# EDUDOC SERVICES: CURRENT CONTENT




# CURRENT CONTENTS

**February - 2020**


## LIBRARY AND DOCUMENTATION DIVISION

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**National Council of Educational Research & Training**

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**J.P. Anand**



## 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 February 2020.

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,
NCERT, New Delhi

| Sr. No. | Name of Journals | Vol. | Issue | Month | Year | Pages |
|---|---|---|---|---|---|---|
| | **Economics** | | | | | |
| 1. | Economist | 434 | 9175<br>9176<br>9177<br>9178<br>9179<br>9180<br>9181<br>9182 | 4 Jan<br>11 Jan<br>18 Jan<br>25 Jan<br>1 Feb<br>8 Feb<br>15 Feb<br>22 Feb | 2020 | 17-32 |
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| 3. | Quarterly Journal of Economics | 134 | 1 | Feb | 2019 | 75 |
| | **Education** | | | | | |
| 4. | International Journal of Educational Development | 63<br>69<br>70 | | Nov<br>Sep<br>Oct | 2018<br>2019<br>2019 | 43-45 |
| | **Educational Psychology** | | | | | |
| 5. | Journal of Educational Psychology | 112 | 1<br>2 | Jan<br>Feb | 2020 | 49-52 |
| | **Educational Research** | | | | | |
| 6. | शैक्षणिक संदर्भ | 12 | 69(126) | Jan-Feb | 2019 | 78 |
| 7. | Assessment for Effective Intervention | 45 | 1 | Dec | 2019 | 3 |
| 8. | Assessment in Education: Principles, policy & Practice | 26 | 6 | Dec | 2019 | 4 |
| 9. | Harvard Educational Review | 89 | 4 | Winter | 2019 | 34-35 |
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| | **Library Science** | | | | | |
| 13. | IASLIC Bulletin | 64 | 4 | Dec | 2019 | 36 |

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Volume 88, No. 1
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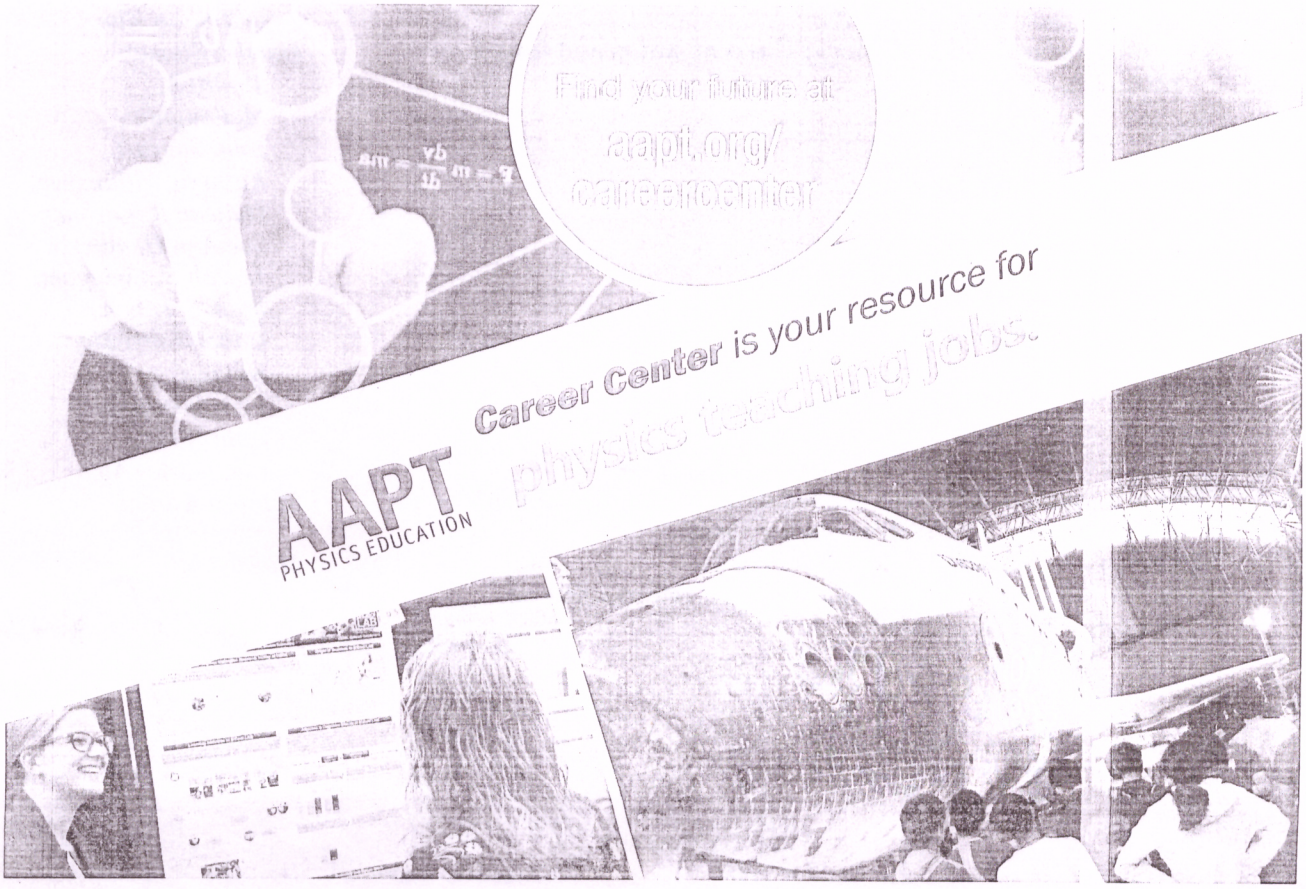

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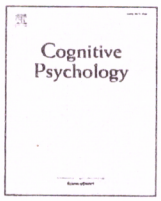


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*Cognitive Psychology is covered in Current Contents/Social & Behavioral Sciences, ERIC, PsycINFO Psychological Abstracts; Research Alert and Social Sciences Citation Index. Also covered in the abstract and citation database Scopus®. Full text available on Science-Direct®.*

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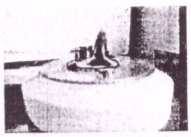

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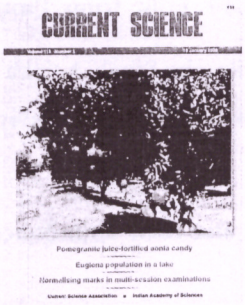


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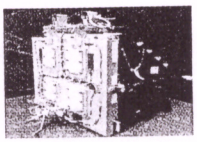

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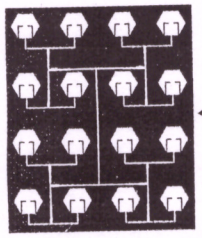

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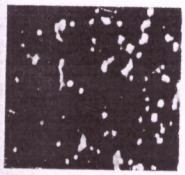

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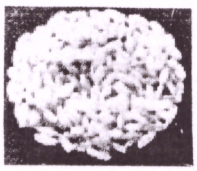

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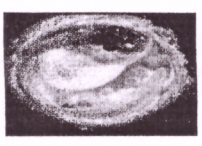

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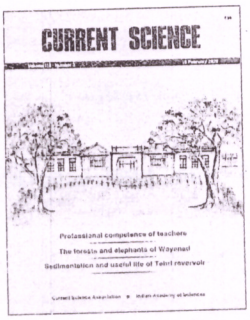


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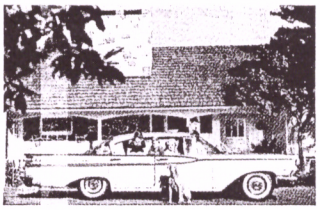


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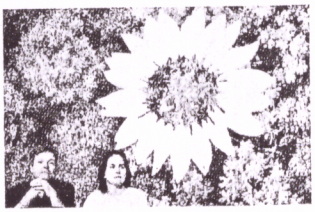

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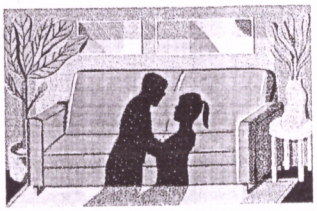

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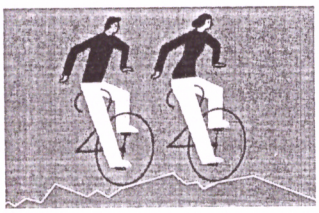

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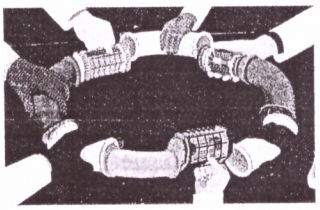

