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Sexual Harassment: A Socio Legal Issue with Special Reference to Ahmedabad City

Dimpal T Raval
Asst. Prof & Head, Department of Law, Raksha Shakti University, Ahmedabad (Gujarat) India,
Email: d.raval@rsu.ac.in, dimpiraval@yahoo.in

ABSTRACT

The status of women in later Vedic period had been down grading and enslaving through sexual discrimination. The socio-economic status of the women was decreasing day by day. Many orthodox principles were imposed upon them and they had been deprived of basic human rights and opportunities. They were treated as slaves. They had no property rights but they were treated as the property of men. Consequently the women in later Vedic period had thrown in complete darkness.

Sexual harassment is a universal problem. It ranges from rape to 'less severe' verbal abuse. It is incompatible with dignity and honour of female. The magnitude of that victim is forced to keep silence against the issue due to fear.

In my point of view, Change has to be done in the minds of the society. For better nation, we need safe and secure girls.

Women should come forward fearlessly with their problems and complaints. Police authority as well investigative authority needs to take strong step against accused. By all this endless efforts I think we will provide harassment free environment to the society.

Keywords: Sexual Harassment

Status of Implementation of ICT @ Schools scheme in Jharkhand: An Analysis

Sanjay Kumar* & Laxmidhar Behera**
* Research Scholar, Department of Education, Regional Institute of Education (NCERT), Bhubaneswar, Odisha, 751022, India
** Associate Professor, Regional Institute of Education (NCERT), Bhubaneswar, Odisha, 751022, India, Email:behera17@yahoo.co.in

ABSTRACT

The present study aimed at examining the status of ICT implementation at secondary schools in terms of infrastructure, training of the subject teacher for the effective use of ICT in secondary schools and the extent of use of ICT in classroom teaching learning process and school management. The population of the study was 27 schools of Bokaro district of Jharkhand, where ICT@ Schools Scheme has been implemented. From each block schools were selected purposively. The total number of schools selected for the study is 10. From each school, the investigators selected 1 headmaster/headmistress, 5 subject teachers (Math, Science, Language, and Social Science) and 5 students randomly. In this way the selected participants are 10 HMs, 50 subject teachers and 50 students. Interview schedule for HeadTeachers, Checklist- cum- Inventory and observation of infrastructure facilities under ICT@ Schools Scheme, Questionnaire for subject teachers, Focus group discussion for students and Case Study were used for the study. The study finds that infrastructure development is not up to the mark; even the schools have no ICT cell and ICT specialist teacher. Training programme needs to be organised to enhance the knowledge of technology and as well as use of technology. The barriers reported are poor technical and physical infrastructure of learning environment, inadequacy and inefficiency of training and support system.

Keywords: ICT@Schools Scheme, ICT resources
Theme of Defeat in R.K. Narayan Fiction

Neelam Kumari
Assistant Professor & Head, Department of English, Kisan (P.G.) College, Simbhaoli, Hapur (U.P.)
C.C.S. University, Meerut, India, Email: neel_3k@yahoo.com

ABSTRACT
Narayan teaches through his novels that defeat finds an early and easy way into life which has been cankered by quarrels and qualms. It can be checked and delayed by preserving peace and harmony. Raju and Rosie checked and delayed defeat so long as they remained in peace and harmony. No sooner had quarrels and qualms entered their domestic life, they fall flat and separate. In every novel the theme of defeat is tied to disharmony and unfaithfulness. Swaminathan, Chandran, Ramani, Krishna, Sampath, Margayya, Sriram, Raju, Vasu, Jagan, Raman, Raja, Dr. Rann, Nagaraj and Viswanathan are happy so long as they have peace and harmony in their domestic circle. And the moment disharmony enters their domestic life, defeat, begins to weave its web and ultimately they are defeated. It may be pointed out that defeat is mostly associated with disorder and disharmony.

Exploring Support for Children with Special Needs

Manpreet Kaur* & Shalini Yadava**
* Research Scholar, University School of Education, Guru Gobind Singh Indraprastha University, Sector 16, Dwarka, New Delhi 110078, India, E-mail: nagpalmanpreet7@gmail.com
** Assistant Professor, University School of Education, Guru Gobind Singh Indraprastha University, Sector 16, Dwarka, New Delhi 110078, India E-mail: shaliniy21@gmail.com

ABSTRACT
Mobile handheld devices are changing the face of education. Smartphones, tablets, notebooks provide an array of instructional scaffolding techniques that allow the users to move up the ladder of learning manifold. Assistive technology is an integral part of education for children with special needs. Technology supported tools are now an indispensable part of the learning process worldwide. In this paper, we will discuss one such influential assistive technology in the field of special education i.e., Mobile Applications popularly known as Apps. This paper attempts to find the origin, versatility of the usage and evaluation of Apps in the field of special education. Apps are categorized on the basis of Subjects like Mathematics or Languages; or on the basis of special needs like Autism, Cerebral Palsy etc. Further, a checklist overview for the evaluation of getting the right app for the right need for children with special needs is discussed.

