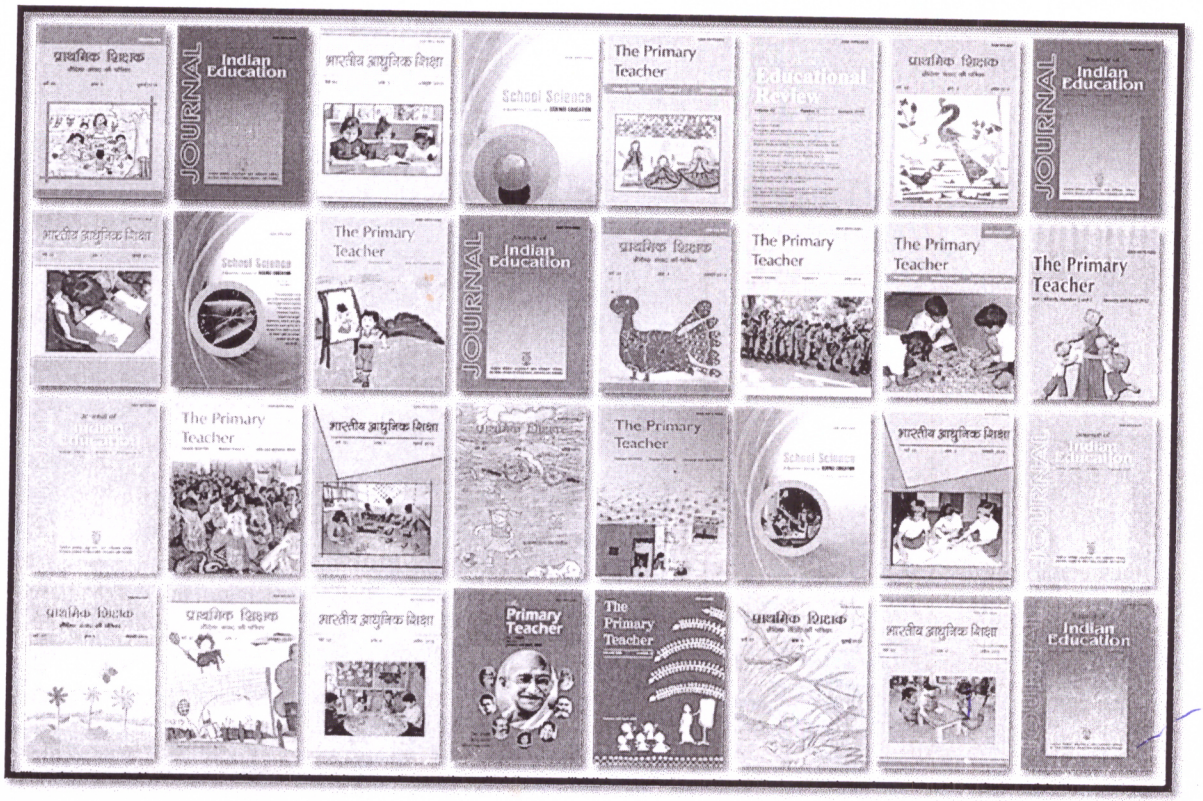
EDUDOC SERVICES: CURRENT CONTENT



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J.P. Anand

12/1/2020

Introduction

"**Current Contents**" prepared by Library and Documentation Division aims to identify the articles published in the learned journals received by the library in the month of December, 2019.

Current Contents are arranged alphabetically under the broad subject headings. It gives the details about the name of the Journal, volume, issue month and year of publication. It will be our endeavour to bring out this as a reference tool, which will make our readers aware about the current contents available in different learned journals of their subject of interest.

Current Contents will be useful to our faculty members in selecting/recommending relevant articles for their research.

Keeping in mind the integration of ICT and Digitisation, attempt has been made to provide the Web-link of the current issues, which will facilitate the readers to access the articles, except the '*' marked journal titles We eagerly await to received your views and comments.

(Prof. Saroj Yadav)
Chairperson, LDD

Sr. No.	Name of Journals	Vol.	Issue	Month	Year	Pages
❖	**Biology**					
1.	American Biology Teacher	81	7 8	Sep Oct	2019	2-3
2.	Biochemistry and Molecular Biology Education	47	6	Nov-Dec	2019	21-22
❖	**Curriculum**					
3.	Curriculum Inquiry	48 49	4 4	Sep Sep	2018 2019	34-35
❖	**Economics**					
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5.	Economics of Education Review	73		Dec	2019	36-37
6.	Journal of Economic Education	50	4	Oct-Dec	2019	84
❖	**Education**					
7.	Assessment for Effective Intervention	44	2 3 4	Mar	2019	10-12
8.	Bhartiya Adhunik Shiksha	38 39	4 2	Apr Oct	2018 2018	18-19
9.	Cambridge Journal of Education	49	6	Dec	2019	25
10.	Educational Policy	33	7	Nov	2019	53
11.	International Journal of Educational Development	71		Nov	2019	73
12.	Journal of Educational Measurement	56	3	Fall	2019	85
❖	**Educational Psychology**					
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16.	American Educational Research Journal	56	5	Oct	2019	4
17.	Assessment in Education: Principles, Policy & Practice	26	1 2 3 4 5	Feb Apr Jun Aug Oct	2019	13-17
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THE AMERICAN BIOLOGY TEACHER



About Our Cover

Elk (*Cervus canadensis*; also called wapiti, the Shawnee word for white-rumped deer), one of the largest members of the deer family, were once widely distributed throughout North America. Although extirpated from much of their eastern and southern range as a result of overhunting and habitat loss, healthy populations of elk can be found in the western United States and Canada.

Yellowstone National Park has abundant data on its complex ecosystem and makes a fascinating study on trophic cascades. The evidence of fluctuations in behavior and population size based on the dynamics between elk, wolf, aspen, willow, and other populations continues to fuel debate regarding the ecological implications of human actions and interventions.

Historical evidence suggests that the reduction of predators in Yellowstone during the early 20th century contributed to an increase in elk populations. Although the park took steps to manage elk numbers, the increased browsing pressure on woody species suppressed populations such as aspen and willow. However, there are indicators that the introduction of gray wolves into the park in 1995 has since contributed to a significant decline in elk populations and a subsequent increase in aspen and willow recruitment.

This photograph of a bull elk was taken in Yellowstone National Park by Bob Remedi, a full-time faculty member in the Biology Division at College of Lake County, where he teaches Environmental Biology, Anatomy and Physiology, Natural History of Southwestern Virginia, and professional development classes for faculty. For this image, he used a Canon 7D Mark II set at ISO 1000 and F14, with a Canon EF 100–400 zoom and a Canon 1.4× teleconverter.

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In our August 2019 issue, we incorrectly spelled the editor's name for our classroom media reviews. The correct spelling is Jeffrey D. Sack. We apologize for this error.

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About Our Cover

This Blue Ridge red salamander (*Pseudotriton ruber nitidus*) was found under a rotting log in a secondary-growth pine forest along the Appalachian Trail in southwestern Virginia. These large, lungless salamanders are widely distributed throughout the eastern and southern United States. Their skin secretions contain pseudotritontoxin and are poisonous if ingested, making this an excellent example of aposematic coloration. In fact, skin secretions of the mud salamander (*P. montanus*), spring salamander (*Gyrinophilus porphyriticus*), and eastern newt (eft stage, *Notophthalmus viridescens*) are also toxic, forming a Müllerian mimicry complex in which all members use red coloration to warn predators of their unpalatability.

The photograph was taken by Bob Remedi with a Canon 7D Mark II and Canon EF 100mm f/2.8L macro lens set at F14, 1/100 second and ISO 200. Bob Remedi is a full-time faculty member at College of Lake County, Grayslake, IL 60030. Bob would like to thank Dr. James Morgan, Dr. Kevin Hamid, and Jerry Hinkley for helping to nurture his fascination with salamanders and love for taking students on the Appalachian Trail.

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On the cover: *Us, 2019, by Andrea Phox. Photograph, 22 inches by 15 inches. Courtesy of the artist, https://andreaphox.com/. See p. 993 for more about Phox and her art.*

Special Issue: Fifty Years Since Stonewall: The Science and Politics of Sexual Orientation and Gender Diversity

Special Issue Editors: Alexandra Rutherford, Peter Hegarty, and Anne E. Kazak

857 Histories of Psychology After Stonewall: Introduction to the Special Issue
Peter Hegarty and Alexandra Rutherford

Overcoming its pathologizing history, psychology has engaged with movements for equality and justice for sexual and gender minorities over the last 50 years, resulting in increasingly affirmative perspectives in many parts of the world. This special issue frames the histories of such shifts at local, national, and global levels. Psychologists with increasingly progressive intentions have, nonetheless, been constrained by the dilemmas of speaking for others.

868 Clinical Activism in Community-Based Practice: The Case of LGBT Affirmative Care at the Eromin Center, Philadelphia, 1973–1984
David S. Byers, Stephen Vider, and Amelia Smith

This historical case study of an early LGBT counseling center reveals the central role that front-line clinicians played in developing affirmative forms of mental health treatment for LGBT people. Conventional histories of LGBT mental health have emphasized the role of the American Psychiatric Association in depathologization. This article shows instead how clinicians in the field actively worked to change clinical practice and social beliefs.

