



VOLUME
1

CONVERGING PERSPECTIVES

MULTIDISCIPLINARY EXPLORATIONS IN
CONTEMPORARY RESEARCH

CHIEF EDITORS

MANOJ
PARAMELA SHANKAR JOGADANDE

ASSOCIATE EDITORS

DR. J. AHAMED MEERAN
DR. ASHWINI KHANDEKAR
DR. SHEETAL M. ZALTE
MRS. SWAPNALI KULKARNI
DR. PUSHPA MAMORIA

CO-EDITORS

DR. AARTI SHARMA
SHRUTI VERMA

**CONVERGING PERSPECTIVES: MULTIDISCIPLINARY EXPLORATIONS IN
CONTEMPORARY RESEARCH, VOLUME-1**

*Edited by: Manoj, Paramela Shankar Jogadande, Dr. J. Ahamed Meeran,
Dr. Ashwini Khandekar, Dr. Sheetal M. Zalte, Mrs. Swapnali Kulkarni,
Dr. Pushpa Mamoria, Dr. Aarti Sharma, Shruti Verma*

■
INFINITY PUBLICATION PVT. LTD.

76-77, Infinity Site, 88, Navamuvada, Lunawada-389230
Contact No. 76988 26988
Registration No. GJ31D0000132

■
Text © *Authors*, 2023
Cover page ©RED'SHINE Studios, Inc, 2023

■
All rights reserved. No part of this publication may be reproduced or used in any form or by any means- photographic, electronic or mechanical, including photocopying, recording, taping, or information storage and retrieval systems- without the prior written permission of the author.

■
ISBN: 978-93-89476-28-6
ISBN-10: 93-89476-28-3
DIP: 18.10.9389476283
DOI: 10.25215/9389476283
Price: ₹ 900
May, 2023 (First Edition)

■
The views expressed by the authors in their articles, reviews etc, in this book are their own. The Editor, Publisher are not responsible for them. All disputes concerning the publication shall be settled in the court at Lunawada.

■
www.infinitypublication.com | info@infinitypublication.com

PRINTED IN INDIA | TITLE ID: 9389476283

infinity
Publication

CHAPTER 47

REGIONAL REVIVE ON DEMOGRAPHIC & EDUCATIONAL STATUES OF MUSLIM & BUDDHIST MINORITY PEOPLE IN MAHARASHTRA STATE

Varsha Chandrakant Shejwal (Garud Varsha Bhagwat) ¹, Pinjari Chirakhoddin Vajiroddin

ABSTRACT

In Indian Constitution has made a pledge seven decades ago to build an inclusive, plural and secular society which would equitably integrate its religious minorities while respecting their distinct identities and honoring difference. This is particularly true of sour largest minority community, Buddhist, who constitute 19.96 per cent of the population in 2011. By the suchar committee observe in 2005 that Muslim & Buddhist minority community is lagging behind in socially, politically, economically and educationally backward. Muslim minorities are pursuing very poor life other than any other backward class in India. Only Education is the key tool for Evaluation of social Development in any society. When any society lagging behind in educationally that indicates in human development parameter's is very poor. Muslim & Buddhist Minorities Social exclusion can be seen in the form of segregation socially, politically, economically, culturally, educationally in Indian society. There is Urgent Need provide rectification through affirmative action. Religious minorities are the mostly poor section of the any other Indian society. Muslim & Buddhist minorities deserves social justice and equity as much as other disadvantaged groups including Dalit's and other class

KEYWORDS: *Regional Revive, Muslim & Buddhist minorities, Demographical and educational Statues, Maharashtra State.*

INTRODUCTION

India is large democratic country in the world and also second most populated country quite behind in china. India has very diverse population in basis of religion, cast, sect, and level but till it united. Hinduism is the major religion of India followed by Islam, Christianity, Sikhism and Jain, Buddhist and other religious groups. The Muslims entered India in eighth century. In the beginning as traders, later as rulers the Indian Muslims have contributed to the socio cultural development of the nation The Muslims of India are the largest religious minority in the country and also the second largest Muslim community in the world after Indonesia. Religion of Buddhist are originated in India But most followers are lived in China japan, Eastern countries of Asia Muslims with 14.23 per cent of India's population are not only the largest minority community, but their presence is visible in all the states and union territories of the country.