Keywords: Mobile Applications, Special needs, Education
Are the Pre-service Teacher Education Degree Courses Preparing Teachers for Addressing the Needs of Inclusive Classrooms?

Bharti
Assistant Professor, DEGSN, NCERT, New Delhi, India, Email: tarubharti1@gmail.com

ABSTRACT
The present study is an attempt to find answer the question, how the How the teachers are being prepared for their role and responsibilities in inclusive classrooms? Are the pre-service teacher education degree programs fulfilling their roles and responsibilities towards preparing teachers for working in inclusive classrooms? Does the pre-service teacher education degree programs, require any modifications or changes for preparing teachers empowered to work in inclusive classroom? In what ways inclusive pedagogy is made a part of the pre-service teacher education degree programs? and to analysys the pre-service teaching training degree programmes from the lence of inclusive education to Subject teacher for teaching English, Hindi, Mathematics, Social sciences etc. after completing B.Ed. Special education teacher for talking care of special educational needs of students who have difficulty in seeing, speaking, hearing, social interaction etc, after completing B.Ed. special education and Physical education teacher after completing Bachelor in Physical Education (B.P.Ed). For the study 20 programs of general education, 10 programs of special education and 10 programs of physical education.

Globalization and Education

Shah Jalpa Rajendrakumar
M.Phil. Scholar, Department of Education, Gujarat University, Gujarat, India, Ahmedabad
E-mail:jrshah1982@gmail.com

ABSTRACT
Globalisation refers to the accelerated international flow of goods, capital, and labour, services and information which have occurred in response to improved transport, the seemingly limitless revolution in communication technologies and the deregulatory policies/restructuring adopted in many countries during the past two decades. The process of restructuring has made the nations to liberalise and then privatize and Globalise (LPG) during the last two decades. These structural reforms are mainly related to trade, industry, financial, fiscal and agriculture sectors. These reforms have shown tremendous impact on economic growth, education and training. Some developing countries have experienced rapid economic growth such as Japan, South Korea and Hong Kong and Taiwan, Thailand, Indonesia, Malaysia and China experienced very rapid growth of development and employment last decade. As usual, we live in an unequal world. The income gap between poor and rich is growing, nationally and internationally. But while income is perhaps the most visible manifestation of inequality and poverty the most visible form of deprivation, the less visible disparities in education are reinforcing both inequality and poverty. The poorest countries and the poorest people are those with the least access to educational opportunity. In future, the linkages between education and other forms of deprivation will further increase. Primary school in rural sub-Saharan Africa or South Asia on the one hand and industrialized countries on the other capture some of the dimensions of global inequality in education. These are strengthened by globalization, technological changes, and the communications revolution. Thus Globalisation has created a phobia in developing countries. In the above context, to understand more deeply and clearly the dilemmas and benefits of Globalisation, to choose right kind of educational planning and policies an International Intellectual discourse in necessary.

Keywords: Education, Globalization
Promoting Excellence: Indian Perspectives

Zaffar Ahmad Nadaf & Usma Nazir
Research Scholars Aligarh Muslim University, Aligarh, U.P, India, Email: zanadaf.amu@gmail.com

ABSTRACT
Quality is essentially the product of adequate investment of capital, talent and hard work. Quality is not a destination; it is a continuous journey. With globalization and the nation moving towards implementation of the provisions of GATS, our education sector has no other way than to adopt the mantra of quality for its survival. The momentous developments and rapid advances in the field of education and training of teachers and the revolutionary changes in the modes of imparting and receiving instructions pose multitudes of challenges for the teacher educators and institutions. A teacher in an information society and technological age must have commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. The paper is qualitative in nature and the Researchers have made an extensive study of the related articles, journals and books only to explore how excellence can be achieved in teacher education.

Keywords: Excellence, teacher education, quality

A Study of Secondary Level Teachers in Relation to their Stress and Teaching Effectiveness

Harendra Singh* & Ganga Das Singh**
* Professor & Principal, R.N. (P.G.) Institute of Modern Management Education & Research Center, C.C.S. University, Meerut (U.P.) India, Email: harendra_2k@yahoo.com
** Research Scholar, Department of Education, Mewar University, Chittorgarh, Rajasthan, India

ABSTRACT
The study of teachers in relation to their stress and teaching effectiveness is really seems to be very useful due to the fact that teaching. Objective of this study is A study of secondary level teachers in relation to their stress and teaching effectiveness and hypothesis is there is no relation between stress and teaching effectiveness. This study is delimited to teachers of secondary schools situated in Meerut region. In the present study a sample 200 adolescents of 13 to 18 years of age (100 Girls & 100 Boys) of Meerut city were selected, children of the class IX & X standard of working and non-working mothers. Researcher has concluded that the stress of a teacher is not significantly related any dimension of teaching effectiveness.