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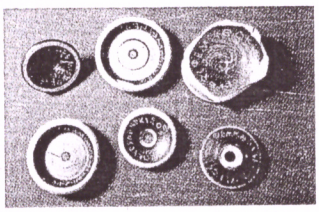

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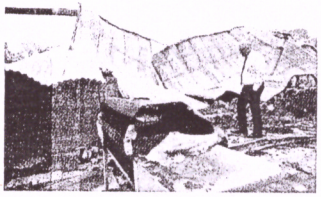


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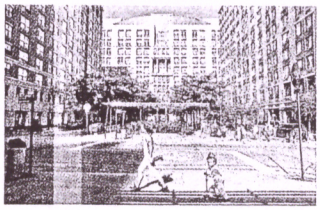


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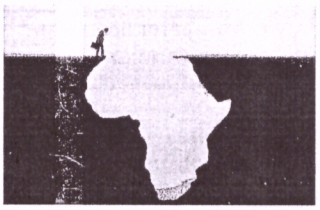

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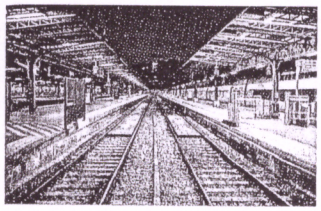


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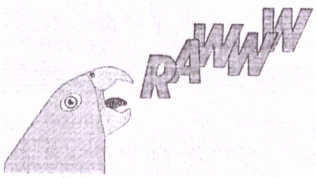



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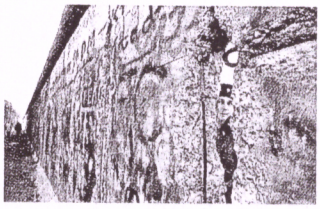


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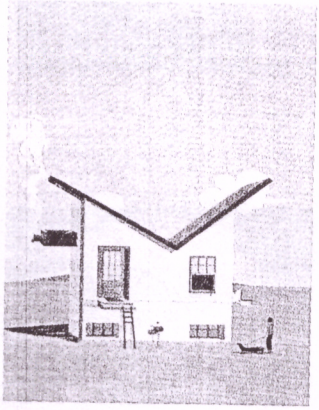

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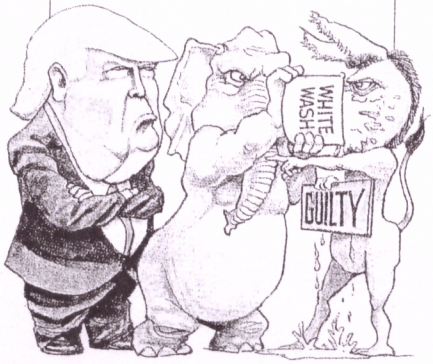



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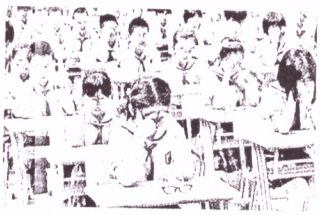


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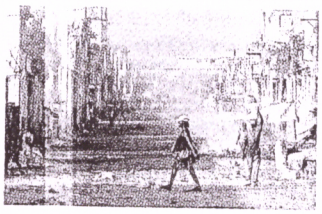


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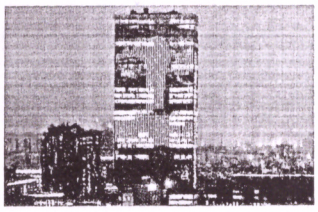

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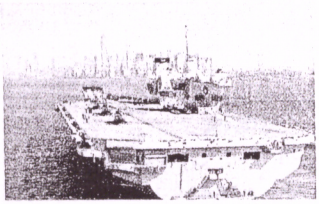

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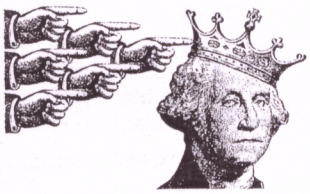

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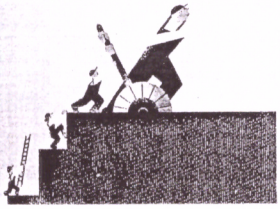

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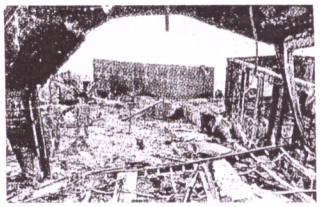

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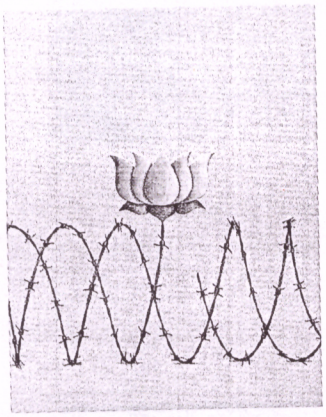

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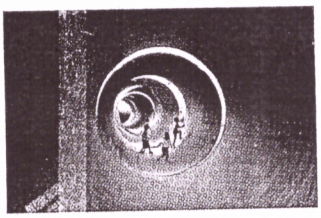


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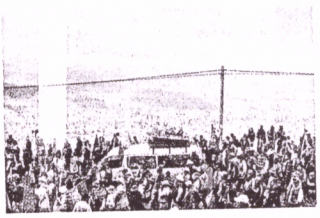


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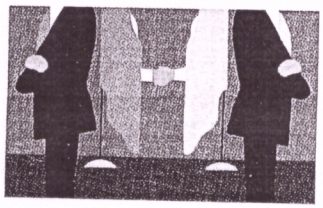

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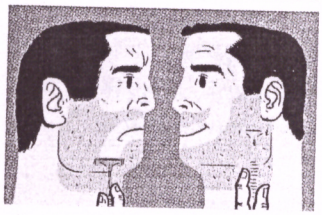

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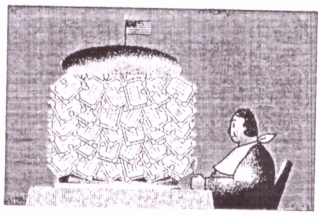

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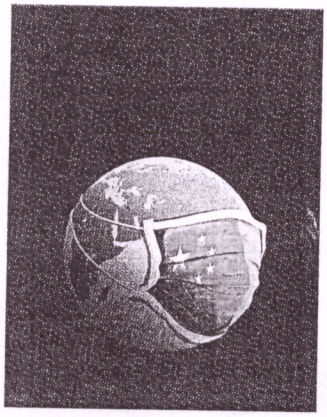

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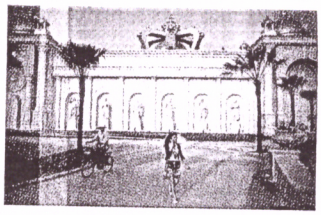


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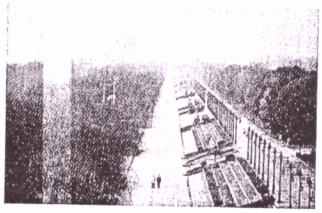


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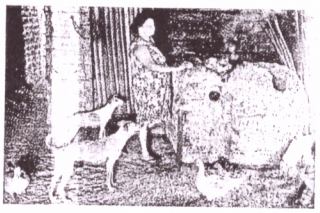

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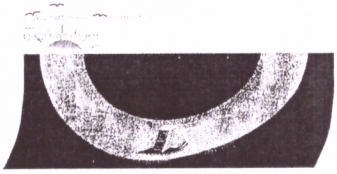


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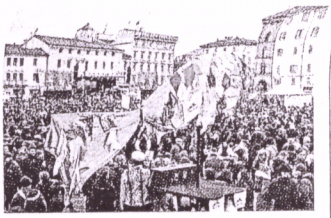


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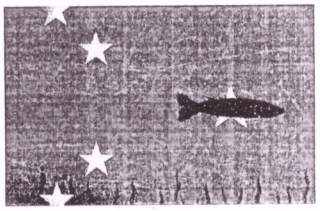


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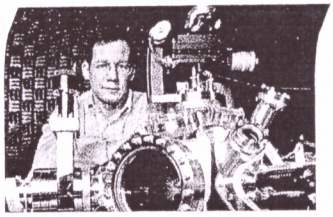


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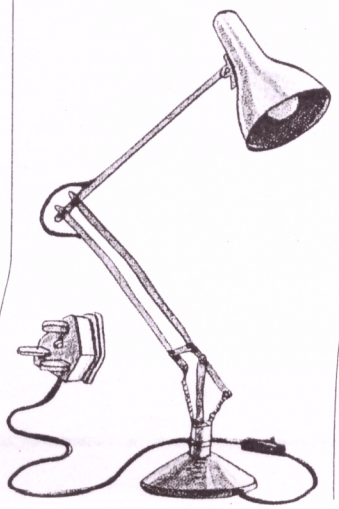