According to the census of India 2011, the Buddhist population in India is around 8.4 million which is around 0.7% of the total population, which makes Buddhism a minority religion in India. The majority of Buddhists in India are concentrated in the northeastern states of Arunachal Pradesh, Mizoram, and Nagaland, as well as in Maharashtra, West Bengal, and the union territory of Ladakh. The Buddhism in India has a long history, it was brought to India by Emperor Ashoka in 3rd century BC. And it's believed that the Buddhism reached its peak in India during the reign of Ashoka and his son, but it's been declining in India since 12th century AD and it's been replaced by Hinduism and

¹ Pinjari Chirakhoddin Vajiroddin



VOLUME

4

MULTIDISCIPLINARY RESEARCH TRENDS

CHIEF EDITORS

DR. MOHD. SHAIKHUL ASHRAF
LOVELEEN PARMAR

ASSOCIATE EDITORS

DR. NARENDRA VINAYAKRAO HARNEY
DR. SHASHIKANT SITRE
DR. S. SARAVAMAN
DR. GAURAV DUBEY
DR. T. CH ANIL KUMAR

CO-EDITOR

DR. ANANT S. DESHPANDE

MULTIDISCIPLINARY RESEARCH TRENDS, VOLUME – 4

Edited by: Dr. Mohd. Shaikhul Ashraf, Loveleen Parmar, Dr. Narendra Vinayakrao Harney, Dr. Shashikant Sitre, Dr. S. Saravanan, Dr. Gaurav Dubey, Dr. T. CH Anil Kumar, Dr. Anant S. Deshpande

■
RED'SHINE PUBLICATION PVT. LTD.

Headquarters (India): 88-90 REDMAC, Navamuvada,

Lunawada, India-389 230

Contact: +91 76988 26988

Registration no. GJ31D0000034

In Association with,

RED'MAC INTERNATIONAL PRESS & MEDIA. INC

India | Sweden | UK

■
Text © *Editors*, 2022

Cover page © RED'SHINE Studios, Inc, 2022

■
All rights reserved. No part of this publication may be reproduced or used in any form or by any means-
photographic, electronic or mechanical, including photocopying, recording, taping, or information
storage and retrieval systems- without the prior written permission of the author.

■
ISBN: 978-93-954563-2-6

ISBN-10: 93-954563-2-9

DIP: 18.10.9395456329

DOI: 10.25215/9395456329

Price: ₹ 1000

October, 2022 (First Edition)

■
The views expressed by the authors in their articles, reviews etc. in this book are their own. The Editor, Publisher
and owner are not responsible for them. All disputes concerning the publication shall be settled in the court at
Lunawada.

■
Website: www.redshine.co.in | Email: info@redshine.in

Printed in India | Title ID: 9395456329



CHAPTER 15

Regional Revive in Educational & Vocational Problems of Muslim Minority People in Maharashtra State

Pinjari Chirakhoddin Vajiroddin ¹, Dr. Raziya Patel ²

ABSTRACT

In Indian Constitution has made a pledge seven decades ago to build an inclusive, plural and secular society which would equitably integrate its religious minorities while respecting their distinct identities and honoring difference. This is particularly true of our largest minority community, Muslims, who constitute 14.23 per cent of the population in 2011. By the Sachar Committee observe in 2005 that Muslim minority community is lagging behind in socially, politically, economically and educationally backward. Muslim minorities are pursuing very poor life other than any other backward class in India. Only Education is the key tool for Evaluation of social Development in any society. When any society lagging behind in educationally that indicates in human development parameter's is very poor. Muslim Social exclusion can be seen in the form of segregation socially, politically, economically, culturally, educationally in Indian society. There is Urgent Need provide rectification through affirmative action. Religious minorities are the mostly poor section of the any other Indian society. Muslim minorities deserves social justice and equity as much as other disadvantaged groups including Dalit's and other class

KEYWORDS: *Muslim, minorities, educational and vocational, problems in Maharashtra.*

INTRODUCTION

India is large democratic country in the world and also second most populated country quite behind in china. India was known as very diverse population in basis of religion, cast, sect, and level but till it united. Hinduism is the major religion of India followed by Islam, Christianity, Sikhism and many other religious groups. The Muslims entered India in eighth century. In the beginning as traders, later as rulers the Indian Muslims have contributed to the socio cultural development of the nation The Muslims of India are the largest religious minority in the country and also the second largest Muslim community in the world after Indonesia. Muslims with 14.23 per cent of India's population are not only the largest minority community, but their presence is visible in all the states and union territories of the country. This largest minority community of the county has been moved to the lowest socio-economic stratum in post-independent India. They are even behind (and are continuously lagging behind) the Scheduled Castes in many folds of life. They are educationally most marginalized, economically poor and politically a powerless community in the country.

