

# RESEARCH METHODOLOGY

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**VACHANKATTA PRODUCTION, KOLHAPUR**

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# RESEARCH METHODOLOGY

*For Competitive Exam*

ALL IN ONE  
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**MCQ**

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**Ms. Rekha Nirmale-Chougule**

M.A., M.Ed., M.B.A., TET (PET & ST), UGC NET (PGT)

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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**

### **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 grate online teaching with their professional individualities, advanced education tutions need to offer support for this modality by making online education a part of institutional quality.

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doesn't drop their significance in the online classroom, just as "the virtual presence of an educator doesn't dwindle the central part of teaching" (Garrison & Anderson, 2000, p87). In addition, being exploration on preceptors' geste has substantially concentrated on the identification of practical walls.

#### **IV. Practical Barriers To Online Teaching**

1. Pedagogy and Technology
2. Student Readiness
3. Time Commitment and Compensation
4. Comprehensions of Online Learning

#### **V. Online Teaching Personalities/ Characters**

Having made the decision to educate online, preceptors are faced, frequently alone and unrehearsed, with the challenge of performing in an entirely technology-intermediated terrain, where rules and actions are radically different. "There is no past history or tradition for this extraordinary semi-real, semi-fiction learning." There are no routines governing virtual commerce that scholars have absorbed as they've made their way through times of training. There are no morals for their geste in these classrooms" (Polin, 2004, p43).

Paulin further claims that "in this new field, we are art workers, casting interactive spaces, tools and meaningful objects; places and personalities for actors; and ethics to carry." (Polin, 2004, p44). There's veritably little exploration on the way preceptors manage their profession in online courses. Exploration on print operation and quality in online communities suggests that moment's druggies of technology substantially attempt to bear what they perceive as they real characters "Although online surrounds give unique openings to manage prints, for the utmost part these prints were grounded on socially desirable aspects of offline personality and a desire to present an authentic print" (Chester & Bretherton, 2007, p233).

It's important to note that this exploration of Chester & Bretherton wasn't conducted with preceptors in an educational environment, but rather with undergraduate scholars in a social environment. In discrepancy, a thing of my exploration is to explore whether preceptors'online individualities follow this pattern, or whether preceptors, pressed to borrow new pedagogical practices more acclimated to the mediated nature of the online classroom, end up creating indispensable professional rates.



## THE IMPACT OF ONLINE TEACHING ON HIGHER EDUCATION TEACHER'S PROFICIENT PERSONALITY AND THEROLE OF TECHNOLOGY

**Ms. Rekha L. Nirmale**

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Kolhapur, Maharashtra, India

### Abstract

The central ideal of this exploration is to explore how online literacy is changing with preceptors and the teaching profession in advanced education. As part of this investigation, I delved the impact of online teaching on the professional personality of preceptors who have transitioned to the online classroom. I also considered the part played by technology in this process. Previous exploration has shown that developing a stable teaching personality is a crucial element in schoolteacher retention (Danielewicz, 2011), as well as a critical contributor to success and effectiveness in the classroom (Lap, 2005; Day et al., 2006). I contend that a stable teaching personality is inversely important for online preceptors.

Alsup argues that, when brazened with circumstances at odds with important aspects of their beliefs about teaching and literacy, preceptors initiate a process of professional uniqueness renegotiation in order to resolve the conflict caused by the discordant circumstances at hand (Alsup, 2005). This is likely to be particularly true for online preceptors. A teaching and literacy experience deprived of face-to-face relations is a major source of conflict. In order to successfully acclimate to the unique conditions of the online classroom, preceptors need to rethink beliefs and values about what it means to be a schoolteacher, both virtually and theoretically.

**Keywords :** online learning, teaching profession, advanced education, abecedarian beliefs and beliefs, technology.

### Introduction

Over the past decade, the setting out of online education has full-grown exponentially. Online literacy in education has gone from experimental innovation to an

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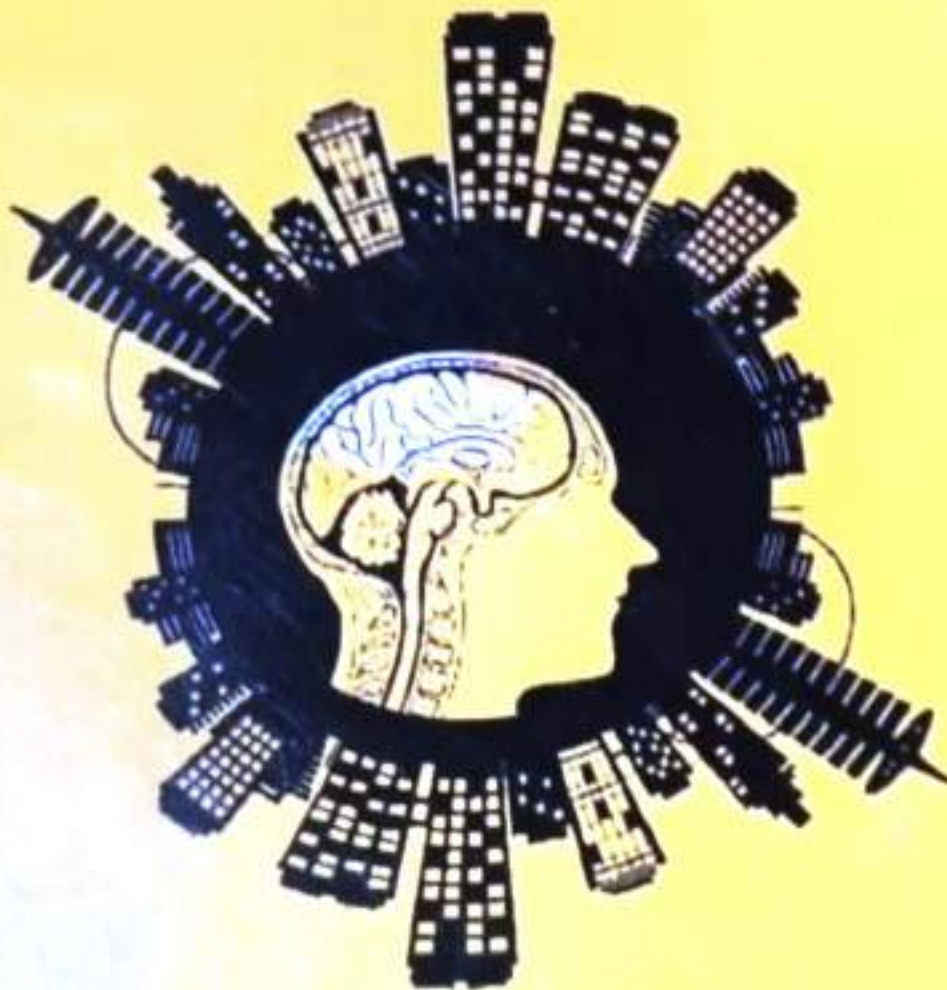
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## Principal Crops of Rajasthan

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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- Single window clearance system: A single point interface is in place for online submission & tracking of investment applications and time-bound clearances.
- Single-window clearance system: An online submission and tracking system for investment applications and time-bound clearances has been established.
- During GRAM 2016, the Rajasthan government inked 38 memorandums of understanding (MoUs) totaling RS 4400 crores for agricultural and allied sector investment.

