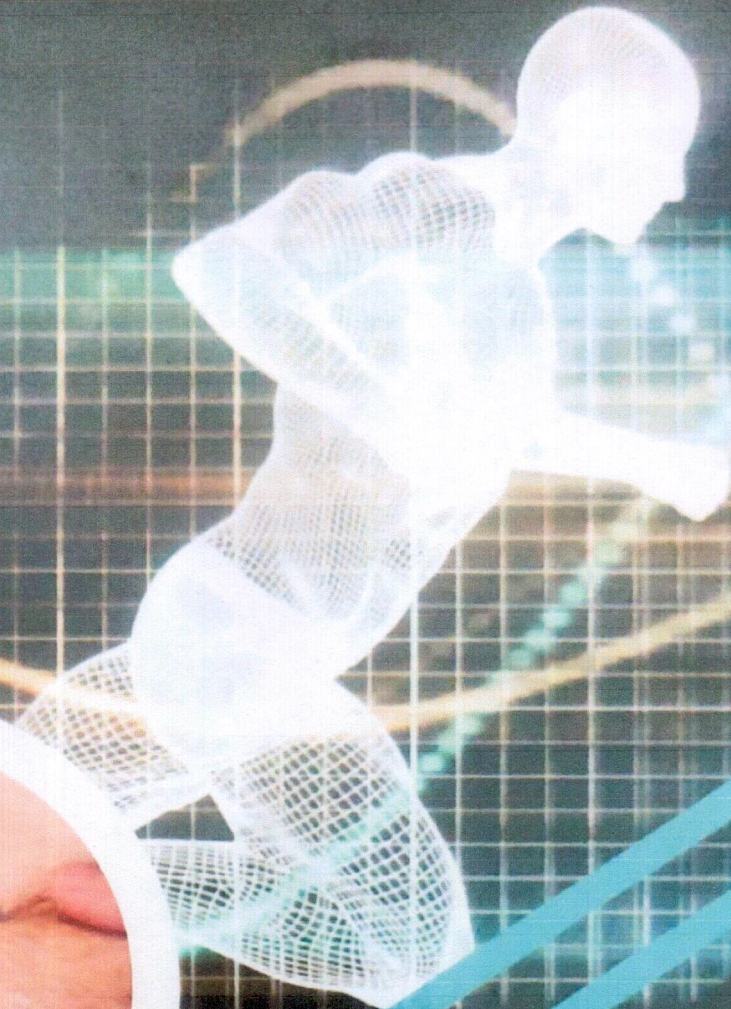
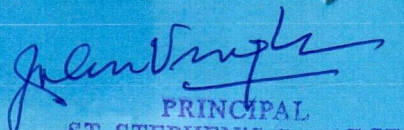


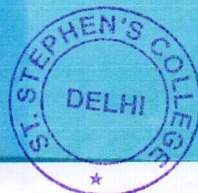
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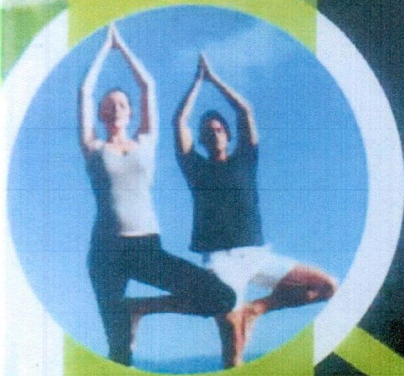
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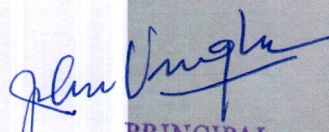
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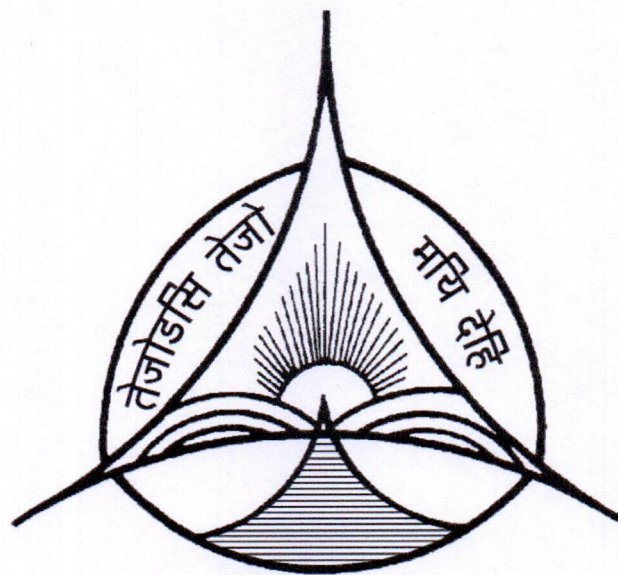
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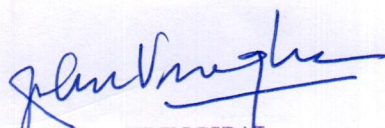

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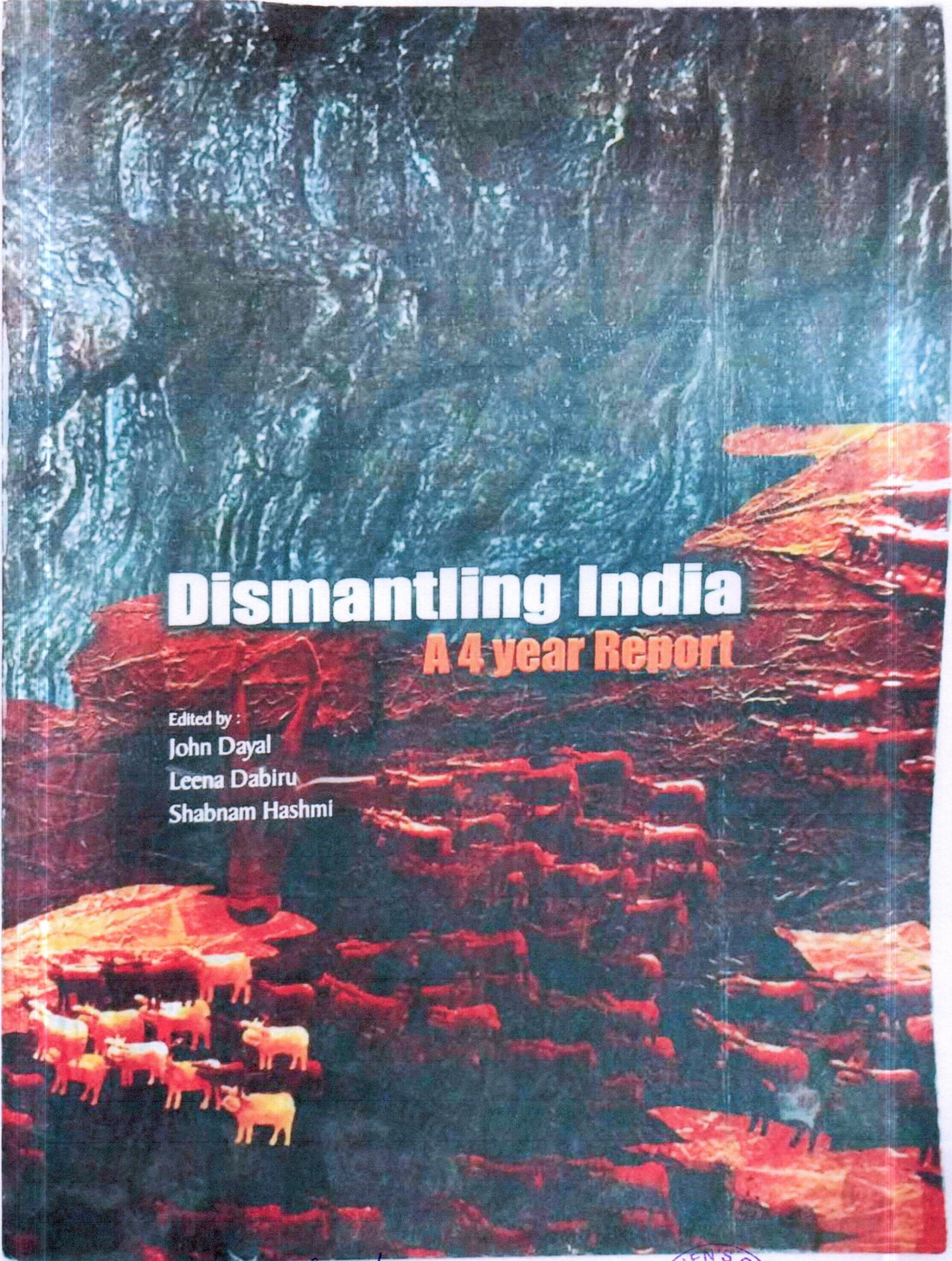
The End of Humanities, Or, the Critique of Utility and the Utility of Critique**KAREN GABRIEL***

In an age when our understandings of the terms ‘human’ and ‘humanistic’ have become substantially shaped by questions of use, applicability, marketability and monetization, leading to a powerful and serious challenge about the relevance of the ‘humanities’, it has become urgent to respond to that challenge. This paper is an attempt to map the contours of this field today; the challenges to it; current and possible responses to that challenge; as well as trace some of the implications of all of these.

