome based education

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PUBLICATION

A PEER-REVIEWED EDITED VOLUME

SUSTAINABLE URBANISATION

ISSUES AND CHALLENGES



EDITED BY

DR. MANJUNATHA, C. S.

DR. VISHWANATHA, S.

SUSTAINABLE URBANISATION: ISSUES AND CHALLENGES

by: *Dr. Manjunatha, C. S., Dr. Vishwanatha, S. and
Prof. Chandrashekara, B.*

■ **RED'SHINE PUBLICATION PVT. LTD.**

Headquarters (India): 88-90 REDMAC, Navamuvada,

Lunawada, India-389 230

Contact: +91 76988 26988

Registration no. GJ31D0000034

In Association with,

RED'MAC INTERNATIONAL PRESS & MEDIA. INC

India | Sweden | UK

■ Text © *EDITOR*, 2022

Cover page ©RED'SHINE Studios, Inc, 2022

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■ ISBN: 978-93-93239-11-2

ISBN-10: 93-93239-11-8

DIP: 18.10.9393239118

DOI: 10.25215/9393239118

Price: ₹ 450

January, 2022 (First Edition)

■ The views expressed by the authors in their articles, reviews etc. in this book are their own. The Editor, Publisher and owner are not responsible for them. All disputes concerning the publication shall be settled in the court at Lunawada.

■ www.redshine.co.in | info@redshine.in

Printed in India | Title ID: 9393239118

CHAPTER NO.	CHAPTER NAME AND AUTHOR NAME	PAGE NO.
7	FLOOD AND ITS PSYCHO, SOCIO- ECONOMIC AND HEALTH CONSEQUENCES IN NANJANGUD TALUK, MYSORE DISTRICT Dr. Divya. S and Prof. Chandrashekara. B	137
8	SOLID WASTE MANAGEMENT – ISSUES AND CHALLENGES IN SUSTAINABLE LIVE (ABILITY) IN A MEDIUM SIZE TOWN: MARGOA, GOA –INDIA Nandkumar Sawant and Adrain Ferro	149
9	UTILIZATION OF ANTENATAL HEALTHCARE SERVICES AMONG SLUM RESIDENCES OF MYSURU CITY Dr. Mahadeva and Prof. Chandrashekara. B	164
10	URBANIZATION AND AGEING IN KARNATAKA Dr. Saritha K	183
11	URBANIZATION AND POPULATION AGEING: A SYNAPTIC REVIEW Dr. Sowmyashree, K.L., Dr. Chandrashekara, B. and Dr. Pradeep Kumar, K	196
12	LEGAL AGENDA FOR SUSTAINABLE ENVIRONMENT Dr. N. Vani Shree and Ms. Pavni Randeo	206
13	A GEOGRAPHICAL ANALYSIS OF URBANIZATION PATTERN IN RAMANAGARA DISTRICT OF KARNATAKA Dr. S. Srikantaprasad	234
14	AN EVALUATION OF SUSTAINABLE URBAN TOURISM USING SOWT ANALYSIS – A STUDY ON IN AND AROUND MYSURU CITY Dr. Vishwanatha S, Dr. Manjunatha C. S and Prof. Chandrashekara B	245

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ग्लोबल डायस

वाडें, सांगें, गोंय.



- 20 जानेवारी 1993 दिसा सांगेच्या वाडें गांवांत जल्म.
- मुळावें आनी माध्यमीक शिक्षण वाडें, उच्च माध्यमीक शिक्षण सांगें, केपेंच्या सरकारी महाविद्यालयांतल्यान कला शाखेची पदवी आनी गोंय विद्यापिठांतल्यान पदव्युत्तर शिक्षण पूर्ण.

2017 वर्सा यूजीसीची नॅट आनी जेआरएफ परिक्षा पास.

- 2016-17 वर्सा सरकारी महाविद्यालय पेडणे, 2017-18 वर्सा धेंपें महाविद्यालय

मिरामार, आनी 2018-19 ते 2020-21 वर्सा सरकारी महाविद्यालय, केपें हांगा कोंकणीचें सहाय्यक प्राध्यापक म्हूण वावर.