#### **8. National Mission On Agriculture Extension and Technology (NMAET)**

NMAET consist on 5 sub-missions:

1. Sub Mission on Agriculture Extension (SMAE)
2. Sub-Mission on Seed and Planting Material (SMSP)
3. Sub Mission on Agriculture Mechanization (SMAM)
4. Sub Mission on Plant Protection and Plant Quarantine (SMPP)
5. National e-governance plan in agriculture

#### **9. Rashtriya Krishi Vikas Yojana/National Agriculture Development Programme (RKVY/NADP)**

RKVY was launched by the Indian government in the 11th five-year plan to target a 4% growth rate in the agriculture and allied industry. During the 2015-16 academic year.

#### **10. Kisan Mela, Minikit, and Crops Exhibition are examples of awareness programmes.**

The state government runs various programmes such as Kisan Mela, Minikit, and Crops Exhibition across the state from time to time to inform farmers about new advances and trends in the agriculture sector.

#### **11. Agency for Agricultural Technology Management (ATMA)**

The country's implementation of this plan began on March 29, 2005. It was established as a registered society at the district level to carry out extension reforms with the active participation of farmers or farm communities, Krishi Vigyan Kendras, NGOs, Panchayati Raj Institutions, and other stakeholders involved in agricultural development.

#### **12. Kisan Call Centers**

On January 21, 2004, the Department of Agriculture and Cooperation (DAC) created Kisan Call Centers. These systems are designed to respond to farmer concerns quickly and in the imperative local language.

**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.



## Hypothesis

The state government's policies and initiatives are effective in promoting Rajasthan's agriculture sector, and farmers are able to reap some of the benefits. They are slightly satisfied, but not completely content.

## Rajasthan Government Schemes in Farmer Sector

### 3. Mahatma Jyotiiba Phoolle Mandi Sharmik Kalyan Yojana

In the state, the Mahatma Jyotiiba Phoolle Mandi Sharmik Kalyan Yojana 2015 has been launched. The following are some of the scheme's key features:

- For two pregnancy periods, licensee lady labourers receive pregnancy support in the amount of rupees equivalent to 45 days non-skilled labour rate.
- For the marriage of her daughter, a licenced lady labourer will be entitled to a compensation of '20,000. This aid is only available for the marriage of up to two girls.
- Under this system, the son or daughter of a licenced labourer who achieves a grade point average of 60% or higher is eligible for a scholarship.
- In the event of a serious illness, a licenced labourer will be offered financial aid of '20,000.
- Mukhyamantri Jal Swavlamban Abhiyaan (MJSA)
- On the 27th of January 2016, the CM inaugurated the campaign from the village of Gardan Kheri in the Jhalawar district.
- The year 2016 has been declared the "Year of #JalKranti."
- Scope: A total of 21000 villages will benefit by 2020, with roughly 3000 priority villages benefiting in 2016 and 6000 villages benefiting every year for the next three years.
- The scheme is based on the Four-Waters Concept, a successful water conservation strategy used in The Four Waters concept entails harvesting of available runoff (rain water, ground water, under-ground water, and in situ soil moisture) in rural areas through catchment treatment, proper utilisation, renovation, and the creation of new water harvesting structures.

**Crowd Funding:** The scheme's funding is based on the unique concept of crowd-funding, which entails public contributions. The Chief Minister has contributed six months of her pay.



Agriculture is one of humanity's oldest forms of subsistence. It is the foundation of not just bread and butter, but also financial development. It satisfies the basic necessities of humans by providing them with food, housing, clothing, and medicine. For numerous industries, it is also a vital source of raw materials, industrial products, and consumer items. According to the Central Statistics Office (CSO), agriculture and its related industries contributed roughly 15.35 percent of the country's Gross Value Added (GVA, formerly known as Gross Domestic Product) in 2015-16 at 2011-12 basic prices (Government of India, 2017). The "changing scenario" has given Indian agriculture fresh wings to fly in the sky of the global planet.

It did, however, introduce some new challenges, such as finding a domestic and international market for marketed surplus; establishing an integrated, regulated, and coordinated internal agricultural marketing system to provide fair marketing practices and advancement to farmers; and developing appropriate farm technologies and agro-management applications to ensure food and nutritional security; exploiting export opportunities; and satisfying diversifying global and domestic market requirements.

### **Statement of the Problem**

Government policies and programmes are critical to the development of the agriculture sector, the creation of rural jobs, and the increase in farmer income. The effectiveness of these policies and schemes is directly proportional to farmers' awareness of them, as more informed farmers are more likely to benefit from these initiatives. The level of satisfaction among farmers in the state with these policies and schemes can be used to gauge their success, i.e. the farmer must be satisfied when he obtains a benefit from the scheme. Despite government attempts, several major challenges remain in the agriculture industry, and farmers are being denied a fair price for their produce, forcing them to live in poverty.

### **Objectives of the Research Work**

The objectives of the study are the following:

1. To examine the current situation of the agriculture industry in Rajasthan and compare it to that of other states.
2. To look into the state government's marketing and promotional efforts to boost the agriculture sector in Rajasthan.

## 8. Government Policy and Program for Development of Rajasthan

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### Abstract

Rajasthan which is also known as the "Land of Maharajas" is the largest state of India, covering an area of about 342,239 sq. km. It comprises of 33 districts and its largest city is Jaipur, which is also its capital. Being located on the western side of the country, it shares its border with Pakistan to its northwest and to the west it shares its border with Sindh. The vibrant culture and rich heritage of this princely state draw innumerable tourists from across the globe. Its major attractions include the ruins of Indus Valley Civilization, the oldest mountain range. The state which has made the vulnerable to droughts and famines. Rajasthan is the largest state in the country, spread over 3.42 lakh sq.km. The government schemes in Rajasthan covers all central sector, centrally sponsored and Rajasthan state government schemes. Rajasthan government scheme include such as agriculture and related agriculture sector in Rajasthan agriculture, marketing, animal husbandry and dairy , fisheries, Cooperative credit related , economy, finance and related , education, Medical and health, other social , women empowerment, minority affairs, youth affairs and sports, devasthan/ religious, culture, rural development, Urban development infrastructure related, good governance related, natural resource and related others games and initiatives.

**Keywords:** Land of Maharajas, Glory, Largest State, Schemes

### Introduction

Rajasthan is India's largest state and is renowned as the "Land of Maharajas." Rajasthan is a state in northwest India. The state is divided into 33 districts, 241 tehsils, and 237 development blocks. Because desert or semi-desert encompasses 61 percent of the state's area, including 11 districts and 40 percent of the population, it is known as India's desert state. Rajasthan's economy is predominantly agricultural and rural, and the net state domestic product (NSDP) growth rate is vulnerable to significant fluctuations due to uncertainties in agriculture production, which is almost entirely dependent on rainfall.



