


RESEARCH METHODOLOGY

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VACHANKATTA PRODUCTION, KOLHAPUR

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VACHANKATTA PRODUCTION, KOLHAPUR

Vachankatta's

RESEARCH METHODOLOGY

For Competitive Exam

ALL IN ONE
(PET &
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Exams)



MCQ

Ms. Nigar Kadar Mujawar

M.Pharm, GPAT Qualified, Ph.D. (Pursuing)

Ms. Rekha Nirmale-Chougule

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VI. Technology Packages

Moment, utmost distance education programs use Course Management Systems (CMS) to deliver their courses. Still, the growing fashionability, inflexibility and versatility of social media platforms make them presumptive druthers to CMS.

1. The Course Management System

2. Social Media

3. From Text to Virtual Reality

a. Text- Grounded Technologies

b. Audio and Video Based Technology

4. Virtual Reality Exploring Personality Structure

II. Conclusion

Online literacy is changing both preceptors and the teaching complete personality within advanced education, why numerous schoolteacher remain indecisive about online teaching, and put forward ways to report these challenges.

The changes brought upon preceptors by online teaching are transformative rather than incremental. Those preceptors who are resistant to these changes tend to acclimate inadequately to the online classroom, and frequently condemn their lack of satisfaction the failings of the modality. This exploration also stressed the decreasingly important that technological proficiency plays in the teaching profession. Historically, being technology inclined was noway a demand to enter the academe and succeed as a advanced education faculty member. Still, just as technology has come an essential part of the way fraternize, work and communicate, it's getting an essential part of the way we educate learn, and by extension, an important part of faculty's professional quality.

This study highlighted the importance of institutional and peer support in the successful transition process online. The quality of a community and the individual individualities of its members are mutually native. Therefore, for faculty to be willing to integrate online teaching with their professional individualities, advanced education institutions need to offer support for this modality by making online education a part of institutional quality.

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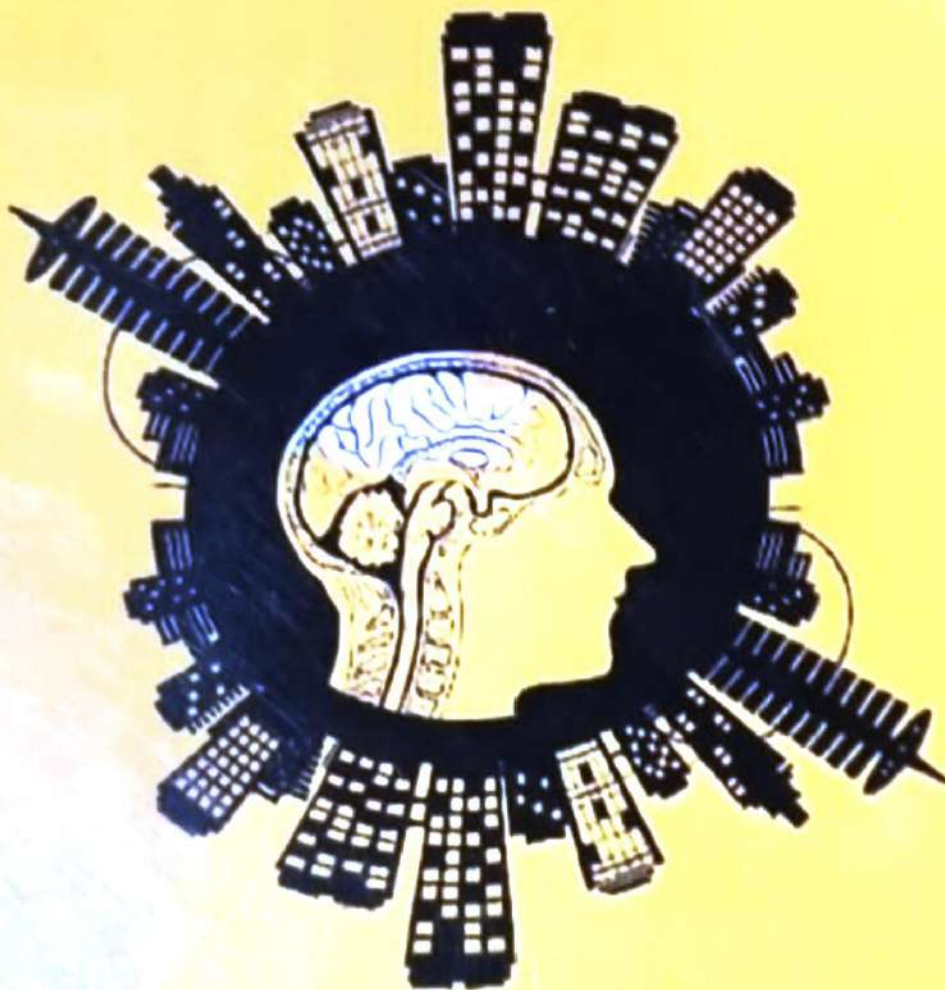
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xxix, No.2, December, 2011

