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<b>S.No.</b>	<b>Name of Journals</b>	<b>Vol.No.</b>	<b>Pages</b>
1	आविष्कार	52(11)	1
2	British Journal of Sociology of Education	43(4-7)	2-6
3	Educational Review	74(3-6)	7-11
4	गंगनाचल	45(4)	12-13
5	हंस	37(4)	14
6	International Journal of Inclusive Educaton	26(9-12)	15-18
7	Journal of Curriculum Sdudies	54(3-5)	19-21
8	Journal of Philosophy of Education	56(2-3)	22-24
9	कथादेश	40(7)	25
10	मधुमती	62(10)	26-27
11	Reflective Practice	23(4-5)	28-29
12	साहित्य अमृत	28(4-5)	30-31
13	University News	60(42-45)	32-35

आविष्कार, वर्ष 52 अंक 11, नवम्बर, 2022

आविष्कार

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संपादक  
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विक्रय  
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लेख

विज्ञान के क्षेत्र में वर्ष 2022 के नोबेल पुरस्कार

— डॉ. प्रदीप कुमार मुखर्जी ..... 5

बैनेटैक्वोलॉजी से बढल रही है जिंदगी

— डॉ. कृष्ण कुमार मिश्र ..... 12

आंत्र सूक्ष्मजीव और मानव स्वास्थ्य

— प्रज्ञा गौतम ..... 20

विविधा

समुद्री शैवाल की खेती के लिए प्रौद्योगिक अनुप्रयोग

— आशुतोष कौशिक एवं डॉ. वैभव अ. मंत्री ..... 27

विज्ञान साहित्य चर्चा

उभरते बचावकारकों के लिए अनुभवजन्य प्रेरक प्रसंग

— रघुबर दत्त रिखाड़ी ..... 33

कौशल विकास मंच

डिजिटल विद्युत झालर

— अभिनव चौरे ..... 36

खेल-खेल में विज्ञान

गुब्बारे की सहायता से नाव चलाना

— दुष्यन्त कुमार अग्रवाल ..... 39

अनुसंधान और विकास

गुर्दे की समस्या से भिजात दिलाएगा कृत्रिम गुर्दा

— डॉ. दया शंकर त्रिपाठी ..... 41

समाचारिकी

वैज्ञानिकों ने बेलंदूर झील में रसायी झाग के कारणों का पता लगाया; वैज्ञानिकों ने

विकसित की अनोखी शिक्षण अनुशंसा प्रणाली — डॉ. शुभ्रता मिश्रा ..... 44-46

एनआरडीसी समाचार ..... 47

डिजाइनर: शाहिद इकबाल

• 'आविष्कार' नेशनल रिसर्च डिवेलपमेंट कारपोरेशन (एनआरडीसी) द्वारा प्रकाशित विज्ञान और प्रौद्योगिकी की लोकप्रिय विज्ञान मासिक पत्रिका है। • 'आविष्कार' में किसी लेख के प्रकाशन हेतु चयन के संदर्भ में संपादक का निर्णय अंतिम होगा। प्रकाशित लेखों और लेखकों द्वारा भेजे गए चित्रों की मौलिकता के संबंध में लेखक स्वयं उत्तरदायी होंगे। • 'आविष्कार' में प्रकाशित सामग्री का किसी भी रूप में उपयोग करने से पूर्व संपादक की अनुमति लेना आवश्यक है। • 'आविष्कार' में प्रकाशित किसी यात्रिक, वैद्युत, इलेक्ट्रॉनिक आदि युक्ति के काम न करने की स्थिति में पत्रिका/एनआरडीसी उसके लिए उत्तरदायी नहीं होगी। • 'आविष्कार' में प्रकाशित विज्ञापनों में किए गए दावों के लिए पत्रिका और एनआरडीसी उत्तरदायी नहीं होगी।  
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आविष्कार — नवम्बर 2022

British Journal of Sociology of Education Vol. 43 No. 4 April, 2022

## British Journal of Sociology of Education

Volume 43 Issue 4 April 2022

### CONTENTS

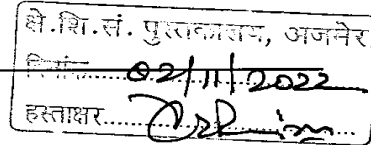
क.श.स. पुस्तकालय, अजमेर
दिनांक 02/11/2022
हस्ताक्षर Dr. R. Singh

- Editorial**
- 497 The academic precariat: understanding life and labour in the neoliberal academy  
*Sarah Burton and Benjamin Bowman*
- Articles**
- 513 'More to prove and more to lose': race, racism and precarious employment in higher education  
*Jason Arday*
- 534 Back to zero? Precarious employment in academia amongst 'older' early career researchers, a life-course approach  
*Nerida Spina, Kathleen Smithers, Jess Harris and Inger Mewburn*
- 550 Career development or career delay? Postdoctoral fellowships and the de-professionalizing of academic work in South African universities  
*Philippa Kerr*
- 566 Sexual misconduct in UK higher education and the precarity of institutional knowledge  
*Tiffany Page*
- 584 Racism, zero-hours contracts and complicity in higher education  
*Martin Myers*
- 603 Resisting the "academic circle jerk": precarity and friendship at academic conferences in UK higher education  
*Catherine Oliver and Amelia Morris*
- 623 Academic career, gender and neoliberal university in Spain: the silent precariousness between publishing and care-giving  
*Alicia Villar-Aguilés and Sandra Obiol-Francés*
- 639 Academic Brexodus? Brexit and the dynamics of mobility and immobility among the precarious research workforce  
*Aline Courtois and Marie Sautier*
- Announcement**
- 658 Doctoral theses

British Journal of Sociology of Education Vol. 43 No. 5 May, 2022

**British Journal of Sociology of Education**

Volume 43 Issue 5 May 2022



**CONTENTS**

- Articles**
- 661 The standard school-ready child: the social organization of 'school-readiness'  
*Josefine Jahreie*
- 680 Parental social class and GCSE attainment: Re-reading the role of 'cultural capital'  
*Sarah Stopforth and Vernon Gayle*
- 700 The symbolic gift of education in migrant families and compromises in school choice  
*Sara Forsberg*
- 718 Reconfiguring the relationship between 'immigrant parents' and schools in the post-welfare society. The case of Germany  
*Mechtild Gomolla and Ellen Kollender*
- 737 Qualifications, quality, and *habitus*: using Bourdieu to investigate inequality in policies for early childhood educators  
*Jen Jackson*
- 754 The class-related educational strategies and national capital of Polish migrants in the UK (England)  
*Przemysław Sadura*
- 770 'Not like me': educational aspirations and mothering in an urban poor neighbourhood in India  
*Sriti Ganguly*
- 786 Learning to walk the wire: preparing students for precarious life  
*Alison Taylor*
- 804 Reproducing privilege through whiteness and beauty: an intersectional analysis of elite Chilean university students' practices  
*Paulina Rodriguez and Louise Archer*
- Announcement**
- 823 Doctoral theses

British Journal of Sociology of Education Vol. 43 No. 6 June, 2022

## British Journal of Sociology of Education

Volume 43 Issue 6 June 2022

वे.शि.सं. पुस्तकालय, अजमेर
दिनांक..... 02/11/2022
हस्ताक्षर.....

### CONTENTS

#### Article

- 825 Touching through the screen: embodied learning through on-line intercultural exchanges among primary school children  
*Jessica Walton*
- 842 Between student voice-based assessment and teacher-student relationships: teachers' responses to 'techniques of power' in schools  
*Ilana Finefter-Rosenbluh*
- 860 Cultural capitals matter, differentially: a Bourdieusian reading of perspectives from senior secondary students in England  
*Pat Thomson and Christine Hall*
- 878 Responsibilised parents and shadow education: managing the precarious environment in China  
*Junyan Liu and Mark Bray*
- 898 Teachers' narratives about the possibility to teach controversial history of the 1965 affair in Indonesia  
*Stephen Pratama*
- 916 Exploring the role of community cultural wealth in university access for minority students  
*Fang Gao and Bob Adamson*
- 930 (Un)limited choice: analysing the strategic choices of first-in-generation students in neoliberal higher education  
*Carolina Guzmán-Valenzuela, Stephen Darwin, Andrea Flanagan, Almendra Aguilera-Muñoz and Andrea Geldres*
- 950 Inertia in elite STEM widening participation: the use of contextual data in admissions  
*Camille Kandiko Howson, Eliel Cohen and Julianne K. Viola*

