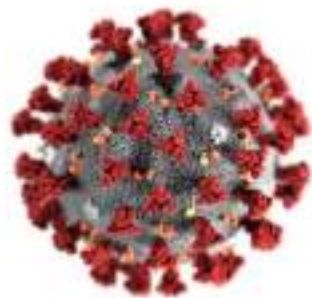


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HEALTH, HYGIENE, SANITATION AND ENVIRONMENT AT PANDEMIC TIMES



STAY HOME BE SAFE



Dr SRI RAMA MURTHY PASUPELETI
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Awareness about Personal and Domestic Hygiene among Rural Folk in District Poonch

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Abstract:

Covid -19 in year 2020 provided us the most important lesson regarding how important is our personal and domestic hygiene especially in pandemic times through which we had gone and till now we are not completely free from this pandemic although vaccination process started but the importance of personal and domestic hygiene is vital and important especially in rural India where seventy percent of population resides and most of them either neglect personal and domestic hygiene or unaware about the health risks due to their poor personal hygiene. In this chapter, the importance of personal and domestic hygiene had been discussed in rural India. We all know we are going through the most difficult phase of pandemic as its second wave is seen in almost every country so here we had a focus to identify key areas in rural India where we have to improve our personal hygiene right from hand washing to the intake of a well balanced diet. In the present scenario a case study was conducted as a pilot study to assess the awareness of the rural population regarding personal and domestic hygiene. In this study four villages are selected on the basis of random sampling technique and about 52 households are taken whose members are interviewed personally and on the basis of their responses a rating scale was designed in order to assess their awareness regarding various activities like Hand washing, bathing, Animal rearing , Nutrition and Sanitation. The results show that rural population in these villages is mostly unaware of importance of personal and health hygiene.

Keywords: Hand washing, Bathing, Hygiene, Animal Rearing, Nutrition, Sanitation

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Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes. Inclusive education is about how we develop and design our schools, classrooms, programs, policies and activities so that all children can learn and participate together. This book is an attempt to present novel research and ideas for 'Creating an Inclusive Schooling System'. It has covered a broad discussion on inclusive education, its philosophy, needs, benefits and rationale. It has highlighted various confronting issues and challenges of inclusive education for children with disabilities (CwDs) in India. This book has explained the roles and responsibilities of teachers and parents of CwDs for the implementation of inclusive education for CwDs in schools. It has also included coherent and realistic suggestions for changes and reformations needed in components of the education system for the promotion of inclusive education for CwDs. The final section of the book has included a comprehensive and conceptual discussion on Universal Design for Learning (UDL), which is a step forward to ensure the inclusive design of learning for CwDs.



Ratan Sarkar
Suman Atta

Creating an Inclusive Schooling System

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Primary School Teachers' Attitude towards Inclusive Education in Relation to Certain Demographic Variables

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Abstract

The present study attempts to examine the primary school teachers' attitude towards inclusive education in relation to certain demographic variables. The study is quantitative in nature and the sample consists of 100 primary school teachers selected from 10 Government (5 from urban and 5 from rural area) and 10 Private (5 from urban and 5 from rural area) schools located in Jammu District through Stratified Random Sampling Technique. The main objective of the study is to find the significant difference of attitude of primary teachers based on gender, educational qualifications, teaching experience, residential background and type of school. In this study, a standardized tool namely "Teacher Attitude Scale towards Inclusive Education" developed by Sood and Anand (2011) has been used. Mean, S.D, Percentage and t-Test have been employed for analyzing the data. It is found in the study that most of the teachers i.e. 97% teachers have moderate to favorable attitude towards inclusive education. No significant differences in the attitude of primary school teachers towards inclusive education based on gender, educational qualifications, teaching experience and residential background have been reported. However, significant difference in the attitude of primary school teachers with respect to type of school for



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Dr. Adit Gupta



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Attracting and Retaining Teachers as Critical Resources for Building World Class Institutions

Nishta Rana

ABSTRACT

No nation can become globally competitive without developing world class educational institutions within its boundaries. Further, no institution can grow as world class unless it can attract competent young teachers into its fold. All professional colleges in India face serious problems in this regard as they cannot compete with the outside market in terms of the financial package offered. But we will still manage to draw in young talent if we tend to acknowledge and reward merit. In other words, we need to develop such a system which can attract the brightest into teaching profession, who can cultivate the qualities of excellence in teaching and research publications. India, which contributes a significant share of students and faculty in the world's leading universities, does not itself have any representation among the top-tier of global universities. So, there is a pressing need for the Government to attract and retain quality teachers in this profession, as they are the critical resources in making quality education institutions world class. Now the time has come to think about the question why we failed in getting the best brains as teachers, who are responsible for cultivating the seeds of intellectual crop. The first part of this paper highlights the role of teachers in building world class institutions. Secondly, reasons behind not getting best brains as teachers at higher education level have been delineated. In the end, various suggestions to attract and retain teachers in higher education institutions have been made.

Keywords: World Class Institutions, Teachers, Research, Teaching-learning, Incentives, Brain Drain.