Martha Nussbaum in her well-known book on education (2010) recalls Rabindranath Tagore’s ideas of education and observes that Tagore went on to found Shantiniketan and Viswa Bharati, both of which have long departed from the Socratic and humanistic ideal that inspired them, and which they were established to promote, ‘now it is just like any other single-subject-model university, largely aiming at market impact’ (2010: 19) However, both the school and the university were designed ‘around the idea of critical thinking and empathetic imagining, an interdisciplinary liberal arts model. This is quite unlike most Indian and even European universities today, which have long been structured around the single-subject rather than the liberal arts paradigm’ (ibid.). And the humanities are to be regarded as a critical component of a liberal arts education.

We may understand Nussbaum’s phrase, ‘structured around the single-subject’, in a different sense—that the ‘humanities’ are structured around the *human* subject.¹ Prior to the Renaissance in Europe, the centralisation of authority in the feudal world, and its steep, almost rigid, pyramidal social structure, inevitably encouraged the production of discourses of knowledge that affirmed and reinforced this structure. Thus, the discourses of knowledge were centred mostly outside the individual, in the production and elaboration of ideas, concepts, postulates and principles that explained, justified, obfuscated and enforced the sharply uneven power distribution in this social structure—in ‘God’ (theology), in the world of ‘God’ (cosmology), in sovereignty and the monarch (law and jurisprudence), apart from

* Associate Professor, St. Stephen’s College, University of Delhi, New Delhi. Email: gabriel.karen@gmail.com



Dismantling India

A 4 year Report

Edited by :
John Dayal
Leena Dabiru
Shabnam Hashmi


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ST. STEPHEN'S COLLEGE
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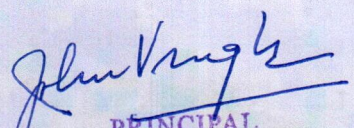
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Turning Right, Losing Rights Educational Reforms in the Modi Regime

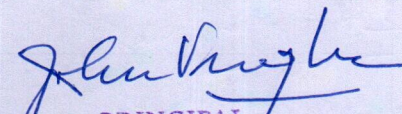
-Karen Galbraith

The education sector, and higher education in particular, has received a lot of attention over the last two decades, from whichever government has been in power. This is evidenced by a plethora of commissions being formed to 'reform' the field of education. Beginning with what is popularly referred to as the 'Birla-Ambani Report' of 2000, down to the recently released report of the 'All India Survey on Higher Education (2016-17)', more has been written and discussed about reforms in education, by the government as well as various interested private players, than perhaps at any time before, in independent India. These reports also register some major changes from previous reports (which, incidentally, were only from the government), such as the Radhakrishnan Commission's (1962), or the Kothari Commission's (1970), in their understanding of, and approach to, education. Of these changes, the most striking one is the shift in emphasis from state funding for education in the earlier reports, to repeated and increasingly detailed recommendations to educational institutions to seek private funding, as well as for state facilitation of increased private participation in the education sector, in the later reports.

Another, less obvious, though perhaps even more significant change between the earlier and later reports, is the increasing presence of, and emphasis on, the imparting of 'values education' in the latter. This phrase first makes an appearance in the document National Policy on Education 1986 (As Modified in 1992) (MHRD, 1998: 26), and is then increasingly stressed in later documents, especially in government policy documents and reports. The idea of inculcating 'values' through education is certainly not a new one; it is present, for instance, in The Report of the University Education Commission (1962 [1950]), better known as the Radhakrishnan Commission Report, which is peppered throughout with references to the need to impart values through education.

Similarly, the Report of the Education Commission 1964-66 (1970 [1966]), also known as the Kothari Commission report, states, for instance, that 'the education system should emphasize the development of fundamental social, moral and spiritual values'. However, it also deviates from the previous report (which discusses 'values' in very general terms, referring to these as specifically 'Indian culture and values', that 'can alone provide the foundation – also the instrument – for the nation's progress, security and welfare' (vii; emphases added)). This is a point of some significance that I will return to shortly. But beginning with the 1986 report noted above, it followed the Kothari Commission report, 'values' is no longer just one among many elements (information, knowledge, personality and its enhancement, discipline, etc) that are imparted through education; rather, they are given a special and special status, as a particularly distinct and education, worthy of recognition and exclusive attention in its own right. Thus, the term 'values education' is introduced in the 1986 report, and its significance reiterated and emphasized through at least ten further reports specifically on 'values education', culminating in the Central Board of Secondary Education's (CBSE) volume, *Values Education – A Handbook for Teachers* (2012).

In short then, the first forty years since independence saw the production of just a few documents on education in India: both from the government, both maintaining that the financing of education is the duty and responsibility of the state, and both treating the topic of 'values' in education fairly generally. Even the 1970 document, which emphasizes 'Indian values' nevertheless does not specify clearly what this term is supposed to mean. However, the fact that the introduction of the term was followed by a plethora of documents promoting, on the one hand, 'values education' in particular, and on the other, the rollback of state funding


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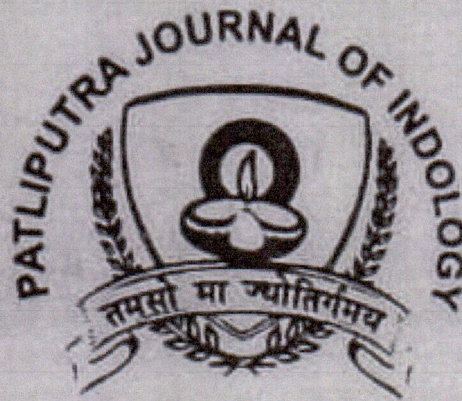


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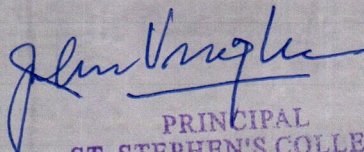
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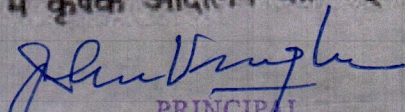


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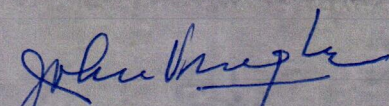
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J. R. Dugar

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सैन्धवनार्यो वैदिकनार्यश्च

डॉ. चन्द्रभूषणझा:

संस्कृतविभागः, सेण्टस्टीफन्स महाविद्यालयः,
दिल्लीविश्वविद्यालयः, दिल्ली-110007

यदा पुरातनसभ्यतायाः संस्कृतेश्च कस्याश्चिदध्ययनं विधीयते तदा वस्तुद्वयमतौव प्रमुखं भवति। प्रथममस्त्युत्खनितं वस्तुजातम्। अपरञ्च तद्युगस्य लब्धे वाङ्मये समुपलब्धं वृत्तवर्णनम्। अस्माकं दौर्भाग्यमिदं यदस्मदीयायाः पुरातनतमसभ्यतायाः किञ्चित् साहित्यिकं प्रमाणं नापलभ्यते। अपरतरश्च वैदिकसंस्कृतेर्भूविष्टं वाङ्मय-प्रमाणं विद्यते परञ्च तत्र किमपि महार्हं पुरातात्विकं साक्ष्यं नास्ति।


सर्वप्रथममत्र विचारणीयं यत्सैन्धवनारोणां वेदयुगीनानाञ्च नारोणां विषये ज्ञातुं नः सूचनासाधनानि साक्ष्याणि खलु कानि। तज्ज्ञात्वैव वयं तासां विषये विचारयितुमर्हामः। सैन्धवनारोणां विषयेऽस्माकीना येऽपि विचारानि सर्वेऽपि तत्रोत्खनितपदार्थायता एव। हडप्पानगरे स्त्रीणां बह्व्यो मृण्मूर्तिका आसादिताः। मोहनजोदडोङ्गो एका मृण्मूर्तिलब्धाऽस्ति। अत्र स्त्रीयोनेरुद्भूयमानं पादपमेकं प्रदर्शितम्। आंग्लभाषायां 'Seal' इति हिन्दी भाषायाञ्च 'मुहर' इति कथिताः बह्व्यो मृन्मुद्राः प्राप्ता यत्र स्त्रीणामाकृतिरुत्कीर्णा विद्यते। एका कांस्यमूर्तिरपि लब्धा यत्र बाला काचन नृत्यन्ती सन्तिष्ठते। अपि च, बहूनि प्रसाधनवस्तूनि समासादितानि। तथा च, गुर्जरप्रान्तस्य लोधलनगरे कानिचित् तादृशि कब्रगृहानि (यान्यांग्लभाषायां 'Burials' इत्युक्तानि) दृष्टानि यत्र पुरुषस्य स्त्रियश्चास्थानि जीवाश्मदीनि युगपदेव प्राप्यन्ते। एतदतिरिच्य सैन्धवनारोणां किमपि नान्यत् पुरातात्विकं साक्ष्यम्। साहित्यिकं साक्ष्यन्तु शून्यमेव। यद्यपि सिन्धुसंस्कृतेर्वास्तव्याः शिक्षिता आसन् तैश्च स्वकीया विचारास्सन्ति प्रकाशिताः परञ्च तदीया लिपिरस्माभिर्दुर्ज्ञेयैव। नैकेर्विद्वद्भिः कामं सैन्धवललिपिरधोता परञ्च तेषां तत्पठनं नाद्यावधि ऐतिहासिकैरङ्गीकृतम्। अतश्च सैन्धववाङ्मयं सम्प्रत्यस्मत्कृते सागरतटस्थस्य पिपासोः सागरसलिलमिव वर्तते।