882 From Conversion Toward Affirmation: Psychology, Civil Rights, and Experiences of Gender-Diverse Communities in Memphis
Tracy N. Hipp, Kayla R. Gore, Amanda C. Toumayan, Mollie B. Anderson, and Idia B. Thurston

Most research on ending conversion efforts for LGBTQ+ people has focused on white cisgender gay men. This work highlights experiences of Black transgender and nonbinary individuals in Memphis, Tennessee. Qualitative interviews and archival data illustrate how the slow but steady shift away from conversion toward affirmation for gender-diverse individuals has emerged from intersections of the civil rights movement and LGBTQ+ activism.

898 Content Analysis of Psychological Research With Lesbian, Gay, Bisexual, and Transgender People of Color in the United States: 1969–2018
Andrew P. Barnett, Ana María del Río-González, Benjamin Parchem, Veronica Pinho, Rodrigo Aguayo-Romero, Nadine Nakamura, Sarah K. Calabrese, Paul J. Poppen, and Maria Cecilia Zea

Previous content analyses have reported a dearth of psychological research on LGBT people of color in the U.S., but the most recent do not include the past decade. In this analysis, the authors examined this literature through 2018 and provide a historical description of when and why these populations were studied, the research questions asked, which journals published this work, funding sources, and impact.

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912 Transnormativity in the Psy Disciplines: Constructing Pathology in the *Diagnostic and Statistical Manual of Mental Disorders* and *Standards of Care*
Damien W. Riggs, Ruth Pearce, Carla A. Pfeffer, Sally Hines, Francis White, and Elisabetta Ruspini

Interactions between mental health professionals and transgender people are shaped by norms as to what it means to be transgender. This article examines such norms in relation to two different mental health diagnostic and treatment documents. The authors find that these guides promote norms as much as they potentially facilitate access to services.

925 Homosexuality and Psychiatry in State-Socialist Hungary: Representing Women's Same-Sex Desire in the Psychomedical Literature
Anna Borgos

This study explores representations of homosexuality in the psychiatric and sexology literature between the 1960s and the 1980s in Hungary with special attention to women. The literature is indicative of how psy-sciences interacted with the system of norms on gender and sexual orientation embedded within the social and political context of the era.

940 Sexual Offence, Diagnosis, and Activism: A British History of LGBTIQ Psychology
Katherine Anne Hubbard and David Andrew Griffiths

This article provides a history of LGBTIQ Psychology in Britain from 1954 to 1998. The authors demonstrate how psychology, medicine, the law, social change and activism were mutually influential, and that the location and legitimacy of expertise shifted over this time period. The authors argue that the impact on the lives of LGBTIQ people means liberationist activism and politics remain just as crucial today as they were in the past.

954 Queering the History of South African Psychology: From Apartheid to LGBTI+ Affirmative Practices
Suntosh R. Pillay, Juan A. Nel, Chris/tine McLachlan, and Cornelius J. Victor

This paper traces a history of apartheid on LGBTI+ rights and research in South African psychology. The authors focus on how a post-apartheid psychology organization, the Psychological Society of South Africa (PsySSA), made it possible for the eventual development of Africa's first practice guidelines for psychology professionals working with sexually and gender-diverse people. The article unpacks the challenges, tensions and possibilities for African LGBTI+ psychologies.

967 Emergence of a Transnational LGBTI Psychology: Commonalities and Challenges in Advocacy and Activism
Sharon G. Horne, Meredith R. Maroney, Juan A. Nel, Reynel A. Chaparro, and Eric Julian Manalastas

Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) mental health concerns and human rights are now affirmed within professional psychology societies spanning all areas of the globe. This article explores the historical development of LGBTI psychology in four countries (Colombia, the Philippines, Russia, and South Africa). The authors highlight common paths and distinct challenges to LGBTI psychology inclusion in these countries, offering models for how transnational LGBTI psychology can advance LGBTI concerns.

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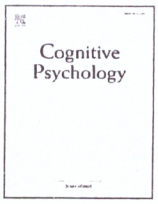

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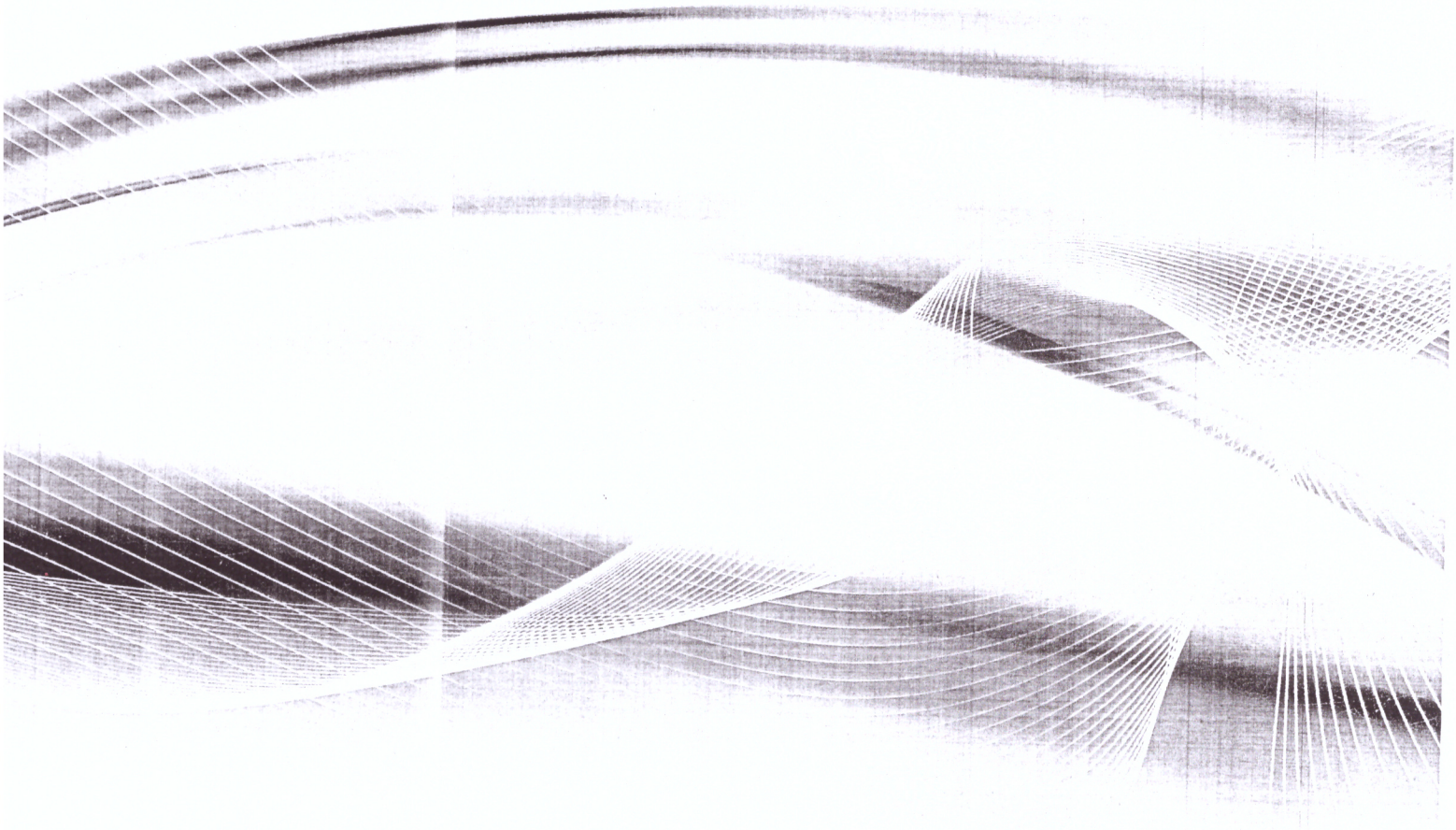

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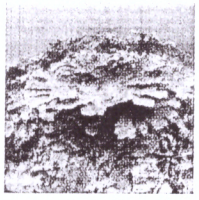

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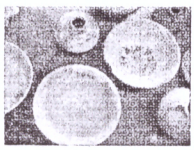

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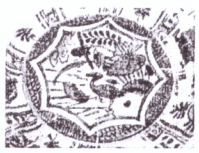

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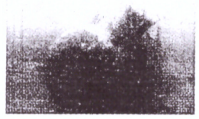

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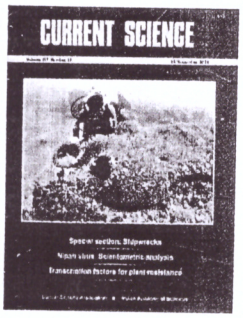

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The editor thanks Dr Ravi Korisettar (Department of History and Archaeology, Karnatak University, Dharwad) and Dr Sila Tripati (National Institute of Oceanography, Dona Paula, Goa) for agreeing to be Guest Editors for special section.

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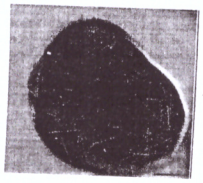

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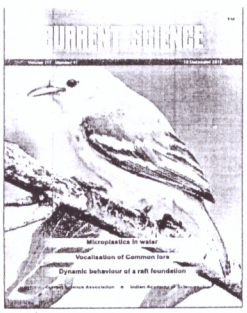

◀ COVER. Common Iora *Aegithina tiphia* male assuming breeding plumage. (Photo: S. Jeevith). See page 1863.

