

Sustainable Agricultural Development In India

• Dr. Daksha Joshi

INTRODUCTION

There is a vital role of Agriculture sector in the process of economic development of less developed countries like India. Besides providing food to nation, agriculture releases labour, provides saving, contributes to market of industrial goods and earns foreign exchange. Agricultural development is an integral part of overall economic development. In India, agriculture was the main source of national income and occupation at the time of Independence. Agriculture and allied activities contributed nearly 50 percent to India's national income. Around 72 percent of total working population is engaged in agriculture.

These confirm that Indian economy was a backward and agricultural based economy at the time of Independence. Today more than 60 percent of workforce is engaged in agriculture. In spite of this, it is also an important feature of agriculture that is to be noted that growth of other sectors and overall economy depends on the performance of agriculture to a considerable extent. Because of these reasons agriculture continues to be the dominant sector in Indian Economy.

NEED FOR THE STUDY

1. Agriculture plays an important role in the economic growth and development and has therefore remained the largest platform. Agricultural performance in the 90s has erratically fluctuated widely with a declining trend over the period. The close relationship between the performances of agriculture and that of the economy obviously imply that agriculture must grow at a high rate for it to spur economic growth. However, for agriculture to grow at the expected rate, it is imperative that quality investments are done in key areas that have potential for growth.
2. In the last three decades the government has realized that non-targeted investments in agriculture could be disappointing. Any future investments in agriculture must therefore be focused to avoid such disappointments and achieve the intended objectives. For example, even with the general poor performance of agriculture, few sub sectors such as horticulture and dairy have performed well. Thus investments in agriculture should be targeted to areas that are likely to attain high productivity.

OBJECTIVES

1. To study the status of the agricultural sector and trends.
2. To identify areas of intervention that could achieve sustainable agricultural growth.

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WATER RESOURCE MANAGEMENT IN INDIA

Daksha Joshi

ABSTRACT

Water is a prime natural stockpile, a basic human need and a treasured national asset. Planning, development and management of water manoeuvre need to be governed by national perspectives. We are all too familiar with the problems of water on earth in both qualitative and quantitative aspects. India receives annual precipitation of about 4000 km³, including snowfall. Out of this, monsoon rainfall is of the order of 3000 km³. Rainfall in India is relying on the south west and north-east monsoons, on shallow cyclonic depressions and disturbances and on local storms. The latest estimate of total water resources of India as assessed by NCIWRDP is 1952.87 BCM. The (NCIWRD) estimated the total basin wise average annual flow in Indian River systems as 1953 km³. The annual potential nature of ground water recharge from rainfall in India is about 342.43 km³. The total utilizable water resources of India, according to the CWC are 1110 BCM. According to NCIWRD, the population of India is expected to be 1333 million and 1581 million in high growth scenario by the year 2025 and 2050 respectively. This eventually would be major cause of water crisis and water quality deterioration. An ideal water management technique and awareness of people could help to save the life on earth.

Keywords: Water resources, Groundwater, degraded water, surface water, water management

INTRODUCTION

Water is a finite but widely present resource. It is a good solvent, which makes it highly vulnerable to pollution. Despite its wide presence, water availability and demand at many places have high degrees of mismatch: spatial and temporal. Many a times, it is a challenge to provide water of desired quantity and quality at a desired place. This is especially true for monsoon climates

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MEDIATING EFFECT OF INDUSTRIAL WASTE ON WATER BODIES IN INDIA: POLICY REGULATIONS TO MITIGATE WATER POLLUTION

Maitreyi Thapliyal; Leena Rawat & Dimple Bhatt

ABSTRACT

Countries the world over are struggling to enact effective legislation that can effectively control the discharge of industrial effluents in their ecosystem. India's problems double manifold due to the twin dilemmas of pursuing economic growth and seeking to prevent damage to the ecosystem in the process. If economic growth is achieved at the cost of irreparable damage to the ecology. The short-term economic prosperity would be a costly trade off in the long term. Industrial waste if discharged into water bodies without treatment, poses a serious threat to public health and safety due to its toxicity. The compliance level of industries with environmental regulations is tardy and is based on their ability and willingness to spend on waste treatment and the degree of enforcement being carried out. This paper seeks to develop a conceptual framework for effective regulatory regime to tackle industrial discharge and proposes suggestions to deal with them.

INTRODUCTION

Depletion of the natural resources that comprise our ecology affects the vast millions of poor in developing countries like India more than anybody else as the poor often solely rely on naturally flowing water and land for their sustenance. This directly results in perpetration of a vicious cycle of poverty which is hard to break and man-societal conflict. Wastewater being discharged in rivers, estuaries and wetlands should be on the basis of their carrying capacity i.e. the prescribed amount of a toxic pollutant that can be safely released in the ecosystem. Hence regulation has moved in the direction of framing discharge

standards that limit the toxicity like total maximum daily load(TMDL) in USA and integrated pollution prevention and control(IPPC) in EU.

But developing countries are still lagging behind in this regard as their parameter for gauging limits is still an outdated and redundant Uniform Discharge Standard implemented through a Centralised Command and Control (CAC) for a local carrying capacity based regulatory policy. There are three major identified contributing factors for water pollution namely:

- Industrial effluents
- Domestic sewage from cities and villages
- Non-point agricultural run-off

The present paper seeks to highlight the mitigating effects of only industries on water pollution.

POLICY INITIATIVES FOR WATER QUALITY MANAGEMENT IN INDIA VIS A VIS THE WORLD

The process of enacting legislations and framing policies for managing water quality the world over follows the following steps:

- To tackle water pollution appropriate legislation is framed and an institution is formed to oversee its implementation
- The institution sets acceptable standards for water quality and monitors the surface and ground water quality
- The institution sets and enforces the standards set for specific categories of toxic pollutants being discharged by industries, municipalities, domestic sewage from towns and cities

In India, on the other hand, the institution tasked with the responsibility of monitoring water quality is the Central Pollution Control Board (CPCB) and the permissible standard limit set by them is Minimum Acceptable Standards (MINAS). These standards are enforced by the State Pollution Control Board (SPCB) and are applicable on industrial effluents and municipal discharges. The CPCB's oversees the functioning of SPCB's.

DIVISION OF WATER QUALITY ON THE BASIS OF VARIOUS PARAMETERS

The water quality of rivers, lakes, estuaries and groundwater is segregated into different classes namely A, B and C respectively on the basis of various

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गोस्वामी तुलसीदास के रामचरित मानस में प्रोक्ति योजना

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भक्तिकाल को हिंदी का स्वर्णयुग कहा गया है क्योंकि उसमें हिंदी साहित्य के सृजन में उत्तरोत्तर वृद्धि हुई और साथ ही साथ उनके महाकाव्यों का सृजन भी हुआ इसी क्रम में गोस्वामी तुलसीदास ने रामचरितमानस को सृजनात्मक विविध आयामों से जोड़ा। उनकी भाषा संरचना इतनी प्रगाढ़ थी कि उसमें संस्कृत, हिंदी, तत्सम, तद्भव, देशी तथा आगत शब्दों के बाहुल्य से उनके काव्य को समाज में विशिष्ट स्थान प्राप्त हुआ। भाषा संरचना को चमत्कारिक बनाने के लिए उसमें प्रोक्ति-योजना को जोड़ना ही उनके सशक्त हस्ताक्षर हैं।

प्रोक्ति को जानने के लिए सबसे पहले इसकी व्युत्पत्ति एवं स्वरूप को जानना आवश्यक है-

“प्रोक्ति” शब्द संस्कृत ‘प्रोक्त’ से तकार में हरस्व इकार लगाकर बना है। वामन शिवराम आप्टे ने इसकी व्युत्पत्ति एवं अर्थ देते हुए लिखा है :- “प्रोक्ति (भू. क. कृ) प्र + वच + क्त 1) कहा हुआ, बोला हुआ, उच्चारण किया हुआ। (2) नियत किया हुआ, निर्धारित किया गया।”

गोस्वामी तुलसीदास के ‘प्रोक्त’ को तत्सम मानकर ‘प्रोक्त’ को संस्कृत रूप स्वीकारते हुए डॉ. भोलानाथ तिवारी ने लिखा है :- “प्रोक्ति (सं०) कहा हुआ, कहा गया; कहा।

मानस का उदाहरण - “रूद्राष्टकमिदं प्रोक्तं विप्रेण हरतोषये। पठति नरा भक्तया तेषा शभुः प्रसीदति ॥ 2”

‘प्रोक्त’ शब्द में अकारण इकार के आगम से ‘प्रोक्ति’ का निर्माण औचित्यपूर्ण नहीं लगता है। संस्कृत ‘उक्त’ ही हिंदी में ‘उक्त’ है- उक्त (भू.क.कृ०) वच + क्त 1. कहा हुआ, बोला हुआ, 2. बोला हुआ, संबोधित-असावनुक्तोडपि सहाय एव - कु० 3/26 3. वर्णन किया गया, बयान किया हुआ, क्तम् भाषण, शब्द समुच्चय, वाक्य। सम, अनुक्त कहा और बिना कहा आ, -उपसंहारः संक्षिप्त वर्णन, सारांश, इतिश्री-निर्वाह. कही बात का निर्वाह करना, पुंसकः। ऐसा शब्द (स्त्री०या नपुं०) जो पुंभी हो और जिसका पुंसे भिन्न अर्थ लिंग की भावना से ही प्रकट होता है, प्रयुक्त भाषण और उत्तर, व्याख्यान।³

‘उक्त’ शब्द ‘वच + क्त’ से निर्मित भूतकालिक कृदंत है, अर्थात् ‘उक्त’ क्रिया रूप है। क्रिया से संज्ञा रूप बनाने के लिए संस्कृत में ‘क्तिन’ प्रत्यय लगाया जाता है। हिंदी में अंत में ह्रस्व ‘इकार’ लगाता है। ‘वच’ धातु में ‘क्तिन’ प्रत्यय लगाकर ‘उक्तिः’ शब्द का निर्माण किया गया है- “उक्तिः (स्त्री०) वच + क्तिन् 1. भाषण अभिव्यक्ति, वक्तव्य- उक्तिरर्थांतरन्यासः स्यात्सामान्य विशेषयोः चंद्रा, 5/120 मनु 8/104 2. वाक्य, 3. अभिव्यक्त करने की शक्ति, शब्द की अभिव्यंजना शक्ति- जैसा कि एकयोक्तया पुष्पवंतौ दिवाकरनिशाकरौ- अमर०।”⁴

हिंदी में तत्सम शब्दों के अंतिम विसर्ग के लोप की परिपाटी चल पड़ी है। आजकल प्रायः विसर्ग विहीन शब्दों का प्रयोग होता है। इसके अनुसार उक्तिःऽ उक्ति हो गया है। “संस्कृत के बाईस उपसर्गों में ‘प्र’ प्रथम उपसर्ग है। जैसे प्रहार, प्रस्थान, प्रचार, प्रकार, प्रदेश, प्राचार्य आदि।”⁵ उक्ति से पूर्व ‘प्र’ उपसर्ग लगा है। ‘प्र’ के स्वर ‘अ’ तथा ‘उक्ति’ के प्रथम स्वर ‘उ’ के योग से ‘ओ’ हो गया है। प्र + उक्ति = प्रोक्ति। यहाँ गुण स्वर संधि हुई है।

यदि ‘अ’ या ‘आ’ के बाद ‘इ’ या ‘ई’, ‘उ’, या ‘ऊ’ और ‘कृ’ आए तो दोनों मिलकर क्रमशः ‘ए’, ‘ओ’, और ‘अ’ हो जाते हैं। जैसे - अ+उ = ओ।⁶ गोस्वामी तुलसीदास ने उक्त, उक्ति को तत्सम शब्द एवं उकुति को उक्ति का तद्भव रूप स्वीकारते हुए मानस में उकुति प्रयुक्त किया है।

डॉ० भोलानाथ तिवारी ने इन तीनों शब्दों का उल्लेख किया है- “उकुति- (सं०उक्ति) कथन, वचन। उदाहरण - सुनि अति उकुति पवन सुत करी। (मानस- 6 | 4) उक्त- (सं०) कहा हुआ, कथित। उक्ति- (सं०) 1. कथन, वचन 2. अनोखा वचन।”

उपर्युक्त विवेचन से यह स्पष्ट हो जाता है कि प्रोक्ति की व्युत्पत्ति ‘प्रोक्त’ या ‘प्रोक्त’ से नहीं हुई है अपितु ‘प्र’ पूर्वक उपसर्ग ‘वच’ धातु में ‘क्तिन’ प्रत्यय लगाकर हुआ है अर्थात् प्रोक्ति = प्र + वच् + क्तिन्। जिसका अर्थ कथन, वचन, अनोखा वचन, कवित्वमय वचन, शब्द की अर्थ द्योतन शक्ति, किसी की कही हुई बात भाषण, शब्द समुच्चय तथा वाक्य आदि अर्थ दिये गये हैं।

यहाँ पर उकुति का प्रयोग प्रोक्ति के लिए हुआ है हनुमान ने कहा आपके प्रताप (बड़वानल) ने समुद्र को सोख लिया था। आपके शत्रुओं की स्त्रियों के आंसुओं से यह पुनः भर गया और इसका जल खारा हो गया। सागर के सोखने शत्रुओं की स्त्रियों

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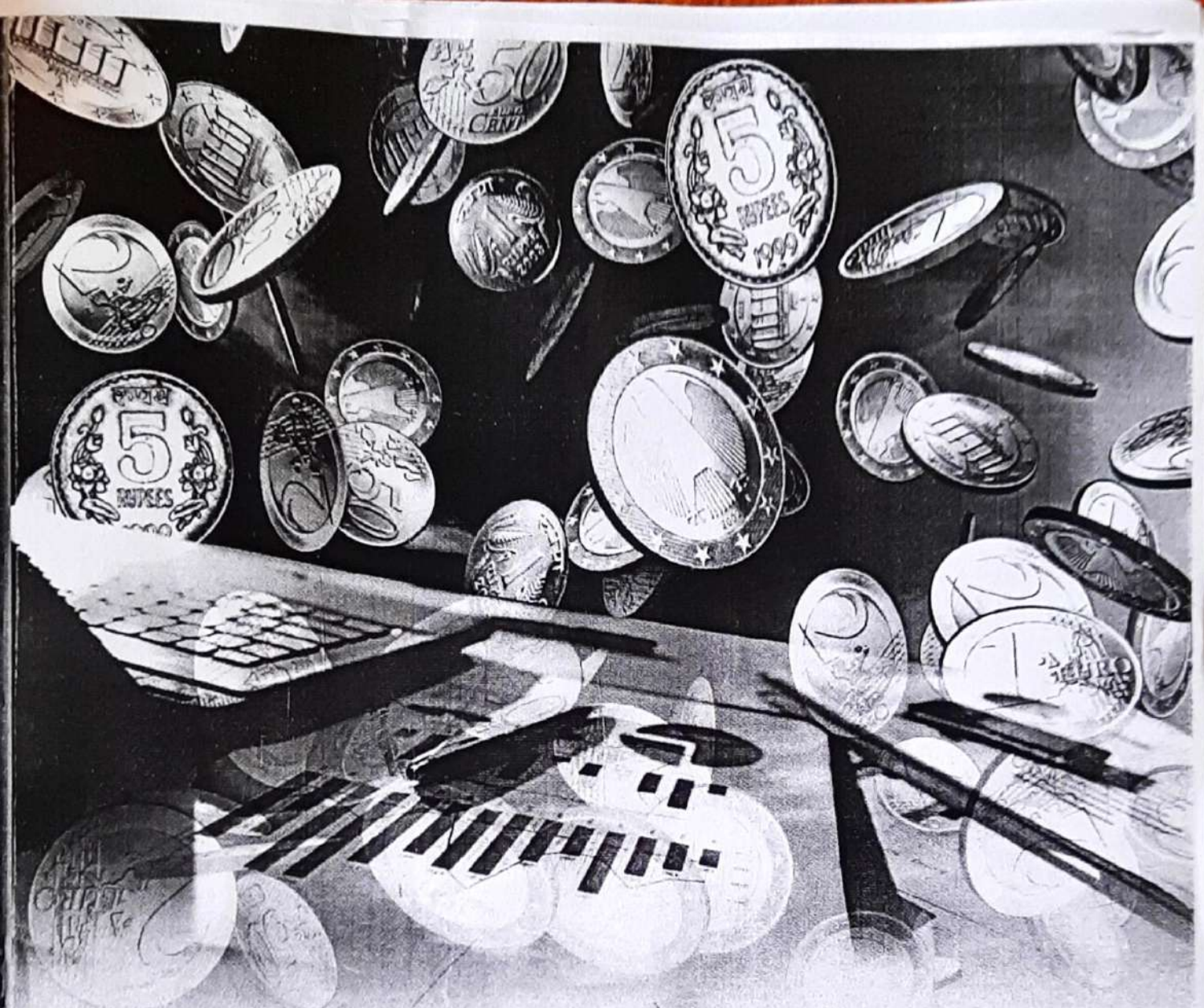
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Issues and Challenges

Dr. Abhishek Kumar

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Status of Education and Public Expenditure on Education

DAKSHA JOSHI AND CHANDRA SHEKHAR

INTRODUCTION

As there goes a famous saying of Chinese Philosopher Guan Zhong – “If you plan for a year, plant a seed, if for ten years, plant a tree, if for a hundred years, teach the people. When you sow a seed once, you will reap in a single harvest, when you teach the people, you will reap a hundred harvests”.

