॥ विद्या सर्वस्य भूषणम् ॥

सर्वोत्तम
SARVOTTAM

Annual College Miscellany 2025-26



Prabodhan Education Society's

VIDYA PRABODHINI COLLEGE of Commerce, Education, Computer and Management

Vidyanagar, Alto-Parvari, Goa

Accredited by NAAC with A+ Grade with a CGPA of 3.42

Excellence Everywhere Everytime

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Prof. Bhushan Bhave, *Principal*
Vidya Prabodhini College of Commerce,
Education, Computer and Management
Parvari Goa

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About the Cover Page Artwork

Chitari art is a vibrant 300-year-old traditional wood-craft from Cuncolim, Goa. Artisans use local woods like jackfruit and mango to hand-carve ritual stools, festive canopies, and traditional toys. These items are then freehand-painted with bold, natural primary colors. Characterised by intricate floral and bird motifs, this rare folk art remains central to Goan religious ceremonies and cultural festivals.

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Message from the Chairman



It gives me immense pleasure to present this edition of the College Magazine, showcasing the achievements and progress of Vidya Prabodhini College during the academic year 2025–26. Guided by our enduring motto, "College to Village and Campus to Community," the institution has continued its pursuit of academic excellence, innovation, and social responsibility.

This year marks a significant milestone with the NCTE approval for the Integrated Teacher Education Programme (ITEP), reaffirming our commitment to quality teacher education in line with the National Education Policy 2020. The successful completion of Dr. Shamal Krishna Dessai's doctoral research in Economics further reflects the growing research culture within the institution.

Our students have once again excelled in academics, sports, and co-curricular activities, bringing laurels to the college at the university, state, and national levels. The success of the Women's Cricket Team, the commendable university examination results, and the outstanding representation of our students in various sporting events are a testimony to their hard work and the dedicated guidance of our faculty.

The college also continued to strengthen its commitment to holistic education through PM-USHA certificate courses, research initiatives such as Shodh-Sopan, Converge 3.0 in collaboration with the Directorate of Higher Education, the growing IGNOU Study Centre, and meaningful community outreach through the Medical Centre, Red Ribbon Club, NSS Unit, and the Alumni Association.

On behalf of the Prabodhan Education Society, I extend my heartfelt appreciation to our Principal, Prof. (Dr.) Bhushan V. Bhave, the dedicated teaching and non-teaching staff, students, parents, alumni, and well-wishers for their unwavering commitment and support. Your collective efforts continue to strengthen the institution and uphold our vision of "Excellence Everywhere, Every Time."

As we look ahead, let us continue to work together with dedication and purpose, nurturing young minds while remaining rooted in our values and committed to building a brighter future for society.

Shri. Sanjay Walavalkar
Chairman
Prabodhan Education Society

Principal's Report



Namaskar,

It gives me immense pleasure to present this message as we look back upon the academic year 2025–26 at Vidya Prabodhini College. Guided by our motto, "College to Village and Campus to Community," the institution continued its journey of academic excellence, innovation, research, community engagement, and holistic development. The year has been marked by several significant accomplishments that reflect the collective commitment of our students, faculty, staff, management, alumni, parents, and well-wishers.

One of the most significant milestones of the year was the approval granted by the National Council for Teacher Education (NCTE) to commence the Integrated Teacher Education Programme (ITEP). This marks a new chapter in the academic journey of our institution and reinforces our commitment to excellence in teacher education. The introduction of ITEP is also an important step towards aligning our academic practices with the transformative vision of the National Education Policy (NEP) 2020.

The academic year 2025-26 was equally rewarding in terms of academic achievement. The college admitted 120 students to the First Year B.Com. programme and 96 students to the B.A.B.Ed. programme. Our students continued to demonstrate commendable academic performance, with 17 distinctions in the B.Com. programme and 91 distinctions in the B.A.B.Ed. programme. These achievements are a reflection of the dedication of our students and the sustained efforts of our faculty in creating a stimulating and supportive learning environment.

The academic year also brought a significant research achievement for our faculty. Dr. Shamal Krishna Dessai successfully defended her doctoral thesis in Economics, titled "Economics of Higher Education in Goa." Her accomplishment adds to the growing research credentials of our institution and inspires us to further strengthen a culture of research and scholarly engagement.

The IGNOU Study Centre (08033), which has been operational on our campus since 2017, continued to serve as an important avenue for accessible and inclusive higher education. With nearly 300 learners enrolled across various undergraduate and postgraduate programmes, the centre continues to provide opportunities for lifelong learning to learners from diverse backgrounds.

The college also placed considerable emphasis on skill development and professional competencies. Under the PM-USHA Scheme, certificate courses in Public Speaking, Translation, and Videography were successfully conducted. In addition, the institution offered a range of programmes including the Certificate Course in Financial Services in the Digital Era, Certificate Course in Stock Market and Financial Planning, Hindi Sutrasanchalan Certificate Course, Certificate Course on Basic Konkani Grammar and Writing Skills, and Certificate Course on QGIS Open Source Software organised by the Department of Geography. The Marathi Department organised a State-Level Seminar on Sutrasanchalan Kaushalya. These initiatives provided our students with opportunities to acquire practical, linguistic, technological, financial, and professional skills beyond the conventional curriculum.

The Internal Quality Assurance Cell (IQAC) continued to play a significant role in strengthening academic quality and institutional development. The introduction of Shodh-Sopan marked an important step towards encouraging faculty members to undertake quality research, publications, and collaborative academic work. The IQAC also identified the need for an end-to-end support system to provide structured guidance to faculty members throughout the research process, from identifying research problems to publication in reputed journals. Faculty members continued to enrich their professional competencies through Faculty Development Programmes, workshops, seminars, and other academic engagements. The college also organised Converge 3.0 in collaboration with the Directorate of Higher Education, Government of Goa, providing a platform for academic interaction, capacity building, and the exchange of innovative ideas among educators and administrators. The institution also continued to encourage participation in MOOCs and other online learning opportunities as part of its commitment to lifelong learning and professional development.

True to our vision of taking education beyond the classroom, the college remained actively engaged in community service and extension activities. The Guidance and Counselling Cell and Women's Cell, in collaboration with Jeevan Srushti Village Organisation, organised the workshop "Health Matters – Awareness for Every Stage of Womanhood" for the residents of Penha de França Village. The programme sought to promote awareness and understanding of women's health and well-being across different stages of life. The Medical Centre organised a comprehensive health check-up camp for female students, encouraging preventive healthcare and health awareness. The Red Ribbon Club, in collaboration with the Goa State AIDS Control Society, conducted nearly 30 flash mob performances across schools and colleges, spreading awareness about HIV/AIDS prevention, responsible behaviour, and public health.

Environmental responsibility also remained an important component of our outreach efforts. Through initiatives such as tree plantation and water conservation, the college sought to sensitise students and the wider community towards sustainable practices and the need to protect our natural environment.

Our NSS Unit continued to provide students with meaningful opportunities for social service, leadership, national integration, and experiential learning. At the NSS Adventure Camp at

Manali, Mr. Mohammad Zohaib of SYBCom was part of the team representing Goa. At the National Integration Camp held in Mysore, Karnataka, Ms. Saundarya Desai, Ms. Amisha Raul, Ms. Shraddha Gawade, and Ms. Neha Govekar represented Goa as members of the Goa State NSS contingent and won various prizes in different events. Such experiences help our students develop leadership, teamwork, resilience, and a deeper sense of social responsibility and national unity.

The sporting achievements of our students have been another source of immense pride. The Women's Cricket Team emerged as Winners of the Inter-Collegiate Cricket Tournament organised by Goa University, demonstrating exceptional teamwork and sporting excellence. Miss Athashree Shivarkar represented the Goa Cricket Association Under-19 Women's Team as Captain at the BCCI Under-19 T20 Cricket Tournament held in Mumbai. Miss Durva Salgaonkar represented the Goa University Women's Powerlifting Team at the West Zone Inter-University Championship at Hindustan University, Chennai. Mr. Jeswin Kamalan and Mr. Amogh Tengse represented Goa University at the West Zone Inter-University Men's Kabaddi Tournament in Indore, Madhya Pradesh, while Miss Prajvi Tople represented the Goa Girls Junior Kabaddi Team at the 51st Junior National Kabaddi Championship organised by the Amateur Kabaddi Federation of India.

Our students also represented Goa University and the state in several other sporting disciplines. Miss Ruchi Kumbhar participated in the West Zone Inter-University Women's Cricket Tournament at Banasthali Vidyapith; Mr. Swapnesh Kunkolkar and Mr. Vivek Kunkolkar represented Goa University at the West Zone Inter-University Men's Kho-Kho Tournament at Swami Ramanand Teerth Marathwada University; Miss Swati Bhat represented Goa at the 26th National Sqay Championship at Gachibowli International Stadium, Hyderabad; Mr. Tanish Bagkar represented Goa University at the West Zone Inter-University Men's Hockey Tournament at LNCT University, Bhopal; and Miss Tanvi Khedekar represented Goa University at the West Zone Inter-University Women's Football Tournament at Rewa, Madhya Pradesh. These accomplishments stand testimony to the college's commitment to nurturing talent and promoting excellence in sports alongside academics.

Our cultural initiatives continued to provide students with platforms for creativity, expression, and appreciation of our rich cultural heritage. The college organised the inter-collegiate competition "Folk Unplugged," bringing together students from different institutions and providing them an opportunity to showcase their talent and engage with folk traditions in a contemporary setting.

The Alumni Association too continued to strengthen the bond between the institution and its former students through the Prabodhan Unity Cricket Tournament, which brought together alumni from L.D. Samant Memorial High School, Vidya Prabodhini Higher Secondary School, and Vidya Prabodhini College. The event fostered camaraderie and reaffirmed the enduring connection that our alumni share with the Prabodhan family.

As we reflect upon the academic year 2025–26, we take pride not merely in the achievements recorded, but in the spirit of collaboration, perseverance, and service that made them possible. Every distinction earned, every competition won, every research milestone achieved, every community outreach initiative undertaken, and every opportunity provided to our students represents a collective effort towards building a stronger and more vibrant institution.

I extend my heartfelt gratitude to the Prabodhan Education Society, the Governing Body, College Advisory Committee, IQAC, Parent-Teacher Association, Alumni Association, faculty members, non-teaching staff, students, parents, and all our collaborators and well-wishers for their invaluable support and dedication. I particularly commend our students for their enthusiasm and commitment, and our faculty and staff for their tireless efforts in nurturing the academic and personal growth of our learners.

As we move forward, Vidya Prabodhini College remains committed to creating greater opportunities for academic excellence, research, innovation, skill development, community engagement, and holistic growth. Together, let us continue to uphold our vision of "Excellence Everywhere, Every Time" and remain steadfast in our endeavour to transform education into a force for meaningful individual and social change.

Dev Borem Koru.



Prof. (Dr.) Bhushan V. Bhave
Principal

Editorial



From Laurels to the Next Peak

As India prepares to celebrate its 80th Independence Day, we find ourselves at a significant moment in our own institutional journey. Eight decades after Independence, India remains one of the world's most remarkable experiments in unity. A civilisation of extraordinary linguistic, cultural, geographical and social diversity has managed to remain one nation, bound together by a shared idea of India. The journey has certainly not been without its challenges, but the ability to accommodate differences while remaining united has been one of our greatest strengths.

There is a lesson here for us as an institution. Our college too is a tapestry of different people, perspectives, talents, disciplines, interests and aspirations. We may differ in our ideas, approaches and priorities, but our strength lies in our ability to bring these differences together in pursuit of a common purpose. An institution is not merely its buildings, classrooms, laboratories, infrastructure or the achievements recorded in an annual report. At its heart are its people, and particularly its academic community, whose collective effort gives the institution its character, vitality and direction.

Nearly two years have passed since our last NAAC accreditation. We have every reason to take pride in what we achieved then. The grade we earned was a recognition of the collective work that went into building our institution. But a grade is not a destination. A distinction achieved yesterday cannot become a substitute for excellence pursued today.

We now stand between our laurels and the uphill task ahead.

This is the time to gird ourselves for the next climb. Accreditation cannot be prepared for in the final months before an assessment. Institutional excellence is built quietly and consistently, year after year, through teaching, research, extension, innovation, student development, community engagement and, above all, through the everyday work that often receives little recognition. Our vision is "Excellence Everywhere, Every Time." The phrase is not merely a statement to be displayed. It is a standard to be lived.

This year also marks a transition in the leadership of our NAAC journey. Some of those who shouldered the responsibilities of the previous Steering Committee have stepped aside, having contributed their experience and effort to the milestone we achieved. A new team has now taken the baton. It brings together experience and fresh energy, continuity and

new perspectives. This is how institutions renew themselves. The experience of those who have led before remains an invaluable resource, even as the responsibility for the next phase passes into new hands. The baton has been passed. The next generation of institutional leaders must now carry it forward.

They will not, however, carry it alone. The old guard need not disappear when new leadership emerges. Experience has its own wisdom, and the best institutions know how to preserve that wisdom while making room for new ideas, new energy and new ways of doing things. The task before us is therefore not a contest between the old and the new, but a partnership between experience and freshness, continuity and renewal.

The continuity of leadership is also reflected in the Principal being entrusted with a second tenure. Such continuity provides the institution with the benefit of experience, institutional memory and an established understanding of the journey so far, while also creating the opportunity to consolidate what has been achieved and set our sights on what lies ahead. At the same time, the transition within the NAAC Steering Committee brings fresh perspectives and renewed energy to the next phase of our institutional journey. It is this balance between continuity and renewal, experience and fresh thinking, that can help us move forward with confidence.

Which brings me to the inevitable question: What makes an institution truly excellent? It is certainly not only the number of PhDs, research papers, seminars, conferences, awards or projects that we can count. These are important indicators of academic vitality, but excellence also resides in something less tangible and perhaps more important: the way people work with one another, the way talent is recognised, the way responsibility is accepted and the way an institution creates the conditions for its people to give their very best.

And, Leadership is central to this. Leadership is earned, not simply conferred, and respect is earned, not demanded. A position may come with responsibility and authority, sometimes through seniority, designation or circumstances, but competence is not automatically bestowed with a title. True leadership reveals itself in conduct. A leader who leads by example does not have to constantly ask people to follow. People follow because they see commitment, fairness, competence and integrity in action.

Authority, likewise, is not merely the power attached to a position. There are individuals who bring about change without occupying positions of authority, simply because their conviction, competence and example inspire others. Conversely, authority by itself achieves little if it is not accompanied by the wisdom to use it fairly, responsibly and effectively. The measure of leadership, therefore, is not the position one occupies, but the difference one makes.

This brings us to another aspect of institutional excellence that deserves honest reflection. The culture of an institution matters enormously. Nepotism, favouritism and sycophancy may

appear harmless in their early stages. They may even be mistaken for loyalty, collegiality or personal rapport. But when such tendencies are allowed to grow, they can become deeply corrosive. Like termites working unseen within a structure, they can gradually weaken an institution from within, leaving it hollow, even while its exterior appears strong.

When proximity begins to matter more than performance, when conformity is valued more than constructive thought, or when personal loyalties begin to influence professional recognition, the consequences are far reaching. Talented people may begin to feel that excellence is not truly valued. Those who once went the extra mile may eventually lose the motivation to do so. Initiative gives way to indifference, enthusiasm gives way to resignation, and the institution loses something far more precious than an individual contribution: its collective desire to excel.

This is why mediocrity is the quiet enemy of excellence. An institution cannot ask its people to strive for excellence while allowing a culture to emerge in which competence is secondary to convenience, relationships or unquestioning agreement. Nor can it expect its most capable people to continually give their best if they feel that their best is neither recognised nor valued. Excellence requires fairness. It requires trust. It requires the confidence that ability, initiative and hard work will find their rightful place.

Excellence also demands resilience. Institutions, like individuals, encounter setbacks, disagreements, disappointments and periods of uncertainty. What distinguishes a strong institution is not the absence of difficulties, but its ability to learn from them, adapt, recover and continue moving forward. Resilience allows excellence to become a habit rather than an occasional achievement.

Perhaps the world of sport offers us an apt reminder of this. India's performance at the 2026 Commonwealth Games has given us fresh reason for optimism about the country's growing sporting strength. India finished fourth in the overall medal standings, winning 39 medals in Glasgow. Yet the athletes who stood on the podium cannot remain there. The medals have barely been won, and already the next challenge awaits. New competitions lie ahead, followed by the Asian Games and, beyond them, another Olympic cycle.

That is the nature of excellence. One victory is never the end of the journey. Yesterday's achievement becomes today's benchmark and tomorrow's challenge. We are, in many ways, only as good as what we do next.

Our institution is no different. Our previous NAAC grade is an achievement to be valued, but it must also become the foundation upon which we build the next one. The question before us is not simply whether we can retain what we have achieved, but whether we can raise our own expectations and reach a higher peak.

Our greatest asset is our collective talent and our willingness to place that talent in the service of a common institutional purpose. We must create an environment where merit is recognised, where constructive disagreement is respected, where leadership is accountable, where collaboration is genuine and where institutional interest rises above individual affiliations.

The challenge before us is not simply to preserve what we have achieved, but to build upon it.

The baton has been passed. The next generation of leaders has a new stretch of the race before it. Those who have carried it before remain alongside them, ready to guide, advise and support. What matters now is that all of us run in the same direction.

If our previous NAAC accreditation represented a peak we successfully climbed, the next accreditation must become the mountain we now choose to ascend. Mountains are not conquered in a single leap. They are climbed one step, one effort and one day at a time.

So let us begin again. Let us roll up our sleeves, gird ourselves for the task and bend our backs to the work. Let us celebrate our achievements, but let us not become prisoners of our laurels. Let us have the courage to ask not merely what we have accomplished, but what more we are capable of accomplishing together.

For **Sarvottam** *is more than the name of our magazine. It is an aspiration. It calls upon us to strive for what is best, to become better than what we were, and to keep climbing towards the next peak.*

Excellence everywhere. Every time!

The next peak awaits. Let us climb it together.



Mr. Kedarnath Tadkod,
Editor-in-Chief

Congratulations

Ph.D. Awarded



DR. SHAMAL KRISHNA DESSAI

Our faculty member,
was awarded a Ph.D. in Economics
by the **Goa Business School, Goa University,**
for successfully defending her doctoral thesis on the topic titled:

"Economics of Higher Education in Goa."

On 19th February 2026, she was conferred the degree of
Doctor of Philosophy (Ph.D.) in Economics.
The research was carried out under the guidance of
Dr. P. K. Sudarsan, *Retired Senior Professor of Economics,* with
Prof. B. P. Sarath Chandran
serving as the **Co-Guide.**

VISION

Excellence Everywhere Everytime

MISSION

To create and develop a quality-learning environment through the integration of conceptual knowledge, application of skills, basic human values and field realities, thereby nurturing competent, value based and resourceful citizens, who selflessly contribute to Nation Building by serving the nation above self.

OBJECTIVES

- Design and develop skill based and practical oriented curriculum
- Increase students' learning through classroom teaching-learning process.
- Inculcate basic human values in students through curriculum.
- Develop application-oriented students' performance evaluating mechanism.
- Promote teaching of topics of current relevance beyond the syllabus.
- Promote a research culture and spirit of inquiry among teachers and students.
- Develop abilities and competencies in research through workshops and training programmes.
- Inculcate employability skills in students and thereby promote their overall personality development.
- Increase placement opportunities for students through linkages with business houses and educational institutions/organizations.
- Promote collaborations and interactions with industry and research institutions for the benefits of institution.
- Sustain an Institution-Neighborhood network to enhance learning opportunities.
- Promote participation of students and teachers in outreach and community development activities.
- Seek feedback from stakeholders for the improvement of the institution's performance.
- Create industrial and entrepreneurial outlook for self-employment and Employment generation.

About the College

Vidya Prabodhini College of Commerce, Education, Computer and Management, started in the year 2012, is affiliated to Goa University and is recognized by the Govt. of Goa and approved by NCTE. The college offers a three-year NEP-enabled B.Com. programme and a four-year Integrated B.A.B.Ed. programme. The college was assessed and accredited by NAAC with A Grade on a Seven-Points Scale under New Framework (2nd Cycle) in March, 2024.

The college is also recognized by UGC under section 2(f) and 12(B) of the UGC Act 1956. The College is situated in a spacious area at Vidyanagar, Parvari-Goa and has its own building with a 7,904 sq.mts. built up area. Besides a 4000 sq. mts. playground, the College offers excellent infrastructure facilities and a conducive learning environment.

The College is also in the process of designing and developing different skill based short-term courses with an objective of enhancing the employability skills of our students. The College is also working actively to develop the Institution-Industry Network for placement opportunities for our students.

The key objective of the College is to impart a balanced holistic education to all its students and thereby develop young men and women who will be intellectually able, broad minded and disciplined citizens to serve the Nation in different capacities in various fields of life that they later choose for themselves.

COLLEGE TEACHING STAFF (REGULAR)



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Principal



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Mr. Rohit Pilankar
UD Clerk



Mr. Ashay N. Naik
Comp. Lab. Asst.



Mr. Suraj G. Sakhare
Jn. Stenographer



Mr. Anand B. Singh
LD Clerk



Mr. Vijay P. Kudnekar
LD Clerk



Mr. Suhas R. Malik
LD Clerk



Mr. Akash M. Palkar
LD Clerk



Ms. Sanchita M. Mashelkar
LD Clerk

MULTI - TASKING STAFF



Mr. Amol H. Naik
S.S.C.



Mr. Prabhakar K. Kavlekar
S.S.C.



Mr. Tareshwar R. Adpaikar
B.Com.



Mr. Prakash P. Gawas
S.S.C.



Mr. Rajesh S. Naik
S.S.C.



Mr. Vithal B. Gaude
H.S.S.C.



Mr. Babu J. Yemkar
S.S.C.



Mr. Vishwajit V. Mandrekar
S.S.C.



Mr. Tukaram A. Palyekar
S.S.C.



Mr. Babli M. Parsekar
Diploma

WORK FORCE



Mr. Chandrakant Chodankar
Security



Mr. Mhadev Shirgaonkar
Security



Ms. Smita Naik
Sweeper



Mr. Tukaram Parab
Sweeper



Mr. Upesh Halarnkar
M.T.S.

FACULTY MEMBERS WITH Ph.D

Sr. No	Name of the Faculty	Department	Expertise	Year of Award
1.	Dr. Bhushan Bhave	Konkani	Socio-Linguistics, Comparative Literature	2015
2.	Dr. Anil T. Thosare	Education	Education	2013
3.	Dr. Ujvala M. Hanjunkar	Commerce	Human Resource Management (Leadership)	2021
4.	Dr. Arun R. Marathe	Commerce	Banking and Finance	2022
5.	Dr. Sunny Ramdas Kanekar	Sports	Physical Education	2023
6.	Dr. Pinkesh Dharma Dhabolkar	Commerce	Index Funds, Stock Market	2021
7.	Dr. Nitesh Naik	Library	Library Science and Information	2024
8.	Dr. Varsha B. Ingalhalli	Commerce	Financial Markets, Data Analytics	2019
9.	Dr. Shamal Krishna Dessai	Economics	Economics of Higher Education	2026
10.	Dr.Sagar Pandurang Mali	Geography	Physical Geography, Geospatial Technology and Waterhead Management	2016
11.	Dr. Uaddhav Vijay Pol	Education	Teaching Learning Process in Geography	2023
12.	Dr. Priya Manoj Gosavi	Hindi	Hindi Literature	2023
13.	Dr. Manisha Kulkarni	Education	Educational Psychology	2014
14.	Dr. Sonali Shankhwalker	Education	Inclusive Education	2010
15.	Dr. Shailesh Gurudas Chodankar	Physical Education and Sports	Pedagogy	2022

Departmental Reports Section

DEPARTMENT OF COMMERCE



Certificate Course in Tally Prime Basics organised by Dept. of Commerce for the students of Hr. Sec.

Introduction:

The Department of Commerce remained vibrant and student-focused throughout the academic year 2025–26, dedicating itself to bridging the gap between classroom theory and real-world application. With a clear emphasis on skill development, career readiness, financial literacy, and entrepreneurship, the department worked tirelessly to nurture well-rounded professionals. Through a dynamic mix of certificate courses, interactive seminars, hands-on workshops, and immersive study visits, the department consistently promoted academic excellence, social responsibility, and practical learning.

Major Activities and Initiatives:

The department placed a strong focus on employability and skill enhancement through a diverse array of Certificate Courses held primarily between July and September 2025. Standout initiatives included the "Certificate Course in Financial Services in the Digital Era," the "Basics of Beautician" course, and a specialized "30-Hour Certificate Course in Stock Market and Financial Planning." Additionally, the department participated in the state-level "Youngpreneur: AI-Driven Business Skillset" course, exposing students to modern digital tools and entrepreneurial strategies.

A rich series of Seminars and Conferences was organized across the year to broaden student horizons beyond textbooks. Key events like the "Seminar on the Evolving Role of Chartered Accountants in Nation Building," "Harnessing the Power of Index Funds," and "Developing a Growth Mindset for Entrepreneurship" offered deep dives into professional ethics, financial planning, and business resilience. The year also featured socially relevant sessions, including the "Awareness Programme on Road Traffic" and "Vidnyan Dhara 2026," which explored Indian knowledge systems.

To ensure workplace preparedness, the department hosted practical Workshops and Training Programmes. Essential skills were honed through the "SDP: Industry-Readiness," "A Workshop on ITR Made Easy," and the "Entrepreneurship Awareness Programme." By also participating in external workshops on corporate communication,

AI in automation, and personality development, the department ensured students were well-equipped for the modern job market.

Learning extended beyond the campus through impactful Study Visits. Students gained firsthand exposure to rural marketing, sustainability, and agri-entrepreneurship during the "Agricultural Field Visit to Camurlim Village" and trips to Dr. Malik's Organic Farm. Meanwhile, academic competitiveness was fostered through the "Know Your Economy (KYE) Test" and participation in "Caculo's Quizz Fest 3.0".

Experiential learning culminated in Co-curricular Activities like "Falgun Fair 2.0," an engaging campus event where students managed stalls, applying concepts of pricing, marketing, and teamwork in a lively, real-world setting.

Participation and Outreach:

The department achieved a remarkable balance between hosting its own events and actively engaging in external academic forums. Its outreach was significantly amplified through strategic collaborations with institutions such as Jan Shikshan Sansthan, the Goa Chamber of Commerce and Industry (GCCI), the National Stock Exchange, and the EDII Goa Centre. These partnerships not only enriched the academic experience but also extended the department's impact into the wider community through socially relevant programs.

Achievements and Highlights:

A defining success of the 2025–26 academic year was the department's ability to seamlessly blend academic rigor with practical, industry-aligned training. By championing certification-based learning, fostering robust alumni engagement, and promoting financial literacy, the department empowered students to thrive. The successful integration of state-level participation and expert interactions significantly elevated both student confidence and the institution's external visibility.

Quantitative Snapshot:

During the academic year, the Department of Commerce engaged in 28 distinct activities, independently organizing 23 and participating in 5 external events. The diverse portfolio included 9 seminars, 8 workshops, 5 certificate courses, 3 study visits, 2 academic competitions, and 1 major co-curricular event. In total, these initiatives saw an impressive, combined participation of 1,701 individuals and featured 9 high-impact institutional collaborations.

Conclusion / Way Forward:

Reflecting on a highly productive year, the Department of Commerce demonstrated an unwavering commitment to holistic student development. Moving forward, the department aims to expand its industry partnerships and intercollegiate collaborations. Future goals include introducing advanced, career-linked certificate programs and creating broader opportunities in emerging technologies, sustainable practices, and community-driven initiatives.

Highlight of the Year:

Falgun Fair 2.0 stood out as a vibrant, experiential learning initiative that successfully transformed abstract commerce concepts into live entrepreneurial practice. Additionally, the department's extensive rollout of career-focused programs connected students directly with essential fields like finance, taxation, AI, and industry readiness.

Dr. Arun Ramakant Marathe
HoD, Department of Commerce

DEPARTMENT OF ECONOMICS



Faculty of Economics Dept. Dr. Shamal Dessai engaged a session of 'Winter School' for the students of Higher Secondary.

Introduction

Established on 19th June 2012, the Department of Economics offers Economics as a compulsory subject for the B.Com. programme. Through a curriculum that integrates theoretical foundations with contemporary economic issues, the department promotes analytical thinking, economic literacy, and experiential learning. It aims to equip students with the knowledge and skills required for higher education, employment, entrepreneurship, and responsible citizenship.

Major Activities and Initiatives

- The Department of Economics strengthened the teaching-learning process through learner-centric pedagogy, digital learning resources, continuous assessment, and updated study material aligned with the NEP curriculum.

- To promote experiential learning, students participated in classroom presentations and thematic wallpaper displays on the Union Budget, the Goa Budget, the Economic Survey, and other contemporary economic issues, fostering creativity, teamwork, and the practical application of economic concepts.

- The department also encouraged participation in intercollegiate Economics competitions to enhance students' analytical, communication, and competitive skills.

- Teaching and research competencies were further strengthened through participation in Faculty Development Programmes, workshops, and short-term training courses.

Participation and Outreach

The Department of Economics contributed to community outreach and academic collaboration through Jan Shikshan Sansthan, the IGNOU Study Centre, Parvari, and other academic institutions. During the year, it coordinated a 40-day Certificate Course in Basics of Beautician, co-coordinated a Financial Literacy Seminar and the Winter School, Idea to Report: A Beginner's Guide to Research, and continued to provide academic counselling in Economics at the IGNOU Study Centre, Parvari.

Achievements and Highlights

The successful completion of the Doctor of Philosophy (Ph.D.) in Economics, titled Economics of Higher Education in Goa, at Goa Business School, Goa University, marked a significant milestone for the department. The faculty's academic expertise was further recognised through invited lectures at Goa University and various colleges, and appointment as a Subject Expert in Economics by the Directorate of Higher Education, Goa for the selection of Assistant Professors in Government Colleges.

Quantitative Snapshot

During the academic year, the Department of Economics delivered 5 invited lectures, participated in 2 Faculty Development Programmes, 3 workshops, and 3 Karmayogi Bharat online courses, co-coordinated 2 student development initiatives, 1 community certificate course, and 1 financial literacy programme, benefiting over 200 students and community participants.

Conclusion / Way Forward

The Department of Economics will continue to strengthen student engagement through innovative academic initiatives. In the coming year, the department plans to organise inter-class competitions, an inter-higher secondary schools quiz competition on Economics themes, and invited guest lectures, while encouraging participation in intercollegiate Economics events and continuing to promote application-oriented, skill-based learning opportunities.

Highlight of the Year

The successful completion of the Ph.D. in Economics by the department faculty has strengthened the department's academic and research profile.

Dr. Shamal Krishna Dessai
Assistant Professor, Department of Economics

DEPARTMENT OF EDUCATION (B.A.B.Ed.)



Dept of Education organised a Creativity in Teaching- A Teaching Aid making competition

1. Introduction

The Department of Education (B.A.B.Ed.) at Vidya Prabodhini College of Commerce, Education, Computer and Management continued its commitment to preparing competent, reflective, and socially responsible future teachers during the academic year 2025–26.The department focused on integrating innovative pedagogical practices, research-oriented learning, experiential teaching, and community engagement. Through seminars, workshops, field visits, practice teaching, and skill enhancement programmes, students were provided with diverse opportunities to strengthen their professional competencies while faculty members actively contributed to curriculum development, research, and academic excellence.

It gives us immense pleasure and pride to announce that the **National Council for Teacher Education (NCTE)** has granted recognition to **Vidya Prabodhini College of Commerce, Education, Computer and Management, Alto-Porvorim, Goa**, to offer the **Four-Year Integrated Teacher Education Programme (I.T.E.P.)** from the **Academic Year 2026–27**.

The **Integrated Teacher Education Programme (I.T.E.P.)**, introduced under the **National Education Policy (NEP) 2020**, is a four-year dual-degree programme that integrates disciplinary knowledge with professional teacher education. The programme is designed to prepare competent, innovative, ethical, and socially responsible teachers through multidisciplinary learning, school internships, experiential education, digital pedagogy, inclusive education, and research-based teaching practices.

2. Major Activities & Academic Initiatives

The department organised several impactful academic and professional development programmes throughout the year to enrich students' learning experiences and strengthen teaching competencies.

- One of the flagship initiatives was the workshop **"From Campus to Cashflow: Mastering Money Early"** held in August 2025, which enhanced students' financial

literacy and promoted informed financial decision-making, supporting SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

- To promote inclusive values, the department organised **"Echoes of Equality: Let Every Voice Be Heard,"** creating awareness about equity, diversity, and inclusive education in alignment with NAAC values and SDG 10 (Reduced Inequalities).

- Recognising the importance of holistic personality development, students participated in workshops on **Body Language and Personality Development**, **Reflective Teaching**, **Life Skills**, and **Career Clarity**, equipping prospective teachers with communication, leadership, and employability skills.

- The department also organised an **Intercollegiate Technology-Enabled Lesson Presentation Competition** using Artificial Intelligence and PowerPoint, encouraging innovative teaching practices and digital pedagogy in line with the National Education Policy (NEP 2020).

- Guest lectures on **Indian Knowledge System**, **Neo-Humanistic Education**, **Inclusive Education**, **Suicide Prevention**, and **Free and Open-Source Learning Resources** broadened students' understanding of emerging educational perspectives and contemporary classroom practices.

- Educational field visits, Teaching Learning Material (TLM) exhibitions, Geography exhibitions, and interclass competitions on mind maps and flowcharts further promoted experiential learning and creativity.

3. Participation & Outreach

Faculty members actively participated in national and state-level seminars, conferences, workshops, and curriculum development initiatives. The department played a significant role in the development of the Integrated Teacher Education Programme (ITEP) curriculum and syllabus, reflecting its academic leadership. Admission to the Four-Year I.T.E.P. is open to students who have successfully passed the **Higher Secondary School Certificate (HSSC/ Class XII or equivalent examination)** from a recognised Board. Candidates seeking admission must qualify through the **National Common Entrance Test (NCET)** conducted by the **National Testing Agency (NTA).** In this regard, Awareness about the ITEP Programme for the students 22 faculty Members visited 76 Higher Secondary Schools in the state of Goa.

Students engaged extensively in practice teaching, peer teaching, internships, project work, exhibitions, and community-based learning activities through collaborations with schools across Goa. These experiences strengthened classroom readiness, professional ethics, and reflective teaching practices while enhancing institutional outreach.

The department also organised career guidance sessions benefiting nearly eighty students, helping them explore higher education and employment opportunities.

4. Achievements & Highlights

Faculty Achievements

The department continued to strengthen its research culture through active faculty engagement.

Faculty members:

- Contributed to the development of the ITEP curriculum.
- Published research papers in national

peer-reviewed journals.
- Presented research papers at national conferences.
- Participated in Faculty Development Programmes, orientation programmes, and professional workshops.
- Secured a Major Research Project funded by the Goa State Research Foundation with a sanctioned grant of **Rs. 7.65 lakh**.
- Continued guiding doctoral scholars, with one recognised Ph.D. supervisor mentoring six research scholars.

Student Achievements

Students successfully completed innovative action research and project work on contemporary educational themes including:
- Artificial Intelligence in education
- Study habits
- Emotional intelligence
- Stress management
- Junk food awareness
- Absenteeism among college students
- Academic performance

The department recorded consistently high university examination results, with pass percentages ranging between **95% and 100%** across all semesters, reflecting academic excellence and effective mentoring.

5. Quantitative Overview

During the academic year 2025–26, the Department of Education organised **one state-level programme, eleven college-level academic events, five major guest lectures and study visits**, along with numerous workshops, exhibitions, competitions, and professional development activities. Faculty members participated in **six national and state academic programmes**, published **two research papers**, secured **one externally funded major research project**, and guided **six Ph.D. scholars**. More than **390 students** benefited from the department's academic, research, and co-curricular initiatives.

6. Conclusion / Way Forward

The Department of Education remains committed to nurturing competent, innovative, and socially responsible teachers through quality teaching, research, technology integration, and community engagement. In the coming year, the department aims to strengthen research collaborations, expand industry and school partnerships, introduce additional skill-based programmes, enhance digital pedagogies, and provide greater opportunities for student research, internships, and professional development.

Highlight of the Year

The Department played a significant role in developing the Integrated Teacher Education Programme (ITEP) curriculum while simultaneously securing a Rs. 7.65 lakh Major Research Project from the Goa State Research Foundation, reflecting its commitment to academic innovation and research excellence.

Dr. Anil T. Thosare
Head of Department

DEPARTMENT OF ENGLISH



Dept of English organised a study tour to Rajasthan

Introduction

The Department of English at Vidya Prabodhini College of Commerce, Education, Computer and Management has been an integral part of the institution since its inception. Through its diverse curriculum and student-centred pedagogical practices, the department strives to develop linguistic competence, literary appreciation, critical thinking, and effective communication skills among student-teachers. In alignment with the objectives of the B.A.B.Ed. programme, the department fosters academic excellence through innovative teaching-learning practices, co-curricular activities, skill-enhancement programmes, and research-oriented initiatives that contribute to the holistic development of students.