There is a urgent need for inclusion of Muslim minorities in the main stream of economic development of the Nation. The eleventh plan ensured the same. In this back drop, the present paper briefly

¹ Indian institute of Education kothrud, Pune Research Centre SPPU Pune

² Indian institute of Education kothrud, Pune Research Centre SPPU Pune

CHAPTER 11

Status of Muslim's Education and Profetion's in Regional Maharashtra: Problems And Concerns

Pinjari Chirakhoddin ¹, Shaikh Mateen Latif ²

Abstract

After the independence of India, Pakistan was created. Without partition, a large number of Muslims were absorbed into it and the rest became permanent in Bangladesh. Due to this, the number of Muslims in India decreased and they became a minority. They are deprived of the current education required by the changing social needs, which will lead to livelihoods and livelihoods. They are more inclined towards school education, because they are educationally backward compared to other communities due to their traditional focus of education. Because of showing interest, their life has become poor and the cause of it is their illiteracy. You can believe that backwardness, poverty, financial difficulty, social disparity, lack of self-confidence among them is only due to lack of education. The role of education is facilitating social and economic progress is well accepted today. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. The Indian Constitution is committed to the equality of citizen and the responsibility of the State to preserve, protect and the responsibility of the State to preserve, protect and assure the rights of minorities in matters of language, religion and culture. The United Nations Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities says that the promotion and protection of the rights of persons belonging to such minorities contribute to the political and social stability of the countries in which they live

Key Word: *Muslim Education & profession, Regional Maharashtra, Minority problems & Concerns*

Introduction:

Human beings study with the strength of their intellect. Always learning is the innate tendency of human beings to understand and take from experience. Human beings get the education of their world and surroundings from the society. The purpose of education is to develop the individual and the society. Through education, there is a positive change in the behaviour of the human body, mind, intellect and ethics. Education is a continuous process and the inherent qualities of the individual are developed through education. Human personality can also be shaped. All the inherent qualities, latent tendencies and working power of a person can be awakened only by education. The task of education is to develop the person's desire. Society is formed through the network of human relationships. Being a social animal, proper adjustment in the society and then the development of the individual are mutually

¹ Research Scholar, Indian Institute of Education, Savitribai Phule, Pune University

² Research Scholar, Department of Education Dr. Babasaheb Ambedkar Marathwada, University Aurangabad

CHAPTER 16

Present Status of Higher Education in Muslim Community

Shaikh Mateen Latif ¹, Pinjari Chirakhoddin ²

Abstract

The Indian Constitution is committed both to the idea of equality and to the preservation, protection and assurance of rights of minorities. The National Commission for Minorities in India has identified Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 20.22% of the total population of the country as religious minorities, while Hindus are the majority group. Among these various minorities, Muslims occupy an important position in Indian community. It has also been reported that the dropout of the Muslim students from schools and other educational institutions is of higher rate. Girl's literacy among the Muslims is also significantly low and this is one of the important reasons of ignorance and illiteracy in Muslim community. Education remains a top priority in India and educating girls become further important in the country where women constitute fifty percent of human resources and are playing a vital role in shaping the economic, social, cultural and political fabric of the community. It reveals from the present study that Muslim community in India is the most backward in terms of education as well as socio economic condition. It makes clear that the vision of Muslims is not towards modern education. The present study has identified the problems of Muslim's education in India and further address the proper suggestion and measures for improvement the status of Muslim Higher education.