Principal Crops of Rajasthan

Kharif (Siyalu), Rabi (Unalu), Zaid.

The Approach to the Study

The agriculture sector is a primary sector for employment in India as well as Rajasthan where more than half the population depends on it for earning a livelihood. Keeping this point in the mind, after independence, several initiatives were/are introduced by the central and state government to improve methodology and modality of agriculture sector along with its allied sectors.

Scope of the Study

The below list is illustrative of the potential for further research. In-depth study of the perception of farmers towards government policies in Agricultural Marketing in the country. A critical evaluation of the performance of the regulated market. A critical evaluation of practical strategic tools for implementation of policies effectively. Trend analysis of agricultural establishment in the country or particular state.

Conclusion

The researcher gathered data and findings using a timetable, which could lead to biases in the respondent's ideas and responses that aren't totally true. The most significant limitation of the study was respondents' illiteracy, as the majority of respondents are illiterate and unaware of rising trends and new advances in the agricultural industry. Another major issue is farmers' readiness to fill up their schedules, as most of them were not prepared to respond to questions about government plans and schemes.

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Water-Budgeting: The concept of water budgeting was introduced in Gram sabhas, where, after determining the use of water (for drinking, irrigation, livestock, and other commercial purposes), a water budget is prepared to conserve water available from various resources, and works are identified and approved in accordance with the mission's action plan.

4. Bhamashah Livestock Insurance Policy (Bhamashah Livestock Insurance Policy)

The Bhamashah Livestock Insurance policy has been created in the state to safeguard farmers and animal owners from the financial damage caused by livestock death. Livestock owners in the SC/ST and BPL categories will be eligible for a 70 percent subsidy under the scheme.

6. Mukhyamantri Beej Swavlamban Yojana (MBSY)

- Mukhyamantri Beej Swavlamban Yojana has picked three districts for the trial project: Kota, Bhilwara, and Udaipur (MBSY).
- MBSY will assist farmers in generating high-quality seeds in their own fields, reducing their reliance on outside seed suppliers.

Rajasthan's New Agriculture Policy Initiatives

- The state government of Rajasthan has delisted fruits and vegetables from the Agriculture Produce Marketing Committees, allowing farmers to sell them to anybody who is interested.
- Commodity-specific marketplaces have been notified — for coriander, Ramganjmandi; for cumin, Jodhpur & Merta.
- In the state, two Agri Export Zones have been established, each comprising five districts and focusing on spices, coriander, and cumin.
- Union Ministry of External Affairs Food Processing Industries (MOFPI) has awarded approval to 2 Mega Food Parks in Rajasthan.
- Four cold chain projects have been approved under MOFPI's 'Scheme for Cold Chain, Value Addition, and Preservation Infrastructure.' The Alwar project is the only one of the four that has been finished and is now open for business.

8. Contract Farming

The Rajasthan state government has amended the Rajasthan Agricultural Produce Markets (Third Amendment) Act 2005, to enable Contract Farming.

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in organizations to achieve leadership skills. there's little public space for them as men have dominated the field for several years in India.

3. Illiteracy

India is merely the biggest illiterate populations. In January 2014, the UN reported 25.6 percent of all adults in India are illiterate. Literacy among Indian women is 65.46%, which is far less than literacy among men reported at 82.14%. illiteracy limits the flexibility of ladies to grasp the form of government and issues. Problems with exploitation, like women being left off of voters list, are reported as illiteracy limits the power of girls to confirm their political rights are exercised. Martial concerning political participation stated, "Because literacy is connected normally with the flexibility to maneuver outside the house and to face on one's own outside of it, it's also connected to the flexibility of ladies to fulfill and collaborate with other women.

