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अभिषेक चौबे

शिक्षा में समावेशी एवं जेंडर मुद्दे Emerging Gender and Inclusive Perspectives in Education

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issues of the accreditation process and essential points that need to be incorporated to create insights about the future of accreditation.
Keywords: Accreditation, Education, Excellence, Quality Assurance.

SAMA-HITKARINI2018-244

ETHICS, VALUES AND PEACE EDUCATION – NEED AND SUGGESTIONS

Dr. Bhawana Soneji *

Principal, Dr. Radhakrishnan College of Education, Patan Road,
 Karmeta Jabalpur.

Abstract: Peace is an important component for the school curriculum. Now a question arises in the present scenario that is there Peace for education or the education is for peace? Both are important for a human being and these affect the life of an individual. If education is given in proper way, education for peace can make learning a joyful and meaningful experience. There is needed to make ways at all the school levels child can feel free and cool. It is also needful to understand how the mind of today's sensitive child can make cool and calm.

SAMA-HITKARINI2018-246

“उच्च माध्यमिक कक्षा के उपरान्त विविधकृत पाठ्यक्रम में वर्गीकरण हेतु बालक एवं बालिकाओं के शैक्षिक निर्देशन की आवश्यकता का अध्ययन”

संजीव कुमार गुप्ता*

प्राचार्य एन.ई.एस. एजुकेशन कॉलेज हाथीताल रोड गोरखपुर, जयलपुर (म.प्र.)

साक्षात्कार - मानव एक सामाजिक प्राणी है समाज में रहकर उसे समस्त सामाजिक नियमों एवं दायित्वों का पालन करना उसकी नितांत आवश्यकता है। हमारे समाज को और मान्यता को सकारात्मकता प्रदान करने में शिक्षा की अहम् भूमिका होती है। हमें यह ज्ञात है कि जब मानव का जन्म होता है तो वह एक पशु समान होता है उसके समस्त व्यवहार पशुवत् होते हैं लेकिन जैसे-जैसे वह समाज की प्रत्येक इकाई और समाज के प्रत्येक घटक से सम्पर्क स्थापित करता है उसके पशुवत् व्यवहार में धीरे-धीरे क्रमोन्मत्त सकारात्मक परिवर्तन होते जाते हैं और व्यवहारिक दृष्टिकोण से वह एक मानवीय इकाई में परिवर्तित होता जाता है। शिक्षा ने मानव के सभी विकास को छुआ है बिना आदर्श शिक्षा के हम मानवीय विकास को समाज के अनुरूप बनाने में सफल नहीं हो सकते हैं। बालक की शिक्षा का उद्देश्य उसके सर्वांगीण विकास को साथ-साथ उसे आत्मनिर्भर बनाना और उसके स्वयं के कल्याण के साथ-साथ देश का कल्याण करना भी होता है। वर्तमान में शिक्षा के क्षेत्र में बहुत अधिक प्रगति हुई है तथा समस्त शिक्षाविद् एवं बुद्धि जीवी प्राणी सतत इस दिशा में प्रयासरत हैं कि शिक्षा को किन्तु तरह समाज से पूर्ण रूपेण जोड़ा जा सके। शिक्षा द्वारा ही बालक की प्रतिभाओं व योग्यताओं का समुचित विकास होता है इस हेतु बालक का सार्थक मार्गदर्शन हम सभी का मूल कर्तव्य है ताकि हम एक सुनहरे भविष्य की कल्पना को मूर्तरूप प्रदान कर सकें।

e-Governance in Education

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Ethics and Technology - Technoethics

Dr. Bhawana Soneji

Principal

**Dr. Radhakrishnan College
of Education, Jabalpur (M.P.)**

Ethics in technology is a sub-field of ethics addressing the ethical questions specific to the Technology Age. It is often held that technology itself is incapable of possessing moral or ethical qualities, since "technology" is merely a tool. But many now believe that each piece of technology is endowed with and radiating ethical commitments all the time. Whether merely a lifeless amoral 'tool' or a solidified embodiment of human values "ethics of technology" refers to two basic subdivisions:-

- The ethics involved in the development of new technology—whether it is always, never, or contextually right or wrong to invent and implement a technological innovation.
- The ethical questions that are exacerbated by the ways in which technology extends or curtails the power of individuals—how standard ethical questions are changed by the new powers.

In the former case, ethics of such things as computer security and computer viruses asks whether the very act of innovation is an ethically right or wrong act. Similarly, does a scientist have an ethical obligation to produce or fail to produce a nuclear weapon? What are the ethical questions surrounding the production of technologies that waste or conserve energy and resources? What are the ethical questions surrounding the production of new