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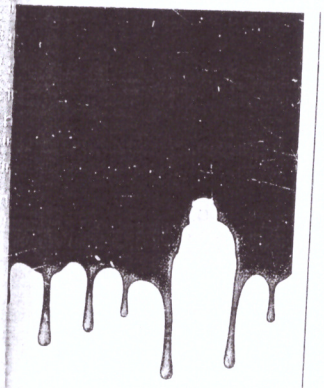

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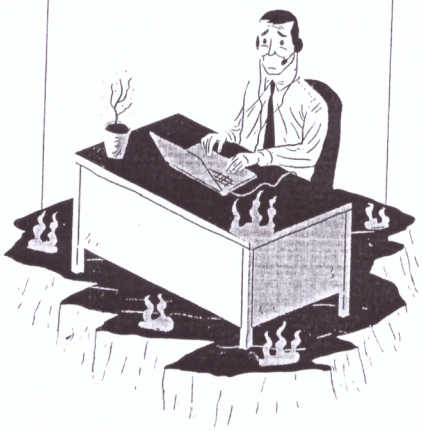

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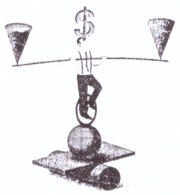

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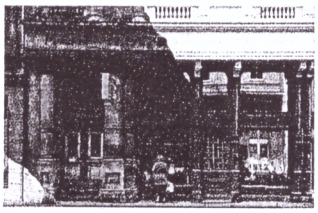

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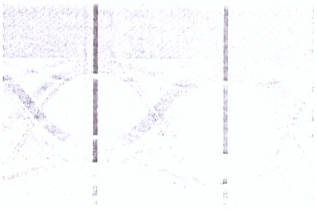

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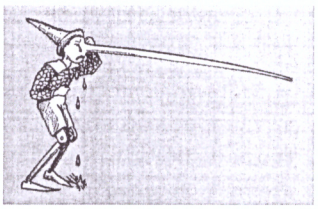

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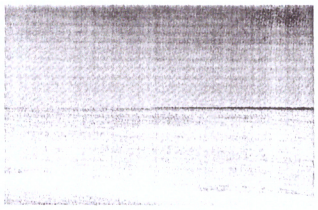

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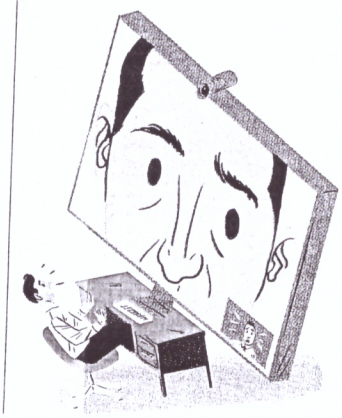

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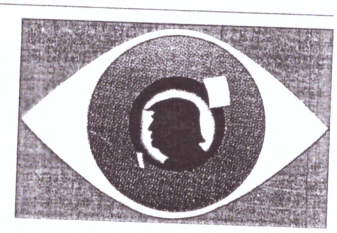

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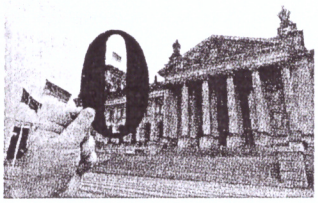

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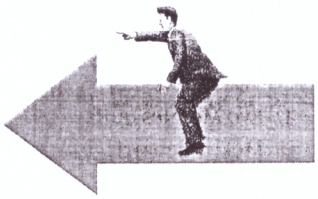

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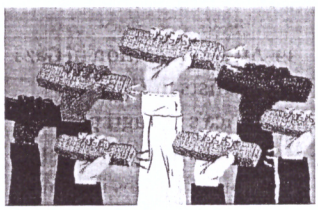

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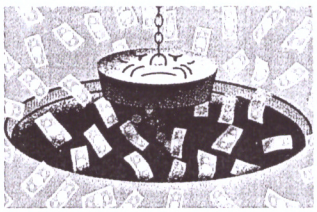

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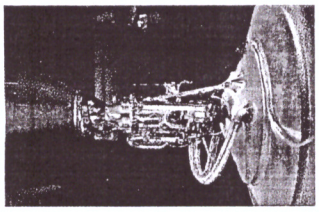

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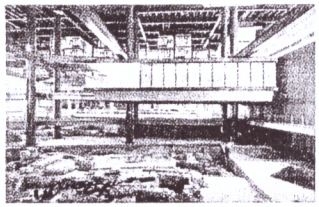

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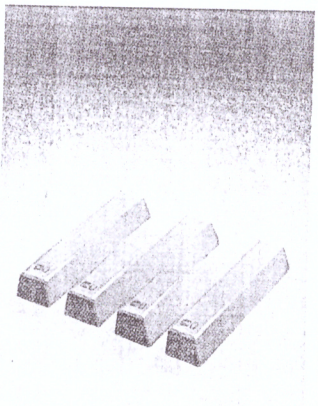

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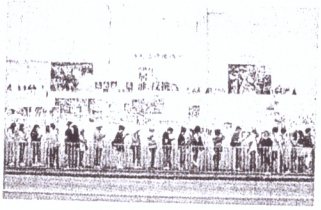

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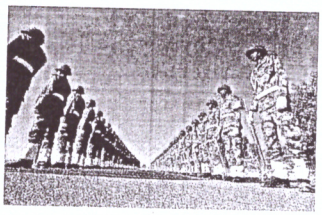

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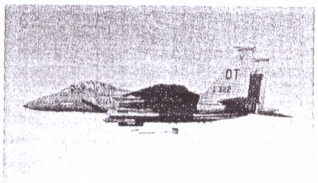

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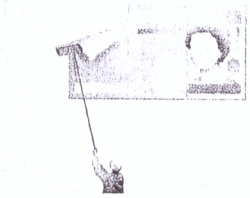

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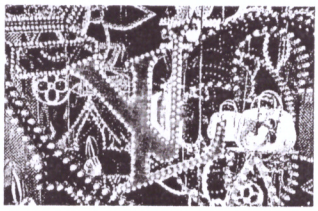

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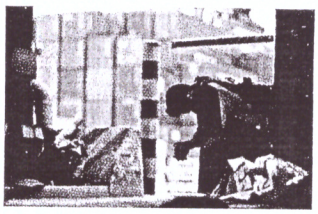

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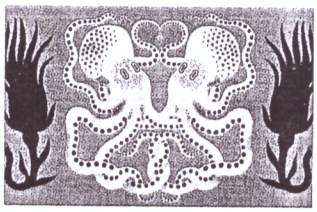

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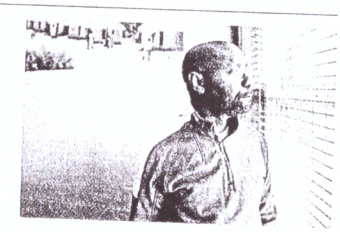

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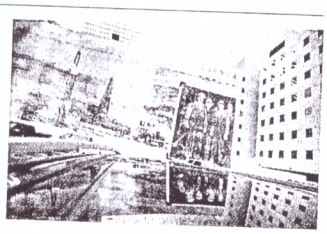

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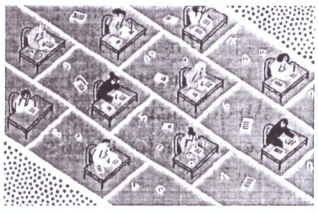

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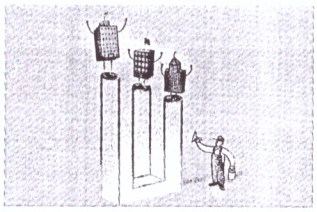

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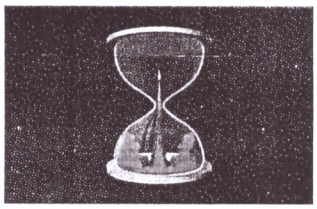

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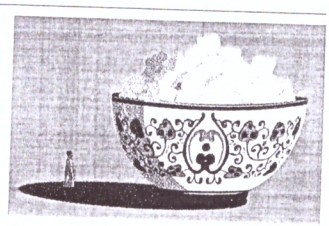







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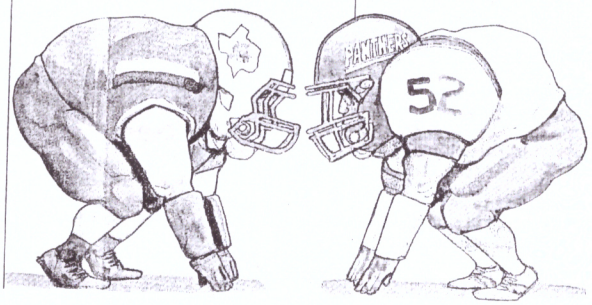

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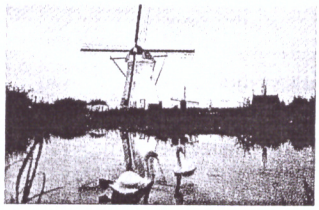

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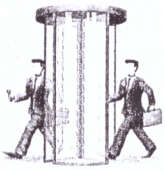

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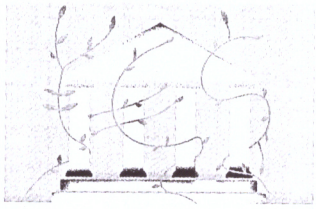

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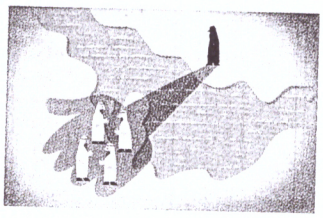

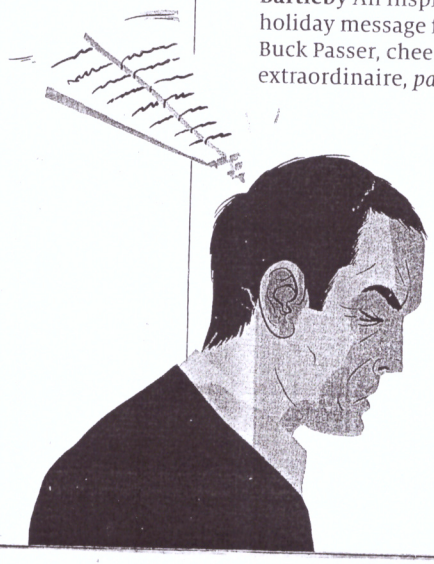

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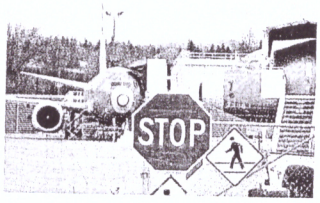

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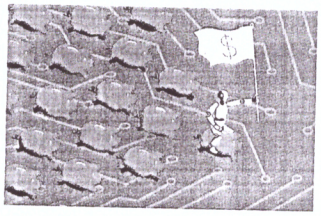

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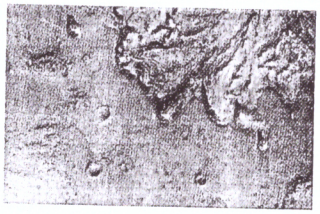

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Special Issue: Knowledge Democracy
Guest Editors: Lonnie Rowell and Allan Feldman

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Editorial

No. 278
Nov. 2019



Hannah Rudd
Chief Executive

Welcome to November *EiS*!