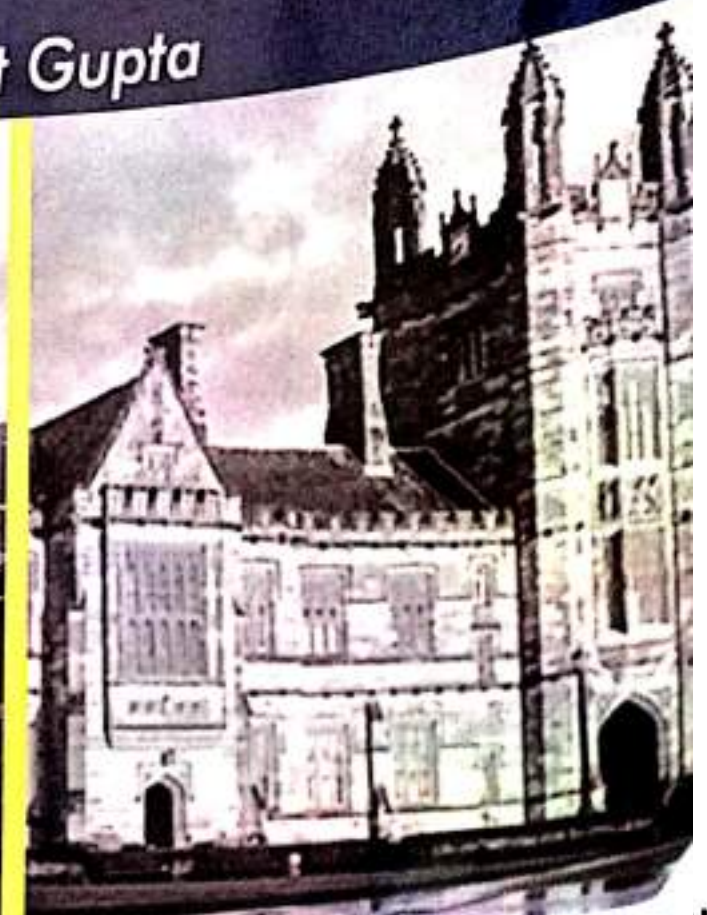
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Analysis of Top Ten Colleges as Per National Institutional Ranking Framework (NIRF) 2019

Rohnika Sharma

ABSTRACT

National Institutional Ranking Framework (NIRF) plays a significant role in building and improving quality of world class educational institutions. The National Institutional Ranking Framework (NIRF) was developed in the year 2014-15 by a core committee, appointed by the Ministry of Human Resource Development (MHRD), under the chairmanship of secretary, Higher Education. The NIRF envisaged separate category-specific rankings for colleges & universities and domain-specific rankings in their respective disciplines. As such, discipline specific frameworks were drafted for colleges are based on the broad recommendations of the NIRF. The spirit of the ranking framework and parameters originally identified by the core committee and used for India rankings for past three years has been retained for the year 2019. This paper highlighted the five broad generic groups of ranking parameters, namely: i) Teaching, Learning and Resources; ii) Research and Professional Practice; iii) Graduation Outcomes; iv) Outreach and Inclusivity; and v) Perception. Further an attempt is made to acquaint with the performance score under each parameter mentioned above and also enunciated a suitable metric that is used to compute a score for the sub-parameter. This article also depicted the ranking score of top ten colleges on different parameters as per Indian ranking 2019 framework. It has been found that the top ten ranked colleges were from three states of India viz. New Delhi, West Bengal and Tamil Naidu and their overall rank score lies between the ranges of 73.72 to 64.5.

Dr. Rohnika Sharma

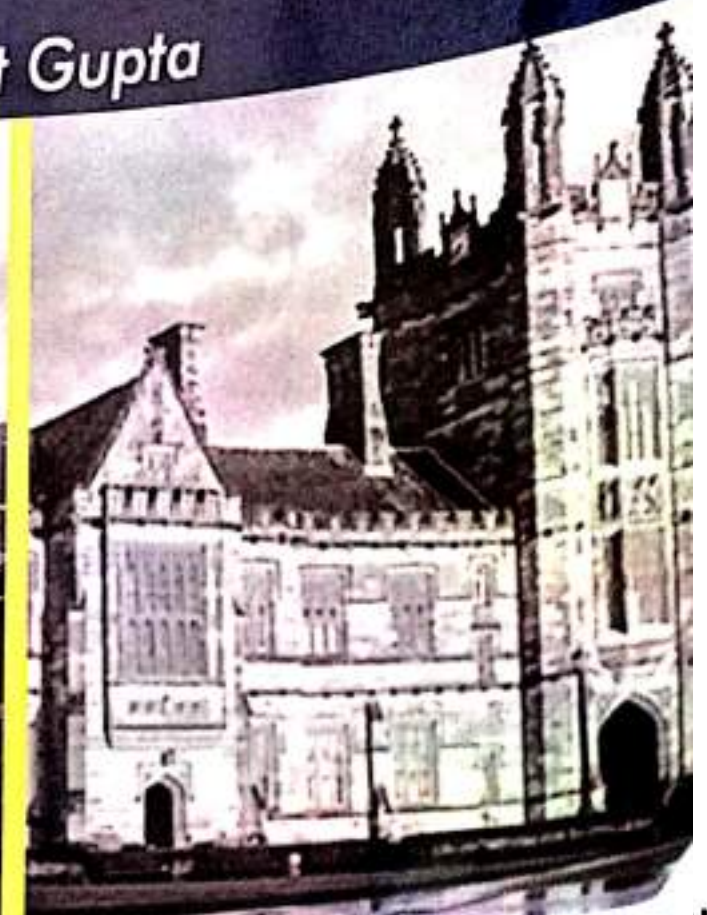
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Issues and Concerns of Higher Education in India

Poonam Soni

ABSTRACT

India is rushing headlong toward economic success and modernization, counting on high-tech industries such as information technology and biotechnology to propel the nation to prosperity. Unfortunately, its weak higher education sector constitutes the Achilles heel of this strategy. India has significant advantages in the 21st century knowledge race. It has a large higher education sector—the third largest in the world in student numbers, after China and the United States. Higher education in India suffers from several systemic deficiencies. There has been blatant politicization of academia from 1970s onwards where academics of a certain ideologies were privileged by power. As a result, our universities, instead of becoming spaces where diverse ideas and genuine contestation can flourish, turned into monoliths of political correctness. Higher Education continues to produce graduates that are unemployable despite emerging shortages of skilled manpower. The standard of academic research is low and declining. The decline in India's higher education system can be traced to various factors. This paper aims to discuss different issues and challenges in higher education in India such as unwieldy affiliating system, inflexible academic structure, uneven capacity across various subjects, eroding autonomy of academic institutions, the low level of public funding and the gap between theory and practice which influence the quality of higher education. The paper also provides suggestions and recommendation to improve the quality of higher education.