It is a well recognized fact that social and economic development takes place when a nation has a strong education system to provide social infrastructure to its people. The modern education system was established by Britishers by replacing the traditional Gurukul system of education which previously prevailed in India. Modern education system was introduced by Lord Thomas Babington Macaulay in 1830s as a new education policy to Indians. After the independence of India, the necessity of providing elementary education to everyone was recognized by the Constitution of India. It states in Article 45 of the Indian Constitution that the state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years. In 1966, Government of India set-up the education commission headed by Dr. D.S. Kothari. The committee concluded that – “Education as investment in human resources plays an important role among the factors which contribute to economic growth.” The commission also stated that during the next twenty years, expenditure on education shall be stepped up to 6% of GDP.



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GENETICS, TAXONOMY & EVOLUTION



DEPARTMENT OF ZOOLOGY
SCHOOL OF SCIENCES
UTTARAKHAND OPEN UNIVERSITY

BSCZO-103

Genetics, Taxonomy & Evolution



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DR. BABASAHEB BHIMRAO AMBEDKAR

LIFE AND MISSION

(Revisited)



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Dr. Kamna Lohani

DR. BABASAHEB BHIMRAO AMBEDKAR LIFE AND MISSION (Revisited)

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Innovative Socio- Economic Trends In BFM

(Banking, Finance & Management)



Dr. Jyoti Khare

Nitya Publications

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Blockchain in India: A Tool for Reshaping the Banking Sector

(A Study On Banking Sector In Dehradun , Uttarakhand)

Abstract:

This paper is entirely worked upon to understand the use of this phenomenal technology in the banking sector keeping in mind the awareness among the employees and the level of understanding in them. Implementing the blockchain technology, banks can minimize a lot of transaction cost and also the amount of paper used. It is a very time saving and efficient technology to work with. The world Economic Forum report has also predicted that 10% of GDP will be stored on blockchains or blockchain-related technology by 2050. In spite of many benefits of blockchain like fraud reduction, easy accessibility, transparency, safety, and many more it was surprising to know that people in banking sector are still unaware of how important this technology is for all financial institutes. These days blockchain technology is being used in most of the sectors including healthcare, entertainment, insurance, manufacturing and banking and finance being one of them. The study is centralized to learn deeply about the mechanism and working of the blockchain technology including the importance it holds in various forms for the banks. The researcher has also thrown light over how important it is to implement this technology in various banks to make the work of the employees easy and efficient.

Key Words: *Block chain, economic development, banking sector.*

Introduction:

Banking is a necessary piece of cash connected movement nowadays and computerised banking in Republic of India is deeply best in school. Banking may be a tedious and a piece escalated

Digitalization of Indian Economy

An Engine of Sustainable Growth

Dr. Rajiv Kumar Agarwal
Dr. Pushpender Kumar Surya



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Digitisation under ICT in Banking Sector: Scope & Implementation

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Abstract

Innovation in technology is the abilities, strategies, and procedures used to accomplish objectives. Innovation incorporates a gigantic assortment of information and apparatuses that facilitate the utilization of monetary assets like economic resources, proficiently and inventively. Technological advancement is basic to economic development and advancement, and further developed the innovation accessible, leading to rapid and worldwide economy improvement. A decent method to consider ICT is to consider all employed computerized innovation that exist to support people, organizations and businesses using data. ICT covers any item that will store, recover, control, communicate or get data electronically in a computerized structure. Banking segment is likewise to not immaculate by this. Advanced India in the financial segment has developed strongly as of late. In this investigation, researcher had attempted to concentrate on the effect of digitalization in banking division in India. For this, researcher partitioned her investigation into three segments: in the

Kisan Credit Card: A Means Of Financial Inclusion For Farming Community

¹Ms Divyata Joshi

²Dr. Daksha Joshi

Abstract

In the country like India where agriculture remains the source of livelihood for large part of the population credit is seen as a critical input to provide financial security to the farming community particularly to the small and marginal farmers. After independence, multi-factor and multi-agency approach was seen financial inclusion in the field of agriculture. Hence, a need was arise to make credit supply to the farmers at their door-step in a hassle free manner. Thus in the year 1998, Kisan Credit Card scheme was launched by honourable Union Finance minister of India with the objective to provide timely and adequate credit to the farmers. To meet working capital requirement for allied and ancillary activities and contingency expenditure for ancillary expenses as medical, education and other needs. Several changes have been made in the scheme by the Government of India time to time to provide better facilities to famrers. Thus, in 2012 the scheme was revised comprehensively. KCC is a Rupay cum ATM debit card which can be used in any branch of banks or in ATMs. Less requirement of paper work, availability of short term loans and year round credit facility are some of the major advantages of the scheme.

Introduction:

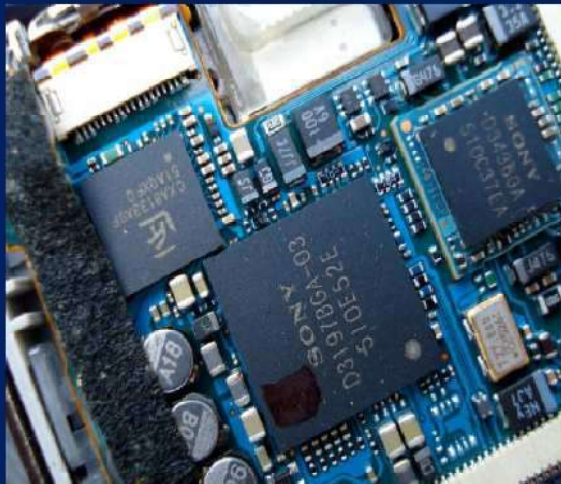
In the developing country like India, where agriculture sector provides employment to nearly two third of the population credit constitutes a critical input to increase overall production and ultimately an effective means for upliftment of rural community by means of providing security to the whole production process. In the sustained growth of agricultural sector credit plays an important role. Credit is not only one of the critical inputs in agriculture but also an effective means of rural development (Kumar et al. 2007). Small size of land-holdings, low reach of financial institutions and high risk associated with farming have affected the crop loans. Further, dependence on climate, and high vulnerability associated in farming, crop insurance has been a subject of issue.

In rural areas presence of non-institutional sources of finance such as local money lenders, landlords are more pertinent who charge a high rate of interest to the farmers as compared to the institutional



BSCPH303

**B. Sc. III YEAR
Basic Electronics**



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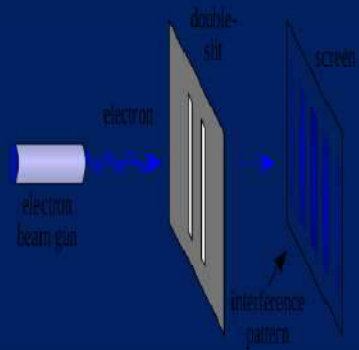
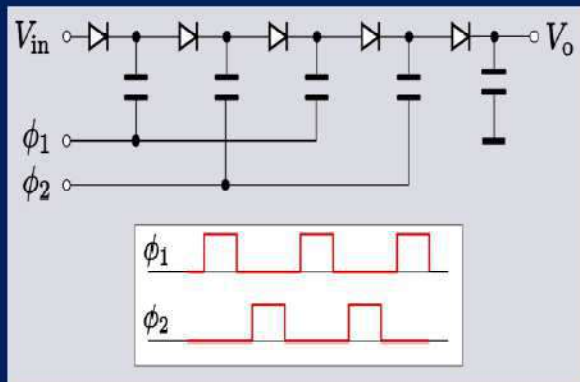
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BSCPH304

B. Sc. III YEAR Experimental Physics III



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Experimental Physics III



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HOLISTIC APPROACH TOWARDS
**QUALITY ENHANCEMENT
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LEADERSHIP ISSUES FOR DEVELOPING INSTITUTIONAL VALUES AND SOCIAL RESPONSIBILITIES.

Dr. Madhu Thapliyal

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INTRODUCTION:

As humans, two things that impact us most are environment in which one lives and mentorship of elders in the society around us. History has played a central role in development of various communities that live in different geographical locations around the world. Just because one group had advantage due to one or the other factor, they could dominate the other group. This gave birth to kingdoms, countries, tribes etc. In historical perspective, as of today, the cognitive abilities of humans have led to the so called "scientific development" in various areas/fields. Central to this development is the human mind. The Human mind and its functioning is a mystery. The "mind" and the "mindset" are so powerful that **Gautam Buddha** preached: **"What you think you become, What you feel you attract, What you imagine you create"**. The concept of Guru has been central to Indian lifestyle and history has been a witness to the great Indian teachings. Even in all the mythological and other documented stories, "Gurukul" was the seat of learning where even the king would send his/her kids to study, even when the king was capable of arranging everything for the kids in the palace itself. Nalanda and Takshila were two such centers of learning. It is often said, about these famous centers, that they had such a vast collection of books that when the invaders set these institutions on fire, the libraries kept burning for six months. Besides great institutions, there were several Gurus' during the earlier times and among them a famous mentor, Guru Kotiyla is well known to all. So traditional education and traditional ways to imparting education was a central theme since historical times in India.

In the present context, we look at the historical perspective of India, follow development that occurred during the British occupation, discuss present status of Higher Education in Uttarakhand and compare it with changing Higher Education scenario of India. For simplicity reasons we start our journey from the British era of colonization.

2.0 THE CHANGING OF MINDSET ROLE OF THOMAS BABINGTON MACAULAY:

Thomas Babington Macaulay (1800-1859) was a British politician. He was elected to the House of Commons of the United Kingdom in 1830 and represented a reformist Whig party. In 1834, he was nominated as an inaugural member of a governing Supreme Council of India occupied by British. From 1834 to 1838, Macaulay spent about four years in India. During this time he established education system which was based upon the British model. He was the individual who orchestrated introduction of English as the medium of instruction for higher education in India. He also devised and encouraged the systematic wiping out of traditional and indigenous means of education and sciences. The model implemented by him removed the traditional learning patterns of Madarsas and Gurukuls, discouraged Sanskrit and Arabic language and promoted use of English. It also involved introducing Indians to European ideas since the Renaissance, the Scientific Revolution and the Enlightenment. It is suggested that this policy devised by Macaulay often referred as "Macaulayism". Through this policy, it is said and mentioned in several newspaper articles and documents that a planned replacement of indigenous culture was targeted and substitution of the alien culture of a colonizing power was introduced by changing the mindset by changing the education system.

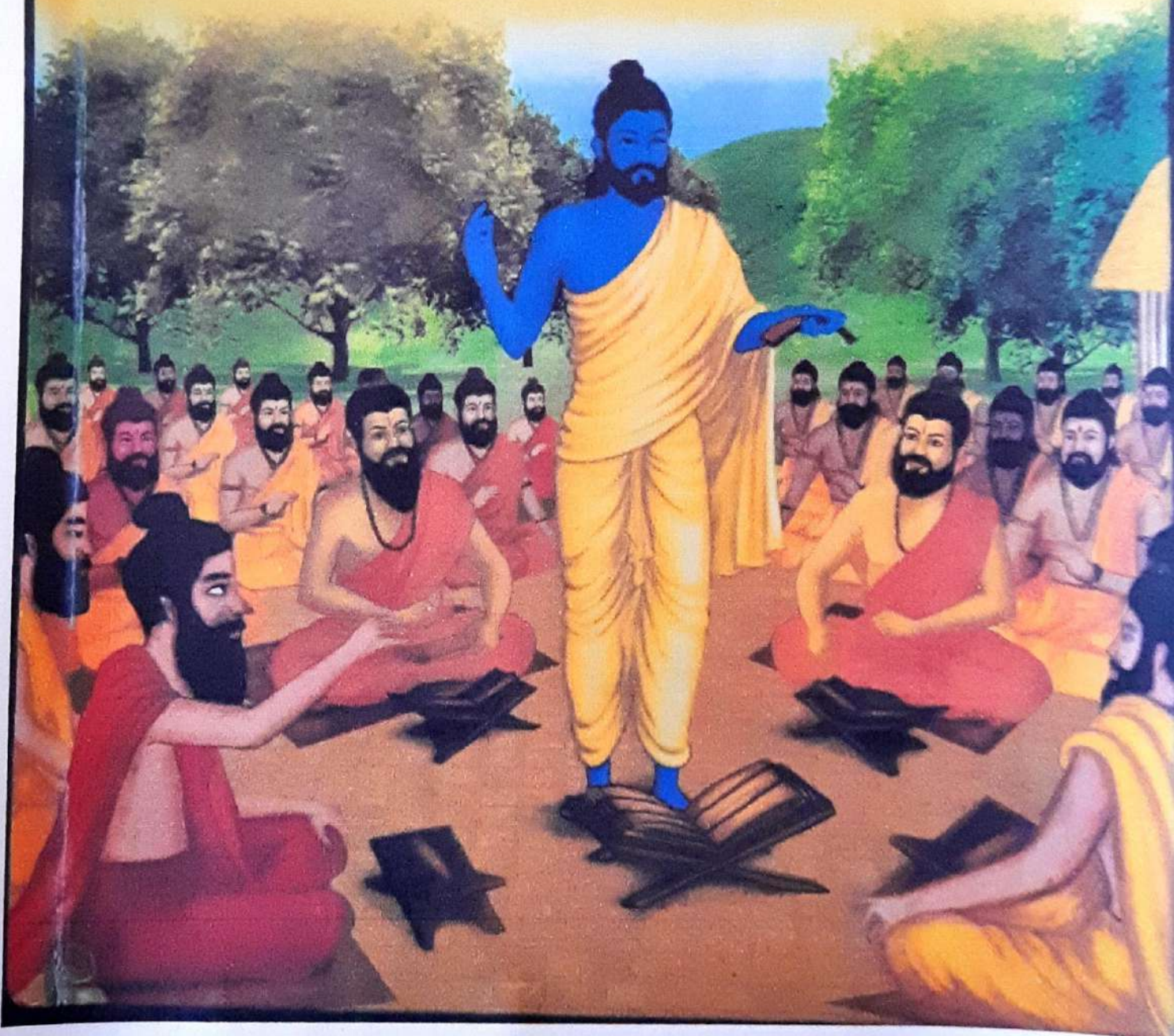
The impact of these reforms on the social structure and mindset of Indians was so great that English as a language has a stigma attached to it. Even today, a person who does not understand English language and cannot speak it fluently gets an inferiority complex. Knowledge has no place in determining the first impression but a person with good communication skills in English is still an asset. Macaulayism has been

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आधुनिक परिप्रेक्ष्य में गुरुकुल शिक्षापद्धति का महत्व