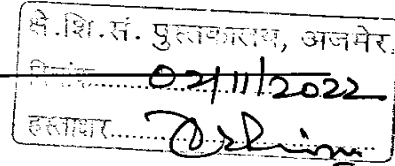
#### Review Symposium

- 970 The Crisis of the Meritocracy: Britain's transition to mass education since the Second World War  
*by Peter Mandler, the Oxford University Press, Oxford, 2020, 384 pp, £25 (hardcover) ISBN 9780198840145*  
*Ye Liua, Sol Gamsub and Annabelle Allouchc*

British Journal of Sociology of Education Vol. 43 No. 7 July, 2022

## British Journal of Sociology of Education

Volume 43 Issue 7 July 2022



### CONTENTS

#### Articles

- 995 The distribution of 'educational labour' in families with equal or primary carer fathers  
*Rachel Brooks and Paul Hodkinson*
- 1012 Can teacher support reduce inequalities in education? Re-examining the relationship between cultural capital and achievement  
*Mladen Radulović, Lidija Radulović and Milan Stančić*
- 1032 Onwards and upwards? The educational and occupational expectations of Irish teens of migrant descent  
*Stefanie Sprong and Camilla Devitt*
- 1052 Bringing underprivileged middle-school students to the opera: cultural mobility or cultural compliance?  
*Philippe Coulangeon and Denis Fougère*
- 1076 Allying and aligning: teachers' extra-curricular work, meritocracy and state-sponsored scholarships in Singapore  
*Aloysius Foo and Peidong Yang*
- 1094 Demystifying Oxbridge: a qualitative video analysis of information sharing strategies by student vloggers for prospective applicants  
*Lindsay Hirst*
- 1116 Negotiating the changing structure of opportunity: working-class students' transitions to university across generations  
*Kaidong Yu*
- 1135 Aspiring to higher education: micro-practices, horizons and social class reproduction in Chile  
*Carlos Palma-Amestoy*

#### Announcement

- 1153 Doctoral theses

## Educational Review

Volume 74 Number 3 May 2022



### CONTENTS

#### Introduction

Covid-19 and higher education: The Times They Are A'Changin  
*Jason Arday*

365

#### Articles

The future of the research and teaching nexus in a post-pandemic world  
*Rita Hordósy and Monica McLean*

378

Student support as social network: exploring non-traditional student experiences of academic and wellbeing support during the Covid-19 pandemic  
*Rille Raaper, Chris Brown and Anna Llewellyn*

402

Postgraduate research students' experiences of the COVID-19 pandemic and student-led policy solutions  
*Ross Goldstone and Jingwen Zhang*

422

Equitable teaching for cultural and linguistic diversity: exploring the possibilities for engaged pedagogy in post-COVID-19 higher education  
*Sally Baker, Joel Anderson, Rachel Burke, Teresa De Fazio, Clemence Due, Lisa Hartley, Tebeje Molla, Carolina Morison, William Mude, Loshini Naidoo and Ravinder Sidhu*

444

Adoption of online teaching during the COVID-19 Pandemic: a systematic analysis of changes in university teaching activity  
*Kyungmee Lee, Mik Fanguy, Brett Bligh and Xuefei Sophie Lu*

460

Changing expectations related to digitalisation and socialisation in higher education. Horizon scanning of pre- and post-COVID-19 discourses  
*Beatrix Fúzi, Zsuzsanna Géring and Eszter Szendrei-Pál*

484

A multi-institutional assessment of changes in higher education teaching and learning in the face of COVID-19  
*Silvia K. Bartolic, David Boud, Jenilyn Agapito, Dominique Verpoorten, Siobhan Williams, Louise Lutze-Mann, Uwe Matzat, Ma Monica Moreno, Patsie Polly, Joanna Tai, Heidi L. Marsh, Lin Lin, Jamie-Lee Burgess, Senay Habtu, Ma Maria Mercedes Rodrigo, Mary Roth, Tania Heap and Neil Guppy*

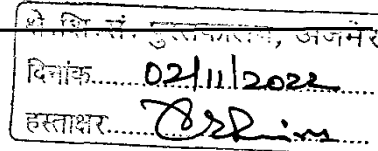
517

Who's checkin' for Black girls and women in the "pandemic within a pandemic"? COVID-19, Black Lives Matter and educational implications  
*April-Louise Pennant*

534

Resilience, advocacy and scholar-activism: responding to COVID-19 in Kenyan, Mexican and British universities  
*Laura Loyola-Hernández, Christine Kahigi, Peninah Wangari-Jones and Abraham Mena Farrera*

558





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CURRENT CONTENT ALERT SERVICES

**Educational Review Vol. 74 No. 3 May, 2022**

Can we just talk? Exploring discourses on race and racism among U.S. undergraduates during the COVID-19 pandemic <i>Habiba Braimah, Jennifer LaFleur, Zora Haque and Derron Wallace</i>	576
A crisis of opportunity at English universities: Rethinking higher education through the common good idea <i>Lili Yang, Thomas Brotherhood and Maia Chankseiani</i>	591
Preparing student teachers post-pandemic: lessons learnt from principals and teachers in New Zealand and Germany <i>Jo Fletcher, Britta Klopsch, John Everatt and Anne Sliwka</i>	609
Should I stay or should I go? The impact of the COVID-19 pandemic on regional, rural and remote undergraduate students at an Australian University <i>Julia Cook, Penny Jane Burke, Matthew Bunn and Hernan Cuervo</i>	630
Sustainability of the Spanish university system during the pandemic caused by COVID-19 <i>Ursula Faura-Martinez, Matilde Lafuente-Lechuga and Javier Cifuentes-Faura</i>	645
The development and impact of teachers' collective agency during Covid-19: insights from online classrooms in Canada and China <i>Guopeng Fu and Anthony Clarke</i>	664
"Education as the practice of freedom?" – prison education and the pandemic <i>Kate O'Brien, Hannah King, Josie Phillips, Dalton, Kath and Phoenix</i>	685
Testing elite transnational education and contesting orders of worth in the face of a pandemic <i>Rebecca Ye</i>	704
Pandemic pedagogies, practices and future possibilities: emerging professional adjustments to the working practices of university teacher educators <i>Sue Cronin</i>	720
<b>Influential Readers</b>	
Rankings and global knowledge governance: higher education, innovation and competitiveness <i>by Tero Erkkilä and Ossi Piironen, 2018, Cham, Palgrave Macmillan, 260 pp., €89.99 (hardback), ISBN: 978-3-319-68940-1</i> <i>Busra Kulakoglu</i>	741
<b>Book Reviews</b>	
University and school collaborations during a pandemic: sustaining educational opportunity and reinventing education <i>edited by Fernando M. Reimers and Francisco J. Marmolejo, Cham, Switzerland, Springer, 2022, 357pp., softcover, £39.99, ISBN 978-3-030-82161-6; hardcover, £49.99, ISBN 978-3-030-82158-6; e-book, Open Access, ISBN 978-3-030-82159-3</i> <i>Tanzilal Wanda Rizki and Mohamad Saripudin</i>	742
Lessons from lockdown: the educational legacy of COVID-19 <i>by Tony Breslin, Abingdon, Routledge, 2021, 214 pp., £16.99 (paperback), ISBN: 978-0-367-63929-7</i> <i>Sinéad Harmeý</i>	743
Educating tomorrow. Learning for the post-pandemic world <i>by Chris Brown and Ruth Luzmore, Bingley, Emerald Publishing, 2021, 187 pp., £16.99 (Print), ISBN 978-1-80043-663-3</i> <i>Gillian Forrester</i>	745

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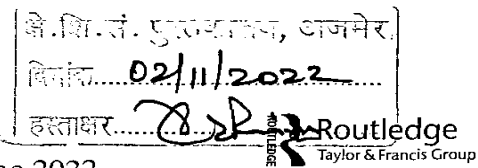
**Educational Review Vol. 74 No. 3 May, 2022**

- Race, politics, and pandemic pedagogy: education in a time of crisis  
by Henry A. Giroux, London, Bloomsbury Publishing, 2021, 273 pp., £19.99 (paperback), ISBN 978-1-3501-8442-8  
Sue Cronin 746
- Exploring single black mothers' resistance through homeschooling  
by Cheryl Fields-Smith, Cham, Switzerland, Palgrave Macmillan, 2020, 148 pp., £69.99 (hardback), ISBN: 978-3-030-42563-0, £49.99 (paperback), ISBN: 978-3-030-42566-1  
Philippe Bongrand 748
- Mobile assisted language learning concepts, contexts and challenges  
by Glenn Stockwell, Cambridge, Cambridge University Press, 2022, 242 pp., \$37.80 (Paperback), ISBN: 9781108456425  
Javad Zare and Ali Derakhshan 750

