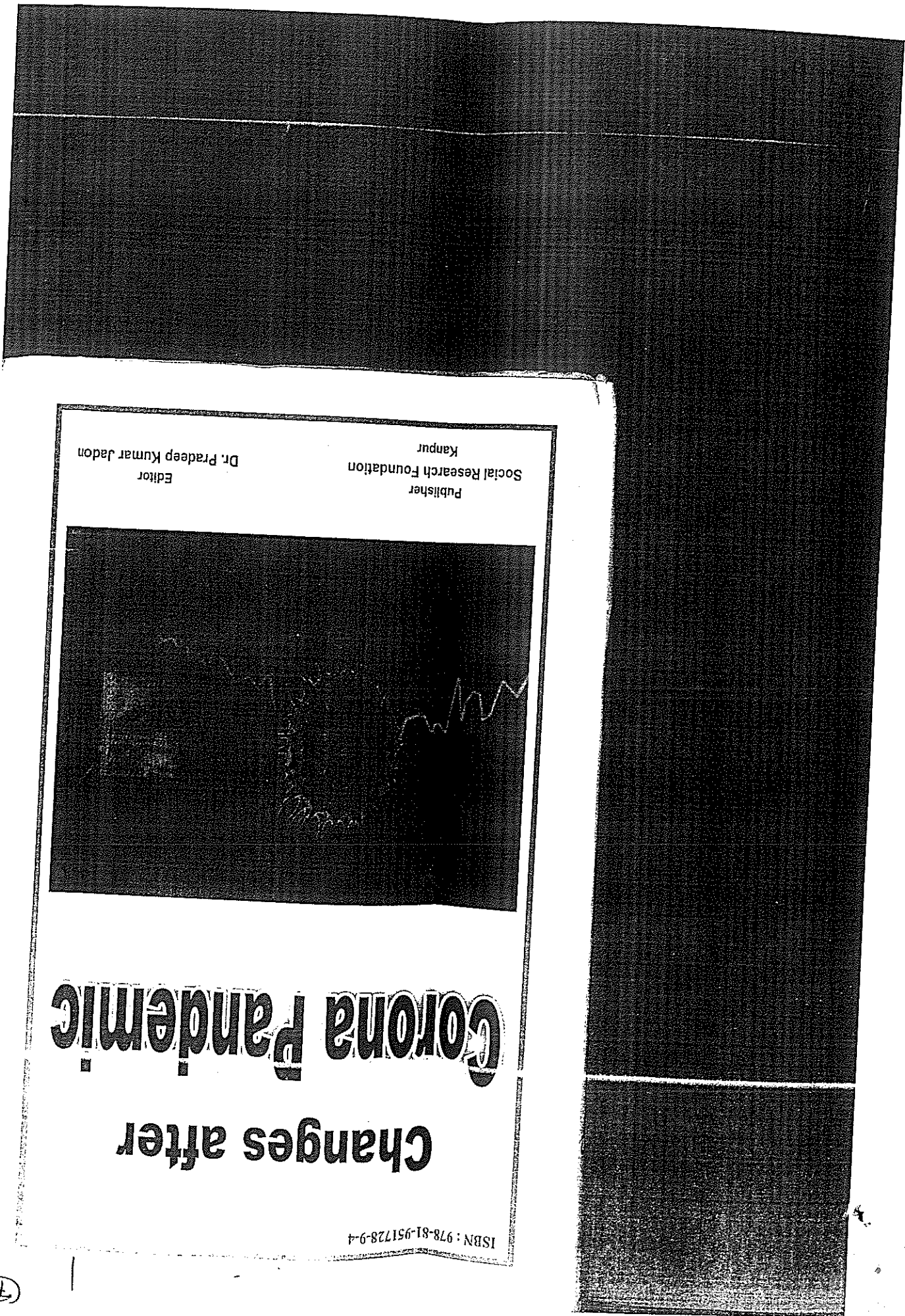
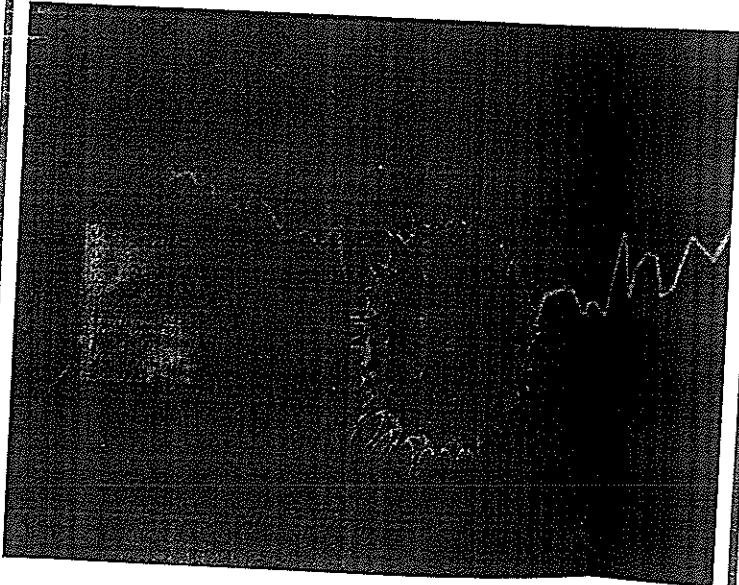


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Corona Pandemic

Changes after

ISBN : 978-81-951728-9-4

53-62	7.	कोविड-19 के संदर्भ में शिक्षा एवं रोजगार डॉ० मनमोहन प्रकाश शीतलवाड़ा एवं डॉ० सुरेश टी. शिलार, इन्दीरा, मध्य प्रदेश	भारत	Impact of COVID-19 on Employment	Dr Rahul Kumar Mishra, Lucknow, U.P., India	70-73	9.	Role of Media during Covid -19 Amrita Kumari & Arti Sharma, Kaladera, Jaipur, Rajasthan, India	74-78	10.	Impact of Covid-19 on Various Sectors Hans Raj Parhar, Taranagar, Rajasthan, India	79-85	11.	Corona Virus-the New Normal; Is It? Bismah Chowdhary, Jammu & Kashmir, India	86-92	12.	Corona Pandemic in Terms of Education and Marxist Feminism Dr. Reshma Devi, Saharanpur, Uttar Pradesh, India	93-94	13.	बिहारक महामारी कोविड-19 के दौरान बच्ची में शैक्षिक गुणवत्ता नामा एक सुनीती श्रीमा शर्मा, दारवाज, बदायूँ, उ० प्र०
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**Corona Pandemic in Terms of
Education and Marxist
Feminism**

Reshma Devi
Assistant Professor
Dept. of English
J.V. Jain College
Saharanpur, U.P., India

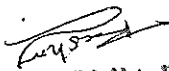
Abstract

Whole of the world is affected by the pandemic of Covid-19 in one way or another. The education system is also changed thoroughly after this calamity. Although, all the sections of education system are affected, but this pandemic has the worst effect on the education of women. It is very important to educate the women of society because an appropriate education will help them to eradicate so many social evils like child marriage, female foeticide and exploitation at work places. The Marxist Feminists also pointed out the importance of women's work. The present paper is an attempt to point out the fact that in the field of feminist economics, the social reproduction has great importance.

Keywords: Education, Changes, Marxist Feminism, Social Reproduction, Pandemic.

Introduction

The outbreak of Covid-19 has led to so many changes in all the spheres of life. This pandemic has affected badly



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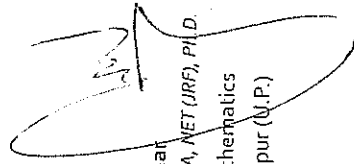
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The book Mathematics Practical Using Scilab: For B.Sc. Practical-I for year students as per New Education Policy 2020, in your hands take for journey of mathematics with computation. The book is designed to undertake graphical representation of mathematical functions. I personally enjoy Scilab, and I to enjoy it too. The first and foremost goal to write this book is to get started with Scilab quickly and pleasantly from base.

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Since 2000 I have been aware of MATLAB, a MATrix LABoratory software package which has been used in Science Engineering and Statistical research. Although MATLAB is a good software package but it is quite expensive, only higher research institutes can practically afford it. Due to its high cost, it is not feasible to purchase in colleges. Scilab is the best replacement for Matlab. The main factor is that Scilab is a free software package. Also the best thing I have felt that it is available on cloud computing also, which can be accessed through any internet browser on any type of device such as laptop, desktop, tablet or on android cell phones. So students can execute programs on their smartphones through Scilab.

The first version of Scilab was released on Jan 2, 1994 under an open source license. Nowadays we are using the latest version 6.1.1, of Scilab which has a lot of features as in MATLAB. FOSSEE (Free/Libre and Open Source Software for Education) project promotes the use of FLOSS tools in academia and research. The FOSSEE project is part of the National Mission on Education through Information and Communication Technology (ICT), Ministry of Education (MoE), Government of India. Scilab is also the project which is promoted by FOSSEE.

This book comprises seven chapters. Chapter one introduces the Scilab package tour, history and how to install. The second chapter explains the working and understanding of the Scilab console and its menu system. The chapter 3 naming Computation comprises Matrix and functions operations using the array system of Scilab. Chapter 4 introduces the Editor/SciNote and its menu system and also defines programming basics with Scilab. Graphical representation of the convergence of sequence and series are described with the help of examples in chapter 5. Chapter 6 deals with the algebra and 2D-plotting of functions. The last chapter 7 focuses on parametric curves, trigonometry and hyperbolic functions.