- 13 ऑक्टोबर 2021 दिसा सावन श्रीमती पार्वतीबाई चौगुले महाविद्यालय, मडगांव हांगां कायम स्वरुपी कोंकणीचें सहाय्यक प्राध्यापक म्हूण कार्यरत.
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ISBN 978-93-5437-929-1



9 789354 379291

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वाडें, सांगें, गोंय.

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वॅली पब्लिकेशन्स,
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गांवगाथा (कथासंग्रह)	GAAVGAATHAA (Short Stories)
ग्लिनीस डायस	Glynis Dias
© ग्लिनीस डायस	© Glynis Dias
प्रकाशन क्र. : 01	Publications No.: 01
प्रकाशक : व्हॅली पब्लिकेशन्स, वाडें, सांगें, गोंय.	Publisher: Valley Publications, Vaddem, Sanguem - Goa.
पयली आवृत्ती : मार्च 2022	First Edition : March, 2022
मांडावळ : सुशांत नायक, कवळें, फोंडें – गोंय.	Layout: Sushant Naik, Kavlem, Ponda - Goa.
छापणावळ : बांदेकर ऑफसेट, कुडचडें	Printing: Bandeekar Offset, Curchorem
मुखचित्र : अनंत (कलानंद) बांबोळकार	Cover Page: Anant (Kalanand) Bambolkar

मोल : ₹ 120/-



ISBN_978-93-5437-929-1



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हें पुस्तक गोवा कोंकणी अकादेमीचे 'पयलो चंवर' अर्थीक पालव
येवजणे खाला छापलां.

मांछावळ

1. गांवगाथा13
2. कुमसार20
3. कर्तव्य27
4. दुस्वासी	.....34
5. तिकळें	.....43
6. रगतरीण	.....50
7. सनी	.....57
8. श्राप	.....68
9. ताका मनशांत हाडलो	.....75
10. गुपीत	.....84
11. दांतय म्हजे, ओंठय म्हजे	.....93
12. दिवो	....102
13. बेवारशी	....109

Tribes of India

Realities and Representations

Editors: Ruby Bhardwaj and Charu Kala
Editorial Advisor: Prof Swati Pal



In the Frame: A woman of Baiga Tribe from Madhya Pradesh
Photo: Hritu Pawar

The term 'tribe/tribal' is at the heart of several contentious issues of contemporary Indian society. For centuries the tribal communities have been subjected to domination and control by the outsiders and been victims of cultural genocide. As a result, their relationship with forests has been violated, their lifestyle that epitomised harmony with Nature, stands denigrated causing colossal disruption of the everyday practices. Does the process of subjugation and assimilation imply a complete disintegration of tribal practices and tradition? What are the challenges posed by modernisation, sankritisation, and globalisation on linguistic realities and its effect on tribal identity and culture? What happens when the indigenous language faces threat from the outside world? Does it succumb to the pressure and becomes extinct?

This book offers critical insights into questions that are fundamental as well as contemporary in the field of tribal research. From oral cultures and language issues to the radical aspects in tribal *Ramayanas* and *Mahabharatas*, to ethnographic studies on tribal monetary traditions, textile, and handicrafts, not to mention the chapters on literary studies of authors like Mamang Dai, Hansda Sowvendra Shekhar, and Mahasweta Devi, the book encompasses a variety of research work that is multidisciplinary, heterogeneous in scope and yet, incisive in argumentation.