Keywords: Higher Education, Quality, Issues, and Challenges

Poonam Soni

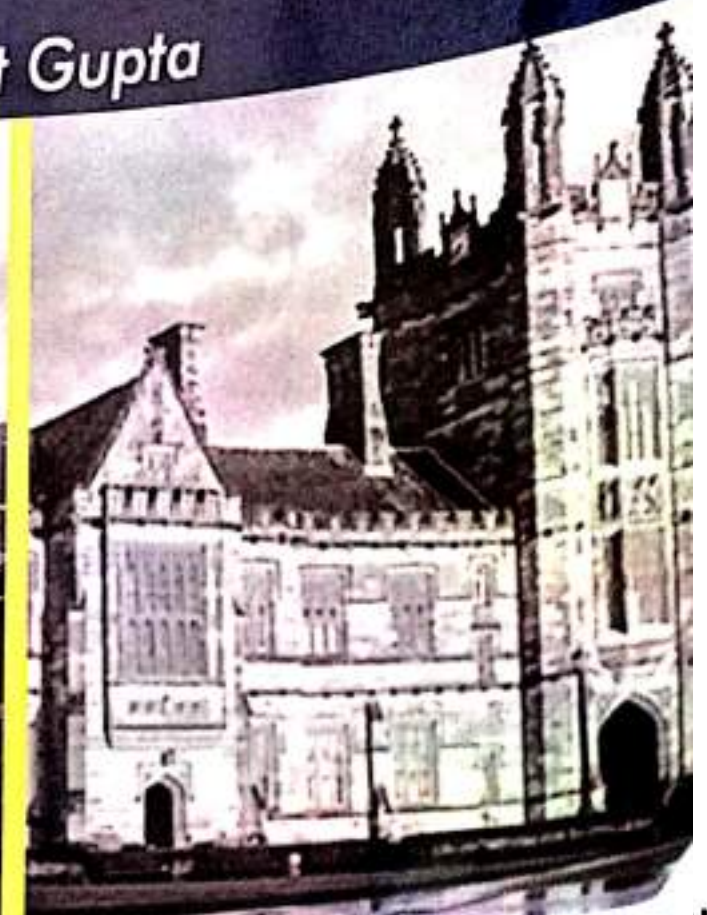
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Role of Technology in Building World Class Institutions

Arpana Koul

ABSTRACT

The term "world-class" refers to the high standard and quality of business operations and has become a catchphrase, not simply for improving the quality of learning and research in tertiary education but also, more important, for developing the capacity to compete in the global tertiary education marketplace through the acquisition and creation of advanced knowledge. Education is a focal enabler of the quality of human resources. Quality education with world-class standards will produce superior human resources in managing all resources. The use of technology has enriched the world from all walks of life including that of education. Research indicates that the application of technology in education invariably increases students' learning, understanding, and achievement besides augmenting their motivation to learn. Technology facilitates collaborative learning and supports the development of critical thinking and problem-solving skills. Proper implementation of technology in the classroom gives students more control of their own learning and tends to move classrooms from teacher-dominated environments to ones that are more learner-centered. In this paper, an attempt has been made to highlight the importance of technology in education, how it can build world-class institutions. The various requirements of world-class institutions like leadership, meritocracy, innovations, mindset, a sense of humility, collaborative learning, etc. are also discussed in this paper.

Keywords: World Class Institution, Criteria, Role of Technology

Arpana Koul

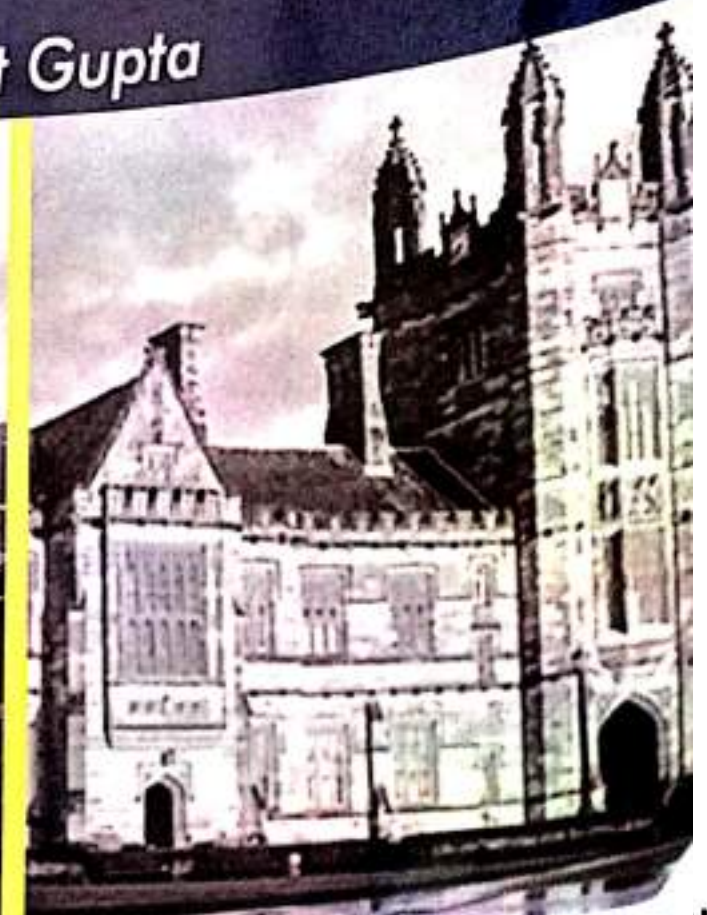
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Role of Internal and External Stakeholders in Improving Quality of Higher Education

Suneel Kumar Bhat

ABSTRACT

The term stakeholder (in education) typically refers to anyone who is interested in the welfare and success of educational institutions and their clients, including administrators, librarians, teachers, staff members, students, parents, families, community members, institutional board members, and concerned government officials. This paper provides information about the roles of stakeholders in improving the quality of higher education. This paper emphasized the role of Internal and external stakeholders for improving the quality of higher education. Continuous and holistic improvement in the higher education system requires the collaborative efforts of both internal and external stakeholders are also discussed in this paper. Collaboration among various stakeholders could be achieved through establishing a close link or relationship among them.

