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1.	2016-2017	Revamping Indian Society in the era of Modernization: Issues and Dilemmas	Challenges and quality of teacher education in modern India	978-93-85449-21-5
2.	2016-2017	Revamping Indian Society in the era of Modernization: Issues and Dilemmas	Teacher Education in India and various problems Regarding Teacher Education	978-93-85449-21-5
3.	2016-2017	Post Independence India & The Relevance of Gandhi an Values	Gandhi's Philosophy of Peace and Non violence -The key to tackle Intolerance and Aggression	978-93-85835-41-4
4.	2016-2017	Ragging in Educational Institution	Ragging -A Social Menace	978-93-83911-89-9
5.	2016-2017	Revamping Indian Society in the era of Modernization: Issues and Dilemmas	Gender equality and women Empowerment	978-93-85449-21-5
6.	2017-2018	Gender School and Society	Gender School and Society(Book)	978-1-73034-587-6
7.	2017-2018	Collaboration of academia and Industry need of quality education(Conference Paper)	Academia Industry collaboration: Best Practices	Paper Presented
8.	2017-2018	Integrating soft skills with Education for producing more professionals	Integrating soft skills with Education for producing more professionals	Paper Presented
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14.	2018-2019	Teacher Education: Challenges and the Road Ahead	Challenges and quality of teacher education in india	Paper Presented
15.	2018-2019	International conference on Olympism: Global innovation Forum for Humanity and Sustainable development From Ancient Olympia to India, Tokyo 2020& beyond.	Peace Education and Holistic development	Paper Presented
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Chapters/Papers for 2016-2017

Revamping Indian Society in the Era of Modernization: Issues and Dilemmas



Chief Editor: Mrs. Vimal Vidushy

First Edition Published in 2016 by

TWENTYFIRST CENTURY PUBLICATIONS, PATIALA

79, Sheikhpura, P.O. Punjabi University, Patiala (PB) - 147002

Mob.90564-53888 (Off.), 92167-53888

e-mail : rinku_randhawa77@yahoo.com

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**REVAMPING INDIAN SOCIETY IN THE ERA OF MODERNIZATION :
ISSUES AND DILEMMAS**

by

Mrs. Vimal Vidushy, Ms. Yashoda Chopra, Mrs. Alka Sharma & Mr. Ranjit Singh

ISBN : 978-93-85449-21-5

Price : 600/-

Laser Type Setting

Roshan Dhindsa & Manpreet Singh

Printed in India at

Twentyfirst Century Printing Press, Patiala

CHALLENGES AND QUALITY OF TEACHER EDUCATION IN MODERN INDIA

Mrs. Vimal Vidushy*

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Experiences of various countries reveal that the most effective way to develop good teachers in a dynamic and changing environment is to begin with a well developed pre-service teacher education programme and continue with career long learning opportunities. The teachers' training institution helps a lot to do this task. In the education policy the importance of the teachers' training is admitted for a long time. But in this changeable society how much development in the standard of quality of education has taken place is the context of the present paper. This full length paper highlighted the challenges and the quality issues of teacher education and describes the various role educational agencies like NCERT, NCTE, NCF etc. improving the quality and standard of teacher education.

Introduction

Teacher education is important as efficient teachers can shape an efficient future society. The development of the standard of education is closely connected with the question of teacher education. A teacher should prepare himself for this special task before accepting the responsibility of teaching. Teacher education has a symbiotic relationship with the school education. Developments and changes in both the sectors mutually reinforce the concerns necessary for the quality improvement of entire system of education. Therefore, any reform in educational system should ideally be accompanied by reforms in teacher preparation courses also. Teachers in the existing socio-cultural context of the country need to be logical and reflective because of increasing racial, ethical, and cultural and linguistic diversities in the schools and in society which demands broad minded citizens. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a

* Officiating Principal, A.S. College of Education, Khanna.

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TEACHER EDUCATION IN INDIA AND VARIOUS PROBLEMS REGARDING TEACHER EDUCATION

