

# Current Content Alert Services

## Current Content Alert Services

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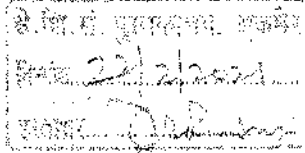
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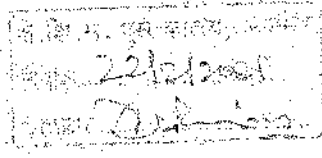
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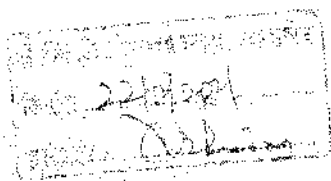
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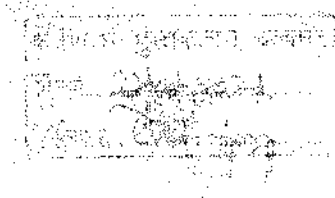
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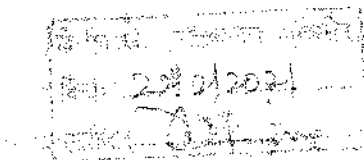
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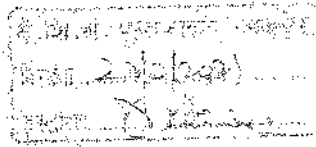
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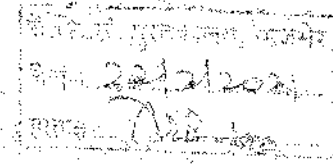
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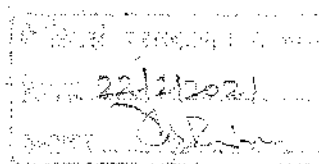
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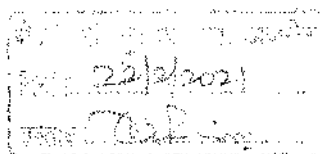
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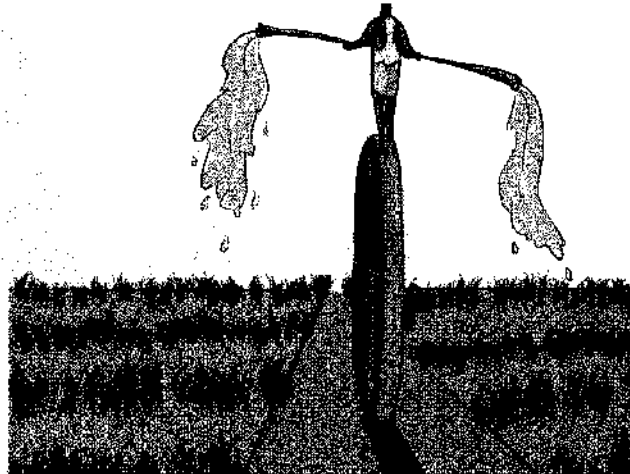