Educational Review Vol. 74 No. 4 June, 2022

## Educational Review

Volume 74 Number 4 June 2022



### CONTENTS

#### Articles

- Supporting transgender students in schools: beyond an individualist approach to trans inclusion in the education system  
*Wayne Martino, Jenny Kassen and Kenan Omercajic* 753
- The culture of special schools: perceptions of the nature, purpose & value of physical education  
*Anthony J. Maher and Hayley Fitzgerald* 773
- Local authorities as actors in the emerging "school-led" system in England  
*Megan Crawford, Bronwen Maxwell, John Coldron and Tim Simkins* 788
- True partners? Exploring family-school partnership in secondary education from a collaboration perspective  
*J. Gerdes, S. L. Goei, M. Huizinga and D. J. De Ruyter* 805
- Caste/ethnic differences in school dropout among 5-20-year olds in Nepal  
*Satis Devkota, Jesse Eklund and Udaya Wagle* 824
- Libraries in women's lives: everyday rhythms & public time  
*Kate Spencer-Bennett* 844
- Control beliefs of teacher educators regarding their research engagement  
*Laura J. Nicholson and Vini Lander* 862
- School sector & school safety: a review of the evidence  
*Jude Schwalbach and Corey A. DeAngelis* 882

#### Influential Readers

- How we learn: why brains learn better than any machine ... for now  
*by Stanislas Dehaene, New York, Viking, 2020, £20.15 (Hardback), £12.23 (Paperback), ISBN: 9780525559887*  
*John Essington* 899

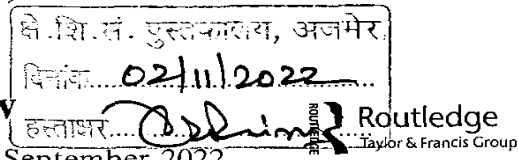
#### Book Reviews

- Young people on the margins: priorities for action in education & youth  
*edited by Loic Menzies & Sam Baars, Oxon, New-York, Routledge, 2021, 198 pp., £96 (hardback); £13.59 (paperback & eBook), ISBN 978-1-138-36046-4*  
*Benjamin Denecheau* 900
- Educating for peace & human rights: an introduction  
*by Maria Hantzopoulos & Monisha Bajaj, London, Bloomsbury, 2021, 181 pp., £24.29 (paperback), £72.00 (hardback), £19.43 (e-book), ISBN 9781350129719*  
*Basma Hajir and William McInerney* 901
- Errantry, radical experience & education – Why Freire still matters today  
*Paulo Freire. A philosophical biography, by Walter Omar Kohan, London, Bloomsbury, 2021, 277 pp., £19.99 (paperback), ISBN PB: 978-1-3501-9598-1*  
*Jones Irwin* 903

**Educational Review Vol. 74 No. 5 September, 2022**

**Educational Review**

Volume 74 Number 5 September 2022



**CONTENTS**

**Articles**

Teachers' perspectives on homework: manifestations of culturally situated common sense <i>Judy Sayers, Jöran Petersson, Gosia Marschall and Paul Andrews</i>	905
Towards a social & epistemic justice approach for exploring the injustices of English as a Medium of Instruction in basic education <i>Lizzi O. Milligan</i>	927
Secondary special education co-teachers in the United States & specialised reading instruction for adolescents with disabilities <i>Margaret E. King-Sears</i>	942
Assessing intercultural understanding: the facts about strangers <i>Trevor McCandless, Brandi Fox, Julianne Moss and Harsha Chandir</i>	957
Developing a drama-based inclusive education workshop about disability for pre-service teachers: a narrative inquiry after Scheler & Levinas <i>Jo Raphael, Edwin Creely and Julianne Moss</i>	978
The Olympic Games' impact on the development of teachers: the case of Rio 2016 Official Olympic Education Programme <i>Tiago Ribeiro, Abel Correia, Carlos Figueiredo and Rui Biscaia</i>	992
Reframing teacher education in England: the case for a <i>Bildung</i> orientated approach <i>Jenny Byrne</i>	1012
Agonism in education: a systematic scoping review & discussion of its educational potential <i>George Koutsouris, Lauren Stentiford, Simon Benham-Clarke and David Hall</i>	1029

**Influential Readers**

Mind your writing: how to be a professional academic writer <i>by Christian Wymann, Opladen and Toronto, Barbara Budrich, 2021, 97 pp., £14.54 (Paperback), ISBN 978-3-8474-2459-8</i> <i>Stefan T. Siegel</i>	1055
--	------

**Book Reviews**

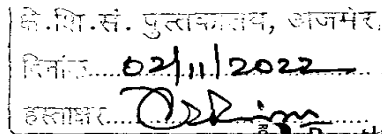
Professional learning & identities in teaching: international narratives of successful teachers <i>edited by A. Cendel Karaman and Silvia Edling, Abingdon, Oxon; New York, NY, Routledge, 2021, 220 pp., £120 (hardback), ISBN 978-0-367-46359-5</i> <i>Nigel Quirke-Bolt</i>	1056
Transformative approaches to social justice education: equity & access in the college classroom <i>edited by Nana Osei-Kofi, Bradley Boovy, and Kali Furman, New York, Routledge, 2021, 296 pp., £29.99 (paperback), ISBN 978-0-367-55103-2</i> <i>John Essington</i>	1057
On learning: a general theory of objects & object-relations <i>by David Scott, London, University College London, 2021, 286 pp., available for free download from www.uclpress.co.uk (CC BY-NC 4.0), ISBN 978-1-80008-000-3 (Hbk)</i> <i>Mythili Ramchand</i>	1059

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Educational Review Vol. 74 No. 6 November, 2022



**Educational Review**

Volume 74 Number 6 November 2022



**CONTENTS**

**Articles**

- Digital stories for transition: co-constructing an evidence base in the early years with autistic children, families & practitioners  
*Sarah Parsons, Hanna Kovshoff and Kathryn Ivil* 1063
- Implementing reading interventions to support disadvantaged children in England: insights from a process evaluation  
*Audrey B. Wood, Jayne Price, Emma Salter, Fiona Woodhouse and Liz Zsargo* 1082
- Schoolboards' expectations of the superintendent – a Swedish national survey  
*Stephan Rapp, Vezir Aktas and Katarina Ståhlkrantz* 1101
- Location & locational capital: an examination of factors influencing choice of higher education applications by working-class students in a sixth-form college  
*Philip Woodward* 1119
- Degrees of "being first": toward a nuanced understanding of first-generation entrants to higher education  
*Sally Patfield, Jennifer Gore and Leanne Fray* 1137
- Beyond the tyranny of the typology: moving from labelling to negotiating international school teachers' identities  
*Adam Poole* 1157
- Conceptualising *L'Espce Olympique*: Tokyo 2020 Olympic education in thought, production & action  
*Geoffery Z. Kohe, Ai Aramaki, Masami Sekine, Naofumi Masumoto and Leo (Li-Hong) Hsu* 1172

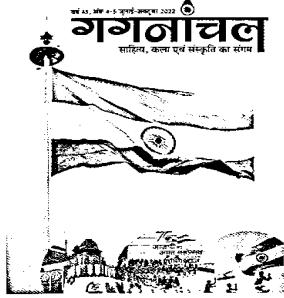
**Influential Readers**

- Performing music research: methods in music education, psychology, & performance science  
*by Aaron Willamon, Jane Ginsborg, Rosie Perkins and George Waddell, Oxford, Oxford University Press, 2021, 544 pp., £34.99 (paperback), ISBN 978-0-19-871454-5*  
*Yanyi Lu* 1199

**Book Reviews**

- Experiments in decolonizing the university: towards an ecology of study  
*by Hans Schildermans, London, Bloomsbury Publishing, 2021, 192 pp., £90 (hardback), ISBN No: 978-1-3501-4982-3*  
*Delin Kong and Jiaoyue Chen* 1200
- Feminist perspectives on contemporary educational leadership  
*by Kay Fuller, Abingdon, Routledge, 2022, 210 pp., £120.00 (hardback), ISBN 9780367428716*  
*Katrina MacDonald* 1201
- Neoliberalism & early childhood education: Markets, imaginaries & governance  
*by Guy Roberts-Holmes & Peter Moss, Oxon & New York, Routledge, 2021, 216 pp., £23.99 (paperback), ISBN 978-0-367-14083-0*  
*Joe Brown* 1203