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ISBN 978-93-90961-92-4



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CONTENTS

<i>Contributors</i>	vii
<i>Acknowledgements</i>	ix
<i>Foreword</i>	xi
<i>Preface</i>	xiii
<i>Introduction</i>	xvii

SECTION I

Tribal Realities: Historical and Ethnographic 1-128

1. Indigenising Virtual Currencies
Vinay Brandon 1
2. The Asur Tribe and its Role in Language Revival
Adiba Faiyaz 34
3. Subjugation of the Uncivilised: A Case Study
of Jungle Mahals
Asmita Khalkho 47
4. A Priest and a Prince: Defining Self and the Other
Vandana Madan 76
5. The Tribes of Bengal: A Colonial Perspective
Sanjukta Naskar 92

6. Tribalism, Buddhism and Pan-Indianism: The Membras of
Arunachal
Krishna Kumar Sharma 112

SECTION II
Tribal Representations: Textual, Oral, and Visual 129-244

7. Resistance, Performance and Cultural Labour
Srestha Bhattacharya 130
8. Popular Bengali Thriller Genre: Exploring
Tribal Cultures
Durba Mandal 146
9. Liberal Goddesses: Feminine Agency in
Tribal Hindu Mythology
Jisha Ponnachan 161
10. Nagas in the Frame
Pouriangthanliu 179
11. Voices from the Margins: Ecocritical Reading
of Mamang Dai
Sneha Sawai 194
12. Goan Tribes & Personal Narratives:
A Postcolonial Reading
Sneha Umarye 217
13. Tribal Subaltern Narrative: The Adivasi
Will Not Dance
Shubhaangi Thakur 230

Liberal Goddesses Feminine Agency in Tribal Hindu Mythology

Jisha Ponnachan

Ancient mythology, folklore, and legends have always been a part of many cultures and civilisations, and they are still considered to be the foundations of many. Most of these tales which were later published in the form of sacred texts were entrusted in the hands of the upper caste men who have interpreted and disseminated the same in a manner that not only accommodates their caste, but also favors their masculinity. The contemporary writers, seeing the need to challenge these hegemonies, often present a retelling of these epics that are more inclusive in nature. It is, therefore, not uncommon for these to be revisited and re-vised in contemporary times with hundreds of different versions differing in terms of language, region and performative traditions. Such a polyphonic nature of these epics should, therefore, not be considered as a constraint, but rather as a domain of limitless possibilities (Tharuvana, 2021).

Observed in a similar light is an oral rendering observed amongst the tribal communities of India that provide a more nuanced understanding of the epics as practised by those who are forced to live on the periphery of Indian society.

Goan Tribes & Personal Narratives A Postcolonial Reading

Sneha Umarye

The term colonialism conjures up images of the exploitation that happened for a long period in the history. In the process of colonisation, the colonisers imposed their religion, language, and other cultural and economic practices on the colonised.

Postcolonialism emerged as a response to the aftermath of western colonisation. It is a critique of western representation of culture, ethnicity and human identity after colonisation. It studies the power relationships between previously colonised cultures and people.

According to Bill Ashcroft et al., postcolonialism studied the strained cultural relations between colonisers that attacked the colonies in Africa, Asia, and the Western world. Great Britain emerged as the chief coloniser and became an imperial power by the 19th century. It gained control over one-quarter of the landmass. British believed that Great Britain was bound to rule the world. Such beliefs directly affected how the colonisers treated the colonised. Using its political and economic strength, Great Britain dominated its colonies.

The terms postcolonial or postcolonialism first appeared

Tribal Subaltern Narrative The Adivasi Will Not Dance

Shubhaangi Thakur

Antonio Gramsci coined the term subaltern so as to identify the social groups, which have been systemically excluded from the society in order to subjugate their political voices in socio-economic situations. Subaltern is very commonly used in the post-colonial context to describe the marginalised classes and groups of a society. If we extend this meaning of subaltern to the Indian context, we will see that there are many social groups which have been relegated to the precincts of the society. Among such social groups, tribals are one such marginalised community in India as they do not have access to either education or employment. Their lands on which they depend heavily for food and survival, have been snatched away from them. Additionally, because of their geographical location, the tribals in India are isolated from the mainland India. As a result of these conditions, it would be safe to say that the tribals are a subaltern community in the Indian context. Keeping the subalternity of the tribal community in mind, the present chapter will be analysing the systemic marginalisation of *Santhal* tribe as depicted in Hansda Sowvendra Shekhar's