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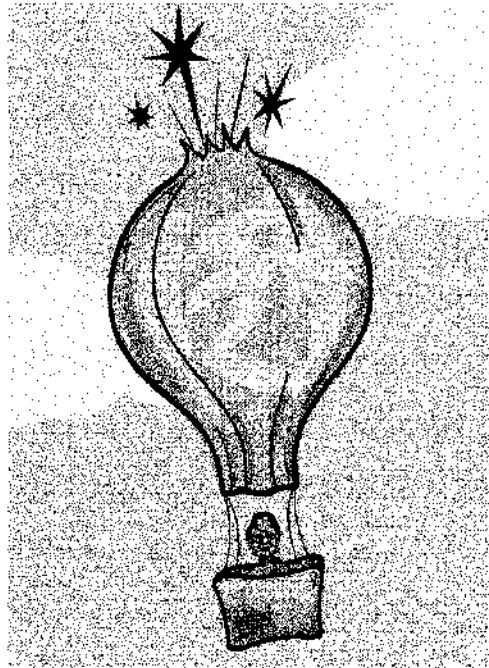
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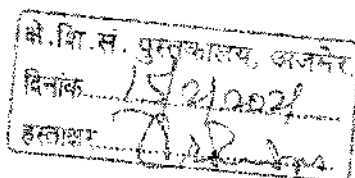
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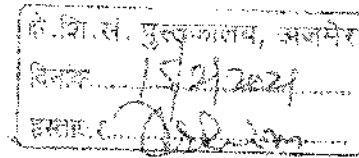
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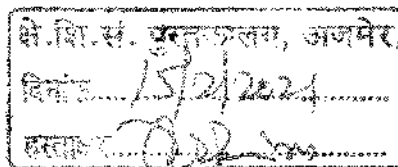
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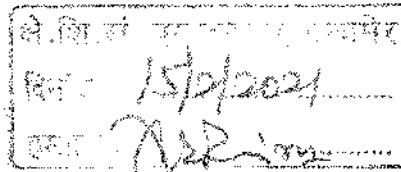
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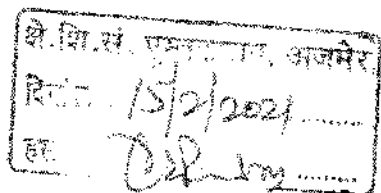
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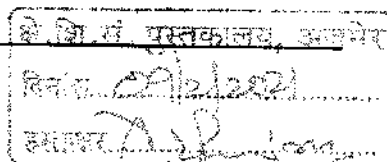
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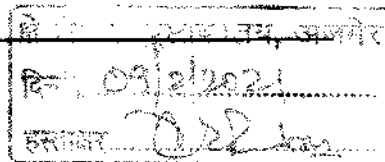
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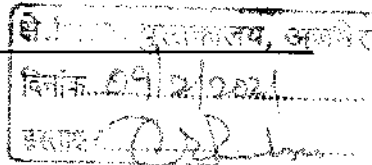
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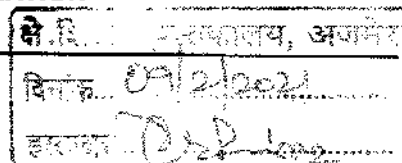
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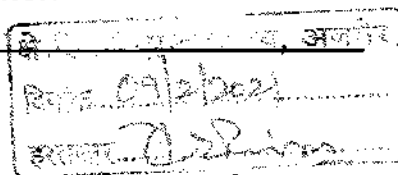
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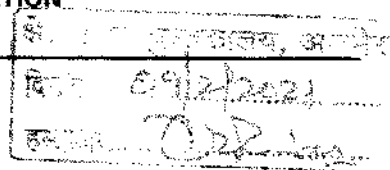
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**ON THE COVER:** Microplastics, plastic particles <5 mm in size, pose an environmental threat to ocean ecosystems. In "Inexpensive Adaptations of Basic Microscopes for the Identification of Microplastic Contamination: Using Polarization and Nile Red Fluorescence Detection" (DOI: 10.1021/acs.jchemed.0c00518), Amelia B. Labbe, Clive R. Bagshaw, and Lisa Uttal describe low-cost techniques for microplastic identification as part of a plankton monitoring program. The procedures are appropriate for any school, college, or community scientist with access to a simple bright-field microscope. The physical organic chemistry underlying the techniques provides topical discussion for undergraduate classes. The cover depicts control plastic fragments that fluoresce when stained with Nile Red and appear bright when viewed under crossed polarizing filters. Observing microplastics firsthand is critical in understanding the prevalence of microplastics in ocean waters.

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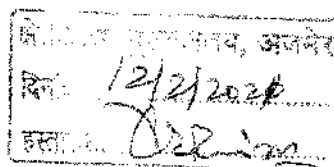
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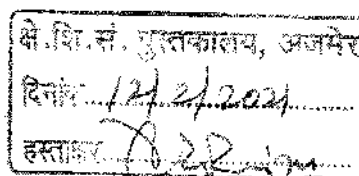
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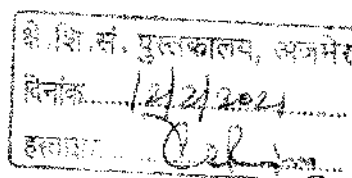
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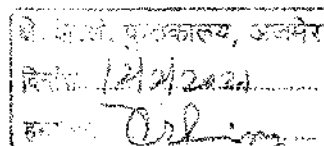


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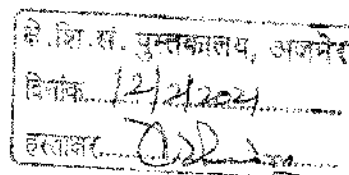
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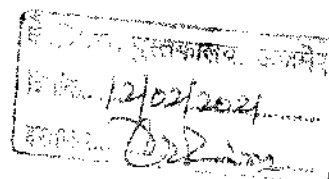
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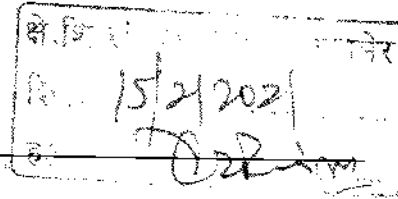
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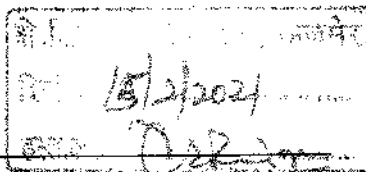
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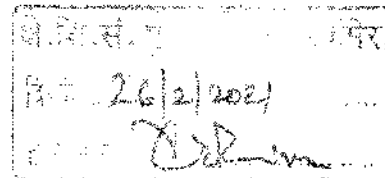
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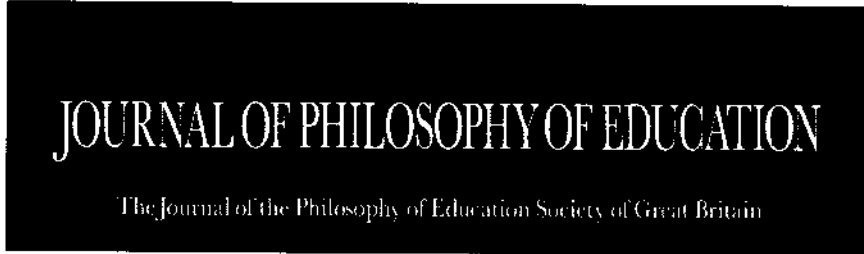