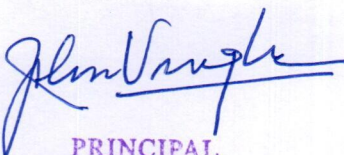
अपरतरश्च वेदेषु तद्वाङ्मयभूतेषु ब्राह्मणेषु, आरण्यकेषुपदिषदादिषु च नारीविषयकानि बहूनि वृत्तानि वर्तन्ते। परञ्च तत्र किमपि पुरातात्विकं साक्ष्यं नासाद्यते। यद्यपि ऋग्वेदीययुगस्य या तिथिः ऐतिहासिकैरभ्युपपद्यते तास्वेव तिथिषु तिस्रः संस्कृतयः पल्लविताः पुष्पितारश्च। तारश्च विद्यन्ते - कृष्णरक्तमृद्भाण्डसंस्कृतिः (Black and Red ware), ताम्रपुञ्जसंस्कृतिः (Copper Hoards Culture), गेरुमृद्भाण्डसंस्कृतिश्च (Ochre

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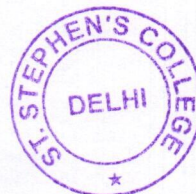
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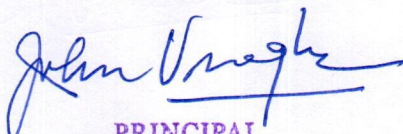
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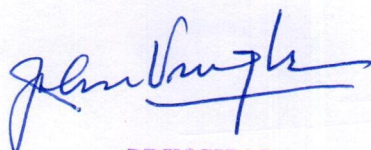
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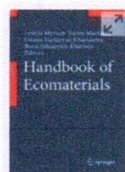


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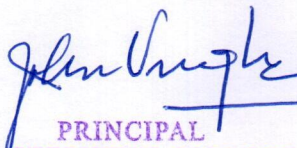
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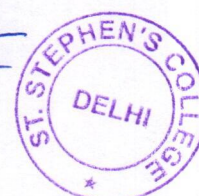
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Abstract

Increasing number of toxic gases is posing a serious threat to mankind. The sources of these gases could be either natural (volcanic eruptions) or manmade (chemical industries or terrorism by chemical warfare reagents). Transportation of hazardous liquids or vapour liquid could pose a risk for leakage into surroundings and hence an immediate safety program is needed. Usually gas detectors are used which operate by measuring the concentration of gases that are battery operated. The various conventional techniques includes electrochemical sensors (work via electrical signals when a gas is detected), solid state semiconductors (get triggered when gas comes in their contact), Infrared sensors (interact with gas molecules changing the path of light) and catalytic sensors (work via catalytic oxidation more specifically for combustible gases which on oxidation bring about changes in the wiring resistance). Advanced nanotechnology (carbon nanotubes, Graphenes, quantum dots) and the supramolecular polymers has allowed to design much better efficient sensors that can easily sense the gases even when they occur at very low concentration that are more economical too. These sensors could be either wireless or could carry an electric current when exposed to some toxic or hazardous gas that has an NFC tag which resonates with the electromagnetic fields sent out by some electronic device if the sensor is distant enough from the source of gas. These sensors can prove a boon to defense services for soldiers which can easily detect chemical weapons. They are also useful to people who work around chemical factories, petroleum refineries and hazardous waste treatment and are prone to gas leakage. Hence the society could be made safer place to live in with the use of these techniques.

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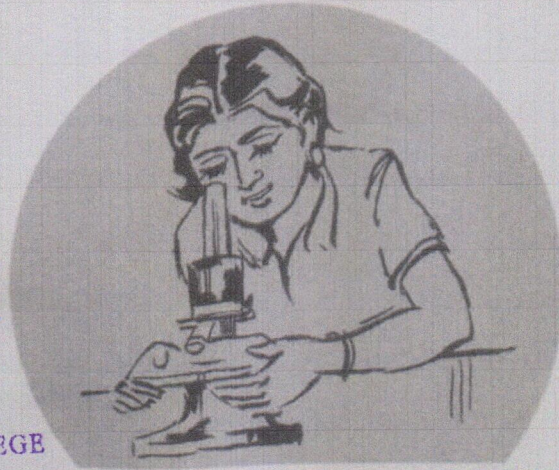
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بچوں کو بااختیار بنانا سب کی ذمہ داری

ڈیولپمنٹ ٹیم

اے۔ کے۔ راجپوت، پروفیسر، ڈی ای ای، این سی ای آر ٹی، نئی دہلی
اے۔ کے۔ وازلووار، پروفیسر، ڈی ای ای ایس ایم، این سی ای آر ٹی، نئی دہلی
اتل کمارتے اوشیا، پرنسپل، ڈائٹ، دلشاد گارڈن، دہلی
اکا کالرا، ریٹائرڈ پرنسپل، ڈائٹ، دہلی
دھرم پرکاش، ریٹائرڈ پروفیسر، این سی ای آر ٹی، نئی دہلی
حسنیت کور، لکچرر، جی ایچ ایس، فرید پور، فریدہ آباد، ہریانہ
ملکیش مالویہ، اسسٹنٹ ٹیچر، گورنمنٹ، ایم ایس پہاوری، مدھیہ پردیش
نرو پمادھنجال، لکچرر، ڈائٹ، شملہ، ہماچل پردیش
ستیہ ویر سنگھ، پرنسپل، ایس این آئی کالج، باغپت، اتر پردیش
شلیا جیسوال، اسسٹنٹ پروفیسر، مرانڈا ہاؤس، دہلی یونیورسٹی، دہلی
سنیل بجان، سینئر اسپیشلسٹ، ایس سی ای آر ٹی، ہریانہ
ٹی۔ پی۔ شرما، ایسو سی ایٹ پروفیسر، ڈی ای ای ایس ایم، این سی ای آر ٹی، نئی دہلی

ای ایس ایم پی ٹیم

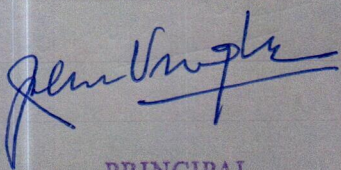
آنچل اروڈا، کنسلٹینٹ

پنکی سنگھ، ٹیچر فیلو

چھوی کٹاریہ، ٹیچر فیلو

ایڈمک کوآرڈینیٹر

اے۔ کے۔ راجپوت، پروفیسر، ای ایس ایم پی، این سی ای آر ٹی، نئی دہلی



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جملہ حقوق محفوظ

- ہنری کی پہلے سے اجازت حاصل کیے بغیر، اس کتاب کے کسی بھی حصے کو دوبارہ منظرِ عام پر فروخت کے ذریعے یا روایت کے سبب میں اس کو کھو کر یا بے حقانہ طور پر کاپی یا اس کے اجزائے کسی بھی حصے سے اس کی نقل کرنا منع ہے۔
- اس کتاب کو اس شرف کے ساتھ فروخت کیا جا رہا ہے کہ اسے ہنری کی اجازت کے بغیر اس عمل کے لئے جس میں کسی بھی قسم کی ہنری کی موجودہ جملہ بندی اور سرکاری میں تبدیلی کے اجازت کے بغیر پرت و مستعار دیا جاسکتا ہے، نہ وہ بارہ فروخت کیا جاسکتا ہے، نہ کہ اس پر دیا جاسکتا ہے اور نہ ہی اس کا جاسکتا ہے۔
- کتاب کے صفحہ پر جو قیمت درج ہے وہ اس کتاب کی کچھ قیمت ہے۔ کوئی بھی نگرانی شدہ قیمت ہونے والی دہائی کے سر کے ذریعے یا کسی اور ذریعے ظاہری جاسے تو وہ خلافِ ضابطہ ہوگی اور پتہ چل کر عمل ہوگی۔

پہلا اردو ایڈیشن

اکتوبر 2019 کار تک 1941

PD 5H SPA

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این سی ای آر ٹی کے پیلی کیشن ڈویژن کے دفاتر

- این سی ای آر ٹی کیپس
شری اروند مارگ
نئی دہلی - 110016
فون 11-26562708
- 108,100 فٹ روڈ ہوسٹل کے کمرے نیلی
ایکسٹینشن بنا ہنری III اسٹیج
پونگورہ - 560085
فون 080-26725740
- نوجیون ٹرسٹ بھون
ڈاک گھر، نوجیون
احمد آباد - 380014
فون 079-27541446
- سی ڈبلیو سی کیپس
بمقابل ڈھانگل بس اسٹاپ، پانی ہائی
کولکاتا - 700114
فون 033-25530454
- سی ڈبلیو سی کاپلیکس
مائی گاؤں
گوہاٹی - 781021
فون 0361-2674869

قیمت: ₹ 45.00

اشاعتی ٹیم

- ہیڈ پیلی کیشن ڈویژن : انوپ کمار راجپوت
چیف ایڈیٹر : شویتا اپتل
چیف پروڈکشن آفیسر : ارون چتکارا
چیف بزنس مینجر : بیاش کمار داس
ایڈیٹر : سید پرویز احمد
پروڈکشن اسٹنٹ : پرکاش ویر سنگھ