Keywords: Stakeholders, Collaboration, Higher education, Quality Improvement.

INTRODUCTION

In education, the term stakeholders refer to anyone who is interested in the welfare and success of an educational institution and its clients, including administrators, librarians, teachers, staff members, students, parents, families, community members, institutional board members, and concerned Govt. official. Freeman (1984) had defined a stakeholder as "any group or individual who can affect or is affected by the achievement of an institution's

Suneel Kumar Bhat

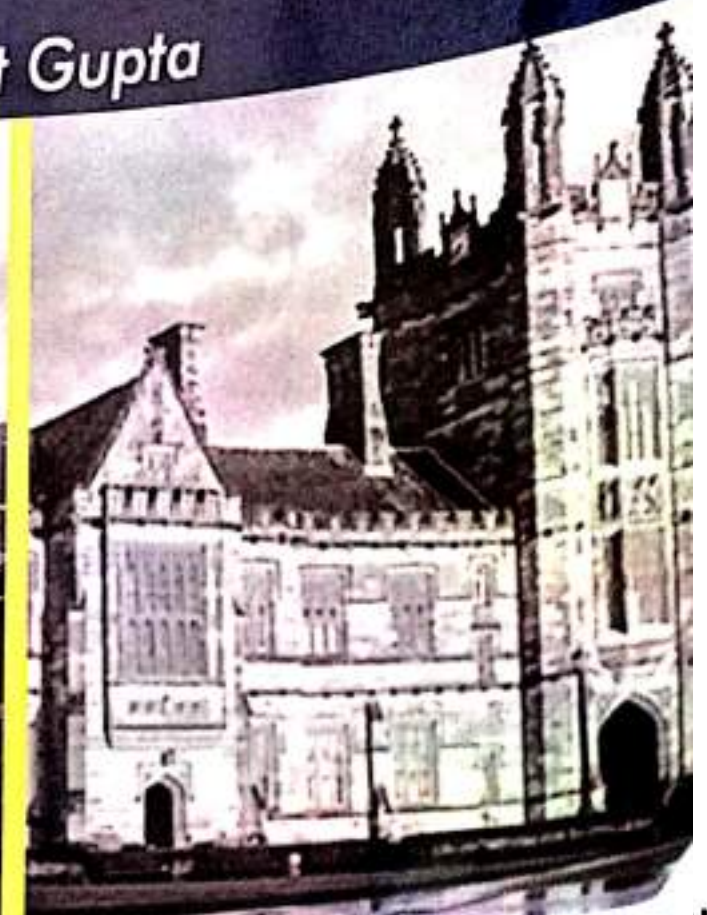
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Building World Class Educational Institutions: Issues & Challenges

Dr. Adit Gupta



Published by
Dr. Adit Gupta

Author
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Improving the Quality of Higher Education to make an Institution World Class

Suman Gupta

ABSTRACT

India is world's second largest country in providing higher education. Quality higher education is the need of the hour to sustain in this competitive era. This Paper focuses on the means to achieve quality in higher education for the betterment of the society at large. The significant contribution of National Assessment and Accreditation Council i.e., NAAC is to assure quality in higher education and to implement new methods of accreditation having recognition at international level. The vision and mission statements are guiding principles to function in the area of higher education. The benefits of assessment and accreditation by NAAC have also been highlighted in this paper. The Internal Quality Assurance Cell (IQAC) aims to develop a system for conscious and consistent improvement in the overall performance of the institutions. Various means to enhance quality of higher education are also emphasized in this paper. Creating world class education institutions (WCEI) and nurturing them is an exciting and challenging task. According to the scheme of creating world class educational institutions (WCEI), it is necessary to empower Higher Educational Institutions and help them to become world class teaching and research institutions. The institutions should not only apply for NAAC accreditation on voluntary basis but accreditation should be made mandatory for all institutions so that they can emerge as quality institutions in the path to attain world class status.

Keywords: NAAC, IQAC, Higher Education and World class institution

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Women, Education and Empowerment



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Dr. Nishta Rana**

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CHAPTER 8

WOMEN LITERACY IN INDIA: FACTORS AND SCHEMES

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ABSTRACT

Women play a key role in building a nation, and every country is being known for the power of women's empowerment. It is an essential element for any nation. Promoting education among women helps them understand their individuality to refrain from any exploitation. Today the female literacy rate is 65.46% where the male education rate is more than 80%. This Paper focuses on important factors which could affect the low literacy rate of women in India. These are: Poor school climate for young ladies, The lower enrolment, Dowry framework, Early marriage, Priority to child's schooling contrasted with girl's schooling and Poverty, Poor school environment for girls, Early marriage, Priority to son's education compared to daughter's education and Poverty, Child marriage and early unintended pregnancy, Gender-based violence against women and girls. Lack of inclusive and quality learning environments and inadequate and unsafe education infrastructure, including sanitation etc. India has significantly done well in providing education to the citizens of the nation. The nation's rate is 73.2%, of which 59% of women are literate. The paper also highlighted the welfare schemes and strategies adopted by the government for increasing female literacy. The welfare schemes for motivating women's education in India are: Beti Bachao, Beti Padhao, Working Women Hostels, Support to Training and Employment Programme (STEP), Mahila- E- Haat, SABLA, Swadhar Greh, One-Stop Centre Scheme, Nari Shakti Puraskar, Contribution of literacy campaigns to female literacy, Increased girls enrolment in primary, secondary and higher education etc. Our motto should be "each one, teach one". If the nation's women were educated, the generation would be educated, leading to the country's development. Moreover, educating women leads to many reforms, a better understanding of concepts. As Mahatma Gandhi said, "Educate one man, you educate one person, but educate a woman, you educate a whole civilization."