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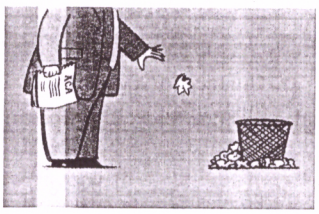


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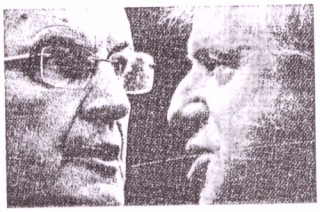

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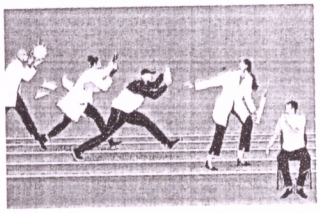

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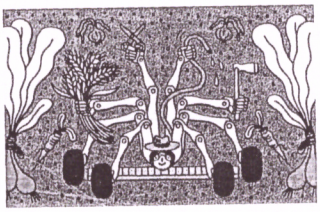

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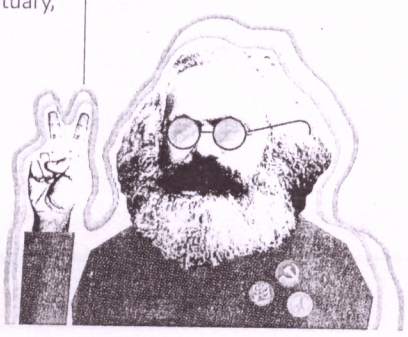


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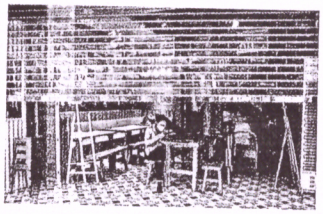


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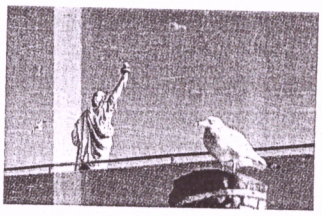


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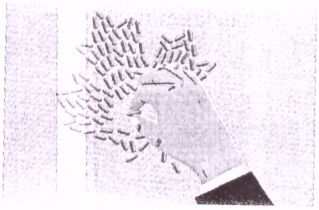

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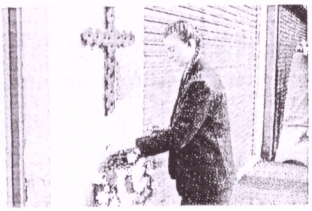

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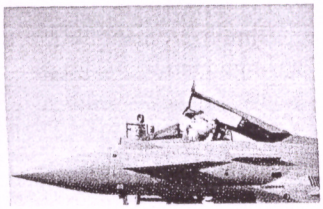

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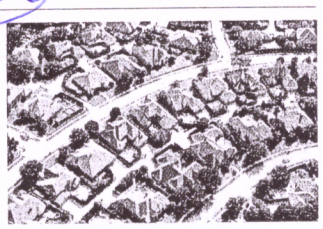

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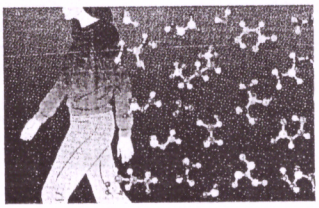

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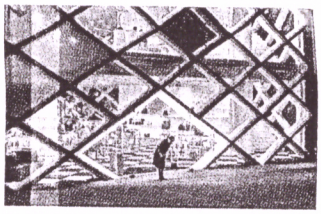


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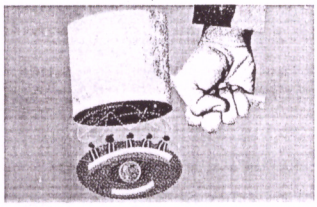

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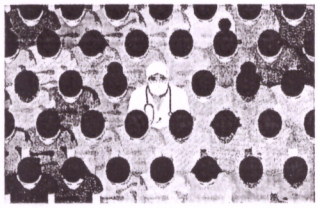

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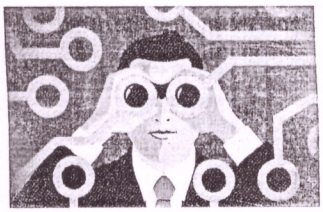

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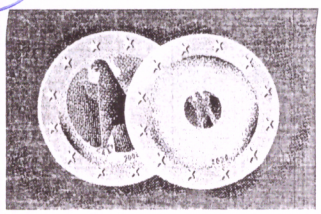

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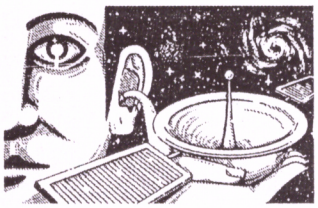

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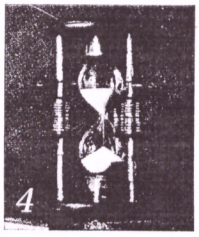


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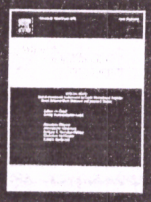

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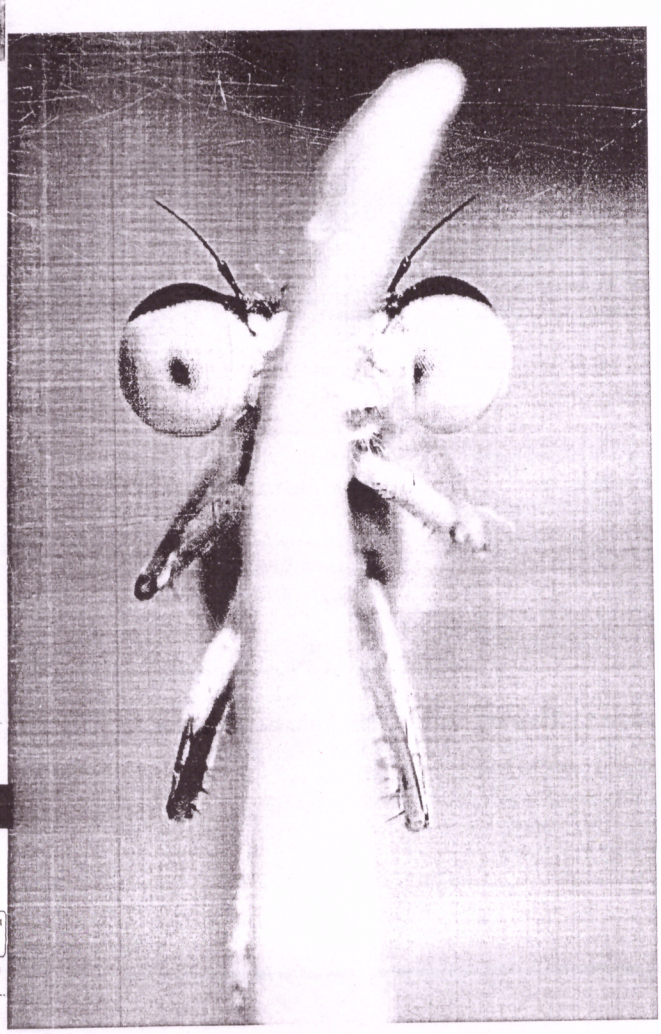

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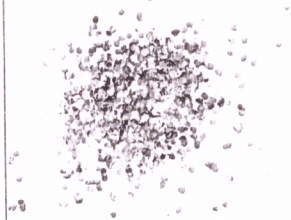