I'm now two months into my new role as Chief Executive of ASE and continue to be inspired each day by the huge range of events, publications, projects, resources and other activities being carried out across the organisation by our staff and volunteers – my thanks to you all. As we move into the last year of our current strategy, we are also starting to think about the future and our priority areas for the next three years. We welcome your views and, on page 7, our Chair, Janice Griffiths, explains how to get involved.

The theme of this issue is 'Curriculum'. Given the breadth of the topic, we've tried to make sure there's something for everyone – you'll find articles from experts across primary, secondary and further education, as well as the first in a new series of featured resources from Schoolscience, looking at how they fit with different science curricula across the UK. The issue is also accompanied by an excellent pullout section, put together by members of our Primary Committee, on teaching science in a primary setting, including two experiments to try in the classroom.

Elsewhere in this issue you will find details of current vacancies on our Committees. I would really encourage you to consider joining one of our regional or national groups – as well as being vital in enabling us to deliver our vibrant programme of activities and events, they provide a great opportunity to network, share ideas and create lasting friendships. Please don't hesitate to contact us if you would like to find out more.

With the Annual Conference fast approaching, I'd also encourage you to take a look at page 20 – and also on our website – to see the fantastic programme for this year's event. Tickets are selling fast, so don't forget to book!

I look forward to seeing many of you in January, if not before. In the meantime, it remains for me to wish you a very happy festive season and a wonderful 2020.

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Promoting Excellence in Science Teaching and Learning

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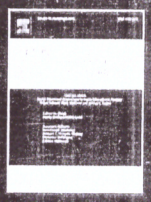

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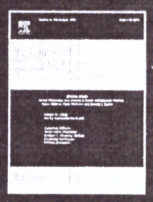

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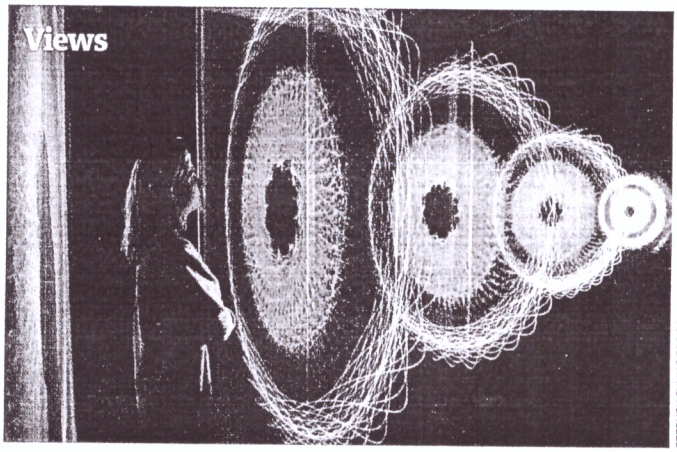

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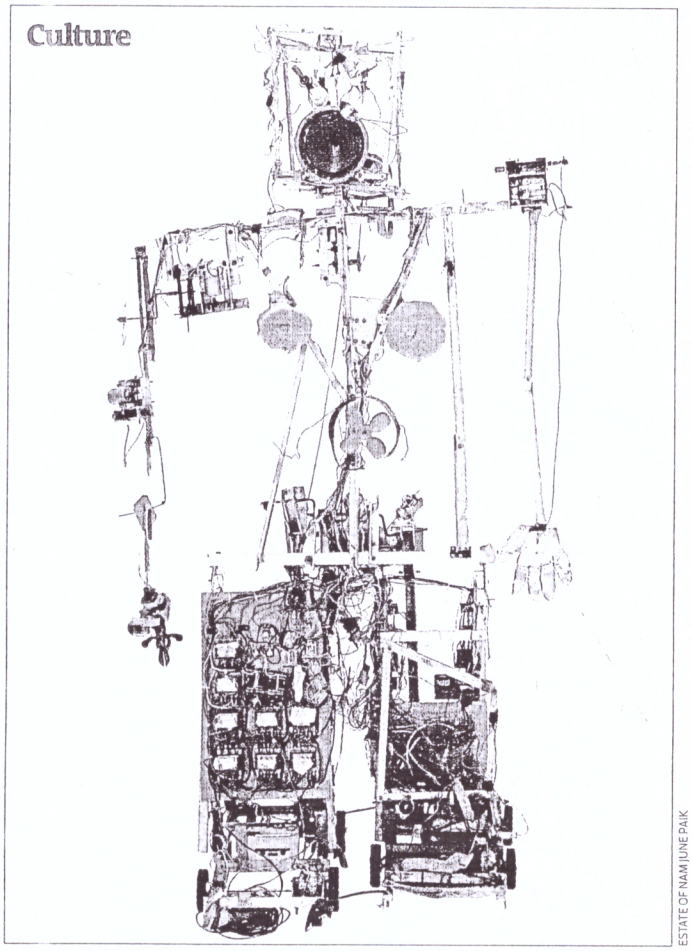

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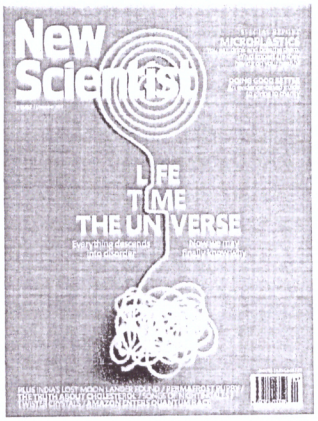

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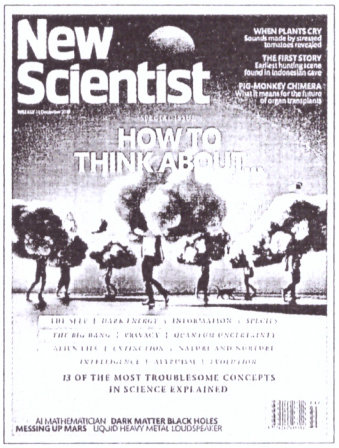

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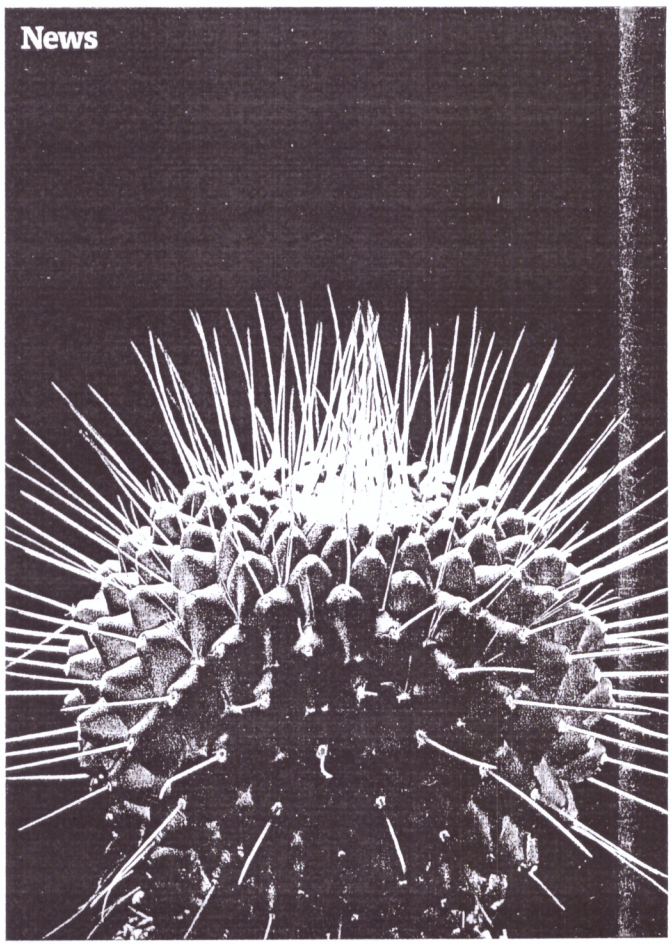

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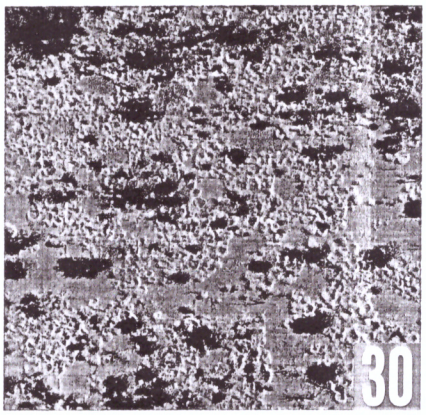

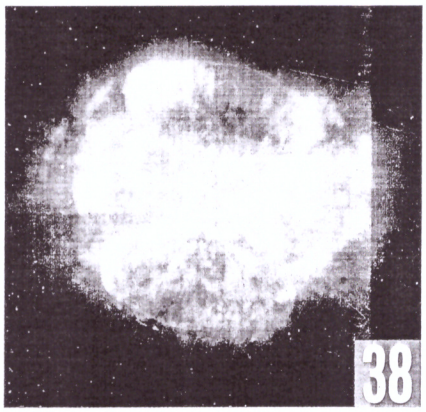



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The discovery of γ-ray emission from novae has been used not only to better understand sudden brightening events but also to answer some old questions and raise new ones.