डॉ. नीशू कुमार
अनामिका चौहान



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मुद्रक

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इस पुस्तक के सर्वाधिकार सुरक्षित हैं। प्रकाशक की लिखित अनुमति के बिना इसके किसी भी अंश को, फोटोकॉपी एवं किसी भी प्रकार के इलेक्ट्रॉनिक अथवा भौतिक, किसी के माध्यम से, अथवा ज्ञान के संग्रहण एवं पुनःप्रयोग की प्रणाली द्वारा, किसी के द्वारा पुनःप्रसारित अथवा संचारित- प्रसारित नहीं किया जा सकता।

Adhunik Paripekshya Me Gurukul Shiksha Paddati Ka Mahtava

by Dr. Nisha Kumar

Anamika Chakrabarti

“नैतिक मूल्य” ह्रास के कारणों का अध्ययन

डॉ. अनिता चौहान*

क्योंकि राष्ट्र की अपनी परम्परायें अपना एक इतिहास होता है। राष्ट्र की संस्कृति उसकी रचना होती है। राष्ट्र के व्यक्तियों में निहित सांस्कृतिक मूल्य उस सभ्यता के वाहक एवं आधार बनते हैं। किसी भी सभ्यता के आधार स्तम्भ उसके नैतिक सांस्कृतिक मूल्य जितने अधिक हों उतने स्पष्ट होंगे वह राष्ट्र उतनी ही अधिक प्रगति की ओर अग्रसर होगा।

भारतीय सभ्यता एक ऐसी संस्कृति का वाहक रूप एवं अभिव्यक्ति रही है जो मानव जाति की किसी भी ऐतिहासिक सभ्यता के समान ही महान् है। वह धर्म, दर्शन, विज्ञान, चिंतन, साहित्य, कला, काव्य, राजनीतिक संगठन, शिल्प व्यापार एवं सभी क्षेत्रों में महान रही है। भारतीय सभ्यता की इस महानता का कारण उसके मूल में छिपे प्रेम, अहिंसा, सत्य, अस्तेय, अपरिग्रह, दया, संकल्पना आदि शाश्वत नैतिक मूल्य है जो भारतीय संस्कृति के आधार स्तम्भ है। नैतिक मूल्य को ज्ञान या अनुचित का ज्ञान कराने वाली धारणा है जो किसी समाज या राष्ट्र में पायी जाती है, तथा शिक्षकों द्वारा मानव के आचरण को दिशा निर्देशित किया जाता है।

मूल्य मानव के मूल धन होते हैं जिनके द्वारा समाज में विश्वास, आदर्श, आस्था, तथा व्यवहार के मानदण्ड निर्धारित किये जाते हैं। समाज के दर्शन के आधार पर ही मूल्यों का

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Financial Inclusion & Economic Trends : Turning to Generation -Z



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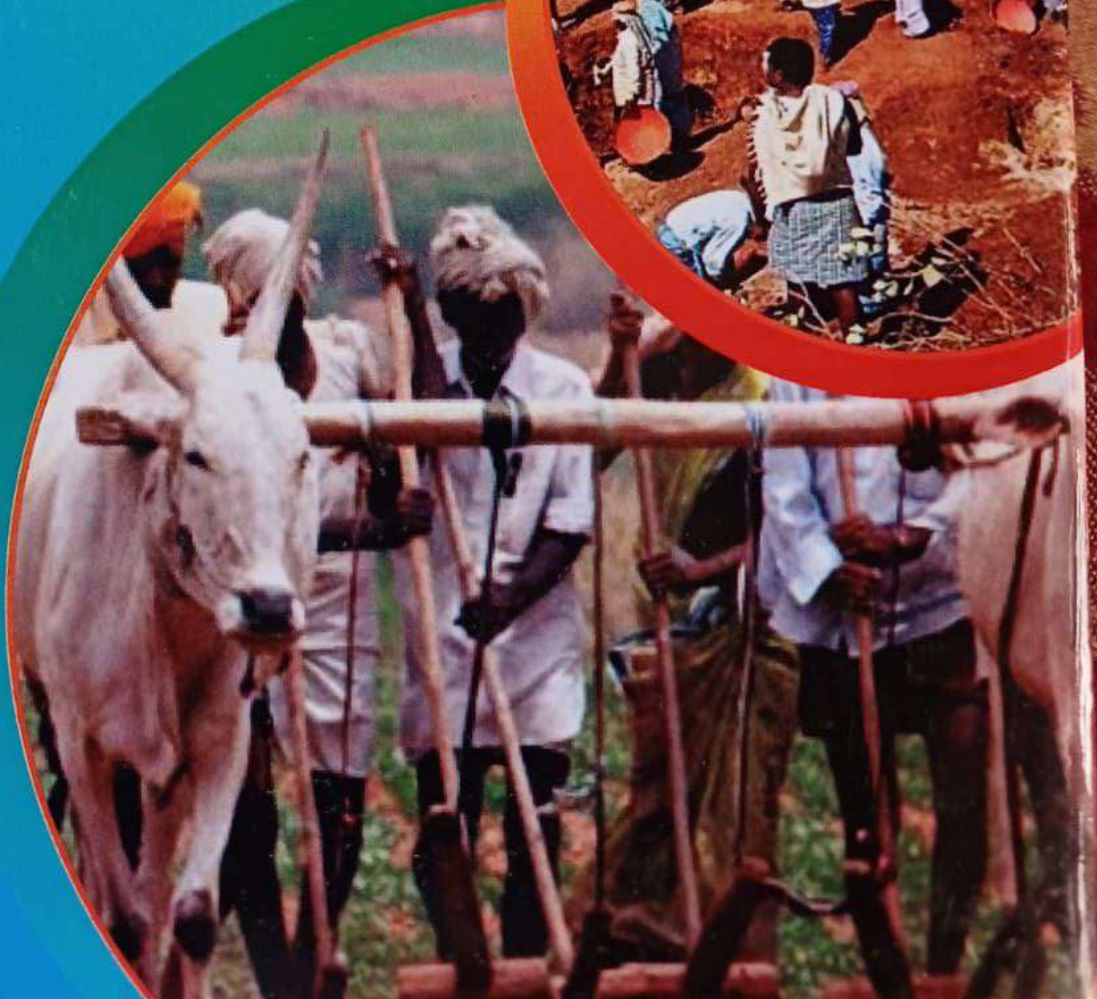


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**U S Rawat
Harsh Dobhal
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Development and Conflict**

Editors

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Harsh Dobhal
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Human Resource Development An Overview

Miss Divyata Joshi¹ & Prof. Daksha Joshi²

ABSTRACT

Demographic transition has created opportunity for economic growth in the country as large population if utilized efficiently can help in all round development. But this large population is often seen as burden to the economy as it creates pressure on the government to engage those in the developmental process. Human resource development can be seen as a solution as the potential of the people can be harnessed by this process. HRD as defined by Mclean refers to any process or activity that, either initially or over the long term, has the potential to develop work based knowledge, expertise, productivity and satisfaction, whether for personnel or group/ team gain, or for the benefit of an organization, community, nation or ultimately, the whole of humanity. And it is different from human resource management (HRM) as HRM is a broader term which can be defined as the system including the process of effective selection and utilization of employees to best achieve the goals and strategies of the organization, as well as the goals and needs of employees. Human resource development constitutes as a part of HRM. The process of HRD comprises of three components viz. investment in human resource, utilization of human resource and enhancement in human capabilities. But there are some challenges in the process of achieving a developed human resource such as, changing workforce demographic, competition in global economy, elimination of skill gap, need for lifelong learning and need for organizational learning which needs to be solved, here the role of government becomes crucial. A mission mode programme must be launched including task forces, dedicated skilled personnel, employees who are local and familiar with the entire system. The main focus area should be development of large human resource through continued trainings as it is the national asset for the overall development of the economy.

Key words: Human Resource, Human Resource Development, Human Resource Management, Concept, India.

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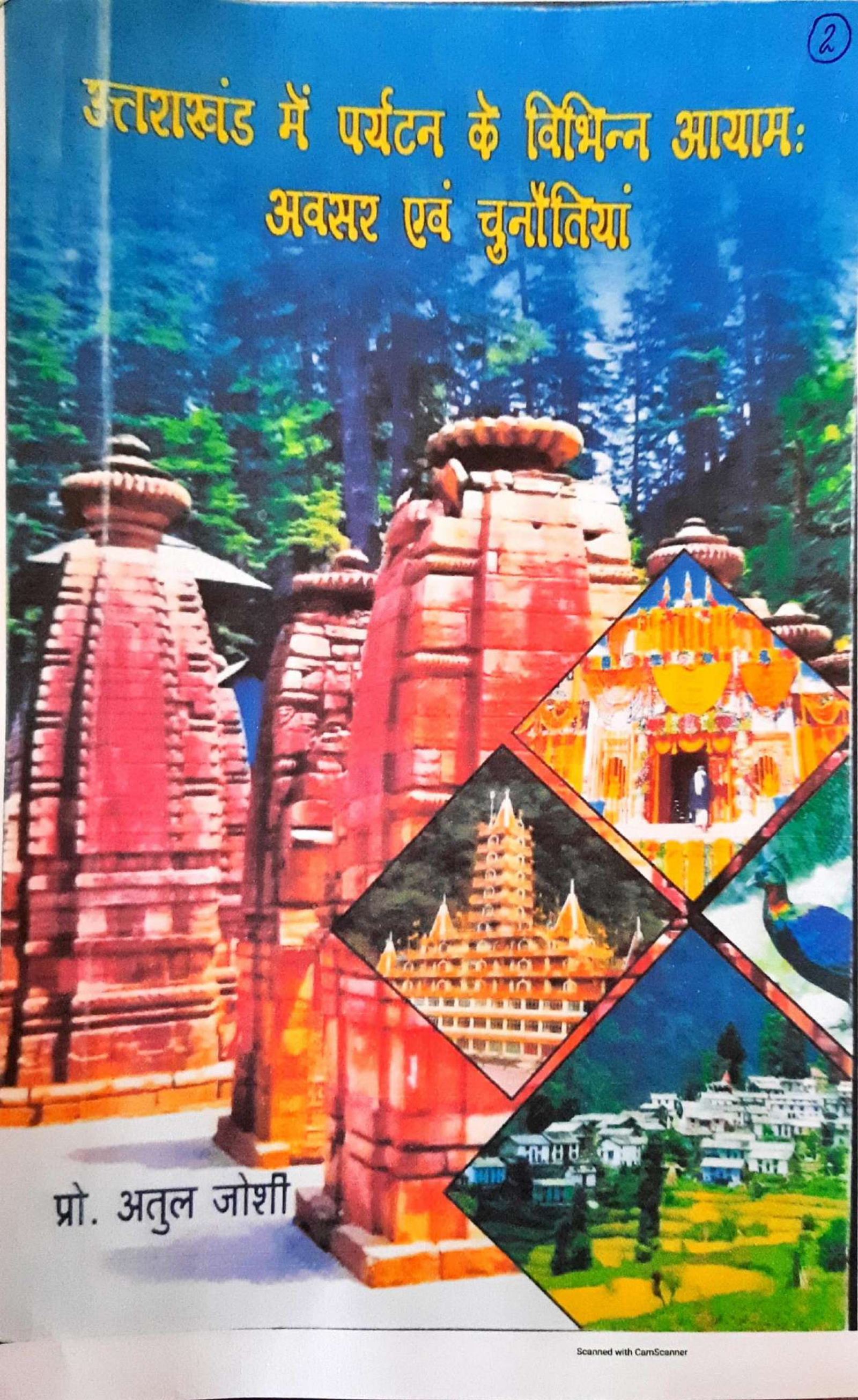
-डॉ. मधु थपलियाल

इस किताब के शीर्षक के लिए बहुत माथापच्ची की। सोचा-विचारा, राय-मशविरा किया। मगर आखिरी में ये ही जंचा। मेरे पिता कॉमरेड कमलाराम नौटियाल का जो व्यक्तित्व रहा है, उससे मेल खाता, या यूँ कहिए, उसके साथ इंसाफ करता हुआ यही शब्द सबसे सटीक है। कॉमरेड कमलाराम नौटियाल लीडर थे, सच्चे अर्थों में लीडर। लोगों की तकलीफ के क्षणों में उनके साथ चट्टान की तरह खड़ा होना, अपने हित, अपनी सुविधाओं को दांव पर लगाना, अनाप-शनाप समझौते न करना, हर हाल में आगे बढ़कर दिशा देना और पूरी बेबाकी से नेतृत्व करते हुए किसी मसले को अंजाम तक पहुंचाना, मोटे-मोटे तौर पर लीडर को खूबी कही जाएगी। कॉमरेड कमलाराम नौटियाल इन खूबियों से लैस थे। कोरोना काल में, जबकि महामारी ने सामाजिक रिश्तों के सामने चुनौती खड़ी कर दी है। नेतृत्व करने वाले घरों में कैद होकर रह गए हैं। गरीब-मजलूमों की मजबूरी की मोलों लंबी यात्राएं देश-दुनिया में दिखाई दे रही हैं। रोजगार छिनने, सपने उजड़ने की अंतहीन दास्तान है, तब वास्तव में कॉमरेड कमलाराम नौटियाल जैसे लीडर याद आते हैं।

एक बात एकदम साफ है। कोई सा भी देश काल हो। दुरवारियां अपने अंदाज में नायकों का इम्तिहान लेती हैं। कॉमरेड कमलाराम नौटियाल के जीवन काल में चाहे प्राकृतिक आपदा से उपजी चुनौतियां रही हों, या फिर सिस्टम की गरीब-मजलूमों पर पड़ती मार को ही ले लें, चुनौतियां से टकराना कभी भी आसान नहीं रहा है। यह लीडर को तय करना होता है, कि वह अपनी भूमिका का ईमानदारी से निर्वहन करके असल नायक बनकर दिखाई दे या फिर तमाम तरह के आवरण ओढ़कर अपना बचाव कर ले और तथाकथित नायक बनकर समाज में घूमता फिरे। कॉमरेड कमलाराम नौटियाल के जीवन में झांककर कई चीजों को देखने का इस किताब में प्रयास किया गया है। किताब का एक मकसद और है। मौजूदा समय में जबकि नायकत्व की शक्ल बदल रही है, तब एक असल नायक की लोगों को फिर से याद दिलाना चाहती हैं। कॉमरेड कमलाराम नौटियाल जब तक जीवित थे, उनके असल लीडर होने, उनकी ईमानदारी, कर्मठता, शपथ के लिए समाज से पुरजोर आवाजें आया करती थीं। वह दिवंगत हो गए, तो भी यह मिलासाला थमा नहीं। उनके दिवंगत होने के बाद देश दुनिया से तमाम लोगों की आज तक जो प्रतिक्रिया आती है, उसमें जरा सा भी अंतर नहीं है। जैसा पहले, वैसा अब भी।

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उत्तराखण्ड में पर्यटन के विभिन्न आयामः अवसर एवं चुनौतियां