**CONTENTS OF ENGLISH PART - I**

<b>S. No.</b>	<b>Title &amp; Author</b>	<b>Page No.</b>
1	Lexical Challenges in Translating Business English Texts <b>Abdullah Mohammed Salem Alawl</b> <b>Dr. Ramesh Chougule</b>	1-7
2	Use of Information and Technology in the Library <b>Dr. Pramod Narayan Alone</b>	8-11
3	A Successful Single Dad <b>Dr. Deepika Rai</b>	12-16
4	Gender and Cultural Inequality in the Thakur's Well <b>Dr. Ravi S. Walke</b>	17-23
5	Diversity of Macrophytes of Gudgaon Lake of Bhadrawati Tehsil, District - Chandrapur (M.S.), India <b>Harney N. V.</b>	24-28
6	A Study of Relation between Unemployment and Economic Growth in India <b>Dr. Rajni Kant Trivedi</b>	29-35
7	Correlation, Training Workers of Health Care Setting in Regards to Biomedical Waste <b>Dr. Diwakar Pradhan</b> <b>Dr. Mayank Pradhan</b>	36-42
8	Government Policy and Program for Development of Rajasthan <b>R. L. Nirmale</b>	43-49
9	Buddhism: Scientific Paradigm <b>Avinash G. Narwade</b> <b>Prof. Dr. S. M. Sonone</b>	50-52
10	Arbuscular Mycorrhizal Fungus Accompanying Brinjal ( <i>Solanum melongena</i> L.) Rhizosphere Soil <b>Patale S. W.</b>	53-56
11	Online vs. Paper Exams: Perceptions of Professional Courses Students <b>Mr. Dinesh Atmaram Borase</b>	57-60
12	On Some Transformations of Basic Hypergeometric Series <b>Dr. Jayprakash Yadav</b>	61-64



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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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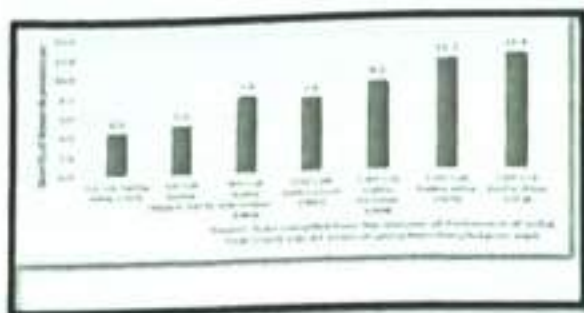


Chart 1: Share (%) of Women in the Parliament (Lok Sabha/Lower House)-India

### 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 men 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



are neither inclusive nor democratic. Including women, especially in local governments is an essential step towards creating gender equal opportunities and gender sensitive policies. Similarly Indian Constitution guarantees several rights such as the right to equality in Article 14, right to life and personal liberty under Article 21 of Constitution to all its citizens irrespective of gender. The Constitution of India establishes a parliamentary system of government, and guarantees its citizens the right to be elected, freedom of speech, freedom to assemble and form associations, and vote.

The Constitution of India attempts to get rid of gender inequalities (Fig.1) by banning discrimination supported sex and sophistication, prohibiting human trafficking and made labor and reserving elected positions for girls, the govt. of India directed state and native governments to market equality by class and gender including equal pay and free legal aid, humane working conditions and maternity relief, rights to figure and education, and raising the quality of living. The measurement of ladies' political participation is important to spot the requirement of policy intervention to enhance the identical.

#### **Objectives of Women Empowerment**

1. To resolve the shortage of ladies in positions of power.
2. To stop patriarchy.
3. Attempt to identify the explanation. Why not enough women at the table?
4. To prevent sexism, racism and economic inequality.
5. Stop trauma-centred feminism.
6. Try and access to civil right.
7. To prevent the dearth of respect for caregiving.
8. Stop navigating career and motherhood.

Also, to strengthen the processes that promote holistic development of ladies, gender equality and gender justice through inter-sectoral convergence of programmes impacting women, forging synergy amongst various stakeholders and creating an enabling environment conducive to social change. it'll also strive to integrate gender concerns into the training curriculum of the training institutes (administrative, academic, police, legal, health, skill development, rural development etc.) moreover as prepare training modules for functionaries at various levels.

#### **What are Women's Political Empowerment?**

Political empowerment supports creating policies that may best support gender equality and agency for girls in both the general public and personal spheres. Methods that are suggested are to make social action policies that have a quota for the quantity of ladies in political affairs and parliament positions. As the country celebrates the International Women's Day on 8th

## 4. Women and Politics

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### Abstract

Women's political engagement is a necessary condition for achieving gender equality and true democracy. It promotes women's direct participation in public decision-making and ensures more accountability to women. In India, women vote, run for public office, and join political parties at a lesser rate than men. Women having political participation is strongest in the areas of activism and voting. In India, women have served as president and prime minister, as well as chief ministers of several states. Similarly, the Indian Constitution gives many rights to all citizens, regardless of gender, including the right to equality in Article 14, the right to life, and personal liberty in Article 21. Women usually contribute in public life through joining women's organisations, community action groups, volunteer groups, and other nearer groups. Instead of participating in establishment events, they choose to participate in problem-solving activities. Gender discrimination and giving equal access to education and employment opportunities are important for sustainable development. Even when women are working, the pay disparity between women and men means they need not earn as much as men.

**Keywords:** Women empowerment, Politics, Gender equality, Sexual violence, Sexual violence

### Introduction

True democracy is a system which in Abraham Lincoln's words, "is a government of the people, by the people and for the people". While most of the democracies have given a system which has government elected by all the sections of societies, it is debatable whether the government comprises of all the diverse sections and importantly whether the government works for all the people of the democracy. In this context, the problem of low participation of women is of special concern for democracies and without changing that true democracy can never be achieved. Women's participation in decision-making is essential for women's interests to be incorporated into governance. It has been widely experienced that governance structures which do not provide for adequate participation of women, often suffer from state interventions which



## ❧ CONTENTS OF ENGLISH PART - II ❧

S. No.	Title & Author	Page No.
1	Gender Issues and Role of School in Gender Equality <b>Dr. Nishant Chandrakant Nirmale</b>	1-6
2	NEP 2020 & Women Empowerment <b>Dr. U. J. Karawande</b>	7-12
3	Role of Women in Agriculture Forest, the Raw-Material, Pulp Paper Industries all Front and are Past, Present and Future of the India, and the Globe <b>Dr. Ahirrao Indrarao Shaligram</b>	13-20
4	Women and Politics <b>Rekha L. Nirmale</b> <b>Nigar K. Mujawar</b>	21-26



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lack of contact between the elites and the peasants And finally, his cooperation and masterstroke 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 toward 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<sup>13,14,15</sup>.

#### **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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hilt'. 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<sup>9,10</sup>. 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"<sup>6,11</sup>. 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'<sup>12</sup>.

### **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

produce more during the coming Rabi season,' thereby bringing the situation to a head. thus, bringing about 'a psychological change'. A month later, it was the turn of rice in the southern states to be in limited supply. New Delhi sent more than 40 waggons of grains to Kerala, but that wasn't enough. Shastri was quick to bring up the "difficulty of foreign exchange" in terms of future imports, and acknowledged that "negotiations were underway to buy rice from specific nations on the basis of staggered payments." Meanwhile, 'coarse grains' were being sold in marketplaces across the country as a substitute. However, it was evident that problems would last at least until spring 1965. In the end, it turned out to be a lengthy affair with far-reaching consequences. 'The famine of 1966–67 which centred on Bihar and resulted in 60 million people nourished for two years exclusively on U.S. food, was one of the incidents that generated an awareness of the rising food difficulties of the Third World in the late 1960s,' according to Gail Omvedt<sup>5</sup>.

Meanwhile, the government enacted the Food Corporation Bill 'to design ways and means to offer farmers incentives to produce more,' as the root-and-branch solution to the problem. The goal was to give them 'due help by form of finance, fertilisers, irrigational facilities and guidance'. Food grain movement limits between zones were also to be reexamined. However, this was not a "radical reform" in food policy, but rather a desperate solution befitting difficult times. Shastri intended to wait until March 1965, 'when the new wheat crops would be harvested,' before beginning anything new. Until then, he blamed "surplus food states" for supplying food grains to "deficient food states," hoping that the overall situation would improve due to predicted bumper crops. 'The food problem and rising costs' remained 'the fundamental challenge facing the country' until the border situation in Kutch and Kashmir heated up in spring-summer 1965. This was the backdrop against which the famed 'green revolution' was born, and both old and new research agree that Shastri 'successfully assisted in the construction of the Green Revolution's foundation.' Shastri initiated it by seemingly 'a simple personnel shift, naming Minister of Steel and Heavy Industries C. Subramaniam the minister of food and agriculture'<sup>6</sup>; a step that was emblematic of a deeper desire to reorient policy from the Nehruvian ideological vision focused on industry towards Shastri's own instinctive feel for agriculture.