New Education Policy-2020

Edited By
Dr. Manmohan Gupta



ISBN: 978-81-911-111-1

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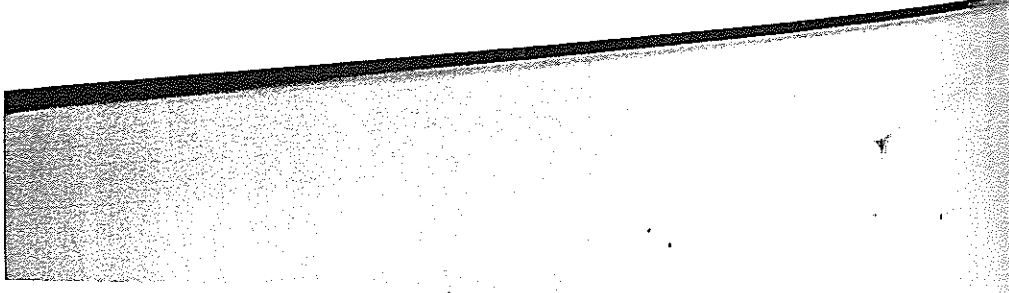
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3





Status of Teacher Education in NEP-2020

Dr. Shubhra Chaturvedi¹

*Associate Professor, Department of Teacher Education,
J.V. Jain College Saharanpur, U.P.*

Seeking to completely overhaul India's education system, the Union Ministry of Education, formerly known as the Human Resource Development Ministry, introduced the **National Education Policy-2020**. The set of reforms encompasses a whole range of ideas and promises, from vocational education through schools to higher studies.

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the **Right of Children to Free and Compulsory Education Act 2009** which laid down legal underpinnings for achieving universal elementary education.

Evolution of Education Policy in India

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. Education Commission (1964-66) under Dr D. S. Kothari
4. National Policy on Education, 1968
5. 42nd Constitutional Amendment, 1976- Education in Concurrent List
6. National Policy on Education (NPE), 1986
7. NPE 1986 Modified in 1992 (Programme of Action, 1992)
8. S.R. Subrahmanyam Committee Report (May 27, 2016)
9. K. Kasturirangan Committee Report (May 31, 2019)

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was

teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

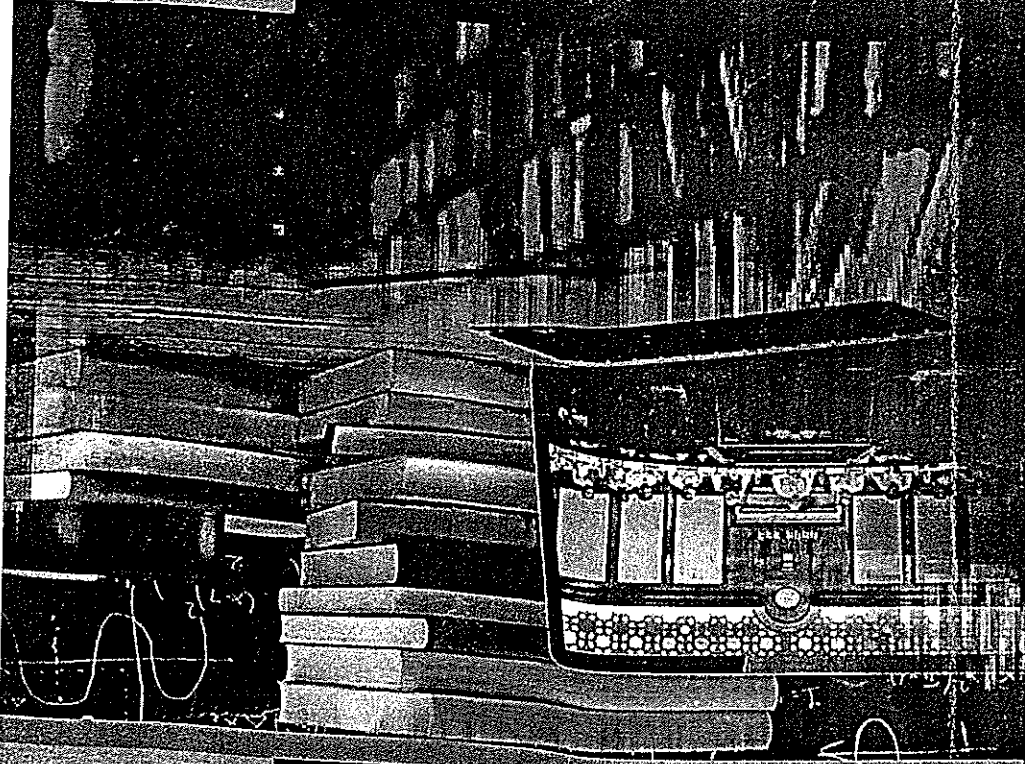
Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

The National Council for Teacher Education was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, regulation of standards and norms of teacher education system. In the past, NCTE has taken various measures for gradual improvement in its functioning and improvement in the teacher education system, e-governance system has been introduced by offering online application and facilitating online payment of fee. Proper Management Information System (MIS) has been developed to streamline the validation process, the National Curriculum Framework for Teacher Education has been formulated keeping in mind the NCF, 2005 guidelines; various other quality control mechanisms have been devised including restructuring of four teams, periodic monitoring of teacher education institutes and termination of accreditation of institutions which do not conform to the standards and norms set by the NCTE.

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling



Edited By
Dr. Manmohan Gupta



Policy-2020

New Education

ISBN: 978-81-958108-0-5

Higher Education is tertiary Education leading to award of an academic degree. It is considered as an optional final stage of formal learning sought after Higher Secondary Education. But Higher Education in India faces problems ranging from income and gender disparities in enrolment, to poor quality of faculty and teaching and even to a general lack of motivation and interest along with lack of skills amongst students leading to unemployed graduates. Efforts are being made since 2020 is destined towards bringing transformation in Higher Education System so that it may produce self-sufficient and socially efficient generation. Major changes as recommended in NEP 2020 include large multidisciplinary universities and colleges with at least one in or near every district, moving towards faculty and institutional autonomy, reworking curriculum, pedagogy, assessment and student support. Appointments and career progression based on teaching, research and service and establishment of National research foundation. Regulation and governance of Higher Education institutions will be done by high qualified independent boards. Light but tight regulation by single regulator for higher education is recommended in the form of Higher Education Commission of India. Other outstanding reforms are in the field of increase access, equity and inclusion through range of measures including outstanding public education, scholarships by private philanthropic universities for disadvantaged and underprivileged students, online education, open distance learning extra. New

Abstract

Dr. Neeta Kaushik¹, Dr. Yogendra Kumar Sharma²
Associate Professor, Deptt. Ag. Chemistry, G.M.V. Rampurmaniharan
Associate Professor, Deptt. Teacher Education, J.V. Jain College Saharanpur.

National Education Policy-2020: Towards Ameliorating Higher Education

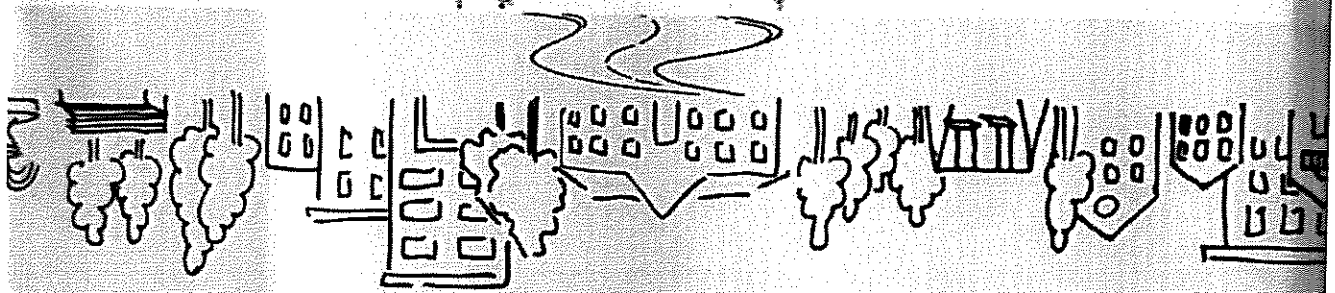


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Published by Rakesh Kumar Yadav for Adhyayan Publishers & Distributors, Laser Typesetting at Pravin Kumar Yadav and Printed at Research Press India, New Delhi.

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© Editor
First Edition : 2021
ISBN : 978-93-91943-42-4

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Published by
ADHYAYAN PUBLISHERS & DISTRIBUTORS
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Importance and Contribution of Judicial Review With Reference To The Indian Constitution

Dr. Manisha Saini* Km. AtulVerma *

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ABSTRACT

Such state where the supreme law has divide the power of separation, there the three organs of the states, the legislature, the executive, the judiciary, acts under their jurisdiction. But sometimes, where an organ of the government acts outside the limits of its jurisdiction or commits any acts by which the supreme law of the state is violated or infringed. So to control such infringement or violation, the supreme law in an independent and impartial manner. If seen from the India. The whole nation governed by the Indian constitution. If the parliament of India makes any law or done any act which is against the constitution, then the Indian judiciary control that acts through judicial review. The concept of judicial review is derived from the U. S. constitution. But the Indian judiciary has proved by expressing judicial review in its decisions from time to time through article 13, article 32, and article 226, that even though judicial review is not directly define in the constitution, but judicial review is an integral part of the basic structure of the Indian constitution, which cannot be destroyed.