Keywords: *Muslim higher education, Literacy, economic, social, cultural, political*

Introduction:

The role of education is facilitating social and economic progress is well accepted today. Improvements in the functional and analytical ability of children and youth through education open up opportunities leading to both individual and group entitlements. The Indian Constitution is committed to the equality of citizen and the responsibility of the State to preserve, protect and the responsibility of the State to preserve, protect and assure the rights of minorities in matters of language, religion and culture. The United Nations Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities says that the promotion and protection of the rights of persons belonging to such minorities contribute to the political and social stability of the countries in which they live. Meeting their aspirations and ensuring their rights acknowledge the dignity and equality of all individuals and furthers participatory development. The National Commission for Minorities in India has identified Muslims, Christians, Sikhs, Buddhists and Parsees constitute 20.22% of the total population of the country as religious minorities, while Hindus are the majority group. Among these various minorities, Muslims occupy an important position in Indian community. It is observable phenomenon that the

¹ Research Scholar, Department of Education Dr. Babasaheb Ambedkar Marathwada University Aurangabad

² Research Scholar, Indian Institute of Education, Savitribai Phule, Pune University

The Board of
infinity
Publication

Is hereby Awarding this Certificate to

Pinjari Chirakhoddin Vajiroddin

In recognition of the publication of the chapter

" REGIONAL REVIVE ON DEMOGRAPHIC & EDUCATIONAL STATUES OF MUSLIM & BUDDHIST MINORITY PEOPLE IN MAHARASHTRA STATE "

In the peer-reviewed edited book entitled

"CONVERGING PERSPECTIVES: MULTIDISCIPLINARY EXPLORATIONS IN CONTEMPORARY RESEARCH, VOLUME-1"

Edited by Manoj, Paramela Shankar Jogadande, Dr. J. Ahamed Meeran, Dr. Ashwini Khandekar, Dr. Sheetal M. Zalte, Mrs. Swapnali Kulkarni, Dr. Pushpa Mamoria, Dr. Aarti Sharma, Shruti Verma

Published in Category of Edited Book

May, 2023 (First Edition)

ISBN: 978-93-89476-28-6 | ISBN-10: 93-89476-28-3 | DIP: 18.10.9389476283 | DOI: 10.25215/9389476283

w w w . r e d s h i n e . c o . i n



Sruthi S
Founder,

Paradox Publications Guide House



Certificate Number 81385738559





K.E. Society's
Rajarambapu Institute Of Technology Rajaramnagar, Islampur,
Dist. Sangli, Maharashtra, India

NATIONAL WEBINAR

on

“How to write and Publish 50,000+ Research & Conference papers Effectively & Efficiently using TYPESET Research Studio”

Organized by

Department of Central library

Certificate of Participation

This is to certify that **PINJARI CHIRAKHODDIN VAJIRODDIN** of **Amubai Allana B.Ed College for Women's ,Kunjkheda** has participated in National Webinar on **“How to write and Publish 50,000+ Research & Conference papers Effectively & Efficiently using TYPESET Research Studio”** organized by Department of **RIT Central Library** of Rajarambapu Institute of Technology Rajaramnagar, Islampur, Dist. Sangli, Maharashtra, India on 22nd June, 2020.

Mr. V. L. Hase
Coordinator & Librarian

Dr. S. R. Patil
Dean- QA

Dr. S. K. Patil
Dean- Academic

Dr. Mrs. S. S. Kulkarni
Director

CURRENT TRENDS IN EDUCATIONAL RESEARCH



**Asst. Prof. Pinjari Chirakhodhin Vajiroddin
Asst. Prof. Shaikh Ashir Hashim
Asst. Prof. Dhokane Sandip Keshavrao**

**SJM Education Societys,
Dr. M. A. Khan College of Education, Manchar,
Sultanpur Road, Manchar,
Tal- Ambegaon, Dist- Pune**

❖ **ABSTRACT**

“Knowledge about world problems is the first goal. If we want student to word for a better world, they must know the nature of world problems, their causes and viable solutions.”

Research is essentially a systematic enquiry seeking facts through objective verifiable methods in order to discover the relationship among them and to reduce from them broad principles or laws. It is really method of critical thinking. It comprises defining and redefining problems formulating hypothesis or suggested solutions collecting organizing and evaluating data making deduction and making conclusion and at last carefully testing the conclusion to determine whether they fit the formulated hypothesis.

There has been a lot of quantitative growth of research during the preceding two decades in the field of education in India as is described in the Survey of Research in Education. Research in India is of fairly recent origin this is not surprising because the study of education as a subject at the university did not begin seriously until the forties. As compared to the sciences and humanities however education has not formed a significant part of academic life in a university. In this respect it has followed the path of other professional subjects, like medicine, engineering and law. But unlike these education has not grown in status and organization and what is worse has failed to develop an identity of its own. It has reminded very much a teacher training program it is against this background that one has to judge educational research and one will not perhaps in that case view very unfavorably the little that has been done educational research in India.