प्रो. अतुल जोशी

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HISTORICAL AND SPIRITUAL DIMENSION OF TOURISM IN UTTARAKHAND

Dr. Anita Chauhan*

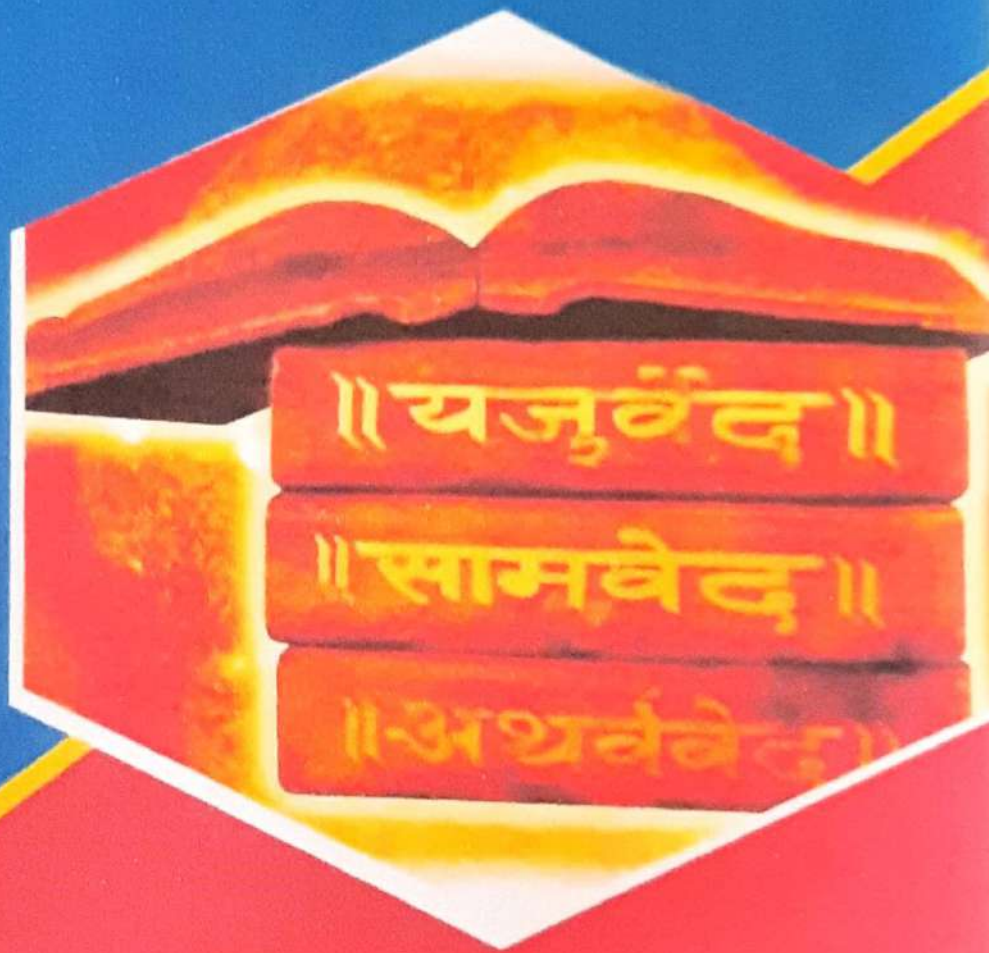
Tourism means travelling and moving around different places for leisure, fun and relaxation. Generally, it includes travelling to other places, gaining experience of that place, familiarizing with the culture and activities of that place. Tourism is considered as the largest economic activity these days and it's also very fastest growing sector in the world. People all around the world are fascinated with India's ancient and complex culture and magnificent natural beauty. With the availability of great potential and the steps taken by the government, tourism in India has grown extraordinarily in the last decade. Because of these steps and initiatives taken by the government and the availability of great potential India has become a major tourist destination. In this context, the 27th state of Republic of India, Uttarakhand is a unique tourist destination with tremendous opportunities for development of a diverse range of tourism related products involving nature, spirituality, history, adventure, leisure to satisfy the desire of tourists visiting this state. Uttarakhand state promotes both spiritual and historical tourism through its religious diversity and legacy.

Uttarakhand state has both spiritually and historically rich diversity. It is also referred many times as "Dev Bhoomi". It is very famous for its cultural diversity. The historical aspect of Uttarakhand has many stories and tales which in some or other way are related to the ancient history of India. There are many popular tourist destinations which are a remarkable example of both the historical and spiritual aspects of Uttarakhand. The most popular tourism activity which has attained the world fame both historically and spiritually is the famous "Char Dhaam Yatra" of

*Assistant Professor, (History), Govt. P.G. College, Maldevta (Raipur), Dehradun, Uttarakhand.

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राजकीय स्नातकोत्तर महाविद्यालय, रायपुर, देहरादून

प्रा चीन भारतीय संस्कृति में सामाजिक व्यवस्थाओं का निर्माण व्यक्ति के सर्वांगीण विकास के लिए हुआ। इसी उद्देश्य की पूर्ति के लिये मानव की आयु को सौ वर्ष मानकर चार आश्रम ब्रह्मचर्य, गृहस्थ, वानप्रस्थ और सन्यास की नियोजना की गयी। आश्रम व्यवस्था के द्वारा मानव की कार्य पद्धतियों का समाजशास्त्रीय और मनोवैज्ञानिक विश्लेषण करके जीवन के मूलभूत कर्तव्यों का विभाजन किया गया था। चारों आश्रमों का निष्ठापूर्वक निष्पादन व्यक्ति के उत्कर्ष का मूल आधार था। ज्ञान, कर्तव्य, त्याग और आध्यात्म के सिद्धान्त पर आधारित आश्रम व्यवस्था का मूल पुरुषार्थ था। धर्म, अर्थ, काम, मोक्ष चार पुरुषार्थों की सफलता आश्रम पर ही निर्भर करती थी। ब्रह्मचर्य आश्रम में धर्म, गृहस्थ आश्रम में अर्थ तथा काम एवं वानप्रस्थ तथा सन्यास आश्रम के अन्तर्गत मोक्ष पुरुषार्थ की नियोजना की जाती थी। आश्रम व्यवस्था का मूल आधार सामाजिक व्यवस्था थी। आश्रमों की नियोजना में व्यवस्थित और नियमित जीवन का अधिक महत्व था। पातञ्जलि ने चारों आश्रमों को "चतुराश्रम्य" कहा है (महाभाष्य, 5.1.124)। मनु ने भी ब्रह्मचारी, गृहस्थ, वानप्रस्थ और यति (सन्यासी) चार आश्रमों का उल्लेख किया है (मनुस्मृति 6.87)। गौतम, आपस्तम्ब, विष्णु वशिष्ठ आदि शास्त्रकारों ने भी चार आश्रमों - ब्रह्मचर्य, गृहस्थ, वानप्रस्थ और परिव्राजक (यति) को व्यक्ति के सर्वांगीण उन्नयन के लिये आवश्यक बताया। प्रारम्भ में आश्रमों की संख्या तीन थी- ब्रह्मचर्य, गृहस्थ तथा वानप्रस्थ। वानप्रस्थ और सन्यास सामाजिक और सांसारिक सम्बन्धों को त्यागने तथा ब्रह्मज्ञान प्राप्त करने का क्रम माना गया है। संसार और

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Adhunik Shiksha Viyavshtha Me Gurukul Shiksha Pradalli ka Mahatv

by *Anamika Chauhan*

23.

Degradation of Moral Values Among Indian Youths

Sheetal*

Dr. Pramod Kumar Kukreti**

Dr. G. C. Dangwal***

Literature Review – Moral values are the values that should be separated with other values because it is different with other values like economic values related with human any things and show its usefulness. Moral values actually as a judging or behaving principles one apply with others and society which evaluate people right or wrong.

Importance of the study – Morality plays a healthy role between people, co-operated each other in a harmonic manner understand the right or wrong differentiation makes a value based society. Morals are influenced by family, society culture and social values etc. The agencies of education such as family, school, church and society play an important role in developing ethical and moral values among Indian youths. But unfortunately due to several social and economic factors many families are disoriented, disorganized and confused

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INTRODUCTION
TO ENDOCRINOLOGY

MADHU THAPLIYAL

2000
Prof attested

ENDOCRINOLOGY

Dr. M. Thapliyal, Ph. D, is presently Associate Professor and Head at Department of Zoology, Government Post Graduate College Maldevta, Raipur, Dehradun. She completed her PhD in the year 2000 from HNB Garhwal Central University, Uttarakhand, India. Her research focuses on Fisheries, Conservation Biology, DNA Barcoding and Impact Hydro Power Projects on aquatic biodiversity. She has been teaching various courses like Endocrinology, Cell Biology, Physiology, Invertebrates and Vertebrates etc. to Post Graduate and Under Graduate students. She has guided 4 Ph.D. students. Her students have been awarded as young scientist and she is also a very well known social worker. Because of her contribution in the field of teaching/learning and social issues, she was awarded Uttarakhand Gaurav Samman. Her research on biodiversity conservation has been cited by Uttarakhand Biodiversity Board, Government of Uttarakhand. Endocrinology has been her passion and the thought process of providing best information in a simple way led to writing of this book.



Dr. Ashish Thapliyal, Ph. D, is Professor of Biotechnology at Graphic Era Deemed to be University, Dehradun, India. He has worked in the field of thyroid hormones and their role in seasonal reproductive behavior in birds. He has published several high impact factor peer reviewed research. Prof. Thapliyal worked in USA and at National Institute of Immunology, New Delhi. He has guided five Ph. D. students. His research area is in the field of calcium ion channel, GPCRs, cell signaling and neurodegenerative disorders (Alzheimer's).

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Dr. M. Thapliyal
Ashish Thapliyal



Dr. Nibedita Priyadarshani

SUSTAINABLE DEVELOPMENT AND EDUCATION



SUSTAINABLE DEVELOPMENT AND EDUCATION

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Sustainable Development and Education

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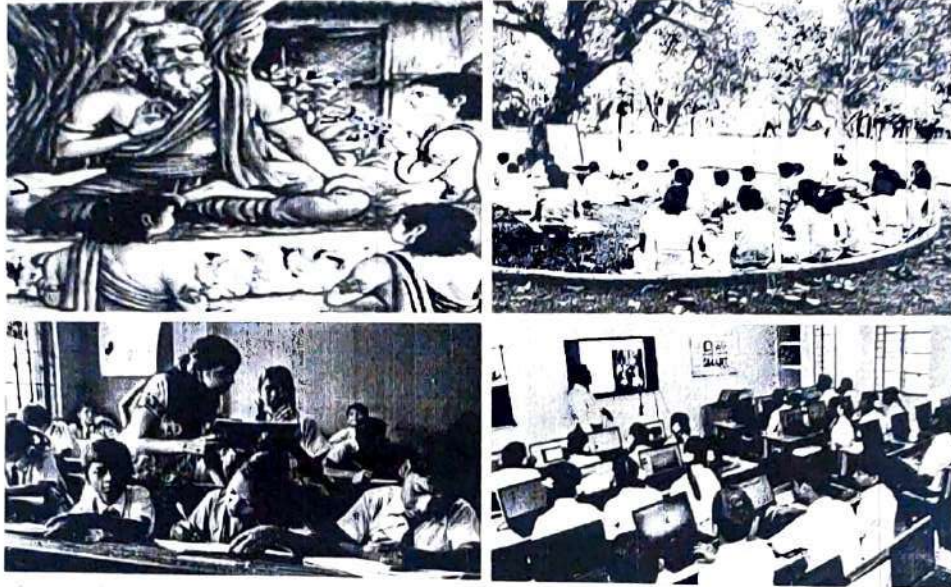
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LEARNING ENVIRONMENT FOR THE 21ST CENTURY: ISSUES AND CHALLENGES



Edited by
Dr. Arghadip Paul



BAMANPUKUR HUMAYUN KABIR MAHAVIDYALAYA
Bamanpukur, Minakhan, North 24 Parganas

**ROLE OF FLIPPED AND BLENDED LEARNING ENVIRONMENT IN PRESENT
SCENARIO (IN THE CONTEXT OF ECONOMIC DEVELOPMENT)**

*Dr. Jyoti Khare**

ABSTRACT

As we know very well, both learning and education has a great influence on the mind and character of an individual. Possession and Acquirement both influence any individual and is needed to gain knowledge. This knowledge is helpful in the economic development of the nation. The process of learning changes its way to learn as changes occur in the scenarios. Due to this pandemic COVID-19, the way of learning has highly influenced. Flipped and blended learning took place at the very traditional based educational learning. In this research study, researcher tried to know the concept and impact of Flipped and blended learning which shows the alter method of traditional method and helped the students as well as nation out from this pandemic time. Researcher also made efforts to analysed the Flipped and blended learning in the context of economic development. Because a nation is developed when it would be fully educated and competent.

Key words: Economic development, learning, flied learning, blended learning

Introduction:

Learning is said to be an ongoing process. An individual is always learning, from his birth till his death. Education is something that one gets at some point in their life. Education is something that an individual gets from an outside source. So, Both are complementary of each other. It develops Intellectual skills, right and wrong, the concepts of justice and aesthetic sense, etc. throughout life. According to Woodsworth "*The process of acquiring new knowledge and new responses is the process of learning.*"

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SCIENCE & TECHNOLOGY APPLICATION IN RURAL AREAS



EDITOR
DR MADHU THAPLIYAL



Department of Zoology
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OUTREACH OF UCOST IN RURAL AREAS OF UTTARAKHAND

Dr. Rajendra Dobhal, FNASc

Director General, Uttarakhand Council for Science and Technology (UCOST)
Vigyan Dham, Jhanjra, Dehradun.

Introduction

Science & Technology (S&T) is a driver of sustainable development and has been integral part of social security. Science is the knowledge, while Technology generally derives and draws from science, which often manifests itself in physical form. A synergistic impact of both results in developments of various sectors. However in rural India and Uttarakhand in particular, there is a dire inadequacy of both. Although, inhabitants of this hilly terrain are well versed with traditional knowledge system, but faces a big technology deficit in agriculture, health, education and sectors.

In order to address the issue of S&T intervention in developmental process of the Uttarakhand, science popularization and inculcation of scientific temper among its inhabitants, Uttarakhand State Council for Science & Technology (UCOST) was established in November 2002. It is an autonomous body of the Government of Uttarakhand, Department of Science & Technology, which was registered under the Societies Registration Act, 1860 in November 2002 and start edits activities from last quarter of year 2005. It also works as a nodal agency for the Department of Science & Technology, Govt. of India.

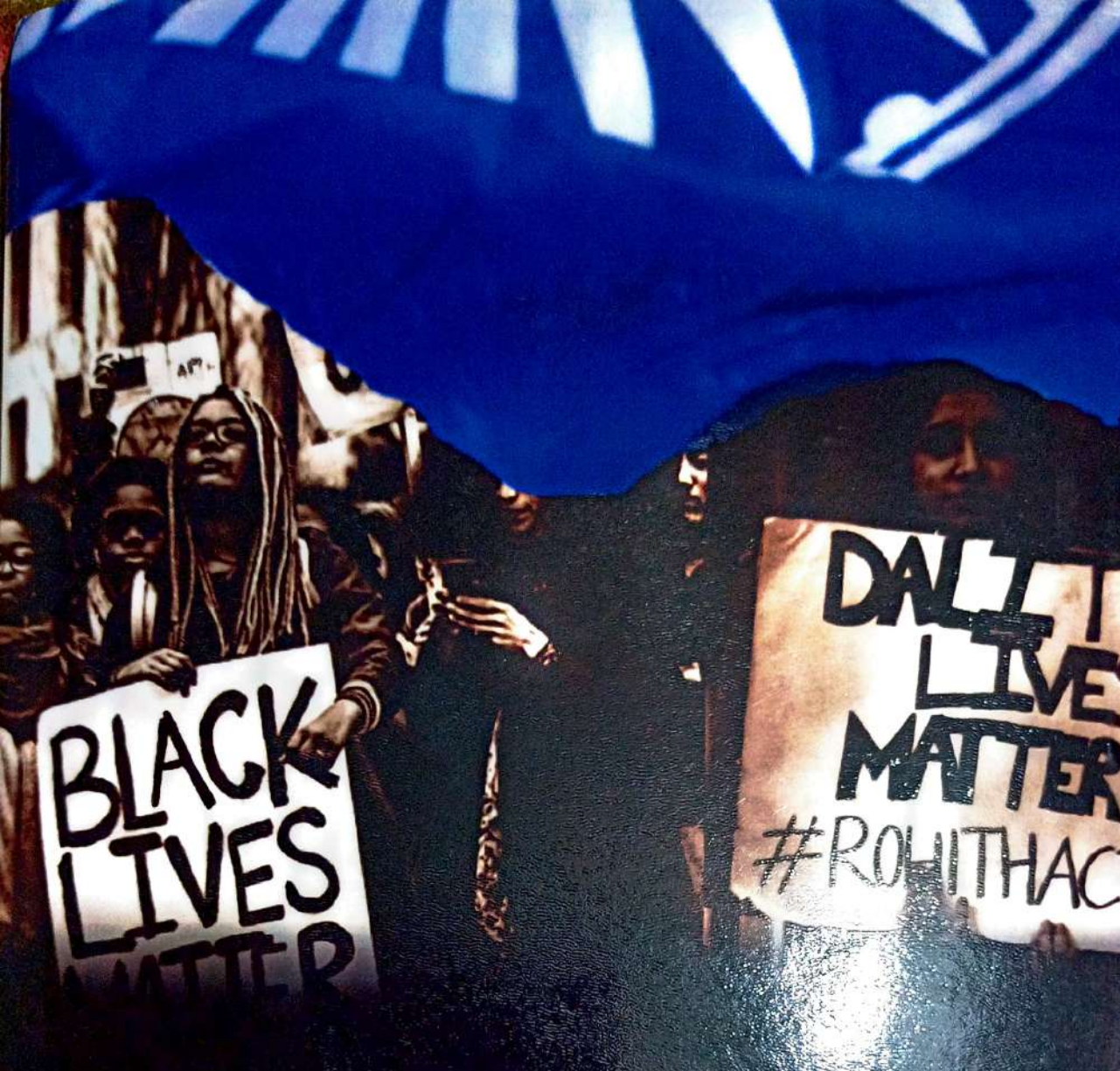
Headquarter of the UCOST is popularly known as VigyanDham, which is situated at Jhanjra (Suddhowala). UCOST works on following objectives:

1. To advice Government of policies and measures necessary to promote utilization of Science & Technology for the achievement of the socio-economic objectives.
2. To identify area in which science and technology can be utilized.
3. Technology demonstration/extension and transfer.
4. To initiate, support, promote and coordinate such research and development projects and programs (including demonstration projects as are likely to be relevant to the achievement of specific objectives and problems and help in the fruitful exploitation of the natural resources of the State.
5. To establish, or assist in the establishment of infrastructure (institutions, Organizations etc) necessary to Science and Technology to further the efforts of the State.
6. To prepare Science and Technology plans and formulate research and development programs, examine such programs if received from other institutions and finance and /or aid such projects by means of grants and supply of materials.
7. To promote the popularization of Science and the spread of a scientific temper and attitude amongst the people of the State and to disseminate scientific knowledge.
8. To take all such measures which are likely to accelerate the process of modernization in Uttarakhand through the use of Science & Technology.

Disclaimer:

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दलित पत्रकारिता

वर्तमान दशा और दिशा

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नारी मानवाधिकारों की वर्तमान में स्थिति

डॉ० सरिता तिवारी

प्रस्तावना :

स्वतंत्रता के लगभग तिहत्तर वर्ष बीत जाने के बाद भी आधी आबादी आज भी कितनी आजाद है, विधाओं और अधिकारों से संपन्न है? इसका विश्लेषण आवश्यक है! आज भी महिलाओं से जुड़े मुद्दे वैसे ही हैं जैसे स्वतंत्रता से पूर्व थे बल्कि समय और परिस्थितियाँ बदल जाने के बाद ये और भी अधिक जटिल हो गए हैं! इन ये पैदा होता है कि आज की नारी चाहती क्या है तो सबसे पहले तो आजादी, एक मनुष्य होने के नाते वे सब संवर्धन और अधिकार जो पुरुष को मिले हुए हैं! चाहे सामाजिक स्तर पर, चाहे आर्थिक स्तर पर या राजनीतिक स्तर पर!

'यदि हम नारी के मानवाधिकारों की बात करें तो सर्व प्रथम सन् 1946 में महिलाओं की स्थिति में सुधार के लिए संयुक्त राष्ट्रसंघ के तत्वावधानमें एक आयोग की स्थापना की गई! संयुक्त राष्ट्र महासभा ने 7 नवम्बर 1967 को महिलाओं के विरुद्ध सभी प्रकार के भेदभाव की समाप्ति हेतु अभिसमय स्वीकार किया! मानव अधिकारों की रक्षा के लिए एवं संयुक्त राष्ट्र घोषणापत्र के उद्देश्य को ध्यान में रखते हुए भारत में मानवाधिकार आयोग का गठन किया गया! इसके साथ ही राष्ट्रीय महिला आयोग का गठन किया गया!'

भारत का संविधान भी लैंगिक समानता के सिद्धान्त में विश्वास करता है! इसकी पुष्टि मूल अधिकार और धर्म निर्देशक तत्वों से होती है!

भारतीय संविधान में 73 वें एवं 74 वें संवैधानिक संशोधनों (1993) के माध्यम से पंचायतों और निकायों जैसे स्थानीय निकायों में महिलाओं के लिए सीटों को आरक्षित किया गया ताकि स्थानीय स्तर की प्रक्रिया में वे भागीदार बन सकें!

सरकार द्वारा महिलाओं को सशक्त बनाने के लिए बनाए गए कानून -

महिलाओं को समाज में और भी मजबूत बनाने के लिए सरकार ने घरेलू हिंसा अधिनियम (2005), दहेज अधिनियम(1961), हिन्दू विवाह अधिनियम(1955), न्यूनतम मजदूरी अधिनियम(1948), हिन्दू अधिकार अधिनियम(1956), मातृत्व लाभ अधिनियम(1961), कार्यस्थल पर महिलाओं के यौन उत्पीड़न रोकथाम हेतु अधिनियम(2013), सरीगेसी विनियमन अधिनियम(2019) आदि बनाए हैं!

महिलाओं के विकास हेतु सरकार द्वारा चलाई गई योजनाएँ -

महिलाओं के विकास के लिए सरकार द्वारा कुछ योजनाएँ भी चलाई गई हैं, जैसे - बेटी बचाओ, बेटी पढ़ाओ योजना, उज्वला योजना, सुकन्या समृद्धि योजना और कस्तूरबा गाँधी योजना!

प्रोफेसर, राजनीति शास्त्र, राजकीय स्नातकोत्तर महाविद्यालय, रायपुर, देहरादून



नई शिक्षा नीति

2020

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प्रथम संस्करण- 2021

अक्षर सयोजक

दीपिका शर्मा, दिल्ली-94

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

Nai Siksha Niti 2020 : Sambhavnae Avam Chunotiya

By - Anamika Chauhan

Dr. Kiran Sharma

20.

Online and Digital Education

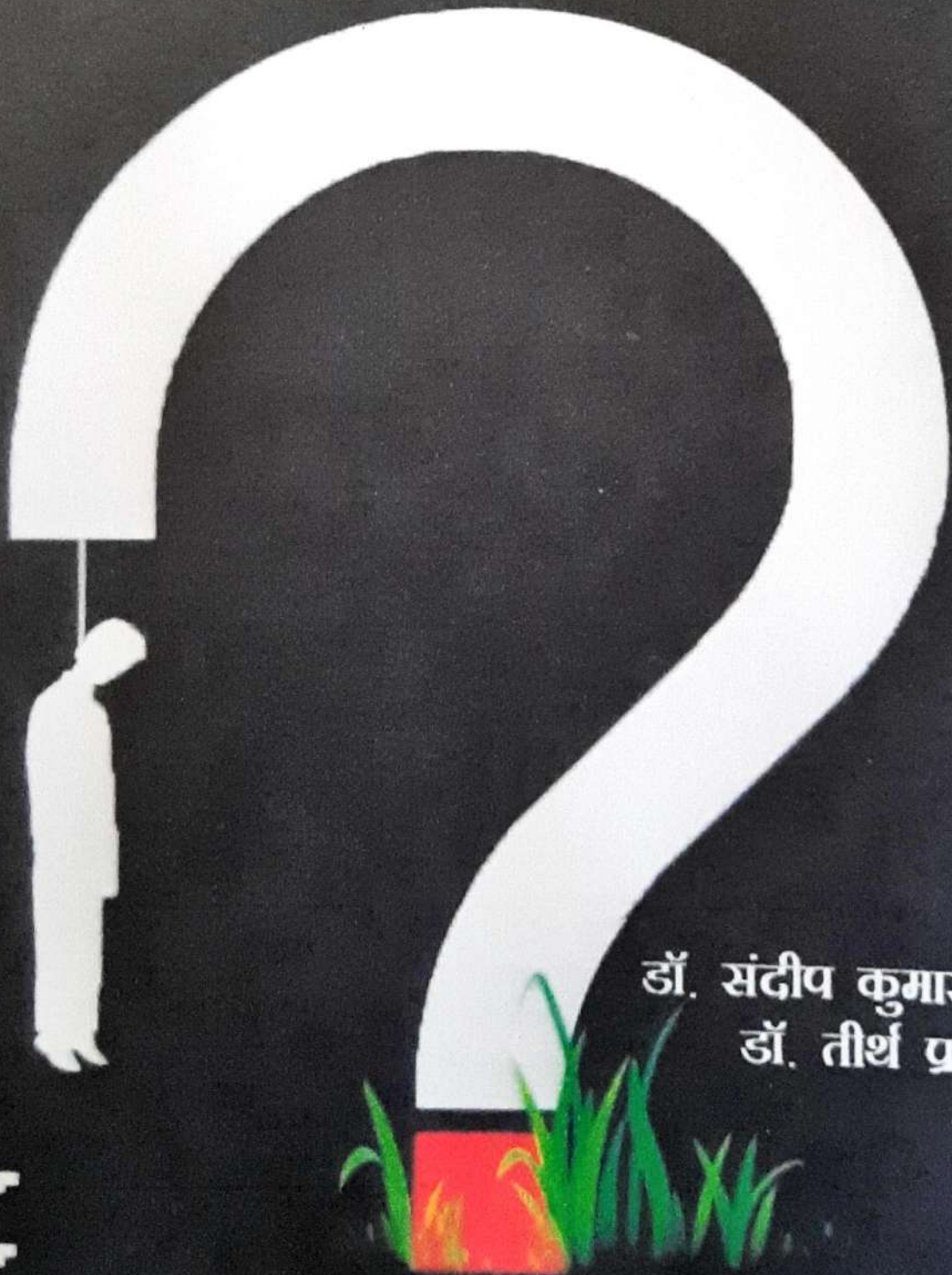
Dr. Anita Chauhan*

Today, if we talk about the education system, we can say that it is no more constraint to the classrooms in which a teacher is sharing his or her knowledge to the students present there in that classroom. It is no more a six hour pattern which was generally followed in the nineties. With the introduction of ease of technology and internet to our lives it has become very much possible for most of us to gain knowledge in any of the fields in which he or she is interested. Today just by sitting in your room and having a smart phone in your hand one is exposed to each and every corner of the world. He or she can access any information, he is interested in. People are doing courses with the help of long distance learning. They can even manage their timings for the study in which and whenever they are comfortable. One can easily attend lectures online by sitting in any part of the world. It has become very easy just because of the availability of internet for example a person in India can attend online lectures of their professors sitting in Australia. In India, with more than 37 crores internet users and thousands of business magnets who are ready to invest in the upcoming education system, online education has expanded exponentially. The estimated

**Assistant Professor, Department of History, Govt. P.G. College, Maldevta (Raipur), Dehradun, Uttarakhand.*



भारत में किसान आत्महत्या समस्या और समाधान



डॉ. संदीप कुमार पोसवाल
डॉ. तीर्थ प्रकाश



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प्रथम संस्करण- 2021

अक्षर सयोजक

दीपिका शर्मा, दिल्ली-94

मुद्रक

ट्राईडेंट इटरप्राइजेज, दिल्ली-32

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

Bharat mein Kisan Aatmhatya: Samasya aur Samadhan

by Dr. Sandeep Kumar Poswal

Dr. Tirth Prakash

3.

किसानों की दशा एवं दिशा का स्वरूप

डॉ. अनीता चौहान*

“जमीन जल चुकी है, आसमान बाकी है,
सूखे कुंए तुम्हारा इम्तिहान बाकी है।
वे जो खेतों की मेढों पर उदास बैठे हैं,
उनकी आँखों में अब तक ईमान बाकी है।
बादलों बरस जाना समय पर इस बार,

किसी का मकान गिरवी है, किसी का लगान बाकी है।”

पंजाब केसरी में छपी ये कविता की पक्तियाँ भारतीय किसान के हृदय की व्यथा को रेखांकित कर रही हैं। भारत का किसान जो सारे भारतवर्ष का अन्नदाता है, जिसके कारण लोगों के घरों में चूल्हे जलते हैं, जिसकी वजह से सब मौसमी सब्जियाँ और फलों को खाते हैं, वो किसान सबका पेट भरने के लिये दिन रात कठिन मेहनत करता है लेकिन कभी सूखा तो कभी वर्षा की अधिकता, कभी फसल की अधिकता तो कभी सरकार की उपेक्षा, सभी तरफ से हारकर हमारा ये अन्नदाता आत्महत्या करने को विवश है। हमारे दिवंगत प्रधानमंत्री श्री लाल बहादुर शास्त्री जी का नारा “जय जवान जय किसान” भी कृषकों की बेहतर स्थिति के लिये प्रेरित करता है।

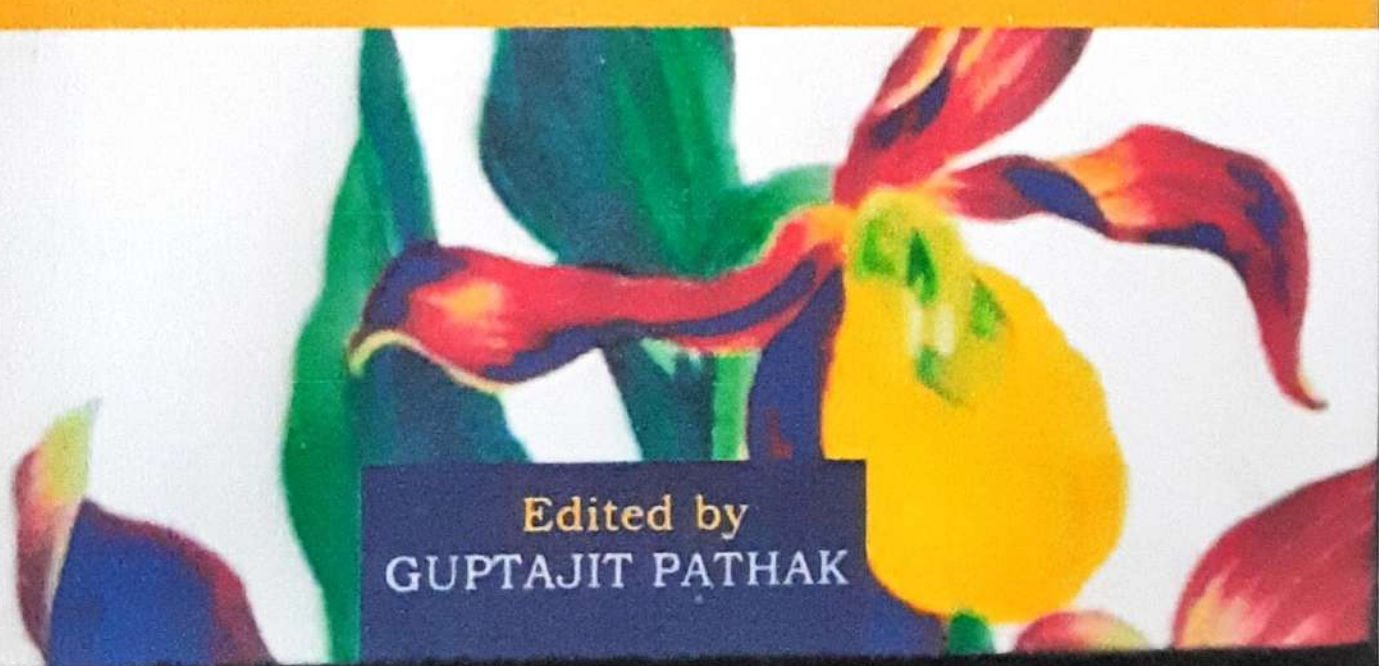
*असिस्टेंट प्रोफेसर, इतिहास विभाग, रा.स्ना.म.वि. मालदेवता, रायपुर, देहरादून।



Tradition and Modernity

Exploring Perspectives in
History, Culture and Literature

A PEER REVIEWED PROCEEDING VOLUME



Edited by
GUPTAJIT PATHAK

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5

Gender Discrimination and Inequality

Dr. Anita Chauhan

Abstract

Gender discrimination is a vile evil entrenched in the mindsets of our society. In the modern world we are living in where right to equality is a fundamental right, discrimination of any kind disturbs the equilibrium of equality. Discrimination based on gender results in gender inequality which possess many harm to the society at large. The research shows how the bias is internalized through various means. In this context the study explores different narratives (chronological or thematic) of historical movements and ideologies and how our culture has levied prevailing social roles on the society. Based on review of the literature, the reasons are very much clear to why this bias goes unchecked and is not recognized. The researcher has used qualitative research methodology. The research concludes by explaining the problems our society is suffering because of gender discrimination and how these problems can be curtailed.