Keywords:- Basic structure, Fundamental Rights, Article 13, Article 32 and 226

Introduction

Judicial review refers to the power conferred on the court by the constitution. The power by which the court is to observe the laws made by the legislature, the order made by the executive

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द्वितीयक 'साक्षात्' विद्यालय
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डॉ. अमर कुमार
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शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य
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इस पुस्तक को सर्वाधिकार सुरक्षित है। प्रकाशक की लिखित अनुमति के बिना इसके किसी भी अंश को, भावनात्मक एवं रिकॉर्डिंग सहित इलेक्ट्रॉनिक अथवा मशीनी, किसी भी माध्यम से, अथवा ज्ञान के संग्रहण एवं पुनर्प्राण को प्रणाली द्वारा, किसी भी रूप में पुनरुत्पादित अथवा संचारित-प्रसारित नहीं किया जा सकता।

I.S.B.N.: 978-93-89621-07-5

लेखक	: डॉ. धमेन्द्र कुमार
प्रकाशक	: साहित्य रत्नालय
संस्करण	: 2021
सर्वाधिकार	: सुरक्षित
शब्द सज्जा	: अम्बुज ग्रॉफिक्स, कानपुर
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प्राक्कथन

'राष्ट्रीय शिक्षक शिक्षा परिषद' द्वारा शिक्षक शिक्षा वी.एड. के पाठ्यक्रम को सुगुन्त करने के उद्देश्य से देश के समस्त विश्वविद्यालयों में द्विवर्षीय पाठ्यक्रम को संस्तुति की गयी है जिसे मत्र 2015-16 से लागू कर दिया गया है। प्रस्तुत पुस्तक शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य (Sociological Perspectives of Education) मुख्यतः 'उत्पत्ति शार्डू जो महाराज विरसविद्यालय' कानपुर के शिक्षा स्नातक (वी.एड.) के सत्र 2015 से प्रभावी नवीनतम द्विवर्षीय पाठ्यक्रम के प्रथम वर्ष के द्वितीय प्रश्न-पत्र पर आधारित है।

पाठ्यक्रमानुसार प्रस्तुत पुस्तक में समस्त विषय वस्तु पाँच इकाइयों एवं उनका उप इकाइयों में समाहित है। प्रथम इकाई में शिक्षा के समाजशास्त्रीय आधार, नव सामाजिक व्यवस्था, भारतीय समाज में विकासोन्मुख रूढ़ान, सामाजिक विविधता, शास्त्रपूर्ण एवं सम्भवेत रहने के लिए विविधता में एकता स्थापित करना, धर्मनिरपेक्षता एवं शिक्षा, आर्थिक विकास के साधन के रूप में शिक्षा, शिक्षा एवं सामाजिक परिवर्तन, संस्कृति एवं शिक्षा आदि पर विस्तृत प्रकाश डाला गया है।

द्वितीय इकाई के अंतर्गत भारतीय संविधान तथा राज्य के नीति निर्देशक तत्व, नूतन अधिकार एवं कर्तव्य, भारतीय संविधान में शिक्षा सचचर्या प्रावधान, शिक्षा और लोकतंत्र से जुड़े मुद्दों पर चर्चा की गयी है।

तृतीय इकाई में शैक्षिक अवसरों की समानता, शिक्षा के सार्वभौमिकरण में बाधक असमानता, विभेदीकरण एवं सामाजिकरण से सम्बन्धित मुद्दे एवं अवधारणार्थ, निरक्षरता उन्मूलन के लिए अग्रगण्य गये साधनों में दूरस्थ शिक्षा सतत् शिक्षा, सामाजिक, सांस्कृतिक एवं आर्थिक रूप से वंचितों के लिए शिक्षा, जनसंख्या शिक्षा, शिक्षा के माध्यम से महिला सशक्तिकरण, समावेशी शिक्षा की अवधारणा जैसे च्चलता एवं समासमायिक विषयों पर विस्तृत विवरण प्रस्तुत किया गया है।

पुस्तक की चौथी इकाई राष्ट्रीय एवं भावनात्मक एकता, अन्तर्राष्ट्रीय अवबोध एवं भूपण्डलीकरण, विद्यालय को समाज से जोड़ने में शिक्षक की भूमिका पर विशेष रूप से प्रकाश डालती है।

पाँचवीं एवं अन्तिम इकाई में वर्तमान समय में शैक्षिक क्षेत्र से जुड़े बदलाव यथा- शिक्षा का अधिकार, सर्वशिक्षा अभियान, सार्वजनिक शिक्षा हेतु नीतिगत ढँचा तथा नवीन कल्याणकारी कार्यक्रमों के अन्तर्गत राष्ट्रीय साक्षरता मिशन, मध्याह्न भोजन योजना, समान विद्यालय प्रणाली, कस्तूरीबा गार्धी वार्तिका विद्यालय और आश्रम पद्धति, विद्यालय, पर विस्तृत विषय-वस्तु प्रस्तुत की गयी है।

इस पुस्तक के संपादक सुरक्षित हैं। प्रकाशक की लिखित अनुमति के बिना इसके किसी भी अंश को, फोटोकॉपी एवं रिकॉर्डिंग सहित इलेक्ट्रॉनिक अथवा मशीनी, किसी भी माध्यम से, अथवा ज्ञान के संग्रहण एवं पुनर्प्रयोग की प्रणाली द्वारा, किसी भी रूप में पुनरुत्पादित अथवा संचारित-प्रसारित नहीं किया जा सकता।

I.S.B.N. : 978-93-89621-07-5

पुस्तक : शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य

लेखक : डॉ. धमेन्द्र कुमार

प्रकाशक : साहित्य रत्नालय

संस्करण : 2021

सर्वाधिकार : सुरक्षित

शब्द सज्जा : अम्बुज ग्रॉफिक्स, कानपुर

मुद्रण : अजित ऑफसेट, रामबाग, कानपुर

मूल्य : ₹ 260.00

SHIKSHA KE SAMAJSHASTRIYA PARIPREKSHYA

Written by : Dr. Dharmendra Kumar

Price : Two Hundred Sixty Only

प्राक्कथन

'राष्ट्रीय शिक्षक शिक्षा परिषद' द्वारा शिक्षक शिक्षा बी.एड. के पाठ्यक्रम को गंभीरता के साथ देश के समस्त विश्वविद्यालयों में द्विवर्षीय पाठ्यक्रम की संस्तुति की गयी है जिसे मंत्र 2015-16 से लागू कर दिया गया है। प्रस्तुत पुस्तक शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य (Sociological Perspectives of Education) मुख्यतः 'छत्रपति शाहू जी महाराज विश्वविद्यालय' कानपुर के शिक्षा स्नातक (बी.एड.) के सत्र 2015 से प्रभावों नवीनतम द्विवर्षीय पाठ्यक्रम के प्रथम वर्ष के द्वितीय प्रश्न-पत्र पर आधारित है।

पाठ्यक्रमानुसार प्रस्तुत पुस्तक में समस्त विषय वस्तु पाँच इकाइयों एवं उनको उप इकाइयों में समहित है। प्रथम इकाई में शिक्षा के समाजशास्त्रीय आधार, नव सामाजिक व्यवस्था, भारतीय समाज में विकासोन्मुख रूढ़ान, सामाजिक विविधता, शान्तिपूर्ण एवं समवेत रहने के लिए विविधता में एकता स्थापित करना, धर्मनिरपेक्षता एवं शिक्षा, आर्थिक विकास के साधन के रूप में शिक्षा, शिक्षा एवं सामाजिक परिवर्तन, संस्कृति एवं शिक्षा आदि पर विस्तृत प्रकाश डाला गया है।

द्वितीय इकाई के अंतर्गत भारतीय संविधान तथा राज्य के नीति निर्देशक तत्त्व, मूल अधिकार एवं कर्तव्य, भारतीय संविधान में शिक्षा सम्बन्धी प्रावधान, शिक्षा और लोकतंत्र से जुड़े मुद्दों पर चर्चा की गयी है।

तृतीय इकाई में शैक्षिक अवसरों की समाप्ता, शिक्षा के सर्वभौमिकरण में बाधक असमानता, विभेदीकरण एवं सीमान्तीकरण से सम्बन्धित मुद्दे एवं अवधारणाएँ, निरक्षरता उन्मूलन के लिए अपनाये गये साधनों में दूरस्थ शिक्षा सतत शिक्षा, सामाजिक, सांस्कृतिक एवं आर्थिक रूप से वंचितों के लिए शिक्षा, जनसंख्या शिक्षा, शिक्षा के माध्यम से महिला सशक्तिकरण, समावेशी शिक्षा की अवधारणा जैसे ज्वलन्त एवं समसामयिक विषयों पर विस्तृत विवरण प्रस्तुत किया गया है।

पुस्तक की चौथी इकाई राष्ट्रीय एवं भावात्मक एकता, अन्तर्राष्ट्रीय अवबोध एवं भूषणकारण, विद्यालय को समाज से जोड़ने में शिक्षक की भूमिका पर विशेष रूप से प्रकाश डालती है।

पाँचवीं एवं अन्तिम इकाई में वर्तमान समय में शैक्षिक क्षेत्र से जुड़े बदलाव यथा- शिक्षा का अधिकार, सर्वशिक्षा अभियान, सार्वजनिक शिक्षा हेतु नीतिगत ढाँचा तथा नवीन कल्याणकारी कार्यक्रमों के अन्तर्गत राष्ट्रीय साक्षरता मिशन, मध्यम-मध्यम उच्च शिक्षा, समान विद्यालय प्रणाली, कस्तूरबा गाँधी बालिका विद्यालय और आश्रम पद्धति, विद्यालय, पर विस्तृत विषय-वस्तु प्रस्तुत की गयी है।

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(Kasturba Gandhi Balika Vidyalaya)

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शिक्षा के समाजशास्त्रीय आधार (Sociological Basis of Education)