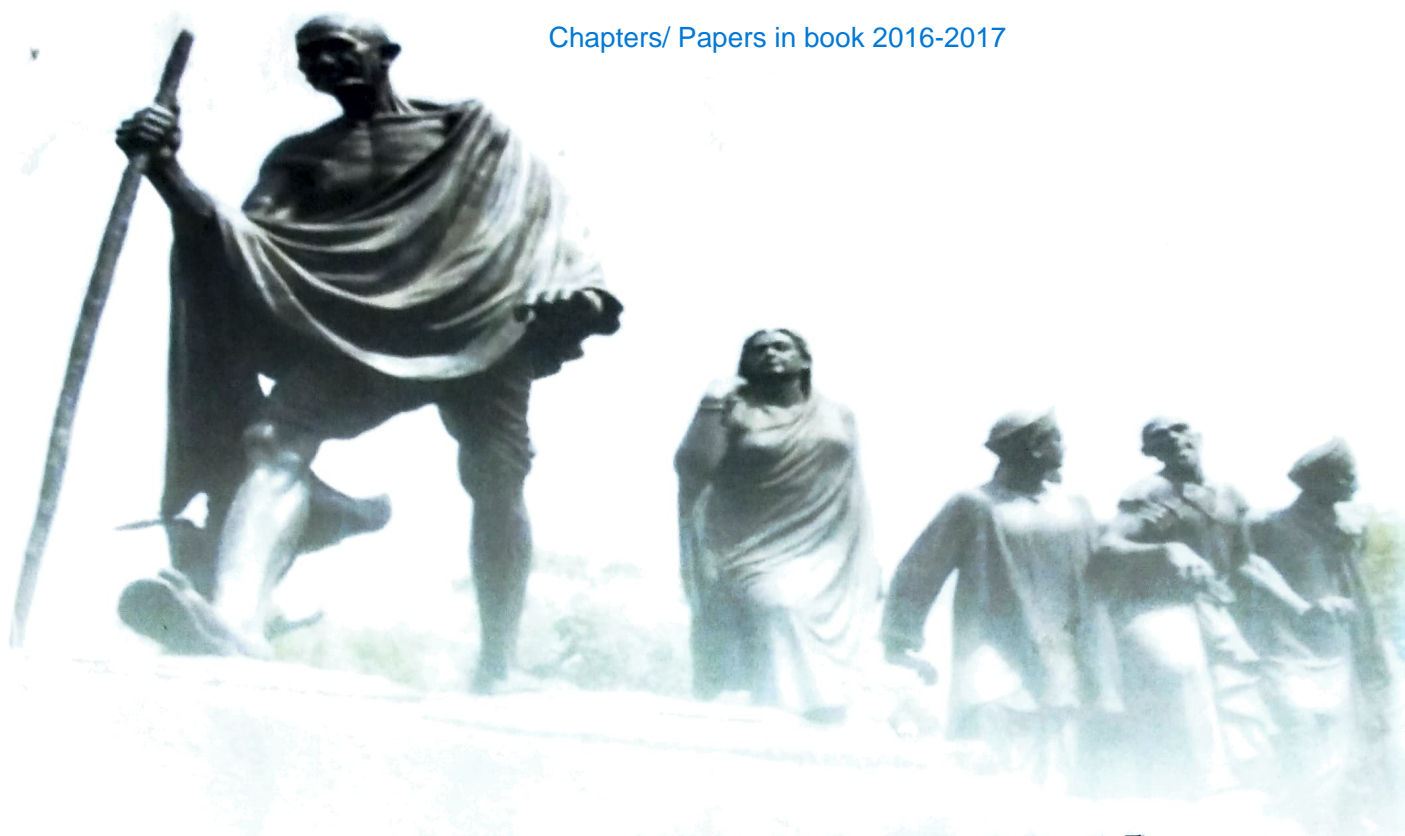
Mrs. Alka Sharma*

Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. According to NCTE (1998) teacher is the most important element in any educational program. He plays a central role in Implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." As the population in India is growing very rapidly day by day the need of well qualified and professionally.

Introduction

Trained teachers will also increase in the coming years. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery learning approach Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspectives as the outer world is in the classroom and schools are opening to the world. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. We ought to make sincere & exhaustive attempts to realize the matches. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities. Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture generating knowledge through research and specialization.

* Assistant Professor, A.S.College of Education, Khanna.



POST INDEPENDENCE INDIA & THE RELEVANCE OF GANDHIAN VALUES

**Edited by
KUMUD CHAWLA**

Centre for Gandhian Studies
(Established under UGC Scheme of Epoch Making Social Thinkers of India)

Arya College, Ludhiana
(Affiliated to Panjab University, Chandigarh)

ABOUT THE EDITOR

Ms. Kumud Chawla is currently Associate Professor, Department of English, Arya College, Ludhiana. She is also Honorary Director, Centre for Gandhian Studies, established in the college under the UGC Scheme of Epoch Making Social Thinkers of India.

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ISBN No: 978-93-85835-41-4

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Printed in India

National Press Associates

Admin Office: C-24, Ground Floor, Panchsheel Vihar, Malviya Nagar, New Delhi-110017, India
Regional Office: 79, Guru Angad Dev Nagar, Flower Enclave, Dugri, Ludhiana-141013 (PB), India.
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Gandhi's Philosophy of Peace and Non-Violence — The Key to Tackle Intolerance and Aggression

Alka Sharma

Abstract

Gandhi being a towering personality had been the leading force of India's national movement and under his leadership India could acquire independence with the help of nonviolence, satyagraha and non-co-operation movement — indeed the preferred moral force than the use of brute force. This paper aims to study Gandhi's concept of justice in all its aspects and its relevance in the modern times.

Key Words: *Satyagraha, Noncooperation, Nonviolence, Moral Force*

Gandhi was a great intellectual and was aware of the various social evils prevalent at that time in the traditional and backward society of India. Apart from the goal of attaining independence and freedom of nation, he had a wider vision to struggle against poverty, social evils like untouchability, casteism and communalism and to provide socio-political justice and true participation of the people in the governance of the nation.

Indeed Gandhi was a distinguished genius who thought over a large number of problems and impediments of human concern. His deep social ideas and lofty principles exemplified an abiding interest in a fundamental reformation of the Indian society. Because of his overall wisdom and the power of his analytical reasoning he provided mighty leadership to attain the freedom of India from the British colonialism. His most powerful weapon in this struggle for India's independence was his unwavering commitment to non violence and ultimately the upliftment of mankind. Gandhi ji held that violence in any shape or form, cannot lead to any kind of lasting peace and socio-economic reconstruction. True democracy and real growth of human personality are conceivable only in a non violent society.

Being a prominent leading force of India's national movement Gandhian impact and predominance were apparent on the framing of the Indian constitution. Gandhi organized India. Apart from this struggle he also worked for the socio-economic emancipation for the people. S.N. Ray, a Gandhian scholar, is of the opinion, "It is natural to expect that his leadership during those fateful and momentous three decades, have a definite impact on the making of the constitution of free India." Thus the period from 1920-1948 can be truly called the "Gandhi Era."

The Indian constitution too visualizes the establishment of a sovereign democratic republic, secular-based on justice, liberty, equality and fraternity. Gandhi's unique principles of peace and non violence became the axle of his whole philosophy, his movements and constructive programme.