Conclusion

To overcome issues of discrimination and violence, women's organizations have focused on the empowerment of Indian women. Empowerment is tied to the support of family and improved status within the household, which is undermined by the threat of domestic and sexual violence. Socio-economic conditions, such as poverty and illiteracy, prevent the entrance of women into running for public office, and even voting. Inability to understand the rules of Panchayat Raj undermines the self-confidence to participation in public office. Empowerment of Indian women can also occur through "bridging gaps in education, renegotiating gender roles the gender division of labour and addressing biased attitudes". Women can also be empowered to participate by family, and when familial support is present, they are more likely to run for office. All these efforts definitely achieve the National Mission of Empowerment of Women (NMEW) Government of India and definitely India create Benchmark in World.

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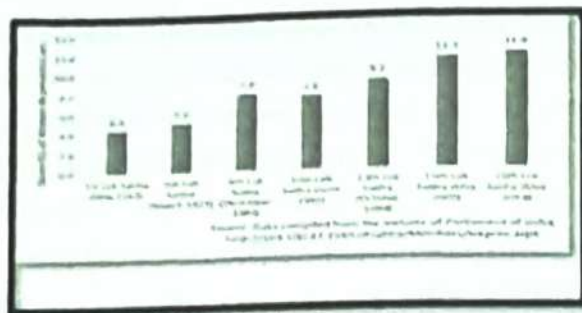


Chart 1: Share (%) of Women in the Parliament (Lok Sabha/Lower House)-India

Challenges to Womens Participation

The level and styles of women's participation in politics is basically shaped by culture and societal barriers within the sort of violence, discrimination and illiteracy.

1. Sexual Violence

Martha Nussbaum highlighted a big barrier to women's capability of participating in politics to be the threat of violence. Sexual violence in India is exacerbated by problems with education and marriage. Women are sexually abused. Child marriage, violence and low literacy rates have lowered Indian women's economic opportunities and contributed to sexual violence in India. A 2011 study found, "24% of Indian men have committed sexual violence at some point in their lives, 20% have forced their partners to possess sex with them 38% of admitting they'd physically abused their partners. Widespread sexual violence is attributed to the very fact that violence within marriage isn't against the law, and sexual violence goes largely unpunished.

2. Discrimination

Although the Constitution of India removed gender inequalities among caste and gender, discrimination continues to be a widespread barrier to women's political participation. A 2007 study of three,000 Indian women found the barriers in participation, specifically in running for political office, within the kind of illiteracy, work burdens within the household, and discriminatory attitudes towards women as leaders. Discriminatory attitudes manifest within the limitations presented to Indian women including low access to information and resources. Women depend upon receiving information from family or village members, typically men. Women also lack leadership experience thanks to the very fact they're burdened with household duties. The burden of household duties may be a significant reason why many Indian women don't participate. Unlike men, there are fewer opportunities for girls to induce involvement in politics.

March statistics reveal that India lags behind many countries, including its neighbours Pakistan and Nepal, when it involves women's participation in politics. With only 10.8 per cent of girl's representation within the Lok Sabha and 10.3 per cent within the Rajya Sabha, India ranks 98 within the world, consistent with the information released by the Inter-Parliamentary Union (IPU), a world group that works for promoting democracy, peace and co-operation within the world. India, the world's largest democracy, has now only 59 women representatives out of 545 members in Lok Sabha, while there are 25 female MPs within the 242-member Rajya Sabha. Also covered the Share (%) of Women in the Parliament (Lok Sabha/Lower House)-India (also we can see in Fig.:1 and Chart 1). While India shares its position with Benin and Jordan, it's ranked 47 places below Pakistan and 80 places behind Nepal. With 22.2 per cent women MPs in its Lower House and 17 per cent within the Upper House, Pakistan is placed 51 while Nepal is ranked 18, with 33.3 per cent of female MPs in its parliament, in line with the IPU list released on January 31 this year. Similarly, China and Bangladesh even have a far higher representation of ladies in national politics compared to India. While the communist country is placed at 55 within the list, with 21.3 per cent women representation, Bangladesh is ranked 65th with 18.6 per cent female participation in national politics, the information revealed. Sri Lanka and Myanmar are the sole neighbours which are placed above 100 within the list. Following its elections last April, land is ranked 122 with only 12 female members, or 5.3 per cent, within the 225-seat National Assembly. Sweden ranks two within the list while African nation comes third with 44.5 per cent women MPs in its Lower House.