मनुष्य एक सामाजिक प्राणी है और शिक्षा एक सामाजिक प्रक्रिया। शिक्षा प्राप्त करने के लिए व्यक्ति को प्रत्यक्ष या अप्रत्यक्ष रूप से अन्य व्यक्तियों के सम्पर्क में आना ही पड़ता है। यह उपस्थिति शिक्षक के रूप में प्रत्यक्ष हो सकती है अथवा पुस्तक के रूप में अन्य व्यक्तियों के विचार अप्रत्यक्ष रूप से शिक्षा की प्राप्ति में सहायक होते हैं। इस प्रकार हम देखते हैं कि शिक्षा प्राप्त करने के लिए व्यक्ति को प्रत्यक्ष अथवा अप्रत्यक्ष रूप से दूसरे व्यक्तियों के सम्पर्क में आना ही पड़ता है। इसीलिए शिक्षा को सामाजिक प्रक्रिया कहा जाता है।

मानव जीवन की अनेक भौतिक आवश्यकताएँ होती हैं जिनकी पूर्ति वह समाज में रहकर करता है। समाज अपनी आवश्यकतानुसार अपने सदस्यों को कर्तव्यों का ज्ञान करने के लिए शिक्षा को समुचित व्यवस्था करता है। समाज अपनी संस्कृति, परम्पराओं तथा प्रथाओं को सुरक्षित रखने के लिए अपने सदस्यों को शिक्षित करना अपना पुनीत कर्तव्य समझता है।

समाजशास्त्र का अर्थ एवं परिभाषा

(Meaning and Definition of Sociology)

'समाजशास्त्र' अंग्रेजी के 'सोशियोलॉजी' (Sociology) का हिन्दी रूपान्तर है जो 'सोशियस' (Socius) तथा 'लोगस' (Logos) दो शब्दों से मिलकर बना है। 'सोशियस' लैटिन भाषा का शब्द है जिसका अर्थ है 'समाज' तथा 'लोगस' ग्रीक भाषा का शब्द है जिसका अर्थ है 'विज्ञान'। इस प्रकार 'समाजशास्त्र' का शाब्दिक अर्थ 'समाज का शास्त्र' या 'समाज का विज्ञान' है। 'Sociology' शब्द का प्रयोग सर्वप्रथम फ्रांसीसी दार्शनिक ऑगस्ट कॉम्टे (August Comte) ने 1837 में अपने एक व्याख्यान के दौरान किया। समाजशास्त्र से उनका तात्पर्य व्यक्ति व समाज के मध्य सम्बन्धों के अध्ययन में वैज्ञानिक विधियों का प्रयोग करने से था। काटे के अतिरिक्त स्पेन्सर (Herbert Spencer), दुर्खीम (Durkheim) फ्रेडरिक लीप्ले (Fredric Leplay), मूर (Moore), मैकाइवर (Maciver) आदि का समाजशास्त्र के विकास में विशेष योगदान है।

समाजशास्त्र के अर्थ को स्पष्ट करने हेतु अनेक परिभाषायें दी गयी हैं जिनमें निम्न छः भागों में बाटा जा सकता है-

1. "Sociology is the science of society."

"समाजशास्त्र समाज का विज्ञान है।"

काटे, वार्ड, ब्लैकमर तथा विल्मिन गिडिंग्स आदि समाजशास्त्री इस परिभाषा के समर्थक हैं।

2. "Sociology is the study of social relationship."

"समाजशास्त्र समाज संबंधों का अध्ययन है।"

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Dr. Dharmendra Kumar is presently working as an Associate Professor in the Teacher Education Department at J V Jain college, Saharanpur. Previously, He served as a Permanent Faculty in the Teacher Education Department at DBS College, Kanpur from 2006 to 2013.

A Minor Research Project funded by UGC was also completed by him in the Year 2010. Besides, Eleven research papers have been published in National and peer Reviewed/Refreed Journals by him. One Article has been Published in an Edited Book and Two Articles have been Published in National Seminar Proceedings. Further, His Three Books have been Published as a co-Author. He is a Ph.D. Supervisor in CCS University, Meerut. One research scholar is pursuing Ph.D. under his guidance. Besides, He has attended one orientation Programme and Two Refreshers Courses. Three National Seven days workshops were also attended by him and he Presented 45 National and International seminars and Conferences. He has worked as an Expert in Departmental research Committee of Education Department in CCS University, Meerut and recently appointed as a member of a panel of Inspection committee for B.Ed. colleges of Saharanpur District in CCS University, Meerut.

ISBN:978-93-89621-07-5



Sahitya Ratnalaya



Publishers & Distributors

37/50, Gilish Bazar, shivala road, Kanpur-208001

Tel: (0512)-2353589, Mob: 09451544866

email: triamitabh@yahoo.co.in

web: www.sahityaratnalaya.com

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शिक्षा के मनोवैज्ञानिक परिप्रेक्ष्य (Psychological Perspectives of Education)

7

डॉ. धर्मेन्द्र कुमार
एसोसिएट प्रोफेसर
(शिक्षक शिक्षा विभाग)
जे.वी. जैन, कॉलेज,
सहारनपुर (उ.प्र.)



साहित्य रत्नालय

गिल्डिश बाजार, कानपुर

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इस पुस्तक के सर्वाधिकार सुरक्षित हैं। प्रकाशक को लिखित अनुमति के बिना इसके किसी भी अंश को, फोटोकॉपी एवं रिकॉर्डिंग सहित इलेक्ट्रॉनिक अथवा मशीनी, किसी भी माध्यम से, अथवा ज्ञान के संग्रहण एवं पुनर्प्रयोग की प्रणाली द्वारा, किसी भी रूप में पुनरुत्पादित अथवा संचारित-प्रसारित नहीं किया जा सकता।

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I.S.B.N. : 978-93-89621-10-5

पुस्तक : शिक्षा के मनोवैज्ञानिक परिप्रेक्ष्य

लेखक : डॉ. धर्मेन्द्र कुमार

प्रकाशक : साहित्य रत्नालय

संस्करण : 2021

सर्वाधिकार : सुरक्षित

शब्द सज्जा : अम्बुज ग्राफिक्स, कानपुर

मुद्रण : अजित ऑफसेट, रामबाग, कानपुर

मूल्य : ₹ 260.00

SHIKSHAKE MANOVAIGYANIK PARIPREKSHYA

Written by : Dr. Dharmendra Kumar

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Paper : III : PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Paper Objectives : To enable Pupil teachers to

- ◆ Acquire knowledge and understanding of stages of human development and their developmental tasks
- ◆ Understanding the process of children learning in the context of various theories of learning.
- ◆ Understanding intelligence, motivation, adjustment and various types of exceptional children.
- ◆ Develop skills for effective teaching learning process and use of psychological test.
- Unit I : Educational Psychology and Development of Learner.
 - Meaning, nature, scope, methods and functions of educational psychology.
 - Human development as a resultant of interaction between individual potential and external environment.
 - Role of heredity and environment on socialization process.
 - Characteristics and problems of adolescent with their needs and aspirations
 - Concept of child centered and progressive education with relevant ideas of Piaget, Kohlberg, Erikson and Vygotsky.
- Unit II : Learning and Motivation
 - Meaning and Nature of learning, laws of learning, factors for facilitating learning and teaching.
 - Learning theories – Pavlov, Skinner, Piaget and Rogers. Cognitive based learning difficulties.
 - Concept and kinds and theories of transfer of learning.
 - Nature of motivation, types, theories and techniques for enhancing motivation.
- Unit III : Teaching Learning Process
 - Role of teacher in teaching-learning process as a transmitter of knowledge, facilitator, Guide, co-learner in different psychological perspective of learning.
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इकाई (Unit) - I

शिक्षा मनोविज्ञान एवं अधिगमकर्ता का विकास
(Educational Psychology and Development of Learner)

1. शिक्षा मनोविज्ञान का अर्थ, प्रकृति एवं क्षेत्र
(Meaning, Nature and Scope of Educational Psychology)
- 1.1 शिक्षा मनोविज्ञान की विधियाँ
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Dr. Dharmendra Kumar is presently working as an Associate Professor in the Teacher Education Department at J V Jain college, Saharanpur. Previously, He served as a Permanent Faculty in the Teacher Education Department at DBS College, Kanpur from 2006 to 2013.

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ISBN:978-93-89621-10-5



9 789389 1621105



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RECENT TRENDS IN CHEMICAL & ENVIRONMENTAL SCIENCES



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Dr. Saurabh Singh

Analysis of Branded Milk Versus Pet Cow Milk for Adulterants

Vineeta, Sakshi Agarwal and Anuja Aggarwal*

J.V. Jain College, Saharanpur, (U.P.), India

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Abstract

Adulterants in food lead to different types of diseases in the human body, can be curable or not and ruined the economy and the social structure badly, hence, food quality must be ensured regularly for the presence of any adulterant. Keeping in view we aimed to monitor some of the branded milk samples supplied in Saharanpur city to compare with pet cow milk by testing for the presence of individual adulterants like water, urea, sugar, starch, glucose, detergent, borax, common salt, formalin, skim milk powder by performing the prescribed qualitative analysis. Adulterants are the foreign chemicals added in milk either to add some desired characteristic in it or sometimes as a fraudulent activity for the personal benefit of the manufacturer. These chemicals reduced the vital importance of milk and other milk products. Results concluded that there must be contamination for one or more adulterants in the sample studied. Density, pH and casein protein percentage in the milk were also estimated to ensure the quality of milk samples because adulteration change the milk composition and physical properties. No sample was indicated free from contamination except few pet cow milk. Milk quality is decided by computing percent compliance. Milk adulteration can be prevented by growing awareness among the public societies. Therefore, common people must be known about the diagnostic test for analyzing the contaminants in the milk.