Keywords: Women education, Women literacy and welfare schemes

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CHAPTER 11

GENERAL EDUCATIONAL PRACTICES FOR PROMOTING GENDER EQUITY

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ABSTRACT

Hidden gender biases in curricula and the socialization of gender roles lead to inequitable education for girls and boys. The differential treatment between males and females in classrooms from the nursery school to the postdoctoral experience impact females' academic and career opportunities, social treatment, and participation in power structures. This paper discusses ten elements of comprehensive approach to gender equity based on a gender equitable educational paradigm. To overcome the most salient problems regarding gender equity in our nation's schools some strategies such as Curriculum and Instruction Strategies, Strategies for Changing Educational Cultures, Methodological Strategies, and Strategies for Assessment and Evaluation, Strategies for Counseling and Advising, and Staff Development Strategies for Equity have also been comprehensively focused upon.

Keywords: Gender, Equity, Stereotyping, Comprehensive approach, Strategies

1.0 INTRODUCTION

Gender role stereotyping and gender bias limit educational choices and opportunities for students. It's impact on teaching and counseling methodologies, educational and career choices, violence in schools, communication, and other aspects of education has not been taken routinely into consideration in developing policies, procedures, training, and technical assistance for schools. Equity concerns, however, need to be built into all educational thinking and planning to ensure educational excellence for all students.(Kohler & Zumwalt, 1998).

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**WOMEN EMPOWERMENT: AN ESSENTIAL TOOL FOR
SOCIETAL DEVELOPMENT**

Eesha Sharma

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ABSTRACT

Women empowerment is the most important topic in the world. Women are the essential and integral part of society and without women concept of society is incomplete. The population of females in the world is estimated at 3,904,727,342 or 3,905 million or 3.905 billion, representing 49.58% of the world population (Dorling, 2021). Women comprises almost half of the world's population. But, unfortunately they were denied equal opportunities and importance as men. Women throughout the world have been struggling for equal rights over the past millennium. Hence, the history of the women has been very eventful. Empowering women is indispensable for health and social development of families, societies, communities and countries. When women live safe, enjoy productive lives, they can reach their full potential and contribute their skills to the workforce and can raise happier and healthier children. It is the need of hour to empower women for the development of the society and betterment of the civilization. The paper highlights the need for women empowerment, challenges, how to overcome the challenges and government initiatives to improve the status of women.

Keywords: Women Empowerment, Challenges, Government Initiatives

1.0 INTRODUCTION

Women's empowerment can be defined as promoting women's sense of self-worth, self-respect, their ability to determine their own choices and decision making, and also their right to influence social change for themselves and others.



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EDUCATION AND GENDER INCLUSION: UNDERSTANDING SCHOOLING PROCESSES

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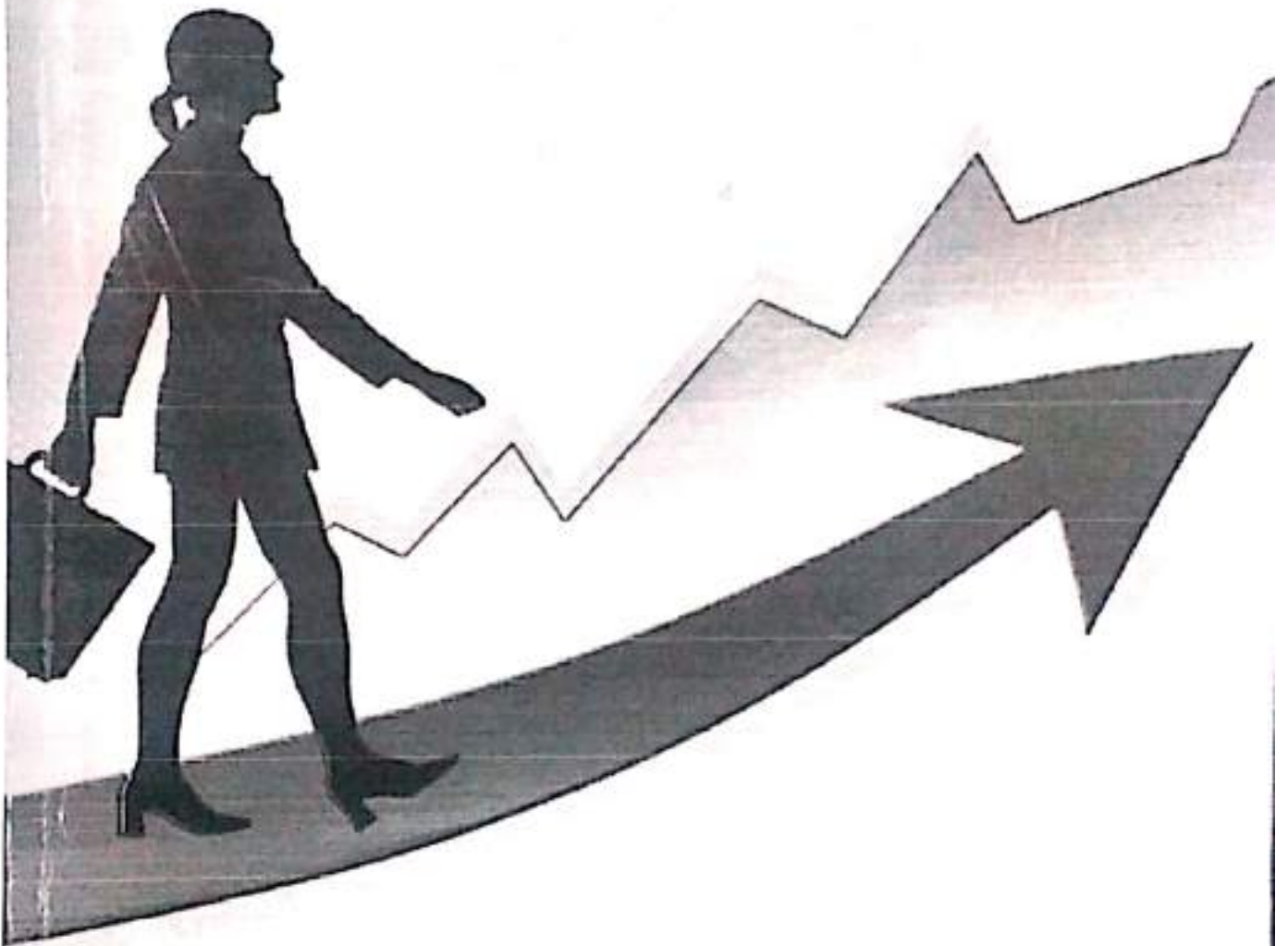
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ABSTRACT