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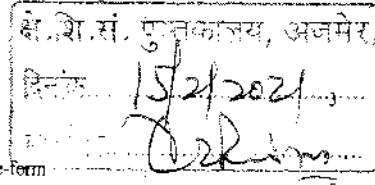
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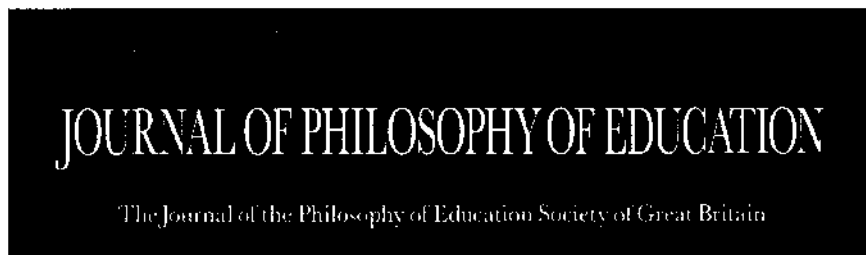
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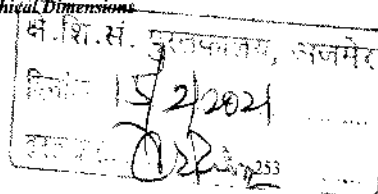
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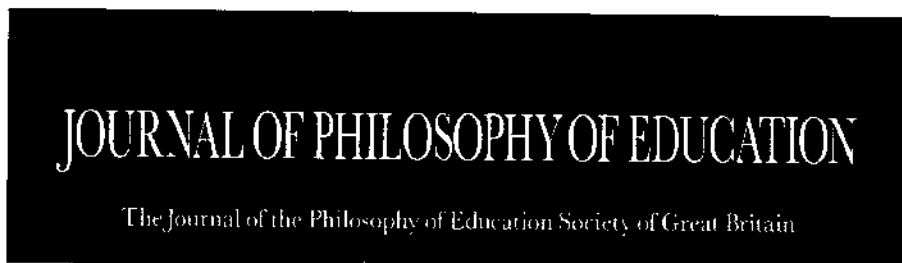


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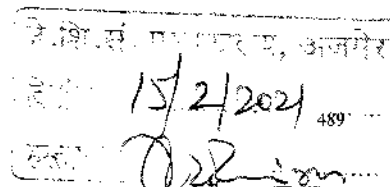
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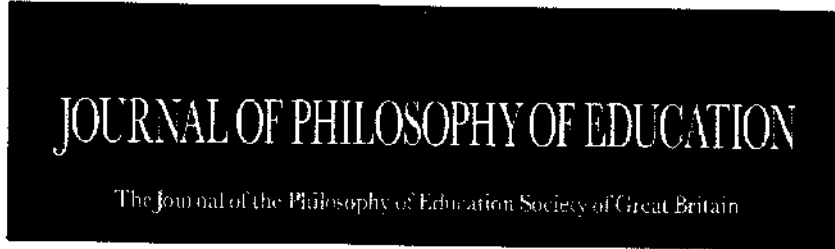
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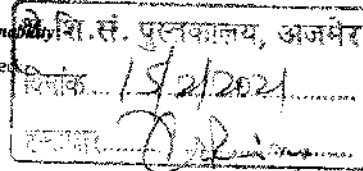