गगनांचल, वर्ष 45 अंक 4, जुलाई-अगस्त, 2022



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वर्ष 45 अंक 4 जुलाई - अगस्त 2022

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महानिदेशक

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साहित्यिक कथा से पटकथा निर्माण के आयाम

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आजादी का अमृत महोत्सव और रामचरितमानस की राष्ट्रीय चेतना

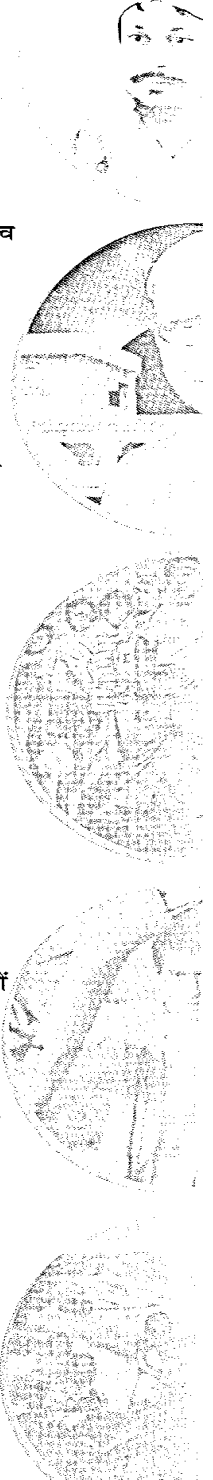
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गगनांचल, वर्ष 45 अंक 4, जुलाई-अगस्त, 2022

# अनुक्रम

वर्ष 45, अंक 4, जुलाई-अगस्त 2022

- |    |   |    |   |
|----|---|----|---|
| 3  | कुमार तुहिन   | 56 | वर्तमान संदर्भ में संत काव्य की प्रासंगिकता<br>डॉ. प्रणव शास्त्री   |
| 4  | लोकतांत्रिक नवाचार और नवनिर्माण<br>डॉ. आशीष कंधवे                               | 57 | बाल सिनेमा के बढ़ते चरण<br>डॉ. आलोक रंजन पांडेय   |
| 7  | आजादी का अमृत महोत्सव और<br>रामचरित मानस की राष्ट्रीय चेतना<br>डॉ. गरिमा जैन    | 58 | वैश्विक सांस्कृतिक निर्मित में सिनेमा का महत्व<br>डॉ. निखिल कौशिक   |
| 11 | नर्मदा घाटी का अवगाहन: सामाजिक<br>समरसता के संदर्भ में<br>आचार्य राधवेंद्र दास  | 59 | हिंदी सिनेमा में राष्ट्र भक्ति<br>डॉ. प्रणु शुक्ला  |
| 14 | अग्निपाखी<br>मंजुश्री   | 63 | हिंदी उपन्यास और सिनेमा<br>प्रो. सत्यकेतु सांकृत  |
| 20 | प्रसाद<br>सरिता कुमारी  | 66 | साहित्यिक कथा से पटकथा निर्माण के आयाम<br>डॉ. विजय कुमार मिश्र  |
| 25 | बहादुर की हथेली<br>नीरज नीर   | 70 | दिलीप कुमार : सिनेमा संस्कृति के नायक<br>प्रो. रमा  |
| 30 | निक्कडे फंगडू, उच्ची उडान (छोटे पंख,<br>ऊँची उडान)<br>डॉ. निशा नाग              | 73 | महान साहित्यकार मार्टिन विक्रमसिंह<br>दि. रसांगी नानायककार  |
| 34 | चंद्रधर शर्मा गुलेरी का भाषा विवेक<br>कृष्ण बिहारी पाठक                         | 80 | हिंदी कथा साहित्य के अभ्युदय में प्रवासी<br>महिला कथाकारों का योगदान<br>डॉ. प्रियदर्शिनी दुबे                         |
| 40 | आठवीं अनुसूची और समावेशी प्रजातंत्र<br>डॉ. बिपिन कुमार ठाकुर                    | 82 | अटल बिहारी वाजपेयी की संचार परंपरा<br>शोभित सुमन  |
| 45 | आँचलिकता की मिट्टी में सराबोर एक<br>मार्मिक फिल्म : तीसरी कसम<br>डॉ. संगीता राय | 84 | चंपारण जिले के स्थानीय कृषि आधारित उद्योगों<br>पर वैश्वीकरण का प्रभाव<br>प्रो. ज्ञानतोष कुमार झा, डॉ. प्रवीण कुमार झा |
|    |   | 88 | दीवारें सुन रही हैं : संदेशात्मक रचनाओं का संग्रह<br>डॉ. कृष्ण कुमार 'नाज'  |
|    |   | 89 | कर्मल परमेश चन्द्र वशिष्ठ   |
|    |   | 90 | गरिमा संक्सेना  |
|    |   | 90 | हितेश सिंह  |
|    |   | 91 | पाखुरी  |
|    |   | 92 | अखिलेश तिवारी   |
|    |   | 93 | गतिविधियाँ आई सी सी आर  |



हंस, वर्ष 37 अंक 4, नवम्बर, 2022

संपादक  
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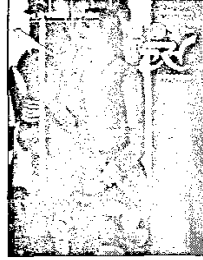
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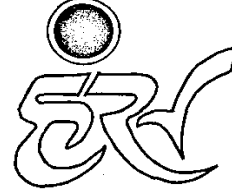
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### जनचेतना का प्रगतिशील कथा-मासिक

#### संपादकीय

4. स्त्री विमर्श का महोत्सव : संजय सहाय

#### हंस-साहित्योत्सव-2022

5. यह आयोजन क्यों? : बंदना राग/प्रियदर्शन

#### अपना मोर्चा

7. पत्र

#### मुड़-मुड़ के देर

10. नारी तुम केवल श्रद्धा हो (हंस जुलाई 1993):  
राजेन्द्र यादव

#### कहानियां

15. दाग-ए-दिल : संतोष दीक्षित  
22. खुदा-परमेश्वर...! : राविक सदा.  
26. मन रे... : जयंती रंगनाथन  
34. सुकुमारी सिया सिंह : ललिता यादव  
52. गोशत का एक टुकड़ा : जैक लंडन  
(अंग्रेजी कहानी)(अनुवाद : अशोक कुमार)

#### कविता

50. अनुराग चतुर्वेदी, नताशा  
51. शुभम नेगी, ऋद्धा सुनील

#### कथेतर

58. आत्मकथा जैसा कुछ : पल्लव

#### लघुकथा

71. श्यामबाबू शर्मा

#### गज़ल

73. अमितेंद्र 75. फ़रहत दुरानी 'शिकस्ता'  
87. पीयूष अवस्थी 93. गोविंद सेन

#### परख

66. समाज को आईना दिखाता नकटीरा :  
महेश दर्पण  
72. पितृसत्ता से टकराती कहानियां :  
जया जादवानी  
74. अंततः सूर्योदय : विजया सती  
76. यादों की गटरी-गटरी नहीं स्मृति :  
राजीव कुमार झा  
77. सिर्फ मौत सी स्तब्धता : निशा चंद्रा  
80. आज के ह्रद और बदलते मूल्य : नीरज खरे  
83. पिता के नाम... : मंजुश्री  
85. पहाड़ जैसी स्त्री के संघर्ष और सपने :  
सूरज पालीवाल

#### लेख

62. गांधीजी का आश्वासन और मेवात  
का वर्तमान : जीवन सिंह

#### शब्दवेधी/शब्दभेदी

88. हिजाब की राजनीति : तसलीमा नसरीन

#### सृजन-परिक्रम

90. विमर्श और यथार्थ का सहजीवन :  
रश्मि रावत

#### रेतघड़ी

94-97



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International Journal of Inclusive Education Vol. 26 No. 9 July, 2022

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION

Volume 26, Issue 9 (2022)

CONTENTS

Review

More innovation, less inclusion? Debates and discussions regarding the intersectionality of innovation and inclusion in the Catalan school system: a position paper  
*Sílvia Baena, Jordi Collet-Sabé, Marta Garcia-Molsosa & Martí Manzano*.....865

Articles

Beyond tick-box transitions? Experiences of autistic students moving from special to further education  
*Jacqui Shepherd*.....878

Mapping research on inclusive education since Salamanca Statement: a bibliometric review of the literature over 25 years  
*Daniel Hernández-Torrano, Michelle Somerton & Janet Helmer*.....893

Student participation in dialogue in individual subject curriculum meetings: students' and parents' perceptions  
*Jannina Hartveit Lie*.....913