The term gender has been accorded great significance in educational discourse particularly with regard to access to educational opportunities and more importantly to quality education. The terms like gender equality, gender equity and gender inclusion have been reflected in various national and international documents. In fact, gender inclusion is a global priority for UNESCO and is closely linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals (SDGs). More recently, the National Policy on Education 2020 has laid emphasis on Equitable and Inclusive Education 'where no child should be left behind irrespective of caste, class, religion and gender. The Policy also recognizes the special and critical role that women play in society; therefore, providing quality education to girls is the best way to increase the education levels of girls not just in the present but also in future generations. So, in this paper an effort has been made to understand the schooling processes going on in the schools. This paper also addresses positive interventions in pedagogical processes while transacting the curriculum across disciplines and makes the school environment gender inclusive. At the end, role of teachers and principals in making the schools inside and outside the classrooms gender inclusive has been discussed.

Keywords: Gender Inclusion, Curriculum Transactions, Teacher, Principals, Schooling Processes.

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CHAPTER 9

GENDER AND EDUCATION: A DISABILITY PERSPECTIVE

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ABSTRACT

Countries worldwide have formulated many programs and policies over the years for children with disabilities in order to help them to be a part of mainstream society. However, despite these policies, children with disabilities are amongst the most disadvantaged group in terms of access to education and employment as per their needs and strengths, especially girls and women with disabilities. The global literacy rate is as low as three per cent for all adults with disabilities, and it is only one per cent for girls and women with disabilities. The chapter focuses on the factors that influence the accessibility of education for girls and women with disabilities such as home and school-related issues, awareness and inadequate levels of training of key stakeholders, lack of support systems, socio-economic factors, architectural barriers, and policies and initiatives focusing on the education of girls and women with disabilities. It also highlights the promising strategies or interventions for educating to girls and women with disabilities in specific.

Keywords: Gender, Education, Barriers, Girls and Women with Disabilities, Interventions

1.0 INTRODUCTION

Education is a right of every child with or without disability as education helps in equipping children to meet the challenges of the life and assists in knowing the environment in which we live in. It is considered as a human right with immense power to transform the environment and powerful instrument of social change in bringing progressive mobility in the social structure. In order to make education accessible for all, every child must have equal rights to quality education. However, millions of children continue to experience segregation within (and from) education systems across the globe. Various international human rights commissions and policies such as the Universal Declaration of Human Rights (1946),

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CHAPTER 7

WOMEN EDUCATION IN INDIA: PROBLEMS AND GOVERNMENT INITIATIVES

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ABSTRACT

The advancement of women's education is inextricably tied to the Indian society's concept of roles. Views have remained largely unchanged, and exogenous factors such as education have had only a minor impact on women's freedom from long-held stereotypes and preconceptions. Education is seen as a powerful tool for bringing about processes of modernisation and social development. People are exposed to new views and ideas through education, which also supplies them with required skills. It is impossible to achieve sustainable development without educating women. Furthermore, it has been correctly stated that educating a woman entails educating the entire family. Women's education is a game-changing component in any country's economic development. By equipping women with the tools they need to overcome obstacles. Based on an analysis of emergent issues, some recommendations and suggestions are offered in terms of grassroots level interventions, strategic initiatives and enabling policy framework, towards improving women's access to education.

Keywords; Women Education, Problems in Women Education, Government Initiatives

1.0 INTRODUCTION

Women account for roughly half of the world's population. However, they had to bear a lot because they were denied equal opportunity in different regions of the world due to hegemonic male ideology. However, the rise of feminist ideals has resulted in a remarkable improvement in women's status in society around the world in recent years. One of the most

Women, Education and Empowerment



By
Dr. Lalita K. Sharma
Dr. Nishta Rana

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CHAPTER 24

INDIAN GOVERNMENT SCHEMES FOR EMPOWERING DISABLED GIRLS IN THE FIELD OF EDUCATION

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ABSTRACT

Education is one of the most remarkable means for empowering an individual or community in general, and women and girls in particular. This paper examines the level of educational attainment and higher literacy rate of development of any society, to achieve prosperity and sustainable development India has embraced various ways and methodologies through which the status of women has improved. In this paper it has been discussed that for empowerment of women, education is a vital instrument and the schemes and efforts made by the government to improve girls' education status. Awareness is needed to address many issues at ground level regarding the girls' education and government girls' child schemes in India to love and nurture the girl child.

Keywords: *Remarkable, Empowerment, Methodologies, Sustainable Development*

1.0 INTRODUCTION

Education is the basic right for human development. Education guides us on how to live in society. Education of girls in India is also one of the important factors for the overall progress of the country. Education is the most powerful way to increase economic growth in particular families and countries as a whole (Ahamad & Narayan, 2015). Each child should have dignified and equal access to quality education without discrimination (UNICEF, 2007). Education for women in many developing countries has been a major focus for policymakers

राष्ट्रीय सेवा योजना

पर्यावरण संवर्धन एवं नारी सम्मान

(Environmental Conservation & Women Dignity)



Save Earth, Save Life
Save Girl Child, Save Society

संपादक

प्रा. डॉ. अनिल दिगंबर वाडकर

राष्ट्रीय सेवा योजना पर्यावरण संवर्धन एवं नारी सम्मान
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* 'राष्ट्रीय सेवा योजना पर्यावरण संवर्धन एवं नारी सम्मान' चा पुस्तकातील सर्व मते आणि अभिप्राय संबंधित लेखकांची असून त्या संबंधी प्रकाशक, मुद्रक व वितरक सहमत असतीलच असे नव्हे.

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Empowering India through Quality Education

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Introduction - The word 'Empower' means to make someone stronger and confident or to help someone realize his/her abilities and potential. 'Quality' stands for the degree of excellence of something. Education has been considered a key driver of the national development and an essential condition for building a humane society.