Academic and Co-Curricular Initiatives

A. Academic Initiatives

1. ***Certificate Course: Speak to Inspire – The Art and Impact of Public Speaking (PM-USHA)***

Date: February - March 2026

Nature of Activity: Certificate Course - Skill Enhancement Programme

The Department of English organised the PM-USHA sponsored Certificate Course Speak to Inspire: The Art and Impact of Public Speaking to strengthen students' communication and leadership abilities. The course provided systematic training in speech writing, persuasive communication, voice modulation, body language, and public presentation techniques. Students were exposed to various forms of public speaking, including informative, persuasive, ceremonial, and impromptu speeches, and were given practical opportunities to present before audiences and receive constructive feedback.

Key Outcome: Students demonstrated increased confidence, improved communication skills, and enhanced presentation abilities that are essential for academic, professional, and social contexts.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research, Innovations and Extension).

2. ***Certificate Course: Introduction to Contemporary Critical Theories***

Date: March 2026

Nature of Activity: Certificate Course - Academic Enrichment Programme

To deepen students' understanding of literary studies, the department conducted a certificate course on contemporary critical theories. The programme introduced learners to major literary and cultural theories, critical terminology, and contemporary approaches to textual analysis. Students engaged with the writings of prominent literary theorists and critics, enabling them to develop analytical and interpretative skills.

Key Outcome: Participants acquired a stronger foundation in literary criticism and developed the ability to analyse literary texts through diverse theoretical perspectives.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research and Academic Development).

B. Other Activities Conducted

1. ***Bridging Languages: A One-Day Translation Workshop***

Date: 17 September 2025

Nature of Activity: Workshop

The Department of English organised Bridging Languages, a one-day translation workshop aimed at introducing students to the fundamentals of translation theory and practice. Through interactive sessions and practical exercises, participants explored the challenges of linguistic transfer, cultural nuances, and the role of translation in facilitating intercultural communication.

Key Outcome: The workshop enhanced students' awareness of multilingualism and encouraged greater appreciation of linguistic and cultural diversity.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 10 (Reduced Inequalities); NAAC Criterion III (Extension Activities) and Criterion V (Student Support and Progression).

2. ***Book Release: Igadi Bigadi Tigadi Tha***

Date: 18 October 2025

Nature of Activity: Literary Event - Book Release

The department organised the release of the English translation of Igadi Bigadi Tigadi Tha, a work of Konkani children's literature by Dr. Prakash Parienkar. The event highlighted the importance of translation in preserving and promoting regional literary traditions while making them accessible to wider audiences. Faculty members and literary enthusiasts participated in discussions on children's literature, translation, and cultural preservation.

Key Outcome: The programme reinforced the significance of translation as a bridge between cultures, languages, and generations, while promoting regional literary heritage.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

Student Development

Research Project 1: *Roots and Routes: Diaspora and Identity through the Literature of Goans in Africa* *(by Amrin Shaikh, Ekata Pednekar, Saanvi Parab, Savita Toraskar, Shaurya Bandekar under the guidance of Mr. Austin Dias)*

As part of the department's commitment to fostering research and critical inquiry, a group of final-year students undertook a project titled *Roots and Routes: Diaspora and Identity through the Literature of Goans in Africa*. The study explored the historical migration of Goans to various African countries and examined how literary narratives preserve the experiences of displacement, adaptation, memory, and belonging. Drawing upon concepts from diaspora and postcolonial studies, the project analysed the ways in which migrant communities negotiated cultural identities while maintaining connections with their Goan heritage.

The project further investigated the socio-economic contributions of Goan communities in Africa, paying particular attention to their professions, community organisations, and efforts toward cultural preservation. Through literary analysis, students examined how historical events such as African independence movements and the subsequent migration or expulsion of Goan populations influenced personal and collective identities. The study offered valuable insights into the intersections of migration, culture, and literature while highlighting an often-overlooked chapter of Goan history.

Key Outcome: The project enhanced students' understanding of diaspora studies, migration literature, and postcolonial theory while strengthening their research, analytical, and academic writing skills. It also encouraged engagement with Goa's transnational cultural heritage and its representation in literature.

Research Project 2: *From Soil to Story: Cultural and Ecological Perspectives in Mahabaleshwar Sail's Fictional World* *(by Manasvi Aukhale Shruti Chavan Siyanat Sayed Swany Rebelo Navisha Jalmi under the guidance of Mr. Kedarnath Tadkod)*

Another noteworthy student research project focused on the works of the eminent Konkani writer Mahabaleshwar Sail. Titled *From Soil to Story: Cultural and Ecological Perspectives in Mahabaleshwar Sail's Fictional World*, the study examined the rich cultural landscapes and environmental concerns reflected in Sail's fiction. Students analysed how the author portrays Goan society, traditions, livelihoods, and regional identities while simultaneously addressing the complex relationship between human communities and the natural environment.

Using an ecocritical framework, the project explored recurring environmental motifs and ecological concerns embedded within Sail's narratives. Particular attention was given to representations of land, forests, rivers, and rural life, as well as the impact of social and developmental changes on local ecosystems and communities. The project highlighted the significance of literature as a medium for understanding environmental consciousness and preserving cultural memory. By combining literary, cultural, and ecological perspectives, students developed an interdisciplinary understanding of regional literature and its contemporary relevance.

Key Outcome: The project enabled students to engage with ecocritical approaches to literary studies, deepened their appreciation of Konkani and Goan literature, and enhanced their ability to

undertake interdisciplinary research that connects literature, culture, and environmental concerns.

Participation, Outreach and Faculty Development

Faculty members actively engaged in professional development activities throughout the year. Participation in state and national-level Faculty Development Programmes enabled them to remain updated with contemporary pedagogical practices and emerging interdisciplinary trends. Areas explored included performance-based classroom teaching, literary studies, and the growing influence of Artificial Intelligence in the Humanities and Social Sciences.

The Department of English remained committed to fostering continuous professional growth and academic excellence among its faculty members through active participation in faculty development programmes, refresher courses, certificate programmes, and research-oriented training initiatives.

Mr. Kedarnath Tadkod enhanced his academic and research competencies by participating in a Short-Term Course on *Indian Cinema and Nationalism* and a Refresher Course conducted under the UGC Malaviya Mission Teacher Training Programme. He further completed a National-Level Two-Week Coursework on *Research Methodology and Computer Applications*, which strengthened his understanding of contemporary research practices and digital tools in academia. Additionally, he successfully completed iGOT Karmayogi certificate courses on Conduct Rules, Prevention of Sexual Harassment of Women at Workplace, and Microsoft Word for Beginners, contributing to professional ethics and digital proficiency.

Ms. Devika Redkar actively participated in a State-Level Faculty Development Programme titled *Integrating Performance in Classroom Teaching*, which explored innovative and experiential pedagogical approaches. She also attended National-Level FDPs on *Demystifying Life Through Literature: Decoding Text and Context* and *Trends of Artificial Intelligence in Humanities and Social Sciences*, gaining insights into emerging interdisciplinary approaches and technological advancements in the humanities. Her completion of iGOT Karmayogi courses on Conduct Rules, Prevention of Sexual Harassment of Women at Workplace, and Microsoft Word for Beginners further strengthened her professional and technological competencies.

Mr. Austin Dias successfully completed a series of iGOT Karmayogi certificate courses, including Conduct Rules, Prevention of Sexual Harassment of Women at Workplace, Microsoft Word for Beginners, Staying Safe in Cyberspace, AI Applications in Government, and Artificial Intelligence (AI). These programmes enhanced his understanding of workplace ethics, cybersecurity awareness, digital literacy, and the growing role of Artificial Intelligence in contemporary professional environments.

Through participation in these academic and professional development initiatives, the faculty members remained abreast of contemporary trends in teaching, research, technology, and institutional governance. Such engagements contributed significantly to strengthening the quality of teaching-learning processes within the department and reinforced its commitment to academic excellence and lifelong learning.

Achievements and Highlights

The department recorded commendable achievements during the year. Maryann Gracious of SYBABEd secured the Third Prize in a paper presentation competition organised by DMC College, Assagao, for her paper titled *From Prometheus to Artificial Intelligence: The Enduring Relevance of Mary Shelley's Frankenstein*. This achievement reflected the department's emphasis on research, critical inquiry, and academic engagement beyond the classroom.

Another significant accomplishment was the participation of students Maryann Gracious, Shaurya Bandekar, and Nandini Naik in the prestigious three-week Programme for Scientifically-Inspired Leadership (PSIL), an initiative of the Lakshmi Mittal and Family South Asia Institute at Harvard University. The internship provided valuable exposure to leadership development, critical thinking, and interdisciplinary problem-solving.

Quantitative Overview

During the academic year 2025–26, the Department of English organised four major academic and co-curricular activities, benefiting more than 120 students. The department also conducted two certificate courses, recorded active faculty participation in multiple professional development programmes, and maintained a 100% pass percentage across all classes in the B.A.B.Ed. programme.

Way Forward

The Department of English remains committed to creating a vibrant academic environment that nurtures intellectual curiosity, communication skills, and research aptitude. In the coming years, the department aims to expand its certificate courses, strengthen research initiatives, promote interdisciplinary collaborations, and provide greater opportunities for student participation in academic and cultural forums. Through these efforts, the department seeks to further enrich the learning experience and contribute meaningfully to the institution's vision of excellence.

Highlight of the Year

The successful organisation of the PM-USHA sponsored Certificate Course Speak to Inspire: The Art and Impact of Public Speaking, which empowered over fifty students with essential communication and leadership skills, emerged as the department's most significant achievement of the year.

Mr. Kedarnath Tadkod
In-Charge, Department of English

DEPARTMENT OF HINDI



Dept of Hindi organised Goa ke Mandiron ki Yatra Ek Adhyatmik Anubhav

Introduction:

The Department of Hindi was started in the year 2015. The primary focus of the Department is to enhance the efficiency and proficiency of the students in the field of Language and Literature. In order to achieve the vision of the institution and to develop a positive attitude towards Hindi Literature, the department provides the students the avenues to participate in various curricular and co-curricular activities organised at institutional, state or national level.

The department also aims at providing a rigorous educational experience through innovative teaching-learning, engagement with the community, and dedication to our students. This Department not only caters to the needs of the students who have opted for Hindi but also imparts Linguistic skills to those from non-Hindi discipline who are eager to learn this Language.

The objective of the Department is striving to achieve the stated vision and mission of the institution through its action plans and relevant activities.

Constituents of the Department:

Students:

The Department of Hindi had a total enrolment of **90 students** during the academic year, comprising **29** F.Y.B.A.B.Ed., **30** S.Y.B.A.B.Ed., **13** T.Y.B.A.B.Ed., and FO.Y.B.A.B.Ed. **18** students.

Faculty:

The Department is served by a dedicated team of faculty members:

- **Dr. Priya Gosavi** – Assistant Professor in Hindi (Head of the Department)
- **Ms. Triveni Kankonkar** – Assistant Professor in Hindi (Contract Basis)
- **Ms. Pritam Salgaonkar** – Assistant Professor in Hindi (Lecture Basis)
- **Ms. Akanksha Raikar** – Assistant Professor in Hindi (Lecture Basis)

I. Major Activities of the Department:

1. Goswami Tulsidas and Premchand Jayanti

(31 July 2025)

The Department of Hindi celebrated Goswami Tulsidas Evam Premchand Jayanti with bhajan, drama, research paper presentations, and wallpaper inauguration. Dr. Kiran Popkar, Assistant Professor, Government College of Arts, Science & Commerce, Quepem, Goa, was the resource person and spoke on the literary contributions of Tulsidas and Premchand. Around 60 students participated. The event was coordinated by Dr. Priya Gosavi and Co-coordinated by Ms. Triveni Kankonkar.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

2. Hindi Diwas (15–20 September 2025)

The Department celebrated Hindi Saptah with competitions including essay writing, elocution, sketch making, reel making, travel documentary, patriotic singing, dictation, and poetry writing. More than 73 students participated, promoting creativity and love for the Hindi language. The event was coordinated by Dr. Priya Gosavi and Co-coordinated by Ms. Triveni Kankonkar.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

3. **One-Day Seminar on 'Hindi Sahitya Mein Vividh Vimarsh' (18 September 2025)**

A one-day seminar was organized with Dr. Pradeep Jatal, HOD, Department of Hindi, Parvatibai Chowgule College, Margao, Goa, as the resource person. The seminar focused on contemporary literary discourses and was attended by 55 students. The event was coordinated by Dr. Priya Gosavi and Co-coordinated by Ms. Triveni Kankonkar.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

4. **Study Visit – 'Print Media Ki Yatra' (9 October 2025)**

The Department organized a study visit to Gomantak Media House, Panaji, for 20 S.Y.B.A.B.Ed. Elective Hindi students. The visit provided practical exposure to news gathering, editing, printing, and broadcasting, while introducing students to career opportunities in journalism. The event was coordinated by Ms. Triveni Kankonkar. and Co-coordinated by Dr. Priya Gosavi.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 10 (Reduced Inequalities); NAAC Criterion III (Extension Activities) and Criterion V (Student Support and Progression).

5. **Rajya Stariya Antar Mahavidhyalayin Hindi Bhashan Pratiyogita**

The Department of Hindi organized a State-Level Inter-Collegiate Hindi Elocution Competition on 15th December 2025. Students from various colleges across Goa participated enthusiastically. Mrs. Meena Gaude served as the Chief Guest and Judge.

The competition promoted Hindi language proficiency, public speaking skills and confidence among students. The event was coordinated by Dr. Priya Gosavi and Co-coordinated by Ms. Triveni Kankonkar.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

6. Field Trip – 'Goa ke Mandiron ki Yatra: Ek Adhyatmik Anubhav'

A field trip to prominent temples of Goa was organized on 4th January 2026 with the participation of 28 students and 3 faculty members. The visit provided students with an understanding of Goa's cultural, historical and spiritual heritage through experiential learning. The programme was coordinated by Dr. Priya Gosavi and Co-coordinated by Ms. Triveni Kankonkar and Ms. Akanksha Raikar.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 10 (Reduced Inequalities); NAAC Criterion III (Extension Activities) and Criterion V (Student Support and Progression).

7. **Vishwa Hindi Diwas**

The Department celebrated Vishwa Hindi Diwas on 10th January 2026 with a special lecture by Mr. Sunil Jagannath Shet on the contribution of Goa Hindi Academy to the global promotion of Hindi. Around 60 students participated in the programme, which highlighted the significance of Hindi as a global language. The event was coordinated by Dr. Priya Gosavi and Co-coordinated by Ms. Triveni Kankonkar and Ms. Akanksha Raikar.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

8. National Level Dhai Akhar Letter Writing Campaign 2025–26

In collaboration with the Department of Posts, India, the Department organized the National Level Dhai Akhar Letter Writing Campaign from 21st to 23rd January 2026. A total of 231 handwritten letters in four languages were collected on the theme "Letter to My Role Model." The campaign encouraged creativity, language skills and emotional expression among students. The event was coordinated by Dr. Priya Gosavi and Co-coordinated by Mrs. Yogita Chodankar, Mr. Darshan Kandolkar and Mr. Austin Dias.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

9. **Hindi Cinema: Pratyaksha Darshan**

The Department organized an educational film study visit on 2nd February 2026 for 11 SYBABEd (B) students to watch Border 2. The activity helped students relate classroom concepts of electronic media with practical cinematic experience, thereby enhancing analytical and observational skills. The

programme was coordinated by Ms. Akanksha Raikar and Dr. Priya Gosavi.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research, Innovations and Extension).

10. Pustak Samiksha: Ek Gahan Vishleshan

The Department of Hindi organized a One-Day seminar titled 'Pustak Samiksha: Ek Gahan Vishleshan' on February 17, 2026 in the College Seminar Hall. The Resource Person and Chief Guest for the programme was Mrs. Samiksha Naik, Grade I Hindi Teacher at Vidya Prabodhini Higher Secondary School, Parvari-Goa. In her address, Prof. Naik emphasized that a book review is not merely a summary but a creative art that must do justice to the soul of the literary work. A total of 36 students attended the seminar. The programme was co-ordinated by Ms. Triveni Kankonkar & Dr. Priya Gosavi.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

11. Vartani Sudhar Karyashala

The Department of Hindi organised a workshop titled 'Vartani Sudhar Karyashala' on 2nd March 2026, engaging 42 students of FYBABEd & SYBABEd in interactive session on standard Hindi Orthography (Manak Hindi Vartan). The workshop focused on improving spelling accuracy, formal writing skills, and understanding the relationship between pronunciation and correct spelling through dictation, practical exercises, and multimedia tools. The activity contributed to strengthening language proficiency and enhanced students' academic writing skills through focused and interactive learning. The programme was co-ordinated by Ms. Akanksha Raikar, Dr. Priya Gosavi, Ms. Triveni Kankonkar .

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities – safeguarding cultural heritage); NAAC Criterion III (Research, Innovation and Extension) and Criterion VII (Institutional Values and Best Practices).

II. Faculty Participation:

Dr. Priya Gosavi

- **Presented** a research paper titled 'बदलते सामाजिक सरोकार और **21** वीं सदी की कविता' at the **National Seminar** on 'बदलते सामाजिक सरोकार और 21 वीं सदी की कविता एवं चर्चित कवि विमलेश त्रिपाठी की पुस्तक मआदमी की बातफ पर परिचर्चा', organized by the Department of Hindi, Lalbaba College in collaboration with Bhojpuri Sahitya Vikas Manch, Howrah, West Bengal (10 May 2025).

- **Attended** a **Four-Day Workshop** on 'पाश्चत्य काव्य सिद्धांत', organized by Bhartiya Hindi Pradhyapak Parishad and Government College of Arts, Science & Commerce, Khandola-Goa, in collaboration with Rashtriya Shamta Sanvardhan Online Karyashala (8–12 September 2025).

- **Presented** a research paper titled 'डिजिटल युग में हिंदी पत्रकारिता का महत्व'at the **National Seminar** on 'हिंदी पत्रकारिता के दो सौ वर्ष: चुनौतियाँ और संभावनाएँ', organized by Bhojpuri

Sahitya Vikas Manch in collaboration with Indian Languages and Research Institute, Kolkata (28 September 2025).

- **Participated** in **Hindi Srujonostav–2025**, organized by Institute Menezes Braganza, Panaji-Goa, accompanied by **15 students** (30 September 2025).

- **Invited as Key Speaker** and **presented** a research paper titled 'नई शिक्षा नीति पर गांधी दर्शन का प्रभाव' at the **National Seminar** on the same theme, organized by Bhojpuri Sahitya Vikas Manch in collaboration with Indian Languages and Research Institute, Kolkata (5 October 2025).

- **Presented** a research paper titled **'21** वीं सदी में हिंदी ग़ज़ल: दशा और दिशा' at a seminar organized by Bhojpuri Sahitya Vikas Manch in collaboration with Indian Languages and Research Institute, Kolkata (12 October 2025).

- **Presented** a research paper titled 'नई शिक्षा नीति **(2020)** पर गाँधी दर्शन का प्रभाव' at the **National Webinar** on 'भारतीय ज्ञान परंपरा: विविध संदर्भ', organized by PMCOE Maharaja Bhoj Government P.G. College, Dhar, Madhya Pradesh (14 October 2025).

- **Presented** a research paper on 'जलवायु परिवर्तन एवं जैव विविधता'at the **National Webinar** organized by Veer Rengu Korku Government College, Khaknar, Madhya Pradesh (15 October 2025).

- **Presented** a research paper on 'परिस्थितिकी तंत्र का संरक्षण' at the **National-Level Webinar** on 'परिस्थितिकी तंत्र (इकोसिस्टम) का संरक्षण', organized by Government College, Alampur, Madhya Pradesh (6 November 2025).

- **Participated** in the **Akhil Goa Chhatra Hindi Sahitya Sammelan**, organized by Goa Hindi Academy in collaboration with the Directorate of Official Language, Goa (14 November 2025).

- **Completed** the **Karmayogi Certificate Course** on **Prevention of Sexual Harassment of Women at Workplace** (Online), conducted by ISTM, DoPT, Government of India (25 November 2025).

- **Completed** the **Karmayogi Certificate Course** on **Microsoft Word Beginners**, offered by Microsoft through DoPT, Government of India (25 November 2025).

- **Completed** the **Karmayogi Certificate Course** on **Conduct Rules**, conducted by ISTM, DoPT, Government of India (25 November 2025).

- **Attended** a **Refresher Course** on 'आदिकालीन एवं मध्यकालीन हिंदी काव्य', organized under the Malaviya Mission Teacher Training Programme by Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha (1–13 December 2025).

- **Participated** in the **5th Foundation Day Celebration** of the Goa Hindi Academy, held at Institute Menezes Braganza, Panaji-Goa (4 December 2025).

- **Presented** a research paper titled 'यमदीप: उपन्यास किन्नरों के यथार्थ जीवन का दस्तावेज' and **served as a Resource Person** at the **International Conference** on 'नारी सशक्तिकरण: समग्र विकास की ओर बढ़ते कदम', held at Ravindra Bhawan, Rishra, Kolkata (26 December 2025).

- **Attended** the **International Seminar** on 'लोकनाट्य परंपरा और आधुनिक भारतीय रंगमंच', organized by the Department of Hindi, St. Xavier's College, Mapusa (21 January

2026).

- **Attended** the **Two-Day National Seminar** on 'यात्रा: अनुभव एवं अभिव्यक्ति', organized by Goa University in collaboration with Gomantak Rashtrabhasha Vidyapeeth (5–6 February 2026).

- **Attended** the **State-Level Workshop** on 'कहानी लेखन', organized by Carmel College of Arts, Science & Commerce for Women, Nuvem-Goa (13 February 2026).

- **Presented** a research paper titled 'गुरुकुल से राष्ट्रीय शिक्षा नीति **2020** तक शिक्षा का विकास' at the **International Seminar** on 'भारतीय ज्ञान परंपरा', organized by Shri Mallikarjun & Shri Chetan Manju Desai Mahavidyalaya,Canacona Goa (18 March 2026).

- **Participated** in **Kalavishkaar–2026**, organized by Goa Hindi Academy in collaboration with the Directorate of Art and Culture, Goa (27 March 2026).

- **Completed** the **Karmayogi Certificate Course** on **AI Applications in Government** (Online), conducted by NeGD, MeitY, Government of India (6 April 2026).

- **Completed** the **Karmayogi Certificate Course** on **Staying Safe in Cyberspace**, conducted by CRPF under Karmayogi Bharat (6 April 2026).

- **Completed** the **Karmayogi Certificate Course** on **Artificial Intelligence (AI)** by Microsoft under Karmayogi Bharat (6 April 2026).

- **Completed** the **Karmayogi Certificate Course** on **Responsible Use of AI for Administration**, offered by Wadhwani Foundation under Karmayogi Bharat (6 April 2026).

- **Earned** the **AI Daksh Badge** upon successful completion of the 4-hour online programme under **Karmayogi Bharat** (10 April 2026).

- **Attended** the **Short-Term Faculty Development Programme** on **National Education Policy (NEP) Integration**, organized by Deen Dayal Upadhyaya Gorakhpur University (5–15 May 2026).

- **Attended** a **Faculty Development Programme** organized under the Malaviya Mission Teacher Training Programme by Sardar Patel University (8–14 June 2026).

- **Attended** the **NEP Orientation and Sensitization Programme**, organized under the Malaviya Mission Teacher Training Programme by Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha (23–30 June 2026).

Ms. Triveni Kankonkar

- Attended a Four-Day Workshop on 'पाश्चत्य काव्य सिद्धांत'(08–12 September 2025).

- Attended the Inter Higher Secondary & Inter Collegiate Elocution Competition (23 September 2025).

- Completed Karmayogi Certificate Courses on Prevention of Sexual Harassment, Microsoft Word Beginners, and Conduct Rules (25 November 2025).

- Attended the National Seminar on 'यात्रा: अनुभव एवं अभिव्यक्ति' (05–06 February 2026).

- Attended the State Level Seminar on 'समसामयिक हिंदी नाटक' (02 March 2026).

- Completed Karmayogi Certificate Courses on AI Applications in Government, Staying

Safe in Cyberspace, Artificial Intelligence (AI), and Responsible Use of AI for Administration (06 April 2026).

- Earned the AI Daksh Badge under Karmayogi Bharat (10 April 2026).

Ms. Pritam Salgaonkar

- Participated in the One Day State-Level Workshop on **'Documentary Making'**, organized by St. Xavier's College, Mapusa, held on September 24, 2025.

Ms. Akanksha Raikar

- Attended Two days National level Seminar on 'यात्रा: अनुभव एवं अभिव्यक्ति' on 05 and 06 Feb 2026 organised by Shenoi Goembab School of Languages and Literature Hindi Discipline, Goa University Taleigao in Collaboration with Gomantak Rashtrabhasha Vidyapeeth, Margao.

- Participated in the **'Goa Arts and Literature Festival'**, held at The International Centre, Donapaula-Goa on February 13, 2026.

- Attended a seminar on 'भारतीय ज्ञान परंपरा' on 18th March 2026 at Shree Mallikarjun & Shri. Chetan Manju Desai College, Delem, Canacona-Goa in which presented a paper titled 'शिक्षा में भारतीय ज्ञान परंपरा का बहुविषयी समन्वय: एक अध्ययन'.

Students:

- 09 students attended the State-Level Workshop on Documentary Making (24 September 2025).

- 73 students participated in Hindi Saptah Pratiyogita (15–20 September 2025).

- 04 students participated in the State-Level Inter-Collegiate Elocution Competition (23 September 2025).

- 16 students participated in Hindi Srujanostav 2025 (30 September 2025).

- 02 students participated in the National Seminar on 'यात्रा: अनुभव एवं अभिव्यक्ति' (05–06 February 2026).

- 05 students attended the State-Level Workshop on 'कहानी लेखन' (13 February 2026).

- 06 students participated in the State-Level Seminar on 'समसामयिक हिंदी नाटक' (02 March 2026).

- 02 students participated in the State-Level Inter-Collegiate Hindi Elocution Competition (05 March 2026).

III. Achievements & Highlights:

Faculty Achievements:

Dr. Priya Gosavi

- **Invited as Key Speaker** at the **One-Day National Seminar** on *"Impact of Gandhian Philosophy on the National Education Policy"* and presented a research paper on 'नई शिक्षा नीति पर गांधी दर्शन का प्रभाव', organized by **Bhojpuri Sahitya Vikas Manch** in collaboration with the **Indian Languages and Research Institute, Kolkata**, West Bengal, on **5 October 2025**.

- **Invited as Resource Person** at the **One-Day International Conference** on *"Women's Empowerment: Towards Holistic Development"* and presented a research paper titled 'यमदीप: उपन्यास किन्नरों के यथार्थ जीवन का दस्तावेज', organized by the **Indian Languages and Research Institute** and **Bhojpuri Sahitya Vikas Manch**, in association with the **Ramnaresh Singh Educational Foundation**, at **Rabindra Bhavan, Rishra, Kolkata**, West Bengal, on **26 December 2025**.

Research Publications

- **Published** a research article titled ''यमदीप' उपन्यास: किन्नरों के यथार्थ जीवन का दस्तावेज'' in the edited volume *Samkalin Sahitya Mein Kinnar Vimarsh* (ISBN: **978-81-982015-0-8**), published by **Shrishti Publication, Kolkata**, West Bengal.

- **Published** a peer-reviewed research article titled 'गुरुकुल से राष्ट्रीय शिक्षा नीति **2020** तक शिक्षा का विकास' in the international multidisciplinary research journal **Shodh-Ritu** (Special Issue: *Goa – Bharatiya Gyan Parampara*, ISSN: **2454-6283**), published by **Nav Sahityakar Publication, Nanded, Maharashtra**, on **18 March 2026**.

Students Achievements:

The Department of Hindi actively participated in "Hindi Srujanostav 2025", an Inter-Collegiate State-Level Event organized by the Institute Menezes Braganza on 30 September 2025.

- Ms. Tisha Chopdekar (FO.Y.B.A.B.Ed.) secured the First Prize in the Essay Writing Competition.

- Mr. Shravan Gadekar (T.Y.B.A.B.Ed.) won the Second Prize in the Sketch-Making Competition.

Students Development:

- **Research Project:** *"Stri Vimarsh Ke Sandarbh Mein Usha Priyamvada Ki Kahaniyon Ka Vishleshan"* conducted under the guidance of **Dr. Priya Gosavi**. The project is undertaken by **Ms. Ankita Laxman Gaonkar, Ms. Ayesha Ishwar Naik, Ms. Bindiya Babli Gaunkar, Ms. Kajal Ravi Sahani,** and **Ms. Sanjana Mahadev Naik**. It critically explores feminist perspectives and the representation of women in the short stories of **Usha Priyamvada**, highlighting their contribution to contemporary Hindi feminist discourse.

- **Research Project:** *"Goa Ke Chuninda Loknrutya: Ek Adhyayan"* conducted under the guidance of **Ms. Triveni Kankonkar**. The project is carried out by **Ms. Dhanusha Chandrashekhar Salgaonkar, Ms. Sakshi Durgadas Naik, Ms. Samashree Mandar Khadapkar, Ms. Siya Rama Bhomkar,** and **Ms. Vedika Prabhakar Raul**. The study documents and analyzes Goa's traditional folk dances, emphasizing their cultural significance and promoting the preservation of the state's rich folk heritage.

Quantitative Review:

During the academic year, the Hindi department organised 14 activities, with participation exceeding 75 students.

Highlights of the Year:

- **30-Hour Hindi Sutrasanchalan Certificate Course (4–23 September 2025):** The Department of Hindi successfully organized a **30-hour Certificate Course in Hindi Compering (Sutrasanchalan)**, providing practical training in anchoring, script writing, voice modulation, and stage presentation. The course featured **Dr. Rupa Chari** as the Resource Person, with sessions conducted by **Dr. Priya Gosavi, Ms. Triveni Kankonkar,** and **Ms. Pritam Salgaonkar**. A total of **57 students** successfully completed the course. The programme was coordinated by **Dr. Priya Gosavi**.

- *SDGs/NAAC Criteria Impacted*: SDG 4 (Quality Education); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research and Academic Development).

- **Literary Interaction with Jayshree Roy (17 December 2025):** The Department organized a **One-Day Literary Seminar** titled *"Goa Ki Hindi Katha Lekhika Jayshree Roy Ke Saath Sahityik Sanvaad"*. Renowned

Goan Hindi author **Jayshree Roy** interacted with students through an engaging interview conducted by **Dr. Priya Gosavi**, offering valuable insights into her literary journey and creative writing. The seminar was attended by **40 B.A.B.Ed. Hindi students** and coordinated by **Dr. Priya Gosavi** with **Ms. Triveni Kankonkar**.

- *SDGs/NAAC Criteria Impacted*: SDG 4 (Quality Education); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research and Academic Development).

- **30-Hour Hindi Devanagari Typing Certificate Course (3–21 February 2026):** The Department organized a **30-hour Certificate Course in Hindi Devanagari Typing**, providing hands-on training in Hindi typing skills. The programme was conducted by **Dr. Priya Gosavi, Ms. Triveni Kankonkar,** and **Ms. Akanksha Raikar**. **Thirty-one students** successfully completed the course, enhancing their digital proficiency in Hindi. The programme was coordinated by **Dr. Priya Gosavi** and **Ms. Triveni Kankonkar**

- *SDGs/NAAC Criteria Impacted*: SDG 4 (Quality Education); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research and Academic Development).

Conclusion:

The Department of Hindi emphasizes multidisciplinary learning, skill development, and flexibility in course choices. For the Department of Hindi, future plans should focus on integrating modern literature, digital media, translation studies, and career-oriented skills like content writing and journalism. Promoting research, cultural studies and use of technology will enhance students' employability and preserve the richness of Hindi language and literature.

Dr. Priya Gosavi
In-Charge, Department of Hindi

DEPARTMENT OF KONKANI



Konkani Department students and teachers at the All Goa Poetry Recitation Competition.

The **Department of Konkani at Vidya Prabodhini College** plays a vital role in promoting the Konkani language, literature, and culture among students. The department is committed to providing quality education through well-structured academic programmes, innovative teaching methods, and active student engagement. It strives to develop language proficiency, critical thinking, and creative expression among learners.

In addition to regular curriculum delivery, the department organizes various co-curricular and extension activities such as workshops, competitions, guest lectures, and certificate courses to enhance students' skills and interest in Konkani. These initiatives help students gain practical knowledge, improve communication abilities, and appreciate the richness of regional heritage.

The department also encourages participation in literary and cultural events, fostering confidence and overall personality development. Through its continuous efforts, the Department of Konkani contributes significantly to preserving and promoting the linguistic and cultural identity of Goa while preparing students for academic and professional growth.

I. Major activities

1. **All Goa Inter-Higher Secondary and Intercollegiate Poetry Recitation Competition**

The **Department of Konkani at Vidya Prabodhini College** organized the *All-Goa Inter-Higher Secondary and Inter-Collegiate Poetry Recitation Competition* on **24th January 2026** in the College Board Room. The competition was coordinated by **Mr. Darshan Kandolkar**, Assistant Professor in Konkani. Around **50 students from various institutions across Goa** participated with great enthusiasm.The competition was judged by **Shri Ramesh Ghadi** and **Ms. Nutan Sakhardande**, renowned Goan poets, who appreciated the performances and offered valuable guidance to the participants.

NAAC Criteria: This activity falls under

Criterion III – Research, Innovations, and Extension (Extension Activities).

2. The **Department of Konkani at Vidya Prabodhini College** conducted a *Certificate Course on Basic Konkani Grammar and Writing Skills* from **9th September to 10th October 2025** in the ICT Lab.The course was led and coordinated by **Mr. Divakar Gurav**, Assistant Professor in Konkani. A total of **50 students participated actively** in the programme.

   NAAC Criteria: This activity falls under **Criterion I – Curricular Aspects (Certificate/Value-added Courses).**

3. The **Department of Konkani at Vidya Prabodhini College** organized a *Certificate Course on Digital Typing in Konkani* from **9th to 25th August 2025** in the College Board Room. The programme was attended by **70 students and 4 faculty members**.The course was conducted by **Mr. Divakar Gurav** and **Ms. Tanika Kandolkar**, Assistant Professors in Konkani, and coordinated by the Head of the Department, **Mr. Darshan Kandolkar**.

   The primary aim of the course was to help students **learn typing in Konkani and improve their use of technology for language-related work**. It also encouraged the **use of Konkani on digital platforms**.

   NAAC Criteria: This activity falls under **Criterion I – Curricular Aspects (Certificate/Value-added Courses).**

4. The **Department of Konkani** and the **Department of History of Vidya Prabodhini College** jointly celebrated *Opinion Poll Day (Goa 1967)* on **16th January 2026** in the College Board Room. The programme was organized to commemorate the historic Opinion Poll of Goa and to create awareness among students about its significance. **Mr. Divakar Gurav**, Assistant Professor in Konkani, served as the coordinator, while **Ms. Riya Sirsat**, Assistant Professor in History, was the co-coordinator of the event. The programme featured an insightful session by **Mr. Prajal Sakhardande**, Research Scholar and Associate Professor at Dhempe College, Miramar, Panaji, who was invited as the resource person. A total of **70 students participated** in the programme.

   NAAC Criteria: This activity falls under **Criterion III – Research, Innovations, and Extension (Extension Activities).**

5. **Celebration of *Konkani Rashtra Manyatai Dis***

   The Department of Konkani at Vidya Prabodhini College, in collaboration with the Goa Konkani Akademi, celebrated *Konkani Rashtra Manyatai Dis* on 20th August 2025 on the college campus. The programme aimed to commemorate the recognition of Konkani in the Eighth Schedule of the Indian Constitution and to promote awareness about its cultural and literary significance among students. As part of the celebration, a poster-making competition was organized to encourage creativity and expression related to the Konkani language, heritage, and identity. A total of 25 students actively participated, showcasing their artistic talents and deep appreciation for Konkani culture.

   The event was coordinated by Mr. Darshan Kandolkar, Head of the Department of Konkani, who guided the students and ensured the smooth conduct of the programme.

   NAAC Criteria: This activity falls under Criterion III – Research, Innovations, and

Extension (Extension Activities).

6. Creative Writing Workshop

The Department of Konkani at Vidya Prabodhini College, in collaboration with the Goa Konkani Akademi, organized a one-day Creative Writing Workshop (Essays) for B.A. B.Ed. Konkani students on 18th February 2026 in the College Board Room. The workshop was conducted by Dr. Hanumant Chopdekar, an eminent Konkani writer, who served as the resource person. A total of 55 students participated in the programme. The event was coordinated by Mr. Divakar Gurav, Assistant Professor in Konkani.

NAAC Criteria: This activity falls under Criterion III – Research, Innovations, and Extension (Extension Activities).

Student Development

Research Project 01- A Study of historical References of Goa Inquisition in Selected Konkani Novels was the Third Year B.A.B.Ed Project undertaken by Prof (Dr) Bhushan Bhave. **The Project undertaken as follows** Arya Chari , Shreya Chari, Simran Sawant, Aditi Mardolkar Karuna Gauns. The aim of the project is to **examine and analyze the representation of historical references to the Goa Inquisition in selected Konkani novels**, thereby understanding how literature reflects, interprets, and preserves collective memory of this significant period in Goan history. **The objective was to identify** Konkani novels that contain references to the Goa Inquisition.

Research Project 02- देविदास कदम हांच्या वेंचीक कांदबऱ्यांचो समाजीक अभ्यास was the third year B.A.B.Ed Project undertaken by Asst Prof Darshan Shankar Kandolkar. The Project students were Amisha Raul, Saundraya Dessai, Tanisha Priolkar, Tanisha Gadekar, Siddhi Naik. The aim of the project is to **critically study the depiction of Goan society in the selected novels of Devidas Kadam**, highlighting the social, cultural, and linguistic dimensions reflected in his literary works. The objective of this study is to **identify** the social themes and issues represented in Devidas Kadam's selected novels and to **analyse** how Goan traditions, customs, and cultural identity are portrayed through characters and narratives.