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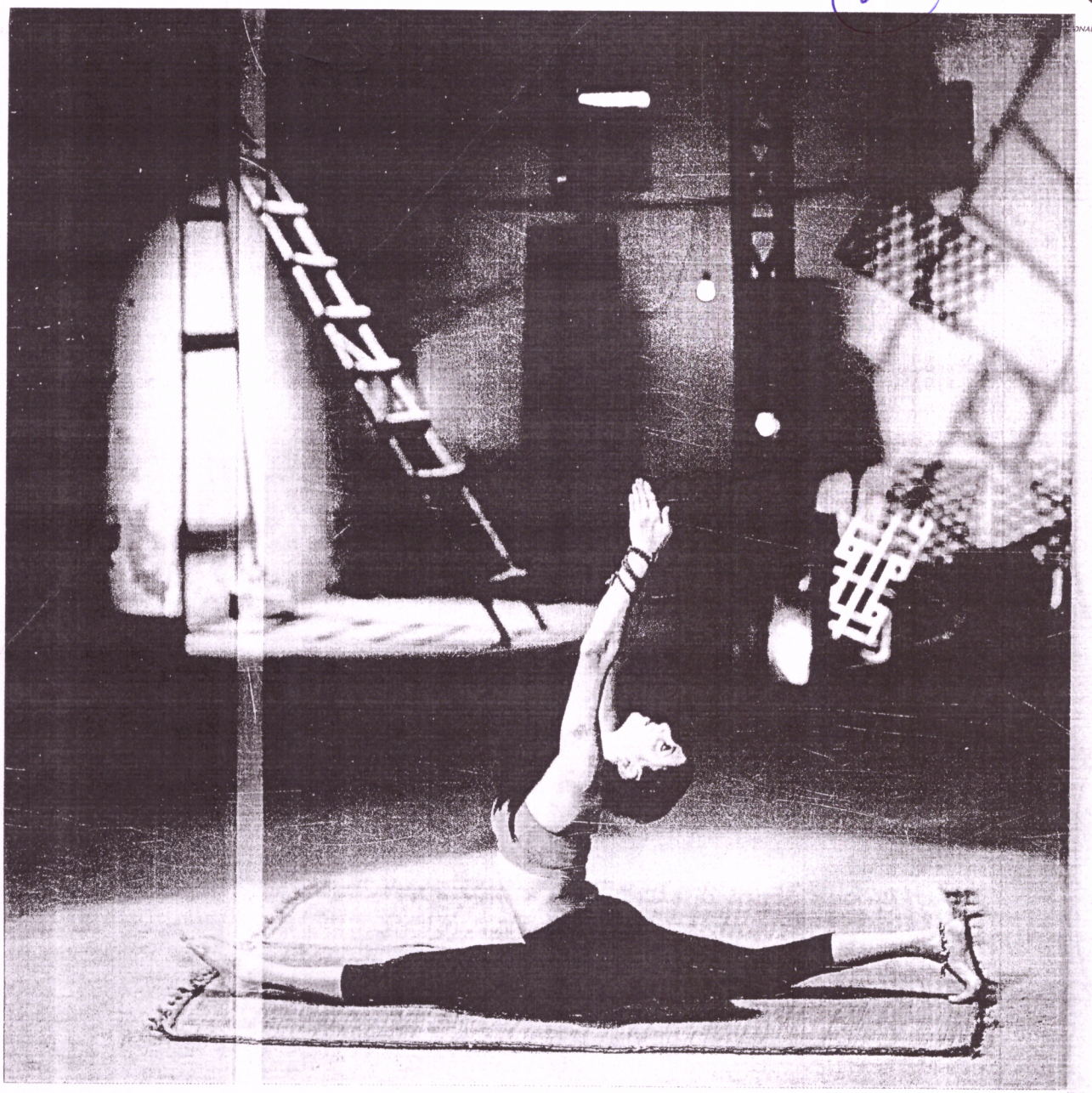

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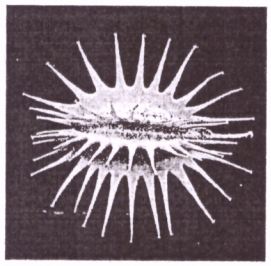

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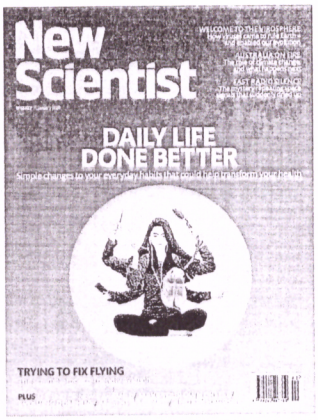


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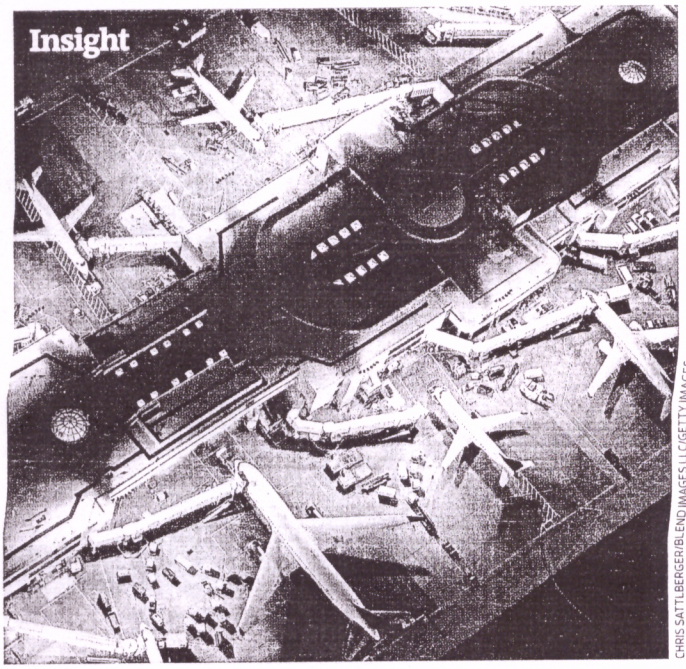


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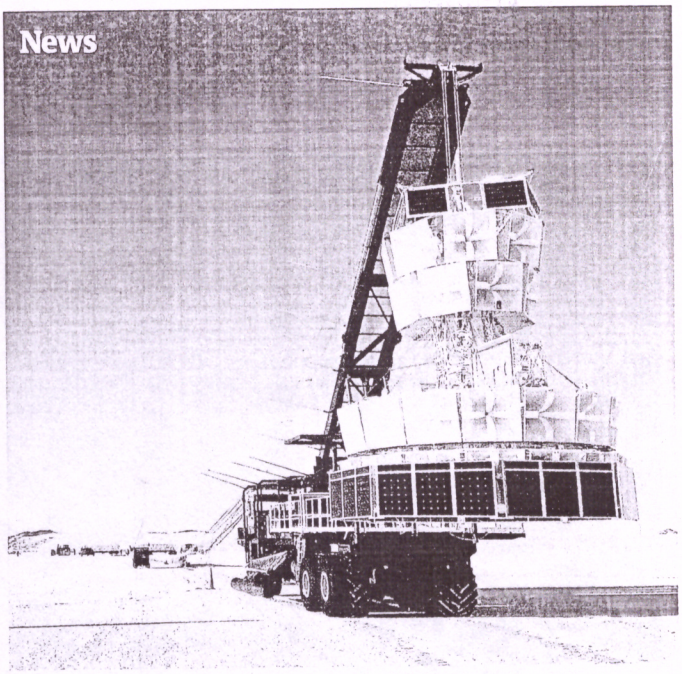


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Join six expert speakers in London on 29 February for a one-day masterclass. Find out more at newscientist.com/events

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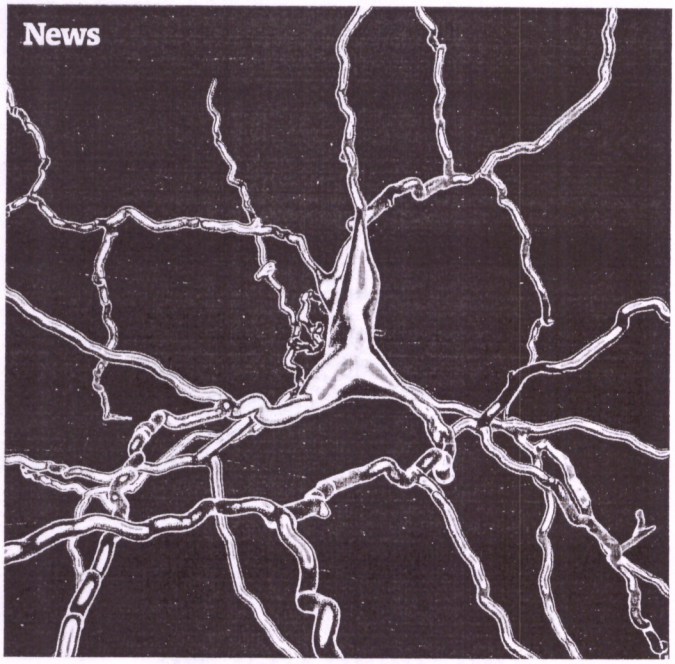