Gandhi's philosophy of peace and Non-violence
Peace, non violence and truth are the foundation stones of Gandhi's entire political thought

According to Gandhi, "total nonviolence consists is not hurting some other one's intellect about economic self-sufficiency, social justice and equal economic opportunity for all the people. Stating the importance of and strength of these concepts Gandhi believed even

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Ragging in Educational Institutions



Chief Editor
Dr. Vijay Laxmi

Editors
Mrs. Anjali Arora Soni
Dr. Daljeet Kaur
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Sunil Gupta, SG Publishers, SCO First Floor, Ravinder Nagar
Adjoining Urban Estate II, Jalandhar City (Pb.) -144022
Prop.Sunil Gupta, 076960-70246, 098880-15859
E mail: sgpublisher@hotmail.com; sgpublishers@hotmail.com

Branch Offices in India

Delhi: Sunil Gupta, SG Publishers, A 26, Luxmi Kunj, Plot No.6, Sector 13, Near Bhagwati Hospital, Rohini, Delhi 110085.

Chandigarh: Sunil Gupta, SG Publishers, SCO 209, Sector 36 D, Chandigarh.

Kullu: Sunil Gupta, SG Publishers, Dev Bhoomi, Plot No 18, Industrial Area, Shamshi, Distt.Kullu, Himachal Pradesh.

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Ragging in Educational Institutions

Chief Editor: Dr. Vijay Laxmi

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ISBN: 978-93-83911-89-9

Price: ₹ 400/-

Published By

SG Publishers

SCO First Floor, Ravinder Nagar

Adjoining Urban Estate II

Jalandhar City (Pb.) -144022

Prop.Sunil Gupta, 076960-70246, 098880-15859

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RAGGING - A SOCIAL MENACE

Harneet Kaur

Asst. Prof., A.S. College of Education, Khanna

INTRODUCTION

Ragging means laughing at or playing tricks on somebody. Sometimes it may mean teasing somebody. In this sense ragging is not very objectionable. But in our country ragging has assumed a very bad connotation. It refers to an act that violates the dignity of a person. There have been many complaints of physical and psychological injury due to ragging in colleges and educational institutes. Nowadays, it has been turned into a nightmare to students and their parents at the time of admission to any educational institute. The supporters of ragging offer an argument for it as an ordeal to make the students fit for the future struggle for existence. Various evil forms of ragging are in practice in professional colleges. The reports of incidents of ragging in some of the reputed professional colleges and educational institutions are quite alarming. It is a matter of shame that even though ragging has been criticized for decades, we still come across such incidents of inhuman torture. As a result, many students give up their studies and go back home, some lose mental balance and some are seriously injured. Indeed ragging has become a dreadful affair in the institutions of higher learning. "Ragging constitutes one or more of any of the following acts

Any conduct by any student or students- whether by words spoken or written or by any act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.

Indulging in rowdy or indiscipline activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student; Asking any student to do any act which such student will not in the ordinary course do and which has the affect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student; Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher; Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students; Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students; Any act of physical abuse including all variants of it: sexual abuse, homosexual abuse, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person; Any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student; Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student."

Origin of Ragging

Today, ragging may have become deep rooted in the Indian educational set up, but many would be surprised to know that ragging is originally a western concept. Ragging is supposed to have its creation in certain European Universities where seniors played practical jokes at the time of welcoming freshmen to the institutions. Gradually, the practice of ragging became popular throughout the world. However, with time, ragging assumed obnoxious and harmful connotations and was severely condemned. Today, almost all countries of the world have enacted stern laws

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First Edition Published in 2016 by

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Price : 600/-

Laser Type Setting

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GENDER EQUALITY AND WOMEN EMPOWERMENT

Ms. Harneet Kaur*

Gender equality, also known as sex equality, gender egalitarianism, sexual equality, or equality of the genders, is the view that everyone should receive equal treatment and not be discriminated against based on their gender. The subject of empowerment of women has become a burning issue all over the world including India since last few decades. Many agencies of United Nations in their reports have emphasized that gender issue is to be given utmost priority. It is held that women now cannot be asked to wait for any more for equality. Inequalities between men and women and discrimination against women have also been age-old issues all over the world. Women want to have for themselves the same strategies of change which menfolk have had over the centuries such as equal pay for equal work. Their quest for equality has given birth to the formation of many women's associations and launching of movements. Thus, women's quest for equality with man is a universal phenomenon. This paper attempts to throw light on various issues and challenges of gender equality and women empowerment.

Introduction

Gender discrimination continues to be an enormous problem within Indian society. Traditional patriarchal norms have relegated women to secondary status within the household and workplace. This drastically affects women's health, financial status, education, and political involvement. Women are commonly married young, quickly become mothers, and are then burdened by stringent domestic and financial responsibilities. They are frequently malnourished since women typically are the last member of a household to eat and the last to receive medical attention. Additionally, only 54 percent of Indian women are literate as compared to 76 percent of men. Women receive little schooling, and suffer from unfair and biased inheritance and divorce laws. These laws prevent women from accumulating substantial financial assets, making it difficult for women to establish their own security and autonomy. The Constitution of India ensures gender equality in its preamble as a fundamental right but also empowers the state to adopt measures of positive discrimination in favor of women by ways of legislation and policies.

India has also ratified various international conventions and human rights forums to secure equal rights of women," such as the ratification of Convention on elimination of all forms of discrimination against women in 1993. Women have been finding place in local governance structures, overcoming gender biases. Over one million women have been elected to local Panchayats as a result of 1993 amendment to the Indian Constitution, requiring that 1/3 rd of the elected seats to the local governing bodies be reserved for women. The passing of Pre-natal Diagnostic Tech Act in 1994 also is a step in removing gender discrimination. This Act seeks to

* Asst. Prof. A.S. College of Education, Khanna.