Research Project 03- डॉ. प्रकाश पर्येकार हांच्या वेंचीक साहित्यांतले समाजदर्शन was the third year B.A.B.Ed Project undertaken by Asst Prof Divakar Gurav. The Project Students were Riya Halrnkar, Sania Sawant, Resha Harijan Sonakshi Nhavi, Sanika Shetkar. The aim The aim of the project is to **critically study the portrayal of Goan society in the selected literary works of Dr. Prakash Parienkar**, highlighting the social, cultural, and historical dimensions reflected in his writings. The Objective of this study was **to evaluate** the contribution of Dr. Parienkar's writings in preserving cultural identity and raising social awareness and **To highlight** the relevance of his works for students and researchers in understanding the relationship between literature and society.

II. Participation and Outreach

A. Darshan Kandolkar (Head of Department of Konkani)

1. The **25th Yuva Konkani Sahitya Sammelan**, organized by the **Goa Konkani Akademi**, **Sahitya Manthan Sattari**, and **P.M. Shri Hirojirao Baburao Dessai Government Middle School, Thane–Sattari**, was held on **31st January and 1st February 2026** at Government Middle School, Thane.

2. The **national seminar titled "Jayanti Naik Hanche Katha Vishwa"**, organized by **D.C.T.'s Dhempe College of Arts and Science, Miramar, Panaji**, was held on **21st February 2026**.

3. The **Raj Bhasha Day Programme**, organized by the **Goa Konkani Akademi** in collaboration with **Saraswat College, Mapusa**, was held on **4th February 2026** at Saraswat College, Mapusa.

4. The programme titled ''कोंकणी चळवळींत म्हालगड्यांचे योगदान'', organized by the **Discipline of Konkani, Shenoi Goembab School of Languages and Literature, Goa University**, in collaboration with the **Thomas Stephens Kendra, Porvorim**, was held on **4th March 2026** at Goa University.

5. The **State-Level Seminar titled** ''कोंकणी: बोली आनी संवर्धनाची गरज'', organized by **Sant Sohirobanath Ambiye College, Pernem** in collaboration with the **Directorate of Official Languages, Goa**, was held on **6th March 2026** at Pernem College.

6. Assistant Professor Darshan Shankar Kandolkar Presented a Research Paper on the topic ''गोवा गोइग गॉन ह्या तियात्रांतली समाजिकता at National Seminar **Venchik Tiatranchem Chinton-Monthon organised by** Dalgado Konknni Akademi and St. Xavier's College Mapusa on 19/2/2026.

7. Assistant Professor Darshan Shankar Kandolkar Presented a Research paper on the topic फा. डॉमनिक आल्वारीस हांच्या कातांरांचें विश्लेशण **at International Seminar titled "Echoes from the past, Voices of today" organised by** Dalgado Konkani Akademi and St Xaviers College, Mapusa, Goa on 23/3/ 2026

B. Divakar C. Gurav (Assistant Professor in Konkani)

1. The **25th Yuva Konkani Sahitya Sammelan**, organized by the **Goa Konkani Akademi**, **Sahitya Manthan Sattari**, and **P.M. Shri Hirojirao Baburao Dessai Government Middle School, Thane–Sattari**, was held on **31st January and 1st February 2026** at Government Middle School, Thane.

2. A **one-day National Seminar on the topic "Konkani Katha"**, organized by **Fr. Agnel College** in collaboration with **Kand Ashawadi Prakashan**, was held on **20th February 2026**. The seminar provided an opportunity to gain knowledge from **experts and scholars in the field of Konkani literature**.

Students' Outreach Activity

Students of Department of Konkani has attended following Programmes during the acdemice year 2025-2026- 25th Yuva Konkani Sahitya Sammelan, National Seminar titled "Jayanti Naik Hanche Katha Vishwa, Raj Bhasha Day Programme, Lecture Series- ''कोंकणी चळवळींत म्हालगड्यांचे योगदान'', One-Day National Seminar on Konkani Katha, State-Level Seminar titled ''कोंकणी: बोली आनी संवर्धनाची गरज''.

IV. Quantitative Overview

Across the academic year, the **Department of Konkani at Vidya Prabodhini College** organized **six major activities** covering certificate courses, workshops, competitions, and commemorative events. Together, these programmes engaged a total of **320+ student participants** and involved **multiple faculty members and external resource persons**. The certificate courses alone accounted for **120 students** (50 in Grammar & Writing, 70 in Digital Typing), while workshops and competitions drew **over 100 participants** (55 in Creative Writing, 50 in Poetry Recitation). Celebratory and commemorative events such as *Opinion Poll Day* and *Rashtra Manyatai Dis* added another **95 participants**, ensuring wide student involvement across curricular and extension activities.

Quantitatively, the department demonstrated a **balanced distribution of activities** under NAAC Criterion I (Curricular Aspects) and Criterion III (Research, Innovations, and Extension). Specifically, **two certificate courses** strengthened academic skills, while **four extension activities** promoted cultural awareness, literary engagement, and historical consciousness. Faculty coordination was consistent, with **Mr. Divakar Gurav** and **Mr. Darshan Kandolkar** leading most initiatives, supported by collaborators from other departments and external institutions. This breadth of participation and diversity of activities highlights the department's commitment to both **skill development and cultural enrichment**, ensuring holistic student growth.

VI. Conclusion / Way Forward

The **Department of Konkani at Vidya Prabodhini College** aspires to become a strong center for the **promotion and development of Konkani language and literature**. Its future plans focus on **enhancing academic quality** and **encouraging creativity among students**. The department intends to adopt **modern teaching methods**, including digital tools and language laboratories, to enrich the learning experience. It also plans to introduce **skill-based courses** such as digital typing, translation, and creative writing to strengthen students' practical abilities. To provide wider exposure, the department will continue to organize **seminars, workshops, and literary activities**. It also seeks to encourage **research and community outreach**, promoting Konkani through both cultural initiatives and digital platforms.

Through these sustained efforts, the department aims to **build confident, skilled, and culturally aware students**, contributing meaningfully to the preservation and advancement of Konkani.

VI. Highlight of the Year

The **Department of Konkani at Vidya Prabodhini College** has had a highly productive and enriching academic year, marked by a diverse range of activities that combined **curricular innovation, cultural promotion, and extension outreach**. The department successfully conducted **two certificate courses**—*Basic Konkani Grammar and Writing Skills* and *Digital Typing in Konkani*—engaging over **120 students** and strengthening language proficiency and digital literacy.

Equally significant were the **extension activities and cultural programmes**, including the *All-Goa Inter-Higher Secondary and Inter-Collegiate Poetry Recitation Competition*, the *Creative Writing Workshop*, and commemorative events such as *Opinion Poll Day* and *Konkani Rashtra Manyatai Dis*. Together, these initiatives drew the participation of more than **200 students**, fostered literary creativity, and deepened awareness of Konkani's historical and cultural significance.

Through these sustained efforts, the department has not only nurtured **linguistic and creative abilities** but also ensured the **holistic growth of students**, shaping them into confident, culturally rooted individuals. The year's activities reflect the department's commitment to **academic excellence, cultural preservation, and community engagement**, making it a vibrant center for the promotion of Konkani language and literature.

Mr. Darshan Kandolkar
In-Charge, Konkani Department

DEPARTMENT OF MARATHI



Dept of Marathi organised 'Author Meet Stories Beyond the Book' featuering guest speaker Sumedha Kamat, alongside faculty members and students

Introduction

The Department of Marathi established in 2015 is dedicated to promoting the rich heritage of Marathi language and literature. Department's primary objective is to empower students to bridge the academic gap between theoretical literary studies and real-world professional applications. We take pride in nurturing a strong, growing community of students, guided by a dedicated team of one full-time, one contract, and one part-time faculty members who are passionate about teaching and mentorship.

We believe true education goes beyond textbooks, so we passionately encourage curriculum based as well as co-curricular activities, by hosting certificate courses, creative workshops, and inspiring guest lectures, we create a lively space where student talent can thrive. our students shine in various National and State-level seminars, cultural events, and competitions.

We are deeply committed to the holistic growth of our students, nurturing their academic achievements, cultural roots, and personal development. Building upon our strong foundation, we aim to scale greater heights, embrace new academic opportunities, and inspire future generations of Marathi scholars.

Major Activities / Initiatives

A. Academic Initiatives

1) State-Level Seminar on Sutrasanchalan Kaushalya

Date: 4 October 2025

Type of Activity: One-Day State-Level Seminar

The Department of Marathi, along with the Goa Marathi Academy, organized a one-day state-level seminar on professional anchoring skills. The seminar was titled 'Sutrasanchalan Kaushalya'. The event was inaugurated by the Chief Guest, Dr. Ajay Vaidya, who also conducted one of the sessions.

Ms. Smruddhi Ganpule and Dr. Chinmay

Ghaisas, two well-known experts in the field of anchoring, conducted the sessions in which they taught students how to stand confidently on stage and keep the audience engaged. They emphasized scriptwriting, improving language skills, and handling unexpected challenges while anchoring formal and cultural programs.

Students and faculties from different colleges across the state attended the seminar. The sessions were highly interactive, giving everyone practical tips and boosting their confidence in public speaking.

Key Outcome: The seminar gave students clear, practical knowledge about public speaking and media careers. Participants learned how to anchor professionally, write standard scripts, and manage a stage confidently, which will help them take up anchoring opportunities in the future.

2) **A Certificate Course in Translation: Bridging Languages**

Date: 17 February 2026 - 28 February 2026

Type of Activity: Certificate Course – Skill Development Programme

The Marathi Department conducted the PM-USHA sponsored ten-day Certificate Course in Translation titled 'Bridging Languages'. Inaugurated by Prof. Kiran Budkuley, the course featured three expert guest speakers namely Dr. Chinmay Madhu Ghaisas, Aditya Sinai Bhangui and Sneha Sabnis who guided 50 students, helping them learn valuable translation skills for their future careers.

The primary objective of the certificate course in translation was to build upon our language student's existing linguistic foundations, transforming their academic knowledge into practical, professional translation skills.

Key Outcome: The students enhanced the bilingual competencies, mastered core translation techniques, gained valuable career-oriented skills essential for future professional opportunities.

B. Other Activities Conducted

1. **Poetry Writing Workshop: 'Kavyalekhan Karyashala'**

Date: 20 September 2025

Type of Activity: Workshop

To encourage creative writing and teach students the foundational skills of writing poetry, the Department of Marathi, along with the Goa Marathi Academy's Parvari Prabhag Abhijaat, organized a 'Kavyalekhan Karyashala'. The main goal of this workshop was to help students understand the rules of poetry writing and turn their thoughts into structured poems. Mr. Makrand Ghaisas was invited as the resource person for the workshop. He conducted hands-on training sessions and shared practical advice with the participants. He explained how a poem is built, focusing on the importance of selecting the right words, using matching rhythms, and creating powerful expressions.

Key Outcome: The workshop gave students a practical, step-by-step understanding of the art of writing poetry. By working directly with Mr. Makrand Ghaisas, participants learned how to structure their thoughts into verse, which boosted their confidence and inspired many students to start writing original poetry regularly.

2) **Lekhak Bhet - Pustaka Palikadchya Goshti**

Date: 12 September 2025

Type of Activity: Meet the Author

The Department of Marathi organized a program called 'Lekhak Bhet: Pustaka Palikadchya Goshti' (Stories Beyond the Books). The main goal was to take students beyond just reading textbooks and let them hear directly from a writer about writing expediencies. Retired teacher and writer Mrs. Sumedha Kamat was the guest speaker. She had a friendly chat with the students and shared the real-life stories and experiences that inspired her writtings.

Key Outcome: This program helped students see books from a writer's point of view instead of just reading them for exams. By listening to Mrs. Sumedha Kamat, students learned how stories are created, which inspired many of them to start writing their own stories and articles.

3) **Inauguration of Urjaa Kendra and lecture on 'Sahitya aani Sadarikaran'**

Date: 17 December 2025

Type of Activity: Inaugural function and guest lecture

The Department of Marathi hosted the inaugural function of Urjaa Kendra, a student-led initiative aimed at fostering creativity, leadership, and literary engagement. The programme was graced by the presence of Dr. Govind Bhagat, who was the Chief Guest and formally inaugurated the Urjaa Kendra.

During the ceremony, President of Urjaa Kendra Ms. Shraddha Gaude and secretary Ms. Poorva Kharpalkar were officially entrusted with their responsibilities, symbolizing the beginning of a new phase of student leadership and participation. Their appointment highlighted the commitment of Urjaa Kendra to empower students and encourage active involvement in cultural and academic activities.

Following the inauguration, Urjaa Kendra organized a lecture titled "Sahitya aani Sadarikaran". The session was conducted by Dr. Govind Bhagat. His lecture provided valuable insights into the relationship between literature and presentation, emphasizing the importance of effective communication, creativity, and confidence in literary expression. The interactive nature of the session allowed students to engage meaningfully with the subject matter, thereby enriching their understanding and skills.

Key Outcome: The inauguration of Urjaa Kendra marked a significant milestone in fostering student-led cultural and literary initiatives within the college. The centre was successfully launched as a platform to encourage creativity and leadership, with formal responsibilities assigned to the student for structured management of activities. The lecture on Sahitya aani Sadarikaran enriched academic learning by deepening students' appreciation of literature and presentation techniques. The programme also strengthened confidence and creativity among participants, motivating them to engage actively in future events. Urjaa Kendra established itself as a hub for nurturing talent, leadership, and cultural engagement.

4) Lecture on Film Criticism: Chitrapat Parikshanachi Drushti

Date: 10 February 2026

Name of Activity: Guest Lecture

To introduce students to the field of media studies and cinema, the Department of Marathi organized a special guest lecture titled 'Chitrapat Parikshanachi Drushti'. The main goal of this program was to teach students how to look at movies not just as entertainment, but as a form of art and literature that can be analyzed and reviewed.

The well-known film critic Mr. Sachin Chatte was invited as the resource person for this lecture. During his session, he shared his deep knowledge of cinema and guided the students on how to evaluate a film correctly.

Key Outcome: The lecture helped students to develop a critical eye for watching and evaluating films. By learning from Mr. Sachin Chatte, students understood the basic rules of film criticism, which helped them improve their analytical thinking and writing skills for potential career opportunities in media and journalism.

5) Celebration of Marathi Bhasha Gaurav Divas

Date: 27 February 2026

Type of Activity: Celebrations & Competitions

To honor the birth anniversary of the legendary Marathi poet Vishnu Vaman Shirwadkar (Kusumagraj), the Department of Marathi celebrated Marathi Bhasha Gaurav Divas. Mrs. Radha Bhave, renowned poet from Goa was the Chief Guest for the programme. She inspired students with her motivated words. The various competitions were organised to celebrate the day. The programme aimed to highlight the rich heritage of the Marathi language while providing students with a vibrant platform to showcase their artistic, literary, and performance skills. The celebration witnessed enthusiastic participation. They beautifully recited iconic poems and read heartfelt letters, creating an atmosphere of cultural pride and linguistic appreciation. To further engage creativity, the department organized college-level competitions such as Patralekhan, Poster Making, and Book Front Page Design, encouraging students to blend literature with art and expression.

Key Outcome: The celebration successfully instilled a sense of pride in the Marathi language and culture among the students. By participating in diverse competitions like letter writing and cover design, students sharpened both their language proficiency and artistic creativity. Furthermore, the live performances of poetry and drama helped boost the students' stage courage, public speaking skills, and overall appreciation for Marathi literature.

6) Kavyagandh

Date: 11 March 2026

Type of Activity: Student Poetry Meet

The Department of Marathi, under Urjaa Kendra, organized the programme Kavyagandh, where students enthusiastically recited their own poetry on diverse topics. The event provided a creative platform for students to express their thoughts and emotions through original compositions. After the student recitations, the guest speaker Mrs. Pournima Kerkar addressed the gathering and shared valuable insights, motivating students to refine their literary skills and explore the depth of poetic expression.

Key Outcome: The programme encouraged students to compose and present original poetry on varied themes, offering a vibrant

platform for creative self-expression and confidence-building. The valuable guidance provided by guest speaker further enriched students' literary perspectives, inspiring them to refine their skills and explore new dimensions of creativity.

7) **Kavitechya Vatevar**

Date: 4 March 2026

Type of Activity: Online Guest Lecture

To explore the creative journey of writing poetry, the Department of Marathi organized an online guest lecture titled 'Kavitechya Vatevar'. The main goal of this online session was to connect students with established literary figures, helping them understand how poetry is created, structured, and appreciated.

The well-known poet and writer Mrs. Aashlesha Mahajan was the resource person for this online program. she shared her personal experiences and gave wonderful guidance on the art of writing poems.

Key Outcome: The online lecture successfully inspired students to read and write more poetry. The session helped students improve their creative thinking and gave them the confidence to start writing and refining their own original poems.

Student Development

Research Project 1: Ganesh Chaturthichya Nigadit Parampaarik Vyavsayanchaa Abhyas Nivdak Mulakhatinchya Aadhare (Bardesh Taluka Maryadit)

This project focused on studying the traditional occupations associated with the festival of Ganesh Chaturthi in the Bardez taluka. The students conducted selected interviews with local artisans, vendors, and craftsmen to understand the cultural and economic significance of these trades. The study highlighted how festivalrelated occupations such as idol making, decoration, flower selling, sweet preparation, and other supporting trades continue to sustain livelihoods while preserving cultural traditions.

The project emphasized the importance of professional interviewing skills and active listening. By interacting with artisans and traders, the students learned specific terms used in local craftsmanship, while documenting traditional knowledge that is often passed down orally. The spoken data collected during interviews was carefully transformed into a structured and formal project report, ensuring that valuable cultural practices are preserved for future reference.

Key Outcome: The project helped in identifying and classifying occupations linked to Ganesh Chaturthi, improved interviewing and reporting skills, and deepened understanding of local trade vocabulary. It also contributed to preserving traditional knowledge and demonstrated how cultural festivals continue to support community livelihoods.

Research Project 2: Gramin Jeevan Darshan Ghadvanarya Marathi Chitrapatacha Abhyas (Nivdak Chitrapatanchya Anushangane)

The TY students undertook a research project titled "Gramin Jeevan Darshan Ghadvanarya Marathi Chitrapatacha Abhyas (Nivdak Chitrapatanchya Anushangane)", focusing on the portrayal of rural life in Marathi cinema. As part of this study, students examined films such as Natrang, Urus, Tahan, Jogva, Khavada, and Narbachi Vaadi. Each of these films presents unique perspectives on village life, highlighting cultural traditions, social struggles, and the resilience of rural communities. Through detailed analysis, students explored how these narratives reflect the realities of rural society

and the challenges faced by villagers in their everyday lives.

The project emphasized critical observation and interpretation, encouraging students to connect cinematic representation with real social issues. By studying these films, students gained insights into themes such as poverty, gender roles, cultural practices, and the impact of modernization on rural communities. The research also helped them to understand how cinema serves as a mirror to society, offering both artistic expression and social commentary.

Key Outcome: The project enhanced students' analytical and research skills, deepened their understanding of rural life as depicted in Marathi cinema, and fostered appreciation for the role of films in addressing social issues. It also encouraged them to critically evaluate cultural narratives, thereby strengthening their ability to connect literature, cinema, and society in meaningful ways.

Participation, Outreach and Faculty Development

The Marathi Department has consistently emphasized faculty development as a cornerstone of academic and cultural growth. Faculty members have actively engaged in seminars, workshops, conferences, and outreach programmes, strengthening the department's academic profile. Their achievements reflect professional excellence, creativity, and a commitment to research and community engagement.

Ms. Yogita K. Chodankar has contributed to academic through her participation and research work. She attended the National Seminar on 'Reflection of Culture in Contemporary Literature' organized by Raosaheb Gogate College, Banda (Maharashtra) on 13 December 2025 in online mode, where she was the author of the paper ''पोर्तुगीजकालीन गोमंतकातील धार्मिक व सांस्कृतिक जीवनातील 'तांडव'''. She also participated in the 21st Jaagtik Marathi Samelan held at Kala Academy, Panaji from 9–11 January 2026, engaging with wider literary circles and contributing to cultural exchange. Research papers were published in the Vidyawarta Peer Reviewed International Multilingual Research Journal (Jan–March 2026, Special Issue – 02, ISSN: 23199318), edited by Dr. Gholap Bapu Ganpat, adding valuable perspectives to Marathi studies.

Ms. Mansi S. Shetmandrekar has made contributions through her active participation and research. On 13 December 2025, she attended the National Seminar on 'Reflection of Culture in Contemporary Literature' at Raosaheb Gogate College, Banda, where she presented Research paper ''पोर्तुगीजकालीन गोमंतकातील धार्मिक व सांस्कृतिक जीवनातील 'तांडव''', offering insights into Goan society during the Portuguese era. She also participated in the 21st Jaagtik Marathi Samelan at Kala Academy, Panaji from 9–11 January 2026, engaging with scholars and literary circles in a prestigious gathering that celebrated Marathi language and culture. Further, she attended the Marathi Vishwakosh Nondalekhan Workshop organized by Maharashtra Rajya Marathi Vishwakosh Nirmiti Mandal and Deccan College, Pune on 28 March 2026. She was invited as a resource person for the 'My Reading Habits' Alumni Guest Lecture Series at St. Xavier's College, Mapusa, Goa, on 11 October 2025. Alongside these participations, she coauthored a research paper with Ms. Yogita K. Chodankar on 'पोर्तुगीजकालीन गोमंतकातील धार्मिक व सांस्कृतिक जीवनातील 'तांडव''', published in the Vidyawarta Journal.

Ms. Prapti M. Gaonkar has actively engaged in academic, cultural, and research activities, reflecting her commitment to language, literature, and social engagement. On 1 February 2026, she participated as a discussion panelist in 'युवा सृजन संवाद – AI आणि समाज स्वास्थ्य' at the 20th Konkan Marathi Parishad, Keri, Ponda, Goa, sharing her perspectives on technology and social wellbeing. She completed a Certificate Course

in 'Introducing Linguistics' offered online by the Department of Linguistics, Deccan College, Pune, strengthening her academic foundation. At the 21st Jaagtik Marathi Samelan held at Kala Academy, Panaji from 9–11 January 2026, she presented her poem in the 'Mandavichya Tiraavar' session, showcasing her creative talent. She also participated in the State Level Workshop on Emerging Research Opportunities in Language, Linguistics and Literature at Parvari on 28 February 2026. She presented research papers at international and national forums, including 'Changing Representation of Women in 21st Century Marathi Cinema' and 'Impact of Digital Era on Padye Dialect'. Her paper 'एकविसाव्या शतकातील मराठी चित्रपटातील स्त्रियांच्या बदलत्या प्रतिमा' was published in the IIP: World Journal of Humanities and Social Sciences (Oct–Dec 2025, Volume 1, Issue IV, ISSN: 31076661), adding scholarly depth to contemporary Marathi cinema studies.

The collective achievements of the faculty members highlight the department's strong focus on academic growth, cultural participation, and research excellence. Through seminars, workshops, publications, and outreach, they have enriched student learning and strengthened the department's role in promoting Marathi language, literature, and cultural heritage. Their contributions stand as a testament to the department's commitment to nurturing creativity, advancing scholarship, and engaging with the wider community.

Achievements & Highlights

The students of the Marathi Department have actively participated in various literary and cultural competitions, earning recognition and awards that reflect their creativity and dedication.

Lavisha Kalangutkar achieved success by securing Second Place in the Nibandh Lekhan Spardha organized by Anagha Wacha Sundar Pratishthan at Institute of Menezes Braganza, Panaji on 20 July 2026. She further won First Place in the Goa Marathi Rajbhasha Sahitya Samelan Nibandh Lekhan Spardha at Marcel on 18 January 2026, along with a Third Place in the Kavita Spardha and a Consolation Prize in the Nibandh Spardha, both held at Vidya Prabodhini College, Parvari on 22 March 2026.

In Srujansangam 2026, organized by Goa Marathi Academy at Ravindra Bhavan, Sakhali on 5 January 2026, a group of students participated in the Samuha Nrutya Spardha and secured Third Place. In the same event, Harshada Harmalkar and Sunita Zoro received Consolation Prizes in the Bhittipatrak Spardha, while Poorva Kharpalkar earned a Consolation Prize in the Utsphurt Vakrutva Spardha.

Pallavi Mandrekar and Saisha Velip brought further pride to the department by winning First Place in the Rajyastariya Mahavidhyalayin Abhijaat Marathi Prashnamanjusha, organized by Shenoi Goembab School of Languages and Literature, Marathi Department and Sharada Vidyarthi Mandal at Goa University, Taligaon on 24 February 2026.

These achievements highlight the department's commitment to nurturing talent and encouraging participation in diverse competitions. The consistent success of students in essay writing, poetry, group dance, wall poster, elocution, and quiz events reflects their versatility and the department's role in guiding them towards holistic development and excellence in Marathi language and culture.

Quantitative Overview

The Department of Marathi successfully organized one certificate course on translation and eight different types of programmes, including workshops, seminars, guest lectures, cultural celebrations, and literary meets. Faculty members actively participated in academic seminars and contributed to research, resulting research paper presentations and publications in reputed journals.

Students also engaged in two structured research projects—one on traditional occupations linked to Ganesh Chaturthi and another on rural life in Marathi cinema. In addition, there was enthusiastic student participation in various competitions, with multiple awards secured in essay writing, poetry, group dance, wall poster, elocution, and quiz contests at state and institutional levels.

Conclusion

The Department of Marathi has demonstrated a balanced focus on academic enrichment, cultural engagement, and research excellence. By combining certificate courses, faculty research, student projects, and active participation in competitions, the department has nurtured creativity, strengthened professional skills, and promoted pride in Marathi language and culture. These achievements collectively highlight the department's role as a vibrant hub for holistic student development and scholarly growth.

Highlight of the Year

The highlight of the year for the Marathi Department was the successful organisation of the PMUSHA sponsored Certificate Course in Translation: Bridging Languages. This tenday skill development programme empowered fifty students by enhancing their bilingual competencies, teaching core translation techniques, and equipping them with careeroriented skills essential for future professional opportunities. It stood out as the department's most significant achievement of the year, reflecting its commitment to combining academic learning with practical skill development.

Ms. Yogita Chodankar
In-Charge, Department of Marathi

DEPARTMENT OF GEOGRAPHY



Dept of Geography organised a field trip to Dandeli

Introduction:

Department of Geography, Vidya Prabodhini College of Commerce, Education, Computer and Management, has been achieving a new landmark with the vision of Excellence, Everywhere and Every time in the year 2025-2026. Geography Department, offers undergraduate course in Geography with 3 credit specialization. Department has well equipped lab with modern infrastructure. In the academic year 2025-26, the Department of

Maps and Equipment's Available in Geography Laboratory:

Sr. No	Name of Equipment	Quantity	Sr. No	Name of Equipment	Quantity
1	Topographical Maps	47	13	Indian Weather Map	140
2	Aerial Photographs (B/w)	20	14	Globe (Physical/Political)	05
3	Aerial Photographs (Color)	20	15	Barometer	04
4	District Planning Maps	07	16	Thermometer	08
5	Toposheet Teaching Aids	20	17	Laser Pointer	04
6	Map of World	12	18	Magnetic Compass	05
7	Map of India	12	19	Wind wane	01
8	Map of Goa	02	20	Cupboard	02
9	Graph Board	05	21	GPS Receivers	02
10	India & World Outline	10	22	LED Screen (Display)	01
11	Geometry Box	06	23	Pocket Stereoscope	16
12	Compass Box	03	24	Mirror Stereoscope	06

Geography was comprised of 4 faculties which included 2 regular faculty, 1 on contract basis and 1 on lecture basis. All faculty members are highly qualified, dedicated, energetic and enthusiastic. They work hard for all round development of the students, department and the institution. The department gives high priority to quality teaching and aims to create effective teachers, who will also be environmentally conscious, responsible citizens for the society and nation.

About Geography Laboratory:

The Geography department has well equipped laboratory with all necessary Geographical equipment including tracing table to all types of Maps, Aerial Photographs, Satellite Images, Toposheets, Weather Map, Globe, Geometric box, Weather instruments, Pocket and Mirror Stereoscope and advance GPS instruments. It also has enough infrastructures with separate high speed internet connectivity. Following are the list of equipments available in the Geography lab:

Academic and Co-Curricular Initiatives

A. Academic Initiatives

1. 10th standard Interdisciplinary Areas 'Curriculum Development:

Date: for the academic year 2025-26.

Nature of Activity: Goa State 10th Class IDA Curriculum Development.

Dr. Sagar P. Mali member, of Sub-committee established for the new curriculum development under the NEP guideline. The team developed the curriculum in Inter Disciplinary Areas (IDA's) for the 10th standard for Goa state Board. The curriculum is mainly focused on the Environmental awareness amongst the young minds for its conservation and development. The curriculum as developed as per goon environmental condition and given more preference to the practical aspect like green campus, development of kitchen garden, field visits and plantation drives, observation of surrounding flora and fauna and their conservation and protection.

Key Outcome: The main motive behind the curriculum development is students awareness and their contribution towards the environmental conservation. Through small activities and exercises young minds will get more bounding with environment and its conservation

SDGs/NAAC Criteria Impacted: SDG 6 (clean water and sanitation), SDG 13 (Climate action), SDG 15 (Life on Land)

2. Certificate Course: QGIS Open Source

Date: 6th January – 22nd January 2026

Nature of Activity: Certificate Course - Skill Enhancement Programme

Duration & Credits: 30 Hours / 1 Credit.

The Department of Geography organized a 30-hour Certificate Course on QGIS Open Source Software, coordinated by Dr. Sagar Mali and Mrs. Abhilasha Gaonkar, which was held from 6 January 2026 to 22 January 2026. This technical workshop provided intensive hands-on training for 14 students from the Third and Fourth Year B.A.B.Ed. Geography program. Te students learnt the basic GIS operation like Data downloading, Import the map in GIS, Georeferencing, Digitization, attribution, data analysis and final layout generation etc. This initiative aligns with SDG 9 (Industry, Innovation, and Infrastructure) by fostering digital literacy and supports NAAC Criterion V (Student Support and Progression) by providing specialized skill-based certification.

Key Outcome: Students adopt the skill of digital cartography by using QGIS along with the theoretical understanding of GIS concepts. The

key outcome was the successful development of practical skills in spatial data mapping and analysis among the participants, directly enhancing their professional readiness for the GIS industry.

SDGs/NAAC Criteria Impacted: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth); NAAC Criterion II (Teaching-Learning and Evaluation) and Criterion III (Research, Innovations and Extension).

3. Geography Study Tour to South India:

Date: 6th January – 23rd December to 31st December, 2025

Nature of Activity: Geography Study tour to observe physical and cultural aspects in the Sourth India as a part of their curruculam

The Geograpy Department organized a South India Geography Study as an experiential Study Tour for students of T.Y. and Fourth Year B.A.B.Ed. Geography. This immersive field activity enabled students to observe diverse geographical landscapes first-hand, resulting in the successful bridging of theoretical classroom concepts with real-world spatial phenomena. By prioritizing field-based learning,

Key Outcome: Students understood the social, cultural and economic dimensions of different geographical regions in the south India and its interaction with the environment. Students also learnt the various geomorphic landscapes and their development.

SDGs/NAAC Criteria Impacted: This study tour directly impacted NAAC Criterion II (Teaching-Learning and Evaluation) and aligned with SDG 4 (Quality Education) by providing high-quality, practical academic exposure.

B. Other Activities Conducted

1. Poster Making Compitation for T.Y.B.A. B.Ed. and Fo.Y.B.A.B.Ed. Geography Students:

Date: 20th January 2026

Nature of Activity: Competition

The department organized a Poster Making Competition which, coordinated by Mrs. Abhilasha Gaonkar and Dr. Sagar Mali, with the focused on the theme 'Environment and Sustainability'. This creative competition engaged 47 students, successfully fostering environmental advocacy and raising awareness about ecological preservation through visual art.

Key Outcome: The students learnt the art of poster making with the keen observation of environmental challenges and its controlling measures. Students got enough confidence to nurture the creativity through poster.

SDGs/NAAC Criteria Impacted: The activity directly impacts SDG 13 (Climate Action) and aligns with NAAC Criterion VII (Institutional Values and Best Practices) by promoting sustainability and environmental consciousness within the student body.

2. Celebration of National Geography Day:

Date: 22nd January 2026

Nature of Activity: Invited talk

The department celebrated Geography Day which coordinated by Dr. Sagar Mali and Mr. Arun Gawas in collaboration with P.G. Department of Geography, Govt. College of Arts, Science and Commerce, Khandola, Marcela. Dr. P.K.Rath was the resource person and guest of honor which delivered

the talk of 'Dynamic of Geography from Past, Present and Future". The program attended by 47 students, the session successfully fostered a deeper appreciation for geographic sciences and their relevance in understanding global spatial patterns.

Key Outcome: Students taken a keen interest to understand the journey of geography discipline from beginning to modern days and its scope in future to solve the real world problems and new career opportunities for the geographers.

SDGs/NAAC Criteria Impacted: This activity aligns with NAAC Criterion VII (Institutional Values and Best Practices) by promoting academic traditions and supports SDG 4 (Quality Education) by enhancing the disciplinary knowledge and engagement of the students.

3. Invited talk on Career Opportunities of Geography in Higher Education and IT Sector :

Date: 11th February 2026

Nature of Activity: Invited talk

The department organized a guest lecture titled 'Career Opportunities of Geography in IT and Higher Education' on 11th February 2026, coordinated by Dr. Sagar Mali and delivered by Prof. F. M. Nadaf. This seminar engaged 60 students, providing them with critical insights into the professional intersection of geographic sciences, information technology, and advanced academic research.

Key Outcome: The key outcome was the successful identification of diverse career pathways, empowering students to align their geography background with the evolving demands of the IT sector and higher education.

SDGs/NAAC Criteria Impacted: This initiative directly impacts NAAC Criterion V (Student Support and Progression) by enhancing career counselling and aligns with SDG 8 (Decent Work and Economic Growth) by preparing students for high-value employment opportunities.

4. Celebration of 'World Water Day":

Date: 5th March, 2026

Nature of Activity: Invited talk

The department organised a session on World Water Day on 5th March 2026. It was coordinated by Mr. Arun Gawas, demonstrating initiative in promoting environmental sustainability and student engagement. The activity, conducted in the form of a seminar, effectively addressed key issues: water conservation, scarcity, and responsible usage through informative presentations and interactive discussions.

Key Outcome: It contributed to enhancing students' awareness and encouraging practical water-saving practices. The session reflected on a commitment to academic extension and community-oriented learning.

SDGs/NAAC Criteria Impacted :This achievement aligns with Sustainable Development Goal 6 (Clean Water and Sanitation) and supports NAAC Criteria III and VII by fostering environmental consciousness and institutional values.

Student Development

Research Project 1: *Impact of Coastal Tourism on Land Use/Land Cover Change: A geographical Study of Coastal Villages in Bardez Taluka, Goa*

Tourism is one of the most dynamic sectors of Goan economy. Increasing tourism sectors leads to changing the social, Cultural and environmental dimensions very rapidly. The research project deals with the study the impact of Tourism activities in the land use and land cover change in the coastal villages of Bardez taluka along with its utility services available in the study area. Study area deals with the three coastal villages in the Bardez taluka which is Anjuna, Calangute and Candolim. The land use and land cover study has been done between year 2000 to 2025 by using satellite images with the 30 meter spatial resolution. The major classes i.e. water body, settlement, agriculture, fallow land, Sandy beaches has been classified of year 2000 and year 2025 in the GIS software platform. Google earth engine used to demarcate the road network, land classes and the major utility services in these study villages.

The result reveals that, the land Use /land Cover pattern changed very rapidly in the 25 years period due to tourism development and land is rapidly converting from Agriculture to settlement, open land or fallow land into settlement and tourism commercial activities in these coastal villages. The utility services also increased rapidly in the study area which giving support to the economic development in the study area. The major recommendations given from the project study is, need to prevent the rapid land use and land cover transformation in the study area.

Key Outcome: During the project students learnt the skill of problem identification, study of literature for research review, collection of Spatial and non-spatial data and handling those data in the GIS Platform. Students learnt the Map making and analysis skill and writing the project report along with data representation skill and propose the observations and recommendations.

Research Project 2: *"Road Network Development in Goa: A Geographical Narrative".*

Transportation infrastructure plays a fundamental role in promoting regional development, economic growth, and spatial integration. This study examines the evolution and spatial characteristics of road network development in Goa from a geographical perspective. The research analyzes the historical growth, spatial distribution, road density, connectivity, and the influence of physical and socio-economic factors on the state's transport network. Both primary and secondary data were utilized, including field observations, GPS-based route verification, government reports, Census publications, and Public Works Department records. Geographic Information System (GIS) techniques, cartographic methods, and statistical analyses were employed to evaluate regional variations in road infrastructure.