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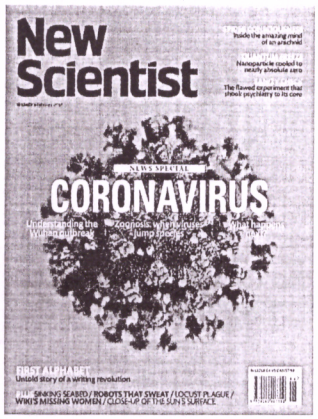



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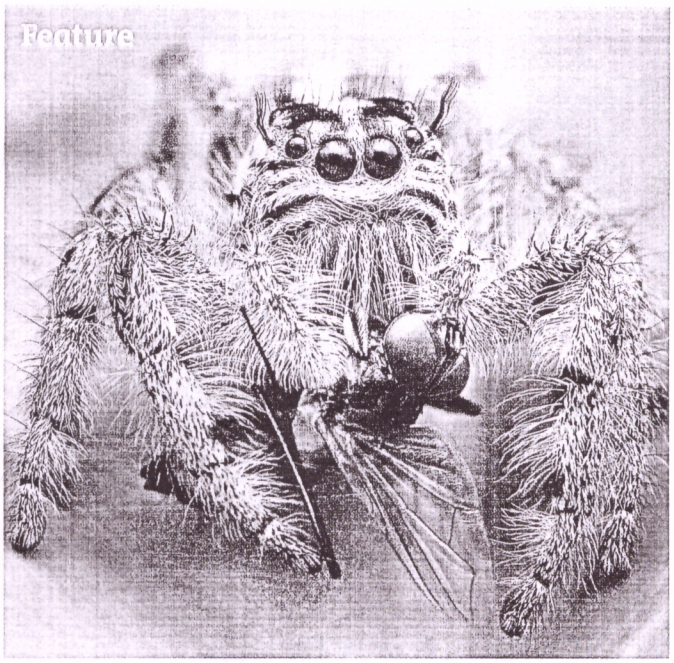


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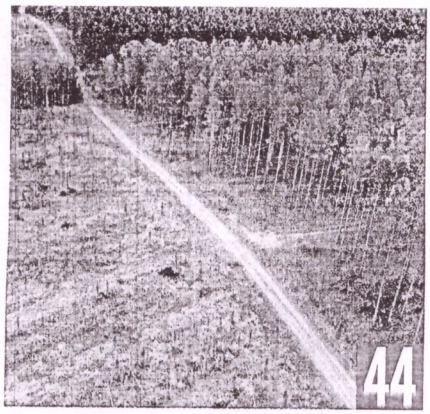



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David Kramer

As the world continues to spew carbon dioxide at record levels, it's becoming clear that emissions reductions alone can't prevent the greenhouse gas from rising to dangerous levels.




**ON THE COVER:** Carbon dioxide emissions are expected to reach record levels this year, even as the need for dramatic reductions is becoming more obvious. Beginning on **page 44**, PHYSICS TODAY's news editor David Kramer reviews some of the ways to remove $CO_2$ directly from the atmosphere. Shown here is a Climeworks plant that uses direct air capture. The Swiss company is the first to commercially deploy the technology. (Photo courtesy of Climeworks.)

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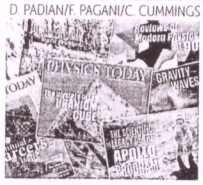

### Best of 2019

Take a look at PHYSICS TODAY's most popular stories from last year, including several that can be found only online. Topics include a baffling crystal that melts at two different temperatures and an explanation of why Mercury is, on average and most frequently, the nearest planet to Earth.
*physicstoday.org/Jan2020a*

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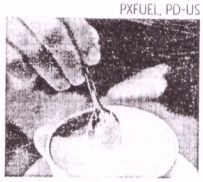

### Sound of solutes

Recently a research team was able to distinguish between sand from different beaches by analyzing the sound of a stirrer mixing the samples into an acidic solution. David Adam explains how a cup of hot chocolate led to the development of a technique that characterizes solids via acoustic measurements.
*physicstoday.org/Jan2020b*

NOAA



### 5G and weather

In November an international delegation agreed on an emission standard for 5G telecommunication networks operating at 24 GHz. PHYSICS TODAY's Alex Lopatka reports that many meteorologists think the new limits aren't strict enough to avoid contaminating the data collected by moisture-tracking weather satellites.
*physicstoday.org/Jan2020c*


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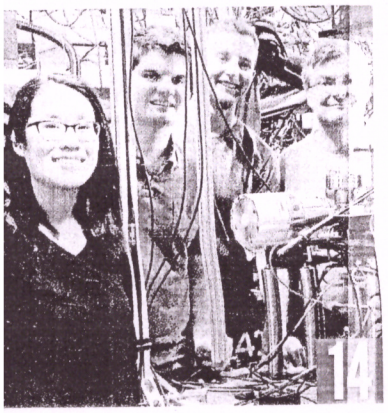

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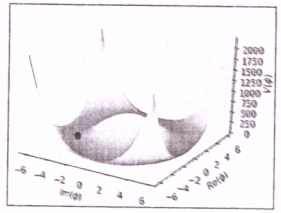

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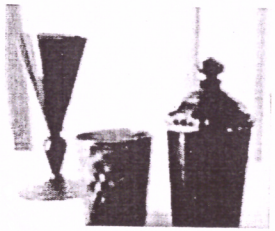

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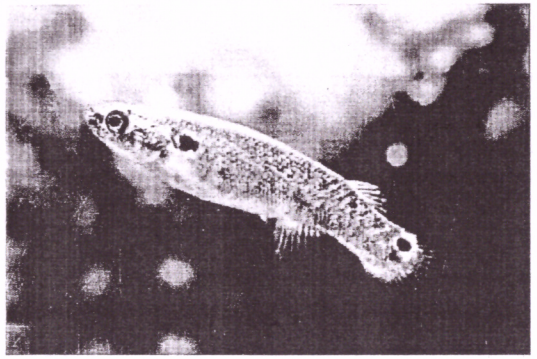

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The cover image features the painting on an easter egg made by Alexander Grothendieck. The GRR theorem and Tate isogeny theorem are stated on the egg. Grothendieck gifted it to Tate on the easter day of 1964.

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John Torrence Tate Jr.
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For all practical procedures described in *SSR*, we have attempted to ensure that:
- all recognised hazards have been identified;
- appropriate precautions are suggested;
- where possible procedures are in accordance with commonly adopted model risk assessments;
- if a special risk assessment is likely to be necessary this is highlighted.

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

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

Readers requiring further guidance are referred to:
*Hazcards* (CLEAPSS, 2016 and updates)
*Topics in Safety, 3rd edn* (ASE, 2001; updates available at www.ase.org.uk/resources/topics-in-safety
*Safeguards in the School Laboratory, 11th edn* (ASE, 2006)
*Preparing COSHH Risk Assessments for Project Work in Schools* (SSERC, 1991)
SSERC hazardous chemicals database (www.sserc.org.uk/health-safety/chemistry-health-safe/hazchem_database-2/)
*Be Safe! Health and Safety in School Science and Technology for Teachers of 3- to 12-Year-olds*, 4th edn (ASE, 2011)

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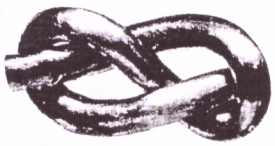