Gender

School & Society

Mrs. Vimal Vidushy

Ms Yashoda Chopra



Gender , School & Society

Authors : Mrs.Vimal Vidushy
Ms Yashoda Chopra

ISBN : 978 - 1 - 73034 -587 - 6

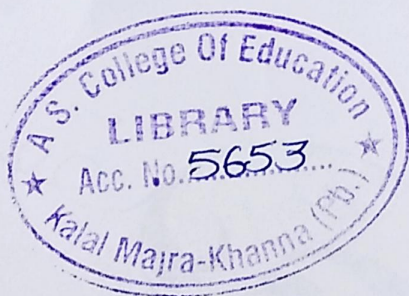
Publisher : SARABOOK PUBLICATION
303, Maharana Pratap Complex
B/H. V. S. Hospital
Paldi, Ahmedabad - 380006. Gujarat. (INDIA).
Phone: +91 8866003636, 9904000288

First Edition : January 2017

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Price : 300/-



CONTENTS

CHAPTER:1 UNDERSTANDING THE GENDER	07
CHAPTER: 2 GENDER ISSUES IN CONTEMPORARY INDIA- NATURE, CONSTITUTIONAL PROVISIONS AND POLICIES	19
CHAPTER: 3 GENDER BIAS AND SCHOOL	34
CHAPTER: 4 ROLE OF EDUCATION IN GENDER SENSITIZATION	49
CHAPTER: 5 LINKAGES AND DIFFERENCES BETWEEN REPRODUCTIVE AND SEXUAL RIGHTS	59
CHAPTER: 6 GENDER INEQUALITY AND SOCIETY	77
CHAPTER: 7 ROLE OF FAMILY AND SOCIETY IN CREATING AWARENESS AMONG GENDER AWARENESS	87
CHAPTER: 8 Role of Media in Social Construction of Gender	97
Subject Index	106
Author Index	111
Selected References and Recommended Readings	113

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Gender Inequality

A Step Towards Gender Equality



Chief Editor

Dr. Baljeet Kaur Gill

Editors

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Kullu: Sunil Gupta, SG Publishers, Dev Bhoomi, Plot No 18, Industrial Area, Shamshi, Distt.Kullu, Himachal Pradesh.

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Gender Inequality A Step Towards Gender Equality

Chief Editor: Dr. Baljeet Kaur Gill

Editors: Asst. Prof. Jatinder Kaur, Asst. Prof. Deep Shikha, Asst. Prof. Poonam Saini, Asst. Prof. Manpreet Singh,

ISBN: 978-81-933547-2-8

Published By

SG Publishers

SCO First Floor, Ravinder Nagar

Adjoining Urban Estate II

Jalandhar City (Pb.) -144022

Prop.Sunil Gupta, 076960-70246, 098880-15859

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GENDER INEQUALITY AT WORKPLACE

*Ms. Harneet Kaur **

"If someone believes they are limited by their gender, race or background, they will become more limited."

Carly Fiorina

ABSTRACT

Man and woman are both equal and both plays a vital role in the creation and development of their families in a particular and the society in general. Indeed, the struggle for legal equality has been one of the major concerns of the women's movement all over the world. In India, since long back, women were considered as an oppressed section of the society and they were neglected for centuries. During the national struggle for independence, Gandhi gave a call of emancipation of women. It is really important to note that though the Constitution of India is working since more than fifty-seven years – the raising of the status of women to one of equality, freedom and dignity is still a question mark. This paper attempts to throws light on the issue of gender inequality in the India and in the work place and measures to come out of this issue.

INTRODUCTION

'We proud Indians of 21st century rejoice in celebrations when a boy is born, and if it is a girl, a muted or no celebrations is the norm. Love for a male child is so much so that from the times immemorial we are killing our daughters at birth or before birth, and if, fortunately, she is not killed we find various ways to discriminate against her throughout her life. Though our religious beliefs make women a goddess but we fail to recognize her as a human being first; we worship goddesses but we exploit girls. We are a society of people with double-standards as far as our attitude towards women is concerned; our thoughts and preaching are different than our actions. Let's try to understand the phenomenon of gender inequality and search for some solutions. Gender' is a socio-cultural term referring socially defined roles and behaviors assigned to 'males' and 'females' in a given society; whereas, the term 'sex' is a biological and physiological phenomenon which defines man and woman. In its social, historical and cultural aspects, gender is a function of power relationship between men and women where men are considered superior to women. Therefore, gender may be understood as a man-made concept, while 'sex' is natural or biological characteristics of human beings. Gender Inequality, in simple words, may be defined as discrimination

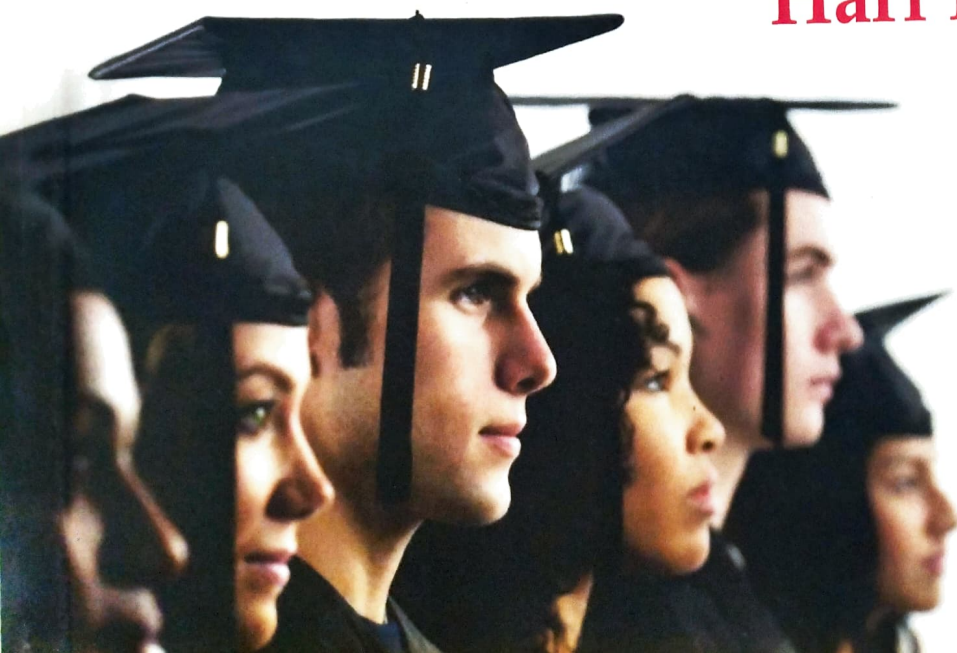
* *Asst. Prof. in Education, A.S. College of Education, Khanna*