The findings reveal that although Goa possesses a relatively dense road network, significant spatial disparities exist between the well-connected coastal and urban regions and the comparatively underdeveloped interior and hilly areas. Physiographic conditions, rapid urbanization, tourism expansion, and increasing vehicular growth have strongly influenced the pattern of road development. The study also identifies major challenges such as traffic congestion, environmental degradation, road safety concerns, maintenance issues, and land acquisition constraints. It emphasizes the need for sustainable, climate-resilient, and region-specific transport planning that balances infrastructure development with environmental conservation. The research concludes that GIS-based planning, improved rural connectivity, enhanced road safety measures, and integrated transport policies are essential for achieving equitable and sustainable road network development in Goa.

Key Outcome: Students understood the road network distribution in Goa along with its densities and its geo-spatial distribution in Goa. They also learnt the major challenges of road network such as traffic, accidents and environmental degradation.

3) Participation, Outreach and faculty development:

1. **Runners up of Geo-India 4.0:** 22 Students of S.Y.B.A.B.Ed., T.Y.B.A.B.Ed. and Fo.Y.B.A.B.Ed. along with 2 Faculty members were participated and won 2nd place in the 'Geo-India 4.0' Organized by Department of Geography and Research Center, Parvatibai Chowgule College of Arts and Science (Autonomous), Margao, Goa on 9th October, 2025.

2. Mr. Rahul T. Gawas and Mr. Rahul T. Gawas successfully completed One Week Faculty Development Programme on "Artificial Intelligence (AI) Tools for Pedagogical Enhancement in Higher Education", jointly organized by the Directorate of Higher Education, Govt. of Goa and the Electronics and ICT Academy, Phase II, PDPM Indian Institute of Information Technology, Design and Manufacturing, Jabalpur (PDPM IITDM Jabalpur) for faculty members of Higher Education Institutions in the in the state of Goa from 3rd November to 7th November 2025.

3. Dr. Sagar Mali was invited as 'Chairperson' for the two days National Conference on " **Geo-Spatial Technologies and Roadmap to Viksit Bharat 2047: Innovations, Applications and Future Trajectories"** organized by Autonomous College of Multidisciplinary studies and Research, Margao, Goa on 29th and 30th January,2026

4. Dr. Sagar Mali and Mrs Abhilasha Gaonkar was invited as a resource person for the Short-Term Certificate Course on "Basics of Remote Sensing and Geographical Information System (GIS) Technologies" organised by the Department of Geography, I collaboration with Directorate of Higher Education, at Govt. College of Arts, Science and Commerce, Khandola on3ed and 4th February 2026.

5. Dr. Sagar Mali presented a research paper entitled, "Study of Agriculture Land Utilization in Goa, India" in the One-day National Conference on "Changing Trends in Humanities and Commerce in 21st Century" on 21st February, 2026 organized by smt. Godavaribai Ganpatrao Khadse College, Muktinagar, Dist. Jalgaon, MS.

6. Dr. Sagar Mali, Mr. Arun Gawas and Ms. Abhilasha Gaonkar conducted Geography Field Trip to Dandeli Forest area along with 33 Geography students of Fo.Y.B.A.B.Ed.along with 03 faculty members visited Dandeli Forest area to study Forest ecosystems and Geomorphic Landscape and domographic aspect of this areas. The visit had conducted on 28th February to 1st March, 2026.

7. Dr Sagar Mali invited a 'Resource Person' for the two days national confernce on 'Student Development and Self Reliant India', on 16th and 17th March 2026, organized by Arts, Science and Commerce College Vadner Bhairav, Chandwad Nashik.

8. Dr. Sagar Mali was invited as Resource person to delivered talk on " Research Methodology in Geographic Research and IPR" at the Department of Geography, Arts and Commerce College, Dindori on 17th March, 2026

9. Mr. Arun Gawas participated in the National Integration Camp (NIC) as an NSS Programme Coordinator, organized by the Youth Empowerment and Sports Department, Government of Karnataka, in collaboration with JSS Academy of Higher Education and Research, Mysuru, from 12th March to 18th March 2026.

10. Mr. Arun Gawas attended a one-day Webinar

on "From Satellite to Soil: Transforming Agriculture & Forestry – A New Paradigm Shift in Global Sustainability", organized by Symbiosis Institute of Geoinformatics, Pune, on the occasion of Earth Day, 22nd April 2026.

11. Mr. Arun Gawas participated in a 5-day Online National Level Faculty Development Programme (FDP) on "Writing Effective Research Papers for Funding Agencies", organized by the Centre of Excellence, Centre for Research and Publication, IBMR Group of Institutions, from 20th April to 24th April 2026.

Achievements & Highlights

1. Dr. Sagar Mali, Mr. Rahul Gawas, Mr. Arun K. Gawas and Ms. Abhilasha Gaonkar has completed a Karmayogi Course on "Microsoft Word Beginners" provided by Microsoft on January 2026.

2. Dr. Sagar Mali, Mr. Rahul Gawas, Mr. Arun K. Gawas and Ms. Abhilasha Gaonkar has completed a Karmayogi Course on "Conduct Rules" provided by the Institute of Secretariat Training and Management on January 2026.

3. Dr. Sagar Mali, Mr. Rahul Gawas, Mr. Arun K. Gawas and Ms. Abhilasha Gaonkar has completed a Karmayogi Course on "Prevention of Sexual Harassment of Women at the Workplace" provided by the Institute of Secretariat Training and Management on January 2026.

4. Mr. Rahul T. Gawas has completed a Karmayogi Course on "Code of Conduct for Govt. Employees" provided by the Institute of Secretariat Training and Management on 27 January 2026.

5. Mr. Rahul T. Gawas has completed a Karmayogi Course on "Redressal of Grievances (Sexual Harassment) of Women at workplace" provided by the Sashastra Seema Bal (SSB) on 27 January 2026.

6. Dr. Sagar Mali and Mr. Arun K. Gawas has completed a Karmayogi Course on "AI Application in Government" by the National E-Governance Division (NEGD), MeitY, Govt. of India, on 6 April 2026 as a part of Sadhana Saptah on 27 January 2026.

7. Dr. Sagar Mali and Mr. Arun K. Gawas has completed a Karmayogi Course on "Artificial Intelligence for Karmayogis" by the Karmayogi Bharat on 6 April 2026 as a part of Sadhana Saptah on 27 January 2026.

8. Mr. Arun K. Gawas has completed a Karmayogi Course on "Artificial Intelligence (AI)" by Microsoft on 6 April 2026 as a part of Sadhana Saptah on 27 January 2026.

9. Mr. Arun K. Gawas has completed a Karmayogi Course on "Core Areas of Artificial Intelligence" by the Indian Institute of Technology (IIT) Madras on 6 April 2026 as a part of Sadhana Saptah on 7 April 2026.

10. Mr. Arun K. Gawas has completed a Karmayogi Course on "Fundamentals of Generative Artificial Intelligence" by the Indian Institute of Technology (IIT) Madras on 6 April 2026 as a part of Sadhana Saptah on 7 April 2026.

11. Dr. Sagar Mali and Mr. Arun K. Gawas has completed a Karmayogi Course on "Introduction to Artificial Intelligence" by the Indian Institute of Technology (IIT) Madras on 6 April 2026 as a part of Sadhana Saptah on 6 April 2026.

12. Dr. Sagar Mali and Mr. Arun K. Gawas has completed a Karmayogi Course on "Staying

Safe in Cyberspace" by the Central Reserve Police Force (CRPF) on 6 April 2026 as a part of Sadhana Saptah on 6 April 2026.

13. Dr. Sagar Mali has completed a Karmayogi Course on "Geographic Information System" provided by "National E-Governence Disvision (NEGD) MeitY Govt. of India on 5th January, 2026.

14. Dr. Sagar Mali has completed a Karmayogi Course on "Work Ethics" provided by ' Indian Railway Institute of Transportat management (IRITM)' on 5th January, 2026.

15. Dr. Sagar Mali has completed a Karmayogi Course on "Yoga Break at Workplace" provided by ' Morarji Desai National Institute of Yoga (MDNIY)' on 5th January, 2026.

16. Dr. Sagar Mali has completed a Karmayogi Course on "Anger Management at Workplace" provided by ' Sahastra Seema Bal' on 5th January, 2026.

17. Dr. Sagar Mali has completed a Karmayogi Course on "Orientation Module on Mission LiFE" provided by ' Ministry of Environment, Forest and Climate Change' on 5th Jan., 2026.

Quantitative Overview

During the academic year 2025-2026, the Department of Geography organised 6 events, with participation exceeding 100 students from SY, TY and FoY BABED.

Conclusion

In the 2025-2026 academic year, the Department of Geography successfully bridged the gap between classroom theory and practical application. Looking ahead, we aim to expand our technical GIS training and field-based learning to better prepare our B.A. and B.Ed. students for modern careers. Our vision remains focused on developing skilled, environmentally conscious educators and geography professionals dedicated to nation-building.

Highlight of the Year

The successful completion of the 30-hour Certificate Course on QGIS Open Source Software stands as the year's premier achievement, significantly advancing the technical GIS proficiency of our students.

Dr. Sagar Mali
In-Charge, Geography Department

DEPARTMENT OF HISTORY



Dept of History organised a heritage trail to Sancordem

Introduction

The Department of History at Vidya Prabodhini College set up in 2015, excels in providing a comprehensive education through diverse programs, distinguished faculty, and extensive student opportunities. Focused on interdisciplinary learning, research, and community engagement, the department nurtures a deep understanding of history and its impact, preparing students to shape the future with historical insight.

Major Activities / Initiatives

A. Study Visits

The Department of History organized a visit to a screening of the film "*Goy Swatantryache Homkhan*" at the Goa State Film Festival on 17th August 2025. Around 15 students attended the event. The film, which documents the history of Goa, helped enhance the students' understanding of the freedom struggle and strengthened their historical awareness through visual learning. This activity aligns with the goal of Quality Education, as it promoted innovative teaching methods and value-based learning.

The Department of History organized a field trip to Bicholim Taluka on 13th September 2025, engaging around 94 students, focussed on promoting experiential and value-based learning. Students actively explored hidden heritage which helped them connect theoretical knowledge with real-life historical and environmental contexts. The activity was guided by Mr. Rajendra Kerkar and Mr. Suryakant Gaonkar, who enriched students with valuable insights.

The Department of History organized a field trip on 29th September 2025, engaging 40 students and focusing on exploring lesser-known heritage sites such as caves. The activity was guided by resource person Girish Nadkarni, a retired teacher and heritage enthusiast, who introduced students to heritage sites. It helped students connect theoretical knowledge with real historical contexts and enhanced their observational skills. The trip also promoted awareness about heritage conservation.

The Department of History successfully organized a two-day educational expedition to Sindhudurg on 13th and 14th December 2025, engaging 48 students in exploring historical sites and regional heritage. The activity focused on developing their observational, analytical, and critical thinking skills while fostering appreciation for cultural heritage by promoting experiential and value-based learning

Guest lecture

The Department of History, in collaboration with the Department of Konkani, commemorated Goa Opinion Poll Day on 16th January 2026, engaging around 100 students. The session featured a guest lecture by Associate Professor. Prajal Sakhardande, who highlighted Goa's unique identity and the contributions of key figures in preserving its distinct status. The activity enhanced students' understanding of regional history, identity, and cultural preservation. It promoted awareness and critical thinking.

Competition

The Department of History organized a quiz competition on 18th February 2026 commemorating *Shiv Jayanti*, engaging around 30 students from FYBA B.Ed. to Fourth Year B.A. B.Ed. The quiz, conducted by alumni quiz master Naushad Arleshwar, focused on the life and times of Chhatrapati Shivaji Maharaj. It enhanced students' knowledge, recall ability, and interest through interactive learning. The activity promoted critical thinking and academic engagement, aligning with Quality Education.

Faculty Participation & Outreach

Ms. Yogita M Gauns

Ms. Yogita M. Gauns actively enhanced her professional competencies during the academic year 2025–26 through participation in various faculty development programmes, workshops, and online training initiatives. She successfully completed the UGC-Malaviya Mission Teacher Training Programme (NEP 2020 Orientation and Sensitization) at Goa University, the six-day Faculty Mentor Development Programme at EDII Ahmedabad, and training on the POSH Act, 2013, AICTE, and UGC Regulations. She also attended a workshop on Epigraphy and Palaeography at Goa University. Additionally, through the iGOT Karmayogi platform, she completed courses on government ethics, Microsoft Word, workplace safety, cybersecurity, artificial intelligence, AI applications in governance, and responsible AI, demonstrating her commitment to continuous professional development.

Ms. Riya Sirsat

Ms. Riya Sirsat successfully completed several professional development courses on the iGOT Karmayogi platform during the academic year 2025–26. These included Code of Conduct for Government Employees, Microsoft Word Beginners, Prevention of Sexual Harassment of Women at Workplace, and AI Applications in Government, offered by the Institute of Secretariat Training and Management, the Department of Personnel & Training, Government of India, and Microsoft. These courses enhanced her knowledge of professional ethics, digital competencies, workplace safety, and the application of artificial intelligence in governance.

Ms. Achielia Fernandes

Ms. Achielia Fernandes also completed a series of professional development courses on the iGOT Karmayogi platform during the academic year 2025–26. She successfully completed Code of Conduct for Government Employees, Microsoft Word Beginners, and Prevention of Sexual Harassment of Women at Workplace, offered by the Institute of Secretariat Training and Management, the Department of Personnel & Training, Government of India, and Microsoft. These courses strengthened her understanding of professional conduct, digital skills, and workplace ethics, reflecting her commitment to continuous learning and professional growth. has completed

the following courses on I Got Karmayogi platform for the academic year 2025-26.

Students Participation & Outreach

Students Prajyot P. Shirodkar and Karuna S. Maulingkar represented the institution at the State-level Quiz Competition held on the occasion of Chhatrapati Shivaji Maharaj Jayanti on 19 February 2026 at Farmagudi, Ponda, Goa. The college also secured the runners-up position at the "Parampara 1.0" Intercollegiate Event in March 2026, winning first place in Monologue, second place in Drawing and Dance, and third place in Mascot, Duet Singing, and the Mawala Challenge

Quantitative Overview

During the academic year, the department of History organised 6 events, with participation exceeding 100 students.

Conclusion / Way Forward

The Department of History envisions sustained academic growth through the introduction of a postgraduate programme, creating avenues for advanced learning and research. It aims to build a strong research culture by organizing workshops, seminars, and collaborative projects. Emphasis will be placed on skill development and language support, particularly for students from vernacular backgrounds. The department will also strengthen guidance for competitive examinations, while continuing to nurture critical thinking, historical awareness, and meaningful engagement with society, culture, and politics.

Ms. Yogita Gauns
In-Charge, Department of History

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE



Introduction

The Department of Library and Information Science serves as the intellectual hub of the college, providing students, faculty, and staff with access to a wide-ranging collection of learning resources and information services. The library's core objective is to support academic excellence by fostering a culture of reading, research, and lifelong learning. Through its diverse resources — print and electronic — and an array of user-centric services, the department strives to bridge knowledge gaps and equip its readers with the tools necessary for academic and professional advancement.

Major Activities / Initiatives

A. Major Activities Conducted

The academic year 2025–26 was marked by a series of meaningful engagements that enriched the library experience for both students and staff.

The department organised a Library Orientation Session on 23 June 2024 for all first-year students, acquainting them with the library's rules and regulations, available resources, and the range of services on offer.

In collaboration with the IQAC, the department organised a workshop titled **"Basics to Brilliance: Professional Upgradation through LaTeX"** on 18 July 2025, targeting both teaching and non-teaching staff of the college. Dr. Shekhar Naik, Assistant Director at the Directorate of Higher Education, Government of Goa, served as the resource person. Participants engaged in a hands-on training session, gaining practical exposure to LaTeX — a typesetting system widely used in academic and research writing. This initiative supports SDG 4 (Quality Education) and aligns with NAAC Criterion III on Research, Innovations and Extension.

National Librarians Day was observed on 12 August 2025, honouring the enduring legacy of Dr. S. R. Ranganathan — the father of library science in India. Students were enlightened about his pioneering contributions to the discipline and his Five Laws of Library Science, which continue to guide modern library practice worldwide. The observance fostered an appreciation for the profession and its foundational thinkers, aligning with NAAC Criterion V on Student Support and Progression.

A Guest Lecture on the Indian Knowledge System was conducted on 16 December 2025, with Prof. Gopal Krishna Thakur, Dean and Head of the School of Education at Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, as the distinguished speaker. The lecture offered students a rich perspective on India's classical intellectual traditions and their relevance in contemporary academic discourse. This initiative aligns with SDG 4 (Quality Education) and NEP 2020's emphasis on integrating Indian knowledge

Resource Type	Total Holdings	Newly Added	Amount Spent (Rs.)
Books (incl. E-books)	9,836	728	5,21,007.00
Journals	21	–	26,349.00
Magazines	13	–	20,129.00
Newspapers	17	–	37,080.00
E-Resource Databases	2	–	13,570.00
TOTAL	–	–	50,650.00

E-Resource Subscriptions

Sr. No.	Database / E-Books	Organisation
1.	DELNET	DELNET, New Delhi
2.	11 E-Books from Kopy Kitab	Digibook Technologies Pvt. Ltd., Bangalore

traditions into higher education.

B. Other Activities Conducted

In addition to the major events, the department sustained several ongoing programmes throughout the year. The Book Bank Facility provided significant support to students from economically weaker sections, with **101 books** issued over the course of the academic year.

Achievements & Highlights

Institutional Achievements

A notable institutional achievement of the year was the continued operation and recognition of the **Best Reader Award** — an annual honour conferred upon the student two students Miss. Avani Desai and Miss. Sanisha Gaunkar. who demonstrates the highest level of engagement with library resources. Selection criteria include the number of books borrowed, additional reading material consulted, and the librarian's observation of the student's reading habits. The award was presented during the Farwell Function of final year students and recognised with a certificate and memento.

The library further strengthened its digital infrastructure during the year by maintaining subscriptions to the DELNET database and eleven e-books through the Kopy Kitab platform by Digibook Technologies Pvt. Ltd., ensuring students have access to curated electronic resources alongside the physical collection.

Quantitative Overview

The following table provides a statistical overview of library resources for the academic year 2025–26:

Conclusion / Way Forward

Looking ahead, the Department of Library and Information Science aims to expand its digital resource base, enhance user engagement through innovative programmes, and further integrate the library into the academic and research activities of the college. Plans are underway to introduce more awareness sessions, strengthen collaborations with national library networks, and explore open-access resources to ensure equitable access to knowledge for all students.

Highlight of the Year: The department organised a hands-on LaTeX workshop in collaboration with the IQAC, enhancing the professional writing capabilities of both teaching and non-teaching staff through expert-led, practical training.

Dr. Nitesh D. Naik
Librarian, Department of Library and Information Science

DEPARTMENT OF PHYSICAL EDUCATION & SPORTS



Women Cricket Team, Winners of Intercollege Cricket Tournament organised by Goa University

Highlights and Achievements

1. Mr. Swapnesh Kunkolkar represented Goa University at the West Zone Inter University Men Kho-Kho Tournament 2025-26 held at Swami Ramanand Teerth Marathwada University, Nanded, from 1st to 6th April, 2026.

2. Mr. Vivek Kunkolkar represented Goa University at the West Zone Inter University Men Kho-Kho Tournament 2025-26 held at Swami Ramanand Teerth Marathwada University, Nanded, from 1st to 6th April, 2026.

3. Mr. Jeswin Kamlan represented Goa University at the West Zone Inter University Men Kabaddi Tournament 2025-26 held at Indore (M.P.) from 1st to 5th October 2025.

4. Mr. Amogh Tengse represented Goa University at the West Zone Inter University Men Kabaddi Tournament 2025-26 held at Indore (M.P.) from 1st to 5th October 2025.

5. Mr. Prajvi Tople represented Goa girls junior Kabaddi team at the 51st Junior National Kabaddi Championship 2025-26 (Girls) organised by Amateur Kabaddi Federation of India in collaboration with Bengal Amateur Kabaddi association held at Dum Dum Jali ground Kolkata from 25th to 28th December 2025.

6. Mr. Tanish Bagkar represented Goa University at the West Zone Inter University Men Hockey Tournament 2025-26 held at LNCT University, Bhopal, Madhya Pradesh from 12th to 16th January, 2026.

7. Miss. Ruchi Kumbhar represented Goa University at the West Zone Inter University Women Cricket Tournament 2025-26 held at Banasthali Vidyapith, Rajasthan from 12th to 16th January, 2026.

8. Miss. Swati Bhat represented Goa team at the 26th National Sqay Championship 2025-26 held at Gachibowli International Stadium Hydrabad from 5th to 7th January, 2026.

VPC at Inter-College events organised by Goa University

Sr. No.	Name of the Student	Event	Achievement
1.	Suhana Parwar	Judo Women	Bronze Medal
2.	Amogh Tengse	Weight Lifting Men	Gold Medal
3.	Simran Sawant	Power Lifting Women	Bronze Medal
4.	Durva Salgaonkar	Power Lifting Women	Gold Medal
5.	Women Cricket Team	Cricket Women	Gold Medal

VPC Students at Open State Tournaments

Sr. No.	Name of the Student	Event	Achievement
1.	Abhishek Sharma	Boxing	Bronze Medal
2.	Ashokh Chawan	Boxing	Bronze Medal
3.	Athashree Shivarkar	Weight Lifting Women	Gold Medal
4.	Swati Bhat Kattige	Sqay Martial Art	Gold Medal
5.	Durva Salgaonkar	Weight Lifting Women	Silver Medal
6.	Simran Sawant	Weight Lifting Women	Silver Medal

9. Miss. Riya Folkar represented Goa Senior Women Dueball team at the 10th Senior National Championship 2025-2026 organised by Dueball Association of Madhya Pradesh under the Aegis of Dueball Federation of India held at Jabalpur, Madhya Pradesh from 1st to 4th January 2026. Team secured overall Second place.

10. Miss. Atashree Shivarkar represented and Captain Goa Cricket Association U-19 Women Cricket team at the U-19 T20 Cricket tournament organised by BCCI held in Mumbai from 26th October to 2nd November 2025.

11. Miss. Atashree Shivarkar represented Goa Cricket Association U-23 Women Cricket team at the U-23 T20 Cricket tournament organised by BCCI held in Nagpur 24th November to 1st December 2025.

12. Miss. Atashree Shivarkar represented Goa Cricket Association U-19 Women Cricket team at the U-19 One Day Cricket tournament organised by BCCI held in Vadodara from 13th to 21st December 2025.

13. Miss. Atashree Shivarkar represented Goa Cricket Association Senior Women Cricket team at the Seniors One Day Trophy organised by BCCI held in Ranchi from 6th to 10th February 2026.

14. Miss Tanvi Khedekar represented Goa University Women Football team at the West Zone Inter University Women Football Tournament 2025-26 held at Rewa, Madhya Pradesh from 9th to 15th February, 2026. Team secured overall Third place.

15. Miss Tanvi Khedekar represented Goa University Women Football team at the

All India Inter University Women Football Tournament 2025-26 held at Anamalai University, Tamil Nadu from 17th to 28th February, 2026.

16. Miss. Durva Salgaonkar represented Goa University Women Power Lifting team at the West Zone Inter University Women Power Lifting Championship 2025-26 held at Hindustan University, Chennai from 3rd to 8th June 2026.

Dr. Sunny Kanekar
Director, Department of Physical Education and Sports

Committees/ Cells/Clubs Reports Section

ACADEMIC AUDIT COMMITTEE

Name of the Member	Role Played
Dr. Nitesh D. Naik Librarian	Convenor
External Audit Committee Members	
Dr. Kiran Budkuley Retired Professor and former Dean of Faculty, Goa University, Goa	Chairman
Dr. Shambhu Ghadi Director, SCERT. Govt. of Goa	Member
Dr. Rajendra Kumbharjuvekar Principal, Narayan Zatye College of Commerce. Bicholim Goa	Member

The Academic Audit of the college for the assessment period of the academic year **2024–25** was successfully conducted on **September 23, 2025**. During the visit, the external audit committee members meticulously reviewed the academic files, performance records, and documentation submitted by all departments of the college.

The audit provided a constructive evaluation across all major fields of study:

- **Education:** Praised for excellent practical, hands-on pedagogy. The department is primed to integrate NEP 2020 principles and expand school internships, while aiming to boost research output.
- **Commerce & Allied Subjects:** Enjoys high enrollment and diverse faculty experience. The focus moving forward will be establishing an Industry Advisory Board and launching certification courses like Tally and Advanced Excel.
- **Languages (English, Hindi, Marathi, Konkani):** Anchored by a highly dedicated faculty and a uniquely positioned Konkani department. Opportunities lie in introducing modern certificate courses like creative writing and content creation.
- **History & Geography:** Powered by modern tools like GIS mapping software and well-equipped labs. The panel recommended increasing field trips, heritage walks, and local source analysis.
- **Physical Education & Performing Arts:** Driven by immense student enthusiasm and competitive laurels. The department faces challenges in specialized funding, which opens paths to curate larger inter-collegiate sports and arts festivals.

Committee Recommendations

To solidify our NAAC 'A+' standing, the committee outlined an actionable roadmap for the coming terms:

- **Curriculum Evolution:** Rapidly align all remaining modules with the multidisciplinary, skill-first framework of NEP 2020, while tying up with digital MOOC platforms like SWAYAM.
- **Research & Innovation:** Establish a dedicated *Research Promotion Cell* to support faculty publications in high-impact journals and launch a student-driven *Entrepreneurship & Start-up Club*.

- **Industry Integration:** Transition student placements into a more formal, robust corporate network to expand internships, soft-skill workshops, and direct employment pathways.
- **Student Wellness:** Formally introduce dedicated mental health counseling and career guidance frameworks to complement our green, student-supportive campus initiatives.

The comprehensive audit report submitted by the evaluators has been uploaded and is available for review on the official college website.

Dr. Nitesh Naik
Convenor, Academic Audit Committee

ACTIVITY MANAGEMENT SYSTEM COMMITTEE

During the Academic Year 2025–26, College successfully conducted and participated in a wide range of academic, co-curricular, outreach,and student development activities aimed at enhancing the overall learning experience and achieving holistic development for both students and staff.

Performance Highlights

87
TOTAL ANNUAL ACTIVITIES

- Activities Organized by the College: 77
- Activities with External Participation: 10

Category-Wise Activity Breakdown

Workshops / Training Programmes	**25**
Seminars / Conferences	**23**
Study Visits	**8**
Competitions	**8**
Certificate Courses	**7**
Co-curricular Activities	**6**
National / Commemoration Days	**4**
Extension & Outreach Activities	**3**
Placement-related Activities	**3**

Operational & Analytics Breakdown

Mode of Conduct	Geographical Reach
Offline Mode: 82	Local Level: 72
Online Mode: 4	State Level: 14
Hybrid Mode: 1	National Level: 1

Collaborations & Engagement

Activities conducted in collaboration with external organizations	**26**
Activities involving expert resource persons	**62**

TOTAL PARTICIPATION & INSTITUTIONAL IMPACT: 5,605 participants successfully engaged across the academic calendar, including students, teaching faculty, non-teaching staff, and external community members.

Dr. Nitesh Naik,
Convenor, Activity Management System

AISHE COMMITTEE

The Ministry of Education conducts the All India Survey on Higher Education (AISHE) annually since 2010-11 to assess the status of higher education in the country. The survey covers all higher education institutions, collecting data on parameters like student enrolment, faculty, programs, and infrastructure. This data helps calculate key indicators such as Institution Density, Gross Enrolment Ratio, and Gender Parity Index, informing policy decisions and educational development.

For AISHE 2024-25, data collection began on July 09, 2025, via the online Web Data Capture Format (Web DCF) platform. A online one-day state-level workshop were held on July 22, 2025 and September 17, 2025, to facilitate accurate data submission. Our college's AISHE unit submitted the data on September 30, 2025, ahead of the October 15, 2025 deadline, and received appreciation from the state AISHE unit.

Mr. Pankaj Shirodker
(Nodal Officer, AISHE)

ALUMNI ASSOCIATION

Annual General Body Meeting

The Annual General Body Meeting (AGM) of the Alumni Association of Vidya Prabodhini College was held on 11th October 2025 at the college campus, Vidyanagar, Alto-Porvorim, Goa, with the participation of 32 alumni members. The meeting aimed to review the Association's activities, strengthen alumni engagement, and discuss future initiatives.

The programme commenced with a welcome address by Dr. Sunny Kanekar, Convenor of the Alumni Association, who presented the vision of the Association and outlined upcoming sports initiatives. Mr. Vasant Narulkar, President of the Alumni Association, presented the annual report highlighting the Association's achievements and activities. Miss Ujvala Hanjunkar, In-charge Principal, appreciated the Association's efforts and encouraged alumni to continue contributing to the institution's growth.

A special highlight of the meeting was the unveiling of the Rolling Trophy for the 1st VPCIANS Alumni Futsal League by Miss Ujvala Hanjunkar. The programme was compered by Miss Shivani Gaonkar, Secretary of the Alumni Association, and concluded with a Vote of Thanks proposed by Miss Ratisha Sapre. The meeting ended on a positive note, reaffirming the alumni's commitment to actively support the Association's future initiatives and strengthen their bond with the institution.

Major Highlights

VPCIANS Alumni Cricket League 2026

The Alumni Association of Vidya Prabodhini College successfully organized the "VPCIANS – Alumni Light Tennis Ball Cricket League 2026" on 17th and 18th January 2026 at the Salvador do Mundo Panchayat Ground, Goa, with the objective of promoting sportsmanship, strengthening alumni relations, and fostering lifelong connections among former students.

The tournament witnessed an overwhelming response, with 180 alumni participating. A Grand Auction Ceremony held on 21st December 2025 resulted in the formation of 12 alumni-owned teams, which competed in 34 matches over two days. The event was successfully organized with

generous financial and voluntary support from the alumni community.

Team ATB (Alto Torda Boys) emerged as the champions, while Team Badem United secured the runners-up position. The winners were felicitated with trophies and cash prizes, and individual awards were presented for Best Batsman, Best Bowler, and Best Fielder.

The Prize Distribution Ceremony was graced by Shri Rohan Khaunte, Hon'ble Minister for Tourism, Information Technology, Electronics & Communications, and Printing & Stationery, Government of Goa, as the Chief Guest, and Shri Sandeep Salgaonkar, Zilla Panchayat Member, Penha de França, as the Guest of Honour. Also present were Shri Sanjay Walavalkar, Chairman of Prabodhan Education Society, Shri Avdut Parrikar, Treasurer, Miss Ujvala Hanjunkar, Acting Principal, Mr. Vasant Narulkar, President of the Alumni Association, Dr. Sunny Kanekar, Convenor of the Alumni Association, and other distinguished guests.

The event was successfully coordinated with the dedicated support of alumni, teaching and non-teaching staff, and student volunteers. The tournament concluded on a highly successful note, strengthening alumni engagement and reinforcing the spirit of unity, sportsmanship, and lifelong association with Vidya Prabodhini College.

VPCIANS FUTSAL League 1.0

The Alumni Association of Vidya Prabodhini College successfully organized the VPCIANS FUTSAL League 1.0 on 25th October 2025 at Khelangan Futsal Court, Porvorim, with the objective of promoting sportsmanship, strengthening alumni engagement, and fostering interaction between alumni, students, and faculty through sports.

The tournament witnessed enthusiastic participation, with 48 alumni registering for the event. An auction held on 15th October 2025 formed six alumni-owned teams, which competed in a league format comprising league matches, semi-finals, and the final. Alumni played a significant role in the successful conduct of the event by contributing both financially and through voluntary service.

Thunder Strikers, owned by Mr. Sushant Kudtarkar, emerged as the champions, while Alumni Warriors, owned by Mr. Ashish Kerkar, finished as runners-up. The Winners' Trophy and Rolling Trophy were sponsored by alumnus Mr. Saiket Naik. Individual honours included Best Player – Mr. Saiket Naik, Best Defender – Mr. Bhavesh, and Best Goalkeeper – Mr. Taheer.

The Prize Distribution Ceremony was graced by Shri Sanjay Walavalkar, Chairman of Prabodhan Education Society, along with Shri Akhilesh Dessai, Miss Ujvala Hanjunkar, In-charge Principal, Dr. Anil Thosare, Head of the B.A.B.Ed. Department, Mr. Vasant Narulkar, President of the Alumni Association, and Dr. Sunny Kanekar, Convenor of the Alumni Association.

The event was successfully coordinated with the support of the teaching staff, the Department of Physical Education, and student volunteers led by Sports Secretary Mr. Amogh Tengse. The league concluded on a successful note, strengthening alumni relations and reinforcing the Alumni Association's commitment to promoting lifelong engagement through sports.

Dr. Sunny Kanekar
Convenor, Alumni Association

ANTI-RAGGING CELL

Introduction

The Anti-Ragging Cell is a statutory committee set up in every higher education institution as per UGC Regulations, 2009 on " Curbing the Menace of Ragging" to ensure the campus is ragging-free.

Objectives

- Create a zero-tolerance culture toward ragging through orientation programs for freshers and seniors.
- Conduct workshops on consequences of ragging, including legal penalties.
- Recommend disciplinary action to the Head of Institution as per UGC guidelines.

Conclusion / Way Forward

Vision:

- To foster a campus culture of dignity, safety, and mutual respect where every student can learn and grow without fear, intimidation, or humiliation. The institution commits to zero tolerance for ragging and nurturing positive senior-junior relationships.

Developmental goals:

- The Developmental goals is to move beyond complaint redressal to prevention through sustained engagement and to build a "mentorship culture' where seniors are trained as facilitators for freshers.

Dr. Shailesh G. Chodankar
Convenor, Anti-Ragging Cell

COMPETITIVE EXAM COMMITTEE

With the vision of the management to make our institution a Vibrant institution, they under the guidance of and initiative by Shri. Rajendra Bhobe, secretory, Prabodhan Education Society, started with different talks, courses, seminars workshops for students, right from 5th standard, to excel in different professions under army, navy, air-force, central government department, state govt. department, etc.

During the academic year 2025–26, a large number of current students and alumni enrolled in the Orientation Program organized by the Career Counselling Cell, Directorate of Student Placement and Alumni Relations, Goa University. The program was held on April 9, 2025, at 11:00 a.m.

Following the orientation, the students were guided by our faculty members in preparing for and appearing in the entrance test conducted by Goa University. The test was held to select candidates for coaching aimed at preparing them for upcoming competitive examinations for various State and Central Government departments.

Additionally, some of our students who had successfully completed the certificate courses organized by the committee in the previous academic years, were shortlisted and called for interviews at Bodhi Academy for various positions.

Mr. Pankaj Shirodker
Convenor, Competitive Exam Committee

COLLEGE UNFAIR MEANS INQUIRY COMMITTEE

The Unfair Means Committee continued to play a vital role in safeguarding the integrity and credibility of the examination process during the academic year. The Committee remained committed to ensuring that all examinations were conducted in a fair, transparent, and disciplined manner, while upholding the highest standards of academic honesty.

During the academic year, the Committee dealt with **five cases** of unfair means reported during the **Odd Semester** examinations and **three cases** during the **Even Semester** examinations. Each case was carefully examined in accordance with the prescribed University ordinances and institutional regulations. The Committee scrutinized the reports submitted by the examination personnel, reviewed the available evidence, and followed the established procedures before arriving at its decisions.

All necessary actions, as prescribed under the relevant rules, were taken to address the reported cases. The Committee ensured that every case was handled with fairness, impartiality, and confidentiality while maintaining the principles of natural justice. The recommendations of the Committee were forwarded to the competent authorities for appropriate action.

Beyond addressing individual cases, the Committee continued to promote awareness among students regarding the importance of ethical conduct and academic integrity during examinations. Through its timely interventions and consistent adherence to established procedures, the Committee contributed significantly to maintaining the sanctity of the examination system and fostering a culture of honesty, responsibility, and discipline within the institution.

Dr. Varsha Ingalhali
Convenor, College Unfair Means Inquiry Committee

CONSUMER WELFARE CELL

Introduction

The Consumer Welfare Cell plays an important role in creating awareness among students regarding consumer rights, responsibilities, and protection mechanisms. The Cell strives to develop informed and responsible consumers by organising seminars, awareness programmes, and outreach initiatives on legal rights, fair trade practices, product standards, and grievance redressal systems. It also works towards promoting ethical consumer behaviour and empowering students with practical knowledge of consumer laws.

Objectives:

1. To create awareness among students regarding consumer rights, responsibilities, and protection laws.
2. To educate students about fair trade practices, product standards, and grievance redressal mechanisms.
3. To promote responsible consumer behaviour and ethical purchasing practices.
4. To organise seminars, workshops, and awareness programmes on emerging consumer issues.

Major Activities / Initiatives

Consumer Welfare Cell organised a **Seminar on Awareness on the Legal Metrology Act & Rules** on 12th December 2025 in collaboration with the Consumer Protection Committee of the Goa Chamber of Commerce & Industry (GCCI). The

seminar aimed to create awareness about the key provisions of the Legal Metrology Act and Rules, including labeling, packaging, weight and measure compliance requirements, penalties, enforcement, and the role of Legal Metrology authorities. The session was conducted by **Shri Vikas Kandolkar**, Inspector, Department of Legal Metrology, Government of Goa.

Participation & Outreach (Faculty and Students)
A total of **46 participants**, including faculty members and students, attended the seminar.

Quantitative Overview

During the academic year, the Consumer Welfare Cell organised **01 major awareness activity** with participation of **46 participants**.