Cuba had fourth highest women representation (43.2 per cent), followed by Iceland (42.9 per cent), Netherlands (40.7 per cent), Finland (40 per cent) and Norway with 39.6 per cent. Countries like Germany, Italy, Britain, France and therefore the US are ranked 19th, 53rd, 62nd, 63rd and 72nd respectively.



Fig.1:Gender equality

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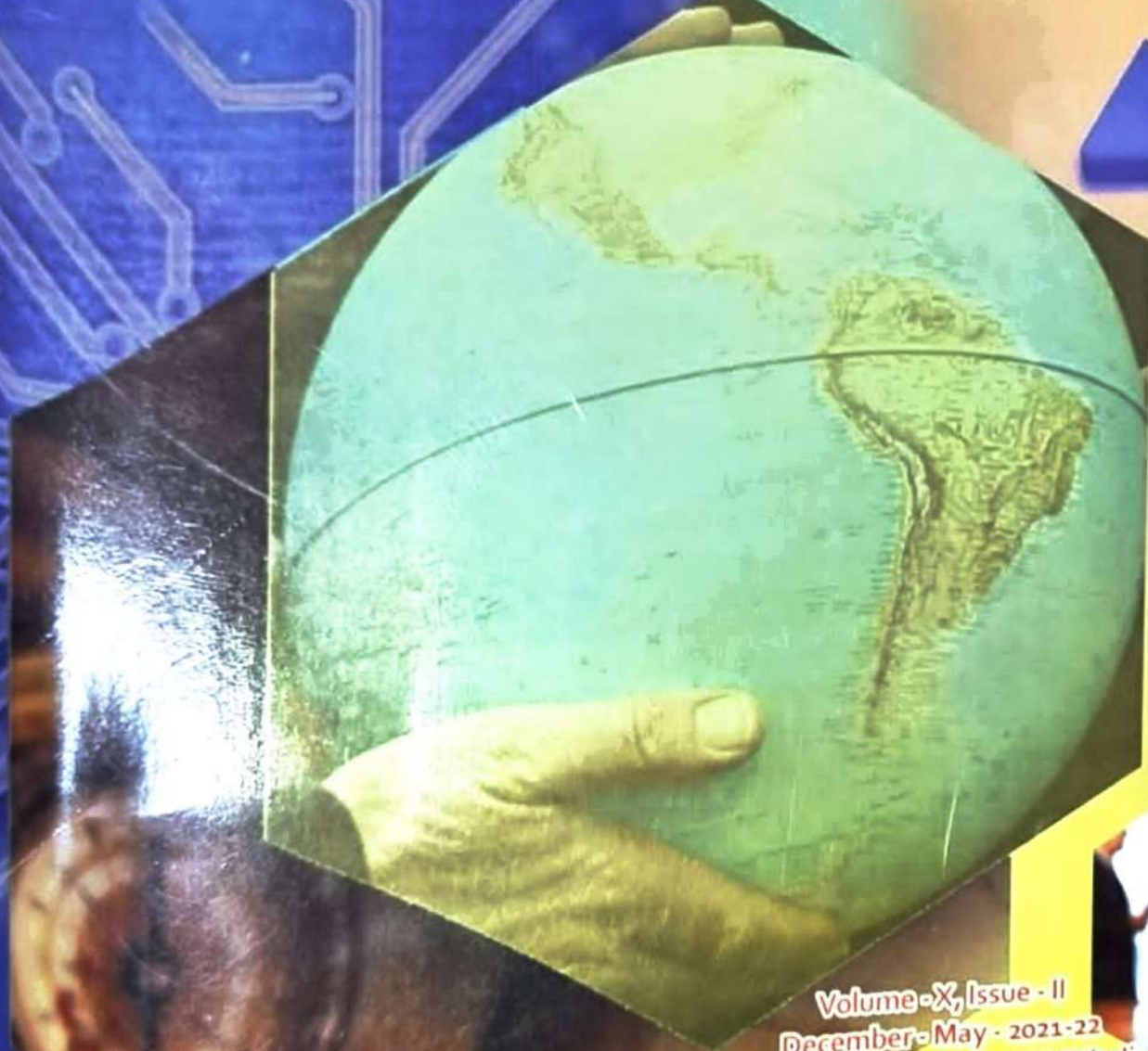


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lack of contact between the elites and the peasants. And finally, his cooperation and masterstrokes turned India to a food surplus economy.