However, for the future 'architect' of the 'green revolution,' it was a risky step. According to Subramaniam, the Prime Minister greeted him with the phrase "the Waterloo of many past ministers"<sup>7</sup> when he accepted his new position. The leitmotif of 'self-sufficiency in food... for the preservation of our freedom' was at the heart of Shastri and Subramaniam's efforts, since India's food imports from the US would balloon to 10 million tonnes per year. When ideologues within the Cabinet, such as Finance Minister TT Krishnamachari, and inside Parliament, such as Communist leaders Hiren Mukherjee and Bhupesh Gujral, oppose Subramaniam, Shastri would back him to the



depletion of foreign exchange reserves, a dip in industrial production and exports, all accompanied by a dramatic increase in military spending and a diversion of resources away from planning and economic development. One of the first decisions of the Indira Gandhi government was to devalue the Indian rupee, under what was seen to be pressure from the US. Previously, one US dollar could be bought for less than Rs. 5; now, it costs more than Rs. 7. Price increases were driven by the current economic condition. People began to demonstrate in response to rising food prices, food scarcity, rising unemployment, and the country's overall economic situation. Across the country, bandhs and hartals were called on a regular basis. The government viewed the demonstrations as a law-and-order issue rather than reflections of people's grievances. This inflamed public resentment and exacerbated public instability<sup>23</sup>.

#### **FOOD:**

India had the same first-order difficulty in the initial months of Shastri's presidency as it had in the final months of his predecessor's, namely extreme food scarcity. 'India endured a long food crisis between 1939 and 1952,' according to Taylor C. Sherman. However, as Rodney H. Mills Jr. demonstrated, food production 'tended to stagnate' during 1953–1954 and 1958–1959, both deemed 'bumper years,' resulting in another 'food crisis'. Floods and other unfavourable seasonal changes caused a significant shortage in wheat and rice output by 1962–1963. Wheat production fell from 12 million tonnes to 10.8 million tonnes that year, with current production predicted to be 9.7 million tonnes. As a result, wheat prices began to soar in September 1963, and the states of Uttar Pradesh, Maharashtra, Bihar, Rajasthan, and West Bengal were particularly hard hit. The situation with rice was far worse. Rice crop suffered the worst damage in 1962–1963, with production falling to 31.9 million tonnes from 34.8 million tonnes the previous year. Rice distribution through fair price shops was 1.1 million tonnes in 1963, approximately 1 million tonnes in 1962, and now 1.3 million tonnes in 1964. Between 1962 and October 1963, the market price had increased by a third. New Delhi had to approach the US government, which consented to a shipment of roughly 2 lakh tonnes, which was scheduled to arrive by the end of December 1964. C. Subramaniam, Shastri's minister for food and agriculture, was negotiating rice purchase agreements with Pakistan, Cambodia, and Thailand, even as he considered imposing rationing across the country. Food scarcity and price rises were not merely an economic concern, but also a politically "important matter," as Congress Members of Parliament (MPs) made clear to their ministers. Shastri and Subramaniam could only hope for a "bumper crop next season," while threatening harsh penalties for black marketeers and hoarders. By October 1964, the situation had deteriorated, and Shastri reassured worried MPs that his government would 'allocate more foreign exchange for the import of wheat from Australia,' while also urging them to 'visit their constituencies and spend some time in the villages so as to enthuse and educate the farmers to



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 time<sup>1</sup>.

### 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 been in office for a year. A collapse in agricultural production, a severe food scarcity,

# LAL BAHADUR SHASTRI -FOOD AND AGRICULTURE

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## ABSTRACT:

Mahatma Gandhi left a lasting impression on Lal Bahadur Shastri, the second Prime Minister of Independent India. In addition, he is a member of the Indian National Congress Party's leadership. India had the same first-order difficulty in the initial months of Shastri's presidency as it had in the final months of his predecessor's, namely extreme food scarcity. India endured a long food crisis between 1939 and 1952,' according to Taylor C. Sherman. There are a number of undiscovered facts about Lal Bahadur Shastri that can be used to motivate and inspire us. The country underwent significant changes in the years running up to the fourth general elections. The country witnessed major changes. In the early months of Shastri's presidency, India faced the same first-order problem as it had in the closing months of his predecessor's: acute food scarcity. According to Taylor C. Sherman, "India experienced a long food crisis from 1939 and 1952." In the mid-1960s, when India was experiencing a severe agricultural crisis, annual wheat imports soared. Lal Bahadur Shastri, our second Prime Minister, proposed Aatmanirbhar Bharat, a plan to make India self-sufficient by relying more on local manufacturing and service providers. In addition to all of this, Lal Bahadur Shastri made major contributions to the country.

**KEYWORDS:** Lal Bahadur Shastri, India, Congress, Food, Agriculture.

## INTRODUCTION:

Lal Bahadur Shastri was the second Prime Minister of Independent India and he was greatly impressed by Mahatma Gandhi "Jai Jawan Jai Kisan," he said, which means "Hail the army, Hail the farmer." Lal Bahadur Shastri was born in Mughalsarai on October 2, 1904. As a result, this year celebrates the 100th anniversary of his birth. He had served the country for more than 30 years and had earned a reputation as a guy of great integrity and expertise. He was a man of immense inner power who was also humble and forgiving. He spoke the language of the people and was a visionary for the country's advancement. Indian National Congress is a political party in India. Vidya Peeth bestowed upon him the title "Shastri," which means "Scholar," as part of his bachelor's degree award. However, his name was tainted by this designation. Mahatma Gandhi and Lokmanya Tilak had a big influence on Shastri. On May 16, 1928, he married Lalita Devi. He became a life member of Lal Lajpat Rai's Servants of the People Society (Lok Sevak Mandal). He began working for the upliftment of the underprivileged there, eventually becoming the President of the Society. Shastri j







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**लाल बहादूर शास्त्री  
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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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- Continuous Professional Development (CPD) programs are encouraged to help teachers stay updated with the latest teaching techniques and subject knowledge.
- Technology-based teacher training and online resources are promoted to reach a wider audience of educators.

## 2. Higher Education

- The NEP 2020 proposes significant reforms in higher education to make it more flexible and multidisciplinary.
- It introduces a 4-year undergraduate program with multiple exit options, allowing students to earn a certificate, diploma, or degree based on their choices and the duration of study.
- The policy encourages the establishment of Academic Bank of Credit (ABC) to facilitate credit transfer and mobility between institutions.
- It promotes research and innovation in higher education institutions and encourages partnerships with foreign universities.
- The policy aims to increase the Gross Enrollment Ratio (GER) in higher education and improve the quality of education through various measures.

The implementation of these reforms may vary by state and institution.

**9. Assessment Reforms:** The assessment methods are revamped to assess students' holistic development and understanding across subjects, moving away from rote learning.

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

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**3. Multiple Entry and Exit Points:** Flexible learning paths allowing learners to acquire skills at different stages of education.

**4. Technology:** Leveraging technology for online and blended learning, especially in skill development programs.

**5. Internships and Apprenticeships:** Encouraging experiential learning through internships and apprenticeships to bridge the gap between education and employment.