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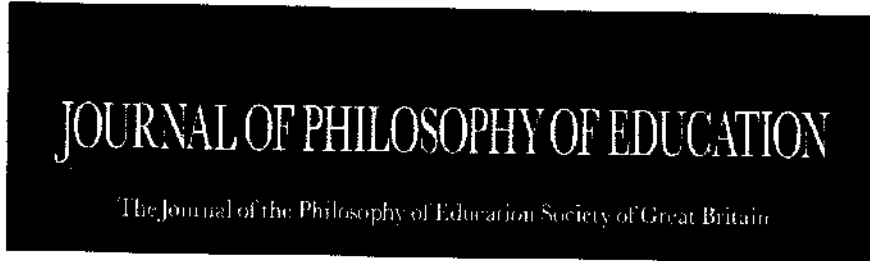
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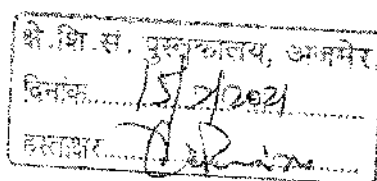
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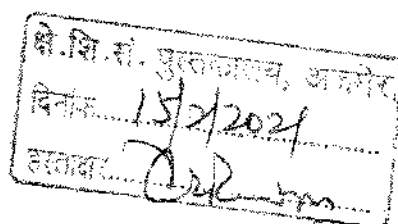
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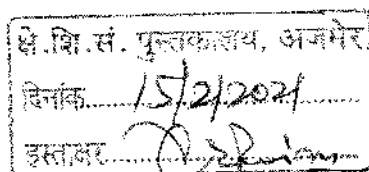
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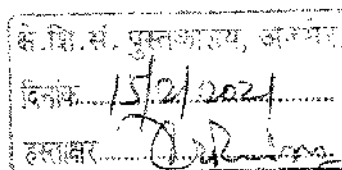
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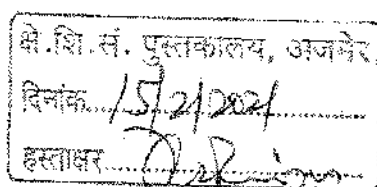
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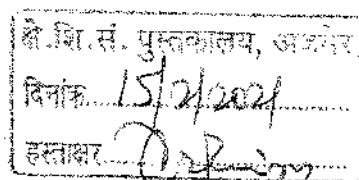
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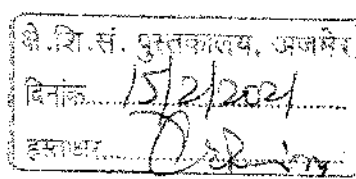
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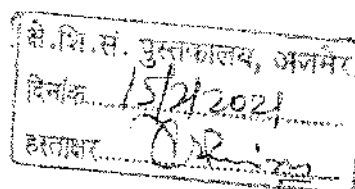
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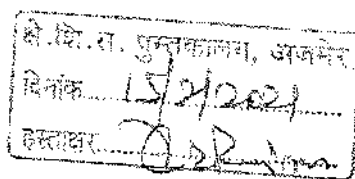
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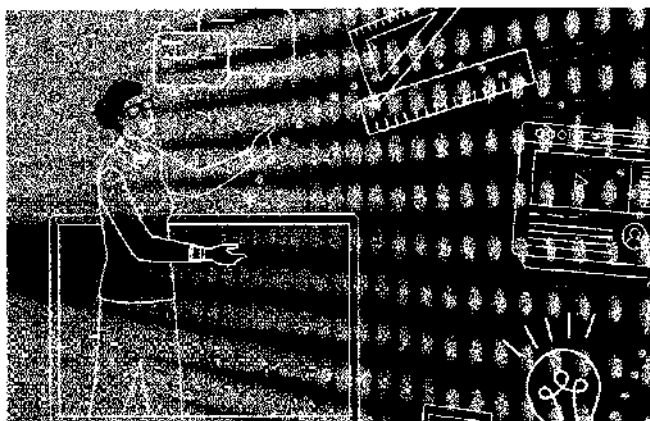
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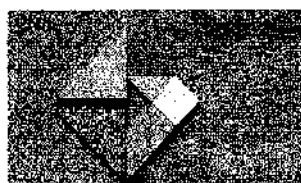
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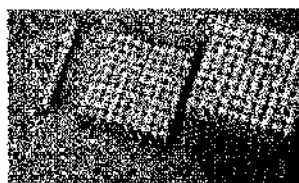
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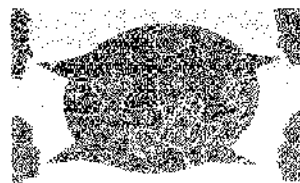
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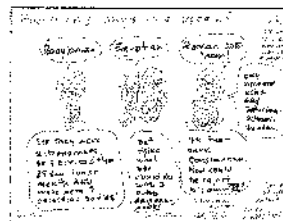
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Talking Numbers



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मधुमती पत्रिका की एजेंन्सी के लिए पहली बार आप छह ग्राहक बनाकर एजेंट बन सकते हैं। तत्पश्चात् आपको समय-समय पर मधुमती के ग्राहक बनाने होंगे, जिस पर अकादमी द्वारा नियमानुसार 30 प्रतिशत कमीशन देय होता है। आप अपना रजिस्ट्रेशन पत्र के माध्यम से आवश्यक शुल्क जमा करवा कर एजेंट बन सकते हैं। इस हेतु आप madhumati udaipur@ gmail.com पर भी अपना प्रस्ताव प्रेषित कर सकते हैं।

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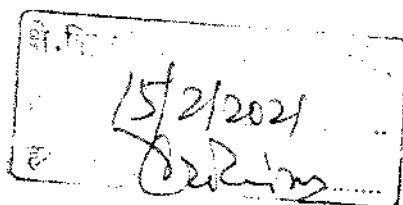
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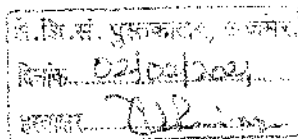
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प्रकाशक का उनसे सहमत होना आवश्यक नहीं है।

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## Health & Safety

For all practical procedures described in SSR, we have attempted to ensure that:

- the requirements of UK health & safety law are observed;
- all recognised hazards have been identified;
- appropriate precautions are suggested;
- where possible procedures are in accordance with commonly adopted model risk assessments;
- if a special risk assessment is likely to be necessary, this is highlighted.