2. Introduction

In our modern world, there is a pre-existing culture in which, a person of a particular gender is treated differently than another gender, in that difference of treatment, there are whole lot of masses of people at disadvantage. This unequal balance is because of the recognition that does not consider men and women same or that gender impacts an individual's living experience. These certain differences naturally rise up because of biology and psychology of both the genders not being same [1]. Apart from these empirical differences, the other grounds of discrimination are socially constructed. This social imbalance has caused women to suffer oppression and restrictions. And drawbacks of gender inequality aren't very limited; it affects women very badly both physically and mentally. Although, this is a concern for both men and women, there are arguments which suggest that at some places men are at disadvantage, but when the population is examined as a whole, women are at disadvantage at several important places and situations. These social and mental barriers of discrimination were not introduced overnight into our society, these barriers are pre existing in our history and the pattern have repeated itself over the centuries in more and more advanced ways and our centuries old traditions have molded our culture in such a way that few particular sections remained a fringe of the society and had almost no notable identity.



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Edited by

Dr. Yatish Vashist • Dr. Kiran Bala • Dr. Rajesh Naithani

National Education Policy 2020

(Perspectives and Prospects)

Edited by:

Dr. Yatish Vashist
Dr. Kiran Bala
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(Perspectives and Prospects)**

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New Education Policy 2020 and National Building

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Uttarakhand

Introduction

The National Education Policy 2020 promulgated by Ministry of Human Resource Development (MHRD) is a affirmative measure in the direction of nation building and growth. It emphasizes on holistic multidisciplinary education for future nation's stakeholders with an aim to create a more inclusive, cohesive and productive nation. Recently unveiled National Education Policy 2020 (NEP) has come as a ground-breaking reform by the Ministry of Human Resource Development (MHRD).¹

The policy raises the importance of mother tongue and regional languages, medium of instruction until class 5 and preferably beyond should be in these languages. Sanskrit and foreign languages will also be given emphasis. The policy also states that no language will be imposed on the students. Note was also made that there were already institutions which had implemented this language policy 60 years ago such



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Reforms Proposed in Higher Education in New Education Policy 2020 of India

Dr. Arun K. Agrawal

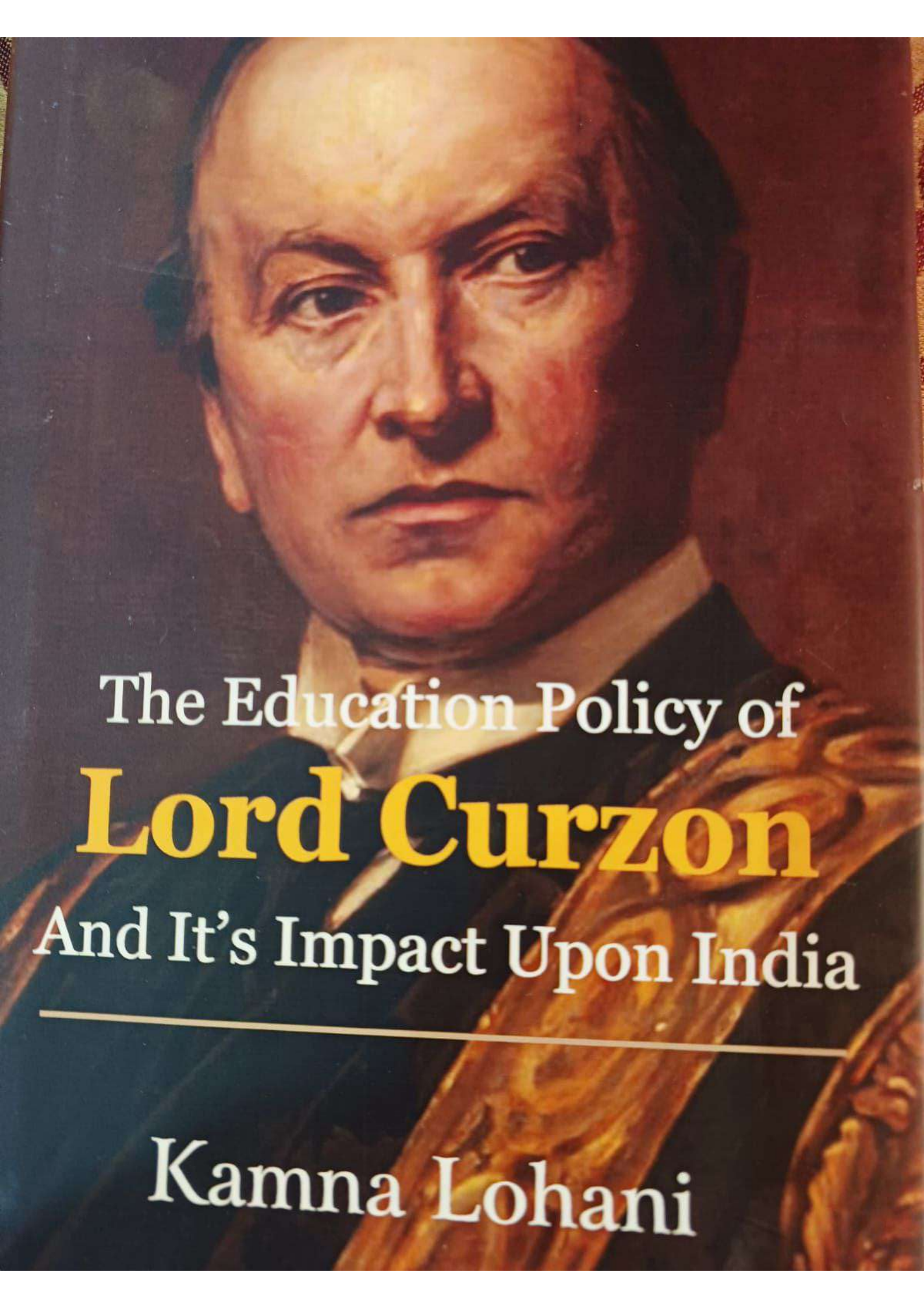
Professor, Department of Botany,
Government Post Graduate College,
Maldevta (Raipur) Dehradun, Uttarakhand, India.

Introduction

The government of India on July 29 announced the New Education Policy to promote education among people of India. The policy covers elementary education to colleges in both rural and urban India. This is the third national policy on education. The first was announced in 1968 by the Prime Minister Indira Gandhi, the second by Prime Minister Rajiv Gandhi in 1986, which was later modified by the Prime Minister P.V. NarshimaRao in 1992.

After 34 years, we have a new policy that aims to bring about a revolution in our education system. It has several promises to keep and appears to be timely in several regards. The new national educational policy, or NEP, is both visionary and ambitious. Much of its success will depend on its execution.

A panel chaired by former ISRO chief K Kasturirangan had submitted its first draft in 2018 to the government. The government then opened the draft



The Education Policy of
Lord Curzon
And It's Impact Upon India

Kamna Lohani

**The Education Policy
of
Lord Curzon
And It's Impact Upon India**

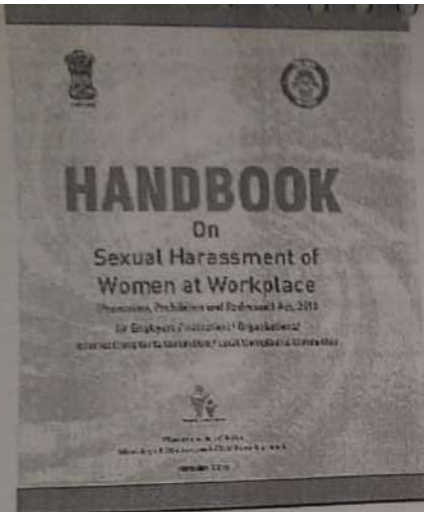
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सर्व
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Gender sensitization a right way towards women empowerment role in society

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Introduction

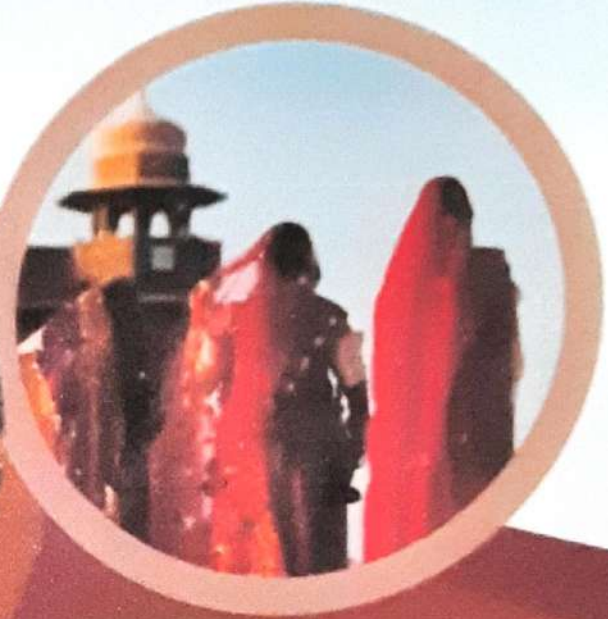
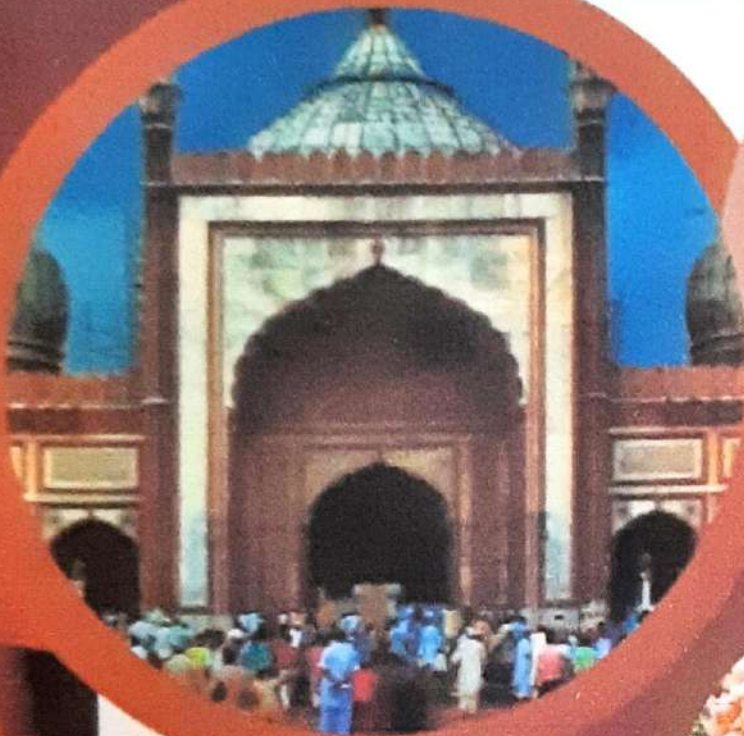
Whenever we talk about women empowerment and gender sensitization, it is up to us. Why we talk about women empowerment only and not men empowerment for women empowerment? And so on. To answer these questions, famous quote of Swami Vivekananda "The best thermometer to the prog treatment of its women". If we assume this as a parameter, half of the is answered. You can just look around your day to day life, the news, your will see how women is treated at different location and in different times. 50% of the total population of the world. In her remarks, Ms. Lakshmi Pu Director of UN during November 2011 mentioned in her remarks participation in national and local politics, in the economy, in academic fundamental to democracy and essential to the achievement of sustainable contexts — during peace, through conflict and post-conflict, and during political system neglects women's participation, if it evades accountability fails half of its citizens". There are several scientific arguments that biology it is a proven fact that female race is superior to male. Then why this society needs empowerment?

What is women empowerment?

Women empowerment in simple words can be understood as giving power for their own lives or inculcating such abilities in them so that they could rightful place in the society. There has always been an international Because of this, according to United Nations women's empowerment components:

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भारतीय साहित्य और परम्पराओं में सामाजिक सहिष्णुता



Dr. Noor Hasan

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अशोक के धम्म में निहित सहिष्णुता

डा० अनीता चौहान

असिस्टेंट प्रो० 'इतिहास'

रा०स्ना०म०वि० मालदेवता, 'रायपुर' देहरादून

सार
जिस धर्म को उसने अभिलेखों में प्रस्तुत किया है वह बौद्ध या कोई विशिष्ट धर्म नहीं था। वह वास्तव में नैतिकता के नियम थे जिनमें सभी धर्मों का सार सन्निहित था।
डॉ० राधा कुमुद मुखर्जी

विश्व इतिहास में प्रसिद्ध तथा वर्तमान समय में भी प्रासंगिक सम्राट अशोक ने मानव जीवन की उन्नति के लिये जिन सिद्धान्तों का पालन किया, वे नैतिक सिद्धान्त अशोक के शिलालेखों, स्तम्भलेखों में 'धम्म' नाम से प्रसिद्ध हैं। अभिलेखों में वर्णित 'धम्म' शब्द 'धर्म' का प्राकृत रूप है। अशोक का धम्म विभिन्न धार्मिक सम्प्रदायों के बीच सह अस्तित्व व सहिष्णुता का भाव रखता है।

संकेत शब्द: अशोक का धम्म, कालिंग युद्ध, धम्म के सिद्धांत, धम्म का प्रभाव

सम्राट बिन्दुसार की मृत्यु (269 ईसा पूर्व) के पश्चात् अशोक का विधिवत राज्याभिषेक 273 ईसा पूर्व में हुआ। चार वर्षों का यह अन्तराल अशोक का अपने भाईयों के साथ सत्ता का संघर्ष का काल था। सत्ता संघर्ष के इस काल में बौद्ध साहित्य में अशोक को एक क्रूर व्यक्ति के रूप में दर्शाया गया तथा कामाशोक 'चण्डाशोक' जैसे कल्पित नामों से सम्बोधित किया गया। राज्याभिषेक के 8वें वर्ष 261 ईसा पूर्व में अशोक ने अपने पिता तथा पितामह की साम्राज्य विस्तार की नीति का पालन करते हुये कलिंग राज्य पर आक्रमण किया। कलिंग युद्ध का वर्णन अशोक के तेरहवें मुख्य शिलालेख से मिलता है। इस युद्ध में एक लाख पचास हजार व्यक्ति बन्दी बनाये गये तथा एक लाख व्यक्ति लड़ते हुये मारे गये। युद्ध में विजयी होने के पश्चात् भी युद्ध की भयावहता को देखकर अशोक का हृदय पश्चाताप से भर गया, जिसके परिणामस्वरूप उसने साम्राज्य विस्तार की नीति (भेरी घोष) के स्थान पर प्राणी कल्याण की नीति 'धर्म घोष' की घोषणा की। कलिंग युद्ध के चार वर्ष पश्चात् (256-55 ईसा पूर्व) अशोक अपने 8वें शिलालेख में घोषणा करता है कि "कलिंग देश में जितने आदमी मारे गये या कैद हुए, उसके सौवें या हजारवें हिस्से का नाश भी अब देवाना प्रिय के लिये बड़े दुःख का कारण होगा।"

About the Book

It is essential to emphasize and understand gender equality in the 21st Century. Even in the developed countries where females legislatively have equal rights with males, discrimination also appears prominently. The best way of ensuring equality is to start living and asking ourselves what each one of us can do to contribute to an equal society where individuals, regardless of any external attributes, can live and thrive without any distinction.