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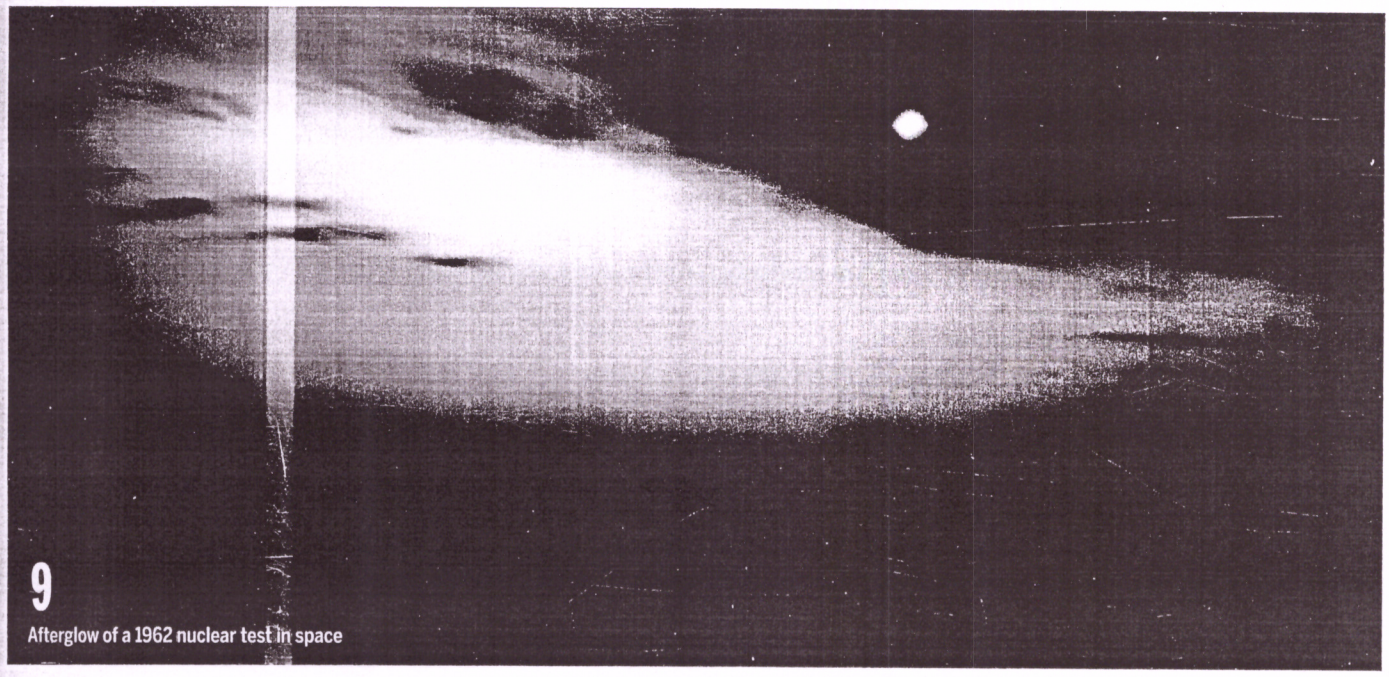

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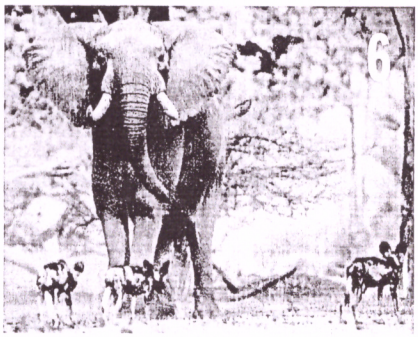

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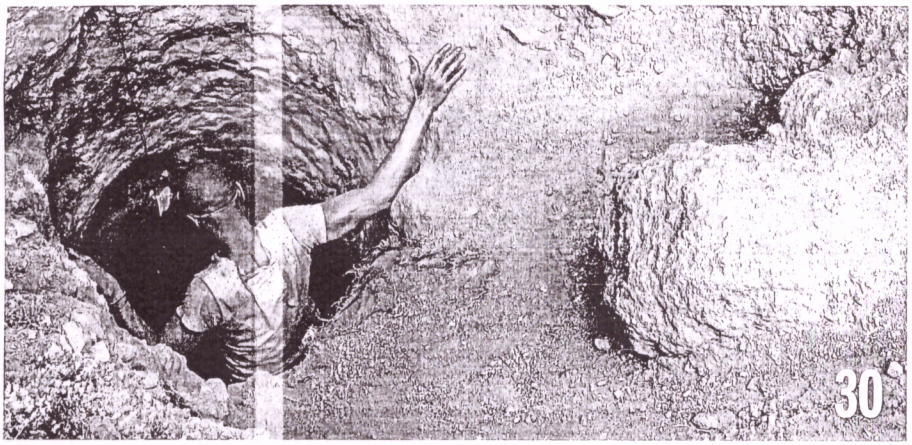


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Immature trap of the carnivorous plant *Utricularia gibba* (~200 μm in width), illustrating its two-layered cellular structure. Such cup-shaped leaves have evolved multiple times as a mechanism for trapping animals. Analyzing *U. gibba*, researchers used a combination of molecular genetics and computer modeling to reveal how shifts in gene expression domains can account for repeated evolution of cup shapes from species with planar leaves. See pages 24 and 91. *Image: Karen Lee and Claire Bushell*


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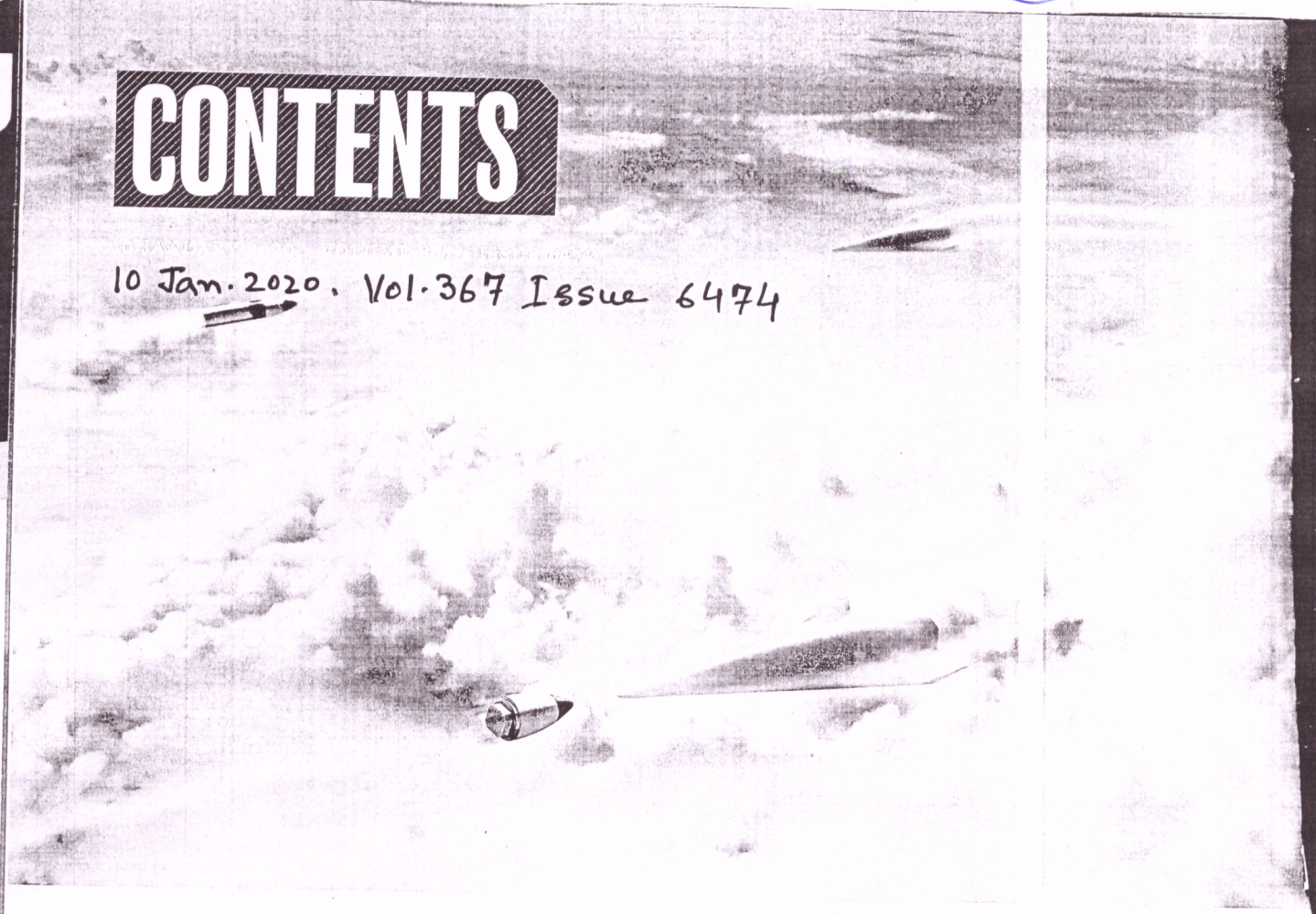

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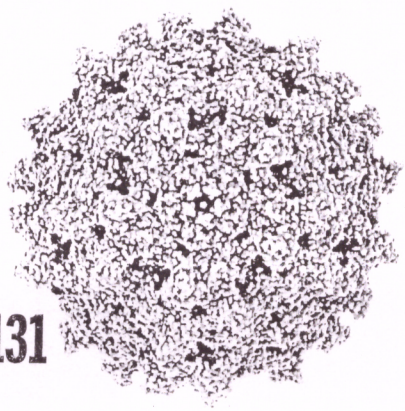

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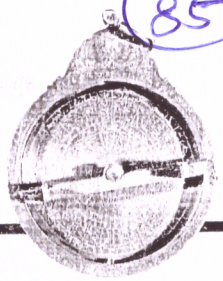