Conclusion / Way Forward

The Consumer Welfare Cell aims to organise more awareness programmes on consumer protection laws, digital consumer rights, online fraud prevention, and grievance redressal systems. Future initiatives will focus on strengthening practical consumer education and community outreach activities.

Highlight of the Year

The seminar on the Legal Metrology Act & Rules significantly enhanced student awareness regarding consumer rights, packaging compliance, and legal safeguards through expert guidance.

Mr. Darshan Gaonkar
Convenor, Consumer Welfare Cell

CYBER SECURITY AWARENESS CELL

Sr. No.	Activity/Initiatives undertaken	Date	Participants	Duration	Resource Person
1.	Cyber Security and Privacy Course	6/02/2024 to 09/02/2024	47 Students	3days	Raghuvendra Pandey, CIS-CO
2.	One day Seminar on Cyber Safety	21/08/2024	100 students	1 day	Chairperson of women cell Ms. Ranjita Pai and Mr Arun James(Centre In-Charge Cyber wellness centre)

The Cyber Security Cell of a college plays a crucial role in ensuring the digital safety and security of students, faculty, and staff. As the internet becomes an integral part of daily life, the importance of safeguarding personal and institutional data has never been more critical. The Cyber Security Cell is dedicated to educating the college community about various aspects of cyber threats and the best practices to prevent them.

The cell organizes a variety of initiatives such as workshops, awareness programs, and talks on cyber safety, aiming to equip students with the knowledge to protect themselves from online risks like phishing, identity theft, and data breaches. By providing courses on cybersecurity, the cell also offers students the opportunity to build skills in this growing field, preparing them for potential careers in cybersecurity.

These efforts are crucial for fostering a culture of vigilance and responsibility in the digital world, helping students navigate the online environment safely while also ensuring the integrity and security of the college's digital infrastructure.

Ms. Deeksha Naik Talaulikar
Nodal officer, Cyber security cell

DISCIPLINE COMMITTEE

1. Introduction

The committee played a vital role during the academic year 2025–26 in ensuring efficient institutional functioning, transparency, quality assurance and student-centred administration. It worked in coordination with the Principal, faculty members and stakeholders to implement college policies, strengthen governance and support academic excellence through systematic planning, monitoring and timely execution of assigned responsibilities.

2. Major Activities / Initiatives

The committee organised orientation programmes at the beginning of the academic year to familiarise students with institutional discipline, code of conduct, examination regulations, library services, NSS activities and sports facilities. Regular monitoring promoted punctuality, responsible behaviour, respect for campus rules and a safe learning environment.

3. Participation & Outreach

The committee worked with class teachers, the Examination Committee, NSS, Library and Sports departments to reinforce discipline throughout the year. Continuous interaction with students created a positive campus culture and encouraged ethical conduct, inclusiveness and mutual respect.

4. Achievements & Highlights

The committee contributed to maintaining a peaceful academic atmosphere with minimal disciplinary issues. Orientation programmes improved student awareness of institutional policies and strengthened responsible citizenship and professional behaviour.

5. Quantitative Overview

The committee conducted two meetings, completed orientation for newly admitted students and monitored discipline across all programmes throughout the academic year.

6. Conclusion / Way Forward

The committee aims to introduce additional awareness programmes on digital ethics, professional conduct and student well-being while strengthening preventive and mentoring approaches.

Highlight of the Year

Comprehensive orientation programme that integrated discipline, examination, library, NSS and sports awareness.

Dr. Anil Thosare
Convenor, Discipline Committee

THE DIGITAL INTEGRATED SYSTEM FOR HOLISTIC TEACHING AND VIRTUAL ORIENTATIONS (DISTAVO)

The Digital Integrated System for Holistic Teaching and Virtual Orientations (DISHTAVO) is an online learning initiative launched by the Directorate of Higher Education (DHE), Government of Goa. This report aims to provide an overview of DISHTAVO, focusing on its recordings available in English and regional languages. The recordings were undertaken in two different series as DISTAVO 0.1 where in the content was recorded in English language and the second series as DISTAVO 0.2 where in the content was recorded in Regional Language (Konkani). The objective was to Provide accessible and quality education to students in Goa. While also to Bridge the digital divide and ensure equitable access to education. The faculty members of our college recorded about 347 modules involving more than Ten Subjects including commerce, Education, Geography, History, Environmental science, Mathematcs, B.P.E.D etc. in both English and Regional Language (Konkani) to cater the diverse student population in Goa. Offering lectures in regional languages would enable students to grasp complex concepts more effectively. Students are more likely to engage actively with the material when it is presented in their native language, leading to improved comprehension and retention. This also ensures that students from diverse linguistic backgrounds can access the content comfortably. The Lectures were Recorded by the Experienced teachers on specific topics, which are then recorded and made available through the DISHTAVO online platform to the students. This would promote inclusivity and equity in Education.

Following is the list of faculty members who contributed towards the E-content delivery in DISTAVO

DISTAVO – 0.1 (English)
Contribution of B.com Faculties

Sl. No.	Name of the Faculty	TOA	Subject	No. of Modules
1	Dr. Ujvala Hanjankar	Regular	Commerce	**2**
2	Mr. Arun Marathe	Regular	Commerce	2
3	Mr. Sunny Pandhre	Regular	Commerce	6
4	Mr. Rudresh Mhamal	Regular	Cost Accounting DSE 2	1
5	Ms. Shamal Dessai	Regular	Economics	4
6	Mr. Pankaj P. Shirodker	Regular	Mathematics	4
7	Dr. Varsha Ingalhalli	Regular	Commerce	3
8	Mr. Pinkesh Dhabolkar	Regular	Commerce	8
9	Ms. Dhanashri Shet	Regular	Commerce	5
10	Mr. Nikhil Lotlikar	Lecture	Commerce	2
11	Mr. Namdev Tulaskar	Lecture	Commerce	6
12	Dr Analiza M. D'Souza	Lecture Basis	Environmental studies	4
Total				**47**

DISTAVO – 0.1 (English)
Contribution of B.A.B.Ed Faculties

Sl. No.	Name of the Faculty	TOA	Subject	No. of Modules
1	Dr. Anil Thosare	Regular	Education	13
2	Dr. Manisha Kulkarni	Regular	Education	11
3	Mr. Kuldeep Kamat	Regular	Education	13
4	Dr. Sagar Mali	Regular	Geography	9
5	Dr. Sonali Shankhwalker	Regular	Education	4
6	Mr. Uaddhav Pol	Regular	Education	10
7	Mr. Rahul Gawas	Regular	Geography	2
8	Mr. Darshan Kandolkar	Regular	Konkani	1
9	Ms. Yogita Gawas	Regular	History	6
10	Shailesh Chodankar	Regular	BPED105	15
11	Pradnya Tari	Contract	Education	20
12	Anurika Aswekar	Contract	History	8
13	Jwala Gawas	Lecture	Geography	12
14	Ms. Achielia Fernandes	Lecture	History	4
15	Mr. Ritesh Vengurlekar	Lecture	History	20
Total				**148**

DISTAVO – 0.2 (Regional Language- Konkani)
Contribution of B.com Faculties

Sl. No.	Name of the Faculty	TOA	Subject	No. of Modules
1	Mr. Rudresh Mhamal	Regular	Cost Accounting DSE 2	1
2	Mr. Sunny Pandhre	Regular	Commerce	6
3	Mr. Pankaj P. Shirodker	Regular	Mathematics	4
4	Dr. Varsha Ingalhalli	Regular	Commerce	2
5	Mr. Pinkesh Dhabolkar	Regular	Commerce	2
6	Dr Analiza M. D'Souza	Lecture Basis	Environmental studies	4
Total				**19**

DISTAVO – 0.2 (Regional Language- Konkani)
Contribution of B.A.B.Ed Faculties

Sl. No.	Name of the Faculty	TOA	Subject	No. of Modules
1	Dr. Manisha Kulkarni	Regular	Education	1
2	Mr. Uaddhav Pol	Regular	Education	3
3	Dr. Sonali Shankhwalker	Regular	Education	20
4	Mr. Saish Nayak Dalal	Regular	Education	17
5	Ms. Deeksha Naik Talaulikar	Regular	Education	36
6	Ms. Yogita Gawas	Regular	History	8
7	Mr. Rahul Gawas	Regular	Geography	2
8	Anurika Aswekar	Contract	History	9
9	Winita Rawool	Contract	Education	8
10	Ms. Achielia Fernandes	Lecture	History	2
11	Mr. Ritesh Vengurlekar	Lecture	History	20
12	Jwala Gawas	Lecture	Geography	7
Total				**133**

Ms. Deeksha Naik Talaulikar
Nodal officer
DISTAVO

ENTREPRENEURSHIP DEVELOPMENT AND INCUBATION CELL (EDIC)

Introduction

The Entrepreneurship Development and Incubation Cell (EDIC) serves as the bridge between academic theory and the practical startup ecosystem. Its primary role is to transform students from job seekers to job creators. It also focusses to nurture entrepreneurial thinking among students and inspire them to explore innovative career pathways that contribute to society and the economy.

Major Activities / Initiatives

A. Entrepreneurship Awareness Program

The Entrepreneurship Awareness Program was conducted at Vidya Prabodhini College of Commerce, Education, Computer & Management on 27th September 2025. The session was organized in collaboration with the Directorate of Higher Education, the Entrepreneurship Development Institute of India (EDII), and the Economic Development Corporation of Goa.

The resource persons for the programme were Ms. Rutuja Sabale, Senior Project Officer at EDII, and Ms. Durva Sukhtankar, Project Officer at EDII. They emphasized the importance of entrepreneurship in Indian society, drawing comparisons with government jobs, private sector employment, freelancing, and other income-generating avenues. The session also focused on

identifying SWOC (Strengths, Weaknesses, Opportunities, and Challenges) as a tool for building entrepreneurial ventures. Students were further engaged through an activity that involved generating ideas for a Business Model Canvas.

The programme began with a welcome address by Vice-Principal Dr. Ujvala Hanjunkar, followed by the introduction of the resource persons by Ms. Durva Salgaonkar. It concluded with a vote of thanks proposed by Dr. Pinkesh Dhabolkar, Convenor of the EDC Cell. A total of forty-two students from B.Com and B.A.B.Ed. programme actively participated in the session.

B. Three-Day Business Management Training

The Entrepreneurship Development Institute of India (EDII), in collaboration with Vidya Prabodhini College of Commerce, Education, Computer and Management, recently organized a comprehensive three-day Business Management Training programme from 6th to 8th January 2026. The initiative aimed to bridge the gap between academic learning and industry requirements, drawing a diverse crowd of students and local entrepreneurs.

The workshop was formally inaugurated by the Vice-Principal of the college, Dr. Ujvala Hanjunkar, alongside the Head of the Commerce Department, Dr. Arun Marathe.

The training was strategically structured to cover essential facets of modern business operations:

- Day 1: Project Management – Focused on the technicalities of planning, executing, and monitoring business projects efficiently.
- Day 2: Soft Skills & Leadership – Dedicated to the "human" side of business, featuring sessions on Leadership, Team Building, and effective Communication skills.
- Day 3: Digital Growth – Concluded with high-demand topics including Digital Marketing, Brand Management, and Brand Promotion.

The program witnessed enthusiastic participation not only from the student body but also from Micro, Small, and Medium Enterprises (MSMEs) in the surrounding areas. This synergy between the academic institution and the local business community provided a unique networking platform for aspiring entrepreneurs.

Participation & Outreach (faculty and students)

The Entrepreneurship Development and Incubation Cell during the academic year 2025-26 organized 02 activities which saw a total participation of 90 students and 20 MSMEs.

Quantitative Overview

The Entrepreneurship Development and Incubation Cell during the academic year 2025-26 organized 02 activities which saw a total participation of 90 students and 20 MSMEs.

Conclusion / Way Forward

The cell plans the following: Skill Development: Hosting training sessions on business plan preparation, financial literacy, and digital marketing. Expert Sessions: Inviting successful founders and industry veterans to share real-world insights and "failure stories" to build resilience in students. Mentorship: Matching student startups with faculty mentors or external professionals who provide specialized guidance in areas like legal compliance or product design.

Dr. Pinkesh Dhabolkar
Convenor,
Entrepreneurship Development and Incubation Cell

GUIDANCE & COUNSELLING CELL

Introduction

The Guidance and Counselling Cell of the college aims to support the overall wellbeing and development of students by providing guidance in personal, academic, social, and emotional matters. The cell conducts workshops, awareness programmes, counselling sessions, and outreach activities to promote mental wellness, life skills, stress management, and positive decision-making. It also strives to create a safe and supportive environment where students can seek help, enhance their confidence, and work towards holistic growth.

Major Activities / Initiatives

a. Introduction to Counselling: in the month of July after the appointment of the counsellor, the counsellor visits all the first year classes of both the departments. The main goal is to familiarise the counselling process and the salient features of counselling.

b. Gratitude & Mindset: A practical workshop to help students understand the importance of practicing gratitude daily. A small activity was done to teach students how they could intentionally practice gratitude by identifying three things throughout their day making it easy in reshaping their mindset to be humble, empathetic and mindful of others' efforts around them.

Participation & Outreach

a. Basic to Brilliance: A professional Upgradation through LaTex at Vidya Prabodhini College of Commerce, Education, Computer and Management, Parvari Goa held on 18th July, 2025

b. Changing the Narrative of Suicide Prevention at autonomous College of Multidisciplinary studies & Research, Margao- Goa held on 10th September, 2025.

c. Three day National Conference on Counselling for Life, Moving Beyond Crisis to Nurture Growth, Empowerment and Well-Being at Nirmala Institute of Education, Althino Goa held from 17th September, 2025- 19th september, 2025

d. One day Mental Health Awareness and Sensitization Workshop held on the 29th November, 2025 organised by Goa College of Naturopathy and Yogic Science, Sanquelim Goa at Sai Nursing Institute, Sanquelim Goa.

e. Inter-Institutional Counselors' Forum at Autonomous College of Multidisciplinary studies & Research, Margao- Goa held on 23rd January, 2026.

Collaboration & Community Engagement

The following community outreach workshops were conducted in collaboration with Dr. Mrinalini Sahasrabhojanee as the resource person:

a. **"Adolescent Health and Personality Development"** a two day workshop which was held on 24th & 25th September, 2025 in the college Boardroom for the female students chosen as Master trainers from the B. Com, B.A. B. Ed classes and from Vidya Prabodhini Higher Secondary section

b. **"Health Matters – Awareness for Every Stage of Womanhood"** workshop was organised on 25th February 2026 at the Penha de França Village Panchayat Hall by the Guidance and Counselling Cell and Women's Cell of Vidya Prabodhini College of Commerce, Education, Computer and Management in collaboration with Jeevan Srushti Village Organisation.

Achievements & Highlights

The college counsellor, Ms. Shrishti S. Tamankar was invited by the Nirmala Institute of Education, Althino as one of the Panelist to speak on the topic of "Wellness in Education" at their Three day National Conference "Counselling for Life: Moving Beyond Crisis to Nurture Growth, Empowerment and Well-Being" on 18th September, 2025.

Quantitative Overview

Number of Counsellee Record for the Academic Year: 2025-2026

B.Com	B.A. B. Ed.	Total
8	20	28

Male	Female	Total
7	21	28

Conclusion / Way Forward

The Guidance and Counselling Cell continues to play an important role in promoting the mental, emotional, and personal wellbeing of students. Through various workshops, counselling sessions, and awareness programmes, the cell strives to create a supportive and positive environment that encourages holistic development and responsible decision-making among students.

The cell aims to expand its activities by organising more student-centred programmes on mental health, life skills, career guidance, stress management, and emotional wellbeing. It also seeks to strengthen outreach initiatives, collaborate with experts and organisations, and encourage greater student participation to ensure a healthier, more inclusive, and supportive campus environment.

Ms. Shrishti Sandeep Tamankar
College Counsellor

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU) STUDY CENTRE

ABOUT THE IGNOU STUDY CENTRE

Vidya Prabodhini College of Commerce, Education, Computer and Management, driven by its expansive vision of "Excellence, Everywhere and Every Time," has successfully extended its reach through a thriving IGNOU extension program. This initiative, launched in August 2017, aimed to bring quality higher education to a wider demographic. The program commenced under the dedicated supervision of Dr. M.R. Patil, Principal, and Dr. Sukhaji Naik, Vice-Principal, of Vidya Prabodhini College. The instrumental role in establishing the IGNOU Study Centre (SC-08033) was played by Dr. Sagar Mali, the program's coordinator (till Dec 2023)

Initially, the center offered three core programs: B.A., B.Com, and B.P.P. (Bachelor Preparatory Programme). To ensure effective student support and guidance, the centre onboarded 20 IGNOU-approved counsellors and a dedicated team of 14 staff members. The response from students was overwhelmingly positive, with an initial enrolment of 538 students in the academic year 2017-2018. Demonstrating remarkable growth and fulfilling its vision, the IGNOU extension program at Vidya Prabodhini College has witnessed a significant surge in student admissions. For the academic year 2025-2026, the total student enrolment has reached an impressive 1111 students, a testament to the program's success in providing accessible and quality education in line with the college's founding principles. The college now offers various courses

Expanding Horizons: New Programs Offered

Beyond its initial offerings, the IGNOU Study Centre at Vidya Prabodhini College has significantly expanded its course portfolio to cater to diverse academic interests. The college now offers a comprehensive range of undergraduate and postgraduate programs, including:

PROGRAMS OFFERED IN IGNOU SC-08033

I. Under Graduate Program (UG)		
Sr. No	**Program Code**	**Detail of Program**
1	BAG	Bachelor of Arts General
2	BAHIH	Bachelor of Arts History Honors
3	BAEGH	Bachelor of Arts English Honors
4	BAECH	Bachelor of Arts Economics Honors
5	BASOH	Bachelor of Arts Sociology Honors
6	BCOMG	Bachelor of Commerce General
7	BHM	Bachelor in Hotel Management
8	PGDRD	Post Graduation Diploma in Rural Development
9	BBA	Bachelor in Business Administration
II. Post Graduation Program (PG)		
Sr. No	**Program Code**	**Detail of Program**
10	MSCGG	Master of Science in Geography
11	MARD	Master of Arts in Rural Development

Additionally, the college offers a **MSCGG Courses**, further solidifying its commitment to providing a wide array of educational opportunities. This expansion reflects the college's dedication to meeting the evolving demands of the job market and empowering students with specialized

knowledge and skills.

IGNOU SC-08033 FACULTY MEMBERS (2025-2026):
Faculty Profile

Sr. No	Faculty Name	Designation
1	Prof. Bhushan V. Bhave	Principal
2	Ms. Deeksha Naik Talaulikar	Coordinator
3	Dr. Uaddhav Vijay Pol	Asst. Coordinator
4	Ms. Yogita Mukund Gawas	Asst. Coordinator
5	Mr. Vijay Prakash Kudnekar	Assistant
6	Mr. Mahadev Shirgaonkar	Attendant
7	Mr. Chandrakant Chodankar	Attendant
8	Ms. Smita Naik	Safaiwali

IGNOU Admission Process

Indira Gandhi National Open University (IGNOU) offers admissions twice a year, in January and July, providing flexibility for aspiring students. Similarly, examinations are also conducted bi-annually, in June and December, for every academic year.

Once admitted, students at the study center participate in an induction program and counseling sessions. These crucial activities are organized with the explicit permission and approval of the IGNOU Regional Centre. The study center plays a vital role in the academic journey of its learners by conducting counseling sessions and facilitating the collection and assessment of assignments. These are considered key responsibilities, ensuring students receive the necessary guidance and support throughout their studies.

For comprehensive information regarding IGNOU admissions and other details, prospective learners are encouraged to visit the official website: www.ignou.ac.in.

Ms. Deeksha Naik Talaulikar
IGNOU Coordinator

INDUSTRY-ACADEMIA INTERFACE (IAI) COMMITTEE

The Industry-Academia Interface (IAI) Committee was established during the academic year 2023–24 at Vidya Prabodhini College of Commerce, Education, Computer and Management, Parvari-Goa, with the objective of strengthening collaboration between academia and industry. The committee serves as a dynamic platform for fostering interaction among academicians, industry leaders, entrepreneurs, professionals, and students. It aims to bridge the gap between classroom learning and industry expectations by promoting experiential learning, skill development, employability enhancement, innovation, entrepreneurship, and collaborative research.

Constitution of the Committee:

Sr. No.	Name	Designation/Organization	IAI Designation
1	Shri Sanjay Y. Amonkar	Director General, Goa Chamber of Commerce & Industry, Panaji-Goa	Chairperson
2	Shri Rajendra Bhobe	Secretary, Prabodhan Education Society, Parvari-Goa	Member
3	Prof. Vikas Pissurlekar	Principal, PES College of Arts & Science, Ponda-Goa	Member
4	Dr. Radhika Nayak	Former Principal, S.S. Dempo College of Commerce & Economics	Member
5	Shri Utpal Parrikar	Industrialist and Social Worker	Member
6	Smt. Shashi Soni	Chairperson, Izmo Limited	Member
7	Dr. Purushottam Raya Pednekar	Chairman, State Level E.L.A. Authority, Goa	Member
8	Shri Nitin Kunkolienker	Founder, AshRon Technologies, Panaji-Goa	Member
9	Shri Rama Malwankar	Senior Human Resources Manager, Unichem Laboratories	Member
10	Shri Girish Bharne	Co-Founder, Dvija Naturals	Member
11	Shri Sanjeev Joglekar	Senior Environmental Engineer, Goa State Pollution Control Board	Member
12	Shri Vishwabhar Vagurmekar	NKGSB Co-operative Bank Ltd.	Member
13	Dr. Anil Thosare	H.O.D. (Education), Vidya Prabodhini College	Member
14	Dr. Ujvala Hanjunkar	Vice-Principal & H.O.D. (Commerce), Vidya Prabodhini College	Member Secretary
15	Shri Darshan Gaonkar	Assistant Professor in Commerce, Vidya Prabodhini College	Member
16	Ms. Dhanashri Balo	Assistant Professor in Commerce, Vidya Prabodhini College	Member

The committee comprises eminent academicians, industrialists, entrepreneurs, bankers, environmental professionals, social workers, and faculty members. Their collective expertise contributes significantly to strengthening industry-academia collaboration and creating opportunities for students to gain practical exposure and industry insights.

The committee conducted two meetings to review ongoing activities and formulate strategies for strengthening industry partnerships. The discussions focused on enhancing internship opportunities, promoting skill-based learning, fostering entrepreneurship, encouraging collaborative research, and improving student employability. Valuable suggestions received from committee members helped the institution align its academic initiatives with current industry expectations and emerging market trends.

A major highlight of the year 24-25 was the successful organization of a One-Day State-Level Conference on "Bridging the Gap: Fostering Industry-Academia Interface in Goa" on 5th October 2024 at the Art and Culture Auditorium, Panaji-Goa. The conference was organized by the college in collaboration with the Goa Chamber of Commerce and Industry (GCCI).Also MOU was signed between VPC and GCCI.

The conference brought together eminent industrialists, academicians, researchers, policymakers, entrepreneurs, faculty members, and students from various institutions across Goa. The event provided an excellent platform for deliberating on the importance of industry-academia partnerships in addressing contemporary challenges and preparing students for the dynamic business environment.

In addition to organizing meetings and conferences, the Industry-Academia Interface Committee played a proactive role in facilitating internship opportunities for students. During the academic year **2025–26**, the committee established contacts with various industries, business organizations, and professional institutions to arrange internships for Second Year (S.Y.) students. These internships provided students with valuable practical exposure, enabling them to understand workplace dynamics, develop professional skills, and apply classroom knowledge in real-world situations. The initiative significantly enhanced students' employability, industry awareness, and career preparedness, thereby strengthening the institution's commitment to experiential learning and industry engagement.

The Industry Academia Interface Committee of Vidya Prabodhini College, in collaboration with the Education Committee of the Goa Chamber of Commerce & Industry (GCCI) and the Goa Technology Association, organized a one-day workshop on "AI for Career Building" on 13 December 2025. The workshop aimed to familiarize students with the role of Artificial Intelligence in career development and future employment opportunities. The sessions were conducted by Mr. Prasad Sawant, Mr. Amey Karmali, and Mr. Gilbert Mendes. A total of 48 students participated in the workshop, which provided valuable insights into AI and its practical applications for career growth.

The activities undertaken by the Industry-Academia Interface Committee significantly contributed to strengthening institutional linkages with industry and creating opportunities for experiential learning. The committee remains committed to fostering meaningful collaborations that enrich academic learning, promote innovation, and prepare students to meet the evolving demands of the professional world.

Dr. Ujvala M Hanjunkar
Convenor, Industry-Academia Interface (IAI)

INTERNSHIP CELL (B.COM)

Introduction

Under the NEP 2020, the B.Com Internship Cell was established from the A.Y. 2025–26 to implement the mandatory internship programme prescribed under the Goa University Ordinance OA-38, aligned with the UGC Curriculum and Credit Framework for Undergraduate Programmes (CCFUP) and the National Credit Framework (NCrF). The programme enabled students to integrate classroom learning with practical workplace experience through a structured 60-hour internship, fostering professional competencies, industry exposure, and career readiness.

Major Activities and Initiatives

- The Internship Cell organised an Internship Orientation Programme for T.Y.B.Com students, familiarising them with approved sectors, assessment process, documentation, and professional expectations, thereby preparing them for meaningful workplace learning and supporting SDG 4 – Quality Education.

- To strengthen institutional linkages, the Internship Nodal Officer presented the internship framework before the College Advisory Committee (CAC), encouraging industry participation. CA Rajendra Bhobe, Secretary, Prabodhan Education Society, facilitated networking with Chartered Accountant firms and guided students aspiring to intern under practising Chartered Accountants. Prof. Bhushan Bhave, Principal, further enhanced outreach by connecting the Cell with Heads of TJSB Sahakari Bank Ltd., the Department of Tourism, and Mall de Goa.

- The Internship Nodal Officer personally contacted Internship Providing Organisations (IPOs) to confirm internship availability, schedules, and timelines, and facilitated the placement of students based on their interests and career aspirations. Several students also secured opportunities through their personal networks. Together, these efforts enabled internships across 11 professional sectors, strengthening industry-academia collaboration in support of SDG 17 – Partnerships for the Goals and NAAC Criterion V – Student Support and Progression.

Participation and Outreach

The Internship Cell collaborated with organisations from banking, chartered accountancy, company secretary practice, tourism, retail, logistics, manufacturing, healthcare, media, and government sectors, providing students with meaningful workplace exposure.

A noteworthy outcome of the College Advisory Committee's engagement was the commitment extended by Mrs. Shashi Soni, Head of Hughes Precision Manufacturing Pvt. Ltd., who offered internship opportunities to two students. Their performance during the internship earned them apprenticeship positions with prospects for regular employment, reflecting the industry's confidence in the quality of the College's students.

Achievements and Highlights

The internship programme enhanced students' professional skills and workplace readiness through practical exposure across diverse sectors. A highlight of the year was the selection of Mr. Kranti Kumar Goli and Mr. Pankaj Akhilesh Sharma by Hughes Precision Manufacturing Pvt. Ltd. for a one-year apprenticeship with the prospect of regular employment.

Quantitative Snapshot

The Internship Cell facilitated internships for 80

Third Year B.Com. students across a wide range of professional sectors during the academic year 2025–26.

T.Y.B. COM Internship A.Y. 2025-26

Internship Sector	No. of Students
Chartered Accountant Firms	24
Retail & Logistics	12
Tourism & Hospitality	11
Banking	9
Company Secretary Firms	7
Panchayat / Government Offices	7
Sports, Wellness & Physical Education	4
Human Resource Management	2
Industry / Manufacturing	2
Pharmaceuticals	1
Media / Journalism	1
Total	**80**

Conclusion / Way Forward

Building on the successful implementation of the mandatory internship programme, the Internship Cell will continue to expand collaborations with industry, professional bodies, and government organisations, creating greater opportunities for experiential learning and career progression.

Highlight of the Year

Two Third Year B.Com. students secured one-year apprenticeships with the prospect of regular employment at Hughes Precision Manufacturing Pvt. Ltd., reflecting the College's commitment to experiential learning and industry engagement.

Dr. Shamal Krishna Dessai
Internship Nodal Officer (B.COM)

INTERNSHIP COMMITTEE (B.A.B.Ed.)

1. Introduction

The committee played a vital role during the academic year 2025–26 in ensuring efficient institutional functioning, transparency, quality assurance and student-centred administration. It worked in coordination with the Principal, faculty members and stakeholders to implement college policies, strengthen governance and support academic excellence through systematic planning, monitoring and timely execution of assigned responsibilities.

2. Major Activities / Initiatives

The Internship Committee coordinated school internships for B.A.B.Ed. students across partner schools in Goa. Students participated in classroom teaching, morning assemblies, teaching-learning material preparation, environmental and national day celebrations, ICT-enabled lessons, competitions and co-curricular activities, bridging theory with classroom practice.

3. Participation & Outreach

The committee collaborated with 80 plus schools to provide authentic teaching experiences. Faculty mentors regularly monitored internship performance, guided lesson planning and assessed reflective journals and internship portfolios, strengthening school-college partnerships and professional competencies.

4. Achievements & Highlights

The internship programme enhanced classroom management, communication, lesson planning, assessment skills and reflective practice among prospective teachers. Students successfully completed internship records and received evaluation based on school performance and institutional assessment.

5. Quantitative Overview

The committee coordinated internships for Second, Third and Fourth Year B.A.B.Ed. total 285 students across 80 plus schools in Goa, ensuring successful completion of all prescribed activities and assessments during both semesters.

6. Conclusion / Way Forward

The committee plans to strengthen digital mentoring, expand collaborations with innovative schools and integrate action research, inclusive education and AI-supported pedaggy into future internships.

Highlight of the Year

Comprehensive orientation programme that integrated discipline, examination, library, NSS and sports awareness.

Dr. Anil Thosare
Convenor, Internship Committee (B.A.B.Ed.)

INTERNAL QUALITY ASSURANCE CELL (IQAC)

1. Introduction

The Internal Quality Assurance Cell (IQAC) of Prabodhan Education Society's Vidya Prabodhini College of Commerce, Education, Computer and Management continues to serve as a cornerstone for institutional excellence and continuous quality enhancement. Guided by its core values of endorsing Sustainable Development Goals and leadership, the cell is dedicated to creating a systematic and transformative environment for academic and administrative development. Throughout the 2025-26 academic year, the IQAC focused on aligning institutional practices with national educational benchmarks, fostering research innovation, and establishing robust mechanisms to monitor and elevate educational standards across all departments.

Major Activities and Initiatives

The IQAC spearheaded the implementation of the comprehensive Shodh-Sopan Scheme, an end-to-end research mentorship programme designed to systematically guide faculty members through the technical journey of preparing and publishing high-quality research papers in reputed, domain-specific journals. By establishing bi-monthly evaluation structures and engaging the College Librarian to verify journal authenticity, this full-proof initiative prioritizes quality over quantity, directly supporting NAAC and the UN Sustainable Development Goal of Quality Education.

Furthermore, the cell successfully engineered a comprehensive transition plan to institutionalize Outcome-Based Education (OBE) across the college. This initiative involved conducting specialized faculty development workshops that successfully produced integrated teaching plans featuring clearly defined course and program outcomes for all courses, thereby driving quality enhancement under NAAC

The cell accelerated the technological capabilities of the institution by managing and deploying the advanced NIPUN 2.0 software upgrade. This

automated system enables seamless tracking of faculty academic endeavours, generates comprehensive CVs required for the Career Advancement Scheme (CAS), and ensures that activity data across all ten NAAC criteria are recorded systematically.

Additionally, the working committee of the IQAC successfully revised the regulatory formats, documentation checklists, and application procedures for the Career Advancement Scheme, streamlining compliance and providing institutional transparency to support faculty progression.

The IQAC maintained strict administrative compliance while expanding its regional impact through strategic collaborations and policy upgrades. The cell actively monitored the institutional review and execution of the Institutional Development Plan (IDP) to ensure aligned development.

Participation & Outreach

The academic year witnessed prominent intercollegiate and outreach engagement designed to promote societal awareness and institutional networking.

Quantitative Snapshot

During the 2025-26 academic year, the IQAC successfully convened four statutory monitoring meetings, executed two institutional collaborative MOCs, revised the complete framework for the Career Advancement Scheme, and systematically catalogued all departmental and institutional criteria data using the updated NIPUN 2.0 software.

Conclusion/Way Forward

Moving forward, the IQAC aims to completely align all institutional co-curricular and extension activities with the United Nations Sustainable Development Goals (SDGs) in preparation for the upcoming NAAC assessment cycle. The cell intends to design extended, high-weightage certificate courses in partnership with external agencies, integrate advanced artificial intelligence workshops into the education curriculum, and execute the findings of recent Academic and Administrative Audits to ensure continuous institutional enrichment.

Dr. Arun Ramakant Marathe
Co-ordinator, Internal Quality Assurance Cell, (IQAC)

ISA MONITORING COMMITTIEE

The College offers a 3-year B.Com and a 4-year integrated B.A.B.Ed Programme. For both programme there is a continuous Intra-Semester assessment (ISA). The ISA for the theory component of a Course is conducted twice or three times in a given Semester, once through a written test, and the other second or third by using alternate modes of evaluation including assignment/presentation/orals / such other. The ISA component is 20 marks for both the 100 mark and 50 papers for B.Com and 30 marks and 20 marks for 100 marks and 50 marks papers for B. A. B. Ed respectively. The students have to answer two or three Intra semester exams. An optional extra ISA is also conducted especially for slow learners and those who have missed an earlier exam. For those students who answer all ISAs, the best marks scored in the required number of the ISAs are considered for the result. The nature of Intra semester assessments are either Written/ Oral, Open/Closed book, Scheduled/Surprise, Objective/Multiple-choice, Short answer type, Essay type, Seminar, Assignment, Experimental work, Fieldwork, Viva-Voce, Peer group assessment, or Class participation.

Generally, the ISA for a given Course is conducted by the teacher/s teaching that Course. The schedule for the ISAs is notified to all at the beginning of the Semester. The marks of ISA are communicated to the students within two weeks. ISA I is preferably completed by the end of July for odd Semesters and the end of January for even Semesters. Repeat ISAs are conducted for those students who have missed the written test for some genuine reason (medical grounds, participation in State/ National /International sports, events/NCC/NSS). The repeat ISAs are generally conducted in August for odd semesters and February for even semesters, on a date pre-determined by the College. ISA II will be completed as decided by the teacher but before the end of the Semester. A student who does not appear for two or three ISAs of a Course is not eligible to answer the SEE of that Course.

Transparency is maintained by showing the students' assessed answer sheets of the Intra Semester Assessment (ISA). The Goa University ordinances are strictly followed for the conduct of ISA.

For the academic year 2025-26 Odd semester B. Com Programme the first ISA was conducted from 5th August to 7th August 2025 and the final date of submission ISA 1 and 2 mark was date 10th October 2025.

The first ISA test Odd Semester for B.A.B.Ed. Programme was conducted from 5th August to 8th August 2025 was the last date for the submission of final marks for all the ISAs for all courses in B.A.B.Ed.

In the Academic year, 2025-26, for the even semester the first ISA for B.Com was held from 27th January to 31st January 2026. and ISA 1 and 2 final submission date was 30th March 2025.

The first ISA test for Even semester the B.A.B.Ed programme was conducted from 27th January to 31st January 2026. The last date for the submission of 1st, 2nd & 3rd ISA marks was 30th March 2026.

Mr. Darshan Shankar Kandolkar
Convenor, ISA Monitoring Committee

iGOT KARMAYOGI COMMITTEE

Introduction

Vidya Prabodhini College of Commerce, Education, Computer & Management, Porvorim actively implemented the Government of India's Mission Karmayogi initiative during the Academic Year 2025–26 through the iGOT Karmayogi Portal. The portal serves as a national digital learning platform aimed at strengthening the competencies, skills, and professional ethics of government employees through continuous, competency-based learning. The initiative reflects the institution's commitment to fostering a culture of lifelong learning and capacity building among its teaching and non-teaching staff.

Major Activities / Initiatives

As the iGOT Karmayogi Portal was introduced to the institution for the first time, the college organised orientation programmes, training sessions, and feedback meetings for all teaching and non-teaching staff. These initiatives enabled employees to register on the portal, understand its learning framework, and effectively complete the prescribed courses under the Capacity Building Plan. The institution achieved 100% completion of the Capacity Building Plan, with all 71 teaching and non-teaching staff members, including regular and contractual employees, successfully completing the mandatory learning requirements, including a minimum of six hours of learning. The prescribed courses covered the Code of Conduct for Government Employees, Prevention of Sexual Harassment of Women at Workplace, and Microsoft Word for Beginners. In addition, staff members enthusiastically participated in Sadhana Saptah, conducted from 2nd to 10th April 2026, in accordance with the circular issued by the Department of Personnel, further reinforcing the spirit of continuous professional development.

Participation & Outreach

The implementation of the iGOT Karmayogi initiative witnessed wholehearted participation from both teaching and non-teaching staff. The institution collectively recorded 1,693 course enrolments and accumulated 1,325.44 learning hours, reflecting the strong commitment of employees towards self-learning and professional growth. The learning journey extended across diverse themes, including AI and Emerging Technologies in Governance, Viksit Bharat, Citizen Centricity and Jan Bhagidari, Indian Languages, and other multidisciplinary domains, supporting the broader objectives of digital governance and competency enhancement.