Keywords : milk, casein, adulteration, compliance

Introduction

Adulterants in food lead to different types of diseases in the human body such as epidemic dropsy, glaucoma (eye disease), cardiac diseases

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Efficacy of Chitosan as an Adsorbent of Dyes of Wastewater: A Review of the Important Research Works

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J.V.Jain College, Saharanpur, U.P
Email: adhmoni@gmail.com.

Abstract

Adsorption property of many materials has been utilised fruitfully to remove the pollutants present in wastewater. Chitosan (poly- β -(1 \rightarrow 4)-2-amino-2-deoxy-D-glucose) is one amongst them. Chitosan is obtained from chitin (poly- β -(1 \rightarrow 4)-N-acetyl-D-glucosamine) which is one of the naturally abundant polymers. Chitosan can be modified by insertion of functional groups and crosslinking to produce derivatives of superior properties. There have been many studies on chitosan and chitosan derivatives as adsorbent of the dye materials present in wastewater. This review brings out some important works done on chitosan and its modified form as an adsorbent for the removal of dyes from contaminated wastewater of industries.

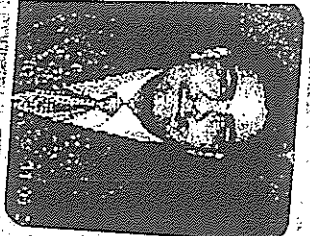
Keywords: chitosan; adsorption; dyes; wastewater; modification

Introduction

Wastewater from the industries is a major cause of environmental pollution. A lot of research has been undergoing all over the world to treat the wastewater so that it can be used again and its effect on the ecology may be minimized. Dyes and metals, which are the major pollutants present in the water, need to be separated. Dyes are difficult to be removed from polluted water due to their inert properties. Another difficulty may arise when the concentration of the dye is very low but still may cause harm to the environment. The high expenses for eliminating mir

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About the Editor



Dr. MANMOHAN GUPTA (AWARDEE EDUCATION AMBASSADOR AWARD) by Human Rights Education Innovation Received Bachelor of Education (B.Ed.) in C.D.I. college of education, Yamuna Nagar in 2010 and master of Education (M.Ed.) in M.M. college of Education, Mullana, A.P. in 2011. He had done M.A. with sociology from Chaur Singh University Meerut, U.P. and English from Shobhi University, Gurgaon, Haryana, India. He has done Ph.D. from Mewar University, Chittorgarh, Rajasthan. UGC NET in Education. He has good teaching experience in higher education.

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Publication channel: manmohangupta88@gmail.com
 Contact no: 99045335627



Digital India and Education

ISBN: 978-93-91260-48-4

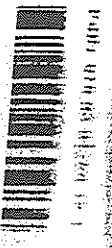
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ISBN: 978-93-91260-48-4

First Edition - 2021

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Published By:

Eureka Publications
(A Division of EnTo Tech Pvt. Ltd.)

India Office: 604, The Poorva, Pimple Saudagar, Pune, Maharashtra - 411027

Philippines Office: 9495, Bankal Street, Lopez Village, Batong Malake, Laguna, 4031, Philippines.

Malaysia Office: No 26, Jalan Pulau Indah, ul0/53 Taman Sandaran Permai, Sekayen ul0, Shah Alam 40170, Malaysia.

Bangladesh Office: 35/2, Lake Circus, Kalibagan, Dhaka, Bangladesh-1205.

Phone No: +91-9826601628
E-mail Id: info@eurekajournals.com, editor@eurekajournals.com

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Preface

The globe is currently gripped by the deadliest and most widespread pandemic it has faced in over a century. Confronted by accelerating death tolls and widespread fear, societies around the world have also been forced to acknowledge points of stress in their economic and social fabrics that had long gone overlooked. In the midst of this turmoil, ICT has played an essential role in facilitating the safe relief and treatment of affected populations. ICT has also shown itself to be essential both to bolstering long-term resiliency against future pandemics and to resolving the secondary challenges that emerge within a socially distanced environment. However, involving ICT in pandemic relief and prevention carries with it its own set of challenges involving transparency, accountability, and privacy. Governments which apply ICT must ensure that far-reaching crisis measures do not become permanently entrenched in society, and that measures which are taken are deemed fair, proportional and just.

By keeping this view in mind I have been tried to edit the present volumes entitled "*Digital India and Education*". This volume is collected many papers/ research papers/ articles on the various dimension of research not only in U.P. but also from various state of India.

A very firstly I wanna pay my words of thanx to my dear respected spiritual master Sant Rajinder Singh ji Maharaj, Parents, father Mr. Chandepal gupta and mother Smt. Baby Rani Gupta. I am also thankful to my wife Mrs. Neha Gupta and my daughters Ishita Gupta, Pragati Gupta and Riddhi Gupta.

I am thankful to all the follow authors to contribute their articles with latest research and trends in the field of ICT as a result of this book are the outcome of their precious contributors.

I am very thankful to my research God father Dr. M.K. Saxena, respected my research guide Dr. Dharam veer, my respected motivator, my teacher, my counselor, brother and my heart beat Dr. Raghuvir Tiageja, and all my well wishers.

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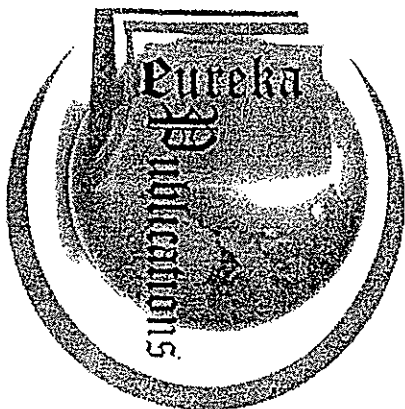


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NEP 2020 and Digital Education

Dr. Poonam Sharma #

*#Associate Professor & Head, Dept. of Teacher Education,
J. V. Jain College, Saharanpur.*

Abstract

The National Education Policy (NEP) is a policy prepared by the government to foster education amongst the citizens of India. Digitalization in education refers to the use of digital technology to teach students, hence, digital education is any type of education that is accompanied by technology or the innovative use of digital tools and technologies during teaching and learning and is often referred to as Technology Enhanced Learning (TEL). The National Education Policy 2020, which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. National Education Policy (NEP) 2020 is an important step forward in India's transition from deprivation to development. Present paper is an attempt to describe the steps taken by NEP 2020 for online/digital education and also how useful it is for the teachers and students in their future life.

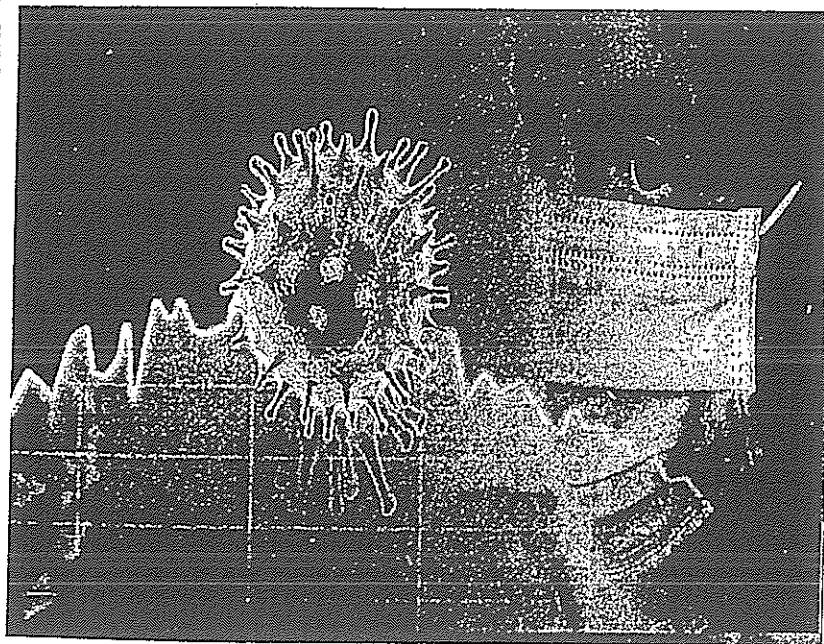
Introduction

The New Education Policy (NEP) 2020 has been released by the newly renamed Ministry of Education (formerly Ministry of Human Resource Development) and approved by the Union Cabinet of India on 20 July 2020. NEP 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and make over of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st



ISBN : 978-81-951728-9-4

Changes after Corona Pandemic



Publisher
Social Research Foundation
Kanpur

Editor
Dr. Pradeep Kumar Jadon

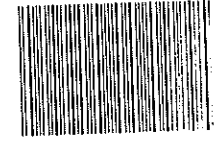
394



SELF-ALIGNED

395

978-81-9517



ISBN

Title : Changes after CORONA Pandemic
 Editor : Dr. Pradeep Kumar Jadon
 Publisher : Social Research Foundation
 Publisher Address : 128/170, H-Block, Kidwai Nagar, Kanpur
 Uttar Pradesh, India
 Printer's Detail : Social Research Foundation
 128/170, H-Block, Kidwai Nagar, Kanpur
 Uttar Pradesh, India
 Printer's Address : 128/170, H-Block, Kidwai Nagar, Kanpur
 Uttar Pradesh, India
 Edition : 1st Edition, 2021
 ISBN : 978-81-951728-9-4
 Cover Clips Source : Internet
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This book is planned to assess the effect of COVID-19 on lifestyle, education, social, economical and environmental changes. The book contains 13 articles of eminent researchers of various fields.