However, errors and omissions can be made, and employers may have adopted different standards. Therefore, before any practical activity, teachers and technicians should always check their employer's risk assessment. Any local rules issued by their employer must be obeyed, whatever is recommended in SSR.

Unless the context dictates otherwise it is assumed that:

- practical work is conducted in a properly equipped laboratory;
- any mains-operated and other equipment is properly maintained;
- any fume cupboard operates at least to the standard of CLEAPSS Guide G9;
- care is taken with normal laboratory operations such as heating substances or handling heavy objects;
- good laboratory practice is observed when chemicals or living organisms are handled;
- eye protection is worn whenever there is any recognised risk to the eyes;
- fieldwork takes account of any guidelines issued by the employer;
- pupils are taught safe techniques for such activities as heating chemicals or smelling them, and for handling microorganisms.

Headers requiring further guidance are referred to:

*Safeguards in the School Laboratory*, 12th edn, ASE, 2020.

*Be Safe! Health and Safety in School Science and Technology for Teachers of 3- to 12-year-olds*, 4th edn, ASE, 2011.

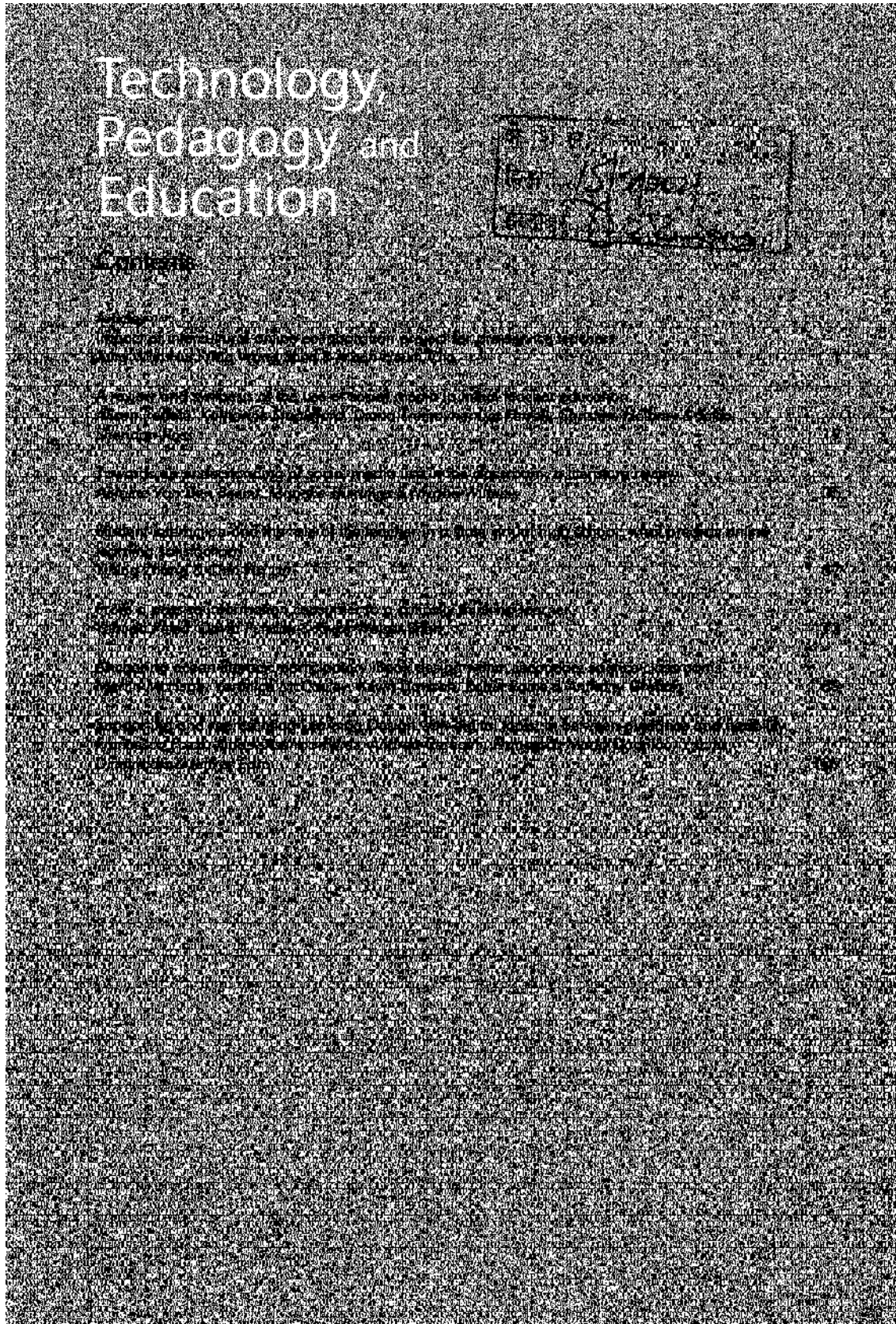
*Topics in Safety*, ASE, latest version on the ASE website: [www.ase.org.uk/resources/topics-in-safety](http://www.ase.org.uk/resources/topics-in-safety) (login required).