Aatmanirbhar Bharat:

Our second Prime Minister, Lal Bahadur Shastri, presented the idea of making India self-sufficient, Aatmanirbhar Bharat, with a greater reliance on indigenous manufacturing and service providers. Although he did not develop the term Aatmanirbhar, India took the first step towards Aatmanirbharta and began to become self-sufficient as a result of his revolutionary ideas. His contributions to the Green Revolution, the White Revolution, and a variety of other sectors were the catalyst for India's transformation into Aatmanirbhar.

ShastriVrat & Jai Jawan, Jai Kisan:

During the food crisis, Shastri urged his countrymen to go without food for one day a week in order to save food grains. Shastri used "Tyag" in addition to sowing seeds as part of the Green Revolution and to send the food crisis. People complied and gave up a one-time meal once he and his family began fasting. It was dubbed a "Shastri-Vrat" by the country. Shastri brought agriculture to the Planning Commission's notice in order to enhance India's food output. He also coined the popular slogan "Jai Jawan, Jai Kisan." People were encouraged to start farming, and the food crisis was eventually over. Along with all of this, Shastri contributed much to the country^{13,14,15}.

CONCLUSION:

Lal Bahadur Shastri was the second Prime Minister of Independent India and he was greatly impressed by Mahatma Gandhi. Also, a leader of the Indian National Congress Party. His life definitely motivational and inspirational. His work in food and agriculture definitely guide us in Aatmanirbhar Bharat. His thoughts definitely guide us for bright future of India.

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hilt⁸. Krishnamachari, infamous for a streak of 'intolerance' and 'open hostility to perfectly legitimate criticism of {his} policy', would term the Prime Minister a 'parenthesis in history'. 'Most economic development depends on greater agricultural production, not foreign imports,' according to Shastri, whether in war or peace. When the Johnson administration began to examine methods to utilise aid to force a settlement of the Kashmir problem in the aftermath of the 1965 conflict with Pakistan... Shastri responded by saying that PL480 with "political strings" would not be accepted^{9,10}. Shastri made substantial structural adjustments in addition to personnel changes and personal support, as Adam B. Lerner recently stated. By abolishing members' indefinite tenure and reducing the Planning Commission's status from that of a virtual branch of the prime minister's office to that of weaker economic advisers, he diminished the Planning Commission's outsized influence. Shastri also established his own secretariat within his office.

These were the first actions in the realm of governance intended at bolstering Shastri's position as more than first among equals. Although it was easier to persuade the party to "protect the prime minister's role at the centre of policymaking"^{6,11}. Indeed, the 'burning' food problem was linked to the Congress crust crisis on Shastri's Prime Ministerial plate, much as Shastri's response to one was tied to the other, as Michael Brecher wrote at the time: In mid-August 1964, he issued a detailed letter to the Chief Ministers, requesting their cooperation. He pleaded with the grain trade's middlemen to release whatever food they had stashed. He called a conference with opposition party leaders and asked them not to use a national problem to gain political currency. He made two radical proposals to the Chief Ministers in October, aware of rising dissatisfaction with government inaction: a statutory rationing in six cities with populations surpassing one million people, and informal rationing in 105 towns with populations exceeding 100,000 people; b a summary trial of traders selling at higher prices.

To foil these plans and its underlying traditionally consensual and consultative approach, anything from "administrative shortcomings" to "supreme parochialism" was given. Prime Minister's weakness but the party's strength; 'an open flouting of the centre by the state chieftains'¹².

Green Revolution:

When India was in the throes of a significant agricultural crisis in the mid-1960s, annual wheat imports from the United States were three to four million tonnes. India was at the time involved in a conflict with Pakistan, its neighbour. On the other hand, the United States, India's principal food source, threatened to limit wheat shipments if India did not end the conflict. India was suffering from a severe food scarcity and was completely reliant on foreign goods. Shastri brought agriculture to the Planning Commission's attention at the time. And it was this shift in perspective that sparked the Green Revolution. He showed a deep concern for agriculture and was critical of the

joined the Indian Independence Campaign in the 1920s, when he took part in the non-cooperation movement. The British imprisoned him for a period of time¹.