This book is dedicated to all ones who have lost due to this pandemic.

-Dr. Pradeep Kumar Jadon

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Covid-19 Pandemic and Online-Teaching

Dr. Poonam Sharma
Associate Professor & Head
Department of Teacher Education
J.V. Jain College,
Saharanpur, U.P., India

Introduction

As we all know, we are going through the crisis of Covid-19 pandemic. This crisis has put challenges before us, how we teach our students, how we interact with our students, how we use technology for our teaching-learning process. And these challenges have opened the doors and provided us opportunities to make our education system upto the mark. Now, we must make our educational system so powerful that education could reach to the under privileged class and to the poor students. For which the online class learning is the only option in this situation. This online teaching or course is very different from traditional teaching of courses.

In Traditional teaching or courses, no technology is used, content is delivered in writing or orally. Whereas in Online teaching or courses, most or all the content is delivered using technology online; typically has no physical face to face meetings.

Changes after CORONA Pandemic

The concept of e- content used in online teaching appears to be new, yet it is not. This concept has been started by IGNOU in 1985, which is an open university and provides higher education through distance learning mode. In distance learning mode, the learning material is not in the form of text books, reference books, rather it is in the form of Self Learning Material (SLM). This self-learning material is called Programmed Instructional Material.

The concept of Programmed Instructional Material was introduced by B.F. Skinner, who gave the theory of learning named as 'Operant Conditioning Theory'. According to this theory (R.S.Theory), a person did operant response, but he didn't know its result i.e. stimulus (reinforcement). For example: when the bell rings, a person opens the door (response), although he doesn't know its results (stimulus). If the result (stimulus) is favourable, it acts as the reinforcement to the person. This is called Operant response and this learning is called R-SType learning. So, in learning, reinforcement plays an important role. Now, Five basic principles of programmed instruction given by B.F. Skinner are as follows:

1. Principle of small step.
2. Principle of active learning
3. Principle of self-pacing
4. Principle of immediate confirmation
5. Principle of programme testing.

Online material or e-content is also a kind of Self Learning Material. So, for preparing online material for students or e-content (SLM), these five basic principles are to be kept in mind by the teachers, because the students have to

learn this material themselves without teacher and at their own pace. Hence, the e-content presented at a time before the students should be small, involving students actively in learning and the responses of the students should be confirmed immediately. Too much e-content in each subject is already available online in YouTube, Google PDF, e-Pathshala, Swayam, Swayam-prabha, National Digital Library. There is need to prepare e-content only, when there is no proper e-content already available on different websites.

Only providing e-content to the students is not teaching. It is only instruction, because in teaching, interaction between teacher and students is mandatory. So, to make interaction with the students, we have to adopt the Flipped or Blended mode classroom.

A Flipped classroom inverts the traditional classroom by delivering instruction online outside of class and moving homework and application activities into the classroom. In other words, learning on a particular concept happens outside the class and work putting the concept into action happens inside the class. A flipped classroom provides an interactive and dynamic learning environment to the students, where the teacher guides students as they apply concepts and use problem solving, creative thinking, critical thinking, collaboration and communication skills with peers.

In Blended or Flipped mode, there are two situations- synchronous and asynchronous. Although, it depends upon the topic or teacher, whether he uses first asynchronous mode or synchronous mode. But in my view, we should first provide the SLM or e-content to the students, which may be the asynchronous mode ie it is not necessary that student is

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simultaneously present online. After that, the teacher should say to the students to read the e-content, mark their problems and write them. Then the teacher should arrange an online-class (synchronous mode), in which teacher and students should be present simultaneously. In this online class, the teacher should present the content, provided a ready to the students and also remove their problems.

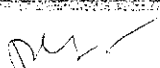
Now, the question arises what is the best way to present e-content (asynchronous) before the students. The e-content can be presented in the form of pdf, You-Tube videos, audios through Whatsapp, as most of our students are from remote and rural areas, they have no laptops, but most of them have smart mobile phone. And for online class (synchronous), we can use so many tools as Zoom class, google meet, Cisco webex. Also, other tools like Edmodo, Kahoot (gamification) etc are there, by which we can make our Flipped class, present e-content and also assessment can be done.

So, now after this Covid-19 pandemic, we have to accept the online mode of teaching and prepare ourselves for flipped or blended mode of teaching-learning as an opportunity to make our teaching-learning process more vibrant and collaborative.



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PERSPECTIVES

in

LAWS

Volume - 5

Chief Editor

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AkiNik Publications

New Delhi

Published By: AkiNik Publications

AkiNik Publications
169, C-11, Sector - 3,
Rohini, Delhi-110085, India
Toll Free (India) – 18001234070
Phone No. – 9711224068, 9911215212
Email – akinikbooks@gmail.com

Chief Editor: Dr. Pramod Kumar Singh

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Publication Year: 2022

Pages: 111

ISBN:

Book DOI:

Price: ₹ 721/-

Chapter - 4
**A Study on Right to Education: To Reference
with Role of Indian Judiciary and Impact of the
Commercialization of Education**

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Chapter - 4

A Study on Right to Education: To Reference with role of Indian Judiciary and Impact of the Commercialization of Education

Dr. Manisha Saini and Km. Atul Verma

Abstract

“Education is the key to unlocking the world, a passport to freedom”

Oprah Winfrey

The progress and prosperity of any country depends on its education system. This is the reason that the first efforts of every nation are that the education of its country should be the best, India is no exception to this ideology. Proper education is the main desire of every person today for the country of India. It is not that proper education is the only wish of Indians but every effort has been made to achieve it, after independence, these efforts become very rapid.

The constitution (86th Amendment) Act, 2000, inserted Article 21-A in the constitution of India, as fundamental right to all children in the age group six to fourteen years, free and compulsory education. The right of children to free and compulsory education (RTE) Act 2009, which represents the resultant legislation under article 21-A, means a formal school that satisfies certain essential norms and standards and every child has the right to full time elementary education of equal quality.

Keywords: RTE, ACT, Commercialization of education, 86 Amendments

Introduction

As long as a single citizen of the country is illiterate, the destination of democracy is far away. This statement was given by Maulana Azad, the first education minister of India, while laying the foundation of education policy. Education has played a special role in the development of any country because education is a tool that separates us from other living beings on the earth and empowers us to face the challenges of life easily and efficiently. According to The Bhagwaat Gita” *Sa Vaidya Vimuhuktey*” means education

Recent Trends In Humanities and Social Sciences

Volume - 12

Chief Editor

Babita Labh Kayastha

Principal, Nobel Academy, Pokhara University, Kathmandu, Nepal

AkiNik Publications
New Delhi

Published By: AkiNik Publications

AkiNik Publications
169, C-11, Sector - 3,
Rohini, Delhi-110085, India
Toll Free (India) – 18001234070
Phone No. – 9711224068, 9911215212
Email – akinikbooks@gmail.com

Chief Editor: Babita Labh Kayastha

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Publication Year: 2022

Pages: 115

ISBN: 978-93-5570-120-6

Book DOI: <https://doi.org/10.22271/ed.book.1664>

Price: ` 725/-

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Chapter - 2
Constitutional Approach to the Concept of
Secularism with the Right to Freedom of Religion
in India

Authors

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India

Chapter - 2

Constitutional Approach to the Concept of Secularism with the Right to Freedom of Religion in India

Dr. Manisha Saini and Mohd. Arif

Abstract

In the words of P.B. Gajendragadkar, a former chief justice of India, Secularism is defined as “The state does not owe loyalty to any particular religion as such: it is not irreligious or anti-religious; it gives equal freedom to all religious. Article 25 to 28 of the constitution of India have been mentioned in relation to the fundamental right to freedom of religion. The word secular state is not explicitly mentioned in the constitution, but there can be no-doubt that our constitution makers wanted to establish such a state, accordingly these provisions of the constitution were made. The word secular was added later but the freedom of religion in article 25 to 28 has been mentioned since that time the constitution was framed. Article 25 to 28 of the Indian constitution of India to fulfilled the purpose that the constitution of India should be made secular. Through the 42nd amendment of the constitution a word secular was inserted to the preamble of the Indian constitution. In the case *Bommai v. Union of India* 1994 court has been held that secularism is the basic structure of the Indian constitution, treats all religions and religious communities equally, religion is a matter of individual belief and cannot be mixed with supernatural activities.