*Hazcards*, CLEAPSS, latest version, and other relevant publications, on the CLEAPSS website: [www.cleapss.org.uk](http://www.cleapss.org.uk) (almost all schools, colleges and teacher training establishments in the UK outside Scotland are members, as are many overseas).

*Hazardous chemicals database*, SSERC, latest version on the SSERC website: [www.sserc.org.uk/health-safety/chemistry-health-safety/hazchem\\_database-2/](http://www.sserc.org.uk/health-safety/chemistry-health-safety/hazchem_database-2/) (schools, colleges and teacher training establishments in Scotland).


*Preparing Risk Assessments for Chemistry Project Work in Schools & Colleges*, SSERC, 2020.

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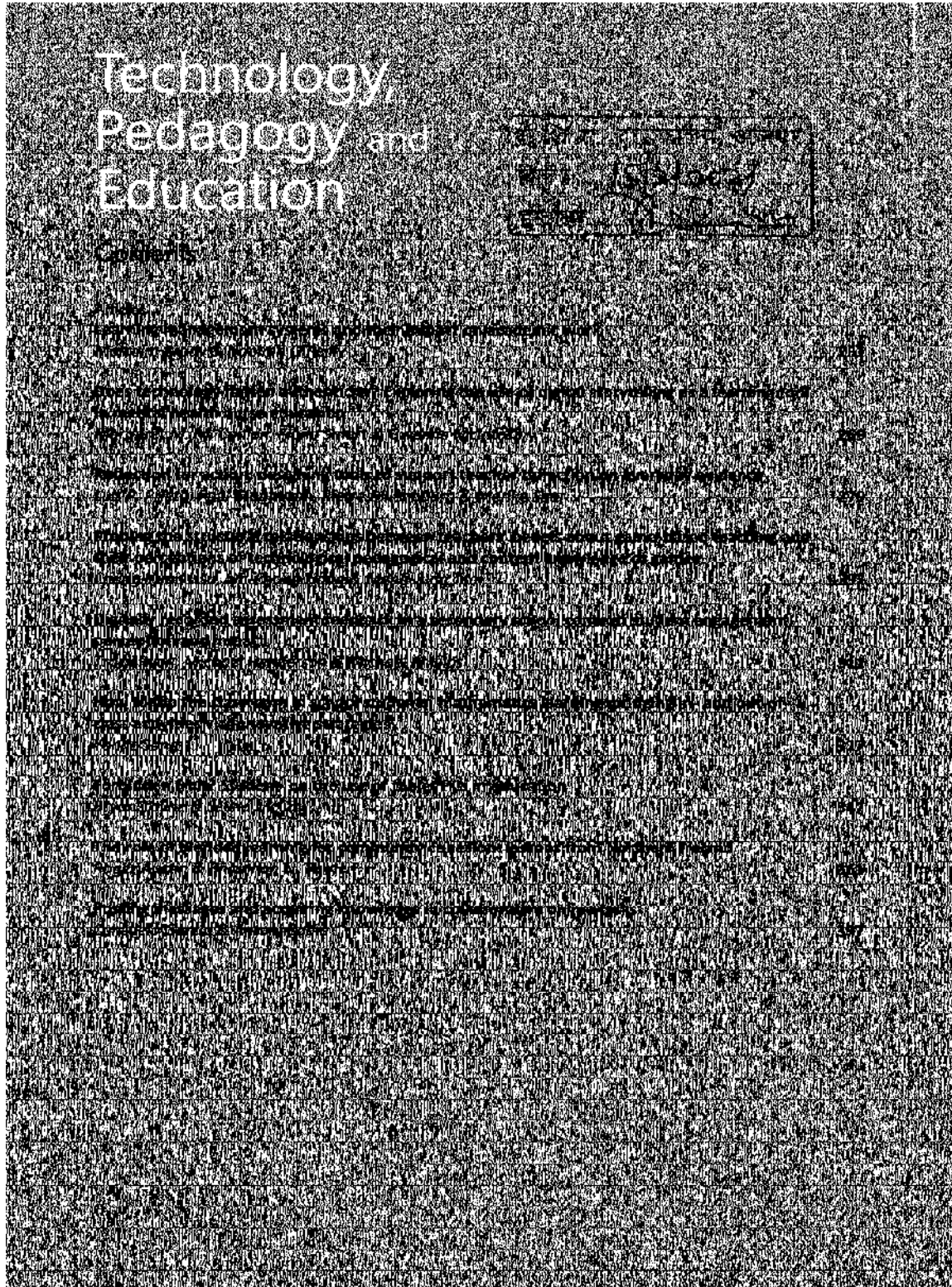