Some Unknown Facts About Lal Bahadur Shastri:

1. Lal Bahadur Shastri, India's second Prime Minister, was born on October 2nd, the same day as Mahatma Gandhi.
2. In 1926, he was awarded the title of 'Shastri' by Kashi Vidyapeeth University as a measure of academic achievement.
3. Shastri swam the Ganges twice a day to get to school and wore his books on his head because he didn't have enough money to use a boat at the time.
4. When Lal Bahadur Shastri was the Minister of Uttar Pradesh, he was the first to employ water jets instead of lathi charges to disperse crowds.
5. He coined the phrase "Jai Jawan Jai Kisan" and was instrumental in defining India's destiny.
6. He went to jail because he took part in the non-Cooperation movement at the time of the Freedom Struggle with Gandhi ji but he was let off as he was still a minor of 17 years.
7. After independence, as a transport minister, he mandated the hiring of female conductors and drivers in public transit.
8. He accepted a Khadi cloth and spinning wheel as a dowry in his wedding.
9. He took part in the Salt March and was sentenced to two years in prison.
10. As a minister of the interior, he established the first anti-corruption committee.
11. He had also incorporated the Green Revolution notion in order to increase the demand for India's food supply.
12. In the 1920s, he became a major leader of the Indian National Congress and joined the liberation fight. Not only this, he had also supported the promotion of White Revolution for increasing milk production in the country.
13. He had created the National Dairy Development Board and supported the Amul milk cooperative based at Anand, Gujarat.
14. On January 10, 1966, he signed the Tashkent Declaration with Pakistani President Muhammad Ayub Khan to terminate the 1965 conflict.
15. He spoke out against the dowry and caste systems.
16. He was a well-behaved individual with great self-esteem and values.

He didn't even buy a car after becoming Prime Minister. The country underwent significant changes in the years running up to the fourth general elections. Two Prime Ministers had died in a short period of time, and the next Prime Minister, who was widely seen as a political rookie, had only been in office for a year. A collapse in agricultural production, a severe food scarcity,

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Editor : Dr. Dharampurikar Bhalchandra Vaijanathrao





10. Industry Relevance: The curriculum is aligned with industry needs, ensuring that students acquire a skill set that is relevant to the job market.

11. Global Perspective: By encouraging a multidisciplinary approach, NEP aims to prepare students for a globalized world, where problems often require knowledge from multiple domains.

Please note that the implementation of the NEP may have evolved since my last update in 2021. It's advisable to check the latest developments and policy changes to get the most accurate information.

Conclusion

The findings of the research indicated that the implementation of multidisciplinary approach in B.Ed programs is related to the objectives of the National Education Policy That has the potential to produce teachers with a more comprehensive understanding of the educational

landscape. However, successful implementation faces challenges such as curriculum design, faculty development and infrastructure. Nevertheless, the benefits of improved teacher preparation and instructional quality are a promising avenue for improvement.

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1. Multidisciplinary Research : NEP encourages the establishment of multidisciplinary research universities and institutions to promote cross-disciplinary collaboration.

2. Research Funding : The policy aims to increase research funding, both public and private, to support innovative research projects across various disciplines.

3. National Research Foundation (NRF) : NRF is proposed to be established to facilitate research and innovation in India. It will fund competitive research proposals and promote a culture of research in higher education institutions.

4. Academic Credit Bank : NEP suggests creating an Academic Credit Bank, which would store academic credits earned from various higher education institutions. This encourages students to pursue diverse subjects and engage in interdisciplinary studies.

5. Innovation and Entrepreneurship : The policy promotes innovation and entrepreneurship by integrating them into the curriculum and providing support for startups and innovation hubs.

6. Teacher Training : NEP emphasizes the importance of continuous professional development for teachers, including training in research and innovative teaching methods.

7. Language of Instruction : Encourages research and innovation in Indian languages, not just English, to make education more accessible and relevant to the Indian context.

8. Global Collaboration : The policy encourages collaboration with international institutions to foster global research partnerships and enhance the quality of education and research.