The Education System which was evolved first in ancient India is known as the Vedic system. The importance of education was recognized in India. '*Swadeshe pujiyate raja, vidwan sarvatra pujiyate*' "A king is honoured only in his own country, but one who is learned is honoured throughout the world." The ultimate aim of education in ancient India was not knowledge, but the complete realization of self in this world or for life beyond, but for complete realization of self. The Gurukul system fostered a bond between the Gura and the Shishu and established a teacher-centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his teacher. The world's first university was established in Takshila in 700 BC and the University of Nalanda was built in the 4th century BC. The achievement and contribution of ancient India in the field of education, Science and technology in ancient and medieval India covered all the major branches of human knowledge and activities. Indian scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali and Vatsayana and numerous others made seminal contribution to world knowledge in such diverse fields as mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical art and production technology, civil engineering and architecture, shipbuilding and navigation, sports and games. The Indian education system helped in preserving ancient culture and promoting cultural unity and infused a sense of responsibility and social values. The ancient Indian education system has been a source of inspiration to all educational systems of the

world, particularly in Asia and Europe. But, what is the present status? India seems to have lost its preeminent position mainly because of poor education.

Present Status

In the seven decades after independence while much has been achieved, many would genuinely feel that India has not taken its rightful place in the comity of nations. At independence, India had sound educational infrastructure and an administrative system that was the envy of the developing world; even taking into account the major achievement in standing out as a stable democracy, India seems to have lost its preeminent position mainly because of poor education. Various studies (NCERT's NAS, NGO Pratham's ASER) studies show a decline in learning levels among school students (National Policy on Education, 2016). Some of the findings are:

Nearly half of the students of grade V were not able to read at grade II level, similar status is for arithmetic skill (Government Schools).

This is a matter of serious concern, since approximately 80% of unrecognised schools at the elementary stage are government run or supported. Without strong foundation in early years, the child's future progress (mental and physical) is highly circumscribed.

Poor learning outcomes in primary school stage naturally spills over to secondary stage and continues to the college years.

Education is an instrument for preparing younger generation for facing the challenges in life and teachers at any level play significant role in shaping the personality of young ones. Further, quality of teachers is dependent upon quality of a number of factors viz. their training, interest in teaching profession, adaptability, intelligence and motivation etc. Furthermore, it remains a big challenge to attract good quality students in teaching profession. After passing twelfth class, major lot (so called main) of students enters technical/vocational education courses and minor takes up general higher education (B.A./B.Sc./B.Com.). After their graduation, they take up their subject specialization (M.A./M.Sc./M.B.A. etc). Now, again the students who do not find admission in these courses, they plan to enter in B.Ed./M.Ed. course, which are responsible for creating teachers and teacher educators. Starting from teacher educators to pupil teachers and then teachers, and then students

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Sustainable Development: Role of Human Being

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We do not inherit this earth from our parents....we borrow it from our children (African Proverb)

The concept of sustainable development, although had appeared in the 1970s, was widely disseminated in the early 1980s by the 'World Conservation Strategy' (IUCN, UNEP and WWF, 1980), which called for the maintenance of essential ecological processes; the preservation of biodiversity; and sustainable use of species and ecosystems.

The Brundtland Report, Our Common Future (World Commission on Environment and Development, 1987), placed it on the world's political agenda and helped re-ignite public interest in the environment. It also spread the message that global environmental management was needed; and that without a reduction of poverty, ecosystem damage would be difficult to counter. Twenty years after the 'World Conservation Strategy' the same three bodies published 'Caring for the Earth' (IUCN, UNEP and WWF, 1991), which proposed principles intended to help move from theory to practice.

The concept of sustainable development was introduced in early 1980's (in particular through the publication of the World Conservation Strategy by IUCN, UNEP and WWF, 1980), in order to reconcile conservation and development objectives. Since then, it has evoked much discussion.

According to WCED, sustainable development may be defined as a process of changes in which the exploitation of resources, direction of investments, the orientation of technological development and the



एन.एस.एस. गीत

हम सब मिलकर देश का अपने जग में नाम जगायेंगे।
एन. एस. एस का परछम लेकर आगे बढ़ते जायेंगे॥ १॥
जंगल भी है देश की दौलत आओ पेड लगाये हम।
जो अनपढ भाई बहन है उनको आज पढायें हम।
'श्रम एव जयते' के बल पर भारत नया बनाये हम।
हर भारतवासीयों के दिल में प्यार का दीप जलायेंगे॥ १॥
मकसद अपना तन मन धन से देश की सेवा करना है।
कमजोरों और मजलूमों की हम को रक्षा करना है।
जो भी खिदमत हो सकती है फर्ज है अपना करना है।
हम भी क्या कुछ कर सकते है दुनिया को दिखलायेंगे॥ २॥
जात पात का भेद मिटाकर सब को गले लगाना है।
ऊँच नीच की दीवारों को तोड के आगे जाना है
नेहरु और आजाद की बातें लोगों तक पहुँचाना है
गांधीजी के सब सपनों को पूरा कर दिखलायेंगे॥ ३ ॥