Achievements & Highlights

The institution secured the 59th position among Government Departments in Goa based on total course enrolments on the iGOT Karmayogi Portal. A total of 54 staff members successfully completed four or more courses or learning hours, while 24 learners earned the prestigious AI Daksh Badge, recognising their proficiency in Artificial Intelligence-related learning. The institution also celebrated the achievement of one Karmayogi Utkarsh Badge, awarded for outstanding engagement with the platform. Among individual achievements, Shri. Sunny S. Pandhre, Assistant Professor in Commerce, secured the 28th position among the Top 100 Learners in Goa. The institution's top three learners were Shri. Sunny S. Pandhre (Assistant Professor in Commerce), Shri. Balaji D. Naik (System Administrator), and Ms. Tanika Kandolkar (Assistant Professor in Konkani).

Quantitative Snapshot

During the Academic Year 2025–26, the college achieved 100% completion of the Capacity Building Plan with participation from 71 teaching and non-teaching staff members, recorded 1,693 course enrolments, accumulated 1,325.44 learning hours, earned 24 AI Daksh Badges and one Karmayogi

Utkarsh Badge, while securing the 59th position in Goa among government departments.

Conclusion / Way Forward

The successful implementation of the iGOT Karmayogi initiative has significantly strengthened the institution's culture of continuous learning, professional excellence, and digital competency. Building upon this achievement, the college aims to encourage greater participation in advanced learning pathways, promote emerging technology-based courses, and continue nurturing a future-ready workforce aligned with the vision of Mission Karmayogi.

Highlight of the Year

Vidya Prabodhini College achieved 100% completion of the Capacity Building Plan on the iGOT Karmayogi Portal, with all 71 teaching and non-teaching staff successfully completing the prescribed learning requirements, securing the 59th rank among Government Departments in Goa.

Mr. Vijay Kudnekar
Nodal Officer, iGOT Karmayogi Committee

LIBRARY COMMITTEE

Introduction

The Library Committee of Vidya Prabodhini College, Parvari, Goa, functions as the governing body overseeing the policies, development, and effective utilization of library resources. The committee meets periodically to review library operations, plan acquisitions, and ensure that the Department of Library and Information Science continues to serve as the intellectual hub of the institution.

During the academic year 2025–26, two formal meetings of the Library Committee were convened — on 07/07/2025 and 05/01/2026 — both chaired by Dr. Arun Marathe, Convenor. The meetings addressed key agendas including book procurement, infrastructure development, student engagement activities, and digital resource subscriptions.

Major Activities / Initiatives

The following activities were organised or overseen by the Library Committee during the academic year 2025–26:

A. LaTeX Workshop - Basics to Brilliance

In collaboration with the IQAC, the department organised a hands-on LaTeX workshop on 18 July 2025. The resource person was Dr. Shekhar Naik, Assistant Director, Directorate of Higher Education, Government of Goa. The workshop supported SDG 4 (Quality Education) and NAAC Criterion III (Research, Innovations and Extension).

B. National Librarians Day Observance

National Librarians Day was observed on 12 August 2025. Students were enlightened about Dr. S. R. Ranganathan's pioneering contributions and his Five Laws of Library Science. An online quiz competition was conducted in collaboration with the Press and Publicity Committee, aligning with NAAC Criterion V (Student Support and Progression).

C. Guest Lecture on Indian Knowledge System

A Guest Lecture on the Indian Knowledge System was conducted on 16 December 2025. Prof. Gopal Krishna Thakur, Dean and Head, School of Education, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, served as the distinguished speaker. The lecture aligned with SDG 4 and NEP 2020's emphasis on integrating Indian knowledge traditions into higher education.

D. Book Bank Facility

The Book Bank Facility continued to support students from economically weaker sections. A total of 101 books were issued over the course of

Sr.	Activity	Date	Participants	Highlights
1	Library Orientation Session	23 June 2024	All first-year students	Library Rules, Resources & Services
2	LaTeX Workshop – "Basics to Brilliance"	18 July 2025	Teaching & Non-Teaching Staff	Professional academic writing using LaTeX
3	National Librarians Day Observance	12 August 2025	Students	Dr. S. R. Ranganathan's legacy & Five Laws
4	Online Quiz Competition	12 August 2025	Students	In collaboration with Press & Publicity Committee
5	Guest Lecture – Indian Knowledge System	16 December 2025	Students	India's classical intellectual traditions

Quantitative Overview

The following table provides a statistical overview of library resources for the academic year 2025–26:

Resource Type	Total Holdings	Newly Added	Amount Spent (Rs.)
Books (incl. E-books)	9,836	728	5,21,007.00
Journals	21	–	26,349.00
Magazines	13	–	20,129.00
Newspapers	17	–	37,080.00
E-Resource Databases	2	–	13,570.00
TOTAL	**–**	**728**	**6,18,135.00**

E-Resource Subscriptions

Sr. No.	Database / E-Books	Organisation
1.	DELNET	DELNET, New Delhi
2.	11 E-Books from Kopy Kitab	Digibook Technologies Pvt. Ltd., Bangalore
3.	DrillBit Plagiarism Checker (from Feb 2026)	DrillBit Technologies

the academic year, ensuring equitable access to learning resources.

Achievements & Highlights

Best Reader Award

The Best Reader Award was conferred upon two outstanding students — Miss Avani Desai and Miss Sanisha Gaunkar — in recognition of their exemplary engagement with library resources. The award was presented during the Farewell Function of final-year students and was recognised with a certificate and memento.

Highlight of the Year

The department organised a hands-on LaTeX workshop in collaboration with the IQAC, enhancing the professional writing capabilities of both teaching and non-teaching staff through expert-led, practical training.

Conclusion / Way Forward

The Library Committee successfully steered the Department of Library and Information Science through a productive academic year 2025–26. Looking ahead, the committee aims to:

- Expand the digital resource base and explore open-access resources.
- Complete the dedicated Indian Knowledge System section in the library.
- Introduce DrillBit Plagiarism Checker from February 2026 to support undergraduate research integrity.
- Enhance user engagement through innovative programmes and awareness sessions.
- Strengthen collaborations with national library networks such as DELNET.
- Ensure equitable access to knowledge resources for all students.

Dr. Nitesh D. Naik
Librarian

MEDICAL CELL

Introduction

A Medical Cell, is the on-campus unit that looks after the physical and mental well-being of students, teaching staff, and non-teaching staff. It acts as the first point of contact for health-related issues during college hours.

Objectives of a Medical Cell

- Provides immediate first aid for injuries, fainting, sprains, or illness on campus
- Stabilize the patient and coordinate referral to a hospital if needed
- Conduct annual medical check-ups for the stakeholders of the institution.
- Conduct workshops on nutrition, hygiene, mental health, substance abuse, and lifestyle diseases.

Major Activities / Initiatives

Title: "Health Check Up Camp for Higher secondary Girl Students"
Date: 19th September 2025
Nature of Activity: Health Camp

Key outcome: Early detection of health issues and culture of health consciousness.

The Health Check Up Camp directly advances SDG 3 (Good Health and Well-being), while supporting SDGs 4 (Quality Education), 5 (Gender Equality), 10 (Reduced inequalities), and 17 (Partnerships for the goals). It contributes to NAAC Criteria 2, 3, 4, 5, 6, and compliance, and institutional social responsibility.

Title: "Rakta Sampada"
Date: 19th September 2025
Nature of Activity: Medical Camp

Key outcome: Early detection of health issues and culture of health consciousness.

The Health Check Up Camp directly advances SDG 3 (Good Health and Well-being), while supporting SDGs 4 (Quality Education), 5 (Gender Equality), 10 (Reduced inequalities), and 17 (Partnerships for the goals). It contributes to NAAC Criteria 2, 3, 4, 5, 6, and compliance, and institutional social responsibility.

Quantitative Overview

During the academic year, the Medical cell organised 2 events, with participation exceeding 344 students.

Conclusion / Way Forward

Vision:

- To create a safe, healthy, and responsive campus ecosystem where every student and staff member has access to timely healthcare, preventive education, and wellness support.

Developmental goals:

- The Developmental goals is to set up a well-equipped medical room and digitalize health records for students and staff for quick access during emergencies.

Dr. Shailesh G. Chodankar
Convenor, Medical Cell

MINORITY CELL

Introduction:

The Minority Cell in the college was established to promote inclusivity, equality, and support for students belonging to minority communities. In accordance with the guidelines of the University Grants Commission, the cell aims to ensure that students from religious and linguistic minorities have equal access to quality education. The initiative addresses the academic, social, and financial challenges faced by these students while creating a supportive environment that encourages their overall growth and development. Additionally, the cell functions as a platform to disseminate information about various government schemes, scholarships, and welfare measures, enabling students to avail themselves of these opportunities.

Objectives of the Minority Cell:

1. To create awareness among minority students about scholarships, financial assistance, and welfare schemes provided by government and other agencies.

2. To offer academic and personal support to improve student performance and minimize dropout rates.

3. To foster an inclusive campus environment through workshops, seminars, and activities that promote cultural harmony, mutual respect, and understanding among students.

Activities Conducted:

A workshop on *"Schemes and Financial Assistance for Minority Students"* was successfully conducted on 13th January 2026 with the objective of creating awareness about various government initiatives and financial support systems available to students from minority communities. The programme witnessed active participation from 53 students belonging to the minority community and presently enrolled at the college , reflecting a keen interest in understanding the opportunities available for their academic and professional advancement.

The workshop aimed to familiarize students with scholarships, fellowships, fee reimbursements, and other financial aid schemes designed to promote inclusive education and reduce economic barriers. The resource person Ms.Poonam Dessai ,Assistant Manager ,Goa State Minority Finance Department Co-operation ,provided detailed insights into eligibility criteria, application procedures, required documentation, and important deadlines associated with different schemes. Emphasis was laid on both central and state government initiatives, ensuring that students received comprehensive information.

An interactive session formed an integral part of the workshop, where students were encouraged to raise queries and clarify their doubts. Many participants actively engaged in discussions, particularly regarding the application process and challenges faced while availing such benefits. Practical guidance was also offered on how to avoid common errors during application submission and how to track the status of applications online.

The workshop proved to be highly informative and beneficial, empowering students with knowledge that can significantly support their educational journey. It also highlighted the importance of timely application and awareness in maximizing the benefits of available schemes.

Overall, the session was well-received and served as a valuable platform for guiding minority students towards financial independence and academic success. The organizers expressed satisfaction with the enthusiastic participation and emphasized the need for conducting more such awareness programmes in the future.

Participation and Outreach:

The above mentioned workshop was specifically designed to cater to the students belonging to the minority community enrolled at the college .During this academic year only one workshop was successfully organized wherein 53 students belonging to the minority community actively participated.

Way Forward:

The Minority Cell of the college has identified a two pronged approach to enhance the academic and personal development of students belonging to minority communities.

Hence, the Cell plans to increase awareness and access to government schemes, scholarships, and financial assistance available for minority students. Workshops, seminars, and one-on-one counselling sessions will be conducted to ensure that students are well-informed and able to avail themselves of these opportunities without difficulty.

In continuance , the Cell seeks to promote an inclusive and supportive campus environment by organizing sensitization programmes, cultural activities, and peer support groups. These efforts will encourage mutual respect, understanding, and active participation of minority students in all aspects of college life.

Through these focused goals, the Minority Cell aims to empower students, ensure equity, and foster holistic development.

Dr. Sonali Shankhwalker
Convenor, Minority Cell

NATIONAL SOCIAL SERVICE (NSS)

Summary:
The National Service Scheme (NSS) Unit of Vidya Prabodhini College, Porvorim, conducted a wide range of activities during the academic year 2025–26, reflecting its commitment to the motto, "Not Me, But You." The unit actively organized programmes focusing on community service, environmental conservation, health, national integration, and youth development. Major initiatives included campus cleaning drives, International Coastal Cleanup at Candolim, Blood Donation Drive at Raj Bhavan, Purple Fest volunteering, Fire Safety Training, Run for Swadeshi, and the conversion of nearly 100 kg of Dussehra floral waste into organic compost. Volunteers also participated in tree plantation drives under Ek Ped Maa Ke Naam, cloth bag making and distribution, consumer awareness, financial literacy, Har Ghar Tiranga, Nasha Mukt Bharat Abhiyaan, and community awareness campaigns.

A highlight of the year was the 7-Day NSS Special Camp at Thane, Valpoi, where volunteers undertook Shramadan by constructing a pathway to the village deity's temple, participated in adventure activities such as trekking, rock climbing, rappelling, and river crossing, and attended expert sessions on agriculture, wildlife, and rural development. The NSS Unit also brought laurels to the college through participation in national-level camps, with volunteers representing Goa at the National Integration Camps in Pune and Mysore and the Adventure Camp at Manali. These experiences enhanced leadership, discipline, teamwork, and cultural exchange. Through its diverse activities, the NSS Unit significantly contributed to the holistic development of volunteers while strengthening their sense of social responsibility, environmental stewardship, and commitment to nation-building.

Rakhi With Jawan: Rakhi of Respect

Honoring Our Heroes in Uniform at Bambolim Army Camp, Panaji

"Honoring Our Heroes in Uniform" at Bambolim Army Camp, Panaji, was a tribute to the brave soldiers who protect our nation with courage, dedication, and selfless service. Guided by the theme, "To the ones who protect, we tie our respect," the event brought together citizens and military personnel to celebrate the spirit of patriotism and sacrifice. Through meaningful interactions, expressions of gratitude, and symbolic gestures of respect, participants acknowledged the invaluable contributions of our armed forces. The program strengthened the bond between civilians and soldiers, reminding everyone of the commitment and resilience of our heroes in uniform.



International Coastal Clean-Up Drive at Candolim

The International Coastal Cleanup Drive at Candolim brought together volunteers, students, and community members with a shared commitment to protecting our marine environment. The initiative focused on removing litter and plastic waste from the beach, promoting environmental awareness, and encouraging responsible waste disposal practices. Participants worked enthusiastically to make the coastline cleaner and safer for both visitors and marine life.

The drive highlighted the importance of collective action in preserving our natural resources and reducing ocean pollution. Through this meaningful effort, the community demonstrated its dedication to creating a cleaner, greener, and more sustainable future.



Purple Feast Event

As NSS volunteers, we were honored to contribute to Purple Fest, an event celebrating inclusivity, accessibility, and empowerment for persons with disabilities. We actively assisted in organizing activities, guiding participants, managing event logistics, and ensuring a supportive environment for all attendees. Through our service, we promoted the values of equality, respect, and social responsibility. The experience allowed us to interact with diverse individuals, strengthen our teamwork and leadership skills, and gain a deeper understanding of the importance of inclusion. Volunteering at Purple Fest was a rewarding experience that inspired us to continue serving society with dedication and compassion.



Blood Donation Drive

At Raj Bhavan, on the occasion of Goa Liberation Day, a blood donation drive became a truly memorable event. The moment turned especially inspiring when the youngest donor was invited by the Hon'ble Governor, Shri Pusapati Ashok Gajapathi Raju, to lead the initiative. This thoughtful gesture symbolized that leadership is not defined by age or position, but by courage, compassion, and the willingness to serve society. The event encouraged people from all walks of life to come forward and donate blood, reinforcing the values of humanity and selfless service. It was a powerful reminder that every act of kindness has the potential to inspire many others.



Campus Cleaning Drives

Campus cleaning is an important activity that promotes cleanliness, hygiene, and environmental responsibility. As volunteers, we actively participated in cleaning the campus by collecting litter, segregating waste, and spreading awareness about maintaining a clean and green environment. This initiative not only enhanced the beauty of the campus but also encouraged students and staff to adopt sustainable habits in their daily lives. Working together as a team strengthened our sense of responsibility, discipline, and community service. The activity reflected the spirit of the Swachh Bharat Mission, reminding us that a clean

campus is the foundation of a healthy, safe, and inspiring learning environment.



Run For Swadeshi

The Run for Swadeshi was organized to promote the spirit of self-reliance, patriotism, and support for indigenous products. Participants enthusiastically took part in the run, spreading the message of adopting locally made goods and strengthening India's economy through conscious consumer choices. The event highlighted the importance of the *Vocal for Local* initiative and encouraged citizens to contribute to the nation's growth by supporting Indian entrepreneurs and industries. The run fostered unity, fitness, and national pride while inspiring everyone to embrace the values of Swadeshi in their daily lives for a stronger and more self-reliant India.



Making of flower compost

As part of our environmental sustainability initiative, we collected nearly 100 kilograms of flowers used during the Dussehra festival and converted them into organic compost. Instead of allowing the floral waste to end up in landfills or water bodies, the flowers were processed through composting, creating nutrient-rich manure for plants. This eco-friendly practice helped reduce waste, prevent pollution, and promote sustainable waste management. The activity also raised awareness about the importance of recycling biodegradable materials and encouraged community participation in environmental conservation. It demonstrated that even festival waste can be transformed into a valuable resource, contributing to a cleaner and greener future.



Fire Safety Program

The Fire Safety Programme conducted by the Fire Department was an interactive and practical learning session. The NSS volunteers, actively



participated in physical activities, including fire drill exercises, evacuation practice, and demonstrations on the proper use of fire extinguishers. Fire officers guided us through emergency response techniques, rescue methods, and safety precautions to be followed during fire incidents. The hands-on training improved our confidence, teamwork, and ability to respond effectively in emergency situations. The programme provided valuable practical knowledge and emphasized the importance of preparedness, discipline, and quick action in ensuring public safety.

7-Day NSS Special Camp

The 7-Day NSS Special Camp, held from 17th to 23rd November 2025 at Thane, Valpoi, provided an enriching blend of community service, adventure, learning, and personal development for around 90 student volunteers. The camp began each day with yoga and physical exercises, fostering discipline and well-being. Volunteers undertook Shramadan by constructing a pathway and steps leading to the village deity's temple, greatly improving access for devotees. The camp featured expert sessions on wildlife conservation, agriculture, snake awareness, and rural development, along with a visit to a dairy farm (Gaushala). Adventure activities such as trekking, rock climbing, rappelling, and river crossing strengthened confidence, resilience, and teamwork. Evenings were filled with cultural programs, talent competitions, and interactive activities, culminating in a memorable campfire during the valedictory function. The camp successfully instilled leadership, self-reliance, environmental awareness, and a strong commitment to community service among the volunteers.



Participation In National-Level Camps

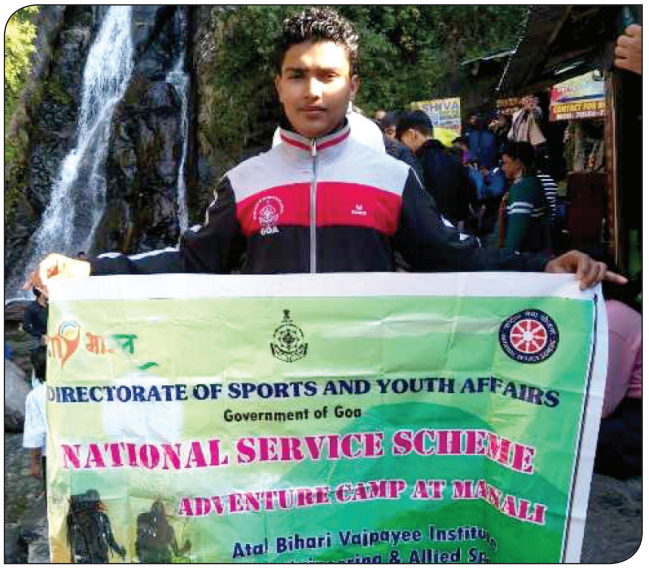
National integration camp held at Savitri Bai Phule, Pune University

Two NSS volunteers from the college had the honour of representing Goa at the National Integration Camp held at Savitribai Phule Pune University. The camp brought together student volunteers from different states and Union Territories, providing a platform to promote national unity, cultural exchange, and mutual understanding. During the camp, the volunteers actively participated in cultural programmes, group discussions, community service activities, and interactive sessions that highlighted India's rich diversity. Their participation enhanced their leadership, communication, and interpersonal skills while fostering a spirit of patriotism, cooperation, and national integration. The students proudly represented both the college and the state of Goa throughout the programme**.** Ms. Nidhi Desai and Ms. Vaibhavi Kankonkar from FoY. B.A.B.Ed were part of the team that represented Goa.



Adventure Camp

The NSS Adventure Camp at Manali was an enriching experience that promoted adventure, discipline, teamwork, and leadership among volunteers. Surrounded by the breathtaking Himalayan landscape, participants took part in various adventure activities that tested their physical endurance and mental strength. The camp encouraged self-confidence, resilience, and the ability to work effectively as a team. Volunteers also interacted with participants from different parts of the country, fostering cultural exchange and national integration. Through challenging outdoor experiences and group activities, the camp instilled the values of courage, responsibility, and service, making it a memorable journey of personal growth and lifelong learning. Mr. Mohammad Zohaib from SYBCom was a part of the team that represented Goa.



National Integration Camp held in Mysore, Karnataka

The Goa State NSS contingent made the state proud at the National Integration Camp held in Mysore, Karnataka, by delivering an outstanding performance among participants from 24 states and universities across the country. The team secured Second Place in Group Singing, Third Place in Extempore Speech, and Third Place in Group Dance, showcasing exceptional talent,



confidence, and teamwork. These achievements reflect the dedication, discipline, and cultural richness of Goa's NSS volunteers. The camp also promoted national integration, unity in diversity, and cultural exchange. Heartiest congratulations to the entire Goa State NSS team for bringing laurels to the state. The following NSS volunteers from TYBABEd were a part of the team that represented Goa,

1. Saundarya Bimrao Desai
2. Amisha Ashok Raul
3. Shraddha Sunil Gawade
4. Neha Ravindra Govekar

Awareness Drives in the local community

As part of the National Service Scheme (NSS) activities, volunteers conducted awareness drives in their local communities on various social and environmental issues. Working in groups, they designed informative posters and used them to educate people on topics such as health, hygiene, environmental conservation, road safety, digital awareness, and responsible citizenship. Each volunteer was required to interact with and create awareness among at least ten members of the community. The initiative encouraged active community participation while enhancing the volunteers' communication, leadership, and teamwork skills. The programme successfully promoted social responsibility and reinforced the importance of informed and responsible civic behaviour among the public.

Consumer Awareness

The National Service Scheme (NSS) organized a Consumer Awareness Programme to educate people about their rights and responsibilities as consumers. The programme focused on the importance of checking product quality, expiry dates, MRP, and asking for proper bills while making purchases. Participants were informed about consumer rights, online shopping safety, and protection against fraud and unfair trade practices. Volunteers also explained how to file complaints through consumer forums and helplines when necessary. The programme encouraged everyone to become responsible consumers by making informed decisions and spreading awareness in the community, reflecting the NSS motto, "Not Me, But You."



Har Ghar Tiranga

The Har Ghar Tiranga campaign was organized to encourage citizens to proudly hoist the National Flag and strengthen the spirit of patriotism and national unity. The NSS volunteers, actively participated in awareness drives, rallies, and flag distribution programmes, motivating people to display the Tiranga at their homes and institutions. The campaign highlighted the importance of respecting the National Flag and understanding the values of freedom, unity, and sacrifice. Through this initiative, we inspired the community to celebrate the nation's heritage with pride and reaffirm their commitment to building a strong, united, and responsible India.



Nasha Mukt Bharat Abhiyaan

The Nasha Mukt Bharat Abhiyan is a nationwide campaign aimed at creating awareness about the harmful effects of drug and substance abuse. The NSS volunteers, actively participated in awareness rallies, poster-making, street plays, and public interaction programs to educate people, especially youth, about leading a healthy and addiction-free life. The campaign emphasized the importance of self-discipline, mental well-being, and community support in preventing substance abuse. Through this initiative, we encouraged individuals to make informed choices and contribute towards building a healthier, safer, and drug-free society.



Financial Literacy Drive

Financial literacy is the ability to understand and effectively manage personal finances. The NSS volunteers, participated in a financial literacy

awareness programme to educate people about budgeting, saving, responsible borrowing, digital banking, and investment options. The session also highlighted the importance of financial planning, avoiding fraud, and making informed financial decisions. Through interactive activities and awareness campaigns, we encouraged students and community members to develop healthy financial habits for a secure future. The programme enhanced our understanding of financial management and inspired us to spread awareness about the importance of financial literacy in everyday life.



Ek Pedh maa Ke naam

The Ek Ped Maa Ke Naam campaign promotes environmental conservation by encouraging every individual to plant a tree in honour of their mother. The NSS volunteers, actively participated in the plantation drive by planting saplings and spreading awareness about the importance of trees in maintaining ecological balance. The programme emphasized the values of love, gratitude, and responsibility towards both our mothers and Mother Earth. This initiative, inspired students and community members to care for the planted saplings and contribute to a greener, cleaner, and more sustainable environment for future generations.



Cloth bag making

As part of our NSS activities, Cloth Bag Making and Distribution programme was organized to promote environmental sustainability and reduce the use of single-use plastic bags. Volunteers prepared reusable cloth bags using eco-friendly materials and distributed them to local residents, shopkeepers, and market vendors. During the programme, we created awareness about the harmful effects of plastic pollution and encouraged people to adopt reusable alternatives. This initiative promoted responsible environmental practices, strengthened community participation, and inspired citizens to contribute towards a cleaner, greener, and plastic-free society through small but meaningful actions.

Dr. Varsha Ingalhali
Convenor, NSS

NATIONAL TASK FORCE FOR SUICIDE PREVENTION

Introduction:

The Government of India, through the Ministry of Education (India), Department of Higher Education, New Delhi, in compliance with directions of the Supreme Court of India, has constituted a National Task Force to address the growing mental health concerns of students and to prevent incidents of suicide in higher education institutions. Chaired by a distinguished judicial authority, the Task Force reflects a collective commitment to ensuring the well-being, safety, and holistic development of students across the country.Besides an action taken report on the same has to be furnished on monthly basis to the above mentioned office.

Objectives of the National task force for Suicide Prevention

1. To assess the mental health challenges faced by students, recommend preventive and remedial measures, and promote awareness and sensitization within institutions.

2. To develop comprehensive guidelines for support systems, strengthen counselling mechanisms, and foster a safe, inclusive, and supportive academic environment that prioritizes students' emotional and psychological well-being'

Activities Conducted:

Vidya Prabodhini College of Commerce, Education, Computer and Management organised an enriching workshop on "Emotional First Aid" on 20 January 2026 for the students of Fourth Year B.A. B.Ed. The workshop aimed to sensitise future educators towards the importance of emotional well-being and equip them with practical strategies to manage emotional challenges in both personal and professional contexts.

The programme commenced with a warm welcome address by the Vice Principal, Dr. Ujwala Hanjunkar, who emphasised the growing significance of mental and emotional health in today's fast-paced world. The resource person, Dr. Vithoba Laxminarayan Mhalkar, Assistant Professor at the Institute of Psychiatry and Human Behaviour, Bambolim, conducted the session in an engaging and interactive manner. His use of humour and relatable examples created a comfortable environment, encouraging active student participation.

A major highlight of the workshop was a practical activity where students listed and prioritised ten important aspects of their lives. This exercise promoted self-reflection and helped participants understand the role of priorities in maintaining emotional balance.the workshop witnessed the participation of 62 students and proved to be a meaningful and insightful learning experience.

The workshop proved to be highly informative and beneficial, empowering students with knowledge that can significantly support their educational journey. It also highlighted the importance of timely application and awareness in maximizing the benefits of available schemes.

Participation and Outreach:

The workshop saw active participation from 62 Fourth Year B.A. B.Ed students, reflecting keen interest in emotional well-being. The programme promoted engagement, self-reflection, and practical learning. Its outreach extended beyond the session, as students are likely to apply and share these insights, fostering emotional awareness within the wider educational community.

Way Forward:

- Organise regular workshops and follow-up sessions on emotional well-being, stress management, and resilience building

to ensure continuous learning and reinforcement of concepts among students.

- Establish a peer support or mentoring system within the institution, enabling students to share concerns, offer emotional support, and create a safe and empathetic campus environment.
- Collaborate with mental health professionals and institutions to provide counselling services, awareness programmes, and resource materials, thereby strengthening the overall emotional support framework for students.

Dr. Sonali Shankhwalker
Nodal Officer, National Task Force for Suicide Prevention

NIRF COMMITTEE

Introduction

The National Institutional Ranking Framework (NIRF) is India's official annual ranking system, launched by the Ministry of Education in 2015. It evaluates and ranks higher education institutions across multiple categories using parameters like teaching quality, research, placements, outreach, and peer perception to provide transparent, data-driven comparisons.

The institute data for NIRF **"2026"** has been successfully compiled and submitted by the designated committee members. A digital version of the finalized report has also been uploaded to the official college website for public access and reference.

Additional Details:

1. The committee ensured accuracy and completeness of all data as per NIRF guidelines.
2. Multiple internal reviews were conducted before final submission to maintain data integrity.
3. The report highlights key academic, administrative, and infrastructural developments of the college.
4. Stakeholders are encouraged to visit the website and review the report for transparency and institutional progress.
5. The college appreciates the efforts of all departments for their timely cooperation in furnishing the necessary information.

Dr. Nitesh Naik,
Convenor,
NIRF Committee

NISARG CLUB

Introduction

The Nisarg Club of Vidya Prabodhini College of Commerce, Education, Computer and Management is committed to promoting environmental awareness, biodiversity conservation, and sustainable development among students through experiential learning and community engagement. The club organises extension activities, seminars, workshops, and conservation initiatives in collaboration with government agencies and NGOs, encouraging students to become environmentally responsible citizens while contributing to the Sustainable Development Goals (SDGs).

Major Activities / Initiatives

During the academic year 2025–26, the Nisarg Club organised three major activities: World Environment Day (5 June 2025) with a tree plantation and cleanliness drive in collaboration with Dhavrukh NGO under the theme #BeatPlasticPollution; the Seminar on Conserving Coastal Biodiversity: Turtle & Bird Protection (3 February 2026) at Morjim with the Goa Forest Department and Goa State Biodiversity Board; and the Eco-Rang: Creating Colours from Nature workshop (17 February 2026) in association with the Institution's Innovation Council. These activities promoted experiential learning, biodiversity conservation, sustainable practices and SDGs 4, 12, 13, 14, 15 and 17.

Participation & Outreach

The club collaborated with the Goa Forest Department, Goa State Biodiversity Board, Dhavrukh NGO and the Institution's Innovation Council. Students actively participated in community outreach, biodiversity conservation, environmental awareness programmes and skill-based sustainability activities.

Quantitative Overview

During the academic year, the Nisarg Club organised three major activities with participation exceeding 220 students and stakeholders through seminars, workshops and extension programmes.

Conclusion / Way Forward

The Nisarg Club will continue to strengthen environmental education through innovative activities, biodiversity conservation projects, community engagement and interdisciplinary collaborations, creating greater opportunities for experiential learning aligned with the Sustainable Development Goals.

Dr. Uddhav Pol
Convenor, Nisarg Club

PARENT-TEACHER ASSOCIATION (PTA)

Introduction:

The Parent-Teacher Association (PTA) serves as an important body of the institution, playing a vital role in shaping its direction and ensuring a supportive environment for all students. The committee is led by Ms. Yogita Chodankar as the Convenor, with Dr. Varsha Inganhalli serving as a dedicated committee member. Throughout the academic year, the association has remained committed to the holistic development of the college and the welfare of its student body.

Administrative Meetings:

To ensure effective communication and problem-solving, the PTA held several critical administrative meetings:

Working Committee Meetings: Two primary sessions were conducted, the first on July 30, 2025, and the second on September 29, 2025. These meetings focused on identifying various challenges faced by students and practical solutions to address them.

Annual General Body Meeting : The AGM was held on August 23, 2025. Following the completion of the previous committee's tenure, a new leadership team was appointed to guide the association's future initiatives.

The New PTA Executive Committee The newly appointed committee members for the upcoming term are as follows:

- President: Mr. Nitin Naik
- Vice President: Mrs. Sheetal Salgaonkar
- Secretary: Mr. Rahul Gawas
- Joint Secretary: Ms. Yogita Gauns
- Treasurer: Dr. Shamal Dessai
- Joint Treasurer: Dr. Sonali Shankwalkar

Initiative

One of the most important initiatives undertaken by the PTA this year was a specialized session conducted by Dr. Mrunal Sahastrabhojane. Addressing a large gathering of parents, Dr. Sahastrabhojane provided expert guidance on the challenges of adolescence. The session offered valuable parenting tips specifically focused on handling the mental and emotional issues of young adults, empowering parents to better support their children during these formative years. This program has been one of the best initiatives taken by the PTA.

Conclusion - The PTA continues to be a driving force in the college's progress. By actively participating in various activities and contributing to institutional development, the members ensure that the bridge between home and college remains strong, ultimately benefiting the entire academic community

Ms. Yogita Chodankar
Convenor, PTA

PERSONS WITH DISABILITY (PwD) CELL

Introduction

The Persons with Disabilities (PwD) Cell in the college is established to ensure an inclusive, accessible, and supportive learning environment for students with disabilities. In alignment with national policies and the principles of equal opportunity, the Cell works towards removing physical, academic, and social barriers that may hinder the full participation of students with disabilities. It strives to promote dignity, independence, and equal access to all facilities and opportunities within the institution.

Objectives:

1. To ensure accessibility: Facilitate barrier-free access to infrastructure, learning resources, and assistive technologies for students with disabilities.

2. To provide academic and emotional support: Organize mentoring, counselling, and academic assistance programmes to help students succeed in their educational journey.

3. To promote awareness and inclusion: Conduct sensitization programmes, workshops, and activities to foster an inclusive and respectful campus environment.

Activities Conducted

A workshop titled "Accessibility Today, Inclusion Tomorrow" was organized by the PwD Cell on 15th July 2025 in the College Board Room, with 50 students actively participating. Conducted by the Department for Empowerment of Persons with Disabilities, Goa, in collaboration with the Association of People with Disabilities, Bangalore, the programme aimed to sensitize students to the needs, rights, and challenges of persons with disabilities while promoting inclusive practices.

The workshop combined theoretical knowledge with practical exposure. The theoretical sessions introduced students to concepts of accessibility, inclusive education, and the legal frameworks supporting disability rights. Emphasis was placed on empathy, equal opportunities, and the importance of creating barrier-free environments. The practical segment involved experiential activities that simulated challenges faced by persons with disabilities, enabling students to better understand accessibility barriers and explore possible solutions.

The programme also trained students in conducting accessibility audits of public spaces using the Sugamya App. Each participant was required to audit five public places, after which certificates would be awarded.

In addition, Fo.Y.B.A.B.Ed students visited the National Association for the Blind (NAB), St. Cruz, on 31st January 2026. The visit aimed to sensitize future educators to the experiences of visually impaired individuals. Students observed assistive technologies, Braille resources, and specialized teaching methods such as tactile and audio-based learning. An interaction with the residents highlighted their resilience and talents, leaving a lasting impact.

Overall, the workshop and the visit were enriching experiences that enhanced awareness, fostered empathy, and reinforced the importance of inclusive education and social responsibility among student-teachers.

Participation and Outreach

The two programmes organized by the PwD Cell demonstrated effective participation and meaningful outreach. The workshop "Accessibility Today, Inclusion Tomorrow" engaged 50 students, promoting awareness of accessibility

and inclusion through interactive sessions and practical activities. Its outreach extended beyond the classroom as students conducted accessibility audits of public spaces using the Sugamya App. Additionally, the educational visit to the National Association for the Blind (NAB), St. Cruz, provided 27 Fo.Y.B.A.B.Ed students with direct exposure to the lived experiences of visually impaired individuals. Together, these initiatives fostered empathy, practical understanding, and a sense of social responsibility among future educators.

Way Forward

The PwD Cell has outlined several future plans to strengthen inclusion and accessibility within the college:

1. Enhancing campus accessibility: The Cell aims to work towards creating a barrier-free campus by improving infrastructure such as ramps, accessible washrooms, signage, and assistive technologies.

2. Capacity building and training: Regular workshops, sensitization programmes, and training sessions will be organized for students and staff to promote inclusive practices and better understanding of disability-related needs.

3. Strengthening support services: The Cell plans to provide enhanced academic support, counselling, and guidance, along with facilitating access to scholarships, assistive devices, and career opportunities for students with disabilities.

Dr. Sonali Shankhwalker
Nodal Officer, Persons with Disabilities (PwD) Cell

PRADHAN MANTRI UCHCHATAR SHIKSHA ABHIYAN (PM-USHA)

A Landmark Achievement under PM-USHA

Vidya Prabodhini College has achieved a remarkable milestone by becoming the only higher education institution in Goa to receive financial assistance under the Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) Scheme 3.0 (2024). Under the Grants to Strengthen Colleges (GSC) component, the institution has been sanctioned Rs. 5 Crore by the Government of India.

This prestigious recognition reflects the institution's sustained commitment to academic excellence, quality enhancement, innovation, and infrastructure development. The grant serves as a catalyst for transforming the college into a modern, technology-enabled, student-centric institution aligned with the objectives of the National Education Policy (NEP) 2020.

About PM-USHA

The Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) is a flagship initiative of the Government of India aimed at strengthening the quality, accessibility, equity, and excellence of higher education institutions across the country. The scheme focuses on:

- Strengthening institutional infrastructure.
- Modernizing teaching-learning resources.
- Promoting research and innovation.
- Enhancing employability and skill development.
- Improving digital and technological capabilities.
- Creating inclusive and accessible educational environments.