'I'm good at science but I don't want to be a scientist': Australian primary school student stereotypes of science and scientists  
*Laura Scholes & Garth Stahl*.....927

The effect of school leadership on implementing inclusive education: how transformational and instructional leadership practices affect individualised education planning  
*Jennifer Lambrecht, Jenny Lenkeit, Anne Hartmann, Antje Ehlert, Michel Knigge & Nadine Spörer*.....943

Teacher efficacy predicts teachers' attitudes towards inclusion – a longitudinal cross-lagged analysis  
*Hannu Savolainen, Olli-Pekka Malinen & Susanne Schwab*.....958

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दिनांक..... 18/11/2022  
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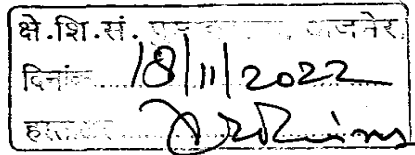
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Volume 26, Issue 10 (2022)

CONTENTS

Articles

A preschool for all children? – Swedish preschool teachers' perspective on inclusion <i>Hanna Ginner Hau, Heidi Selenius &amp; Eva Björck Åkesson</i> .....	973
Leadership for inclusive special education: a qualitative exploration of SENCOs' and principals' experiences in secondary schools in Ireland <i>Johanna Fitzgerald &amp; Julie Radford</i> .....	992
A critical realist model of inclusive education for children with special educational needs and/or disabilities <i>Xiao Qu</i> .....	1008
Nothing about us without us! A PALAR approach to improving inclusion in a Zimbabwean College of Education <i>Adam Luthuli &amp; Lesley Wood</i> .....	1023
Inclusive education in state religious schools: the perceptions of the teachers on inclusion <i>Nirit Karni-Vizer</i> .....	1038
Far away, but yet so close. Urban teacher education and rural schools: directors' point of view <i>Ilich Silva-Peña, Andrea Precht, Thomas V. O'Brien &amp; Carin Jara</i> .....	1053
The development of inclusive practice under a policy of integration <i>Jiyoung Kim, Lani Florian &amp; Nataša Pantić</i> .....	1068



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CURRENT CONTENT ALERT SERVICES

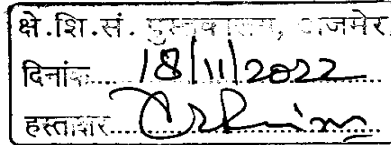
International Journal of Inclusive Education Vol. 26 No. 11 September, 2022

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION  
Volume 26, Issue 11 (2022)

CONTENTS

Articles

- Teachers' views on learner-related variables impeding the integration of ethnomathematics approaches into the teaching and learning of geometry  
*Gladys Sunzuma & Aneshkumar Maharaj*.....1085
- Comparison of inclusive and traditional science classrooms: middle school students' attitudes towards science  
*Zehra Kaya & Osman Nafiz Kaya* .....1103
- Is inclusion still an illusion in higher education? exploring the curriculum through the student voice  
*Linda Anne Barkas, Paul Armstrong & Carry Bishop*.....1125
- Grouped out of STEM degrees: the overlooked mathematics 'glass ceiling' in NSW secondary schools  
*Felicia Jaremus, Jennifer Leanne Fray & Elena Prieto-Rodriguez* .....1141



LIBRARY, RIE, AJMER  
CURRENT CONTENT ALERT SERVICES

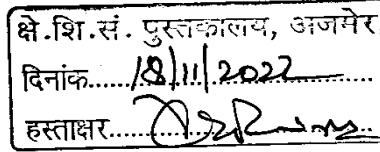
International Journal of Inclusive Education Vol. 26 No. 12 October, 2022

INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION  
Volume 26, Issue 12 (2022)

CONTENTS

Articles

- Teacher agency for inclusive education: an international scoping review  
*Amanda L. Miller, Courtney Lane Wilt, Heather C. Allcock, Jennifer A. Kurth, Mary E. Morningstar  
& Andrea L. Ruppert* ..... 1159
- A comparison of the participation levels of Taiwanese children with autism spectrum disorders  
in inclusive vs. segregated settings  
*Chiao-Ju Fang, S. L. Weinberg & Kristie Patten* ..... 1178
- Review Article
- Teachers with disabilities: a literature review  
*Patricia Neca, Maria Leonor Borges & Paula Campos Pinto* ..... 1192
- 'This school is 100% not autistic friendly!' Listening to the voices of primary-aged autistic  
children to understand what an autistic friendly primary school should be like  
*Melanie Cunningham* ..... 1211



Volume 54  
Number 3  
June 2022

Journal of  
Curriculum  
Studies **JCS**

**CONTENTS**

■ ARTICLE

- Resistant traditions of the Rio Grande Valley, Aztlán: advancing the decolonizing imperative in critical pedagogies  
*Raul Garza, Gricelda Eufrazio & James C. Jupp* 301
- Caste biases in school textbooks: a case study from Odisha, India  
*Subhadarshee Nayak & Aardra Surendran* 317
- Sylvia Wynter, racialized affects, and minor feelings: unsettling the coloniality of the affects in curriculum and pedagogy  
*Michalinos Zembylas* 336
- Belonging and participation as portrayed in the curriculum guidelines of five European countries  
*Barbara Piškur, Marjatta Takala, Anita Berge, Liselotte Eek-Karlsson, Sara M. Ólafsdóttir & Sarah Meuser* 351
- Children's existential questions – recognized in Scandinavian curricula, or not?  
*Karin Sporre* 367
- Lower secondary intended curricula of science subjects and mathematics: a comparison of the Czech Republic, Estonia, Poland and Slovenia  
*Petr Káčovský, Tereza Jedličková, Radim Kuba, Marie Snětinová, Petra Surynková, Matěj Vrhel & Eva Stratilová Urválková* 384
- The revival of the process model in curriculum design: changes and challenges in the new taiwanese citizenship curriculum  
*Cheng-Yu Hung* 406
- A theoretical framework and questionnaire for wonder-full education  
*Judith M. Conijn, Willeke Rietdijk, Evelien Broekhof, Lucija Andre & Anders Schinkel* 423

क्ष.शि.सं. पुस्तकालय, राजमेर

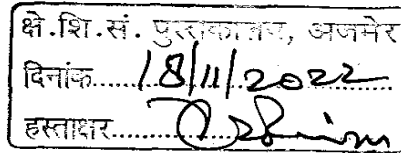
Volume 54  
Number 4  
August 2022

Journal of  
Curriculum  
Studies **JCS**

**CONTENTS**

■ ARTICLE

- Between school and ethical-political everyday action: a comprehensive framework of the development of historical thinking  
*Natalia Albornoz Muñoz & Christian Sebastián Balmaceda* 445
- Compassionate anger as a mobilizer for social justice: feelings application in curriculum design  
*Jeasik Cho & Jeong-Hee Kim* 466
- Reinventing character education: the potential for participatory character education using MacIntyre's ethics  
*Peter Hart* 486
- Indigenous language curriculum revival: an emancipatory education analysis of Taiwanese Indigenous language policy and textbooks  
*Yann-Ru Ho* 501
- Towards an exclusive community? Political shift and changes to the school core curricula in Poland: a discourse analysis  
*Violetta Kopińska* 520
- Teaching the US 2018 midterm elections: a survey of secondary social studies teachers  
*Jeremy Stoddard, Paul Fitchett & Diana Hess* 536
- Advancing citizenship through language arts education: conceptions of rhetoric in Scandinavian national curricula  
*Claire Hogarth, Christina Matthiesen & Jonas Bakken* 559
- Pre-service teachers' motivations to enter the profession  
*Andrew Kwok, Ambyr Rios & Michelle Kwok* 576