Education in the sense of educational activity in institution is at the crossroads in India. As much as it is elsewhere. The problem of choice however is more different for a developing society where the challenge is to cover in fifty years or more between the developing society and affluent ones in science, technology, agriculture, production and management.

❖ **INTRODUCTION**

Human beings are the unique product of their creation and evolution. It is understandable that their great curiosity implemented by their control of symbol would lead them to speculate them about the operation of the universe. They began to observe and orderliness in the universe and certain cause and effect relationships, they discovered that under certain conditions events could be predicted with reasonable accuracy however this explanation where often rejected if they seemed to conflict with the dogma of religious authority.

Here there is also a great challenge. Events of today are changing so rapidly that much of what I describe is likely to have changed yet again. Hence perhaps the best approach is to break our discussion into different timeframes:

1. Now! Or at least within a few months!!!
2. Soon! Within a few years!
3. Eventually! Within our lifetimes—and certain those of our students!!!

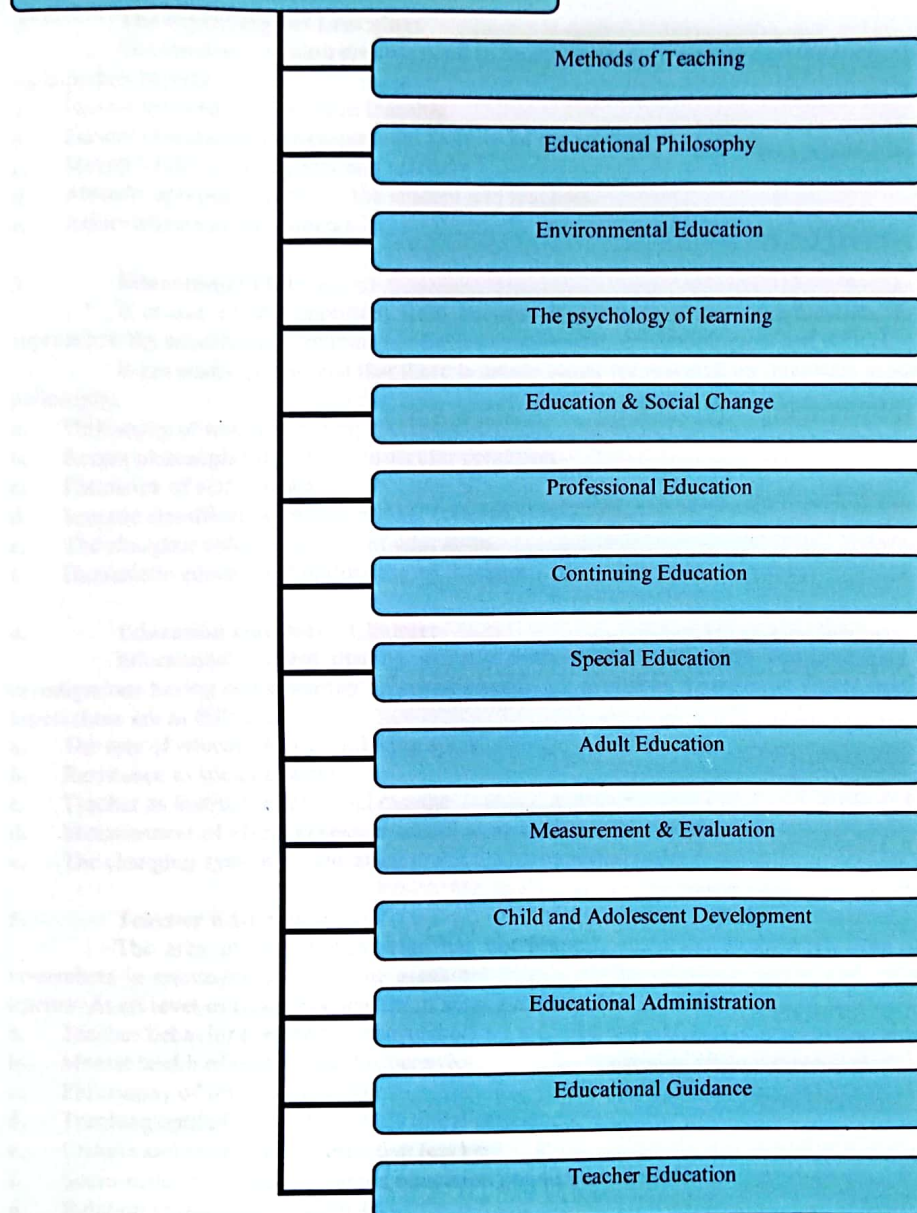
❖ **NEEDS OF EDUCATIONAL RESEARCH IN INDIA:**