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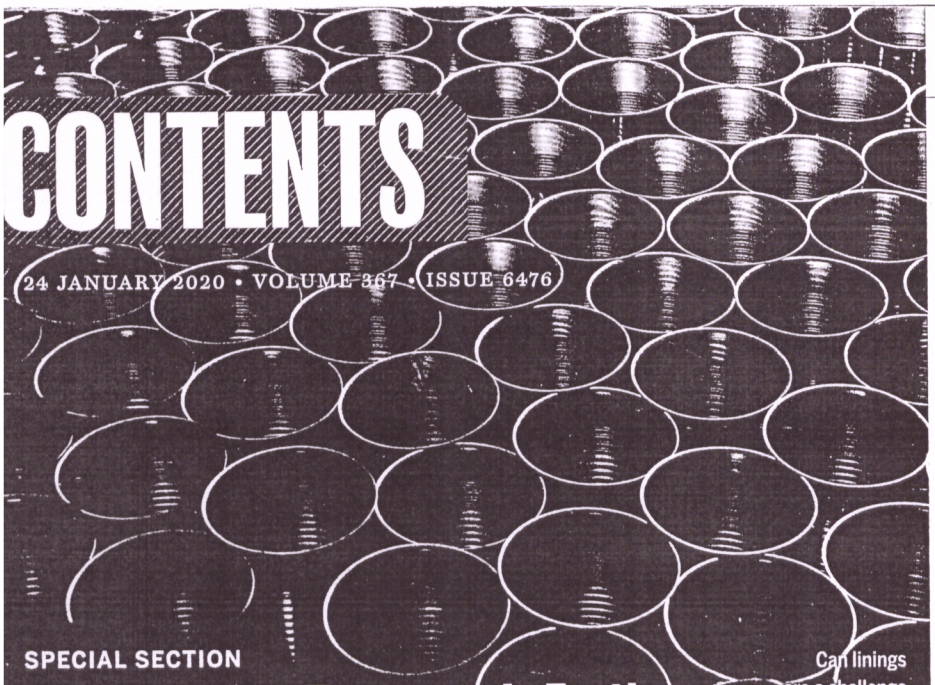

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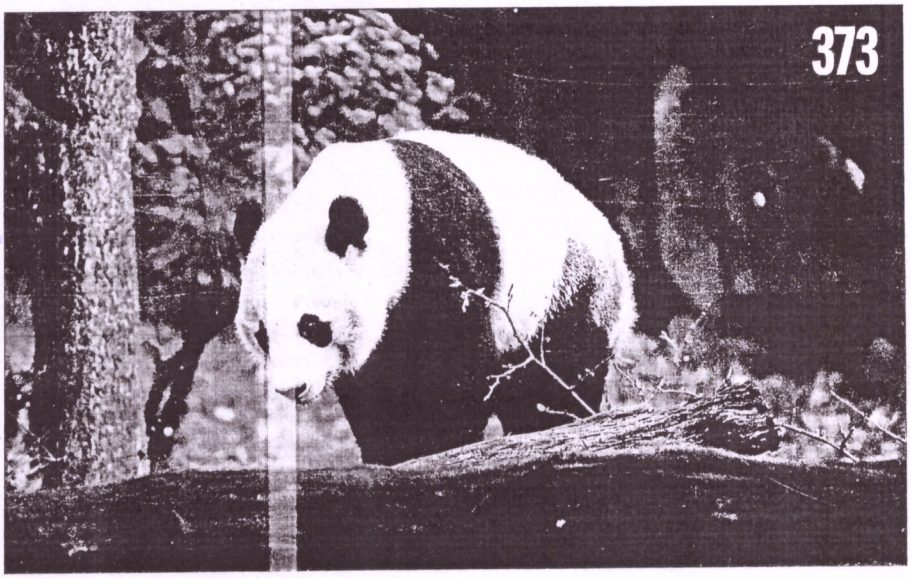


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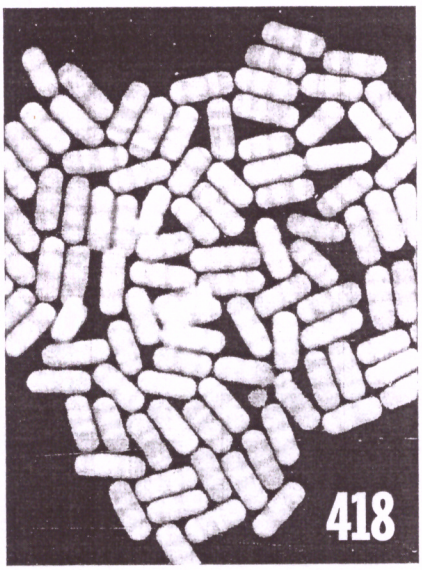


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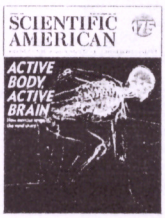


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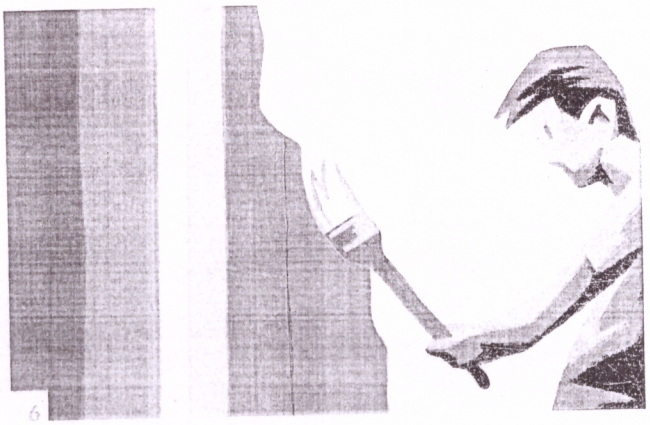



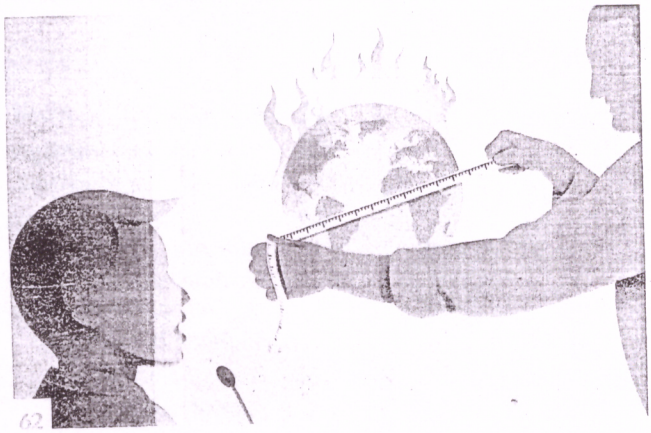


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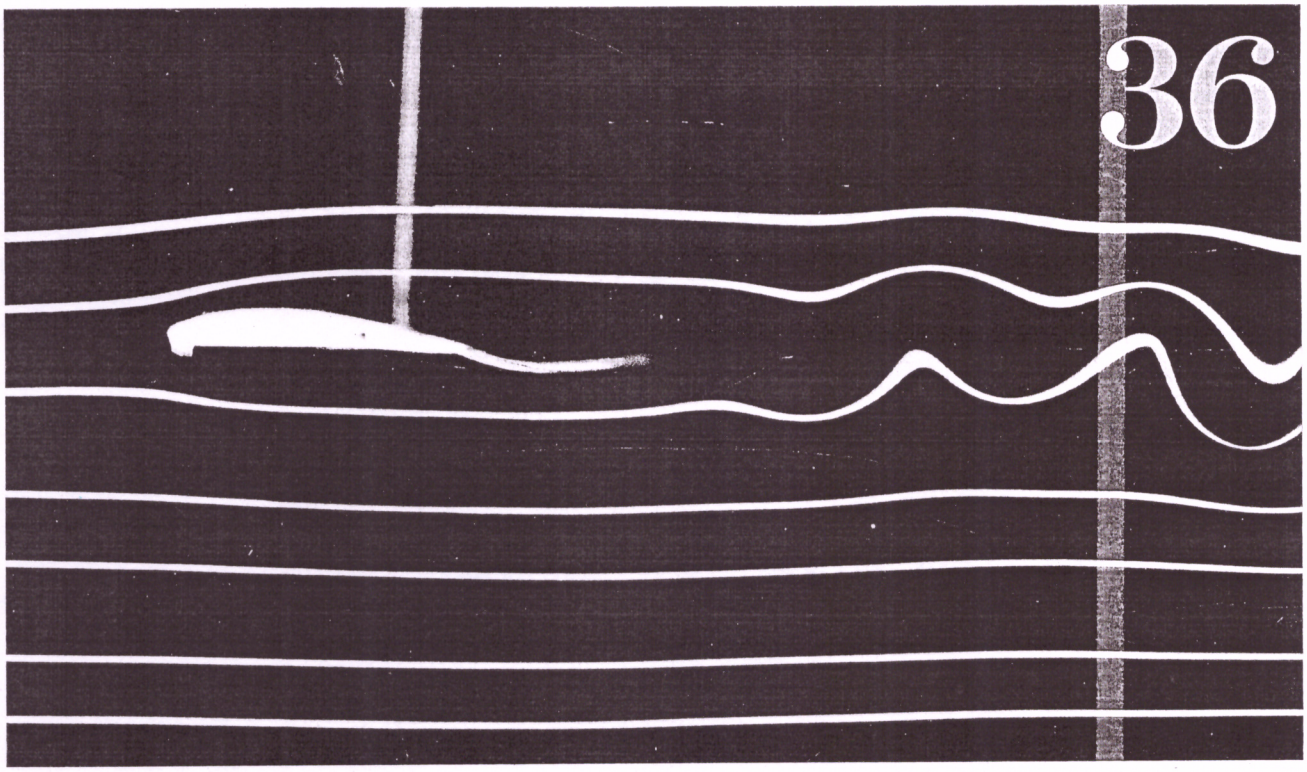