این سی ای آر ٹی دائرہ کار 80 جی ایس ایم کانڈر پبلشرز
سکرٹری، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ
ٹریننگ، شری اروند مارگ، نئی دہلی نے سہما پرینٹنگ
ورکس، 76-0، سیکٹر-5، ڈی ایس آئی آئی ڈی سی
بوانا انڈسٹریل ایریا، دہلی-110039 میں چھپوا کر
پیلی کیشن ڈویژن سے شائع کیا۔

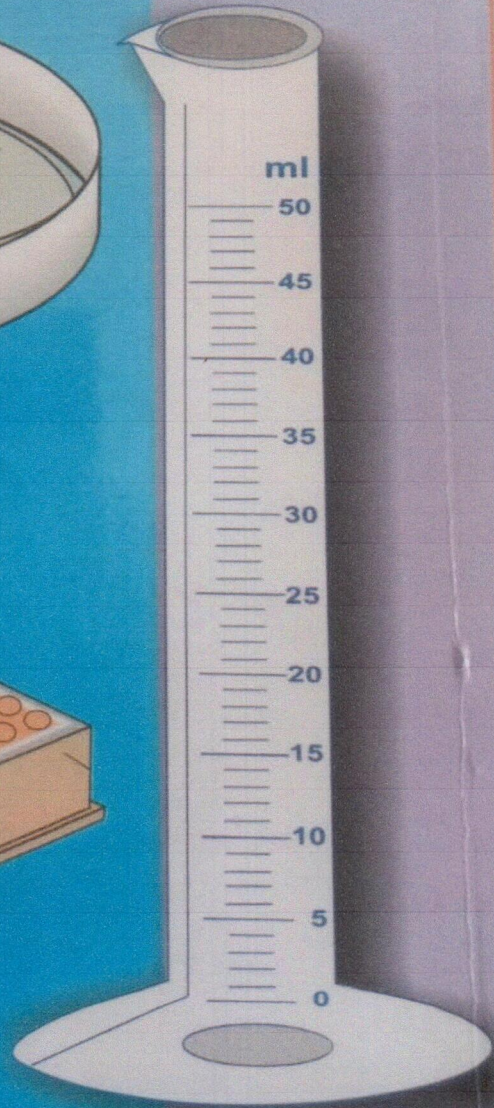
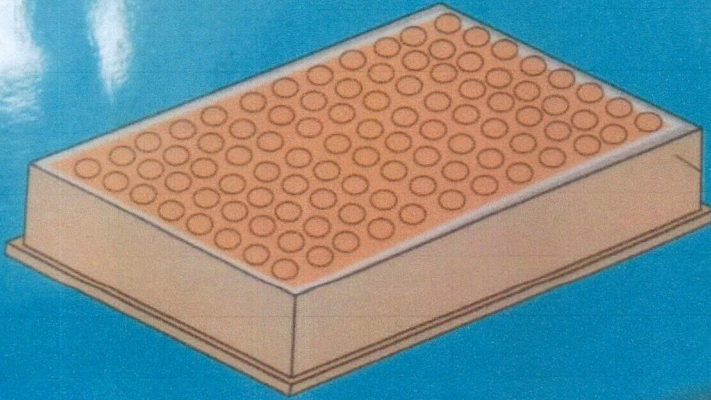
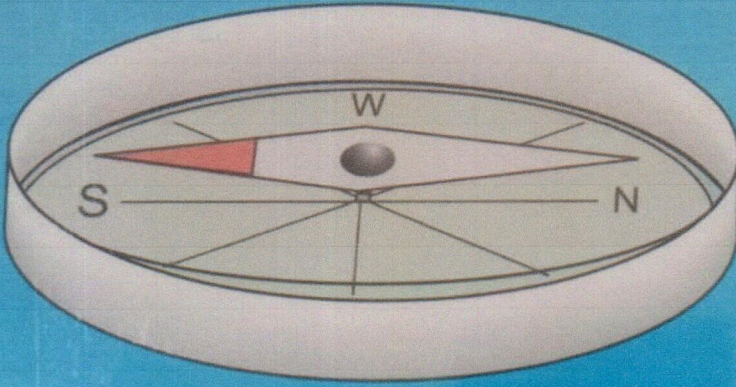
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این سی ای آر ٹی

رہنما کتاب
برائے
عائنوی سائنس کٹ

نویں اور دسویں جماعت کے لیے



John Dingle

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رہنما کتاب
برائے
ثانوی سائنس کٹ

نویں اور دسویں جماعت کے لیے



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एन सी ई आर टी
NCERT

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नیشنल कौन्सिल ऑफ ایجوکیشنل ریسرچ اینڈ ٹریننگ
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

جملہ حقوق محفوظ

- ناشر کی پہلے سے اجازت حاصل کیے بغیر، اس کتاب کے کسی بھی حصے کو دوبارہ پیش کرنا یا دوبارہ شائع کرنا یا اس کے سلسلے میں اس کو کاپی کرنا یا برقیاتی یا دیگر طریقوں سے کاپی کرنا، منظر عام پر لگانا، یا اس کے کسی بھی حصے سے اس کی نقل کرنا منع ہے۔
- اس کتاب کو اس شرط کے ساتھ فروخت کیا جا رہا ہے کہ اسے ناشر کی اجازت کے بغیر، اس کتاب کے علاوہ کسی اور کتاب میں کاپی نہ بنائی گئی ہے۔ اس کی موجودہ جلد بندی اور سرورق میں تبدیلی کر کے، تجارت کے طور پر دوبارہ شائع کیا جاسکتا ہے، نہ دوبارہ فروخت کیا جاسکتا ہے، نہ کرایہ پر دیا جاسکتا ہے اور نہ ہی کتب کیا جاسکتا ہے۔
- کتاب کے سفر پر جو قیمت درج ہے وہ اس کتاب کی کچھ قیمت ہے۔ کوئی بھی نظر ثانی شدہ قیمت جاری ہے اور برقی سہ کے ذریعے یا مکتبے یا کسی اور ذریعے ظاہر کی جائے تو وہ نفاذ شدہ ہوگی اور اس کا عمل قبول ہوگی۔

پہلا ایڈیشن

دسمبر 2019 آگسٹ 1941

PD SH SPA

این سی ای آر ٹی کے پی بی کیشن ڈویژن کے دفاتر

این سی ای آر ٹی کیسپس

شری اروند مارگ

نئی دہلی - 110016

فون 011-26562708

108,100 فٹ روڈ ہوسٹل کے کمرے کیلئے

ایکسٹینشن، پانچویں III ایج

فون 080-26725740

560085 - ہینگلو روڈ

نوجیون ٹرسٹ بھون

ڈاک گھر، نوجیون

فون 079-27541446

380014 - احمد آباد

سی ڈبلیو سی کیسپس

بمقابل ڈھانگل بس اسٹاپ، پانی ہائی

فون 033-25530454

700114 - کولکاتا

سی ڈبلیو سی کاسپیکس

مالی گاؤں

فون 0361-2674869

781021 - گواہاٹی

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قیمت : ₹ 290.00

John Thomas

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اشاعتی ٹیم

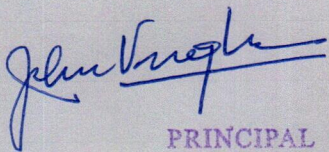
- ہیڈ پی بی کیشن ڈویژن : انوپ کمار راجپوت
- چیف ایڈیٹر : شویتا اپیل
- چیف بزنس مینجر : بیباش کمار داس
- چیف پروڈکشن آفیسر : آرون چتکارا
- ایڈیٹر : سید پرویز احمد
- پروڈکشن آفیسر : عبدالنعیم

این سی ای آر ٹی واٹر مارک 80 جی ایس ایم کاغذ پر شائع شدہ
سکرٹری، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ
ٹریننگ، شری اروند مارگ، نئی دہلی نے وجے لکشمی
پرنٹنگ ورکس پرائیویٹ لمیٹڈ، B-117، سیکٹر 5،
نویڈا، یو پی، 201301 میں چھپوا کر پی بی کیشن
ڈویژن سے شائع کیا۔

خواجہ سرتاج الدین احمد، ڈپٹی ایجوکیشن آفیسر (ریٹائرڈ)، اورنگ آباد، مہاراشٹر
 روحی فاطمہ، اسسٹنٹ پروفیسر، آئی اے ایس ای، فیکلٹی آف ایجوکیشن، جامعہ ملیہ اسلامیہ، نئی دہلی
 سہیل احمد فاروقی، ایسوسی ایٹ پروفیسر (ریٹائرڈ)، شعبہ اردو، جامعہ ملیہ اسلامیہ، نئی دہلی
 شمیم احمد، اسسٹنٹ پروفیسر (اردو) سینٹ اسٹیفنس کالج، دہلی یونیورسٹی، دہلی
 شیخ کاشفہ انجم، اسسٹنٹ پروفیسر، مراٹھواڑہ کالج آف ایجوکیشن، اورنگ آباد، مہاراشٹر
 طلعت عزیز، پروفیسر (ریٹائرڈ)، آئی۔ اے۔ ایس۔ ای، فیکلٹی آف ایجوکیشن، جامعہ ملیہ اسلامیہ، نئی دہلی
 عارف حسن کاظمی، بی جی ٹی، (ریٹائرڈ) اینگلو عربک سینئر سیکنڈری اسکول، اجیری گیٹ، نئی دہلی
 محمد قاسم، لکچرار (ریاضی)، انگلو عربک سینئر سیکنڈری اسکول، اجیری گیٹ، نئی دہلی
 مشتاق احمد آئی ٹیل، پرنسپل اینڈ پروفیسر، کالج آف ٹیچر ایجوکیشن، مولانا آزاد نیشنل اردو یونیورسٹی، بھوپال
 نوشاد حسین، اسسٹنٹ پروفیسر، کالج آف ٹیچر ایجوکیشن، مولانا آزاد نیشنل اردو یونیورسٹی، بھوپال
 اردو ترجمہ