Through financial assistance, PM-USHA enables institutions to build world-class academic ecosystems that nurture innovation, creativity, and holistic student development.

The PM-USHA Journey: From Vision to Reality

The journey towards securing the PM-USHA grant began when the college received an invitation from the PM-USHA Office to submit a project proposal under the scheme. Recognizing the significance of this opportunity, the institution constituted a dedicated PM-USHA Committee under the leadership of Principal Prof. Bhushan V. Bhave, with Ms. Deeksha Naik Talaulikar serving as the Convenor.

The committee worked diligently in consultation with the college management, faculty members, technical experts, and various stakeholders to prepare a comprehensive project proposal that aligned with the objectives and guidelines of PM-USHA.

After months of meticulous planning, data collection, consultations, and multiple revisions, the proposal was submitted on 2nd November 2023. Following a rigorous evaluation process by the competent authorities, the proposal was approved, making Vidya Prabodhini College the sole beneficiary institution from Goa under PM-USHA Scheme 3.0.

Subsequently, the college prepared a detailed Action Plan, Expenditure Plan, and Detailed Project Report (DPR) covering all proposed developmental activities. The DPR included architectural drawings, project estimates, implementation timelines, procurement strategies, and financial planning.

The project was broadly structured into four components:

1. Infrastructure Construction
2. Infrastructure Renovation
3. Infrastructure Procurement

4. Soft Components (Skill Development, Digital Learning and Capacity Building)

The planning process involved extensive deliberations with architects, engineers, contractors, consultants, and various institutional stakeholders before the proposal was finalized and uploaded to the PM-USHA portal.

Major Developmental Projects under PM-USHA

The sanctioned grant has enabled the college to undertake several transformational initiatives aimed at creating a modern and inclusive campus. Major projects include:

Infrastructure Construction

- Construction of a state-of-the-art Multipurpose Hall.

Infrastructure Renovation

- Renovation and modernization of the College Library.
- Renovation of the College Canteen.
- Upgradation of classrooms.
- Renovation of examination facilities.
- Modernization of electrical installations.
- Upgradation of boys' and girls' washrooms.
- Development of Divyangjan-friendly infrastructure.
- Strengthening of fire safety infrastructure.

Infrastructure Procurement

- Smart Boards in classrooms.
- Audio-Visual teaching aids.
- Language Laboratory.
- Advanced furniture for classrooms, library, examination room and administrative sections.
- Photocopier (Xerox Machine).
- IT infrastructure enhancement.

Digital Learning Resources

The college has strengthened its digital academic ecosystem through the procurement of premium academic software and Artificial Intelligence tools, including:

- Paperpal
- Gemini Advanced (Pro)
- Jenni AI
- Perplexity AI

These resources provide faculty and students with advanced research support, academic writing assistance, and AI-enabled learning opportunities.

Soft Components

In alignment with NEP 2020, the college has organized various Skill Development Programmes, workshops, and capacity-building initiatives aimed at enhancing students' employability, digital competencies, communication skills, and overall professional development.

Financial Progress and Implementation

The implementation of the PM-USHA project commenced through a transparent Government e-Procurement (e-Tendering) process in accordance with Government norms and PM-USHA guidelines. Competitive bidding procedures were followed to ensure transparency, accountability, and quality in the execution of every project.

As of April 2026, the college has successfully utilized approximately around Rs. 1.70 Crore towards infrastructure renovation, procurement of advanced academic resources, digital learning facilities, accessibility initiatives, and campus modernization.

The remaining sanctioned works are currently in progress and are being executed in a phased manner as per the approved implementation schedule.

Impact of PM-USHA on Institutional Development

The PM-USHA grant has significantly accelerated the institution's journey towards academic

excellence by:

- Modernizing physical and digital infrastructure.
- Enhancing the quality of teaching-learning processes.
- Promoting technology-enabled education.
- Strengthening research and innovation.
- Improving accessibility and inclusivity.
- Creating a safer and student-friendly campus.
- Supporting multidisciplinary and skill-based education.
- Aligning institutional development with the objectives of the National Education Policy (NEP) 2020.

Looking Ahead

The PM-USHA initiative represents a transformative chapter in the history of Vidya Prabodhini College. The institution remains committed to the timely completion of all sanctioned projects while ensuring the highest standards of quality, transparency, and accountability.

Through this prestigious Government of India initiative, the college envisions creating a vibrant academic ecosystem that fosters innovation, research, critical thinking, entrepreneurship, and holistic student development. The successful implementation of PM-USHA will further strengthen Vidya Prabodhini College's position as a centre of excellence in higher education and reinforce its commitment to nurturing socially responsible, technologically competent, and globally competitive graduates.

Ms. Deeksha Naik Talaulikar
CNO, Convenor
PM-USHA

RED RIBBON CLUB

The Red Ribbon Club (RRC) of the college has remained steadfast in its mission to spread vital awareness regarding HIV/AIDS prevention and education throughout the 2025-2026 academic year. Under the leadership of Convenor Ms. Yogita Chodankar and supported by member Mr. Swapnil Gaonkar, the club has worked with students to achieve its goals. All activities were conducted following the norms and guidance of the Goa State AIDS Control Society (GSACS), ensuring that the message reached the youth in an impactful manner.

Dynamic Awareness Strategies

To engage the student, the RRC have organised a various educational and creative programmes, these included Guest lectures, poster-making competitions, rallies, and street plays. A standout feature of this year's campaign was the use of the Flash Mob - a dynamic combination of dance and drama to capture public attention and deliver messages in a contemporary format. The club members performed these Flash Mobs first for their fellow college students before taking the performance to various public locations across the state.

Extensive Outreach Across Goa

Recognizing that awareness should not be confined to the college campus, the RRC expanded its reach to schools and public hubs throughout Goa. The campaign's geographic spread was extensive:

South Goa and Quepem: Awareness programs were conducted at CTN Higher Secondary School (Curchorem), Government High Schools in Ambaulim and Bali, and Holy Cross School in Quepem.

Margao and Vasco: The team, reached major institutions such as Bhatikar Model High School, Shree Damodar Vidyalaya, and Mahila & Nutan English High School. Public outreach was intensified at the Margao Bus Stand, the Vasco Railway Station, and schools in the Bogda and Sancoale areas.

North Goa and Pernem: The club's efforts reached as far as Ganpat Parsekar College of Education in Harmal, SSA Government College, Pernem, Mandre College, and the Mandrem Village Panchayat. Further sessions were held at Dnyanprasarak Mandal's College, Sridora Caculo College, and the busy Mapusa Bus Stand.

Porvorim: The campaign also focused on community health centers, visiting the Primary Health Center in Porvorim and Kavlekar Market to ensure local residents were informed.

Under the dedicated leadership and guidance of Ms. Yogita Chodankar, Mr. Swapnil Gaonkar, Mr. Akash Jalmi, and Ms. Mansi Shetmandrekar, a group of 78 students from the college successfully executed a statewide awareness initiative. This campaign featured a Flash Mob—a creative blend of dance and drama—which was choreographed by Mr. Saiesh Parab and performed at 28 strategic locations across Goa. The outreach covered a wide range of venues, to effectively spread vital information regarding HIV/AIDS prevention.

Achievements and Participation

The RRC's commitment was further evidenced by its participation in state-level events. On August 24, 2025, Mr. Ashok Chavan and Ms. Riya Folkar represented the college in the Red Run 2025, an event organized by GSACS. Additionally, Mr. Ashay Naik, a Lab Assistant, secured second place in the Red Walk 2025, a competition organized for the general public.

By traversing the state from railway stations to village panchayats, the Red Ribbon Club has successfully blanketed Goa with a message of prevention, compassion, and responsibility. This year's comprehensive campaign underscores the club's vital role in fostering an informed and healthy future for the youth of the region.

Ms. Yogita Chodankar
Convenor, Red Ribbon Club

RESEARCH & DEVELOPMENT CELL

Introduction

The Research & Development Cell of Vidya Prabodhini College of Commerce, Education, Computer and Management plays a pivotal role in nurturing a vibrant research culture within the institution. The Cell is committed to promoting innovation, scientific inquiry, critical thinking, and academic excellence by providing students and faculty with opportunities to engage in meaningful research activities. Through workshops, seminars, certificate courses, expert lectures, and collaborative programmes with universities, research organisations, and government agencies, the Cell aims to strengthen research aptitude, enhance academic writing skills, encourage interdisciplinary learning, and promote ethical research practices. The initiatives of the Cell are aligned with the objectives of the National Education Policy (NEP) 2020 and contribute towards developing competent researchers capable of addressing contemporary academic and societal challenges.

Major Activities / Initiatives

During the academic year 2025–26, the Research & Development Cell organised a diverse range of research-oriented programmes designed to strengthen the research capabilities of students and create awareness about contemporary research practices. The flagship **PRAYoG Workshop on "Research Methodology & Literature Search – I"**, organised in collaboration with the Research Development & Innovation (RDI), Directorate of Higher Education, Government of Goa, introduced undergraduate students to the fundamentals of research methodology, literature review, scholarly databases, research ethics, and academic writing.

To further strengthen research competencies, the Cell organised a **Seminar on "Basics of Questionnaire Designing"**, enabling students to understand the principles of developing reliable research instruments and collecting quality data for project work. The Cell also conducted a **Workshop on Quantitative Data Analysis**, where participants received practical training in the application of statistical tools and Microsoft Excel for analysing and interpreting research data.

Recognising the importance of scientific communication and academic integrity, the Cell organised a **Project Report Writing Workshop** for final-year students, focusing on research design, report preparation, plagiarism awareness, referencing techniques, and ethical research practices. Another significant initiative was **Vidnyan Dhara 2026** on *"The Role of Microbial Knowledge in Shaping Society through Indian Knowledge System"*, organised in collaboration with the Goa State Higher Education Council (GSHEC) and the Directorate of Higher Education. The programme encouraged interdisciplinary learning by exploring the relationship between traditional Indian knowledge systems and modern microbiological research.

A major highlight of the year was the one-week Winter School titled **"Ideas to Report: A Beginner's Guide to Research"**, organised in association with the Goa State Research Foundation (GSRF). The certificate course introduced higher secondary students to the complete research process, including research methodology, literature review, questionnaire designing, sampling techniques, data analysis, report writing, plagiarism awareness, and presentation of research findings. The programme successfully nurtured curiosity, analytical thinking, and scientific temper among young learners while encouraging them to view research as a systematic process of knowledge creation.

Collectively, these initiatives strengthened students' competencies in research methodology, academic writing, data analysis, scientific communication,

ethical research practices, and interdisciplinary inquiry, while contributing towards Sustainable Development Goals (SDGs) 4 (Quality Education), 9 (Industry, Innovation and Infrastructure), 16 (Peace, Justice and Strong Institutions), and 17 (Partnerships for the Goals).

Participation & Outreach

The Research & Development Cell actively collaborated with the Directorate of Higher Education (DHE), Research Development & Innovation (RDI), Goa State Higher Education Council (GSHEC), Goa State Research Foundation (GSRF), Goa University, and faculty members from reputed higher educational institutions. These collaborations enabled students to interact with experienced academicians, researchers, and subject experts, thereby enriching their academic experience.

The programmes witnessed enthusiastic participation from undergraduate students across Commerce, Education, Humanities, and allied disciplines, in addition to higher secondary students participating in the Winter School. Through these initiatives, the Cell promoted interdisciplinary collaboration, research networking, experiential learning, and the exchange of knowledge, thereby strengthening the institution's research ecosystem and outreach activities.

Quantitative Overview

During the academic year 2025–26, the Research & Development Cell successfully organised **six major academic programmes**, comprising workshops, seminars, expert lectures, and a one-week certificate course. These initiatives collectively benefited **over 400 undergraduate students, higher secondary students, faculty members, and other stakeholders**, providing structured training in research methodology, literature review, questionnaire designing, quantitative data analysis, project report writing, academic ethics, and scientific communication. The programmes significantly enhanced students' research aptitude while encouraging innovation, critical thinking, and evidence-based learning.

Conclusion / Way Forward

The Research & Development Cell continues to play a significant role in developing a research-oriented academic environment by promoting quality research, innovation, and interdisciplinary collaboration. Building upon the achievements of the current academic year, the Cell aims to organise advanced workshops on research methodology, data analytics, publication ethics, intellectual property rights, and research writing. It also seeks to strengthen collaborations with universities, research organisations, industry partners, and government agencies to provide greater opportunities for student and faculty research.

The Cell remains committed to encouraging student publications, conference presentations, funded research projects, innovation initiatives, and community-based research that addresses local and global challenges. Through sustained academic engagement and collaborative partnerships, the Research & Development Cell aspires to nurture competent, ethical, and socially responsible researchers who will contribute meaningfully to knowledge creation, sustainable development, and nation-building.

Dr. Varsha Ingalhali
Convenor, Research & Development Cell

SC/ST CELL

Introduction

The SC/ST Cell of the institution is established to safeguard the interests of students belonging to Scheduled Castes (SC) and Scheduled Tribes (ST) categories and to ensure equal opportunities in academic and institutional development. The Cell works towards creating an inclusive and supportive environment by addressing student concerns, promoting awareness of welfare measures, and facilitating access to various government schemes and scholarships. The Cell also aims to strengthen social justice, educational empowerment, and student welfare within the campus.

Objectives:

1. To ensure equal educational opportunities and welfare support for SC/ST students.
2. To create awareness regarding scholarships, government schemes, and student support services.
3. To address grievances, if any, and promote a discrimination-free campus environment.
4. To encourage academic progress, confidence, and holistic development of SC/ST students.

Major Activities / Initiatives

The SC/ST Cell regularly communicated and shared information regarding various Central and State Government scholarships available for SC/ST students during the academic year. Students were guided regarding eligibility criteria, required documents, application procedures, and deadlines for scholarship submission.

The Cell remained approachable for students requiring guidance related to academic support, student welfare, and other assistance concerning reserved category benefits.

Quantitative Overview

During the academic year, the SC/ST Cell disseminated information regarding multiple scholarship schemes and support measures, benefiting eligible students from SC/ST categories.

Conclusion / Way Forward

The SC/ST Cell aims to strengthen awareness programmes, provide timely guidance on scholarships, and continue creating an inclusive academic environment. Future efforts will focus on enhancing student support services, mentoring, and academic empowerment of SC/ST students.

Highlight of the Year

Timely dissemination of scholarship information and guidance enabled eligible students to avail educational support schemes successfully.

Mr. Darshan Gaonkar
Convenor, SC/ST Cell

SCHOLARSHIP & FREE SHIP COMMITTEE

Introduction

The Scholarship Committee at **Vidhya Prabodhini College of Commerce, Education, Computer and Management** remains committed in its mission to ensure that financial constraints do not hinder the academic aspirations of our students. The committee functions as a vital bridge between various government bodies, private supporters, and the student community. Our primary objective is the efficient implementation of diverse financial aid schemes, ensuring that every eligible student from marginalized or economically weaker sections can access the support they are entitled to.

Major Activities / Initiatives

Throughout the academic year 2025-26, the committee maintained a continuous cycle of monitoring and verification to ensure seamless scholarship processing. Key activities included:

- Digital Interface Management: The committee facilitated the registration and verification process on the National Scholarship Portal (NSP 2.0) and the Goa Scholarship Portal, providing technical guidance to students for both Fresh and Renewal applications.

- Administrative Coordination: Significant effort was dedicated to resolving administrative hurdles, including the follow-up for the 12A renewal certificate to release pending scholarship funds totalling Rs. 1.08 lakhs.

- Application Verification Drives: Rigorous internal follow-ups were conducted to minimize "defective" applications. For instance, in the NSP Fresh category, the committee actively worked to rectify issues for students to ensure their files moved to the District Nodal Officer for final verification.

- Liaison with Directorates: Continuous coordination with the Directorate of Social Welfare and the Directorate of Tribal Welfare ensured that applications for schemes like the Gagan Bharari Shiksha Yojana and Merit-Based Scholarships reached the "With Directorate" status for final disbursement.

Participation & Outreach

The committee extended its outreach beyond simple form-filling. We organized interactive sessions to explain the nuances of different schemes. Furthermore, the committee collaborated with administrative staff to streamline the collection of required certificates, ensuring that deadlines.

A two-day scholarship awareness workshop titled **"Know Your Scholarship (KYS) 2.0"** on July 16 and 17, 2025, was organised in the college board room. Primarily aimed at first-year students, the initiative was designed to increase student participation in various central and state government scholarship schemes by simplifying the often-complex application process. Resource persons Diksha Nayak Talavlikar and Rohit Pilarnkar provided hands-on guidance on navigating the National Scholarship Portal (NSP) and the Chief Minister's Scholarship Portal, detailing specific eligibility criteria, essential documentation, and the Aadhaar-based OTP authentication process. Coordinated by Shri. Sunny Pandhre, the workshop empowered students to independently identify and apply for financial aid suited to their academic profiles and social categories, fostering a culture of self-reliance and academic support.

Achievements & Highlights

The year was marked by several successful funding sanctions and high verification rates:

- State Fee Waiver Success: A major milestone was the administrative approval

and expenditure sanction of Rs. 2,64,500 specifically for our institution under the Fee Waiver Scheme for SC/ST students, benefiting 48 students for the previous academic cycle.

- NSP Efficiency: We achieved "Final Verified" or "Sent to PFMS" status for the vast majority of our 55 NSP applicants, ensuring that funds for the Centrally Sponsored Post Matric and Central Sector schemes are prepared for disbursement.

- Private Scholarship Integration: The committee successfully partnered with Blue cross, securing financial aid for 18 B. Com students across different year levels.

Quantitative Overview

The following table provides a summary of the scholarship landscape for the academic year:

Name of the Scheme / Agency	Number of Beneficiaries / Applications	Current Status
National Scholarship Portal (Fresh)	31	Verified / Processed
National Scholarship Portal (Renewal)	24	Verified / Sent to PFMS
State Fee Waiver (SC/ST Students)	48	Sanctioned / Released
Merit-Based (Tribal Welfare)	08	With Directorate
Gagan Bharari Shiksha Yojana	30	With Directorate
BlueCross Scholarship (Private)	18	Selected
Total	159	

Source: Website and files records as on 30th April, 2026.

Conclusion

Looking ahead, the Scholarship Committee aims to achieve **100% digital literacy** among students regarding scholarship portals to reduce technical errors during the application phase. Our vision is to expand our network of private donors to create a "Safety Net Fund" for students who may fall outside government eligibility criteria but require urgent financial assistance. By streamlining our internal verification protocols, we remain committed to being a hallmark of administrative efficiency and student welfare.

Mr. Sunny Pandhre,
Convenor, Scholarship & Free Ship Committee

STAFF GUILD

Introduction

The Staff Guild serves as the central coordinating body for the teaching and administrative staff of Vidya Prabodhini College. Its primary objective is to facilitate structured communication between the faculty and the college administration to ensure the smooth execution of academic and institutional policies. During the 2025-26 academic year, the Guild focused on, monitoring student progression, and fostering a collaborative environment for faculty development and institutional growth.

Major Activities / Initiatives

The Staff Guild arranged a series of comprehensive faculty meetings to manage the college's diverse academic portfolio. A major highlight included an interactive session held on April 24, 2026, where the staff gathered in the Board Room to discuss the academic residency of the Principal at MGAHV, Wardha. This session allowed for a professional exchange of insights regarding research-based works on Goa's liberation struggle.

Participation & Outreach

The Guild maintained strong internal collaborations by involving administrative representatives in key decision-making meetings It also facilitated inter-departmental cooperation for specialized programs like the Integrated Teacher Education Program (ITEP) and PM-USHA initiatives.

Quantitative Overview

During the academic year, the Staff Guild organized six scheduled faculty meetings and one special interactive academic session, ensuring 100% reporting from all departmental heads and committee convenors.

Conclusion / Way Forward

The Staff Guild aims to further digitize its reporting mechanisms. The Guild remains committed to fostering an environment of academic excellence and professional accountability.

Mr. Sunny Pandhre,
Secretary, Staff Guild.

STUDENT COUNCIL

Introduction

The Students' Council Committee plays a vital role in fostering a vibrant, inclusive, and participatory campus environment. It acts as a bridge between the student body and the college administration, representing students' voices, organizing co-curricular and extracurricular activities, and contributing to the overall development of the institution.

Focus area

To empower students by nurturing leadership, encouraging active participation, and creating a platform that fosters holistic development while strengthening the connection between students and the institution.

Major Activities Conducted

1. The Election of the Student Council was conducted on 14th August 2025 on the college campus as a democratic and participatory activity. This initiative provided students with an opportunity to engage in the electoral process, fostering leadership, responsibility, and decision-making skills. The key outcome was the formation of a representative student body, reflecting the voices of the students.

2. The Inauguration of the Student Council

was held on 24th September 2025, marking the formal beginning of the council's functioning. The ceremony included badge distribution and an oath-taking, with Mr. Shrikant Ughade, Engineer at ATI ONGC Betul Goa, as the guest. The event instilled a sense of responsibility and commitment among the elected members.

3. The Ghumat Aarti Interclass Competition was organized on 25th August 2025 as a cultural activity celebrating Goan heritage. Students enthusiastically participated, showcasing traditional art forms, and Mr. Sindhuraj Kamat graced the occasion for prize distribution. The event promoted cultural awareness and teamwork among students. It aligns with SDG 11 (Sustainable Cities and Communities) by preserving cultural heritage and supports NAAC criteria on extracurricular engagement.

4. The Navrang Interclass Garba Dandiya Competition was held on 26th September 2025 in the college hall as part of Navratri celebrations. The event created a festive and inclusive environment, encouraging students to actively participate and celebrate cultural diversity. The key outcome was enhanced student bonding and appreciation of traditional practices.

5. The Srujanutsav Interclass Cultural Fest was organized on 22nd and 23rd December 2025 in the Swami Vivekanand Hall, with Dr. Pravin Goankar as the inaugural guest. The fest included a variety of on-stage and off-stage events, providing students a platform to showcase their talents. The key outcome was the holistic development of students through creative expression and participation. It aligns with SDG 4 (Quality Education) and NAAC criteria focusing on student development and co-curricular activities.

6. The Intercollegiate Folk Unplugged Competition was conducted on 14th March 2026 in the Swami Vivekanand Hall, with Mr. Akshay Naik as the chief guest. The event brought together participants from different colleges, promoting cultural exchange and musical talent. The outcome included enhanced intercollegiate collaboration and appreciation of folk traditions.

7. The Dikshant Samaroh (Farewell and Prize Distribution Ceremony) was held on 30th March 2026, with Dr. Sneha Bhagwat as the chief guest. The event marked a formal farewell for TYBCom and FOYBABEd students while also recognizing academic and co-curricular achievers. The key outcome was the celebration of student achievements and strengthening institutional belongingness.

Quantitative Overview

During the academic year 2025–2026, the Students' Council Committee organised 7 major events, with active participation of over 200 students across intra- and intercollegiate activities and looks forward to continuing such enriching initiatives that foster student engagement, leadership, and holistic development in the coming years.

Mr. Kalidas Mhamal
Convenor, Student Council

STUDY CIRCLE

Introduction

The study Circle of the College acts as a facilitator of knowledge exchange where students share different perspectives and resources, often filling in gaps left by standard lectures. Beyond academics, it helps students build soft skills such as critical thinking, communication, and leadership.

Major Activities / Initiatives

Celebration of Kargil Vijay Diwas

The study circle in collaboration with Rashtra Sankalp, commemorated the 26th anniversary of Kargil Vijay Diwas with a solemn and patriotic programme on Saturday 26th July 2025. The event was graced by the presence of resource person Shri Mayuresh Anant Bhat, Chairman of Prabodhan Education Society Shri Sanjay Walavalkar, Principal Prof. Bhushan Bhave, Vice Principal Dr. Ujvala Hanjunkar, and convenor of the study centre Dr. Pinkesh Dhabolkar.

The commemorative program commenced with a poignant video tribute to the Kargil Heroes, setting a reverent tone for the event. This was followed by the traditional lighting of the lamp and floral offerings to a photo frame of the martyrs, symbolizing respect and remembrance for those who laid down their lives for the nation.

Adding a vibrant touch of patriotism, students presented a stirring patriotic song, resonating with the spirit of unity and national pride.

The highlight of the event was the address by Shri. Mayuresh Anant Bhat, the resource person for the function. In his motivational speech, Shri. Bhat eloquently detailed the background of the Kargil War, shedding light on the challenging circumstances faced by Indian troops. He spoke movingly about the immense hardships endured during the war and underscored the profound significance of its victory for India. Shri. Bhat's powerful message resonated deeply with the audience, emphasizing the importance of approaching all endeavors with national interest at heart.

Dr. Pinkesh Dhabolkar proposed the vote of thanks, expressing gratitude to all dignitaries, participants, and attendees. The event was seamlessly compered by students Nitesh Mhalatkar and Smera Haldankar

Participation & Outreach

A total of 159 college students participated in the celebration.

Quantitative Overview

The study circle during the academic year 2025-26 organized 01 event where in a total of 159 students participated.

Conclusion / Way Forward

The study circle plans to organize activities that will shift learning from a passive classroom experience to an active, collaborative one.

Dr. Pinkesh Dhabolkar
Convenor, Study Circle

SWAYAM / NPTEL

SWAYAM, an acronym for Study Webs of Active learning for Young Aspiring Minds, is a remarkable online portal that aims to deliver the finest teaching and learning experiences. This incredible initiative by the Government of India is dedicated to promote open-learning and ensuring access to education for all. This portal offers online courses that are open to all learners. The course availability is subject to change based on factors such as the number of institutions offering the course, specific requirements, faculty availability, and other related considerations. SWAYAM is a remarkable tool that empowers individuals to achieve their full potential by offering a wide range of courses for lifelong learning. With hundreds of courses available, there is a freedom to select the ones that align perfectly with learners' interests and aspirations.

Objectives of the Course

The primary goals are to develop comprehensive course content ranging from secondary school to post-graduation level across various disciplines. **This content will be readily accessible through the user-friendly SWAYAM Portal, ensuring that learners have access to high-quality educational resources at their fingertips.** Learners get choice of expansive range of course options Offering a seamless and comprehensive learning experience. The online examination will be conducted to assess the learners' knowledge and skills, and certificates will be awarded upon completion of the course. This initiative aims to cater to the needs of learners and students studying in universities and colleges nationwide.

By introducing SWAYAM courses as a certificate option alongside our regular degree programs, our college is empowering students to expand their knowledge and interests. This valuable opportunity allows them to delve into a wide range of courses that cater to their individual preferences and passions. With this initiative, students can explore diverse subject areas and enhance their skill set while earning a valuable certification.

Following are some of the online courses undertaken by the students in the year 2022-22025

Sr. No.	Name of Course	Organizers	Number of students attended
1	Cultural studies, students counselling	AICTE	1
2	Diploma in Elementary education	NIOS	2
3	Basics of Nutrition	AICTE	7
4	Hindi Gadya Sahitya Katha Sahitya, School Counselling	SWAYAM	3
5	Public Speaking	NPTEL	55
6	German II	SWAYAM	1
7	Teacher education	AICTE	2
8	Modern Indian Architecture	NPTEL	1
9	Certificate Course in Environmental Sustainability	IGNOU	1
10	Economics and environment	SWAYAM	1
11	Law	NIOS	1
	Total		**75**

Ms. Deeksha Naik Talaulikar
Nodal officer , SWAYAM/NPTEL

TEACHERS STUDENTS GUIDE SCHEME (MENTORING COMMITTEE)

BRIEF ABOUT THE TEACHER-STUDENT GUIDANCE SCHEME:

Vidya Prabodhini College of Commerce, Education, Computer and Management has a vision of Excellence, Everywhere and Every time. With this vision various working committees were established for smooth functioning of the academic works. Tacher-Students guiding scheme is the one of the committees helping to enhance the teacher-students understand and smooth mentoring and guiding the students

- **Role and Responsibilities of the Teacher Mentor**

Mentoring is a dynamic relationship in which a mentor provides guidance, support, and encouragement to a mentee. In the context of student development, mentors play an essential role in fostering both academic and personal growth. Here is an outline of a mentor's role and responsibilities:

1. **Role of the Mentor:**
   - Guide and Support: Provide knowledge, advice, and guidance to help the mentee navigate academic, professional, and personal challenges.
   - Guidance and Encouragement: Mentors should guide on academic choices, career paths, and practical strategies to overcome obstacles. Mentor should boost the mentee's confidence, motivate them during difficult times, and celebrate their successes.
   - Role Model to the Mentees: Be a role model in terms of professional behaviour, ethics, and time management. Demonstrate desirable qualities such as resilience, empathy, and leadership.
   - Listener: Provide a safe, supportive environment where the mentee can express their thoughts, concerns, and ideas without judgment.

Responsibilities of the Mentor:

- Be Connect with Mentees: Regularly meet with the mentee to provide direction and feedback on academic progress, career planning, and personal development.
- Create an Action Plan: Help the mentee set goals, develop action plans, and track progress.
- Facilitate Skill Development: Identify the mentee's strengths and areas for improvement and provide resources or opportunities to develop skills.
- Encourage Critical Thinking: Help the mentee develop critical thinking and problem-solving skills by asking open-ended questions and encouraging reflection.
- Offer Networking Opportunities: Introduce the mentee to potential contacts, opportunities for internships, and relevant professional experiences.
- Be Available and Approachable: Be responsive to the mentee's needs and ensure that they feel comfortable reaching out for advice or support.

- **Guidance for Development of Student**

Mentee

Student mentees benefit most from mentoring relationships when they actively engage in their personal and academic development. Here's a guide to help students get the most out of their mentoring experience:

1. Set Clear Goals: Identify what you want to achieve during the mentoring relationship. This could include improving grades, developing a career path, or learning time management skills.

2. Be Open and Honest: Communicate Transparently to Share your academic, professional, and personal challenges openly with your mentor. This will allow them to give you tailored advice. Be open to receiving feedback, even if it may be difficult to hear. Use it as an opportunity for growth.

3. Be Proactive in Communication: Take the initiative to schedule meetings and follow up on goals. Demonstrating your commitment to the mentoring process shows your dedication to personal development. Don't hesitate to ask questions about the mentor's experience, advice on specific challenges, or insights into career paths.

4. Engage in Self-Reflection: Take Responsibility for Growth: Remember that your development is a joint effort, and you must actively engage to make the most of the relationship.

5. Respect the Mentor's Time and Expertise: Understand that mentors have their own commitments. Be punctual and prepared for meetings. Trust their advice and insights, and take the time to consider how their guidance applies to your situation.

6. Create Healthy Environment: Take advantage of the mentor's professional network, but be respectful when seeking introductions. Even after formal mentorship ends, don't hesitate to reach out for advice when needed. Maintaining relationships with mentors can be beneficial throughout your career.

- **Rounds of Mentor-Mentee meet:**

For the academic year 2025-26, there were two mentor-mentee were scheduled. The first were scheduled on the 9th January, 2026. All the teacher mentors meet their student mentees and had healthy discussion, interaction and the mentors given the guidance to the mentees for their all-round development and helping them to solve their issues. The second meet of mentor-mentee were scheduled on the 11th February,2026. The mentors discuss with their mentees and taken feedback of their study, their difficulties and preparation of their semester end examination. All mentors motivated their mentors for big success in the exam.

Dr. Sagar P. Mali
Convenor
Guidance and Counselling Committee

TEACHING LEARNING AND TECHNOLOGY CELL (TLTC)

Introduction:

The Teaching Learning and Technology Cell (TLTC) of the college is established to promote innovation, quality enhancement, and effective integration of technology in the teaching-learning process. The Cell aims to equip faculty members and students with the necessary skills and competencies to adapt to evolving educational practices in the digital age. It serves as a platform for fostering pedagogical excellence, encouraging the use of modern teaching tools, and supporting continuous professional development. Through workshops, training programmes, and collaborative initiatives, the Cell strives to create a dynamic and engaging learning environment that enhances academic outcomes.

Objectives:

1. To promote innovative teaching practices: Encourage the adoption of learner-centered pedagogies, blended learning, and the use of digital tools to make teaching more effective and engaging.

2. To enhance technological competence: Organize training sessions and workshops for faculty and students to develop proficiency in the use of educational technologies and e-learning platforms.

3. To support continuous professional development: Facilitate capacity-building programmes, research initiatives, and knowledge-sharing activities to help educators stay updated with current trends in education.

Activities Conducted:

Vidya Prabodhini College of Education organized two enriching workshops aimed at enhancing teaching competencies and promoting innovative educational practices among faculty members. The hands-on workshop titled "Mapping Outcomes to Impact: A Hands-on Workshop on Outcome-Based Education (OBE)" focused on strengthening teachers' understanding of OBE and its practical implementation. A total of 41 participants actively engaged in the session, which emphasized the formulation of Course Outcomes (COs), their alignment with Program Outcomes (POs), and effective outcome mapping. The workshop incorporated practical activities, enabling teachers to apply concepts to real classroom situations and develop strategies for outcome-based assessment.

In addition, an interactive workshop titled "Transforming Classrooms through Innovative Pedagogical Approaches" was conducted on 4th March 2026 by Prof. Allan Abreo. The session highlighted the need to move beyond traditional teaching methods and adopt learner-centered approaches that foster critical thinking, creativity, and active student participation. Prof. Abreo introduced practical tools and techniques, including collaborative learning and experiential methods, to enhance classroom engagement.

Both workshops were highly interactive and well-received by participants. They provided valuable insights, practical exposure, and innovative strategies, empowering educators to improve the effectiveness and quality of the teaching–learning process.

Participation and Outreach:

The two workshops witnessed active participation and meaningful outreach among the teaching faculty of Vidya Prabodhini College of Education. A total of 41 teachers participated in the hands-on OBE workshop, while several faculty members attended the session on innovative pedagogical approaches. Both programmes encouraged interactive learning, discussions, and practical engagement. The outreach of these initiatives

extended beyond the sessions, as participants were equipped with skills to implement outcome-based education and learner-centered teaching strategies in their classrooms. These efforts contributed to enhancing teaching effectiveness, fostering innovation, and positively impacting the overall quality of education within the institution.

Way Forward:

The Teaching Learning and Educational Technology (TLET) Cell aims to strengthen academic excellence through the following future plans. Firstly, it plans to organize regular faculty development programmes and workshops on emerging pedagogies, digital tools, and AI integration in education. Secondly, the Cell intends to promote blended and experiential learning by encouraging the use of e-learning platforms, smart classrooms, and innovative assessment practices. Thirdly, it seeks to establish a support system for continuous professional development through peer learning, mentoring, and research-based teaching practices. These initiatives will enhance teaching quality and create a dynamic, technology-enabled learning environment.

Dr. Sonali Shankhwalker
Convenor, Teaching Learning and Technology Cell

TRAINING AND INTERNSHIP PLACEMENT (TIP) CELL

Introduction

The Training and Internship Placement (TIP) Cell plays a pivotal role in enhancing students' employability by bridging the gap between academic learning and industry expectations. The Cell focuses on career guidance, skill development, industry interaction, and placement facilitation. Through structured initiatives such as seminars, workshops, certification courses, and placement drives, the Cell aims to equip students with practical knowledge, professional competencies, and exposure to real-world work environments.

Objectives:

1. To enhance students' employability skills through training, workshops, and career-oriented programmes.
2. To provide internship and placement opportunities through industry collaborations and campus drives.
3. To bridge the gap between academic learning and industry expectations through practical exposure.
4. To promote career guidance, entrepreneurship, and professional development among students.

Major Activities / Initiatives

TIP Cell organised Converge 3.0 – Shiksha Udyojak Sangam (Academia–Industry Summit) conducted on 10th February 2026 served as a flagship initiative of the Cell. The summit brought together industry experts, academicians, and students on a common platform to discuss industry expectations, entrepreneurship, and innovation. The programme enhanced employability skills and promoted entrepreneurial thinking.

TIP Cell organised Workshop on Profile Building and Career Readiness held on 9th January 2026 focused on resume building, communication, and personal branding, helping students prepare effectively for recruitment.

TIP Cell organised Seminar on Insurance as a Career conducted on 17th December 2025 provided insights into career opportunities in the insurance sector.

Placement drives conducted on 25th March 2026 provided students with direct interaction with recruiters and real-time recruitment exposure. A placement drive in collaboration with Open Destinations Infotech Pvt. Ltd. enabled final-year students to participate in aptitude tests and interviews.

Participation & Outreach

Three students and one faculty Participated in the GCCI Goa Developers' Summit (GDS 2.0) on 11th October 2025, where students were exposed to emerging trends in IT and industry expectations.

Achievements & Highlights (Separate sections for faculty and students)

Mr. Amogh Tengse a student of TYBCom. was honoured with young entrepreneur award at valedictory ceremony of Converge 3.0 organised by Directorate of Higher Education, Government of Goa.

Quantitative Overview

During the academic year, the TIP Cell organised 06 activities with participation of 256 students.

Conclusion / Way Forward

The TIP Cell aims to expand industry collaborations, introduce advanced certification programmes, and strengthen placement opportunities.

Highlight of the Year

Converge 3.0 – Academia–Industry Summit significantly enhanced students' industry exposure and entrepreneurial mindset.

Mr. Darshan Gaonkar
Convenor, Training and Internship Placement (TIP) Cell

WORKLOAD COMMITTEE (B.COM)

Introduction

The Workload Committee for the Bachelor of Commerce Program strategically balances academic rigor with optimal resource utilization, ensuring compliance with evolving educational mandates. Driven by a commitment to systematic development, the committee acts as a core administrative pillar.