46 Paul Dirac and the Nobel Prize in Physics

Mats Larsson and Alexander Balatsky

Despite the elegance of Paul Dirac's theoretical work, the Nobel Committee nearly passed him over for the prize—until a timely experiment confirmed one of his predictions.



ON THE COVER: Tens of thousands of wildfires scorch the continental US each year. Predicting their behavior is complicated by their interactions with local winds and with variations in vegetation and terrain. For more on the two-way feedback between a wildfire and the air flow in and around it, turn to the Quick Study on **page 70**. (Image by iStock.com/noscoo.)

Recently on PHYSICS TODAY ONLINE

www.physicstoday.org



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Math vs. science

In two recent columns, PHYSICS TODAY's Johanna Miller compares science, which relies on inductive reasoning, with the deductive endeavor of mathematics. She illustrates the difference by exploring Euclid's infamous parallel postulate. You can find all of Miller's columns at physicstoday.org.

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Physics in *Nature*

The journal *Nature* turns 150 years old this month. PHYSICS TODAY editor Melinda Baldwin, who wrote a book about *Nature*'s history, explores how physicists' desire to publish in the journal has waxed and waned over the years. Its editors and the competition—notably *Physical Review Letters*—have played a big role.

physicstoday.org/Nov2019b



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Teach energy first?

Most intro college physics courses begin with kinematics and Newton's laws. The University of Kansas (KU) tried teaching energy and conservation laws first in some classes. The KU faculty reports the energy-first students gained more conceptual understanding than did those in force-first classes.

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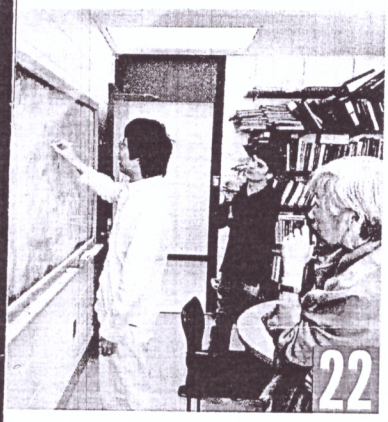

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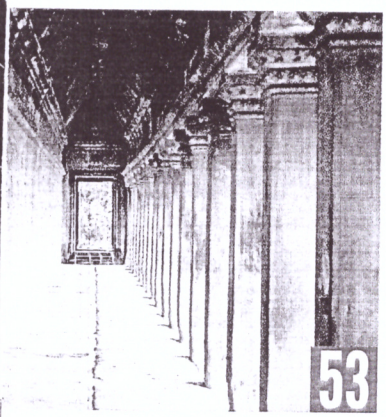

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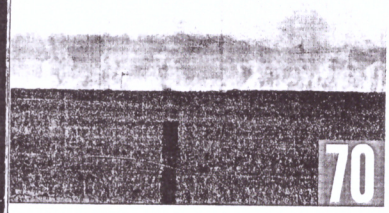

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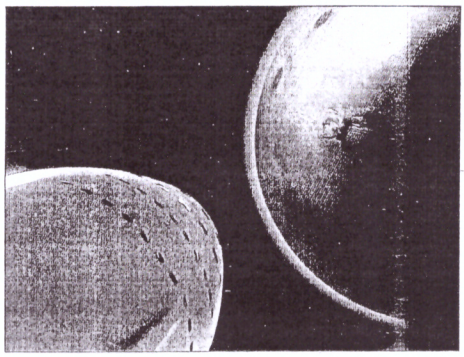

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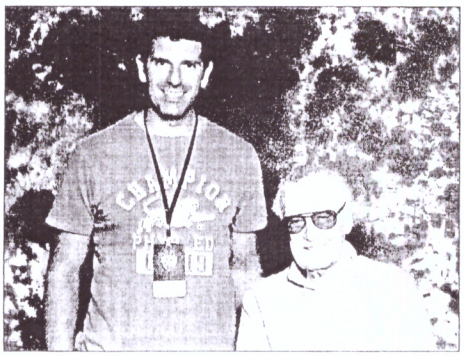

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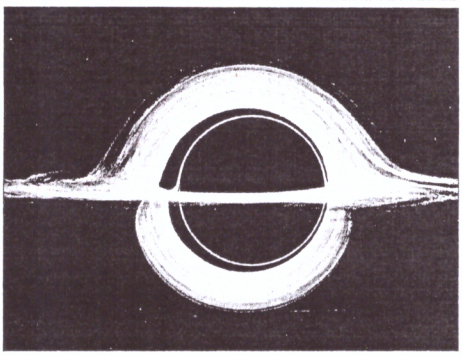

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Check out the *Physics World Weekly* podcast of 10 October for more on this year's Nobel prizes for physics and chemistry

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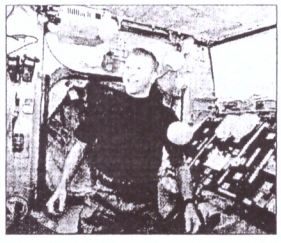

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Find out why microgravity environments are interesting places for physics experiments in the latest *Physics World Stories* podcast

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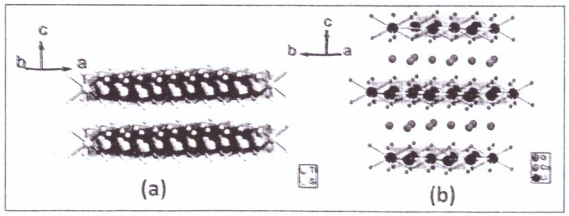

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The photograph on the front cover shows common crop seeds or grains. From left to right, the first row shows wheat, rice, sorghum, pearl millet and finger millet; the middle row shows mung beans, matki beans, red lentils, kidney beans and cowpeas; the bottom row shows chickpeas, green peas, flax, garden cress and black sesame. The photograph symbolizes tribute paid to N. I. Vavilov's idea of documentation and preservation of different crop varieties.

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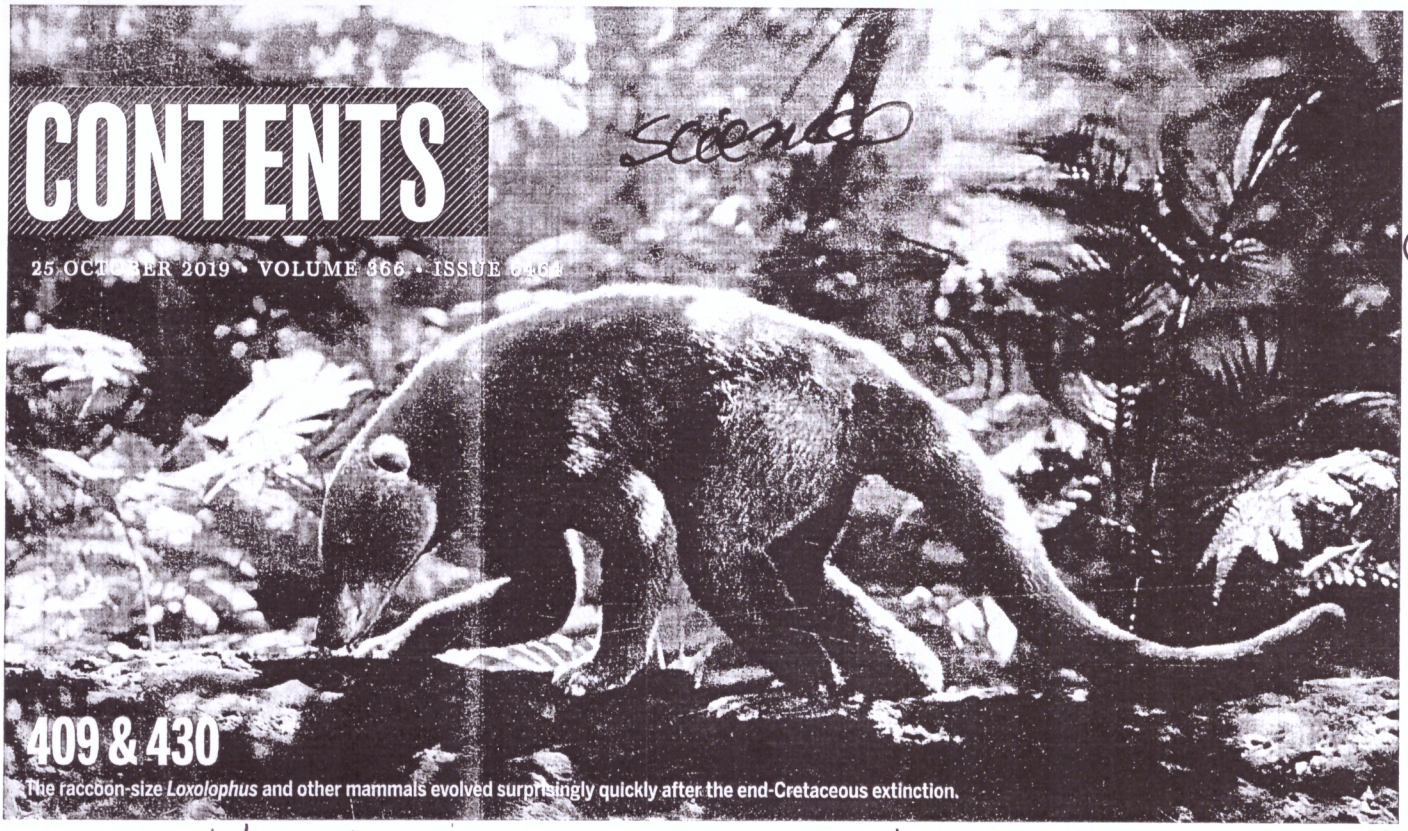