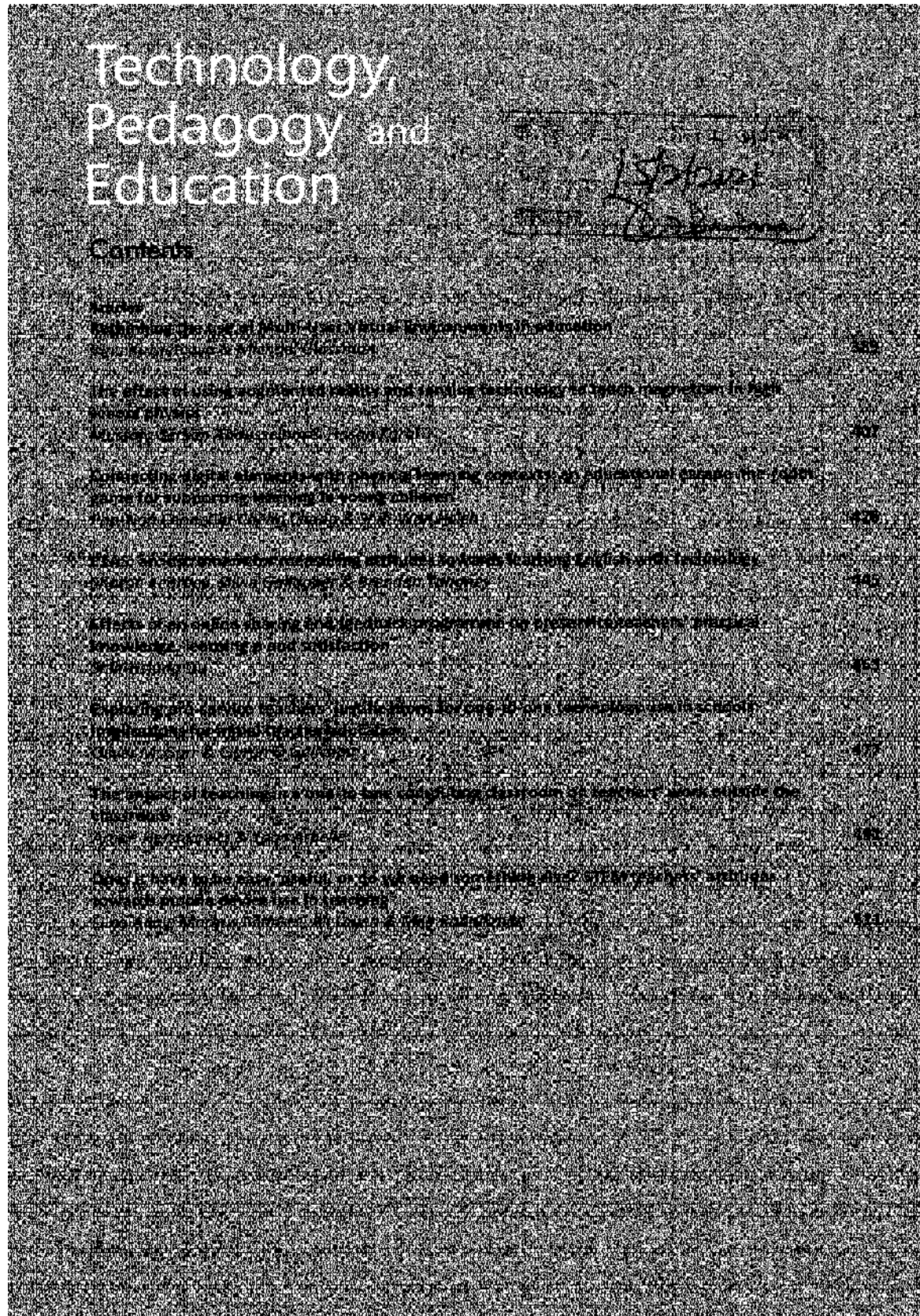
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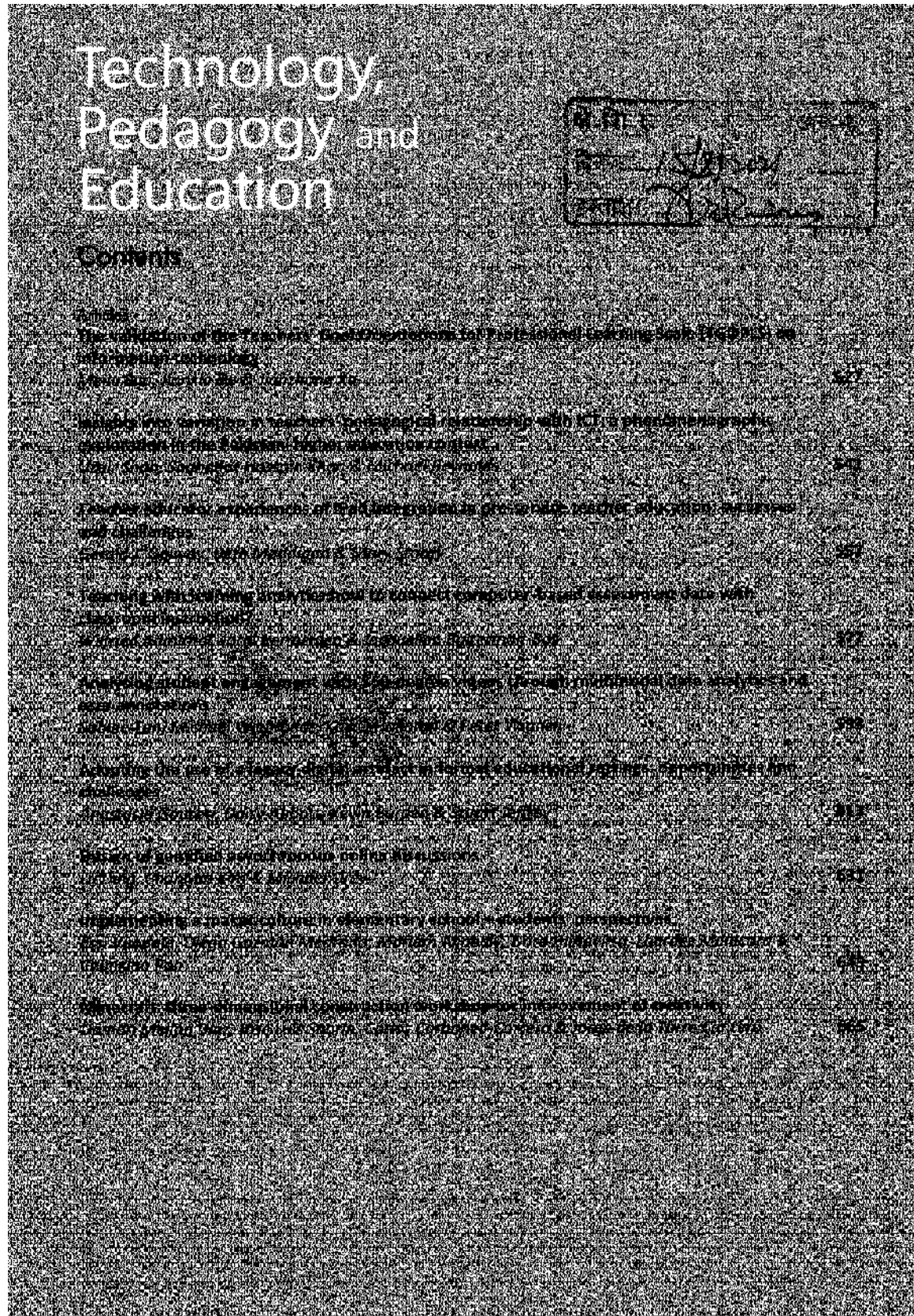