The present volume titled "Gender Issues and Discourse in 21st Century: Inter and Trans Disciplinary Perspectives" is the outcome of selected research papers from the International Interdisciplinary Webinar, Organized by IQAC, Kanya Mahavidyalaya, Guwahati, Assam and IQAC, Bilaspur College, Bilaspur, Jharkh, Assam on the subject, Gender Issues and Discourse in 21st Century, as a follow up of the UGC Directive.



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Guptajit Pathak, IQAC Co-ordinator and Assistant Professor, Department of History, Kanya Mahavidyalaya (Affiliated to Gauhati University), Guwahati, Assam, India is a trilingual contemporary poet, story writer, script writer, lyrics writer, author, translator, reviewer, resource person as well as a prominent editor. His poems, songs, stories, articles, reviews and research papers are published in many regional, national and international journals of repute & ezines and translated into different languages. Mr. Pathak has bagged the honour of "Outstanding Researcher in History" Award for his contribution in historical research conferred by Global Outreach Research & Education Association in the 3rd Global Outreach Research and Education Summit on 31st July, 2019 at Bengaluru. He has acted as a resource person in National Seminar titled "Literary Emperor Anna Bhau Sathé" on 1st & 2nd May, 2020 at Arts & Commerce College (Affiliated to University of Mumbai), Phondaghat, Maharashtra, India. At present, he is a Doctoral Research Scholar in the Department of History, Assam University (Central), Silchar, India and the convener of National and International Workshops, Seminars, and Conferences and is working as a Section Editor of INSIGHT: An International Multilingual Journal for Arts and Humanities, Peer Reviewed and Refereed, ISSN: 2582-8002, University Research Publications, Ennakulam, Kerala, India.

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Inter and Trans Disciplinary Perspectives

Editor
GUPTAJIT PATHAK

GENDER ISSUES and DISCOURSE IN 21ST CENTURY: Inter and Trans Disciplinary Perspectives
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**GENDER ISSUES AND DISCOURSE
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Edited by

GUPTAJIT PATHAK

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Gender Inequality: Socio-Legal Perspectives in India

Dr. Anita Chauhan
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Govt. P.G. College, Maldevta, Raipur
Dehradun, Uttarakhand, India

Abstract

Violence against women is often a manifestation of the historical unequal power balance between the sexes which has led to domination over and discrimination against women by men. This paper contextualizes the aspect of gender inequality amongst women from past history to the contemporary world. Women play an inevitable role in our lives, thus equality for women should be regarded as a basic condition of social, economical, political development of the nation. The manifestation of considering women as an inferior gender can be witnessed in various forms of abuse and crimes. From time immemorial women are treated as an oppressed section of the society and they are the victims of various inequalities and violence including satipratha, Purdah system, dowry, domestic violence, kidnapping, rape, marital rape, bride burning, stalking, acid attack, child marriage, eve teasing, cyber crime, women trafficking, female infanticide, cruelty, female foeticide, different kind of physical, mental and emotional abuse. The constitution of India not only removes inequalities but also provides special status to women. Also there are many laws in India which aim at not only removing the inequality but also punish the offenders of discrimination under various instances. This paper is an attempt to throw light on gender discrimination being faced by women and various provisions and protective laws for women.

Keywords: Gender Inequality, Women Rights, Legal Status, Domestic Violence, Discrimination, Constitution of India.

INTRODUCTION

Gender refers to the roles, behaviours, characteristics, opportunities that any society considers appropriate for men and women. Gender is learnt through the process of socialization and through the various cultures of particular society and everyone learns about their gender from birth. With the start of their Childhood, each gender learns how they should behave in order to

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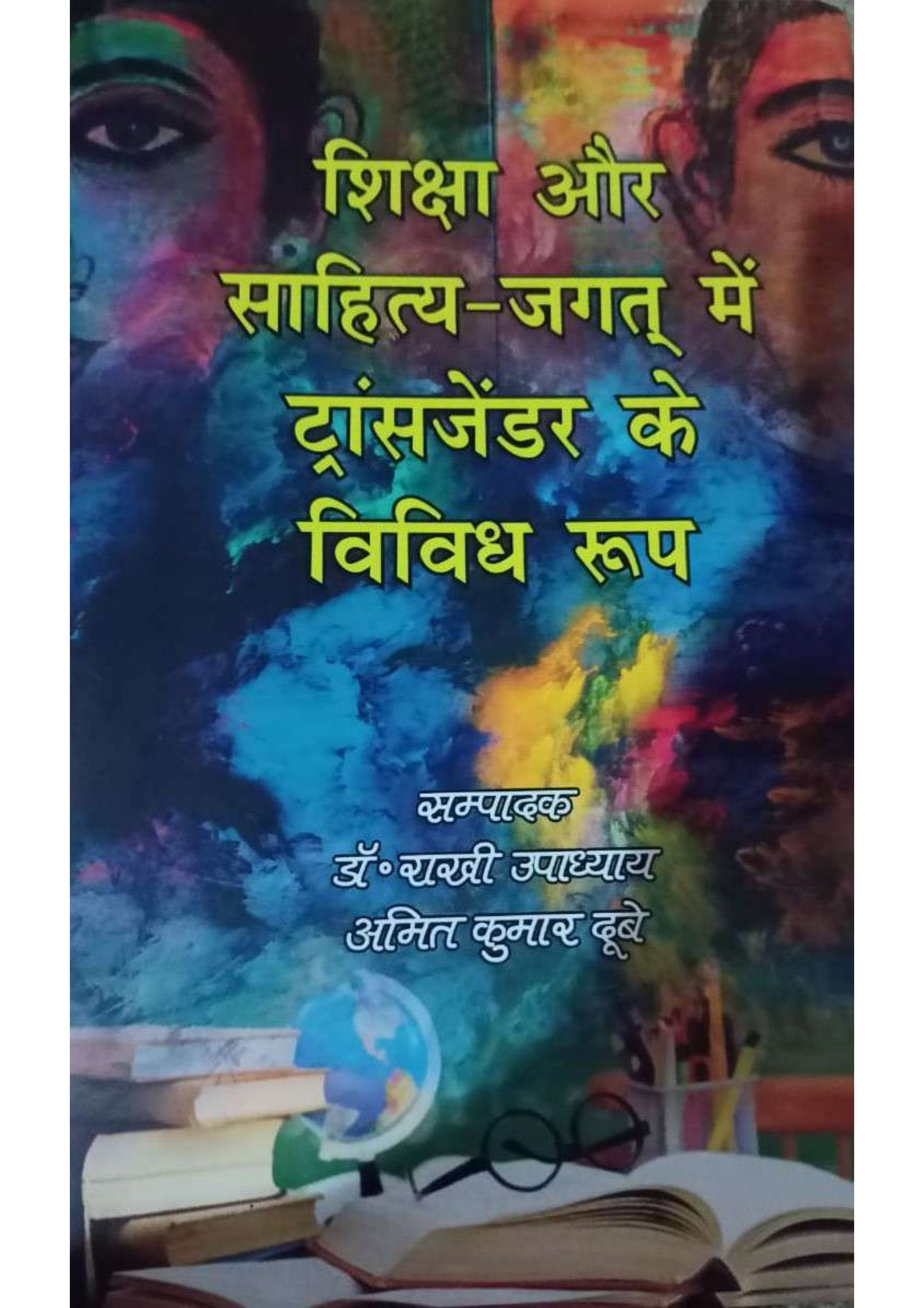
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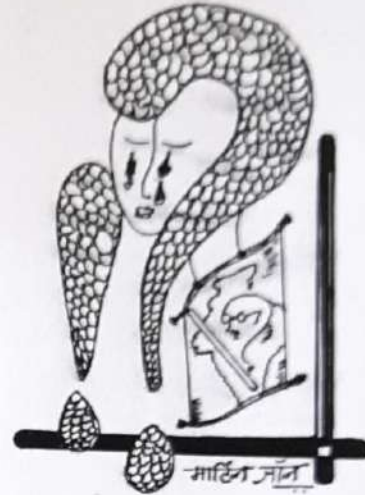
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• रेखा चमोली

प्राथमिक स्तर पर कहानी शिक्षण एक महत्वपूर्ण शिक्षण विधा है, जिसका उपयोग मौखिक और लिखित दोनों तरह से बहुत उपयोगी है। बच्चे अपने घर में किसी न किसी रूप में कहानी से जुड़े होते हैं। उनके माता-पिता या अन्य बड़े उनसे बातचीत करते हुए, उन्हें किसी नई चीज के बारे में बताते हुए, खाना खिलाते हुए, घुमाते हुए, डराते हुए या सुलाते हुए अक्सर कहानियाँ सुनाते हैं। ये कहानियाँ कभी उनकी सुनी या पढ़ी पुरानी कहानियों में से होती हैं तो कभी त्वरित ही स्थिति को देखते हुए नई बनी कहानी होती हैं। दादा-दादी नाना-नानी की कहानियाँ तो सुप्रसिद्ध हैं। हालांकि इस परंपरा में कमी आई है। टीवी मोबाइल के युग ने आपसी बातचीत के मौकों को बहुत कम कर दिया है। फिर भी बच्चों के जीवन में किसी न किसी रूप में कहानियाँ बसी हुई हैं। एक बार की बात है, बताऊँ ! एक बार क्या हुआ ? जैसे वाक्यों से शुरू हुई घटनाओं का विवरण देते हुए बच्चे आपस में भी कहानियाँ सुना रहे होते हैं। कई बार ये गप्प के रूप में भी होती हैं। कहानी एक ऐसी विधा है जिसका आकर्षण कभी कम नहीं हुआ, ना ही कम होने की संभावना है। भले ही इसकी पहुँच के माध्यम दिनों-दिन बदलते रहें।

जब हम कहानी शिक्षण की बात करते हैं तो इसमें कहानी सुनने-सुनाने के आनंद के साथ-साथ कुछ अन्य चीजें भी जुड़ जाती हैं। जैसे कि भाषाई दक्षताओं का विकास, पाठ्यचर्या के लक्ष्य, सीखने के प्रतिफल आदि। कहानी के माध्यम से भाषा व साहित्य के कुछ पूर्व निश्चित लक्ष्यों की प्राप्ति तक पहुँचने का प्रयास कहानी शिक्षण कहलाता है। जब हम अपनी पाठ्यपुस्तकों को देखते हैं तो उनमें-खासकर भाषा शिक्षण में- कहानी को अच्छी-खासी जगह मिलती दिखती है। उदाहरण के लिए, एन सी ई आर टी की कक्षा एक की पाठ्यपुस्तक रिमझिम में दस कहानियाँ हैं। कक्षा 4 की मेरीगोल्ड में दस कहानियाँ हैं। भाषा शिक्षण पढ़ने-लिखने, विचारने, तर्क करने, समस्या समाधान की ओर बढ़ने, निष्कर्ष तक पहुँचने आदि तमाम दक्षताओं तक पहुँचने का माध्यम है जिसमें कहानी का रोल इसलिए भी महत्वपूर्ण बन जाता है क्योंकि वह अपने भीतर तमाम संभावनाएँ समेटे होती हैं बशर्ते उसका कक्षा में चयन व उपयोग समझदारी से किया जाए।

कहानी शिक्षण के कुछ महत्वपूर्ण चरण

1. कहानी के बारे में उत्सुकता पैदा करना या माहौल बनाना - कहानी सुनाने से पहले बच्चों में कहानी सुनने के लिए उत्सुकता पैदा करना माहौल बनाना कहलाता है। जैसे कि अगर कहानी जानवरों के बारे में है तो जो जानवर उस कहानी में आए हैं उनके बारे में बच्चों से बात करना, उनकी राय लेना, उनके पूर्व ज्ञान को जानना आदि। भाषा की बुनियादी समझ बनाने के लिए जरूरी है कि बच्चे संदर्भ के साथ भाषा पढ़ना-लिखना सीखें जैसा कि वे

मौखिक भाषा का उपयोग करते हुए कर रहे होते हैं। अर्थात् उनके दिमाग में भाषा सोचने-विचारने, समझने, कल्पना करने, ध्वनियों तथा उनकी बातों को व्यक्त करने का माध्यम बने।

2. कहानी सुनाने के दौरान, पूर्व तैयारी - कहानी सुनाने से पहले आवश्यक है कि शिक्षक-शिक्षिका को कहानी अच्छी तरह याद हो। वह उसे हाव-भाव और एक्शन के साथ सुनाए। छोटे बच्चों के साथ इसमें थोड़ी नाटकीयता भी जोड़ी जा सकती है। अगर कहानी पढ़नी है तो उचित उतार-चढ़ाव और अभ्यास के साथ पढ़ी जाए। इस तरह कहानी पर दो तरह से काम किया जा सकता है। पहला, पूरी कहानी एक साथ सुना कर अंत में बच्चों को अपनी राय रखने और बातचीत करने के मौके दिए जाएँ। बच्चों से प्रश्न पूछे जाएँ। कहानी में आए खास शब्दों पर बात की जाए। इसके अतिरिक्त कहानी की जरूरत के हिसाब से लिखित कार्य भी कराया जा सकता है।

दूसरा, कहानी सुनाने के दौरान कहानी के महत्वपूर्ण मोड़ों पर कहानी को रोककर बच्चों को अनुमान लगाने, अपनी बात कहने के मौके दिए जाएँ। इस तरह कहानी की जरूरत के हिसाब से कहानी के बीच में या पूरी होने पर लिखित कार्य करवाए जाएँ। अगर कक्षा 1 और 2 के बच्चे हैं तो उनके साथ उनके स्तर की कहानी को एक ही बार में सुनाना ज्यादा उचित रहता है। एक बार कहानी को सुनाने के बाद उस पर बच्चों की उंगली लगाकर पढ़ना व अन्य गतिविधियाँ की जा सकती हैं।

हमारे पास कक्षा में काम करते हुए दो तरह की कहानियाँ होती हैं। पहली वह कहानियाँ जो बच्चों की पाठ्यपुस्तक में दी हुई होती हैं। इन कहानियों तक सभी बच्चों की पहुँच होती है। अर्थात् जब कक्षा के सभी बच्चों को एक साथ एक कहानी को सुनाया या पढ़ाया जाता है तो प्रत्येक बच्चा अपनी किताब देख सकता है। इन कहानियों पर काम करना थोड़ा आसान होता है। दूसरी तरह की कहानियाँ वे होती हैं जो किन्हीं अन्य पुस्तकों के माध्यम से सुनाई या पढ़ाई जाती हैं। सौभाग्य से अब हमारे विद्यालयों में ऐसी पुस्तकों की भी दो या तीन प्रतियाँ उपलब्ध हैं। यह कहानियाँ उन कहानियों में शामिल होती हैं जिन पर शिक्षिका की पहुँच बच्चों से पहले होती है।

पाठ्यपुस्तक की कहानी में कुछ लक्ष्य पहले से शामिल होते हैं, साथ ही इसमें आवश्यकतानुसार नई दक्षताओं और नए लक्ष्यों को भी जोड़ा जा सकता है। कहानियों में अभ्यास कार्य के अलावा अन्य गतिविधियाँ भी शामिल की जा सकती हैं। जैसे कि पात्रों की ओर ध्यान दिलाना, उनके हाव-भाव पोशाक, संवाद आदि। पात्रों को बदलकर नई कहानी गढ़ना। जैसे कि कहानी में जिस पात्र को कमजोर या आलसी-बेवकूफ दिखाया गया है उसे मजबूत और समझदार बनाकर प्रस्तुत करना। क्या होता अगर इस पात्र की

कविता संग्रह



उसकी आवाज एक उत्सव है



रेखा चमोली

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

**1857 ke Swatantrata Sangram Samar: Swadhinta Aandholan ke Grun
Rehasye**

by Dr. Virendar Singh, Dr. Pankaj Agarwal

18.