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Understanding the Learner and
Teaching Learning Process



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GRADUATE EDUCATIONAL PSYCHOLOGY
Understanding the Learner and Teaching Learning Process

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First Published 2017

ISBN: 978-93-86731-14-2

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Published in India by

MANISHA PUBLICATION

7/100, A Block, Swaroop Vihar, Kadipur, Delhi-110036

Mobiles: 9818804536, 9811195333

Email: manishabooks111@gmail.com

visit us at: www.manishapublicaiton.com

Printed at: Trident Enterprises, Delhi.

SECTION-A

1

Educational Psychology: Meaning, Scope and Nature

“Educational psychology is the investigation of teaching and study using psychological concepts and methods.

—*Encyclopedia Britannica*

“Although psychology cannot formulate the aims of education, a reliable psychology will tell us at once whether an aim is hopelessly in the clouds or whether it is possible of achievement.”

—*Ross*

Educational psychology is the branch of psychology concerned with the scientific study of human learning. In fact, study of learning processes, from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning.

The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational

Chapters/ Papers in book 2017-2018

Distance and E-Learning in Global Context

Collection of Selected Papers Submitted for USOL,
Panjab University, Chandigarh Sponsored by ICSSR, New Delhi,
National Seminar held on 15th February, 2017

Organized by
Department of Education
University School of Open Learning, Panjab University, Chandigarh



Chief Editor: Dr. Manju Gera

Associate Editors: Mr. Maninder Pal Singh • Dr. Neeraj Kumar • Ms. Sonu Bala Dhiman

First Edition Published in 2017 by

TWENTYFIRST CENTURY PUBLICATIONS, PATIALA

79, Sheikhpura, P.O. Punjabi University, Patiala (PB) - 147002

Ph. 90564-53888 (Off.), 92167-53888 (Mob.)

e-mail : rinku_randhawa77@yahoo.com

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DISTANCE AND E-LEARNING IN GLOBAL CONTEXT

by

Dr. Manju Gera, Mr. Maninder Pal Singh, Dr. Neeraj Kumar & Ms. Sonu Bala Dhiman

ISBN: 978-93-85449-81-9

Price : 500/-

Laser Type Setting

Roshan Dhindsa & Manpreet Singh

Printed in India at

Twentyfirst Century Printing Press, Patiala

ACCESSIBILITY OF E-LEARNING TO DISABLED USERS

Mrs. Vimal Vidushy* & Ms. Harneet Kaur**

Educational system has been transformed with impressive progress of Information and Communication Technologies (ICT). Furthermore, when these technologies are available, affordable and accessible, they represent more than a transformation for people with disabilities. They represent real opportunities with access to an inclusive education and help to overcome the obstacles they met in classical educational systems. The right to full participation in society and equality of disabled individuals in India was recognized through the Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act which was enacted in India in 1995. In India, about 60 million people are disabled and 42.5% of them are women while 75% of people with disabilities come from rural areas. E-Learning helps students with disabilities in their studies and also facilitates a more equitable representation of this group of people in higher education. Although there are many technical standards, specifics, pedagogical and didactic perspectives to make E-learning platforms accessible for disabled users. In Distance learning E-learning options create learning opportunities for students with a broad range of abilities and disabilities. Because it is a flexible way to study for disabled learners as they are able to choose when and where they study - from home, in the office, or anywhere in the world. There are no timetabled classes to attend which means they can fit studying for a qualification around their other commitments but still a very few practitioners know exactly how to make it accessible. With the rapid changes in educational system the concept of E-learning is useful for the disabled users. So, the present paper focuses on the topic of accessibility of E-learning to disabled users for making them fully fledged members of the knowledge society and the exchange of creativity and intercultural dialogue.

Introduction

The continuous progress of ICT raised the need to move toward improving the learning quality applied in education and training systems by addressing new perspectives and opportunities.

E-learning emerges as the answer to fulfill that need and vouches to attend the learning needs of the students in a personalized and inclusive way. While the internet seems to be a one-stop shop for all solutions, persons with disabilities find themselves excluded from it due to their inability to either see the screen, use the mouse or keyboard, inability to access content or unfriendly user interface as many of the websites can still be navigated only by using a mouse, most of the audio visuals are not captioned for the use of persons with hearing impairment and web developers use graphics instead of using text, making them unreadable for screen reader

* Offg. Principal, A.S. College of Education, Khanna, vimalvidushy@yahoo.com

** Assistant Professor, A.S. College of Education, Khanna, harneetkr88@gmail.com

Chapters/ Papers in book 2018-2019



Special Education: Practices and Challenges

Dr. Gaurav Sachar
Chief Editor
Dr. Vandana Aggarwal
Editor

Special Education: Practices and Challenges

Edited by

Dr. Gaurav Sachar

Chief Editor

Dr. Vandana Aggarwal

Editor

ISBN

978-93-87745-98-8

Edition 2018

International Publishers & Book Suppliers of Indian Languages

Representation Offices :

Street 22466 133RD, Avenue South East, City : Kent, State: Washington,
Zip Code 98042 (USA) Ph. +12532435688