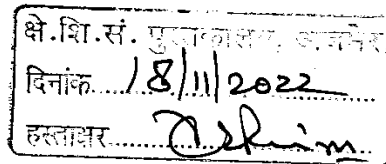
Volume 54  
Number 5  
October 2022

Journal of  
Curriculum  
Studies **JCS**

**CONTENTS**

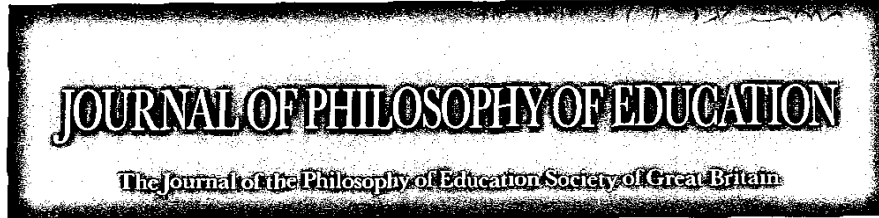
■ ARTICLE

- Powerful knowledge, educational potential and knowledge-rich curriculum: pushing the boundaries  
*Zongyi Deng* 599
- Empowering minority students: a study of cultural in the teaching content  
*Turid Skarre Aasebø & Ilmi Willbergh* 618
- Dewey's education through occupations as being-doing-knowing: an introduction to teacher planning with creative learning units  
*John Quay, Loren Miller, David Browning & Adam Brodie-Mckenzie* 632
- Children's agentic capacity, schoolification and risk: competing discourses and young children's experiences in pre-school settings  
*Karen Patton & Karen Winter* 647
- Elementary teachers' agency: the role of perceived professional space and autonomy  
*Phi Nguyen, Corey Webel, Sheunghyun Yeo & Wenmin Zhao* 665
- Celebrating culture and neglecting language: representation of ethnic minorities in Chinese primary school textbooks (1976–2021)  
*Qian Liu, Fatma Zehra Colak & Orhan Agirdag* 687
- The politics of pupil self-evaluation: A case of Finnish assessment policy discourse  
*Hannele Pitkänen* 712



Journal of Philosophy of Education Vol. 56 No. 2 April, 2022

क्षे.शि.सं. पुस्तकालय, अजमेर  
दिनांक... 18/11/2022



Volume 56 Issue 2 April 2022

## Contents

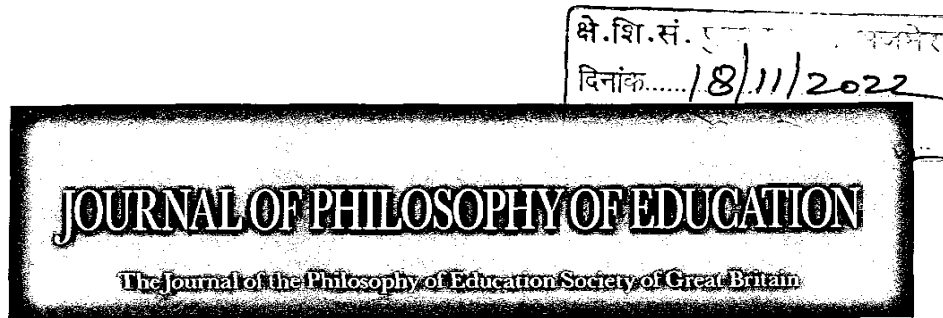
<b>EDITORIAL</b>	
Editorial <i>Emma Williams</i>	193
<b>ORIGINAL ARTICLES</b>	
Where is education? Arendt's educational philosophy in between private and public <i>Julien Kloeg</i>	196
On the theoretical foundations of the 'Philosophy for Children' programme <i>Florian Franken Figueiredo</i>	210
'Someone' versus 'something': A reflection on transhumanist values in light of education <i>Tomas Bokedal, Solveig Magnus Reindal, Svein Rise and Stein M. Wivestad</i>	227
Aesthetica and eudaimonia: Education for flourishing must include the arts <i>Laura D'Olimpio</i>	238
Luce Irigaray: A philosophy of teaching in ancient and modern perspective <i>Richard White</i>	251
Literature as an educator: Ethics, politics and the practice of writing in Thomas Mann's life and work <i>Andrius Bielskis</i>	265
Enlightenment as perfection, perfection as enlightenment? Kant on thinking for oneself and perfecting oneself <i>Peter Baumann</i>	281
The <i>Fantastic</i> school: Catherine Malabou and an ontological basis in defence of the school <i>Sevket Benhur Oral</i>	290
Basic education as a collective good: In defence of the school as a public social institution <i>Tarna Kaisa Kannisto</i>	305
Conserving the dignity of teaching through ethics as ' <i>mise en question</i> ' <i>Katja Castillo, Jani Kukkola and Pauli Siljander</i>	318
'Theatre, Revolution and Love': Moral-aesthetic education in Asja Lācis' proletarian children's theatre <i>Katja Frimberger</i>	329
Moral sensitivity: The central question of moral education <i>Roger Marples</i>	342



LIBRARY, RIE, AJMER  
CURRENT CONTENT ALERT SERVICES

**Journal of Philosophy of Education Vol. 56 No. 2 April, 2022**

The existential turn in philosophy of education: In defence of liberal autonomy <i>Alistair Miller</i>	356
<b>REVIEW ARTICLE</b> Cognitive gain and the close reading of literature <i>Kevin Williams</i>	371
<b>CORRIGENDUM</b> Corrigendum for 'Kant on education and improvement: Themes and problems' by Sticker & Bakhurst (2021)	377



### Volume 56 Issue 3 June 2022

*Rethinking English Vocational Education and Training in the Light of the German Classical Theory of Vocational Education and Training*

Edited by Dina Kuhlee, Christian Steib and Christopher Winch

## Contents

#### EDITORIAL

Preface  
*Paul Standish* 381

#### ORIGINAL ARTICLES

Founding German vocational education: Kerschensteiner, Spranger and Fischer as key figures in the classical German VET theory  
*Dina Kuhlee, Christian Steib and Christopher Winch* 383

The school workshop as the basis for the continuation school (1908)  
*Georg Kerschensteiner* 399

Re-reading Kerschensteiner today: Doing VET in German vocational schools—A search for traces  
*Peter F. E. Sloane* 408

The educational task of the German vocational school (1958)  
*Eduard Spranger* 425

The legitimation of school-based *Bildung* in the context of vocational education and training: The legacy of Eduard Spranger  
*Philipp Gonon* 438

Vocational guidance and vocational counsellors (1920)  
*Aloys Fischer* 450

Vocational guidance in general and vocational education schools in Germany: The relevance of informed choice for successful vocational education and the legacy of Aloys Fischer  
*Erika Gericke* 467

Citizenship and the Joy of Work  
*Geoffrey Hinchliffe* 479

#### CORRECTIONS

Corrigendum for 'Is inquiry learning unjust? Cognitive load theory and the democratic ends of education' by Tanchuk (2020) 490

Corrections for 'The Gender Wars, Academic Freedom and Education' by Suissa & Sullivan (2021) 491

कथादेश, वर्ष 40, अंक 7, अक्टूबर, 2022

साहित्य, संस्कृति और कला का समग्र मासिक

हि.शि.सं. पुस्तकारण, अजमेर  
दिनांक 02/11/2022  
हस्ताक्षर Dr. Him

कथादेश

वर्ष : 40 पुनर्प्रकाशन वर्ष : 26 अंक : 07 अक्टूबर 2022

हवा-पानी	स्मृति	बारामासी (व्यंग्य)
5. मधुसूदन कट्टी : क्या शेर से कम अहम है एक चिड़िया (अनुवाद : फजल रशीद)	8. अशोक अग्रवाल : स्मृति में अटके कुछ चेहरे	95. ज्ञान चतुर्वेदी : चीफ मैस्ट्रियत के बाद दलित प्रश्न
कहानियाँ	कविताएँ	85. बजरंगबिहारी तिवारी : गैर दलित कहानीकारों का दलित जीवन-बोध परिदृश्य
14. नवीन कुमार नैथानी : हीराइज़न	50. अशोक वाजपेयी की कविताएँ	92. श्रीधरम : साहित्य-समाचार
19. हरियश राय : खुशियाँ आन लाइन	35. ज्ञानप्रकाश विवेक की गज़लें	कबियन की वार्ता
38. जगजीत बराड़ : गीतों का बंजारा (पंजाबी से अनुवाद : योगेश्वर कौर)	साक्षात्कार	98. विश्वनाथ त्रिपाठी : मिलना शताब्दी व्यक्तित्व डॉ. रामदरश मिश्र से
45. संध्या कुलकर्णी : दीवारों के बीच	62. बी. बी. उपाध्याय : साक्षात्कार से साक्षात्कार (2)	लघुकथाएँ
52. अरुण अर्णव खरे : चार्ली चैपलिन ने कहा था	आलेख	17. मधु जैन : आंचल की छांव
58. सुनीता अग्रवाल : यात्रान्त	75. विनोद शाही : फिर वही प्रश्न : आलोचना क्या है?	22. सुरेश बाबू मिश्रा : छता
रत्नाकर	रंगमंच	कुल पृष्ठ संख्या : 96+4
24. अजीत कौर : सफ़ेद सी गुलाबी गुम्बद : करतार सिंह दुग्ग सुभाष नीरव)	68. अनिल रंजन भौमिक : रंगकर्म मेरे लिए साँस की तरह है	अंदर के चित्र : शशांक
	यायावर की डायरी	आवरण चित्र : बंशीलाल परमार
	97. सत्यनारायण : मोल की	