**6. Teacher Training:** Preparing educators with the skills needed to foster holistic development among students.

**7. Industry Collaboration:** Collaborations between educational institutions and industries to align curriculum with industry requirements.

**8. Life Skills:** Integrating life skills education to enhance problem-solving, communication, and critical thinking abilities.

**9. Continuous Learning:** Promoting a culture of lifelong learning to adapt to evolving skill demands.

**10. Assessment Reforms:** Moving away from rote learning and focusing on competency-based assessments.

**11. Language Skills:** Emphasizing multilingualism and communication skills to enhance employability.

**12. Entrepreneurship:** Encouraging entrepreneurship education and innovation as part of skill development.

It's important to stay updated with the implementation of these policies and explore opportunities for skill development through formal education, vocational training, and online resources to align with the goals of NEP 2020.

### 8. Teacher Training & Higher Education

The National Education Policy (NEP) 2020 in India introduced several significant changes related to teacher training and higher education. Here are some key highlights:

#### 1. Teacher Training

- The NEP 2020 emphasizes the importance of high-quality teacher training. It promotes the implementation of four-year integrated teacher education programs that will replace the traditional one-year B.Ed. program. This aims to provide teachers with a more comprehensive and holistic education.

- Continuous Professional Development (CPD) programs are encouraged to help teachers stay updated with the latest teaching techniques and subject knowledge.
- Technology-based teacher training programs are promoted to reach a wider audience of educators.



**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.

#### 4. Student-Centered Learning

- Empower students to take ownership of their projects, allowing them to make decisions and develop problem-solving skills.

#### 5. Assessment and Evaluation

- Develop assessment criteria that consider not only the final product but also the process, collaboration, and critical thinking involved.

#### 6. Integration of Technology

- Utilize technology to facilitate research, collaboration, and presentation in PBL projects, aligning with NEP 2020's focus on technology in education.

#### 7. Community Engagement

- Encourage students to interact with their communities and experts related to their project topics, promoting experiential learning.

#### 8. Multilingual Education

- Incorporate multilingual elements into PBL projects to support NEP 2020's emphasis on preserving and promoting regional languages.

#### 9. Inclusive Education

- Design projects that accommodate diverse learning needs and abilities, ensuring inclusivity in education.

#### 10. Assessment of 21st-Century Skills

- Assess students on skills like communication, collaboration, creativity, and critical thinking, aligning with NEP 2020's emphasis on skill development.

#### 11. Continuous Professional Development

- Train teachers in PBL methodologies to effectively implement this approach in the classroom.

#### 12. Feedback and Reflection

- Encourage students to reflect on their learning experiences, fostering a growth mindset.

#### 13. Documentation and Sharing

- Document and share the outcomes and experiences of PBL projects to promote best practices and peer learning.

#### 6. Research and Innovation

The multidisciplinary approach promotes research and innovation by breaking down traditional silos and encouraging collaboration across disciplines.

The National Education Policy (NEP) 2020 in India emphasizes research and innovation in education. Some key points related to research and innovation in NEP 2020 include:



#### K. Global Exposure

- Promote international collaborations.

- Offer opportunities for exchange programs.
- Introduce global perspectives in the curriculum.

#### L. Environmental Education

- Integrate environmental awareness and sustainability.
- Encourage eco-friendly practices in schools.
- Promote outdoor and nature-based learning.

Remember that this is a simplified framework, and the actual curriculum design should be tailored to specific educational institutions and grade levels. It's essential to involve educators, experts, and stakeholders in the curriculum development process to ensure successful implementation of NEP 2020 principles.

#### 4. Critical Thinking

It encourages critical thinking and problem-solving skills by exposing students to diverse perspectives and knowledge domains, fostering a well-rounded intellectual development.

#### 5. Project-Based Learning

The NEP encourages project-based learning, where students work on interdisciplinary projects, combining knowledge from various subjects to solve real-world issues.

Project-Based Learning (PBL) is an effective teaching approach that aligns with the National Education Policy (NEP) 2020 in India, which emphasizes experiential and holistic learning. Here's how you can implement PBL in line with NEP 2020:

##### 1. Align with NEP 2020 Goals

- Ensure that your PBL projects align with NEP 2020's goals, such as promoting critical thinking, problem-solving, and interdisciplinary learning.

##### 2. Select Real-World Problems

- Choose projects that address real-world issues, fostering a sense of relevance and practicality in students' learning.

##### 3. Interdisciplinary Approach

- Encourage projects that require students to draw knowledge from multiple subjects, promoting holistic learning.

##### 4. Student-Centered Learning

- Empower students to take ownership of their projects, allowing them to make decisions and develop problem-solving skills.

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**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.

**F. Technology Integration**

- Use technology for personalized learning.
- Provide access to digital resources.
- Develop digital literacy skills among students.

**G. Ethical and Moral Values**

- Include value education in the curriculum.
- Promote ethical behavior, empathy, and social responsibility.
- Encourage civic engagement and community service.

**H. Languages and Cultural Diversity**

- Promote multilingualism.
- Preserve and celebrate cultural diversity.
- Encourage the learning of regional languages.

**I. Teacher-Student Ratio and Infrastructure**

- Ensure adequate teachers for quality education.
- Improve infrastructure and access to education.
- Create inclusive classrooms for students with disabilities.

**J. Research and Innovation**

- Encourage research-oriented learning.
- Establish innovation hubs and research centers.
- Support student-led innovation projects.

**K. Global Exposure**

- Promote international collaborations.





**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.

to create experiences through learning. Once these multiple subjects come together, each student will be able to access the lowest and best quality of information from a variety of subject perspectives. NEP 2020 emphasizes on incorporating academic perspectives into the curriculum by thinking from a multidisciplinary perspective from an early age.

1. The first encourages interdisciplinary courses.
2. Encourages integration of traditional Indian knowledge system in modern curriculum.
3. The NEP encourages the inclusion of diverse subjects such as mathematics, science, arts, technology and anthropology and the development of curricula and programs.

The NEP is preparing students for a rapidly changing world with access to a wide range of knowledge and skills. This approach encourages students to pursue a wide range of subjects, promote holistic thinking and holistic development. In the context of B.Ed programmes, this meant incorporating subjects beyond academics such as science, arts and social sciences into the curriculum. This approach aims to produce good all-round teachers who are able to meet the diverse needs of students.

The New Education Policy (NEP) in India, as of my last knowledge update in September 2021, introduced a multidisciplinary approach to education. Here are some detailed points about the multidisciplinary approach in the NEP:

### **1. Integration of Subjects**

NEP promotes the integration of subjects across various disciplines, allowing students to study a combination of arts, sciences, and vocational subjects. This helps in a holistic understanding of real-world problems.

The National Education Policy (NEP) 2020 in India introduced significant changes to the education system.

In NEP 2020, there was a focus on integrating subjects and promoting a multidisciplinary approach in education. This approach aimed to break down traditional subject silos and encourage students to explore a wider range of topics. The NEP emphasized the importance of holistic and well-rounded education.

Please note that educational policies and guidelines can change over time, so I recommend checking the latest information from official government sources or educational authorities for updates on the implementation of integrated subjects in the NEP or any subsequent policy changes beyond September 2021.





## 16. Implementation of National Education Policy 2020 through Multidisciplinary Approach in B.Ed.

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### Abstract

The National Education Policy (NEP) 2020 in India has transformed the education system. This paper explores the implementation of NEP 2020 from a multidisciplinary perspective in the context of Bachelor of Education (B.Ed) programmes. Its purpose is to analyze the influence of this approach on teacher education and its potential for improving teacher quality.