Keywords: Stress & Teaching Effectiveness
प्राथमिक शिक्षा के सार्वजनिककरण में समावेशी शिक्षा की भूमिका : आवश्यकता और प्रयास

अनिवेश गुप्ता
बिभागाध्यक्ष, शिक्षा विभाग, एचआईएमएसटी, ग्रेटर नोएडा, भारत Email: agniveshguptaphd@gmail.com

सारांश
प्रस्तुत शोध न्याय में, प्राथमिक शिक्षा को सार्वजनिक बनाने में समावेशी शिक्षा की भूमिका एवं इसमें व्याप्त समस्याओं पर प्रकाश दाला गया है। जिसके अन्तर्गत 6-14 वर्ष के सभी बालकों को शारीरिक, मानसिक, संबंधित तथा सामाजिक-आर्थिक विभिन्नताओं होने के बावजूद प्राथमिक शिक्षा को अनिवार्यतः पूरा करने का लक्ष्य सरकार ने रखा है। समावेशी शिक्षा को सफल बनाने के लिए विभिन्न शिक्षण-आर्थिक प्रक्रिया एवं प्रामाणिक कदम-कदम प्रबन्ध की अवश्यकता है। क्योंकि विभिन्न विभागों के गुणों की विभिन्नताओं तथा विशिष्टताओं को देखते हुए शिक्षक अपनी शिक्षण-आर्थिक प्रक्रिया में परिवर्तन ला सकता है। ताकि कदम-कदम में विभिन्न शिक्षण पहलों का प्रयोग करके प्राथमिक शिक्षा के सार्वजनिककरण के तत्त्व बालकों को गृहणकता युग में शिक्षा मिल सके। इस पर भारतीय विकास एवं वृद्धि के लिए आवश्यक ही नहीं बल्कि अनिवार्य है।

अलगावाद और मुस्लिम लीग

योगेश कुमार
शोध छात्र, इतिहास विभाग, चौर चरण सिंह विश्वविद्यालय, मेघ (30901) भारत Email: yogeshmoral84@gmail.com

सारांश
भारत में अलगावाद का अभिप्राय प्रायः आदुनिक काल में ब्रिटिश शासन के दौरान विकसित हुए उन प्रयासों से लिया जाता है, जिनका आधार धार्मिक अंधकार एवं प्रारंभिक स्तर पर सीमित महत्व वाला था। यह भी ध्यान देना आवश्यक है कि इन धार्मिक आचारों का निर्माण मुख्यतः राजनीतिक स्तरों पर किया गया था।

सामाजिक स्तर पर एक समान दुर्दशा वाले समूह ब्रिटिश शासन के दौरान एक दूसरे से इतने अधिक दूर होते हुए कि अंततः हिन्दू व मुस्लिम आबादी के आधार पर विभाजन की बात होने लगी। विभाजन हुआ भी और अलगावाद के सबसे अखंड भारत में से पाकिस्तान रूपी जीवन को अलग कर दिया। भारत के राष्ट्रीय आंदोलन में उदारीय, उत्कृष्ट और वर्तमानी गतिविधियों का प्रभाव प्राय: विवश्युद्ध के लम्बाई तक रहा।

गांधी युग में ये प्रकृतियाँ विशिष्ट और प्राथमिक रूप से मानवीय नहीं रह गई थी। परन्तु मुस्लिम सांप्रदायिकता और उससे उपजी अलगावाद का माध्यम समूह राष्ट्रीय आंदोलन पर छाई रही। इस माध्यम ने अंततः: दशा का विभाजन भी कर दिया। अंतिम ने अलगावाद को बढ़ाने में कोई कसर नहीं छोड़ी। मुख्य रूप से मुस्लिम लीग के निर्माण के माध्यम से अंतगों ने राष्ट्रवाद की भावना का विशेष विकास किया और अंततः: भारत का विभाजन कराया। प्रस्तुत शोध पत्र में अलगावाद में मुस्लिम लीग की भूमिका का अध्ययन किया गया है।
महामना पं 0 मदन मोहन मालवीय एवं पं 0 श्रीराम शर्मा आचार्य के विचार का भारतीय शिक्षा में योगदान

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प्रवक्ता, बाबा बंशीदर बालिका महाविद्यालय, निसुरूला, दुलर्देशर (उड़ान) भारत Email: madhumoral99@gmail.com