These are some of the key aspects of research and innovation highlighted in the National Education Policy 2020 in India, aimed at fostering a culture of inquiry, creativity, and innovation in the education system.

7. Skill Development

The National Education Policy (NEP) 2020 in India emphasizes holistic skill development. Here are some key points for skill development under NEP 2020:

1. Early Childhood: Focus on a strong foundation in early childhood education to develop cognitive, social, and emotional skills.

2. Vocational Education: Integration of vocational education from the school level to provide practical skills and knowledge.

**2. Flexibility in Choice**

It provides flexibility to students to choose subjects based on their interests and career goals, reducing the rigid separation of arts and sciences. This allows students to explore a broader range of subjects.

The National Education Policy (NEP) 2020 in India aims to provide flexibility in choice to students at various levels of education. It emphasizes a multi-disciplinary approach, allowing students to choose subjects across different streams and promoting vocational education. The NEP 2020 also encourages credit transfer between different institutions, making it easier for students to switch courses or pursue a diverse set of subjects. Overall, the policy seeks to empower students with greater flexibility in their educational choices to foster holistic development.

3. Curriculum Design

The curriculum design emphasizes a multidisciplinary and holistic approach, where concepts from different subjects are interlinked to provide a comprehensive understanding of a topic.

The National Education Policy (NEP) 2020 in India aims to bring about significant changes in the education system. Here's a simplified curriculum design framework that aligns with the key principles of NEP 2020:

A. Foundational Literacy and Numeracy (FLN)

- Early childhood education focused on FLN.
- Play-based learning to develop cognitive and social skills.
- Introduction to basic language and math concepts.

B. Multidisciplinary Education

- Reduce rigid subject boundaries.
- Integrate various subjects to promote holistic learning.
- Encourage project-based and experiential learning.

C. Curriculum Flexibility

- Allow students to choose subjects of interest.
- Offer a diverse range of elective courses.
- Encourage vocational and skill-based education.

D. Assessment Reforms

- Shift from rote learning to continuous assessment.
- Assess critical thinking, creativity, and practical skills.
- Reduce the emphasis on high-stakes exams.

E. Teacher Training and Professional Development

- Train teachers in innovative pedagogical methods.
- Foster a learner-centric approach.
- Continuous professional development for educators.

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- Institutions are encouraged to showcase innovative practices and initiatives that can be adopted by others.

19. Global Recognition

- NAAC accreditation adds to an institution's global recognition, making it attractive to international students and collaborations. These points outline the comprehensive process and implications of NAAC accreditation at the institute level in India.

Conclusion

The implementation of NAAC accreditation is crucial for maintaining and enhancing the quality of higher education institutions. It fosters accountability, global recognition, financial support, and self-improvement, all of which contribute to the overall development and success of these institutions.

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12. Timeline

- The accreditation process typically takes several months to complete, from application to final grading.

13. Impact on Curriculum

- NAAC assesses the curriculum, teaching methods, and evaluation processes, which can lead to curriculum enhancements.

14. Outcome-Based Education (OBE)

- NAAC encourages institutions to adopt outcome-based education models, focusing on learning outcomes and skill development.

15. Benchmarking

- Accreditation allows institutions to benchmark themselves against others in the same category and aspire to higher grades.

16. Cyclical Review

- Accreditation is not a one-time process; institutions undergo periodic reviews to maintain and improve their accreditation status.

17. Faculty and Staff Development

- NAAC assesses faculty and staff development programs, promoting professional growth.

18. Innovation and Best Practices

- Institutions are encouraged to showcase innovative practices and initiatives that can be adopted by others.

19. Global Recognition

- NAAC accreditation adds to an institution's global recognition, making it attractive to international students and collaborations. These points outline the comprehensive process and implications of NAAC accreditation at the institute level in India.

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The implementation of NAAC accreditation is crucial for maintaining and enhancing the quality of higher education institutions. It fosters accountability, global recognition, financial support, and self-improvement, all of which contribute to the overall development and success of these institutions.

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IDEAL - ISSN - 2319 - 359X - IMPACT FACTOR - 7.537 (www.sjifactor.com)**6. Student Confidence**

NAAC accreditation provides assurance to students and their parents about the quality of education and facilities offered by an institution.