### Objectives

1. To examine the important provisions of the National Education Policy 2020 and their relevance to teacher education.
2. To examine the concept of multi-discipline approach and its potential advantages among B.Ed programs.
3. To assess the challenges and opportunities related to applying multi-disciplinary approach in B.Ed.
4. To analyze the potential influence of the multidisciplinary approach on teacher preparation and quality of instruction.

### Information

The National Education Policy 2020 in India emphasizes on multidisciplinary approach in higher education. The need for multidisciplinary approach in education has been felt many times that multidisciplinary approaches are considered in the curriculum of education science but only to a limited extent. Multidisciplinary education is about bringing together many disciplines

to create experiences through learning. Once these multiple subjects come together, each student will be able to access the lowest and best quality of information from a variety of subject perspectives. NEP 2020 emphasizes on incorporating academic perspectives into the curriculum by thinking from a multidisciplinary perspective from an early age.

1. The first encourages interdisciplinary courses.
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The NEP is preparing students for a rapidly changing world with access to a wide range of knowledge and skills. This approach encourages students to pursue a wide range of subjects, promote holistic thinking and holistic development. In the context of B.Ed programmes, this meant incorporating subjects beyond academics such as science, arts and social sciences into the curriculum. This approach aims to produce good all-round teachers who are able to meet the



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## CONTENTS OF ENGLISH PART - II

S. No.	Title & Author	Page No.
11	Tradition Meets Modernity: A Sociological Exploration of Urbanization and Cultural Evolution in Post-Independence India <b>Ruturaj Ravi Gaikwad</b>	59-66
12	Traditional and Modern Methods of Storage of Grains in India <b>Dr. Shital Chandrashekar Lolge</b>	67-70
13	Digital Journalism and Citizen Journalism: The Shifting Paradigm of News Reporting <b>Dr. Leeladhar Bansod</b>	71-79
14	Role of Corporate Social Responsibility in India and its Impact of the Development of Indian Society <b>Sunil Kalyanrao Sonawane</b>	80-87
15	Innovative Instructional Technique for <i>Teaching Educational Psychology among B.Ed. Trainees</i> <b>Dr. Choudhari Qaisar Jahan</b>	88-96
16	Implementation of National Education Policy 2020 through Multidisciplinary Approach in B.Ed. <b>Smt. R. L. Nirmale</b> <b>Shri. Sorate S. K.</b> <b>Smt. Shirtode V. L.</b> <b>Smt. Sawant A. D.</b>	97-106



## ❧ CONTENTS OF ENGLISH PART - II ❧

S. No.	Title & Author	Page No.
1	An Analytical Study of Online Buying Behavior of Women <b>Jayshree Sharma</b> <b>Dr. T. G. Mirge</b>	1-5
2	Trends in Re-Engineering the Library <b>Dr. Sudhir B. Sangole</b>	6-11
3	Literature Review on the Role of the Audit Committee to Promote Internal Audit as In-House Mechanism of Corporate Governance <b>Mr. Mohammed Gazem Abdulwahid Al-Areqi</b>	12-17
4	A Study of Perception of Salaried Individuals to Invest in Health Insurance with Special Reference to Pune City <b>Mr. Abhay Anant Pathak</b> <b>Dr. M. S. Deshpande</b> <b>Dr. Sushama Sathe</b>	18-25
5	Indianness in Ezekiel's The Night of the Scorpion <b>Dr. Rajendra Nivrutti Gaikwad</b>	26-29
6	Twenty Noble Qualities of the Arहत <b>Kavita Bhagwan Ambhore</b>	30-32
7	The Importance of Governance Mechanisms in Mitigating Corruption: A Comprehensive Review and Analysis <b>Dr. Prajakta Thube</b>	33-39
8	Crop Insurance in India: Its Progress and Issues <b>Dr. Nagnath Kolhe</b>	40-47
9	Empowering Indian Households: A Closer Look at the Prime Minister Ujjwala Gas Scheme <b>Dr. Usha H. Watane</b>	48-53
10	Lockdown Impact of Covid-19 on Workers in Unorganized Sector of Maharashtra State: Special Reference to Aurangabad City <b>Dr. Vijay Surve</b>	54-58

## ❧ CONTENTS OF ENGLISH PART - I ❧

S. No.	Title & Author	Page No.
1	Expression Invariant Face Recognition: A Compressive Approach <b>Manisha O. Sharma</b> <b>Vaibhav M. Pathak</b>	1-5
2	Refractory Metals <b>Abhay Bhagwan Chate</b>	6-11
3	Soil Erosion in India <b>Dr. Ashok Shahaji Bhalerao</b>	12-18
4	Uses of Social Networking & Social Media in Libraries <b>Dr. Niraj T. Khobragade</b>	19-26
5	Right to Privacy of LGBT Communities in India : An overview <b>Dr. Swapnil Ukendrasing Sagane</b>	27-34
6	A Study of Selected Psychological Differences between Elite Level Football and Hockey Players <b>Dr. Bhupendra Singh Arjun Singh</b> <b>Dr. Yeshwant Patil</b>	35-39
7	Artificial Intelligence in Teacher Education <b>Dr. Maninder Kaur</b>	40-45
8	Black Money : The Malediction on India's Economy <b>Megha Sharma</b>	46-52
9	The Efficacy of Summary Trials in Modern Judicial Practice : A Study Focused on the Criminal Procedure Code, 1973 <b>Santosh H. Gaddapwar</b>	53-58
10	Augmenting Elementary Education with Constructive Approach <b>Dr. Bindu Sharma</b>	59-66
11	Gharana and Guru - Shishya Tradition <b>Dr. Preeti Damle</b>	67-70



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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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**4. Evaluation Criteria**

- NAAC assesses institutions based on several criteria including Curricular Aspects, Teaching-Learning and Evaluation, Research, Infrastructure, and more.
- NAAC assigns a grade to the institution (ranging from A++ to D) based on its assessment.
- The grade reflects the institution's overall performance.

**5. Continuous Improvement**

- NAAC emphasizes the importance of continuous improvement.
- Institutions receive recommendations from the peer team and are encouraged to implement them.

**6. Funding and Recognition**

- NAAC accreditation can lead to increased funding opportunities from government and other sources.
- It enhances an institution's recognition and reputation.

**7. Quality Assurance**

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

**8. Impact on Students**

- NAAC accreditation provides assurance to students and parents about the institution's quality.
- It helps students make informed decisions when choosing a college or university.

**9. Mandatory for Grants**

- Many government grants and schemes in India require institutions to have NAAC accreditation to be eligible.

**10. Institutional Autonomy**

- NAAC respects institutional autonomy and allows institutions to showcase their unique strengths.

**11. Self-Assessment and Documentation**

- Institutions document their policies, practices, and achievements in the SSR.
- This process aids in identifying areas for improvement and self-reflection.

**12. Timeline**

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

#### **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.

#### **18. Global Mobility**

Graduates from NAAC-accredited institutions may find it easier to pursue further studies or work opportunities abroad.

#### **19. Research Opportunities**

Accreditation can open doors to research collaborations and grants, facilitating research activities within institutions.

#### **20. Accountability**

NAAC accreditation holds institutions accountable for their performance and encourages them to meet specified quality standards.

#### **NAAC and its implementation at the institute level**

##### **1. NAAC Overview**

- NAAC stands for the National Assessment and Accreditation Council, an autonomous body in India.
- Its primary purpose is to assess and accredit higher education institutions to ensure quality and excellence.