सारांश
पं 0 मदन मोहन मालवीय भारतीय संस्कृति साहित्य और राज्य के उन नायकों में से एक थे, जिन्होंने कोई पुस्तक नहीं लिखी, कोई ग्रंथ नहीं रचा, किन्तु विवेक शिक्षा जगत के सामने एक ऐसी शिक्षा का व्यवहारिक रूप प्रस्तुत किया, जिससे विभिन्न ज्ञान क्षेत्रों में पुस्तकें लिखने की प्रेरणा मिल सकती है। भारतीय संस्कृति की सुदृढ़ नीति पर आधारित उनका शिक्षा दर्शन पाश्चात्य शिक्षाशास्त्रों के भित्ति का कोरा अनुकरण होकर आपनी मौलिक विशेषणों से मिलकर है। जबकि पं 0 श्रीराम आचार्य ऐसे आध्यात्मवादी विचारक थे जिन्होंने वर्तमान आवश्यकता को देखते हुए आयुर्वेद एवं शिक्षा का सम्बन्ध कर गुण निर्माण योजना का प्रयास किया तथा उनके प्रयास से आज हम देख संस्कृति विश्वविद्यालय के रूप में देख पड़े हैं। संकेत में, पं 0 श्रीराम शर्मा आचार्य का पं 0 मदन मोहन मालवीय जी का शिक्षा दर्शन पुस्तक शिक्षा दर्शन का पुनर्विकासकरण नहीं है। वह परम्परा और आधुनिकता, विज्ञान और आयुर्वेद, पूर्व और पश्चिम का एकीकृत और प्रगतिशील सम्बन्ध है जिसका अथवा और प्रगतिशील सम्बन्ध है जिसका अथवा और कार्यकर्म मानव–समाज, समस्त और संस्कृति का स्वयंभू संविधान की ओर ले जाने में सक्षम है। भारत में राष्ट्रीय रूप से शिक्षित नीति के निर्माण में भी इस अथवा में सहायता मिल सकती है। बालकों की संस्कृति शालाओं, लोक शिक्षा की अवधारणा और इसके लिए प्रस्तावित संरचनाएं अपने अप में मौलिक विचार हैं। इससे राष्ट्रीय नीति का अभिव्यक्ति संगठक यदि बना दिया जाये तो राष्ट्र के भविष्य को नयी विश्व द्रा की जा सकती है।

सोन्दर्य और सोन्दर्य बोध

सचिना
ए.पी.एस. कॉलेज ऑफ एजुकेशन, जुलौस, जसपुरा, मेरठ (उड़ान) भारत Email: drsavitarana9@gmail.com

सारांश
मानव हमेशा से सोन्दर्यप्रिय रहा, उसका मन सुन्दरता की खोज में लगा रहता है। इसी सोन्दर्यभूषणी दृष्टि के कारण विचार ने प्रकृति प्रताप पत्तावरुण आदि को भी सुन्दर मूर्ति–आकार में परस्परत है। सुन्दर महलों, मनहों, मनियों, उद्यान आदि के माध्यम से मनुष्य की सोन्दर्यभूषणी दृष्टि का अवलोकन किया जा सकता है। यथायथ संसार में चारे आदि सोन्दर्य राशि फैली हुई है, लेकिन उसकी सिद्धता मानव–समाज पर ही निर्भर होती है। विचारणीय यह है कि 'सोन्दर्य' का उपस्थिति विचार में है, वस्तु में है, दोनों में हैं, या यह! सोन्दर्य को आनंदक र बाहरी समस्याओं से दर्शाया जा सकता है? सोन्दर्य विचार के अन्य से ही होता तब बाहरी सोन्दर्य का महत्व कम होता है और यदि बाहरी सोन्दर्य को प्रथमीकरण दी जाती तब ऐसी स्थिति में मानवीय गुणों में कमी आती है। यदि उपादानों का सोन्दर्य बोध से अलग असंतुलित होता तो उन्होंने के माध्यम से सोन्दर्य–ज्ञान हो सकता था। सोन्दर्य का अवलोकन— सुन्दर वस्तु, सुन्दर सीता, सुन्दर विचार, सुन्दर हाव–भाव, सुन्दर क्रियाकलाप, व्यवस्थाहृदि, आदि में किया जा सकता है। सोन्दर्यबोध का विषय शब्दों में समेट पाना असम्भव है। सर्वम, शिवम, सुन्दरम निर्माणमक रूप में निरंतर है। जिसे प्रसन्नता–परमाणु में कहते हैं। वास्तव में सोन्दर्य बोध एक प्रेण है, जीवन और जीवन के जीवन का आधार है। जीवन के अथ से इसे तक सोन्दर्य का प्रमाण है जो जीवन के जीवन रस में डूबता है और जीवन की कला और प्रेरणा देता है।
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