شباہت حسین، ٹی جی ٹی (سائنس)، ڈاکٹر ذاکر حسین میموریل سینئر سیکنڈری اسکول، جعفر آباد، نئی دہلی
 ممبر کوآرڈینیٹر (اردو ترجمہ)

دیوان حنان خان، پروفیسر، ڈپارٹمنٹ آف ایجوکیشن ان لینگویجز، این سی ای آر ٹی، نئی دہلی
 محمد فاروق انصاری، پروفیسر، ڈپارٹمنٹ آف ایجوکیشن ان لینگویجز، این سی ای آر ٹی، نئی دہلی



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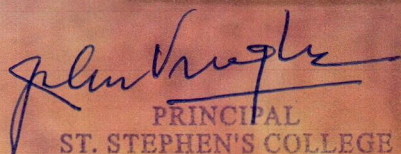


شیخ سوسائٹی،
 سنٹر سیکنڈری
 سنٹر سیکنڈری
 سپر وڈیشن،
 اے سینٹر
 ای، شکشا
 ی آر ٹی؛
 کا اظہار
 ی آر ٹی،
 - داش،
 خدمات
 جے پی
 مارگ
 رتا تھ؛
 کٹ
 عالیہ
 نی پی

تخلیقی جوہر

حصہ - 2

تخلیقی تحریر اور ترجمہ کی درسی کتاب
بارہویں جماعت کے لیے


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تخلیقی جوہر

حصہ - 2

تخلیقی تحریر اور ترجمہ کی درسی کتاب
بارہویں جماعت کے لیے



5290



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جملہ حقوق محفوظ

- ناشری پہلے سے اجازت حاصل کیے بغیر، اس کتاب کے کسی بھی حصے کو دوبارہ پیش کرنا، بارداشت کے ذریعے بازیافت کے سہم میں اس کو محفوظ کرنا یا برقیاتی، میکانیکی، فوٹو کاپینگ، ریکارڈنگ کے کسی بھی ذریعے سے اس کی تریل کرنا منع ہے۔
- اس کتاب کو اس شرط کے ساتھ فروخت کیا جا رہا ہے کہ اسے ناشری اجازت کے بغیر اس عمل کے علاوہ جس میں کہ یہ پھیلائی گئی ہے یعنی، اس کی موجودہ جلد بندی اور سرورق میں تبدیلی کر کے تجارت کے طور پر نہ تو مستعار یا جاسکتا ہے، نہ دوبارہ فروخت کیا جاسکتا ہے، نہ کرایہ پر یا جاسکتا ہے اور نہ ہی تلف کیا جاسکتا ہے۔
- کتاب کے صفحہ پر جو قیمت درج ہے وہ اس کتاب کی صحیح قیمت ہے۔ کوئی بھی نظر ثانی شدہ قیمت چاہے وہ برقی مہر کے ذریعے یا لکھی یا کسی اور ذریعے ظاہر کی جائے تو وہ غلامتصور رہی اور ناقابل قبول ہوگی۔

پہلا ایڈیشن

دسمبر 2016 یوس 1938

دیگر طباعت

جون 2019 حیثیتہ 1941

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این سی ای آر ٹی کے پبلی کیشن ڈویژن کے دفاتر

این سی ای آر ٹی کیسپس

سری اردنڈ مارگ

نئی دہلی - 110016 فون 011-26562708

108,100 فٹ روڈ ہوسڈے کیرے ہیلی

ایکسٹینشن بناشکری III اسٹیج
ہینگلو رو - 560085 فون 080-26725740

نوجیون ٹرسٹ بھون

ڈاک گھر، نوجیون

احمد آباد - 380014 فون 079-27541446

سی ڈبلیوسی کیسپس

بمقابل ڈھانگل بس اسٹاپ، پانی ہائی

کولکاتا - 700114 فون 033-25530454

سی ڈبلیوسی کاسٹیکس

مالی گاؤں

گواہٹی - 781021 فون 0361-2674869

قیمت: ₹ 265.00

اشاعتی ٹیم

ہیڈ، پبلی کیشن ڈویژن : محمد سراج انور

چیف ایڈیٹر : شویتا ایل

چیف پروڈکشن آفیسر : ارون چتکارا

چیف بزنس مینجر : بہاش کمار داس

ایڈیٹر : سید پرویز احمد

پروڈکشن اسٹنٹ : سنیل کمار

این سی ای آر ٹی واٹر مارک 80 جی ایس ایم کاغذ پر شائع شدہ

سکریری، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ، شری

اردنڈ مارگ، نئی دہلی نے ایس جی پرنٹ پیکس پرائیویٹ لمیٹڈ،

F-478، کیٹر 63، نوئیڈا-201301 (اتر پردیش) میں

چھپوا کر پبلی کیشن ڈویژن سے شائع کیا۔

Jhan Vengle

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کمیٹی برائے تخلیقی جوہر-2

خصوصی صلاح کار

شیم خنی، پروفیسر ایمریشس، جامعہ ملیہ اسلامیہ، نئی دہلی

چیف کوآرڈینیٹر

کے۔سی۔تربیتی، پروفیسر اینڈ ہیڈ، ڈپارٹمنٹ آف ایجوکیشن ان لینگویجز، این سی ای آر ٹی، نئی دہلی

اراکین

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احمد خان، اسسٹنٹ پروفیسر، شعبہ اردو، ذاکر حسین دہلی کالج، نئی دہلی

انجم عثمانی، ڈپٹی ڈائریکٹر (ریٹائرڈ)، دور درشن، نئی دہلی

خان شاہد وہاب، لکچرار، گورنمنٹ بوائز سینئر سیکنڈری اسکول، نورنگر، جامعہ نگر، نئی دہلی

زیر شاداب، بے آر پی اکادمک، این ٹی ایس انڈیا، سی آئی آئی ایل، مانس گنگوتری، میسور، کرناٹک

سمیع الرحمن، سابق سینئر ایڈیٹر، ایم ایچ ون نیوز، نئی دہلی

سید محمد انوار عالم، پروفیسر اینڈ چیئر پرسن، ہندوستانی زبانوں کا مرکز، جواہر لعل نہرو یونیورسٹی، نئی دہلی

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صغیر اختر، ٹی جی ٹی، اردو، مظہر الاسلام سیکنڈری اسکول، فراس خانہ، دہلی

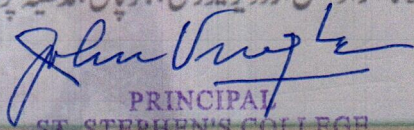
ظہیر رحمتی، اسسٹنٹ پروفیسر، ذاکر حسین پی جی ایوننگ کالج، نئی دہلی

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اُردو کی ادبی اصناف

(مانوی اور اعلیٰ مانوی درجات کے لیے)



4925



نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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جماعتوں کی فہرست

- ہفتی پیلے سے ابھارتے حاصل کیے علیہ اس کتاب کے کسی بھی حصے کو دوبارہ طبع کرنا یا اس کے ذریعے بازیافت کے سلسلے میں اس کو کھود کرنا یا یہ کوئی ایسا عمل کرنا کہ اس کا پیکر، ریکارڈنگ کے کسی بھی حصے سے اس کی ترمیم کرنا ہے۔
- اس کتاب کو اس شرط کے ساتھ فروخت کیا جاوے گا کہ اسے ہفتی کی ابھارت کے بغیر اس کے کتب خانوں میں لکھ کر یا اس کے سلسلے میں کسی بھی طرح سے ترمیم، اس کی موجودہ شکل سے کوئی اور سرورق میں تبدیلی کرنے کی اجازت کے بغیر یا اس کے ساتھ ایسا نہیں کیا جائے گا۔ ہفتی کی ابھارت سے دیگر ایسا عمل کرنا ہے جو اس کتاب کے خلاف ہے۔
- اس کتاب کے سطور پر جو قیمت درج ہے اس سے 10% اس کتاب کی تکمیل کے لیے ہے۔ کوئی بھی طبعی حادثہ یا دوسری قیمت سے اس کے ذریعے ہونے والی ہرجا مسموعہ ہو سکتی ہے اور اس کا ہرجا مسموعہ ہو سکتا ہے۔

پہلا اردو ایڈیشن

جولائی 2012 شراون 1934

دیگر طباعت

دسمبر 2018 آگست 1940

جولائی 2019 شراون 1941

نومبر 2021 آگست 1943

این سی ای آر ٹی کے پہلی کیشن ڈپارٹمنٹ کے دفاتر

- این سی ای آر ٹی کیپٹنس
سر نی اروند مارک
نئی دہلی - 110016 فون 011-26562708
- 108,100 فٹ روڈ ہوٹل سے کیر سے نکلی
ایسٹیشن بناشکری III اسٹیج
جنگ پورہ - 560085 فون 080-26725740
- نوبلیون ٹرسٹ بھوان
ڈاک ٹھکانہ، نوبلیون
احمد آباد - 380014 فون 079-27541446
- سی ڈبلیو سی کیپٹنس
برہمچالی ڈسٹریکٹ بس اسٹاپ، پانی پانی
کولہا - 700114 فون 033-25530454
- سی ڈبلیو سی کیپٹنس
مالی گاؤں
گواہلی - 781021 فون 0361-2674869