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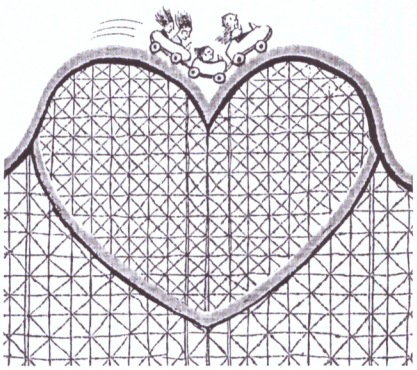

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Earthworms are major components of our world's soils and drive important ecosystem services. However, the main factors affecting their global diversity and abundance have been largely unknown until now. Climate is the main environmental factor driving earthworm biodiversity patterns, with higher local diversity and abundance occurring in temperate regions. Despite the lower local diversity in the tropics, across the entire region there may be more species overall. See pages 425 and 480.
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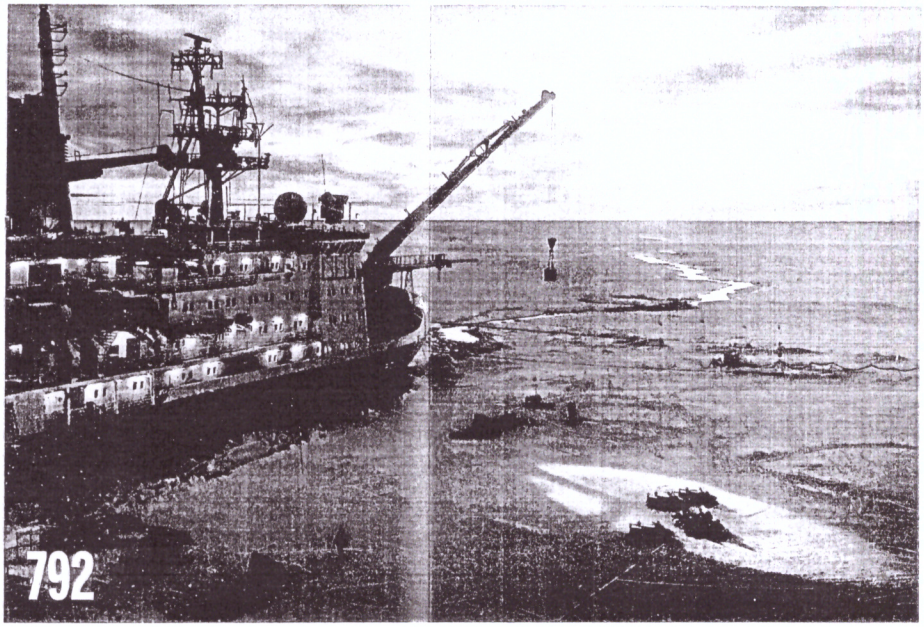

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Stylized view of the cell to illustrate that the nucleus exports RNA messages that are translated into proteins (blue) by ribosomes. Proteasomes and lysosomes degrade and recycle internalized, aberrant, or excess proteins. The endoplasmic reticulum and Golgi complex package and sort cargoes for transport to other organelles or for export from the cell. Mitochondria provide power to the rest of the cell. For more on cellular quality control, see page 816. *Illustration: Nigel Sussman*

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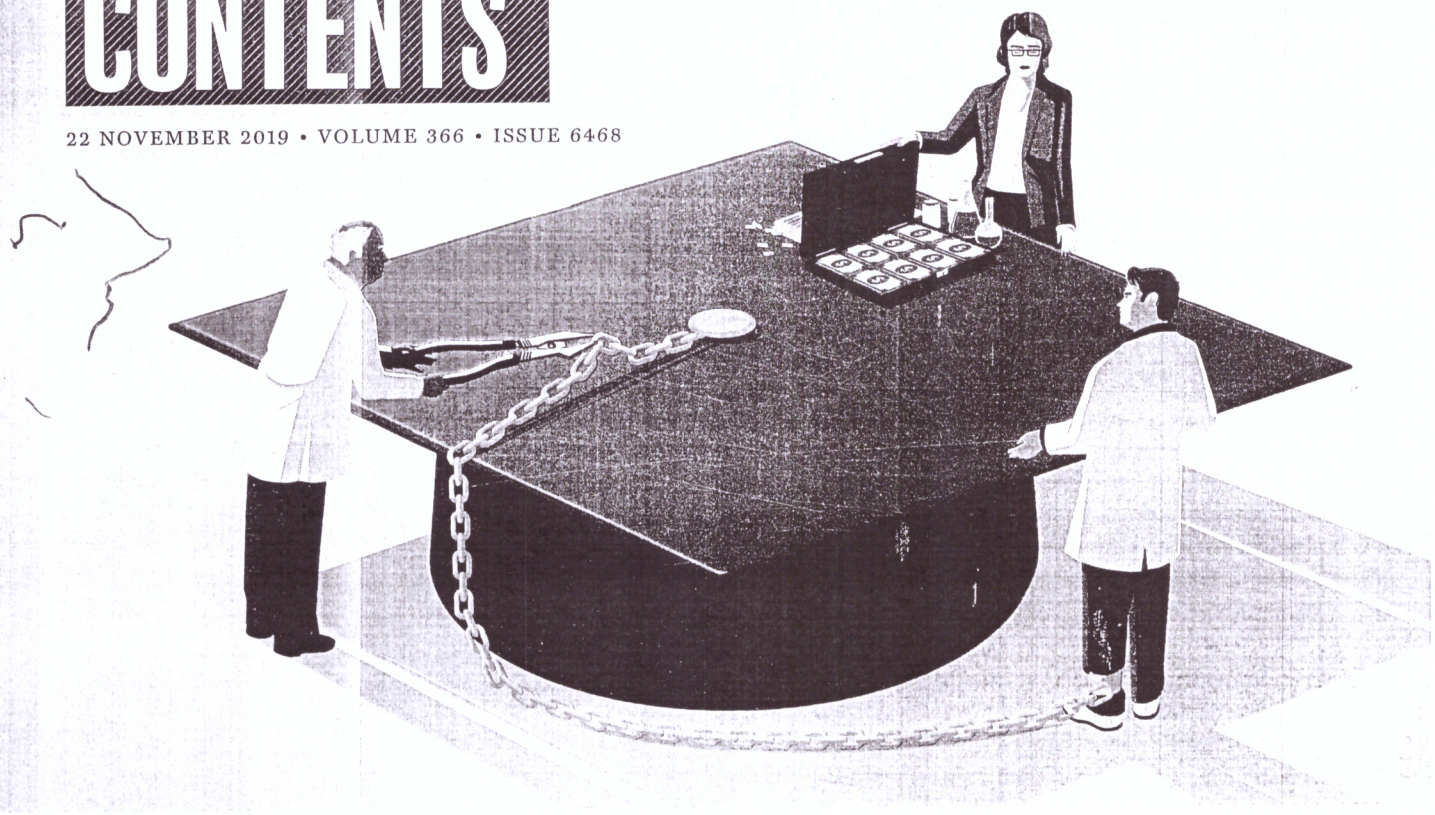

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Onthophagus sagittarius dung beetle with prominent horns on its head and thorax. The thoracic horn, an evolutionary novelty whose origin has been a long-standing mystery, is derived from the same serially reiterated tissues that gave rise to wings in the more posterior thoracic segments. By textbook definition, evolutionary novelty requires the absence of homology, yet thoracic horns, considered a classic example of this phenomenon, appear to have originated by relying deeply on their homology to wings. See pages 946 and 1004. *Photo: Alexander Wild*