&

16, Fallowfield Road, LEICESTER- U.K. LES-6LQ



Published by

Sapatrishi Publications

24/9, Industrial Area, Phase-2,
Near Tribune Chowk, Chandigarh.
094630-88272, 0172-5002591

E-mail:- sapatrishi94@gmail.com

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Special Education: Major Challenges and Perspectives

Dr. Priya Saroj

Assistant Professor,

*University Institute of Legal Studies,
Chandigarh University, Gharuan (Pb.)*

priyasaroj29@gmail.com

Ms. Alka Sharma

Assistant Professor,

A.S. College of Education

Khanna

Abstract

Education is an effort of the senior people to transfer their knowledge to the younger members of society. It is thus an institution, which plays a vital role in integrating an individual with his society and in maintaining the perpetuation of culture. Emile Durkheim defines education as "the influence exercised by the adult generation upon those who are not yet ready for adult life". Teacher education or teacher training refers to the policies, procedures, and provision designed to equip teachers with the knowledge, attitude, behaviour, and skills they require to perform their tasks effectively in the classroom, school and wider community. The professionals who engage in this activity are called teacher educator. There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help individuals with special needs achieve a higher level of personal self-sufficiency and success in school and in their community which may not be available if the student were only given access to a typical classroom education. Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders (such as ADHD), and physical disabilities (such as osteogenesis imperfecta, cerebral palsy, muscular dystrophy, spina bifida, and Friedreich's ataxia, and developmental disabilities (such as autism spectrum disorders and intellectual disability).

Keywords- *Education, Communication, Society, Disability.*

Women Empowerment and Gender Sensitization in India in 21st Century



EDITORS

Dr. Nand Kishor

Prof. Monika • Prof. Megha Dua • Prof. Palwinder Kaur

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Editor-in-chief :

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ISBN : 978-81-940410-2-3

Price : 500/-

Published by
AASHNA PUBLICATIONS
Jalandhar Road, Piplanwala, Hoshiarpur
Ph.: 01882-256200

Type Setting, Design & Printed
Kamal Creationz
Hoshiarpur

Produced and Bound in India
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Women Empowerment and Gender Sensitization in India in 21st Century

WOMEN EMPOWERMENT-THE KEY TO ACHIEVE SOCIAL AND ECONOMIC GROWTH

*Mrs. Vimal Vidushy

Offg. Principal, A.S. College of Education, Khanna.
vimalvidushy@yahoo.com

**Mrs. Alka Sharma,

Asst. Prof., A.S. College of Education, Khanna.
alkaprakul@gmail.com

Abstract: India with its diversity and rich heritage has an ugly side to it. If women have been worshipped as Goddess, there has been a lot of progress. Though the situation has improved but some facts (education rate, sexual harassment among others) are daunting. Many women have broken the barriers and we would still witness a lot more. Women empowerment and economic development are closely related. In one direction, development alone can play a major role in driving down inequality between men and women; in the other direction, empowering women may benefit development. To help women is to help society, as Jawaharlal Nehru said — **You can tell the condition of a nation by looking at the status of its women.** Through the journey of women empowerment our nation will achieve its dream. This study attempts to analyze the status of women empowerment in India, government schemes, suggestion for implementation of schemes. This study is based purely from secondary sources. The study reveals that women of India are relatively disempowered and they enjoy somewhat lower status than that of men in spite of many efforts undertaken by government. The study concludes by an observation that women empowerment is the key to achieve social and economic growth.

Introduction Women Empowerment refers to strengthening the social, economic and educational powers of women. It refers to an environment where there is no gender bias and have equal rights in community, society and workplaces. Women population is around 50% of the total population of the world. They have every right to be treated equally with men in every spheres of life and society.

We all know that nobody gets everything in their life, but what about those who get nothing from birth till death. They are more other than women of our country, who plays vital role of various characters in our life. Dowry is a big curse for our society. Dowry means a big amount of money paid to buy a bridegroom for a girl, to have a licensed husband. Just like we purchase vegetables from the vendor and use it according to our wish, so in that way after buying husband, a wife should use him according to her desire, but nothing happens like that. A daughter's father betroth her to a guy with dowry and hope that he and his family will love, respect and take all care of her after marriage, but everything seems fake. She is internally, physically and even financially harassed by her typical, down market husband and in-laws. Some families in Haryana, Punjab and many other states it is openly done which is visible, but in many places, they are internally tortured, they get lime lighted very rarely. In this case, what could a helpless, innocent girl can do, if she goes and makes voice against them, their rigid stone-hearted husband and his family treats like an animal and force her to commit suicide. On one side, our men worship Goddess Durga, Lakshmi, Kali, and Saraswati on other side we harass women for dowry, abuse and kill her. One side we praise successful women of our country, such as Shobha De, Shreya Ghoshal, Deepika Padukone, on the other side punishable crime of female foeticide is done fearlessly. Daughters are killed without any fault after mother womb before she opens her eyes to see this wicked world, who knows they are future pride of our country like Saina Nehwal, Marry Kom and Kalpna Chawla. Many girls commit suicide because her father can't afford to marry her with a huge amount of dowry. Many women helplessly burn themselves alive, since they failed to fulfil the ridiculous wish of their in-laws by not giving birth to a boy child.

Status of Women in India: The position enjoyed by women in the Rig- Vedic period deteriorated in the later Vedic period. First, gender inequality in India can be traced back to the historic days of Mahabharata when Draupadi was put to the dice by her husband.

Women were denied the right to education and widow remarriage. They were denied the right to inheritance and ownership of property. Many social evils like child marriage and dowry system surfaced and started to engulf women. During Gupta period, the status of women immensely deteriorated. Dowry became an institution and Sati became prominent. In Indian society, a female was always dependent on male members of the family even last few years ago. Thirdly, a female was not allow to speak with loud voice in the presence of elder members of her inlaws.