Keywords: Secularism, religion, right to freedom of religion

Introduction

In the independent progressive societies under the democratic and legal system of this whole world, the most popular concept of socialism, democracy and secularism for the welfare of the people has been placed at the top position, although the concept of socialism and democracy completely depends on secularism, because without secularism, the concept of democracy and socialism cannot be originated in any state. Therefore most of the states are towards achieving the objective of public welfare by implementing this concept. The word secular not directly defines in the

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PERSPECTIVES

in

LAWS

Volume - 5

Chief Editor

Dr. Pramod Kumar Singh

Professor, V.K.S. University, Arrah, Bihar, India

AkiNik Publications

New Delhi

Published By: AkiNik Publications

AkiNik Publications
169, C-11, Sector - 3,
Rohini, Delhi-110085, India
Toll Free (India) – 18001234070
Phone No. – 9711224068, 9911215212
Email – akinikbooks@gmail.com

Chief Editor: Dr. Pramod Kumar Singh

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© AkiNik Publications

Publication Year: 2022

Pages: 111

ISBN:

Book DOI:

Price: ₹ 721/-

Chapter - 5

The Trademark Law and Information Technology: A Critical Study

Dr. Manisha Saini and Ashok Kumar

Abstract

The protection of intellectual property in the electronic medium still remains a grey area, with the Information Technology Act, 2000 not addressing the issue of trademarks on the Internet ¹. Today, internet networking is one of the media used by most of the commercial organization for the purpose of advertisement, sending messages, hoarding, and mailing, offers, displaying various schemes and reaching to thousands of online customers. Today, internet is increasingly used for promoting commercial interest and occupies global market without remaining physically present there. The one way of controlling the deviances in the area of Trade Mark is registration of correct domain name. In the last few years, trademark owner achieve several methods to control the misuse of trademark. The method adopted is enforcing their rights in disputes with domain name owner. Under Madrid Protocol, it is possible to transform an international registration into national or regional application in the designated Contracting Parties, if the basic registration is cancelled for some reasons, as in the case of "Central Attack. It will get pass, India will be a position to adopt Madrid Protocol and give effect to mechanism proposed by it. In that situation, India will join the club of nations having harmonized system of trademark protection. It will be effective even to protection interest of trademark owner in electronic medium also

Keywords: *Trademarks, electronic, Domain, harmonized system, effect*

Introduction

The protection of intellectual property in the electronic medium still remains a grey area, with the Information Technology Act, 2000 not addressing the issue of trademarks on the Internet ^[1]. Today, internet networking is one of the media used by most of the commercial organization for the purpose of advertisement, sending messages, hoarding, and mailing,

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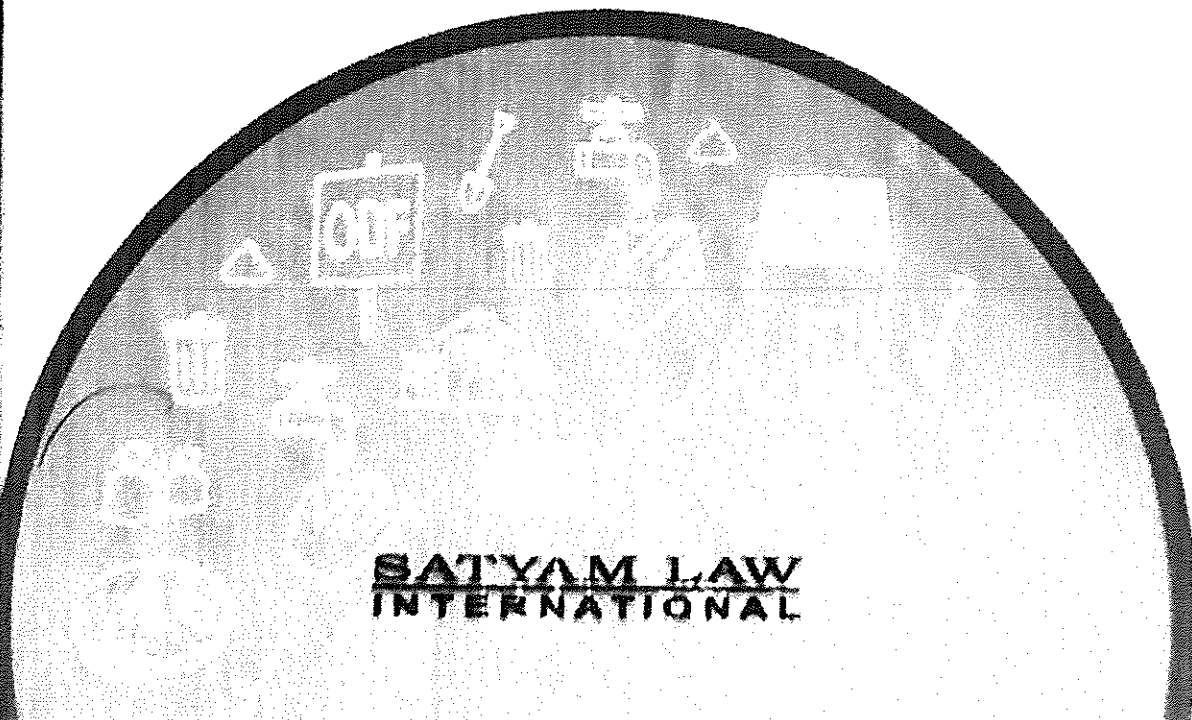
SANITATION LAW

A Necessity

Foreword by
Shri Ganga Prasad, Hon'ble Governor of Sikkim

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Prof. (Dr.) Shefali Raizada

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ISBN: 978-93-91345-18-1

Published by: Satyam Books Pvt. Ltd., 2/13, Ansari Road, Daryaganj,
New Delhi-110002, India

Tel: +91-11- 40391920, 23242686, 23245698

Email: satyambooks@hotmail.com

Web: satyamlawi@gmail.com
www.satyam-books.com

Printed in India

Chapter 18

Disposal of Bio Medical Waste in India in Times of Covid-19 Crisis

*Dr. Manisha Saini**

*Ms. Anita***

ABSTRACT

COVID 19 pandemic has emerged in the last few months and has affected number of people across the world. More than one and a half lac people have died world over and more than 600 in India. The virus spreads mainly by droplets and also by touch of contaminated articles. To prevent spread, lock down has been enforced, restricting people to their homes, so as to avoid social contact. Affected persons are treated in hospitals and those suspected are quarantined in various facilities or at home. Large scale testing has been and is being done. By way of precaution, masks, gloves, PPE etc. are used which are disposed of thereafter. In the process, huge bio-medical waste is generated which itself can be source of disease. While the Bio Medical Waste Rules generally take care of the situation by way elaborate provisions to deal with biomedical waste generated in dealing with infectious diseases such as HIV, HINI etc., present pandemic has presented further challenge. Unscientific disposal of bio-medical waste had potential of serious diseases such as Gastrointestinal infection, Respiratory infection, Eye infection, Genital infection, Skin infection, Anthrax, Meningitis, AIDS, Haemorrhagic fevers, Septicaemia, Viral Hepatitis type A, Viral Hepatitis type B and C, etc. Such unscientific disposal also causes environmental pollution leading to unpleasant smell, growth and multiplication of vectors like insects, rodents and worms and may lead to the transmission of diseases like typhoid, cholera, hepatitis and AIDS through injuries from syringes and needles contaminated with various communicable diseases.

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Gender Issues in Indian Scenario

First Published: May 2022

ISBN: 978-93-90879-89-2

Book Code: AB232-M22

Price: 500/-

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Published by:

Ms. Kavita Mithal

Anu Books

Publishers & Distributors

H.O.: Shivaji Road, Meerut, 01214007472, 8800688996

Branch : Green Park Extension, New Delhi 110016, 9997847837

Glasgow (UK)+447586513591

E-mail: anubooks123@gmail.com

Printed by:

D.K Arts Press Pvt. Ltd., New Delhi

Dr. Vneeta

Chemistry

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Acknowledgement

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We would like to acknowledge our family members for their unconditional love, support and cooperation they have provided us during the process of publication of this book.

Finally, we want to thanks Mr. Vishal Mittal, owner of Anu Publishers (an International Publisher) for the care and promptness with which he has brought this book.

Dr. Seema Rani

Dr. Rita Borra

Major intricate issues which are hindrance in Gender Equality and growth of our nation have been considered and authors have done intense research for bringing this book into one combined commendable master piece. Readers will certainly get to know all 'Gender Issues in India' after going through this book, which will lead them to brain storming and have respect for both genders.

This book is a must have for all reading tables and libraries.
I wish all success.

Dr. (Ar.) Soma Anil Mishra
Director and Head,
Institute of Architect & Town Planning
Bundelkhand University, Jhansi, UP, India

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described as a menarche after the age of 14; the median age of menarche for American women is among 12.4 to 13.0 years, relying at the populace sampled. For gymnasts, the median age seems to be in the direction of 14.5 years. These records suggest that exercising education reasons behind schedule menarche.

❖ **Menstrual Dysfunction:** Female athletes can revel in disruptions in their regular menstrual cycle. These disruptions are together known as menstrual dysfunction, of which there are numerous types.

• **Eumenorrhea** is the time for regular menstrual feature, relating to regular menstrual cycle lengths of 26 to 35 days.

• **Oligomenorrhea** refers to inconsistent and abnormal menses at durations longer than 36 days and as much as ninety days.

• **Amenorrhea** refers to the absence of menstruation; number one amenorrhea refers back to the absence of menarche in women and women 15 years of age and older women who have now no longer but started menstruating. When athletes with formerly regular menstrual feature record the absence of menstruation for ninety days or longer, the situation is known as secondary amenorrhea. Thus, secondary amenorrhea is the absence of menses for ninety days or greater in women and women who had been formerly menstruating. Women concerned in any game or even recreationally energetic women can revel in amenorrhea, because it happens impartial of depth of exercising education.

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GENDER INEQUALITY IN EDUCATION: A DISTRESSFUL CHEMISTRY

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Abstract

In our male dominated society, a large disparity is being born as female or male. Women are considered weaker than men. Empowerment of females plays a vital role for improving female status. The government and agencies (national and international) make efforts to solve gender problems. Educated women know about health, security, jobs, skill, self decision, living standard and own respect. Both men and women work together in society for the betterment of the economic conditions and growth of the country. Educated women raise their voice for their rights and become self confident. Therefore, education of women is necessary not only for their own development but also for the economy of the country. Indian women have been associated with politics since the pre-independence period. They were part of the freedom movement both as volunteers and leaders. Education plays an important role to decrease violence against women and to increase their inner virtues and skill which helps them to increase their self esteem.

Keywords

Gender Inequality, Self Decision, Education, Literacy Rate, Child Marriage.