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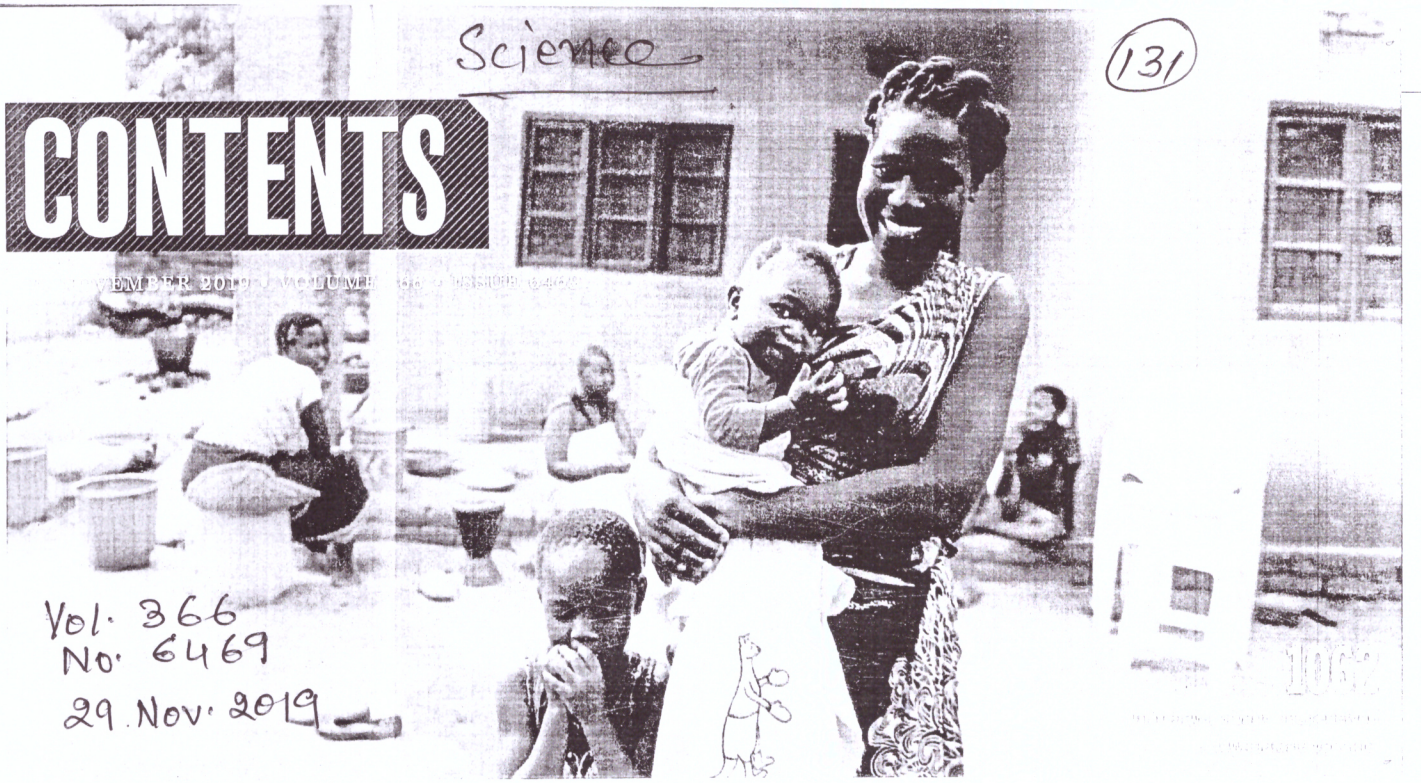

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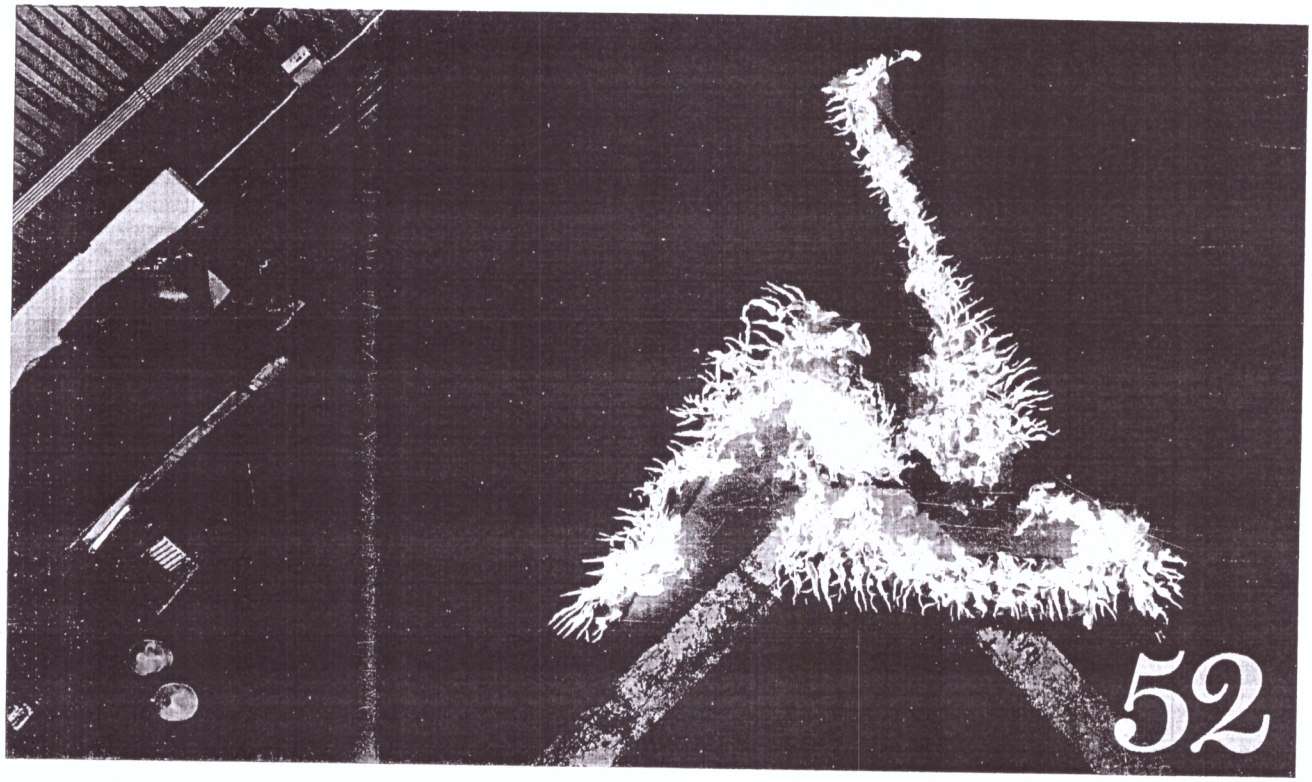

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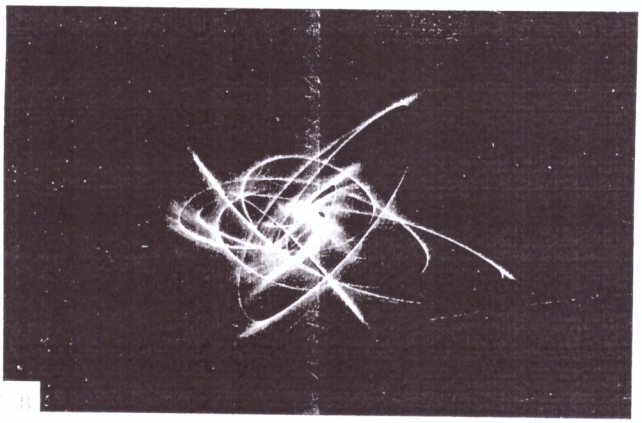

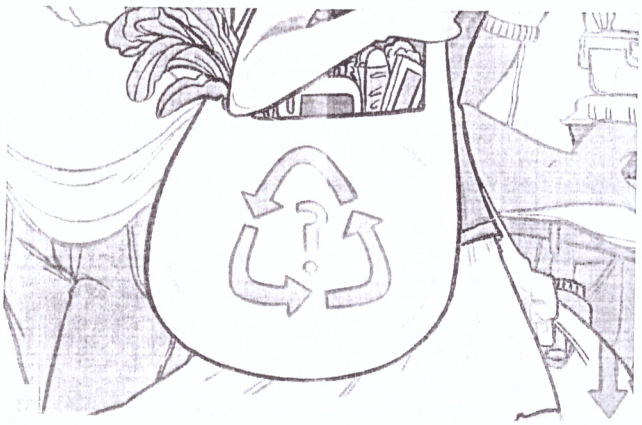



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a symposium on

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Strategic Planning: A New Tool for Creative Management of Indian Universities and Colleges

B M Naik*

With the adoption of privatization policy in education, a competitive spirit for winning in transformation to higher levels is developed in Indian education institutes. Private universities and colleges have initiated, vigorously, critical examination of the old values, institution visions and missions, work methods, needs of education, attracting students from foreign etc. demanding a change in the perceptions of people. The institutions have become ambitious and wish to outwit in local and global competition and to make most of the opportunities.

They generated a much needed competitive environment for themselves as well as for Government and aided institutes. Institutions now have developed a strong will to win. But, mere will, enthusiasm although essential are not enough. They ought to have the skills of strategic planning, monitoring, and evaluation without which they will not be able to improve and win in competition. Besides, foreign universities coming to India, are posing threat and competition to Indian universities and colleges. To be able to face the competition ably, Indian universities and colleges are required to use the technique of strategic planning.