1. The concept of education has been borrowed from the west it needs to be tried out before adopting those concepts in our country.
2. Mass education has created various types of problems which are to be investigated.
3. There is a rapid change in ideas and values therefore it requires the reconstruction of our educational system.
4. There is a provision for free and compulsory education up to 14 years of age, it has created problems to deal with more heterogeneous groups in class and school situation.
5. The education system should be such as democratic values can be maintained.
6. There is provision for equalizational opportunities in our country. Therefore different types of courses are required to facilitate various types of student.

❖ **NEW TRENDS OF EDUCATIONAL RESEARCH**

The following are the main fields of educational research

CURRENT TRENDS OF EDUCATIONAL RESEARCH



1. Methods of Teaching:

Researches in methods of teaching school subjects are neither quantitatively sufficient nor qualitatively commendable. It is realized that there is an urgent need on methods of teaching relating major areas as above.

- a. Interpersonal relation and the teaching process.
- b. Techniques of individual teaching.
- c. Methods of teaching for learning.
- d. Remedial methods of teaching.
- e. Influence of teaching models in educational system.

2. The Psychology of Learning:

The teaching learning process need to be emphasizes in a great deal the study should be planned on important aspects-

- a. Factors influencing classroom learning
- b. Factors influencing I developmental features of the student.
- c. Mental health of the student and teachers
- d. Attitude, aptitude, interest of the student and teachers.
- e. Achievements of the students

3. Educational Philosophy:

It is one of the important field because it provides theory of education. The philosophical approach to the educational problems has been metaphysical, epistemological and ethical.

It can easily be realized that there is ample scope for research on important aspect of educational philosophy.

- a. Philosophy of teacher training
- b. Recent philosophical trend in curricular condition.
- c. Formation of self concept.
- d. Sematic classification of educational concept.
- e. The changing values and aims of education.
- f. Humanistic educational philosophy of thinkers.

4. Education and Social Change:

Educational studies dealing directly with social change are conspicuously absent. A few investigations having some bearing on social change are available. There is an urgent need for research on aspect those are as follows:

- a. The role of education in introducing social change
- b. Resistance to social change
- c. Teacher as instrument of social change
- d. Measurement of effectiveness of school as an agency of social change.
- e. The changing system of education under changing social order.

5. Teacher Education:

The area of teacher education has not properly attention. It deserves from investigators and researchers in education studies. The areas are mainly on the economic social and personal problem of teacher. At all level of teacher education in areas such as:

- a. Teacher behavior (verbal and non-verbal).
- b. Mental health of teacher and his behavior.
- c. Philosophy of teacher education.
- d. Teaching aptitude, attitude and his moral efficiency.
- e. Criteria and predictors for effective teacher.
- f. Socio-economic status of teacher education conditions of work.
- g. Relation of teacher and students.

6. Curriculum:

Research in curriculum has not received the attention it deserves priority. Curriculum research in this country requires systematic planning and much encouragement. Research is greatly needed especially in the following areas:

- a. Need changes in curriculum at various stages.
- b. The national curriculum and national objectives.
- c. Resistance to curriculum change.
- d. Growth of curriculum in different stages.

7. Educational Administration and finance:

The fields of educational administration have been directed to certain major areas like educational planning, administration and organization at different level:

- a. Inspection and supervision.
- b. Organizational climate.
- c. Organizational health.
- d. Educational leadership.
- e. Management technology and organizational behavior.
- f. Educational finance and financial resources.
- g. The economics of correspondence influence in education.

8. Measurement and Evaluation:

About one-fourth of studies or investigation in education have been done on measurement and evaluation. In general the research needs in fields of educational evaluation continued to be:

- a. Improved devices for appraising the student behaviors.
- b. Improved ways integrating the results of these appraisals into comprehensive evaluation of a student or school program.
- c. Improved procedure for identifying the significant educational outcomes and translating them into observable student's behaviors.