Other hand, she has very little share in political, social and economic life of the society. During the British Raj, many social reformers such as Raja Rammohun Roy, Ishwar Chandra Vidyasagar, and Jyotirao Phule started agitations for the empowerment of women. Their efforts led to the abolition of Sati and formulation of the Widow Remarriage Act.

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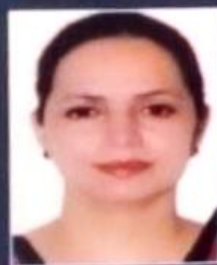


Dr. Balwant Singh has 42 years experience of teaching, research and administration in various institutions in India, served for 18 years as Director at the Training and Orientation centre, Ministry of Human Resources Development, Govt. of India, at Punjabi University Patiala. He was the Founder Principal of University College of Education, Punjabi University and the Founder Secretary of Partap Charitable Trust, Ludhiana & Principal Partap College of Education, Ludhiana.

Balwant Singh is a member of the Board of Studies and Academic Council, Panjab University Chandigarh and a Member of the Indian Institute of Public Administration, government of India, New Delhi. Balwant has participated in and presented research papers and keynote addresses in more than 50 national and international conferences, seminars and workshops. He has also published six books.

Balwant Singh is a Constituent Member of the International Professional Development Association (IPDA), U.K. and International Study Association of Teachers and Teaching (ISATT) and is Chairperson of IPDA Association India. He has organised International Conference in collaboration with IPDA U.K. since 2013 in India.

Title of Award of Fellow, International Professional development Association (IPDA), UK was presented to Dr. Balwant Singh on 25-11-2016 by Prof. John Macbeath, President IPDA, UK during the International Conference held on 25-26 November 2016 at Stirling University, Stirling, Scotland.



Dr. Manpreet Kaur is working as Vice Principal at Partap College of Education, Ludhiana, Punjab. She is M.Sc. (Zoology), M.Ed. and Ph.D. in Education. She has 15 Years of experience to teach graduate, post graduate classes and providing research guidance. She is serving as Managing Editor of research journal 'Parview' and authored a book on 'Predictors of well-being among adolescents'. She is secretary IPDA India and elected as Executive Committee Member of IPDA, UK. She is also member of ISATT & awarded by IPDA India for International Professional Development Linkages in

2017. Her areas of interest are well-being, professional development and women leadership.

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Head Office:

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Uttam Nagar, New Delhi-110059

Corporate Office:

7/28, Room No 208, Vardaan House,
Ansari Road, Daryaganj, New Delhi-110002

Branch Office:

216, Green Park, Narendrapur, Kolkata
Phone number: 011-23256188, 9953694312, 958224890
Email: ndpublishers@gmail.com/
Website: www.ndpublisher.in

Price ₹ 595/-

ISBN: 978-93-88879-08-8



Abstract

Mentors know a great deal about teaching and learning, students, parents and the school, which often leads to a kind of practical wisdom that can't be printed in a book – this knowledge and know-how is invaluable to new teachers. A mentor is an experienced influential member of an organization who provides career guidance, psychosocial, support and organizational information to a less experienced organisational member. The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). This paper focused on the concept of mentoring, qualities of mentor teachers and how mentoring promotes life skills.

Key words: Mentoring, Mentor Teachers, Life Skills.

Introduction

The term 'mentor' is used in this guide to describe a knowledgeable, experienced, highly proficient teacher who works with and alongside a beginning teacher or less experienced colleague. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. Mentors come in all kinds of shapes, sizes and packages with different skills and ways of working. There are things that you love to do and things that 'rattle your cages'. What makes you, as a mentor, different from your teacher colleagues is that you have volunteered to help someone just starting out as a teacher. A lot of time, thought, energy and effort are needed to become a great mentor. Alleman and Clarke (2002) defines mentor as a person with greater rank, experience and/or expertise who teaches, counsels, inspires, guides and helps another person to develop both personally and professionally.

Mentoring

Mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. So, mentoring programs pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry.

Chapters/ Papers in book 2019-2020

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ISBN : 978-81-940410-2-3

Price : 500/-

Published by

AASHNA PUBLICATIONS

Jalandhar Road, Piplanwala, Hoshiarpur

Ph.: 01882-256200

Type Setting, Design & Printed

Kamal Creationz

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Produced and Bound in India

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WOMEN EMPOWERMENT AND DOMESTIC VIOLENCE

Mrs. Harneet Kaur

Asst. Prof., A.S. College of Education, Khanna.

Email- harneetkr88@gmail.com

Abstract
Women empowerment is a debatable subject. At earlier time they were getting equal status with men. But they had faced some discrimination during post-Vedic and epic ages. Many a time they were treated as slave. From early twenty century (national movement) their statuses have been changed slowly and gradually. In this regard, we may mention the name of the British people. After their independence of India, the constitutional makers and national leaders strongly demand equal social position of women. Today we have seen the women occupied the respectable positions in all walks of the fields. Yet, they have not absolutely free from some discrimination and harassment of the society. In India, the latest survey of intimate partner violence (IPV hereafter) shows that 39% of married women were victims of spousal abuse (Kishor and Gupta, 2009). A few number of women have been able to establish their potentialities. Therefore, each and every should be careful to promote the women statuses. So, the present paper focuses on the topic of women empowerment and women's experience of domestic violence.