National Assessment and Accreditation Council (NAAC) and National Accreditation Board (NAB) have started now demanding strategic plan document from institutions for accreditation. All India Council for Technical Education (AICTE), University Grants Commission (UGC), Ministry of Human Resource Development (MHRD) have been recommending strategic plan to institutions for transformation to world standards. Strategic planning raises the questions like, for what the institution exists, where it is today, where it intends to go in near and distant future, what is the road map, what is the vision statement, what are core values of the institute etc

Many institutions by common sense without following the scientific approach make such a plan. Sometimes they get it done from management consultants. These approaches are good but not good enough. The plans they prepare are never done appropriately fitting to the institution. They are done only to satisfy the authorities, whereas authorities want a strategic plan done internally within the institution, well understood and followed. The Principal of college, and Board of Governors (BOG) have to have the knowledge and skill to do it. The strategic thinking have to be imbibed in the minds of BOG members and key stakeholders of the institute. It is only then that the plan becomes relevant to institutional needs and full benefit of the strategic planning as desired are realized. Many institutions in India deserve higher standing in national and international levels, they have all the resources needed at hand but actually they fail to make a

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Review of Draft National Education Policy – 2019: Some Suggestive Measures for New Education Policy

A K Gwal* and V K Verma**

The New Education Policy 2019 (Draft) is a very well conceived policy document aimed at improving entire education system of the Country. Restructuring governance and regulation system with greater transparency, autonomy and accountability to ensure a more effective role as a facilitator is the main aim of the policy. To get rid of affiliation system, improving quality of academics, promoting liberal education to accommodate global outlook; and introducing critical thinking, experimental learning, and skill development in the curriculum are the major changes which the policy intends to bring about in the Higher Education System. The policy focuses on improving quality and quantity of research and innovation through an independent funding agency with separate funds. Proposal to create Rashtriya Shiksha Ayog, an apex body of higher education to be chaired by the Prime Minister shows the importance, education system is going to get in the future. Implementation and execution of the policy will of course, be a big challenge. Implementation time frame which is too large and may lead to dilution, compromise and confusion. For complete implementation of NEP 2019, a time period of maximum three years could be a reasonable outside limit. Implementation of education policy at times gets adversely affected due to court cases, stay orders and legal proceedings. A fast track court to deal with any issue on education policy matter be thought of to take care of such eventuality and provision be made for that in the Policy Document.

A great concern has been voiced in the DNEP towards utterly poor employability, shortage of well qualified teachers, lack of research culture and poor connect with industries. The New Education Policy should effectively address these concerns with effective regulatory system.

In Higher Education segment, following are some of the points on which the policy may need review to provide concrete solution.

Time Frame

(a) The DNEP indicates a long time frame for implementation (2030) which appears to be high. The new policy should be fully implemented by 2022 for getting maximum benefit in reasonable time frame. Roadmap and execution plan be prepared accordingly.

(b) The policy calls for discontinuation of standalone universities of professional education like Agriculture by 2030. Eleven years period is quite large. It should be reduced to two to three years (by 2021) to

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Mahatma Gandhi on the Past: Its Relevance to Present and Future#

K Paddayya*

Gandhiji had the unique distinction of employing the ancient Indian religious precept of *Ahimsa* or non-violence as a successful political weapon for evicting the British from the Indian soil. He rightly called himself "an artist of non-violence in the realm of resistance." Indeed he hoisted securely on modern political thought this simple principle forming part of code of conduct governing everyday life in India. Various epithets have been coined to capture his work and thought. Gurudev Tagore called him the Mahatma. In an exclamatory tone Einstein wrote that 'Future generations will scarcely believe that such a person ever walked on the surface of the earth.' While Gandhism has entered the vocabulary of political theory, the Hindi film *Lage Raho Munna Bhai* (2006) has made Gandhigiri an effective practice in daily transactions. From his side Gandhiji shunned all honours and disowned any 'ism'. He merely called himself a practical idealist. Surely, there is also no lack of doubting Thomases and detractors. Barak Obama, the former American president, expressed doubts about the usefulness of non-violence in the aggressive modern world. Nearer home we have our own detractors.

In 2019, we are celebrating the 150th birth anniversary of Gandhiji. Surely many meetings and seminars would be held across the country to remember him and his legacy. As part of these celebrations, the Ministry of Culture, jointly with Confederation of Indian Industry and National Gallery of Modern Art, New Delhi, has put up in May this year an exhibition called "Our Time for a Future Caring" at the International Art Exhibition forming part of 58th Venice Biennale (Dalmia 2019). It runs till November and projects seven art works created by famous artists of our country. All these art creations have non-violence as the central theme. For instance, there is Nandlal Bose's black-and-white painting of Gandhiji marching resolutely to Dandi with his 'mighty weapon' – a stick – to protest against the salt tax imposed by the colonial government. Then there is the picture of scantily clad Mahatma arriving at Buckingham Palace for tea with King George V and Queen Mary. M.F. Husain's painting of Gandhiji striding forward without any feelings on his face symbolizes common man and his ability to survive the many odds that he faces in daily life. Sending a message of warning to the strife-filled contemporary world is Jitish Kallat's fog-screen (with unrolling scripted lines) depiction of the open letter which Gandhiji wrote to Hitler appealing for peace a little before the beginning of World War II. It is reported that these and other works are creating a bewitching effect on the viewers coming from different parts of the world. Many years ago Lord Attenborough's film *Gandhi* created a similar effect. In our own land he is of course still held in high esteem. In Pune I live in a housing society adjacent to the Aga Khan Palace in which Gandhiji was kept as a prisoner during the

#The Article is published to Comemmorate 150th Birth Anniversary Year of Mahatma Gandhi

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Integrating National Ethos and Ancient Wisdom with Education

Bhagwati Prakash Sharma* and Jaya Sharma**

Several contemporary archeological, archeogenetic epigraphical, historical, scriptural and scientific studies corroborating and validating our ancient scriptural wisdom, rich heritage and ancient cultural ethos deserve integration with many of our current disciplines of studies as well. The high and exemplary standards of public morals of Indian society had even been praised by the Greek ambassador Megasthanes,[1] who adorned the court of Chandragupta Maurya from 302-298 BC, in his historic compendium on India, entitled the '*Indica*' by stating that people in India had so high virtues' of self-righteousness that even during war time, when the armed forces of two enemy kings got engaged in fierce fighting, the village folks and farmer-families continued to work fearlessly in their farms, as the national ethos of "*Dharma*" were so firmly ingrained into the minds and conscience of the soldiers that they never thought of hurting civilians, even of the enemy kingdom. Likewise, all our vast scriptural treatises are so reminiscent of such an advance civilization which was replete with immense and ultimate scientific intellect, vast and diverse doctrinal wisdom of social and behavioral sciences and a broad range of humanities from linguistics to history of ancient past of remote antiquity.

Historical and Civilisational Issues

All our historical narrations in the contemporary curricula are replete with unfounded Aryan Invasion in 1500 BC. The Aryan Invasion Theory (AIT) is devoid of any scientific, archeological or scriptural base or support. To the contrary, several hundred scientific studies, conducted by scientists from across the world, refute it altogether. All scientific studies reveal that climatic changes in 2700 BC led to the desertion of Harappan and other contemporary civilizations from Tamil Nadu to Iran in that era. The British assertion of Aryan aggression on Harappans in 1500 BC hold no ground, as the Harappan and other contemporary towns were deserted at least 1000 years in before 2500 BC due to climatic adversities.[2] Another corollary of AIT was Aryan-Dravidian divide aimed at creating rift between north and south Indian populations. It was also out of the British conspiracy to create a baseless divide and antagonize people against each other. A host of studies, including archeo-gentric studies have proved that the north as well as south Indian people as well as people of different castes and tribes had common ancestors. A path breaking study by Centre for Cellular and Molecular Biology and Harvard Medical School has firmly established genetic oneness of people of *Bharat*. The study analyzed 5,00,000 genetic markers across the genomes of individuals from 25 diverse groups from 13 states. All the individuals were from six-language families and erstwhile 'upper' and 'lower' caste and tribal groups. It became impossible to

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on

Developing Employability and Entrepreneurship as Cornerstones in Higher Education

on the Occassion of

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at

Shri Mata Vaishno Devi University, Katra

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Improving Access and Governance Reforms in Indian Higher Education

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Crossing Barriers and Breaking Stereotypes to Facilitate the Education of Differently Abled Students: Need of the Hour for Indian Higher Education System

Ranjana Mary Varghese*

If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl. But whatever you do, you have to keep moving forward." This famous line by Martin Luther King Jr. is definitely an inspiration to many differently abled people across the globe.

The Persons with Disabilities Act 1995 indicates that differently abled persons should have access to education at all levels. The Rights of Persons with Disabilities Bill - 2016 was passed by the Lok Sabha which replaced the existing PwD Act, 1995, which was enacted 21 years back. The types of disabilities have been increased from 7 to 21. Also the Reservation in vacancies increased from 3% to 4%. According to the 2016 Bureau of Labor Statistics', Current Population Survey, 4.6 of every 100 people working in education is a person with a disability. According to the Digest of Education Research, there are 4.6 million people working as teachers in Pre-K through post-secondary schools in the United States of America. If we apply the Labor Bureaus demographic data to the Education Research Data, we can roughly estimate that 4.6% of teachers working in Pre-K through Post-Secondary settings have a disability. That's roughly 210,000 people working in the field of education, who have a disability. The unemployment rate for persons with a disability was 8.0 per cent in 2018, more than twice the rate of those with no disability (3.7%).

Moreover, Villegas and Irvine's (2010) research showed when children are exposed to role models like themselves within professions, they are more likely to perceive that profession as a career possibility for themselves. Figures on India's differently abled are not entirely known. The National Association for the Deaf estimates 18 million are hearing-impaired in India; the '2016 Disabled Persons in India: A Statistical Profile' national sample survey estimated 5.07 million. But numbers are not as effective as data, which the 2012 Manual on Disability Statistics describes as "numbers in context". Data on the total disabled demographic in India suggests that only a third of them of them are employed (36 per cent), with nearly twice as many men than women (47% vs 23%) having jobs. A 2011 International Labour Organisation (ILO) report found that 73.6 per cent of India's disabled are outside the labour force. If the disabled already have problems, unemployment and gender disparities compound them. Semantics on the disabled suggests that the word itself—'disabled'—marks them out for a life without ability. This is the reason why some are calling for the words "differently abled" to be used instead. Linguistically, it can be easy enough to put such changes into practice.

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