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قیمت: ₹ 160.00

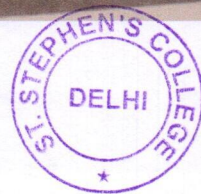
اشاعتی ٹیم

- ہیڈ، پہلی کیشن ڈویژن : انوپ کمار راجپوت
چیف ایڈیٹر : شویتا ایل
چیف پروڈکشن آفیسر : ارون چنگارا
چیف بزنس منیجر : وہین دیوان
ایڈیٹر : سید پرویز احمد
پروڈکشن آفیسر : عبدالنعیم

سرورق : شویتا راؤ

این سی ای آر ٹی ماڈرن مارک 80 جی ایس ایم کانڈر پبلشرز شری سکریٹری، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ، شری اروند مارک، نئی دہلی نے سرسوتی آرٹ پرنٹرز، E-25، سیکٹر-4، بوانا انڈسٹریل ایریا، دہلی-110 039 میں چھپوا کر پہلی کیشن ڈویژن سے شائع کیا۔

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چیئر مین، مشاورتی کمیٹی برائے زبان

نامورنگھ، پروفیسر ایمرینس، جواہر لعل نہرو یونیورسٹی، نئی دہلی

خصوصی صلاح کار

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اراکین

اشرف احمد جعفری، بی جی ٹی اردو، کریہ گورنمنٹ اسکول، کوکاتا

اقبال جاوید، پرنسپل، سندرناتھ ایونگ کالج، کوکاتا

اقبال مسعود، سکریٹری (رٹائرڈ)، اردو اکیڈمی مدھیہ پردیش، بھوپال

آفاق حسین صدیقی، پروفیسر (رٹائرڈ)، شعبہ اردو، مادھوکالج، انجین، مدھیہ پردیش

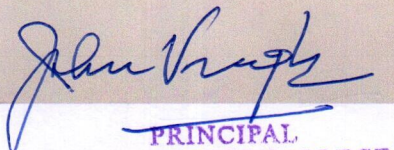
ٹوبان سعید، ایسوسی ایٹ پروفیسر، خواجہ معین الدین چشتی اردو عربی فارسی یونیورسٹی، بکھنؤ، اتر پردیش

خان شاہد وہاب، لیکچرار، گورنمنٹ بوائز سینئر سکندری اسکول، نورنگر، جامعہ نگر، نئی دہلی

خواجہ محمد اکرام الدین، پروفیسر، ہندوستانی زبانوں کا مرکز، جواہر لعل نہرو یونیورسٹی، نئی دہلی

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شیم احمد، اسسٹنٹ پروفیسر، شعبہ اردو اور فارسی، سینٹ اسٹیفنز کالج، دہلی یونیورسٹی، دہلی


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خانوى اور اعلى خانوى درجات كى لىء درسى كتاب

J. Singh

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Textbook for Secondary and Senior Secondary Stages

جملہ حقوق محفوظ

- ناشر کی پہلے سے اجازت حاصل کیے بغیر، اس کتاب کے کسی بھی حصے کو دوبارہ پیش کرنا، بارداشت کے ذریعے بازیافت کے سلسلے میں اس کو محفوظ کرنا یا برقی، میکانیکی، فوٹو کاپنگ، ریکارڈنگ کے کسی بھی وسیلے سے اس کی ترمیم کرنا منع ہے۔
- اس کتاب کو اس شرط کے ساتھ فروخت کیا جا رہا ہے کہ اسے ناشر کی اجازت کے بغیر، اس عمل کے عاودہ جس میں کہ یہ چھاپی گئی ہے یعنی، اس کی موجودہ جلد بندی اور سرورق میں تبدیلی کر کے، تجارت کے طور پر نہ تو مستعار دیا جاسکتا ہے، نہ دوبارہ فروخت کیا جاسکتا ہے، نہ گرامر پر دیا جاسکتا ہے اور نہ ہی کتب کیا جاسکتا ہے۔
- کتاب کے مطبع پر جو قیمت درج ہے وہ اس کتاب کی بیچ قیمت ہے۔ کوئی بھی نظر ثانی شدہ قیمت چاہے وہ ربر کی مہر کے ذریعے یا چھپی یا کسی اور ذریعے ظاہر کی جائے تو وہ غلط تصور ہوگی اور قابل قبول ہوگی۔

پہلا ایڈیشن

مارچ 2013 پھالگن 1934

دیگر طباعت

مارچ 2019 چیترا 1940

جنوری 2021 ماگھ 1942

PD 1.5T SPA

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این سی ای آر ٹی کمپنس

سری اردن مارگ

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108,100 فٹ روڈ ہوسٹل کے کیرے ہیل

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بنگلور - 560085

نوجیون ٹرسٹ بھون

ڈاک گھر، نوجیون

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سی ڈبلیو سی کمپنس

ہمت نائل ڈھانگل بس اسٹاپ، پانی ہائی

کولکاتا - 700114

سی ڈبلیو سی کامپلیکس

مائی گاؤں

گوہاٹی - 781021

اشاعتی ٹیم

انوپ کمار راجپوت	:	ہیڈ، پبلی کیشن ڈویژن
شویتا اپل	:	چیف ایڈیٹر
ارون چتکارا	:	چیف پروڈکشن آفیسر
وین دیوان	:	چیف برنس مینجر
سلید پرویز احمد	:	ایڈیٹر
عبد النعمیم	:	پروڈکشن آفیسر

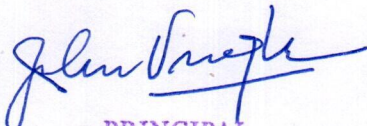
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سکرٹری، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ،

شری اردن مارگ، نئی دہلی نے

میں چھپوا کر پبلی کیشن ڈویژن سے

شائع کیا۔

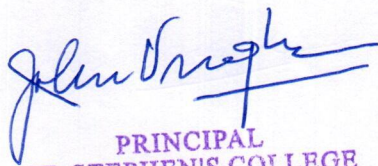

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پیش لفظ

’قومی درسیات کا خاکہ—2005‘ میں سفارش کی گئی ہے کہ بچوں کی اسکولی زندگی، ان کی باہری زندگی سے ہم آہنگ ہونی چاہیے۔ یہ زاویہ نظر کتابی علم کی اُس روایت کی نفی کرتا ہے جس کے باعث آج تک ہمارے نظام میں اسکول، گھر اور سماج کے درمیان فاصلے حائل رہے ہیں۔ نئے قومی درسیات پر مبنی نصاب اور درسی کتابوں کی تیاری اسی بنیادی مقصد پر عمل آوری کی ایک کوشش کہی جاسکتی ہے۔ اس کوشش میں مختلف مضامین کو ایک دوسرے سے الگ رکھنے اور رٹ کر پڑھنے کے طریقہ کار کی حوصلہ شکنی بھی شامل ہے۔ ہمیں امید ہے کہ ان اقدامات سے قومی تعلیمی پالیسی (1986) میں مذکور تعلیم کے ’طفل مرکز نظام‘ کی طرف مزید پیش رفت ہوگی۔ اس کوشش کی کامیابی کا انحصار ان اقدامات پر ہے کہ اسکولوں کے پرنسپل اور اساتذہ اپنے تاثرات خود ظاہر کرنے اور ذہنی سرگرمیوں اور سوالوں کے ذریعے سیکھنے کے سلسلے میں بچوں کی ہمت افزائی کریں۔ ہمیں یہ ضرور تسلیم کرنا چاہیے کہ بچوں کو اگر موقع، وقت اور آزادی دی جائے تو وہ بڑوں سے حاصل شدہ معلومات کی بنیاد پر نئی معلومات مرتب کر سکتے ہیں۔ آموزش کے دوسرے ذرائع اور محل وقوع کو نظر انداز کرنے کے بنیادی اسباب میں سے ایک اہم سبب، مجوزہ نصابی کتاب کو امتحان کے لیے واحد ذریعہ بنانا ہے۔ بچوں کے اندر تخلیقی صلاحیت اور پیش قدمی کے رجحان کو فروغ دینا اسی وقت ممکن ہے جب ہم آموزشی عمل میں بچوں کو بہ حیثیت شریک کار قبول کریں اور ان سے اسی طرح پیش آئیں۔ انھیں محض مقررہ معلومات کا جانکار نہ سمجھیں۔

یہ مقاصد اسکول کے نظام الاوقات (Time - Table) اور طریقہ کار میں معقول تبدیلی کا مطالبہ کرتے ہیں۔ روزمرہ معمولات میں نرمی کی اتنی ہی اہمیت یا ضرورت ہے جتنی کہ سالانہ کیلنڈر کے نفاذ اور محنت کی، تاکہ تدریس کے لیے دستیاب مدت کو حقیقتاً تدریس کے لیے وقف کیا جاسکے۔ تدریس اور انداز قدر کے طریقوں سے بھی اس امر کا تعین ہوگا کہ یہ درسی کتاب بچوں میں ذہنی تناؤ اور اکتاہٹ پیدا کرنے کے بجائے ان کی اسکولی