##### **2. Accreditation Process**

- Institutions initiate the accreditation process by applying to NAAC.
- They undergo a thorough self-assessment and prepare a Self-Study Report (SSR) based on NAAC's criteria.

##### **3. Peer Review**

- NAAC forms a peer review team consisting of academic experts and administrators.
- This team conducts an on-site visit to the institution.

#### **4. Evaluation Criteria**

- NAAC assesses institutions based on several criteria including Curricular Aspects, Teaching-Learning and Evaluation, Research, Infrastructure, and more.
- NAAC assigns a grade to the institution (ranging from A++ to D) based on its assessment.
- The grade reflects the institution's overall performance.

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**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.

**15. Cyclical Review**

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

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**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**



## 21. Importance of NAAC in Educational Institutes

**Ms. R. L. Nirmale**

IC Principal, College of Education (B Ed ), Peth Vadgaon.

### Abstract

NAAC stands for the National Assessment and Accreditation Council. It is an autonomous body in India responsible for assessing and accrediting higher education institutions such as universities and colleges. NAAC evaluates these institutions based on various parameters, including teaching and learning processes, research, infrastructure, and governance. Accreditation by NAAC is significant as it helps institutions maintain and improve their quality standards, making them more accountable and transparent in delivering quality education. This accreditation is used to measure and ensure the quality of education provided by institutions in India.

**Keywords:** NAAC, Accreditation, Quality Assurance, Benchmarking, OBE

### Introduction

The National Assessment and Accreditation Council (NAAC) is an autonomous body in India responsible for assessing and accrediting higher education institutions. Its importance at the institutional level includes:

#### 1. Quality Assurance

NAAC assesses the quality and performance of institutions, ensuring they meet certain standards and benchmarks in education, research, and infrastructure.

#### 2. Improvement

Accreditation by NAAC encourages institutions to continually improve their academic and administrative processes to meet or exceed the established criteria.

#### 3. Recognition

NAAC accreditation enhances an institution's reputation and credibility, making it more attractive to students, faculty, and funding agencies.

#### 4. Funding Opportunities

Accredited institutions are often eligible for various government grants and funding opportunities, promoting financial stability and growth.

#### 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 in the higher education sector.



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विद्यापीठ अखिल मंडळाने घेतलेल्या निर्णयानुसार शिक्षकांची नियुक्ती, सेवानिवृत्त पदांसाठी (CAS) संशोधन मार्गदर्शक मान्यता (CAS) इत्यादीसाठी खालीलप्रमाणे शोध निबंध प्राप्त करण्यास मान्यता देण्यात येत आहे.

अ) UGC Approved List of Journals आणि UGC Care List अखिलाने येण्यापूर्वी ISSN क्रमांक असणाऱ्या सर्व संशोधन पत्रिकांतील शोध निबंध.

ब) बायकार्डने पुनर्विखोलात केलेल्या (Peer Reviewed Journal) संशोधन पत्रिकांतील शोध निबंध. परंतु त्यासाठी सदरची प्रक्रिया Single blind review/Double blind review/Open or Transparent Peer Review पद्धतीने पूर्ण केल्याबाबतचे संबंधित संशोधन पत्रिका संपादकांचे प्रमाणपर आवश्यक राहिल. उपरोक्त प्रक्रिया न करता संशोधन पत्रिकांच्या संपादकांचे केवळ बायकार्डने पुनर्विखोलात केलेले (Peer Review Journal) असे नमूद केले असलेले तर ते प्राप्त करण्यात येऊ नये.

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१	अलौकिकजनपद के आयुर्वेदिक रसायनशास्त्रों का एक अध्ययन <b>डॉ. पूनम गुप्ता</b>	१-४
२	भारतीय संगीत में रिखाज का स्थान <b>Dr. Ashwini Kumar Singh</b>	५-८

## ❧ CONTENTS OF MARATHI PART - I ❧

अ.क्र.	लेख आणि लेखकाचे नाव	पृष्ठ क्र.
१	मूल्य शिक्षण काळाची गरज प्रा. अश्विनी जैवळ	१-७
२	विठ्ठलभक्त शाहीर वरदी परसराम प्रा. डॉ. गणेश चंदनशिवे	८-११
३	संशोधनाची भाषा डॉ. पांडुरंग गावडे	१२-१४
४	एक देश एक निवडणूक व्यावहारिक वास्तविकता प्रा. डॉ. शरण शिवरुद्रप्पा निलंगेकर	१५-१७
५	प्राथमिक शिक्षण पदविका अभ्यासक्रमातील छात्राध्यापकांच्या आकारिक मूल्यमापनाचा (Formative Evalution) त्यांच्या शैक्षणिक गुणवत्तेवर होणारा परिणाम शैलेश रामचंद्र गायकवाड डॉ. राजश्री मेश्राम	१८-२४
६	आरोग्य प्रशासनात काम करणाऱ्या परिचारिकांची भूमिका व समस्यांचा एक अभ्यास: विशेष संदर्भ देगलूर तालुका मनिषा जळबाराव वनंजे	२५-२८
७	संत कवीरांनी समाजातील बोंगी, पाखंडी मानसिकतेवर केलेला प्रहार - एक सामाजिक चिंतन प्रा. डॉ. विठ्ठल शामराव आत्राम	२९-३१
८	महात्मा गांधीजींच्या विचारांची सद्यस्थितीतील आवश्यकता प्रा. डॉ. क्षिरसागर बी. एस.	३२-३७
९	सध्याच्या शिक्षण पद्धतीत मला वाटणारे अपेक्षित बदल गाडे महेश चंद्रकांत	३८-४३
१०	खानोलकरांचे एक शून्य बाजीराव व परतुता प्रा. वीणा सुधाकर माळी	४४-४६
११	भारतातील राजकारणावर पर्यावरणीय चळवळीचा प्रभाव डॉ. के. जी. पोकळे	४७-५३

**CONTENTS OF ENGLISH PART - I**

<b>S. No.</b>	<b>Title &amp; Author</b>	<b>Page No.</b>
12	A Study of Spiritual Aspects in Dr. B. R. Ambedkar's "Buddha Or Karl Marx" <b>Dr. P. R. Bhoge</b>	66-71
13	Unlocking the Healing Potential: Medicinal Uses of Cassia Auriculata <b>Dr. Shital Chandrashekar Lolge</b>	72-74
14	Mahatma Jyotibha Phule and his Achievement <b>Udhav Kalu Kudase</b>	75-79
15	Evolution of Civil Society Organizations' Contribution to Enhancing Indian Governance in the 21st Century <b>Sunil Kalyanrao Sonawane</b>	80-85
16	A Comparative Analysis of Functionalism and Conflict Theory in Sociology <b>Ruturaj Ravi Gaikwad</b>	86-95
17	Skills Development in India <b>Dr. Dharamsing Jadhav</b>	96-99
18	Digital Advertising and Consumer Behaviour <b>Dr. Leeladhar Bansod</b>	100-106
19	A Descriptive Study of Industrial Policies of India before 1991 <b>Dr. Mrs. Kanchan M. Sananse</b>	107-112
20	Study Ethno-Medicinal Plants in Sangola taluka of Solapur district, Maharashtra (India) <b>Dr. Tembhurne R. R.</b>	113-119
21	Importance of NAAC in Educational Institutes <b>Ms. R. L. Nirmale</b>	120-126