Gender Issues in Indian Scenario

First Published: May 2022

ISBN: 978-93-90879-89-2

Book Code: AB232-M22

Price: 500/-

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Published by:

Ms. Kavita Mithal

Anu Books

Publishers & Distributors

H.O.: Shivaji Road, Meerut, 01214007472, 8800688996

Branch : Green Park Extension, New Delhi 110016, 9997847837

Glasgow (UK)+447586513591

E-mail: anubooks123@gmail.com

Printed by:

D.K Arts Press Pvt. Ltd., New Delhi

21-22

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17

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	<i>Dr. Shelly Nandrajog</i>

ROLE OF EDUCATION-MAJOR STEP TO ERADICATE GENDER INEQUALITY

Dr. Shelly Nandrajog

Assistant Professor

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Abstract

Education plays an important role in determining the status of women since it serves as an instrument and a vehicle through which women can fully realize their potential as human beings. Gender discrimination is not a new term, as from north to south, east to west almost all major parts of the country face this problem. The present sex ratio of our country speaks for itself.

New era is the age of women who have established, beyond doubt, that they have the potential to lead in all aspects of life. These potentialities are imbibed in women through proper education which increases their self-esteem and self-image by recognizing the difference they make in their contribution to the economy, society and polity; ensures equal participation with men in development processes; provides skills and knowledge for economic independence and enhances access to legal literacy and information relating to their rights and entitlements in society. The movements for improving women's status all over the world have emphasized the role of education. It is believed that education will bring about a reduction in the inequalities between sexes and uplift women's subjugated position in the society.

Keywords

Gender inequality, Education, Sarva Shiksha Abhayan, Self-esteem, Gender discrimination.

Introduction

Gender discrimination is not a new term, as from north to south, east to west almost all major parts of country face this problem. The present sex ratio of our country and many other states of the country says the story itself. Sex determination tests of fetus, female foeticide, gender role stereo-typing and many other such things make the condition miserable and worsen the status of women in India. Adolescents are future nation builders of our country. Hence, it is important to understand adolescent girls' mindset regarding gender biasness. A child learns the maximum of gender roles at home.

From juristic point of view, rights of women can be divided into three groups, i.e. the human rights of women and their rights in family law and in the criminal law. Women need to be ensured certain basic rights in all the three areas, to deal with certain discriminatory and derogatory practices, which are in derogation of the basic needs. These very basic, essential rights against certain practices can be considered as a step towards ensuring the conditions for fulfilling the basic need of survival. As far as human rights of women are concerned, every woman needs to be ensured the right to life. Thus, traditional practices like, female foeticide, female infanticide, bride burning, cannot be justified in any situation no matter how deep rooted they are in a particular culture. Similarly, no discrimination against girl children in respect of health care and food can be acceptable.

New era is the age of women who have established beyond doubt that they have the potential to lead in all aspects of life. These potentialities are imbibed in women through proper education which increases their self-esteem and self-image by recognizing the difference they make in their contribution to the economy, society and polity; ensures equal participation with men in development processes; provides skills and knowledge for economic independence and enhances access to legal literacy and information relating to their rights and entitlements in society.

This is an edited book and all its chapters are outcome of deliberations, presentations, and proceedings of a one-day national seminar on the theme- *The Role of Media in Transforming India: The Journey so far* organized by Manyavar Kanshiram Government Degree College, Ghaziabad on 29th March 2022. The Directorate of Higher Education, Uttar Pradesh, sponsored the event. The authors are grateful to Professor (Dr.) Archana Verma, Principal, Manyavar Kanshiram Government Degree College for her untiring efforts in organizing this event and getting the academic outcome in the form of this book.

The Role of Media in Transforming India: The Journey so far

Edited by
Rajiv Verma



RAGHAV BOOKS PRIVATE LIMITED
New Delhi • Ghaziabad

The Role of Media in Transforming India: The Journey so far

© Publishers

ISBN : 978-81-953057-0-4

First Edition 2022

RAGHAV BOOKS PRIVATE LIMITED
(Publishers, Distributors and e-Books Suppliers)
2/25, First Floor, Arun House, Ansari Road
Darya Ganj, New Delhi-110002
Phone : +91 011-40666192, 9650337111, 9650377111
E-Mail : raghavbooks16@gmail.com, gabdinfo10@gmail.com
info@raghavbooks.com,
www.raghavbooks.com

Regd office :

A-184A, Nand Gram, Ghaziabad, U.P. 201003, INDIA

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Published by V.P. Singh for Raghav Books Private Limited.
Printed in India.

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work in newspaper sub-editing, news editing, reporting and their touch with the health of life. Women are very active in every field of life.

When it comes to equality of men and women in news media, progress has virtually ground to a halt. According to the large study on the portrayal, participation and representation of women in the news media spanning 20 years and 114 countries, only 21 percent of the persons heard, read about or seen in newspapers, television and radio news are women. A glass ceiling also exists for women news reporters in newspaper by lines and newscast reports, with 37 percent of stories reported by women as of 2015, showing no change over the course of a decade.

From September through December of 2014, we reviewed the pages of four major print newspaper and looked at the breakdown of articles written by women and men. Going through bylines and articles analyzing the presence of women's issues and voices in every section. It was then compared by reportage of women in 2017. This investigation revealed that limited space in given to female reporters in major print media. It is barely (just five percent) higher than the figure in 2014. Thirty two percent of the 7372 articles examined in the study were written by women, compared to 27 percent in 2014. The numbers reveal an undeniable gap between male and female voices in print newspapers, while also under scoring the incremental rise in gender balanced reportage.

Media can play a useful role in distribution of information about health, program to the general public, it can be used for creating proper awareness, imparting education and prevention of various health diseases. Media play an important role in community development. Mass media has saturated the developed world. The television in the living room, the newspaper on the doorstep, the radio in the computer at work and the fliers in the mailbox, face book are first a few of the media channels daily delivering advertisements, news, opinion, music and other forms of mass communication. The women development is the all media. Everywhere the potential exists for the media to make a far greater contribution to the advancement of women. More women are involved in careers in the communication sector.

Electronic Media

Television is widely known to represent and reinforce the mainstream ideology of contemporary western culture, patriarchy. While television representations of women have changed greatly in the last twenty years alone, in order to accommodate the changing

Women Participation in Media

role of women in society, one is led to ask how much. The technology has changed behind the more modern representations of women jobseman is regarded by many viewers to be the most 'real' form of media. If this is the case, then it is important for us to question how real the representations of women are on television and how this affects the attitudes of those who watch.

Some famous women personalities in media.

1. Barkha Dutt - Is an Indian journalist and author. She is best known for her association with the Washington Post and The Hindustan Times where she works as an opinion columnist. Dutt achieved national recognition in 1999 for covering the Kargil War between India and Pakistan. Barkha Dutt is the recipient of many prestigious awards, such as the Padma Shri.
2. Gauri Lankesh - Gauri Lankesh began her career as a journalist for The Times of India. She also worked as a editor of Lankesh Patrike. Later, she was known as a fire brand left-wing activism against Hindutva.
3. Nidhi Razdan - Nidhi is known for her five brand anchoring on NDTV 24x7, journalist Nidhi Razdan is the daughter of former PTI editor-in-chief Krishan Razdan. She made headlines when she claimed to have been fooled by a phishing attack and made to believe that she had secured a teaching job at Harvard.
4. Sagarika Ghose - Sagarika was an oxford Rhodes scholar before she joined media giants such as The Times of India and CNN-IBN.
5. Shobha De - Apart from being a bestselling novelist and a popular columnist, Shobha De is also former model and a prominent socialite. The founder of the magazine Star and she writes regularly for publications such as The Times of India and Asian Age and was named one of the 50 most powerful women in India.
6. Tavleen Singh - A leading columnist for The Indian Express and India Today, Tavleen Singh has also been a reporter for leading publications such as The Statesman, The Telegraph and The Sunday Times. A firebrand political commentator, and Lollipop Street.
7. Shereen Bhan - Shereen Bhan began her career as Karan Thapar's news researcher. The journalist now heads CNBC

Classical Music and the Visual Arts at the Corcoran in Washington DC. She has spent several years on the National Commission for Self-Employed Women, inquiring into the conditions for rag-pickers, vegetable sellers and domestic help.

Social Media and Women

While discussing the role of women in media sector, it is no wonder difficult to ignore the contribution of social media, modern tool of citizen journalism, in improving the representation of women. Seventy-five percent of women and 63 percent of men used social media in 2012. There is hardly any serious research work available in this direction which specifically investigates how changing aspirations of women are reflected on social media. Women, acting as citizen journalist on various platforms of social media are claiming for their rights with firm determination.

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Role of Media in the Growth and Awareness of Digital Payment System during Covid-19 Pandemic

Shwetalsh Mittal* & Anita Malik**

ABSTRACT

Digital Payment System is the true power of today's business world, empowering sellers and buyers to pursue diversified payment methods with easy steps. But then, how is media influencing businesses and modern-day digital payment system in India during small phase of Covid-19 pandemic. During Covid-19 Pandemic Various media platforms whether they are traditional media or social media are the new backbone of global digital transactions. All the media interestingly plays various awareness programmes, publish various topics to encourage new users join the stream every day to conduct online payments who have never done this before. In this paper we conclude how Media plays an important and vital role to provide the various media reports, various surveys, various government reports which are directly related to digital payment system during this pandemic phase. How the Various Platforms of Media create opportunities for financial institutions for promoting and branding their organizations to grow across different channels to develop strong relationships with their customers. With new social media campaign financial institutions aim at reaching out specifically to customers.

Keywords: Covid-19, Media, Awareness, Growth, Digital Payment System.

Introduction

The Digital India programme is a superliner programme of Government of India with a dream to makeover India into a digitally enabled society and a digital economy. Under this programme,

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