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मधुमती, वर्ष 62, अंक 10, अक्टूबर, 2022

क्षे.शि.सं. पुस्तकालय, अजमेर  
दिनांक 09/11/2022  
हस्ताक्षर

अनुक्रम

संपादकीय	गांधी और सर्वधर्म समभाव
-डॉ. आर.डी. सैनी	-डॉ. आशाराम भार्गव -81
वैचारिकी	स्वराज का स्वप्न
जो तोड़ने से भी न टूटे वह गांधी है	-राजाराम भादू -87
-कुमार प्रशांत	युगपुरुष गांधी
भारतीय राष्ट्रवाद और राष्ट्रपिता महात्मा गांधी	-प्रो. जया वर्मा, प्रो. राजीव वर्मा -94
-प्रो. सतीश कुमार राय	विदेशी अध्येताओं के गांधी
स्वराज की तत्वमीमांसा	-डॉ. सुमन मौर्य -100
-नंदकिशोर आचार्य	व्यक्ति, राज्य और अहिंसा
सत्याग्रह का विचार	-प्रो. अरुण चतुर्वेदी -108
-प्रो. नरेश दाधीच	सीमाओं से पार जाना ही गांधी होना है
गांधी आश्रम की महत्ता	-डॉ. संदेश त्यागी -114
-प्रो. बी.एम. शर्मा	स्वतंत्रता आंदोलन में महिलाओं की सक्रियता
पश्चिमी क्रांतियां और गांधी दृष्टि	-डॉ. चयनिका उनियाल -119
-प्रो. अमित राय	अहिंसा का दर्शन और नारी की सहभागिता
गांधीजी का रामराज्य	-डॉ. अल्पना पारीक -126
-डॉ. गोरधन लाल शर्मा	ट्रस्टीशिप की प्रासंगिकता
गांधी और इतिहास लेखन	-डॉ. मंजु गुप्ता -131
-प्रो. संतोष कुमार राय	वैष्णव जन तो तेने कहिये
	-डॉ. के. के. पाठक -136

मधुमती, वर्ष 62, अंक 10, अक्टूबर, 2022

अहमदाबाद का बदलता स्वरूप  
-डॉ. दिनेश कटारिया -139

गांधी की विचार यात्रा में नवजागरण  
-डॉ. अमरेंद्र कुमार शर्मा -145

महात्मा गांधी की हिंदुस्तानी  
-डॉ. आनंद पांडेय -152

कविता  
-कैलाश मनहर -159  
-विनोद पदरज -162  
-डॉ. अनंत भटनागर -163  
-ओम नागर -164

शब्दचित्र  
नौ मुकाम का सुराजी  
-रामानंद राठी -166

आत्मकथा  
सत्य के प्रयोग  
-नंद भारद्वाज -173

उपन्यास  
पहला गिरमिटिया  
-डॉ. रेखा खराड़ी -181

नाटक-अंश  
गांधी जिंदा है... ।  
-रास बिहारी गौड़ -188

फिल्म  
गांधी और सिनेमा  
-डॉ. चित्रा माली -201

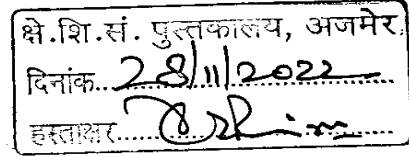
एटनबरो की फिल्म 'गांधी' के पीछे  
कुछ कथाएं और पटकथाएं  
-डॉ. दुष्यंत -209

गांधी के जीवन का महत्वपूर्ण दस्तावेज  
'गांधी' फिल्म  
-डॉ. राकेश कुमार -213

□□



Reflective Practice Vol. 23 No. 4 August, 2022



Reflective Practice  
*International and Multidisciplinary Perspectives*

Volume 23 Number 4 2022

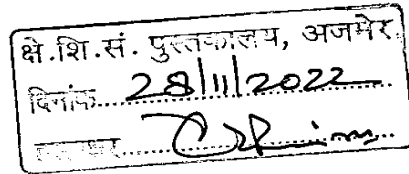
CONTENTS

- Research Article**
- 437 Exploring initial teacher education student teachers' beliefs about reflective practice using a modified reflective practice questionnaire  
*Stephen P. Day, Carol Webster and Andrew Killen*
- 452 Reflection of novice teachers on their teaching practice  
*Julie Lefebvre, H  l  ne Lefebvre and Bernard Lefebvre*
- 467 Editing video cases to facilitate preservice teachers' self-reflection on their instructional decisions  
*Raziye Sancar and Deniz Deryakulu*
- 483 Facilitating reflection: a review and synthesis of the factors enabling effective facilitation of reflective practice  
*T. Marshall, S. Keville, A. Cain and J. R. Adler*
- 497 Defining reflective practice from the Indonesian novice EFL teachers' perspective  
*Pelin Derinalp*
- 509 The impact of reflective practices on student learning in remote internships during COVID 19 pandemic: a qualitative study  
*Bhuwandeep*

Reflective Practice Vol. 23 No. 5 October, 2022

**Reflective Practice**  
*International and Multidisciplinary Perspectives*

Volume 23 Number 5 2022



CONTENTS

**Research Article**

- 525 'A nice idea but...': Implementing a reflective supervision model in the National Probation Service in England and Wales  
*Sam Ainslie, Andrew Fowler, Jake Phillips and Chalen Westaby*
- 539 Self-rated reflective capacity in post-registration specialist nursing education students  
*Sebastian Gabrielsson, Åsa Engström, Britt-Marie Lindgren, Jenny Molin and Silje Gustafsson*
- 552 Exploring pre-service teachers' reflective practice through an analysis of six-stage framework in reflective journals  
*Bee Choo Yee, Tina Abdullah and Abdullah Mohd Nawi*
- 565 The relationship between EFL teachers' reflective thinking and their teaching style in Iranian EFL context  
*Sayeh Abdar and Ali Shafaei*
- 578 How, why and why not – the reflective practice of teaching staff at a Scottish university  
*Rob Bray and Heather Fotheringham*
- 593 Psychologists' engagement in reflective practice and experiences of burnout: a correlational analysis  
*Andrea Sadusky and Jacob Spinks*
- 607 Video reflection with a literacy coach: the mediation of teacher agency  
*Jennifer Sharples Reichenberg*

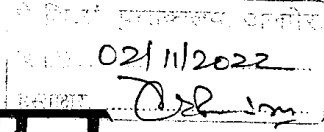
साहित्य अमृत, 28, अंक 4, नवम्बर, 2022



# साहित्य अमृत

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मासिक



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साहित्य अमृत में प्रकाशित लेखों में व्यक्त विचार एवं दृष्टिकोण संबंधित लेखक के हैं। संपादक अथवा प्रकाशक का उनसे सहमत होना आवश्यक नहीं है।



साहित्य अमृत, 28, अंक 5, दिसम्बर, 2022



# साहित्य अमृत

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मासिक

दि. 29/11/2022  
28

वर्ष-२८ ♦ अंक-५ ♦ पृष्ठ ८४	यू.जी.सी.-केयर लिस्ट में उल्लिखित	ISSN 2455-1171
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In This Issue		PAGE
ITEMS		
<b>Articles</b>		
The Joy of Surprise		3
Teaching Skills and Methods Used in Higher Education: A Systematic Review of Practices		5
National Education Policy—2020 Rubric of Assessment and Accreditation of Higher Education Institutions in India		16
Corporate Governance and University Governance: A Review		22
<b>Convocation Address</b>		
Indian Institute of Technology, Mandi (Himachal Pradesh)		28
<b>Campus News</b>		31
<b>Theses of the Month</b> (Social Sciences)		37
<b>Advertisement</b>		41

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## The Joy of Surprise

Anando Dutta\*

In every classroom that is waiting for their session to begin, there's always this palpable expectation of something new – anything, everything, always a feeling of suspended animation, being excited and curious, at times bored and sleepy. As well as judgmental and suspicious, cold and distracted. Different people with varying spans of attention clubbed in together as a roomful of presumed common maturity, having one common purpose or expectation and aspiration, The question --- is that fair?

Some years ago, our team and I were discussing if courses in liberal arts were truly free. Did they allow students to imagine and discover? Were we helping them to build their curiosity? Were the courses filling them with wonder and magic? If the courses were helping students with the ability to reflect, explore, and speculate? We were also questioning ourselves if liberal arts subjects were about the arts, how scientific are they, or should be? Could the course build capability to create business sense, engage in commerce and trade, and be pragmatic and real as well? And so on.