## ❧ CONTENTS OF ENGLISH PART - I ❧

S. No.	Title & Author	Page No.
1	The Impact of the new Education Policy on the Indian Economy <b>Dr. Usha Watane</b>	1-5
2	Cash Flow Statement of State Bank of India and HDFC: A Comparative Study <b>Anil S. Patil</b>	6-14
3	A Dynamic Role of Academic Librarians as an Information Engineer <b>Dr. Niraj T. Khobragade</b>	15-20
4	Gender Budgeting in India <b>Pratibha Yedurao Autade</b> <b>Dr. Dhanashree J. Mahajan</b>	21-24
5	A Study of Cross Cultural Communication Concept and its Challenges in Changing Global Scenario <b>Ms. Raavi Rahul Hande</b>	25-31
6	Commitment of Sports and Games for the Advancement of Wellbeing and Disinfection in India <b>Dr. Meenakshi</b>	32-34
7	Lockdown Impact of COVID-19 on Industrial Workers in the Unorganized Sector of Maharashtra State <b>Dr. Vijay Surve</b>	35-39
8	Metacognitive Ability of Adolescent Students in Relation to their Study Habits <b>Dr. Maninder Kaur</b>	40-45
9	National Education Policy 2020- A New Path towards Standard Education <b>Dr. Gajewad Chandrakant Wamanrao</b>	46-53
10	A Study on Impact of Social Media with Reference to College Students <b>Dr. Balaji Dakore</b>	54-59
11	AI for Assessment Student Learning Process <b>Dr. Choudhari Qaisar Jahan</b>	60-65

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## 'Role of Social Sciences in Contemporary Society'



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ii

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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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## 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 28<sup>th</sup> 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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## INDEX

No.	Title of the Paper	Authors' Name	Page No.
1	स्वातंत्र्योत्तर काळातील श्रियांचे योगदान	लेफ्ट. डॉ. जर्जना टाक	1
2	स्वातंत्र्याची ७५ वर्षे	सहा. प्रा. अस्मिता संजय कोडग	4
3	'हॅन्डवॉल स्टेल्सहून्या वेग या घटकावर टावर प्रशिक्षणाचा होणारा परिणाम: एक अभ्यास'	प्रा. बाबासाहेब म्हाळू सरगर, डॉ. सुनिल दत्तात्रय चव्हाण	7
4	डॉ. बाबासाहेब आंबेडकर यांचे राष्ट्रीय सुरक्षेबाबतचे विचार	प्रा. बाबासाहेब शाबू पाटील	12
5	प्रगतीपूर्व आणि प्रगतीनंतरच्या तंदुरुस्तीमाठी विशेष परिस्थितींमध्ये व्यावसायिक नियम आणि व्यावसायिक पद्धत	डॉ. भारत राजाराम चानसे	14
6	आदिवासींचे सण व उत्सव	भोई रविंद्र रतिलाल	19
7	सामाजिक समस्या, विंगभाव आणि समाज	प्रा. बिजली श्रीपाल इठणे	22
8	राजर्षि शाहूंची कोल्हापूर संस्थानातील कामगार विषयक भूमिका	प्रा. डॉ. दत्तात्रय पांडुरंग खराडे	25
9	विंग, विंगभाव आणि हिंसाचार	दिपाली शंकर बाघमारे	29
10	छत्रपती शाहू महाराज यांचा सामाजिक न्यायाचा विचार	डॉ. अण्णासाहेब हरदारे	33
11	समकालीन समाज आणि संत साहित्यातील सामाजिक विज्ञान	डॉ. चंद्रशेखर आत्माराम भगत	36
12	शाहू महाराजांचे महिला मधमीकरणातील योगदान	डॉ. गीतम नामदेव डाळे	40
13	सामाजिक बदलवळीचा चिकित्सक अभ्यास	प्रा. डॉ. गंगाधर बालू चव्हाण	44
14	शिक्षण व शारीरिक शिक्षणाची कोरोना काळातील भूमिका	डॉ. महादेव मुखदेव सुर्यवंशी	47
15	कोविड-१९ चा भारतीय उद्योगांवरील परिणाम	डॉ. तेजस्विनी बी. मुढेकर	51
16	महिलांच्या सर्वोपयोगी विकासात बीडा व शारीरिक शिक्षणाची भूमिका: एक अभ्यास	डॉ. श्रिया प्रकाश टेळे	55
17	गुणग्राहक राजा छत्रपती शाहू महाराज	डॉ. रामदास वैद्य	60
18	जानीव्यवस्था व अस्पृश्यता - डॉ. बाबासाहेब आंबेडकर	डॉ. सुरेबाई संजय गंगाराम	63

x

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iii

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41	सत्री उद्योगास गजनी सवपनी लाहु महामास	डा.रमेश शंकर माने	150
42	विपदास, सवात्र आणि सहिनास बदलना दडी	डॉ.सोमदेव रवेस संकरराव	154
43	ग्रामीण आणि सहरी विद्यापीठाचा आसपस गपादपुस पदकाचा गुणमापक अभ्यास	बी.रामेश्वर दणडोबा बाब	157
44	समाजालीन समाजान सामाजिक उद्योगाची भूमिका	प्राचार्य, श्रीमती. आर.एल.शिर्डीले	165
45	आन्धानीन ग्रामीण विकासाल कृती प्रक्रिया उद्योगाची भूमिका आणि सवपनी	बी. रोहिणी पि. देवपावे, डॉ. अनिल कुमार क. बाबरे	169
46	धाराणास विपदासमाडी Digital Marketing ने योगदान	रोहित विमराव कुंभारकर	176
47	कृती आणि आधुन विकास	डा.एम्. एम्. हेरबाडे	180
48	समाजालीन गुणवत्ति उद्योगाचीन माहितीस योगदान	डॉ. सगर बसोब पाटील	185
49	प्रशासन उद्योगालीन माहितीने सहाय / सवपने	साईवरण व्यंकटेश देवकर	191
50	सहाय्य सवपनी अहिमा - आन्विक सवपनी	डॉ. बी. मणिता संपत पाटील	194
51	डॉ. बाबासाहेब आंबेडकर आणि ग्रामीण विकास (Dr. Babasaheb Ambedkar and Rural Development)	डा. सविता अजित कांबळे	197
52	नोरगास सवपनी सवपनी लाहु महामास - सामाजिक व सवपनी विकास	बी. सविता रोहित कुंभारकर	201
53	सवपनी लाहु महामास आणि त्यास बहुजन उद्योग सवपनी	सहाय्य सवपनी	206
54	सहाय्यालीन धाराणास सवपनी सवपनी सवपनी सवपनी सवपनी सवपनी	डा.बी.टी.एम.पाटील	209
55	धाराणास सवपनीन विपदासमाडीसवपनीन दृष्टीकोन	डा.बी.तनवी विमराव कुंभारकर	213
56	सवपनी लाहु महामासास विपदास विपदास सवपनी	डॉ. उर्मिला श्रीसागर	217
57	सहाय्य विपदास आणि समाज	सहा. प्राचार्य, उर्मिला अनिल पाटील	222
58	सहाय्य उद्योगास सवपनी सवपनी सवपनी सवपनी सवपनी	डा.बी.एम.कांबळे	225
59	सहाय्य विपदासमाडीन विपदासमाडीन सवपनी सवपनी सवपनी	डॉ. सविता देवगौडा पाटील	229
60	सहाय्य सवपनी सवपनी सवपनी सवपनी सवपनी सवपनी	सहा. डा. सहाय्य अनिता सहाय्य, डा. डॉ. कलवले गोविंद कोरबा	235