9. Child and Adolescent Development:

It is most sensitive area of education. Research is also urgently needed of moral concept it includes:

- a. Development of ego-motive, n-motive.
- b. Expression of feelings and emotions in varied costs forms and their pressing problems.
- c. Needs of guidance and counseling for choosing a correct curriculum for adolescence.
- d. Future objective and its achievements.

There are more trends in educational research which need to investigate for new generation and better and bright future of nation.

❖ **CONCLUSION:**

Educational research in India has been critic from different prospective besides being insignificant the problems that have the subject of research have not had and adequate theoretical and rational. Poor design and inadequate data analysis procedures have been the rule, and unsubstantiated conclusions and over generalizations are common. However the evaluation of research quality in our country should not be made without considering problems facing the Indian educational researches.

In advance countries the educational researches are gained by experimentation of scientific enquiry but our educational problems are not solved by standardized mood of research. Borrowing the ideas and knowledge from the west cannot solve our problems because our society cultures and systems are quite different. Therefore it is very essential to solve our problems in our conditions.

❖ **BIBLIOGRAPHY:**

- Best, John W. (1977), Research in Education, Englewood Cliffs New Jersey: Prentice Hall Inc.
- Buch, M.B (1974) ed., A Survey of Research in Education, Baroda: CSAE, M.S. University
- Dr. Y.K.Singh & Dr. R. B. Bajpai, Research Methodology Data Presentation, APH Publication, New Delhi
- K.Swarna Jyothi & Digumarti Bhaskara Rao, Educational Research, Sonali Publication, New Delhi
- R.C.Mishra, Management of Educational Research, APH Publication, New Delhi
- Whitney, F.L. (1961), The Elements of Research of Education, London: Asian Publishing House.
- <http://www.google.com>
- <http://link.springer.com>

Indian Streams Reserch Journal

Impact Factor 1.7604(UIF)

ISSN No. :2230-7850

Title : CURRENT TRENDS IN EDUCATIONAL RESEARCH

Author : ASST. PROF. PINJARI CHIRAKHODDIN VAJIRODDIN , ASST. PROF. SHAIKH ASHIR HASHIM AND
ASST. PROF. DHOKANE SANDIP KESHAVRAO

Department : Education

ABSTRACT :

The title accuratly said what the study was about.

INTRODUCTION :

CURRENT TRENDS IN EDUCATIONAL RESEARCH provides a comprehensive summary of research on Subejct Education.

METHODS & MATERIALS :

The studys methods are one of the most important parts used to judge the overall quality of the paper.

RESULTS :

The text is rounded off with a conclusion that comments on the implication of recent findings for the topic being covered as a future research direction.

DISCUSSIONS :

Our goal is to help the author improve this and future manuscripts.

REFERENCES :

There are places where the author ASST. PROF. PINJARI CHIRAKHODDIN VAJIRODDIN , ASST. PROF. SHAIKH ASHIR HASHIM AND ASST. PROF. DHOKANE SANDIP KESHAVRAO need to cite a reference, but have not.

RECOMMENDATIONS :

Introduce new regular for contents and communication.

No Plagairism Detected...

CHECKLIST :

	Very High	High	Average	Low	Very Low
1. Interest of the topic to the readers	✓				
2. Originality and novelty of the ideas	✓				
3. Importance of the proposed ideas		✓			
4. Timeliness			✓		
5. Sufficient information to support the assertions made and conclusions drawn	✓				
6. Quality of writing(Organization, clarity, accuracy, grammar)		✓			
7. References and citation (up-to-date, appropriate, sufficient)			✓		

Contact Us :-

Laxmi Book Publication

<http://www.isrj.net> Mail us at : ayisrj@yahoo.in

Happy Writting...



Rajani Kota
Review Editor



Dr. Babasaheb Ambedkar Marathwada University Sub-Campus Osmanabad

National Level Workshop on Methodology of Educational Research

Participation Certificate

This is to Certify that Mr. / Mrs. / Dr. / Prof. Pinjari Chirakhoddin Vajiroddin , Shaikh Ashir Hashim And Dhokane Sandip Keshavrao has participated/presented a paper on the sub theme Current Trends In Educational Research in the National level workshop on '**Methodology of Educational Research**' organized by **department of education** Dr. Babasaheb Ambedkar Marathwada University, sub-campus Osmanabad on 1st February 2014.

Organizing Secretary