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#1 of #Beat Corona Together

26/2/2021  
**Sustainable Development and Higher Education: Initiatives of Rajiv Gandhi University, Arunachal Pradesh**

Saket Kishwaha\*, A Mitra\*\*, D N Das\*\*\* and Anamika Yadav\*\*\*\*

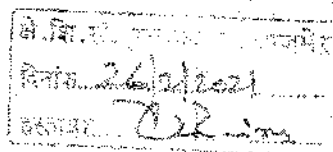
It is a well known fact that higher education is key to development. This is because the human resources play a crucial role in sustaining the pace of economic development through continuous upgradation of productivity of both labour and capital. However, the concept of economic development has been changing over a period of time. In the early 1980's a new concept of development emerged as a reaction to negative experiences of development which is known as sustainable development. The concept sustainable development may be interpreted to mean the development which can be sustained in the long run. Sustainable development is a process in which economic and social welfare of the people can be maximized with minimum damage to our environment and ecology. Thus, sustainable development has been defined in many ways, but the most frequently quoted definition is from the document 'Our Common Future' known as the Brundtland Report. It defined, "Sustainable development as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The concept of sustainable development emerged in Brundtland Commission in 1987 and popularized in the United-Nation Earth Summit in Rio-de-Janeiro in 1992. In the earlier one there was emphasis on environmental conservation and sustainable development.

However, the United Nations General Assembly in 2015 broadened the idea of sustainable development by covering various social and economic development issues like poverty, hunger, health, education, global warming, gender equality, water, sanitation, energy, urbanization, environment and social justice. It has set 17 global goals which are known as sustainable development goals (SDGs). These goals of sustainable development envisage a society free from poverty and economic dependence on others, free from prejudice and traditional thinking, free from fear, discrimination, injustice, intolerance and violence and also free from insensitivity towards different forms of life and environment. It calls for a society where economic, academic, social and environmental needs of the future generation could be met successfully. Now, the question arises how the higher education of India in general and the universities, in particular can play an important role in achieving the sustainable development goals. This paper attempts to highlight these dimensions considering the catalyzing role of Rajiv Gandhi University, Itanagar in developing trained human resource at regional level in this remote part of India to work towards achieving SDGs.

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