अरुणा प्रकाशन, लातूर

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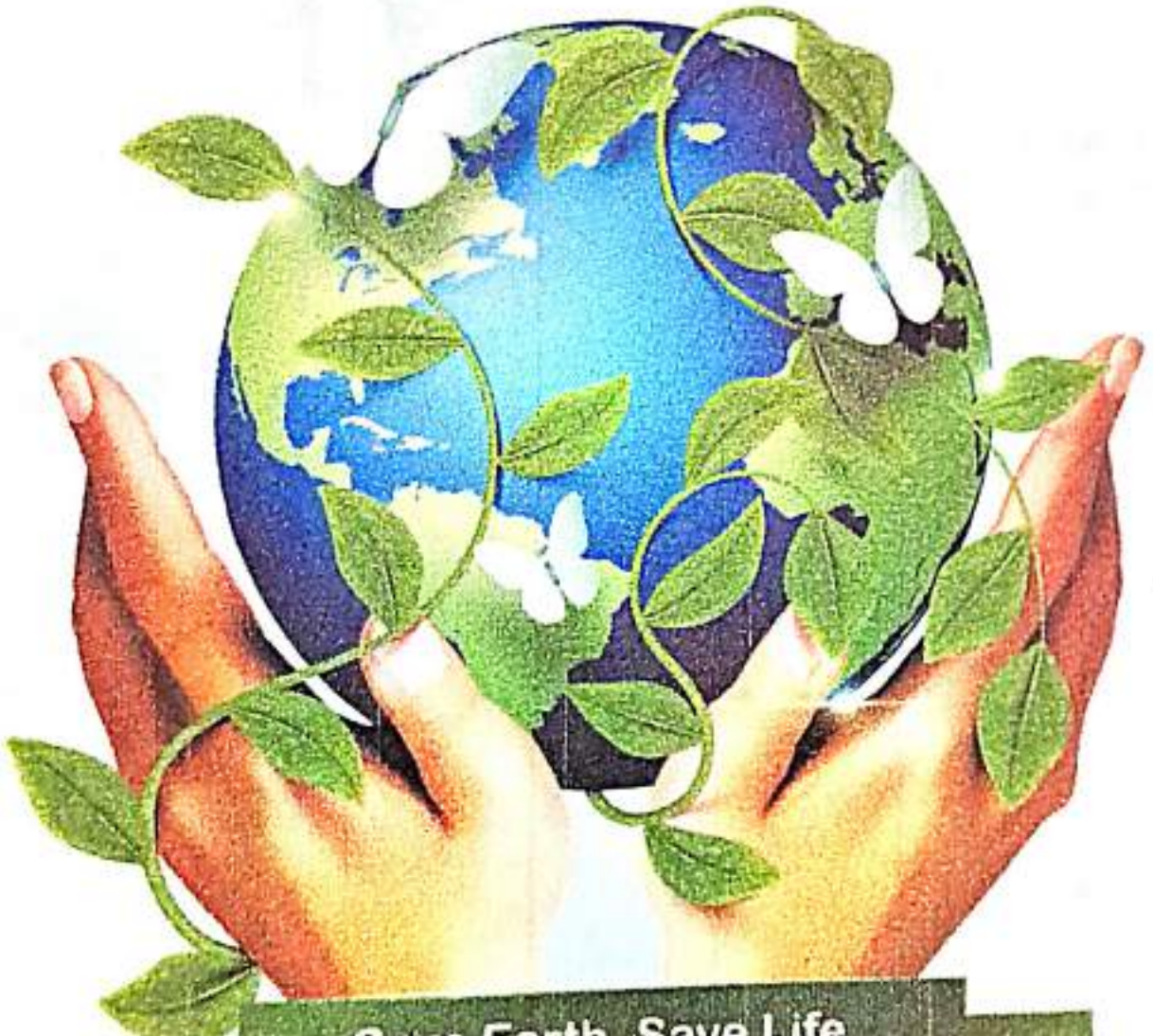


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मुखपृष्ठ रेखाटन :- विरभद्र गुळवे

मूल्य : ६००.०० रुपये

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Challenging Gender Inequality- Role Of Teacher, School & Society

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Abstract

Equality between men and women is a fundamental human right. It is a crucial factor in the construction process. All is handled the same and is considered equal. As a result, people in society will have the ability to interact with one another, share their expertise, and participate in activities that will benefit society. Equality increases people's morale, efficiency, and sociability. Women and men are valued equally in societies that are safer and healthier. Inequalities that girls face will begin at birth and continue throughout their lives. Discrimination has an effect on many facets of women's lives, from job advancement to mental health issues. Women also receive less education and are not working at the same rate as their male counterparts around the world. Teachers may indirectly establish the perception of gender bias by nonverbal behavior. The first step in resolving this issue is to arrange classrooms in such a way that all students feel equally valued. It is essential for a teacher to create a set of standards that encourage equality from the start. Attitudes and ideas that foster gender equality should be emphasized in schools. They must make certain that gender equality principles and behaviours are included in the course curriculum. Gender-sensitive textbooks and instructional materials should be updated. The society can take responsibility for eliminating the gender-based assumptions that lead to the continuation of gender discrimination.

Key Words: Gender, society, inequalities, discrimination, advancement, counterparts, teachers, textbooks, instructional material, eliminating

Introduction :

In terms of development, gender plays a major role. It's a method of analyzing how social roles and responsibilities influence the perceptions and desires of men and women from varied cultures. Gender inequality has prevailed in all societies for generations and continues to be a significant problem. Women and girls are secured by gender equality. It is essential for economic development. Despite the fact that India's constitution provides equal treatment to men and women, gender disparities still exist. Gender bias is exemplified by female feticide. The practice of female feticide or infanticide is performed every day. "Men's shifting attitudes toward egalitarian gender roles indicate that gender differences in parenting time might have closed in some contexts, especially in other shared activities with children, when children are school-aged or older, and among higher educated parents." Neagraia DV, Augustine JM, Prickett KC (2018)

Discussion

"Gender equity, according to the study, boosts current generation competitiveness while also improving future development outcomes." Henrik Urdal, Ida Rudolfson (2016). There's no denying that education has a major impact on economic development. Gender disparity in education is likely to have an indirect impact on education across various channels, such as lowering the birth rate, rising the population's life expectancy, and increasing social stability. Gender inequality in education, early marriages and pregnancy, sexual harassment, and unrecognised domestic chores continue to affect far too many girls, especially those from the poorest in society. Another viewpoint is that in married families, young women would not be able to use their educational skills and would instead be forced to fulfil traditional family responsibilities. "Considering this point of view, they begin training their young ladies in the use of family unit responsibilities at a young age. Young ladies and women were previously confined to their homes and were not allowed to participate in any social capacities or events." Sharma, Deepa & Venkateswaran (2020).

The distribution of benefits and burdens in society is the subject of social inequality, a subfield of sociology. Drug abuse, violence, poverty,