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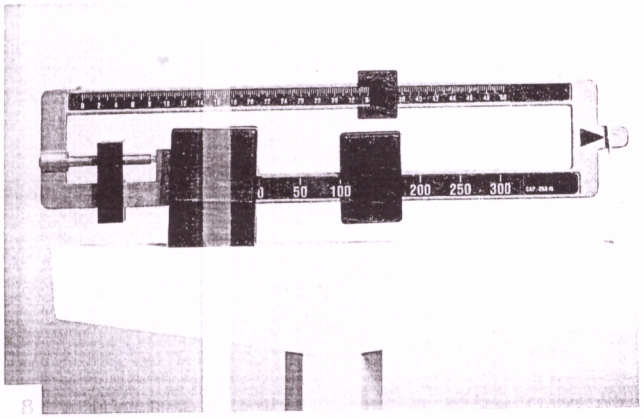

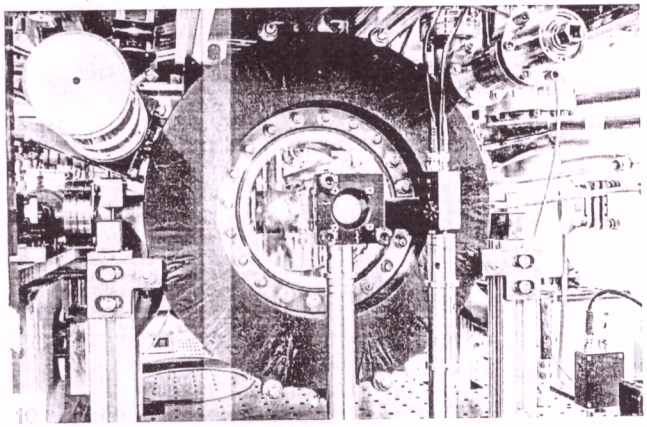

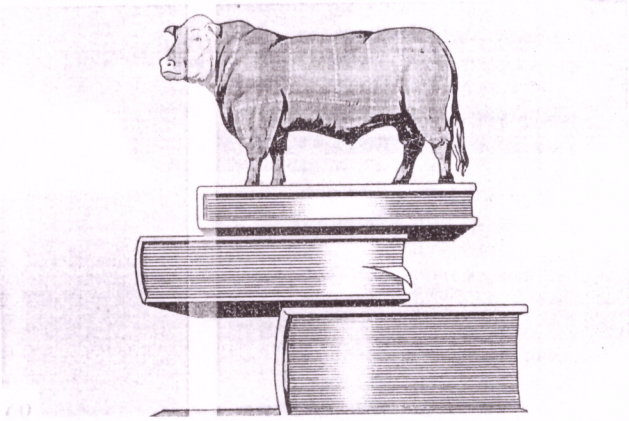


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# UNIVERSITY NEWS

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Fascinating Journey of Women Empowerment in India: With Special Reference to National Movement

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Facilitative Technology: Women and the Secret Radio in the Quit India Movement

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# Fascinating Journey of Women Empowerment in India: With Special Reference to National Movement


**K Murugan* and K Jothi Sivagnanam****


In Indian society, man and woman are considered as two wheels of life, though woman has to play a multi-faceted role in the form of mother, wife, sister and a source of inspiration. Mahatma Gandhi said that woman is the companion of man, gifted with equal mental capacities. She has the right to participate in every detail in the activities of man. She has an equal right of freedom and liberty with him. She is entitled to a supreme place in her own sphere of activity as man is in his. This ought to be the natural condition of things and not as a result only of learning to read and write. By sheer force of a vicious custom, even the most ignorant and worthless men have been enjoying superiority over women, which they do not deserve and ought not to have. Many of our movements failed to achieve success because of the condition of our women. The position of women in a society is the true index of its cultural and spiritual attainments. In the Vedic age, women enjoyed a high position in Indian society.

They had full freedom for spiritual progress and intellectual development. The Aryans who were engaged in the arduous task of political expansion desired cooperation of their women in every walk of life. Though it is said that women enjoyed higher status, there is a scope to evaluate it whether they had authority and freedom to that extent the men had at the time.

We find references in Vedic literature to a ritual recommended for ensuring the birth of a scholarly daughter. Daughters like sons were initiated into Vedic studies and had to lead a life devoted to learning, self-control and discipline. Many women rose to become Vedic Scholars, debater's poets and teachers. Some remained unmarried for a life-long pursuit of knowledge and were known as *Bramanavadinis*. In Mahabharata, women have been praised as light of the house, mothers of the house, mothers of the Universe and supporters of the earth and its forests. During the Vedic and post-Vedic period also, women actively took part in the intellectual and social life of the country. The Barhut sculptures represent skilful horsewomen in the army.

## Status of Women in Ancient Period

Patanjali mentions the spear bearers (*Saktikirs*) and Megasthenes speaks of Chandragupta's bodyguard of Amazanian women. Kautilya mentions women archers. Boys and girls were educated together in the houses as well as in the forest Universities of India. Atreyi studied under Valmiki along with Lava and Kusa, the sons of Rama. The status


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# The Opening of the Indian Mind

**Hema Raghavan***

University News is to be applauded for its timely and much needed decision to bring forth this special issue on Safe Campus. The recent happenings in three of our premier universities have released the trigger of (un)safety alarm in our university campuses. This article is not an investigative article about who triggered the violence in JNU and earlier in Jamia and Aligarh Muslim University campuses. It is not about Right vs Left vs Centre, but taking the cue from the well known journalist, Rajdeep Sardesai, this article is about right and wrong in our campuses which have been in thrall to a pathological urge to violence. To be more accurate, the present scenario in our university campuses has seen the waning of right and the waxing of wrong to make them unsafe campuses. Indian universities today are hot and bothered about 'How safe are our university Campuses - a rhetorical question with a built in answer that they are no longer safe.

What is meant by a safe campus? The phrase 'safe campus' refers to a college campus that is free of intellectual prejudices, ideological bias, conflicts, criticism besides potentially threatening actions, ideas, or conversations. In simpler terms, Safe campus is the responsibility of the university to provide a safe environment for its students to learn and live. I have privileged 'learn' over 'live' because universities' first and core duty is to make students learn to live. It is a fact that the best years of one's life are the years spent in the university where a student and a teacher get rejuvenated intellectually and emotionally. It is not just academic learning, but learning to live with others whose views, thoughts, words, actions, interests and outlook are similar to as well as different from one's own . Thus the term safe space gathers importance in the university campuses -to provide an open and unfettered space to learn and grow up as a responsible adult.

It is worth looking into the reference to 'Safe space' made by the University of Chicago in the statement given to the fresh batch of students at the start of the Fall programme. Dean of Students, John Ellison in a welcome letter sent to all the first-year students wrote :"Our commitment to academic freedom means that we do not support so-called trigger warnings, we do not cancel invited speakers because their topics might prove controversial, and we do not condone the creation of intellectual 'safe spaces' where individuals can retreat from ideas and perspectives at odds with their own." The letter succinctly defines the campus environment as safe space where students can learn to live with everyone with whom they agree and with others they do not agree. In the charged atmosphere prevailing in our universities the term 'safe space' gathers importance in the university campuses.

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