We also looked critically at why students ought to attempt the course seriously, and why would they want to participate in conversations which are largely viewed as abstract, superfluous, grey, and mystical. Or seem useful, worthy, relevant, and functional? Or have visible physical, tangible, and measurable outcomes? And perhaps even meaningless, from their career's point of view, profession, or vocation lens? Something, anything, but real!!

As a result of this churning, we started to deconstruct and recalibrate. Take the objectives of the courses apart to try and figure out where we should begin, what should be the trajectory and how should we redraft our expectations from the students. As a first step, to be able to generate curiosity and surprise one looked at the naming of every course in a new way. Wherein the name shouldn't be a subject or reveal too much of what to expect. The name, therefore, became an abstract conceptual metaphorical theme – as one word with many meanings, various interpretations, and many possibilities to spark conversation. This in turn would allow flexibility for faculty to navigate the discourse and for students to go with the flow. Collectively, they could then orient classwork, assignments, and expression submissions based on interest in an unusual way, each time, for every session.

Silos are passe. In this world of the constant influence of data moments, concentration may not be at its most focused. Students and faculty are in a swirl of multiple influences - provocative exciting

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In This Issue		PAGE
<b>Articles</b>		
Industrial Consultancy in India: The Knowledge-skill Gaps Filling Measures Taken by Budding Deemed Universities		3
A Brief Introduction to Academic Indexing		5
Designing a Research Study		9
Preparing a Package on Inclusive Education and Testing its Effectiveness		14
ICT in Education and Blended Learning: Contemporary Practices in Indian Higher Education		17
<b>Convocation Address</b>		
Indian Institute of Technology (Indian School of Mines), Dhanbad		26
<b>Campus News</b>		28
<b>Theses of the Month (Humanities)</b>		32
<b>Advertisement</b>		35

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के.शि.सं. पुस्तकालय, अजमेर  
दिनांक 04/11/2022

## Industrial Consultancy in India: The Knowledge-skill Gaps Filling Measures Taken by Budding Deemed Universities

B Ganesh\*

Bringing required changes to the knowledge and skills of teaching-learning communities is the primary responsibility of academic organisations. Thus, in this post-COVID era, emerging deemed universities promote cost-effective and long-term consulting services to various institutes and industries. These measures of budding deemed universities are well tapped by the teaching-learning communities. The companies classified as micro, small, and medium enterprises have benefited the most from this boom. These paradigm shifts are optimistic and are minimizing the knowledge-skill gaps that exist in our society.

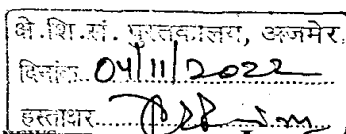
In the knowledge frontline, it is always the teaching community that triumphs and facilitates its society to grow around the imparted knowledge. But in the educational system of developing countries, 'the teaching-learning communities' are forced to learn from the knowledge banks of developed nations or from industrial and institutional leaders serving in the private sector (Reddy, En, and Tang, 2016). Many doctoral degree holders, particularly in India, are struggling to keep up with the advancements taking place around them, particularly the private sector knowledge boom. Thus, industry-academic interaction has to be strengthened to shorten the existing knowledge-skill gaps.

The National Educational Policy—2020—of the Government of India enabled the University Grant Commission to reframe its guidelines for the establishment of research and development cells in higher education institutions. This has also made it easier for many institutions and organisations to provide quality service to their clients and communities. Clients were particularly interested in the consultancy performance of emerging deemed universities, particularly in the industries classified as Micro-small and Medium-sized Enterprises (MSME).

It is widely accepted that any industry-academic interaction will impart benefits to the institute, the industry, the teaching community, the learning community, the nation, etc. In nutshell, it will contribute to the lives of our global community in many ways. Broadline collaboration is the general pattern adopted by institutes and industries for a coherent symbiotic contribution. One of the underutilised platforms in this line is 'the general consultancy services' extended by academic institutions. The major reason for this existing gap is due to the limitations of the consultants (especially the teaching community). They will be swamped

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ITEMS	In This Issue	PAGE
<b>Articles</b>		
Importance and Possibilities of Multidisciplinary Studies in Indian Higher Education		3
Research Ethics, Values, and Professionalism		8
Cosmicism, Eternal, Supreme and Scientific Theism-cum-Philosophy		12
Higher Education 4.0: Digital Revolution for Blended Learning in India		18
<b>Convocation Address</b>		
Academy of Maritime Education and Training (AMET) University, Chennai		24
<b>Campus News</b>		27
<b>Theses of the Month</b> (Science & Technology)		31
<b>Advertisement</b>		36

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## Importance and Possibilities of Multidisciplinary Studies in Indian Higher Education

Kandi Kamala\*

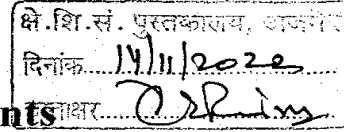
By 2030, one large multidisciplinary college in every district - this was a headline that one could not miss when the National Education Policy 2020 was announced. The headline encapsulates the bold reforms that will be implemented in the Indian education and higher education system. The focus on making education multidisciplinary is a significant step that will benefit the students and one that will have far-reaching effects. The Government of India has done a tremendous job in creating an enabling ecosystem for offering multidisciplinary education to flourish and making a difference to students, who in turn will make an impact on the future of our country. The flexibility to choose subjects from sciences and humanities with the ability to also learn fine arts and sports will give students a wide range of subjects to choose from without the restrictions they faced earlier. With a creative combination of subjects, cutting-edge curriculum, flexible options, and multiple entry and exit options during the undergraduate course, students can explore their areas of interest and also choose careers of their choice. In addition, this kind of approach will foster intellectual curiosity, a critical thought process, self-reflection, leadership and teamwork skills, a sense of commitment, professionalism and a heightened sensitivity to one's socio-cultural environment, introducing multidisciplinary approaches in the field of humanities, the students would be empowered, augmenting the potentiality of human resources and this paves the way for accelerating the process of social, economic and environmental development and sustainability.

This profound concept from the Rigveda illustrates the recognition of limitless learning in the Vedic Period. India has had a rich tradition of the multidisciplinary approach over the ages, as exemplified by ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, and mathematics; vocational fields such as carpentry, and clothes-making; professional fields such as medicine and engineering; and soft skills such as communication, discussion and debate. Over the centuries the broader learning opportunities got narrowed and gradually in recent years, the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions. The National Education Policy 2020 (NEP 2020), suggests several policy directions for offering multidisciplinary education.

The steps being taken to train the teachers and faculty through a focused process and planned manner is one of the highlights of the

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## Table of Contents

Editorial	5
– <i>Sistla Rama Devi Pani</i>	
Conceptualising the North Zone Vice Chancellors' Meet on Internationalisation for Transformative Higher Education	7
– <i>Pankaj Mittal and Sistla Rama Devi Pani</i>	
Galgotias University, Greater Noida: A Profile	13
India and International Collaborations in Education and Research	17
– <i>N V Varghese</i>	
Cross Border Mobility in Higher Education and Capacity Development: Considerations in the Indian Context	22
– <i>Vidya Yeravdekar</i>	
International Student Mobility Strategy at Manipal Academy of Higher Education	29
– <i>Karunakar A Kotegar and M D Venkatesh</i>	
Internationalisation for Transformative Higher Education	35
– <i>Ajit K Motwani</i>	
Mainstreaming Sustainable Development Goals and Internationalisation SCCN-Network of Universities	37
– <i>Rajendra Shende</i>	
Evidence of Digital Divide in Indian Higher Education: References from Neighbouring Countries	40
– <i>Rupa Ghosh, Biswajit Sarkar and Sudeshna Lahiri</i>	
Reimagining Technical and Vocational Education and Training: Insights from South Korea	50
– <i>Suprabha Dey and Asheesh Srivastava</i>	
Implementation of the STEAM Education through Blended Mode in Indian Subcontinent	56
– <i>Sujoy Kundu and Mukesh Kumar</i>	
Internationalisation of Higher Education and Global Rankings	60
– <i>Ankita Masih and Vidyapati</i>	
International Students in Canada: Patterns, Trends and Economic Contribution	64
– <i>Misbah and Jaswinder Singh Brar</i>	
INIHE Consortium: A Pioneering Initiative of AIU	71
<b>Convocation Address</b>	
Mizoram University, Aizawl	82
<b>Campus News</b>	84
<b>Theses of the Month (Science &amp; Technology)</b>	92
<b>Advertisement</b>	96

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