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کمیٹی برائے اردو زبان و ادب کی تاریخ

خصوصی صلاح کار

شمیم حنفی، پروفیسر ایمریٹس، شعبہ اردو، جامعہ ملیہ اسلامیہ، نئی دہلی

چیف کوآرڈینیٹر

چندرا سدایت، پروفیسر اور ہیڈ، ڈپارٹمنٹ آف لینگویجس، این سی ای آر ٹی، نئی دہلی

اراکین

احمد محفوظ، پروفیسر، شعبہ اردو، جامعہ ملیہ اسلامیہ، نئی دہلی

اسلم پرویز، ایسوسی ایٹ پروفیسر (ریٹائرڈ)، جواہر لعل نہرو یونیورسٹی، نئی دہلی

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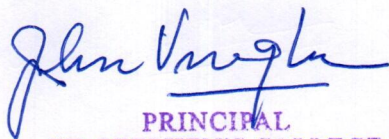
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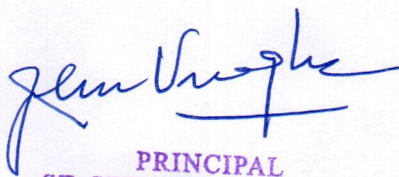

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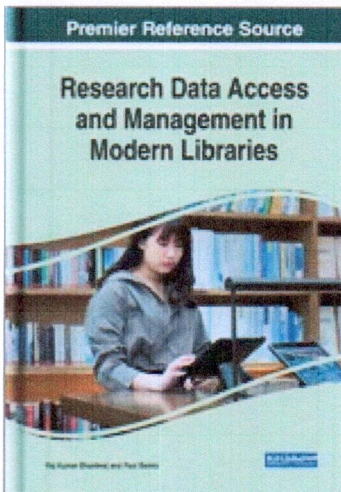
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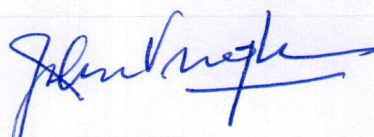
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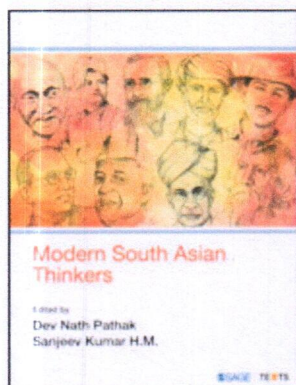
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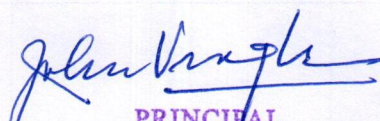
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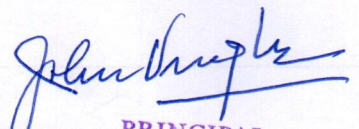
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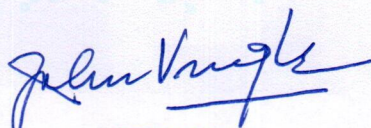
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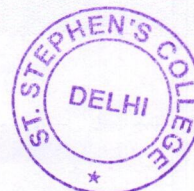
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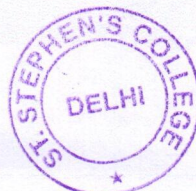
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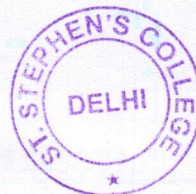
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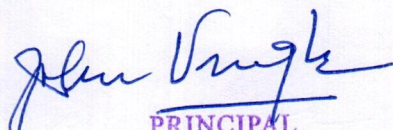
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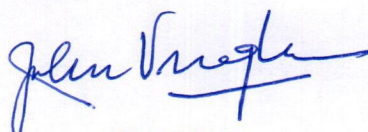
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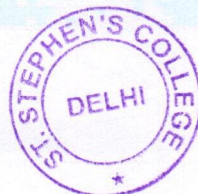
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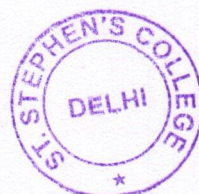
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Based on the ISC Syllabus for 2020 Examination

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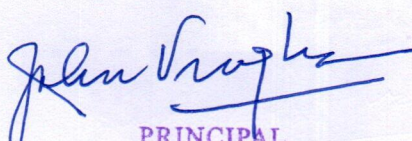
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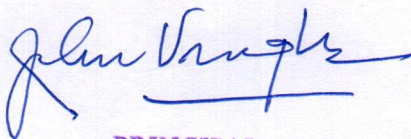
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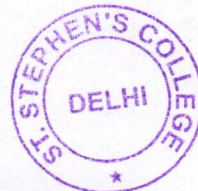
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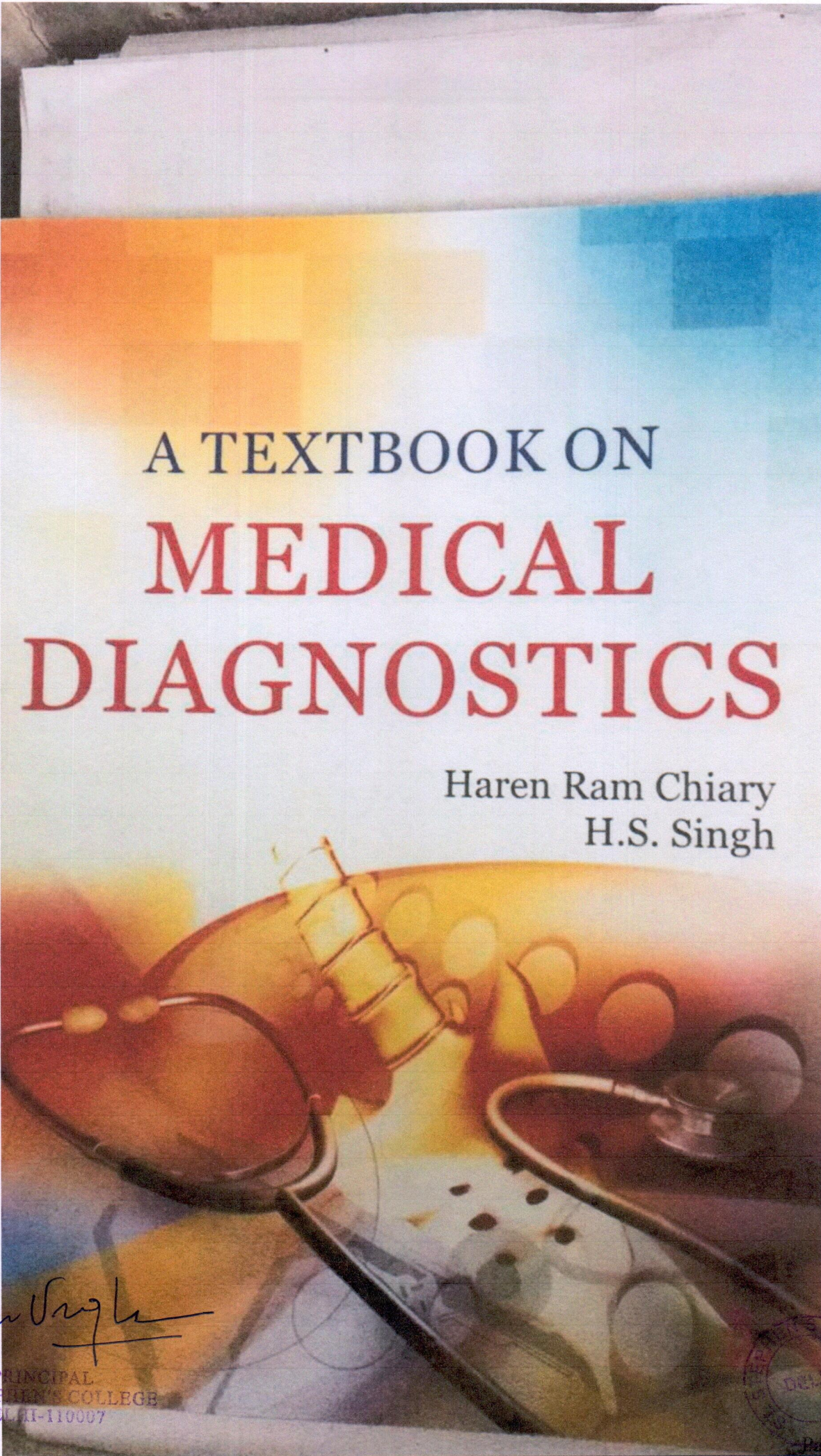
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A TEXTBOOK ON
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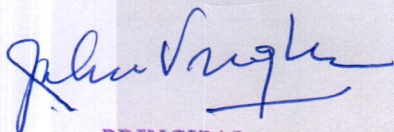
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1. Introduction to Medical Diagnostics

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- 1.1 Learning Outcomes
- 1.2 Definition of Diagnostics
- 1.3 Historical Resume
- 1.4 Diagnostic Tools
- 1.5 Importance of Medical Diagnosis
- 1.6 Early Diagnosis
- 1.7 Future of Diagnosis
- 1.8 Summary

2. Statistical Analysis and Interpretation

Rajni Gupta and Haren Ram Chiary

- 2.1 Learning Outcomes
- 2.2 Introduction
- 2.3 History of Concept
- 2.4 Statistical Background
- 2.5 Measure of Mortality and Morbidity
- 2.6 Fertility, Natural Increase and Reproduction
- 2.7 Future of Statistics

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Chapter II: Statistical Analysis and Interpretation. Descriptive and Analytical Statistical methods/tools for evaluation of health of various human groups of interest interpretation of statistical data in scientific publications.