1857 की क्रान्ति का अविस्मरणीय अध्याय-महारानी लक्ष्मीबाई

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सन् 1857 की क्रान्ति की नायिका महारानी लक्ष्मीबाई ने अपनी वीरता और बलिदान की भारतीय इतिहास में एक अमिट छाप छोड़ी है।

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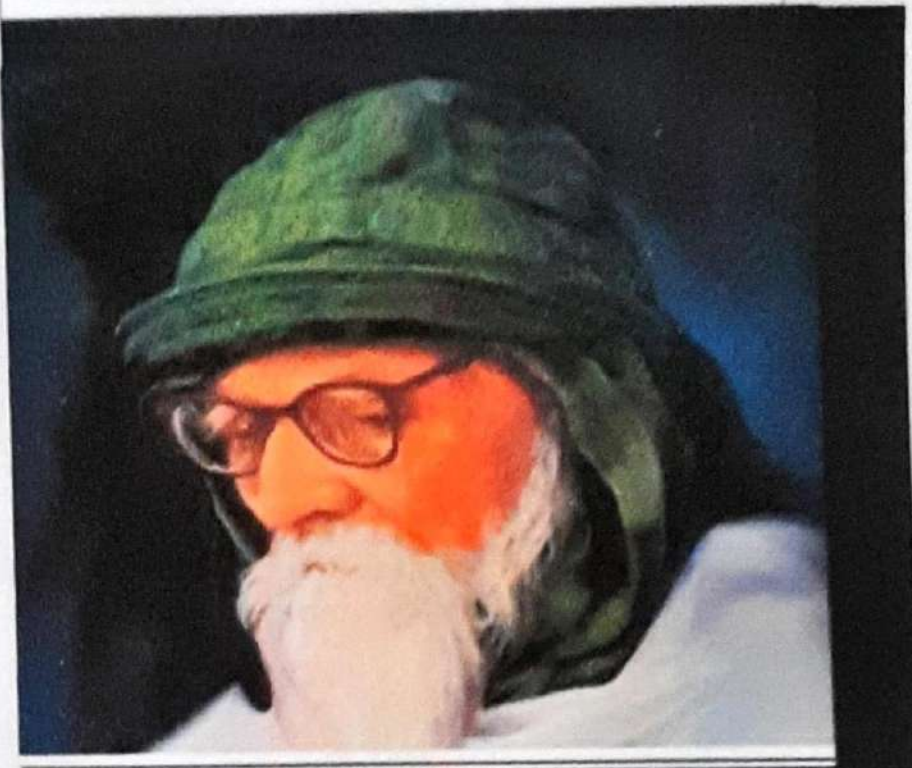
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संपादक

डॉ. नीशू कुमार

सहायक आचार्य

राजनीति विज्ञान विभाग

चमन लाल महाविद्यालय, लण्ढौरा

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प्रथम संस्करण- 2022

अक्षर संयोजक

दीपिका शर्मा, दिल्ली-94

मुद्रक

ट्राईडेंट इटरप्राइजेज, दिल्ली-32

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

**Aachariya Vinoba Bhave ke Darshan ki Aadhunik Bhartiye Samaj Mei
Prasangikta**

by Dr. Nishu Kumar

10.

कर्मयोगी विनोबा भावे “व्यक्तित्व एवम् कृतित्व”

डॉ. अनीता चौहान*

महापुरुषों का लोकहित चिन्तन युगों युगों तक समाज का मार्गदर्शन करता है। कर्मयोगी आचार्य विनोबा भावे भी ऐसे ही प्रकाश स्तम्भ हैं, जिनकी रोशनी से सारा समाज प्रकाशवान हो गया। विनोबा भावे भारत के स्वतन्त्रता संग्राम सेनानी, सामाजिक कार्यकर्ता तथा प्रसिद्ध गांधीवादी नेता थे। इन्होंने आजीवन ब्रह्मचर्य का पालन कर अपने जीवन को मानवता की सेवा में समर्पित कर दिया। भारत में भूदान तथा सर्वोदय आन्दोलन के प्रणेता विनोबा भावे का प्रत्येक कार्य मानवता की सेवा से परिपूर्ण एक आध्यात्मिक संदेश है। उनकी आध्यात्मिक चेतना समाज के उत्थान के लिए थी।

भारत के राष्ट्रीय अध्यापक एवम् महात्मा गांधी के आध्यात्मिक उत्तराधिकारी समझे जाने वाले संत विनोबा भावे जन्म 11 सितम्बर सन् 1895 ई. में मुम्बई के निकट कालोबा जिले के गागोदा ग्राम में एक सारस्वत

*असिस्टेंट प्रोफेसर 'इतिहास' राजकीय स्नातकोत्तर महाविद्यालय मालदेवता, रायपुर, देहरादून।

प्राकृतिक जल-स्रोत : नदियों का सरक्षण एवं संवर्धन

संपादक

डॉ. राकेश मोहन नौटियाल

डॉ. राजेन्द्र प्रसाद बडोनी

डॉ. दीप्ति बगवाड़ी



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Jal Hi Jeevan Hai (Water is Life)

✎ **Dr. Kavita Kala**

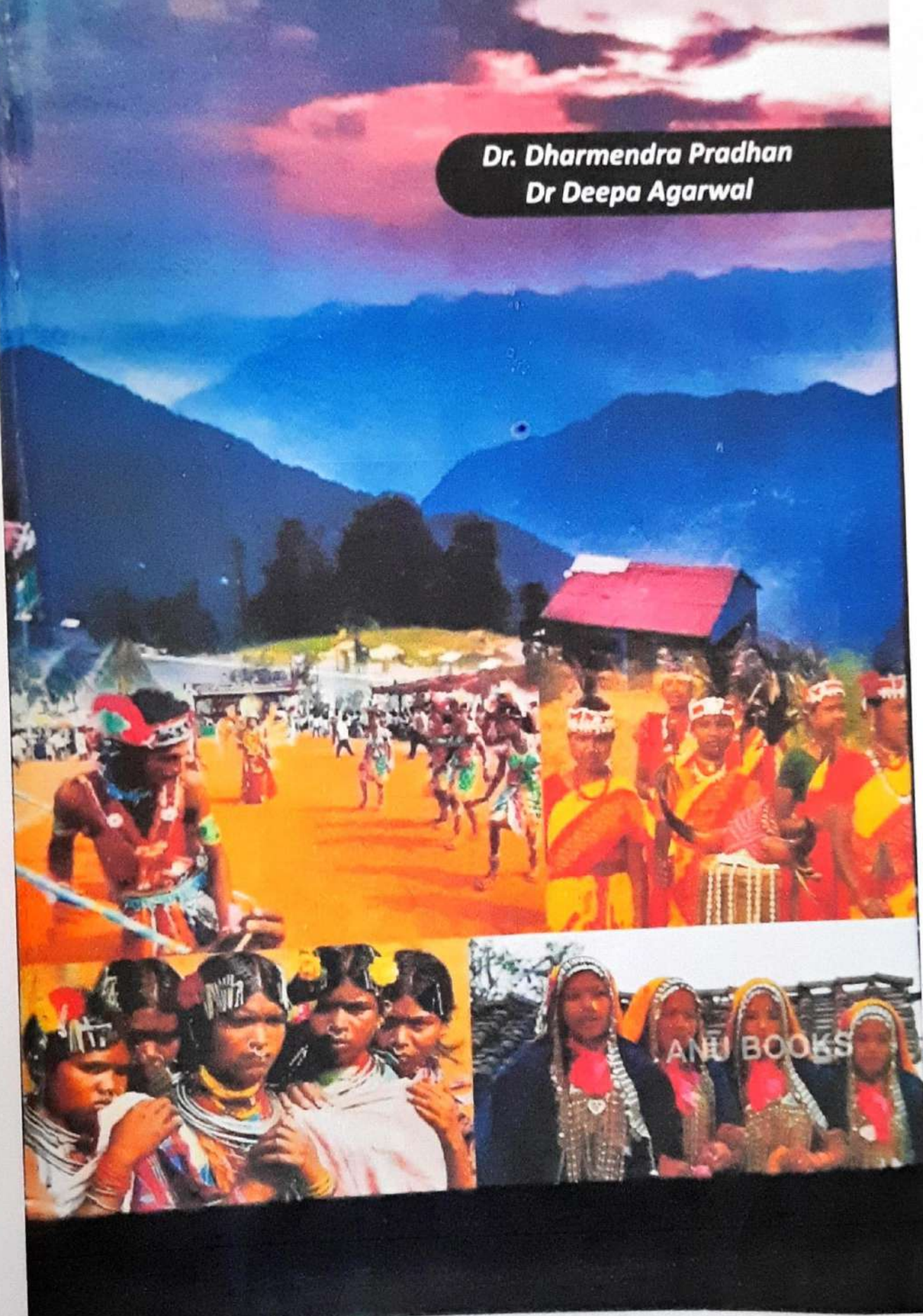
One of the inspirational quote says “ No Water – No Life, No Blue -No Green” Water, one of the best gifts given by nature to the mankind. We can live without food for many days but without water, we can't survive. This gift by nature is very precious and is irreplaceable as we all living beings are totally depended upon it. We need water to drink, to clean, to transport, etc. Water is not only important for humans but plants, animals and all other living needs water for survival. Water is home to many livings, from microscopic organisms to the world largest living Bluewhale.

Life first started in water, and even today new species are found in the depths of oceans. Duobrachium sparksee, a new species of comb jelly fish was found recently in the waters of Puerto Rico. Plants on the other hand need water for their growth and nourishment. Thus, water is a vital source needed by the livings Earth, the blue planet is covered with two-third water bodies, the fresh water is however only 3%. As we are getting more developed due to the industrial advancement and scientific progresses their is more pollution and due to the lack of proper waste management processes water is getting more and more depleted day – by – day. The rate of water depletion is expected to be 58% by the end of 2050. Even though all of us are quite aware about the fact that water is very important for our survival, but we end up misusing it leading to over-exploitation, pollution, etc.

We should remember the fact that water is not a permanent resource. We should understand the fact that water cycle and life cycle are one. If one of it

THE BUKSAS: SOCIAL STUDY A TRIBE COMMUNITY OF UTTARAKHAND

*Dr. Dharmendra Pradhan
Dr Deepa Agarwal*



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Prospects & Challenges in Empowerment of Tribal Women

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"If you educate a man you educate an individual, however, if you educate a women you educate a whole family. Women empowered means Mother India empowered."

–Pt. Jawaharlal Nehru

India is a land of cultures and traditions. Most of the population of India still resides in villages and small under developed towns. In the present scenario still many states in India like Odisha, Jharkhand, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra, Rajasthan, Uttarakhand, Uttar Pradesh, Andhra Pradesh and West Bengal have most of the population residing in the villages and small towns. These villages are still deprived of the basic facilities like health and hygiene, education, food, water and electricity. Due to the lack of education

COVID-19 PANDEMIC

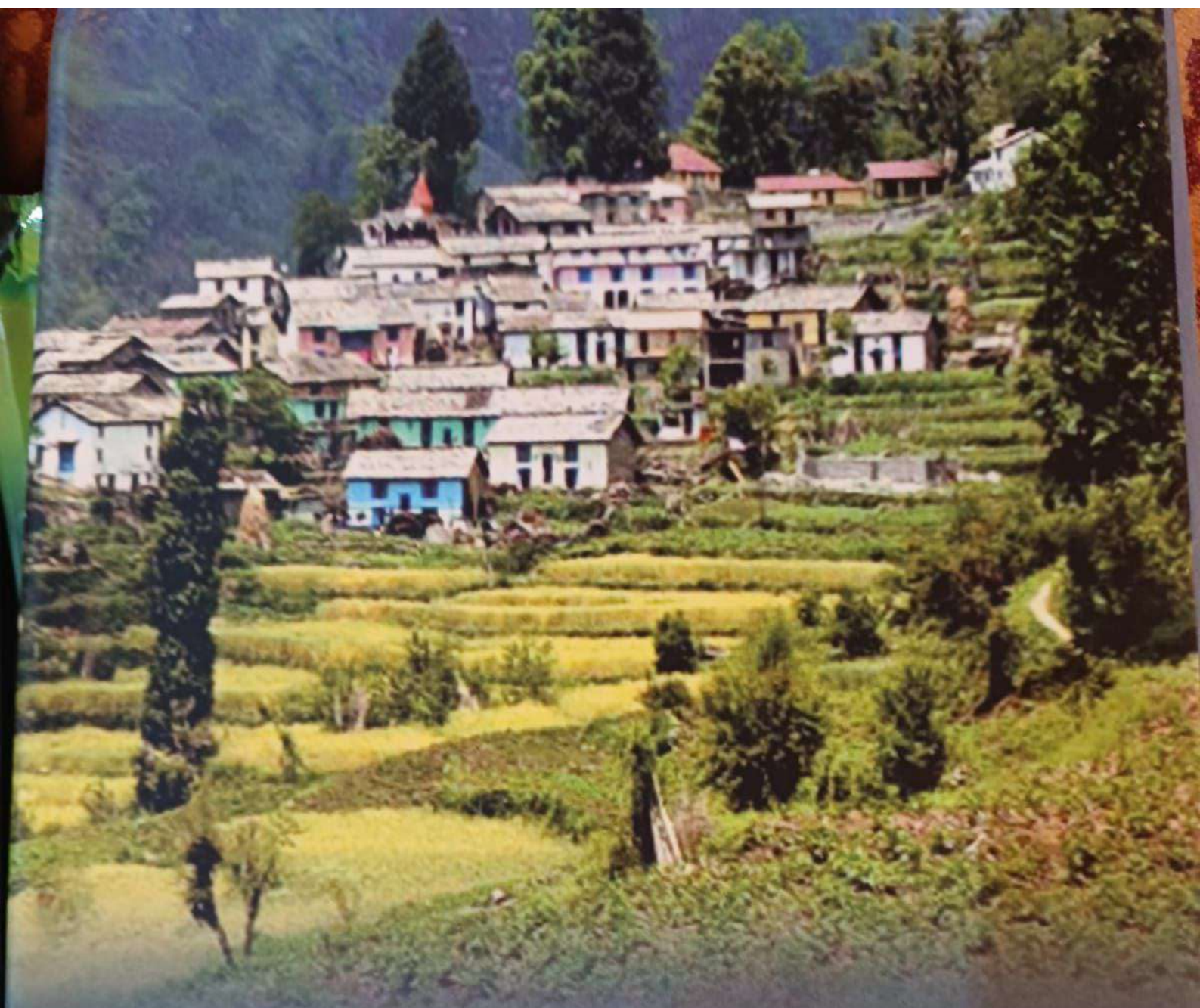
Changing the World



COVID-19 PANDEMIC

Changing the World





**Growth and Development
of
Ranikhet Township in
Twentieth Century**

K. J. S. S.

Growth and Development
of
Ranikhet Township in
Twentieth Century

Kamna Lohani

Incorporation of Technological Intervention in Promoting Nutrition Education among the Rural Women of Uttarakhand

Dr. Dimple Bhatt¹

1. Introduction

Women constitute more than half of the population of the world and are indispensable part of the human society. It is a well-known fact that the progress of a society, community or a country is not possible without women's empowerment, however women are treated as secondary sex in India. Studies have shown that at least 1.3 billion people are living in absolute poverty, out of which, 70 per cent are women (Himalaya Action Research Centre, Retrieved, 1 April, 2018 from www.harcindia.org).

Since time immemorial women, especially pregnant and lactating, form one of the most vulnerable segments of the population from a nutritional point of view; thus the health and nutritional status of women in society demands prompt action. The beginning of disadvantages of being a female lies in the discriminatory treatment towards women in the allocation of life-saving resources such as food and health care. The denial of basic human rights like food and health care have made women vulnerable to malnutrition, various micronutrient related deficiencies and several chronic and degenerative diseases.

According to the United Nations Food and Agriculture Organization nearly 870 million people of the 7.1 billion people in the

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