7. Employer Confidence

Employers often prefer graduates from NAAC-accredited institutions, as they are perceived to have received a quality education.

8. Curriculum Enhancement

NAAC assesses curriculum, teaching methods, and evaluation processes, leading to potential curriculum enhancements.

9. Outcome-Based Education

NAAC encourages institutions to adopt outcome-based education models, focusing on learning outcomes and skill development.

10. Transparency

The accreditation process is transparent and data-driven, promoting accountability and fairness.

11. Institutional Autonomy

NAAC respects the autonomy of institutions, allowing them to showcase their unique strengths and characteristics.

12. Global Recognition

NAAC accreditation adds to an institution's global recognition, making it more attractive to international students and collaborations.

13. Innovation and Best Practices

Institutions are encouraged to showcase innovative practices and initiatives that can be adopted by others, fostering a culture of innovation.

14. Faculty and Staff Development

NAAC assesses faculty and staff development programs, promoting professional growth and development within institutions.

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Accreditation is not a one-time process; institutions undergo periodic reviews to maintain and improve their accreditation status.

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IDEAL - ISSN - 2319 - 359X - IMPACT FACTOR - 7.537 (www.sjifactor.com)**16. Data-Driven Decision Making**

NAAC accreditation relies on data and evidence, encouraging institutions to make decisions based on empirical information.

17. Enhanced Infrastructure

Institutions often invest in improving their infrastructure and facilities to meet NAAC's criteria, benefiting students and faculty.

5. Benchmarking

NAAC provides a framework for benchmarking institutional performance against peers, facilitating healthy competition and best practices.

6. Global Recognition

Accreditation by NAAC can enhance an institution's global recognition and collaborations, promoting international partnerships and student exchanges.

NAAC accreditation is vital for institutions as it ensures quality, promotes improvement and opens up opportunities for growth and recognition in the higher education sector.

Objectives

- Helping to know about NAAC
- Helping to know all information about NAAC.
- To facilitate awareness about NAAC and its implementation.
- Helping to know the importance of NAAC

The importance of NAAC (National Assessment and Accreditation Council) accreditation:

1. Quality Assurance

NAAC accreditation ensures that higher education institutions in India maintain high academic standards and quality in education and research.

2. Benchmarking

It provides a standardized benchmark for evaluating and comparing the performance of different institutions.

3. Continuous Improvement

NAAC emphasizes the importance of ongoing improvement and encourages institutions to implement recommendations for enhancement.

4. Funding Opportunities

Many government grants and schemes in India require institutions to have NAAC accreditation, making them eligible for increased funding.

5. Recognition and Reputation

Accreditation enhances an institution's recognition and reputation, both nationally and internationally.



6. Student Confidence


NAAC accreditation provides assurance to students and their parents about the quality of education and facilities offered by an institution.

7. Employer Confidence

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Message

The New Miraj Education Society, Miraj has been established in the year 1960, since the inception we are striving hard to provide quality education to the aspirants of Miraj and surrounding areas. The society is operating different educational institutions like Kanya Mahavidyalaya Miraj, Shri. Balwantrao Marathe High School, Shri. Dinkarrao Gokhale Primary School for Slow learners and Little Orchid Pre International school.

Kanya Mahavidyalaya, Miraj is established in 1983 since then it has been one of the pioneers of government aided private colleges. The college has been started with a vision to cater the needs of girl students from Miraj city and surrounding areas. The college has completed a successful journey of 38 years as on now and during this journey has organised various workshops, Seminars and conferences successfully.

The college is now organising One Day Multidisciplinary National Conference on 'Role of Social Sciences in Contemporary Society' on 28th May 2022. So, on this occasion I would like to congratulate all the participants, researchers and dignitaries and wish them a great success.

Sd/-

Mr. Vinayak Gokhale

President,

The New Miraj Education Society, Miraj

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2022

Message

The New Miraj Education Society's Kanya Mahavidyalaya, Miraj is organizing one day Multidisciplinary National conference on '**Role of Social Sciences in contemporary Society**' on Saturday 28th May 2022.

I hope large no of participants will actively participate. The national conference will serve as a platform for research scholars in order to exchange of innovative ideas.

I wish a grand success for the national conference.

Sd/-

Mr. Raju Zadbuke

Secretary,

The New Miraj Education Society, Miraj

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