Description of Chapter	
Chapter Name	Statistical Analysis and Interpretation. Descriptive and Analytical Statistical methods/tools for evaluation of health of various human groups of interest interpretation of statistical data in scientific publications.
Part Name	Statistical Analysis and Interpretation. Descriptive and Analytical Statistical methods/tools for evaluation of health of various human groups of interest interpretation of statistical data in scientific publications.
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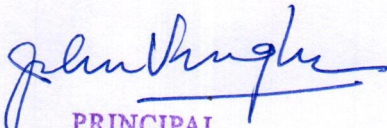
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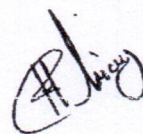
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- 2.3 History of concept
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 - 2.4.2 Rates, Ratios and Probabilities
- 2.5 Measure of Mortality and Morbidity
- 2.6 Fertility, Natural Increase and Reproduction Rates
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- 2.9 Summary

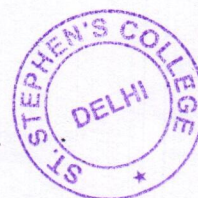
2.1 Learning Outcomes

In this chapter, the student will be able to understand

- The basic method and tools used by epidemiologist and professionals and how they are related in human health science fields.
- The difference between a rate and a ratio and their appropriate use.
- The complete concept of mortality, morbidity and fertility.
- How to measure useful rates and ratio related to birth and death from vital statistical data.


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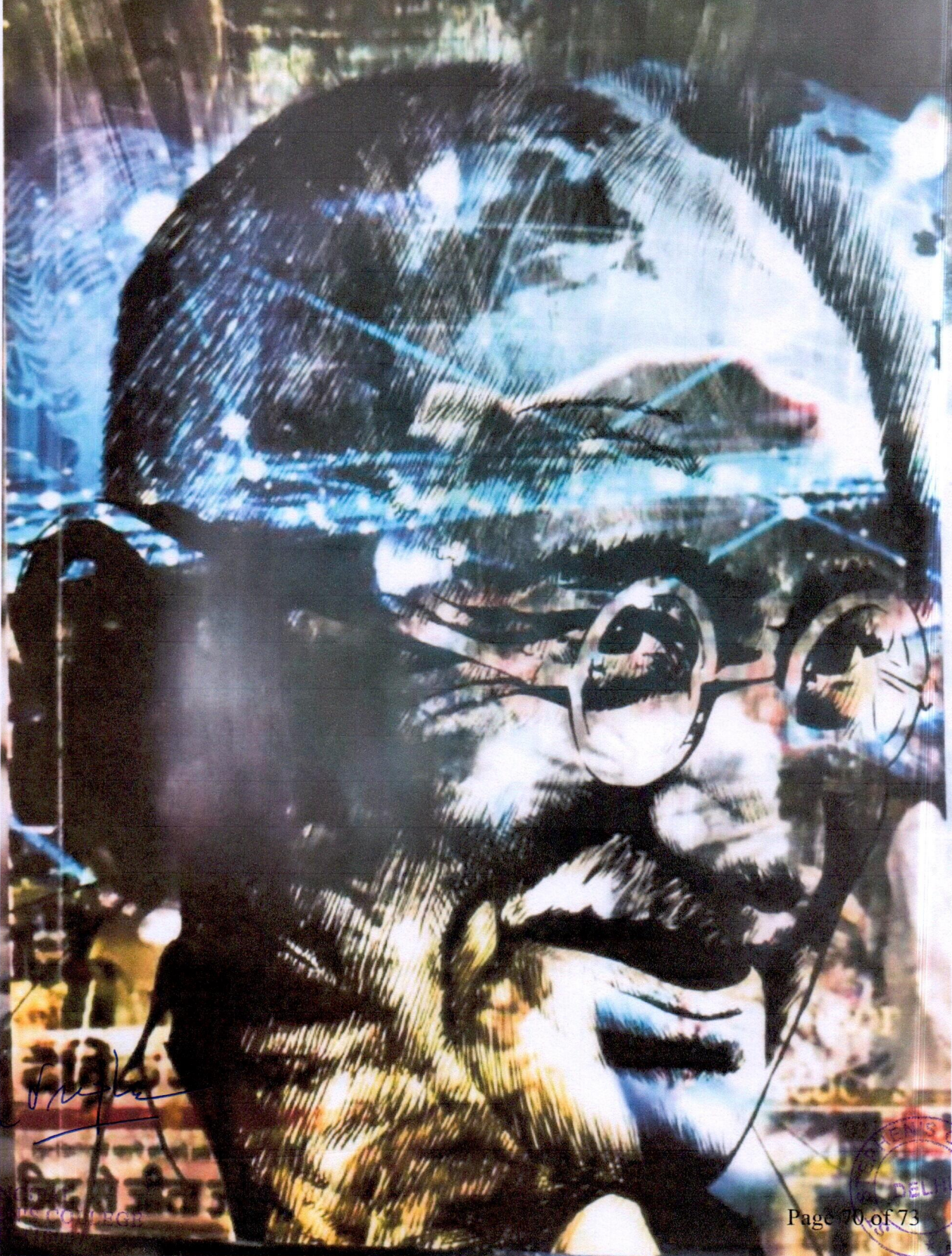


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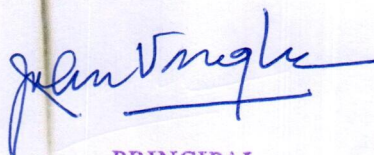
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महात्मा गांधी का भाषिक संस्कार और 'हरिजन सेवक पत्र' अशुतोष शुक्ल

महात्मा गांधी का व्यक्तित्व और उनकी भाषा एक दूसरे के मेल-जोल से बने हैं। उनकी भाषा का अनुशीलन उनकी चारित्रिक खूबियों को भली-भांति उजागर कर देता है। उनकी भाषा एक विश्वमनीय दस्तावेज है जिससे उनको पढ़ा और समझा जा सकता है। भाषा को लेकर गांधी जी अत्यंत सचेत हैं और इसकी शक्तियों को समाजभाषावैज्ञानिकों से भी ज्यादा अच्छी तरह समझते हैं। उनकी समूची भाषा नीति जिस विस्तृत आधार फलक पर स्थित है वह उनके समाज दर्शन की संवेदनशील भावभूमि का ही एक हिस्सा है। जिस तरह गांधी जी वचन को कर्म के स्तर पर जीना चाहते थे उसी तरह भाव को भाषा में भी उतार देना चाहते थे। उनके भाषिक संस्कार को बहुत ध्यान से देखने पर वचन-कर्म-भाषा की त्रिवेणी से रूबरू हुआ जा सकता है।

उनके पत्र-पत्रिकाओं की भाषा इस बात की गवाह है कि हिंदू-मुसलमान, पुरुष-महिला, मजदूर-हरिजन, जमींदार-किसान, पूँजीपति-कामगार और भद्र-देहाती, सभी को एक साथ एक चालने की प्रवृत्ति उनकी मूल संकल्पना थी। सभी को प्रतिनिधित्व देकर, सभी की बगल में मुनिश्चित करने वाला समग्रतावादी दृष्टिकोण उनकी भाषा में साफ तौर पर देखा जा सकता है। इस प्रकार उनकी भाषा के पीछे उनके हृदय की आवाज को सुना जा सकता है। हिंदी के बीच 'हिंदुस्तानी भाषा' को लेकर उनका जो आग्रह था उसे इसी संदर्भ में समझा जा सकता है। विरोधना और अखंडता का यह मधुर मिलन उनकी भाषा की पूर्व शर्त है।

गांधी जी के 'हरिजन सेवक' पत्र की भाषा को देखने पर उनकी भाषा की सफाई बर्नियार्दी विशेषताएँ सामने आती हैं—सरलता, स्पष्टता, सहजता, अकृत्रिमता। इनकी भाषा में कोई गॉट या गुन्थियाँ नहीं होती हैं, जिन्हें खोलना पड़े सब कुछ एकदम पारदर्शी एवं देश के साथ प्राकृतिक रूप में प्रस्तुत होता है।

इस हिंदुस्तानी भाषा के पीछे गंगा-जमुनी तहजीब की समृद्ध परंपरा को वे पहचानते हैं। इसलिए बोलचाल में घुल-मिल चुके उर्दू, अरबी, फारसी, अंग्रेजी आदि कई भाषाओं के शब्दों का उन्होंने सहर्ष स्वीकार किया और अपने पत्रों की भाषाओं के माध्यम से स्पष्ट किया कि हिंदुस्तान के हृदय को हिंदुस्तानी में ही पूरी तरह अभिव्यक्त किया जा सकता है। इस संबंध में अमरनाथ, हिंदी दिवस पर जनसत्ता अखबार में लिखते हैं कि—गांधी जी द्वारा प्रस्तावित यह हिंदुस्तानी कोई नई वस्तु नहीं है। हिंदी का पहला व्याकरण हॉलैंड निवासी जॉन जोशुआ