Introduction
Delivering multiple roles effortlessly every single day, women are undoubtedly the backbone of any society. Doting daughters, caring mothers, competent colleagues and a wide range of many other roles are played by women around the world. This, in turn, has caused women at large to bear the brunt of inequality, oppression, financial dependability and other social evils. For centuries now, women have been living under bondage that restricts them from achieving professional as well as personal heights. In addition, crimes against women in India are among the fastest growing rates. This makes violence against women in India a major public health concern that affects women's well-being and negative effects (Ahmed, 2005; Ahmed et al., 2006; Campbell, 2002; Pollak, 2004; Aizer, 2011). India is a complex country. We have, through centuries, developed various types of customs, traditions and practices. These customs and traditions, good as well as bad, have become a part of our society's collective consciousness. We worship female goddesses; we also give great importance to our mothers, daughters, sisters, wives and other female relatives or friends. But at the same time, Indians are also famous for treating their women badly both inside and outside their homes. According to the United Nations Declaration (1993), violence against women includes "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life. Women empowerment in simple words can be understood as giving power to women to decide for their own lives or inculcating such abilities in them so that they could be able to find their rightful place in the society. According to the United Nations, women's empowerment mainly has five components:

- Generating women's sense of self-worth;
- Women's right to have and to determine their choices;
- Women's right to have access to equal opportunities and all kinds of resources;
- Women's right to have the power to regulate and control their own lives, within and outside the home; and
- Women's ability to contribute in creating a more just social and economic order.

Thus, women empowerment is nothing but recognition of women's basic human rights and creating an environment where they are treated as equals to men.

Domestic violence

According to UNICEF INNOCENTI DIGEST (2000) –domestic violence has been defined as "Violence which includes, violence perpetrated by intimate partners and other family members, and manifested through; Physical abuse such as beating and also includes traditional practices harmful to women such wife inheritance; Sexual abuse such as compel sex through threats, intimidation or physical force; Psychological abuse such as threats of abandonment, confinement to the home, verbal aggression and constant humiliation; Economic abuse which includes denial of money, refusal to financial contribution and control the access to health care employment etc."

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First edition published in 2021 by

TWENTYFIRST CENTURY PUBLICATIONS

79, Sheikhpura, P.O. Punjabi University, Patiala (PB) - 147002

Ph. 99153-98354, 92167-53888

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by

Dr. Hem Raj, Dr. Kanan Kapil, Dr. Fatma Gausiya & Dr. Opendrjeet Kaur

ISBN : 978-93-90953-42-4

Price : 600/-

Laser Type Setting

Sandeep Kaur

Printed in India at

Twentyfirst Century Printing Press Patiala

REACHING OUT WITH EDUCATIONAL TECHNOLOGY

Dr. Pawan Kumar*

ABSTRACT

Today's age is the age of science and technology and almost everything is at our disposal at the click of a mouse. No sphere of our life has remained untouched by modern technology. Technology is all around us and only continues to expand in its many uses in our life. This has led to an awakening for learners to become more competitive in the global marketplace, increasing the demand of technology. Globalization has led to an increase in the use of technology within education; this does not necessarily mean that it has influenced learners in a huge way. Technology, as a significant source in education, has a significant role to play in achieving educational objectives. Its importance is undoubtedly the ability to reach more students more efficiently. It is also a fact that the educator has been removed from the learning environment. The teaching-learning experience cannot be replaced by technology as it lacks human and social elements along with interpersonal interaction. Interpersonal interaction is also required to make the teaching-learning process more effective and more meaningful. This paper will explore the role and need of technology in education and to what extent and how it is contributing to meaningful education.

Keywords: Technology, Need and Importance, Role, Advantages and Disadvantages.

Introduction

Technology, after the gift of life, is perhaps the greatest of God's gifts. Technology has certainly changed the way we live. It has a deep effect on varied facets of life. Undoubtedly, technology is playing an important role in every sphere of life. Modern technology has revolutionized the field of education as it is helpful in carrying out various multifaceted and critical processes with greater efficiency. Now it has become an integral and very useful part of the teaching learning process. The use of computers in schools has made it easier for the teachers as well as students to impart and acquire knowledge. Teaching and learning has become more enjoyable in educational institutes with the use of modern technology.

In this science and technological age, technology has led to an awakening for learners to become more competitive in the global marketplace, increasing the demand of technology. Globalisation has led to an increase in the use of technology within education. According to Schrum and Glassett, (2006) there is no adequate evidence on the impact of technology on learners based on education. Bretag (2011) has rightly said, "Education technology has led to a "rebuild" and not "remodel" as teachers are now teaching through the use of power-point slides as opposed to chalk boards".

Education institutions use technology as a means to build onto existing methods, as opposed to optimally utilizing the technology in more meaningful ways this is demonstrated when learners use

* Principal, Baba Mangal Singh institute of Education, Bughipura – Moga

EDUCATION IN EMERGING INDIAN SOCIETY

DR. SUKANTA KUMAR PRADHAN
DR. TAGE YAMA



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Dr. Sukanta Kumar Pradhan
Dr. Tage Yama

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First Published 2021

ISBN: - 978-81-953203-6-3

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Published in India by

RUDRA PUBLISHERS & DISTRIBUTORS

C-293A, Street No. 3, West Karawal Nagar, New Delhi - 110094

Cell : 9312442975 E-mail : rudrapublishers@yahoo.com

Printed at Research Press India New Delhi.

Education for Children with Special Needs

Dr. Pawan Kumar¹

ABSTRACT

The Integrated Scheme on School Education aims to look at education of all children including children with special needs in a continuum from pre nursery to class XII. The NPE, 1986 has also envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence. This paper focuses on the special needs and special instructions for children with special needs. It will be very useful for teachers, administrators and policy makers for achieving the aim of growth and development of children with special needs.

Keywords: Special needs, Special children, Special educational services and steps for providing special education.

Special Needs

Special need is a variety of conditions and impairments that can be classified as different needs. They can include chronic and terminal illnesses, physical impairments and cognitive or psychiatric issues. People with special needs are people who need special help or care, because they have a disability. The word special needs refer to schemes, methods and organizations which are for people with special needs, special educational services, steps for providing special education, For example – a

¹ Principal, A.S. college of Education, Kalal Majra, Khanna, Punjab