Major Activities and Initiatives

Curriculum Restructuring and Multidisciplinary Expansion The committee spearheaded the operational restructuring of the undergraduate commerce curriculum to seamlessly embed the National Education Policy (NEP) 2020 framework. Executed through meticulous planning sessions, this initiative established specialized single major programs in Financial Accounting, Cost Accounting, and Business Management to foster advanced professional expertise. Simultaneously, the committee expanded interdisciplinary horizons by introducing Computer Applications, Metaverse English, Konkani, and Hindi. Driven by a focus on experiential learning, practical courses including Accounting Software Application were integrated as Skill Enhancement Courses (SECs).

Strategic Workforce Planning and Institutional Compliance Anticipating the progression of the NEP 2020 framework into higher academic years, the committee conducted a forward-looking assessment of instructional requirements and projected student enrolment. This rigorous evaluation resulted in a formal institutional application submitted to the Directorate of Higher Education for the sanction and creation of new Assistant Professor posts.

Practical Integration Framework To ensure industry readiness, comprehensive planning

sessions were conducted to design and integrate structured project work and professional internship components into the advanced years of the B.Com program. This initiative bridges academic theory with practical field exposure, advancing by strengthening graduate employability.

Participation & Outreach

The committee maintained active administrative engagement by collaborating with state higher education departments to synchronize college workloads with government mandates.

Achievements & Highlights

Faculty Contributions & Achievements: The committee successfully achieved 100% precision in faculty workload allocation across multiple parallel tracks, optimizing instructional hours for all members of the Commerce and Allied Departments.

Student Development Highlights: The strategic introduction of specialized single majors and practical skill enhancement tracks directly enriched the academic pathways of the entire undergraduate commerce student body, securing diverse internship opportunities and future corporate readiness.

Quantitative Overview

During the academic year, the committee executed two statutory planning operations, implementing multiple specialized academic tracks and successfully processing workload distributions for the entire faculty of the Commerce and Allied Departments.

Compliance & Institutional Role

The Workload Committee played a crucial role in maintaining institutional compliance by executing the precise transition from the Choice Based Credit System (CBCS) to the National Education Policy (NEP) 2020 framework. By systematically matching faculty distribution to structural curriculum changes and securing external sanctions for academic expansion, the committee directly advanced the institution's operational governance and capacity-building standards.

Conclusion / Way Forward

The committee aims to finalize the comprehensive curriculum rollout for advanced specialized batches while refining internal evaluation metrics. Future plans focus on strengthening ties with local corporate partners to expand internship pipelines, ensuring the operational framework remains responsive to shifting academic regulations and contemporary industry expectations.

Highlight of the Year

The committee successfully engineered the complex, simultaneous execution of legacy CBCS tracks and new specialized NEP 2020 single majors while securing critical government sanctions for faculty expansion.

Dr. Arun R. Marathe
Convenor, B.Com. Workload Committee

WORKLOAD COMMITTEE (B.A.B.ED.)

1. Introduction

The committee played a vital role during the academic year 2025–26 in ensuring efficient institutional functioning, transparency, quality assurance and student-centred administration. It worked in coordination with the Principal, faculty members and stakeholders to implement college policies, strengthen governance and support academic excellence through systematic planning, monitoring and timely execution of assigned responsibilities.

2. Major Activities / Initiatives

The committee held meetings before the commencement of both semesters to review departmental workload, verify teaching requirements and examine staffing patterns as per Goa University and Directorate of Higher Education norms. It assessed regular, contract and lecture-basis requirements, reviewed the workload for the newly introduced ITEP programme and submitted recommendations for timely appointments, ensuring uninterrupted academic activities.

3. Participation & Outreach

The committee maintained close coordination with Heads of Departments and the administration while preparing workload statements. The verified workload was forwarded to the Directorate of Higher Education, facilitating approval of teaching posts and ensuring compliance with statutory regulations. This strengthened institutional planning and supported NAAC quality benchmarks in governance.

4. Achievements & Highlights

The committee ensured equitable distribution of teaching responsibilities and timely submission of workload proposals. Its systematic planning enabled smooth commencement of both semesters and strengthened academic administration by aligning faculty availability with programme requirements.

5. Quantitative Overview

During 2025–26, the committee conducted two formal meetings, reviewed workload across all academic departments and completed institutional workload verification for odd and even semesters, including ITEP requirements.

6. Conclusion / Way Forward

The committee will continue strengthening digital workload management, periodic review mechanisms and evidence-based manpower planning to support institutional growth, academic quality and implementation of NEP 2020.

Highlight of the Year

Successful verification and submission of institution-wide workload, including ITEP, ensuring timely faculty planning.

Dr. Anil Thosare
Convenor, Workload Committee (B.A.B.Ed.)

Photo Section



T.Y. B.Com (A)



T.Y. B.COm. (B)



S.Y. B.Com. (A)



S.Y. B.COm. (B)



F.Y. B.Com. (A)



F.Y. B.COm. (B)



Fo.Y. B.A. B.Ed. (A)



Fo.Y. B.A. B.Ed. (B)



T.Y. B.A. B.Ed. (A)



T.Y. B.A. B.Ed. (B)



S.Y. B.A. B.Ed. (A)



S.Y. B.A. B.Ed. (B)



F.Y. B.A. B.Ed. (A)



F.Y. B.A. B.Ed. (B)



B.Com Teaching Faculty



B.A. B.Ed. Teaching Faculty



Administrative Staff



Student Council



Sports Council



NSS Cell



PM USHA Working Committee



IGNOU



Magazine Committee



Certificate Course on Financial Services in Digital Era
organised by Dept. of Commerce



30 Hour Hindi Devnagari Typing Certificate Course
organised by Dept. of Hindi



30 Hour Sutrasanchalan Certificate Course
organised by Dept. of Hindi



All India Institute of Ayurveda, Goa Medical Experts examining
college students during Rakta Sampada Medical Camp



'Author Meet Stories Beyond the Book' featuering
guest speaker Sumedha Kamat, alongside
faculty members and students



Awarness on Legal Metrology Act and Rules
organised by Dept. of Commerce



Chief guest Dr. Govind Bhagat interacts with faculty and
students during Urjaa Kendra Inaugural program.



Book Relase of 'Igadi Bagdi Tigadi Tha' at the hands of
Dr. Tino de Sa



Chief Guest Pournima Kerkar at the 'Kavyagandh' program, alongside faculty and students



Cleanliness drive with students and Dhavrukh NGO conducted by Nisarg Club



Coastal Biodiversity Seminar field visit at Morjim Turtle Hatchery by Nisarg Club



Field Trip to Dandeli organised by Dept. of Geography



Teaching aids showcased by the students of B.A.B.Ed.



Educational Visit to Malik's Farm organised by Dept. of Commerce



Enterpruemership Awerness Program organised by Dept. of Education



Field Trip to Sancordem organized by Department of History



First prize in the State-Level Inter-Collegiate 'Abhijaat Marathi' Quiz Competition won by Pallavi Mandrekar and Saisha Velip



Flash Mob Performance by Red Ribbon Club at DMC College



Flash Mob performance at Margao by Red Ribbon Club



GAMRC, Kamakshi Arogya Dham, Shiroda Medical Experts examining girl students during Health Check-Up



Geography Day commemorated by Dept. of Geography



Goa ke Mandiron ki Yatra 'Ek Adhyatmik Anubhav' organised by Dept. Hindi



Goa ki Hindi Katha Lekhika Jayshree Roy ke Saath Sahityik Sanvaad



Goswami Tulsidas Evam Premchand Jayanti observed by Dept. of Hindi



Guest speaker Sachin Chatte alongside dignitaries at the 'Chitrapat Parikshanachi Drushti' program



Students of Hindi Dept. participating at Srujanotsav 2025



Hindi students participating at the Inter-Hr. Sec. & Inter-Collegiate Elocution Competition at Govt. College Khandola



Students of Hindi Dept. receiving certificates at Kahani Lekhan Karyashala at Carmel College Nuvem



Lecture on Indian Knowledge System. by Prof. Gopal Thakur for the faculties



Lecture on NEO Humanastic Education organised by Dept. of Education



Marathi Bhasha Gaurav Divas Celebration Chief Guest Radha Bhave, pictured with faculty and students.



Memorandum of Collaboration (MoC) with DMC College



One Day Seminar on 'Hindi Sahitya Mein Vividh Vimarsh' organised by Dept. of Hindi



One Day Seminar on 'Pustak Samiksha Ek Gahan Vishleshan' organised by Dept. of Hindi



Opinion Poll Day commemorated by Department of History



Print Media ki Yatra organised by Dept. of Hindi



Rajya Stariya Antar Mahavidyalayeen Hindi Bhashan Pratiyogita organized by Hindi Dept.



Seminar Career Opportunities in Insurance organised by TIP Cell



Seminar on Addressing inclusive Education in 21st Century



Seminar on Entepreniual Mindset organised by Dept. of Commerce



Seminar on Mhadei as Lifeline of Goa on World Water Day
organised by Dept. of Geography



Seminar on Student Centric Teaching Approaches
organised by Dept. of Education



Seminar on the role of Reflective Teaching
organised by Dept. of Education



Shiv Jayanti celebrated by Dept. of History





Short Term Certificate Course in Tally Prime Basics organised by Dept. of Commerce for the students of Hr. Sec. & College



Sindhudurg Field Trip organised by Dept. of History



Sodh Sopan Research Mentorship Program
organised by IQAC Cell



State-Level One-Day Seminar on Compering Skills
Inaugural Chief Guest Dr. Ajay Vaidya, pictured with dignitaries and students.



Students performing a street play during the Srujansangam 2026 event





Student Council Installation for the Academic Year 2025-2026



Translation Workshop organised by Dept. of English



Vartani Sudhar Karyashala organised by Dept. of Hindi



Vishwa Hindi Diwas celebrated by Dept. of Hindi



'Vishwa Patkatheche...Ek Mukt Sanvad' Renowned speaker Guru Thakur with Asst. Prof. Mansi Shetmandrekar and students Bablo Ghadi and Kartavi Satarkar



Workshop on Profile Building organised by Dept. of Commerce



Workshop on Research Mechanics
organised by Research and Development Cell



Youngprenuer AI Driven Business Skillset
organised by Dept. of Commerce



Ghumat Naad - Interclass Ghumat Aarti Competition
organised by Student Council





Folk Unplugged - Inter-collegiate Music Fussion Competition organised by Student Council



Dikshant Samaroh of Final year students



Goa Liberation Day celebrations at VPC

Sports Section



Badminton Women Team at Inter-Collegiate Tournament



Chess Team at Inter-Collegiate Tournament



Football Men Team at Inter-Collegiate Tournament



Football Women Team at Inter-Collegiate Tournament



Runners-up at Kridotsav organised by Ganpat Parsekar College of Education, Harmal



Women Cricket Team, Winners of Intercollege Cricket Tournament organised by Goa University



X-Country Men Team at Inter-Collegiate Championship



Yog Day celebrations at VPC



Badminton Men Inter-Class Tournament Participants



Badminton Women Inter-Class Tournament Participants



F.Y.BCom(A) Winners of Interclass Volleyball Tournament



Finalists of Inter-Class Kabaddi Women Tournament



Inter-Class Chess Tournament Participants



Kabaddi Men



Table Tennis Men Inter-Class Tournament Participants



Table Tennis Women Inter-Class Tournament Participants



Athashree Shivarkar (S3R)represented and Captain Goa Cricket Association U-19 Women Cricket team at U-19 T20 Cricket tournament organised by BCCI held in Mumbai from 26th October to 2nd November 2025



Prajvi Tople represented Goa girls junior Kabaddi team at the 51st Junior National Kabaddi Championship 2025-26 (Girls) organised by Amateur Kabaddi Federation of India in collaboration with Bengal



Swapnesh Kunkolkar and Vivek Kunkolkar represented Goa University at the West Zone Inter University Men Kho-Kho Tournament 2025-26 held at Swami Ramanand Teerth Marathwada University, N



Durva-Salgaonkar-represented-Goa-University-Women-Power-Lifting-team-at-the-West-Zone-Inter-Universi



Ruchi Kumbhar represented Goa University at the West Zone Inter University Women Cricket Tournament 2025-26 held at Banasthali Vidyapith, Rajasthan from 12th to 16th January, 2026



Swati Bhat represented Goa team at the 26th National Sqay Championship 2025-26 held at Gachibowli International Stadium Hydrabad from 5th to 7th January, 2026



Tanish Bagkar represented Goa University at the West Zone Inter University Men Hockey Tournament 2025-26 held at LNCT University, Bhopal, Madhya Pradesh from 12th to 16th January, 2026



Tanvi Khedekar(First Row third from right) represented Goa University Women Football team at the West Zone Inter University Women Football Tournament 2025-26 held at Rewa, Madhya Pradesh





Jeswin Kamalan and Amogh Tengse represented Goa University at the West Zone Inter University Men Kabaddi Tournament 2025-26 held at Indore (M.P.) from 1st to 5th October 2025



Inter Staff Futsal Winners organised by VPC



Winners at Interstaff Football Organised by Bhumika Shikshan Sanstha, Parye



Inter Staff Cricket Runners-up at Goa Engineering College

VPC ALUMNI CRICKET LEAGUE

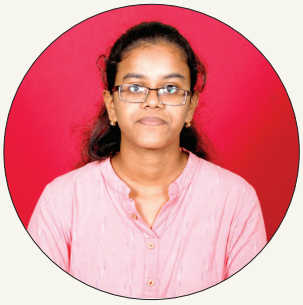




Academic Achievements

BA.B.ED Distinction Holders
2025 - 2026


ANTAKSHA DNYANESHWAR GHADI


ARYA GAJANAN SHIRODKAR


ASHREEN LIANNE FERNANDES


ASHWETA SHRIRANG CHARI


AYUSHI UDAY GAVANDE


BABLO LAXMAN GHADI


DEVESH DEEPAK FATARPEKAR


DHANASHRI ASHOK KUMAR PATIL


DURGA RAJARAM NAIK


ESHA GANPAT NAIK



ESHA PARESH RAWAL


GAURAVI UDAY KERKAR


GRUTIKA GURUDAS BETODKAR


HARSHADA VASUDEV KUTTIKAR


KARTAVI JAYWANT SATARKER


KHUSHI PRADEEP PARAB

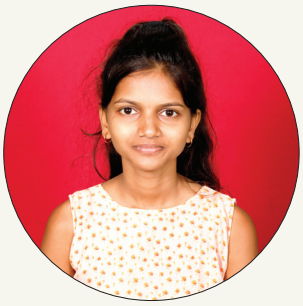
BA.B.ED Distinction Holders
2025 - 2026


KHUSHI SHIVDAS KAREKAR


KRUTI VASANT CHAVAN


LAKSHATA SATYAWAN GAUDE

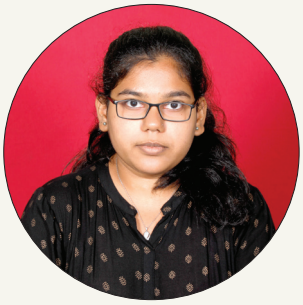

MAHADEV ASHOK GAWAS


MANISHA GOVIND BIRAMNEKAR


MEETALI YESHWANT HALANKAR


MITALI MUKUND GAWDE


MOUSMI VISHNUDAS KARAPURKAR


NANDINI BRAHMANAND NAIK


NIDHI RAMDAS DESAI


PALLAVI DILIP MANDREKAR


PINAKI PRADEEP PEDNEKAR


POOJA RAJESH PRABHU


PRADNYA HARESH SHIRODKAR


PRANAY PRAKASH GAONKAR


PRARTHI SUBHASH KANDOLKAR

BA.B.ED Distinction Holders
2025 - 2026


RAKSHANDA RAMA PARAB


RICHA RAJENDRA HALDANKAR


RIYA RAMDAS GAWAS


RUPALI GANGARAM DOIFODE


SAACHI SHEKHAR SAWANT


SAHELI SATCHIDANAND MANDREKAR


SAIMAH HAMID MAMLEKAR


SAISHA PUNO VELIP


SAKSHI PREMANAND SAKHALKAR


SAKSHI VINAY DHARGALKAR


SAMPADA UDAY SHIRODKAR


SANGEETA KANWAR PUNJARAJ SINGH THAKUR


SANJANA YESHWANT NAIK


SANJITA GOKULDAS NARVEKAR


SANTIA GODINHO


SAVITA BHAGWANT SHETKAR

BA.B.ED Distinction Holders
2025 - 2026


SHREYA DASHARATH KALANGUTKAR


SHREYA SURESH GAUDE


SHRUTI SANTOSH BAGLI


SIDDHI DEVU DABHALE


SIDDHI SHASHIKANT SAWANT


SIDDHITA VISHRAM SAKHALKAR


SIMRAN PANDURANG VIRNEKAR


SPURTI GANESH PARWAR


SRUSHTI NARENDRA SAWANT DESSAI


SWEENY ANTONIA D'SOUZA


TANAYA DILIPA TARI


TANVI DATTARAM AVKHALE


TISHA MANOJ CHOPDEKAR


TRISHA BABAJI PEDNEKAR


TRISHA SANTOSH GAUDE


VANSHIKA VISHAL NAIK


YOGITA YESHWANT HALDANKAR

B.COM. Distinction Holders
2025 - 2026



ACHAL CHADRASHEKHAR MORE



ANISH GAJANAN VALVAIKAR



ASHIYANA ALLABAKSH JULAI



DISHA SARDAR SINGH



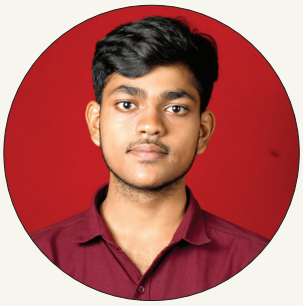
JENI SURENDRA VERMA



KAREENA LINGESH NAYAK



KHUSHI SAJJAN SURLEKAR



MAHESH MADAN JADHAV



MEHAK UMESH MEHTA



MOHIT LALAN NAIK



MUNNUR ABHINAYA



POONAM HARERAM VISHWAKARMA



PRANALI RAMCHADRA KUNDAIKAR



SHRUTI RAIKAR



SMERA SUDESHRAO CHATIM HALDANKAR



UPENDRA UDAY MANJREKAR

Reading Section

English



PSIL: AN EXPERIENCE THAT CHANGED MY LIFE

Some opportunities come into our lives unexpectedly, requiring nothing more than a simple "yes." Mine came when I was 19 years old. My English professor called and invited me to be part of PSIL. Without knowing much about the programme, I said yes, a decision that would become one of the most transformative experiences of my life.

Before the programme began, we attended zoom meetings where I learned that PSIL (Program for Scientifically-Inspired Leadership), an initiative of the Lakshmi Mittal and Family South Asia Institute at Harvard University, aims to develop leadership, critical thinking and problem-solving skills through science-based learning. The residential programme meant leaving home for ten days, something I had never done before. Arriving at Pilar Pilgrim Centre was intimidating. I was surrounded by strangers whom I didn't know, would become some of the most cherished people in my life. Even before the programme officially began, a kayaking session broke the ice. Between laughter, playful splashing, and bumping into other kayaks, friendships began to form effortlessly.

When the students arrived on 5th January, the real journey began. Among the many memories I cherish, three moments continue to shape the educator I aspire to become. The first came during a discussion on a painting of fisherwomen. While most of us saw an ordinary scene, one student looked beyond the obvious. He spoke about the hardships these women endure, the families they support, the prejudice they face because they smell of fish, and the dignity they carry with pride. He ended with the Konkani phrase *"Lojen pot bona"*—"Shame won't fill your stomach." I was stunned at how a 11th std student thought his mindset and the clarity with which he put his views forward that was the moment I realised I wasn't only teaching. I was learning too.

The second unforgettable moment came during the gala dinner. Many students were too shy to perform, especially the boys. After much encouragement, two of my students finally agreed to dance. When they stepped onto the stage and began their performance, I felt something deeper than just happiness. I felt an overwhelming sense of pride. Without even realizing it, I began recording their performance carefully, almost instinctively like a parent capturing a child's first big moment. It was the first time I experienced a sense of motherly affection as a teacher. When they finished, they smiled at me and said, *"Teacher, tujech pasath kele ami"*—"Teacher, we did it just for you." That was when I understood that students often don't need someone to push them, they need someone who believes in them.

The third moment was one of the most emotionally challenging experiences of my life. A student who wasn't even from my batch opened up about her struggles with suicidal thoughts. She was 17, and I was only 19, unsure whether I had the right words to help her. For nearly two hours, I simply listened. After our conversation, I found myself overwhelmed and broke down in tears as soon as I saw my instructor fellows. Yet, seeing her smile the next day and confidently perform during the gala dinner reminded me of the importance of being present for someone. On the last day, she hugged me and said, *"You're not just my teacher; you're my big sister. I won't give up. I want to be a surgeon."* I still don't know why she chose to confide in me, but that experience taught me that sometimes the greatest difference we make is simply by listening with empathy.

PSIL also transformed me personally. I had always been someone who avoided crying in front of others because I believed showing emotion meant appearing weak. Yet, after only eight days with people who had once been strangers, I found myself in tears as my students left. I was proud of how much they had grown, but heartbroken knowing I might never see them again. That goodbye taught me that vulnerability is not weakness it is evidence that the people and memories truly mattered.

Professionally, PSIL completely changed my understanding of education. Teaching is not a performance; it is a relationship. Confidence cannot be assigned as homework it grows through trust. Curiosity cannot be forced it must be nurtured. Above all, it reminded me that sometimes the simplest decision to say "yes" can become the experience that changes your life forever.

Maryann Esther Gracious,
S.Y.B.A.B.Ed (A)

THE COST OF CONFLICT: LESSONS FROM THE US–ISRAEL–IRAN WAR FOR THE INDIAN ECONOMY

In today's globalised world, wars are no longer confined to battlefields. Their consequences extend far beyond national borders, influencing international trade, financial markets, energy security and economic stability. The recent conflict involving the United States, Israel, and Iran is a powerful reminder that geopolitical tensions can reshape the global economy and significantly affect countries far removed from the conflict zone, including India.

As students of Economics, we learn that concepts such as inflation, exchange rates, balance of payments, trade deficits, and investor confidence are key indicators of an economy's health. The US–Israel–Iran conflict demonstrates that these are not merely textbook concepts but real-world economic forces that influence the lives of millions. A conflict in one region can disrupt supply chains, increase energy prices, influence investment decisions, and ultimately affect the cost of living across the world.

The latest phase of the conflict began on 13th June 2025, when Israel launched airstrikes on Iran's nuclear and military facilities, citing national security concerns over Iran's advancing nuclear programme. Iran retaliated with missile and drone attacks, marking one of the most serious direct military confrontations between the two countries in recent history. The situation escalated further on 22nd June 2025, when the United States conducted airstrikes on Iranian nuclear facilities in support of Israel. Although a ceasefire came into effect on 24th June 2025, the conflict left behind considerable economic uncertainty, once again highlighting the close relationship between geopolitics and economics.

Although the conflict remained geographically confined to West Asia, its economic repercussions were felt worldwide. According to the Organisation of the Petroleum Exporting Countries (OPEC), the region accounts for nearly 48% of the world's proven crude oil reserves. In addition, the Strait of Hormuz, one of the world's most strategically important maritime chokepoints, facilitates the transport of around one-

fifth of global petroleum liquids. Any disruption to this vital trade route creates uncertainty in global energy markets, driving crude oil prices sharply higher and raising concerns over global energy security.

For India, the implications are particularly significant. According to the Ministry of Petroleum and Natural Gas, the country imports nearly 85% of its crude oil requirements. Consequently, higher international oil prices increase India's import bill, widen the current account deficit, and exert pressure on the Indian rupee. Since fuel is an essential input for transportation, agriculture, manufacturing, and logistics, increased energy costs eventually raise the prices of food, consumer goods, and other essential commodities. The result is higher inflation, reduced purchasing power, and an increased cost of living for ordinary citizens.

The effects extend beyond inflation. Geopolitical uncertainty often prompts investors to move their capital towards safer assets such as gold and the US dollar, leading to volatility in stock markets and temporary outflows of foreign investment from emerging economies like India. Industries including aviation, logistics, shipping, chemicals, fertilisers, plastics, and manufacturing are among the first to experience rising operating costs due to higher fuel and transportation expenses. Such conditions reduce business profitability, discourage investment, and ultimately slow economic growth.

Another important aspect is India's close economic relationship with the Gulf region. Millions of Indians live and work in Gulf countries, and the remittances they send home make a significant contribution to the Indian economy. Any prolonged instability in West Asia could affect employment opportunities, reduce remittance inflows, and adversely impact the livelihoods of many Indian families that depend on this income.

Recognising these vulnerabilities, the Government of India has adopted several measures to strengthen the country's economic resilience. One important step has been the diversification of crude oil imports. Along with traditional suppliers in the Middle East, India has increased crude oil purchases from countries such as Russia, the United States, Brazil, and several African nations, thereby reducing excessive dependence on any single source of supply. India has also expanded its Strategic Petroleum Reserves (SPRs) to strengthen energy security and provide a buffer against temporary disruptions in global oil supplies.

Alongside these measures, the Government has accelerated investments in renewable energy through initiatives such as the National Green Hydrogen Mission, the expansion of solar and wind power, the Ethanol Blended Petrol Programme, and the PM Surya Ghar: Muft Bijli Yojana. These initiatives support the broader vision of Atmanirbhar Bharat (Self-Reliant India) by promoting clean energy, strengthening domestic manufacturing, and building resilient supply chains. At the diplomatic level, India has continued to pursue a policy of strategic autonomy by maintaining constructive engagement with the United States, Israel, Iran, and Gulf nations while consistently advocating dialogue and the peaceful resolution of conflicts. This balanced approach has enabled India to safeguard its economic and strategic interests during periods of geopolitical uncertainty.

The US–Israel–Iran conflict demonstrates that modern wars are not merely military confrontations but also economic events with far-reaching global repercussions. Rising oil prices, inflation, exchange rate fluctuations, and financial market volatility reveal how closely the world's economies are interconnected.

For India, the conflict reinforces the importance of energy security, diversified trade partnerships, prudent economic policies, and balanced diplomacy. As future professionals in commerce and trade, this episode reminds us that understanding global events is essential to understanding the functioning of modern economies. Ultimately, while wars may be fought between nations, their economic consequences are shared by the entire world.

Ms. Nikita Narayandas Volvoikar
S.Y.B.COM (A)

MY ADVENTURE CAMP STORY

Life is full of opportunities, and sometimes all it takes is one quick decision to begin an unforgettable journey. My adventure camp experience started during my ISA examination. My teacher, Mrs. Varsha Ingalhalli, asked if I wanted to attend the selection for an adventure camp. I was worried about missing my exam, but she encouraged me by saying, *"You can write your ISA later, but the camp selection is happening now. You have only 30 minutes. Can you make it?"* Without hesitation, I said yes.

I rushed home, changed my clothes, and reached the venue just in time. After filling out the application form and attending the interview, the final challenge was a 400-metre race with three rounds. The qualifying time was seven minutes, but I completed it in just 5 minutes and 30 seconds, earning my place in the camp.

A few days later, my college received an official letter from the Government with all the camp details. Soon after, I received a call from the Directorate of Sports and Youth Affairs. I completed the necessary formalities, including submitting a form with my college's official stamp. With everything in place, I packed my bags with great excitement and met my fellow participants and guide at Margao Railway Station.

Our journey by train lasted three days before we finally reached the beautiful town of Manali. After registration, I met around 70 students from different parts of India, including Kashmir, Telangana, Odisha, and Goa. The camp was sponsored by the National Service Scheme (NSS), and all participants were provided with accommodation and meals. During the orientation, each state selected student representatives. I had the honour of serving as the Equipment In-charge for Team Goa. It was a responsibility that required us to sign an undertaking for equipment worth nearly 20 lakh, teaching us the importance of accountability and teamwork.

Every day at the camp was filled with exciting adventures and valuable learning experiences. We participated in activities such as rock climbing, rappelling, and jumaring, each of which tested our courage, strength, and determination. We also received training in mountaineering techniques, rescue operations, and knot-tying skills from experienced instructors. Beyond adventure, we explored the lively streets of McLeodganj and visited the peaceful Dalai Lama Temple, where we experienced the rich culture and serenity of the Himalayas.

The most memorable part of the camp was undoubtedly the Triund Trek. The climb was long, steep, and physically demanding, but every step was worth the effort. Standing at the summit, surrounded by majestic mountains and breathtaking landscapes, filled me with a deep sense of achievement. The calmness of the mountains and the beauty of nature made it a moment I will cherish forever.

The camp concluded with a vibrant cultural programme where students from different states showcased their traditional dances, songs, and customs. It was a wonderful celebration of India's rich cultural diversity and reminded us that, despite our different backgrounds, we are united as one nation.

As I returned home, I realised that I had gained much more than adventure. I came back stronger, more confident, and enriched with lifelong friendships from across the country. This experience taught me the value of courage, discipline, teamwork, and perseverance. It showed me that no challenge is too great when we believe in ourselves and work together.

I am sincerely grateful to everyone who gave me this wonderful opportunity. It is an experience that I will treasure for the rest of my life.

— Mohammed Zohaib
S.Y. B.COM (B)

SNAKE AWARENESS AND RESCUE: A LIFE-CHANGING EXPERIENCE

Knowledge becomes truly meaningful only when it is put into practice. One of the most memorable experiences of my NSS journey was attending the Snake Awareness and Rescue Session conducted by Mr. Pradeep Gondalkar during our NSS Special Camp. What began as an educational session soon became a life-changing experience that transformed my fear of snakes into respect and responsibility towards wildlife.

The session was highly informative, interactive, and practical. Mr. Gondalkar explained the vital role snakes play in maintaining ecological balance. Contrary to common misconceptions, snakes are not enemies of humans but an essential part of nature, helping control the population of rodents and other pests that damage crops and spread diseases.

We learned that snakes are broadly classified into venomous and non-venomous species. Venomous snakes use venom primarily for hunting and self-defence, while non-venomous snakes pose little threat to humans. Mr. Gondalkar repeatedly emphasized that identifying or handling snakes should always be left to trained rescuers, as even experts follow strict safety protocols during rescue operations.

A major highlight of the session was learning about India's "Big Four" venomous snakes—the Indian Cobra, Common Krait, Russell's Viper, and Saw-scaled Viper. These species account for the majority of snakebite cases in the country. We were taught how to recognize their distinguishing features and,

more importantly, the correct first-aid measures in case of a snakebite. Mr. Gondalkar advised us to remain calm, avoid traditional remedies, keep the victim as still as possible, and seek immediate medical treatment at the nearest hospital.

The session also introduced us to several non-venomous species, including the Indian Rock Python, Rat Snake, Green Vine Snake, Checkered Keelback, and Trinket Snake. We discovered how these snakes contribute significantly to the ecosystem by controlling the populations of rats, frogs, insects, and other small animals. The Indian Rock Python, one of India's largest snakes, captures its prey through constriction rather than venom, while the Rat Snake is highly beneficial to farmers by protecting crops from rodents.

Beyond identification, we learned fascinating facts about snake behaviour. Mr. Gondalkar explained that snakes do not deliberately chase humans. They are shy creatures that prefer to avoid confrontation and usually bite only when threatened, cornered, or accidentally stepped on. Since snakes cannot hear sounds like humans, they rely on ground vibrations and their forked tongues to detect movement, food, and danger. We also learned about the natural process of skin shedding, which enables snakes to grow and remain healthy.

The importance of snake conservation was another key message of the session. Habitat destruction, road accidents, pollution, and fear-driven killings claim the lives of countless snakes every year. Eliminating snakes from the environment disrupts the natural food chain and ecological balance. Mr. Gondalkar encouraged us to spread awareness within our communities and promote rescue rather than killing whenever snakes are encountered.

The practical demonstration was equally impressive. We were shown how trained rescuers safely handle snakes while maintaining a safe distance and minimizing stress to the animal. Mr. Gondalkar repeatedly reminded us that untrained individuals should never attempt to rescue venomous snakes and should immediately contact authorized wildlife rescuers. His demonstration highlighted the importance of patience, caution, and respect for wildlife.

The session completely changed my perspective. I realised that fear often arises from ignorance, while knowledge creates confidence and compassion. Little did I know that just a few months later, I would have the opportunity to apply these lessons in real life.

While travelling one day, I noticed an Indian Rock Python lying in the middle of a busy road. Vehicles were passing by continuously, and I immediately realised that the snake was in grave danger of being run over. Although I felt nervous, I remembered the instructions we had received during the NSS awareness session.

Instead of panicking, I remained calm. I first ensured that curious onlookers stayed away and prevented anyone from harming the snake out of fear. Using a long stick and maintaining a safe distance, I carefully guided the python away from the road without causing it any stress or injury. I then released it safely into a nearby forested area, where it could continue living in its natural habitat.

Watching the python slowly disappear into the bushes filled me with immense happiness and relief. At that moment, I realised that the knowledge and confidence I had gained during the NSS camp had helped

save the life of a wild animal. It was a deeply satisfying experience that strengthened my belief in the importance of wildlife conservation and responsible action.

A few minutes later, while continuing my journey to college, I encountered another snake lying on the roadside. Sadly, it had already been killed in a road accident before I arrived. Remembering what I had learned during the awareness session, I understood that leaving the dead snake on the road could attract scavenging animals and create further hazards. Using a long stick and following proper safety precautions, I respectfully moved the snake away from the road and placed it among nearby vegetation.

Although I could not save its life, the incident reminded me that every living creature deserves dignity and respect, even after death. It reinforced the values of responsibility, environmental awareness, and compassion that the NSS camp had instilled in me.

I am sincerely grateful to Mr. Pradeep Gondalkar for his valuable guidance and to the National Service Scheme (NSS) for organizing such an enriching and life-changing awareness programme. The knowledge I gained during the camp did not remain confined to the classroom—it empowered me to protect wildlife when it mattered most. This experience taught me that awareness, proper training, and responsible action can truly make a difference. It is a lesson that I will carry with me throughout my life.

Rina Oliyar Parvin,
S.Y. B.Com (B)

BEYOND ONE GAME

"Life is not about finding one thing you are good at. It is about having the courage to keep discovering who you can become."

People often ask me, "What is your favourite sport?" I always find myself smiling because I do not have just one answer. To me, one game is never enough. I am someone who is always searching for a new experience, a new challenge, a new skill to learn. Whether it is sports, cultural activities, meeting new people, or stepping into unfamiliar situations, I believe every opportunity teaches us something that no classroom ever can.

I have never been the kind of person who enjoys sitting idle. Deep inside, I always feel the urge to keep learning, exploring, and improving myself. My dream is not simply to become successful in one field. I want to become someone I can proudly look up to. I want to become my own role model.

There was a time when I was quiet and hesitant. I would overthink everything before taking a single step. But one day I realised that confidence does not magically appear. Sometimes, you have to act confidently until you truly become confident. That decision slowly changed my life.

One of my first steps outside my comfort zone was football. I had never played football before, yet I gathered the courage to register for the school tournament. During practice, I struggled with almost everything. I missed goals, made mistakes, and often felt like I was the weakest player on the field.

Still, my coach believed in us, and my teammates encouraged one another instead of judging. We lost the tournament, but surprisingly, I never felt defeated. Instead, I felt proud because I had dared to try something completely new. That day taught me that participation can sometimes be a bigger victory than winning itself.

Soon after, I participated in a street play competition. Once again, I entered a world that was completely unfamiliar to me. We practised for hours, met students from different streams, skipped a few lectures for rehearsals, laughed together, and created memories that still make me smile. During the final performance, I made a mistake that left me feeling anxious and disappointed. I thought I had ruined everything. But my teammates handled the situation beautifully, and together we won third place. The happiness I felt that day was beyond words. It reminded me that perfection is not what creates success; teamwork, trust, and determination does.

In between these experiences, I explored dance, art, cricket, tug of war, volleyball, kabaddi, weightlifting, and many other activities. Every new experience became another chapter of my journey. Every new challenge helped me discover a better version of myself. However, if there is one sport that truly changed my life, it is boxing.

I joined boxing two years ago, inspired by my father, who was a boxer during his younger days. At first, I was scared, just as I had been before every new beginning. But boxing slowly became much more than a sport. It became my source of confidence, discipline, and self-belief.

There is a common stereotype that boxing is meant only for men. I wanted to prove, at least to myself, that strength has nothing to do with gender. Every training session made me stronger, not only physically but mentally. I began to feel independent, fearless, and capable. Friends felt safe around me, and people started recognising me for my determination rather than my fears. My coach constantly motivated me to become better, and every punch I threw felt like I was breaking another limit I had placed on myself. Of course, the journey was far from perfect.

There were injuries, exhausting training sessions, disappointments, and moments when I questioned myself. Sometimes I missed opportunities because life demanded that I prioritise my studies. Other times, circumstances beyond my control stood in my way. There were moments when I came close to reaching bigger competitions but could not move forward. Those moments hurt deeply. Watching opportunities slip away is never easy, especially after months of hard work. The hardest part was not losing a match. It was feeling that all my efforts had led nowhere. There were days when I cried, doubted myself, and even thought about giving up. Yet every time I fell, someone reminded me why I had started my coach, my family, my teachers, my friends, and sometimes, simply my own dream of becoming stronger than yesterday.

BTS once said, *"The past was honestly the best, but my best is what comes next."* This quote always motivates me. It reminds me that no matter what has happened in the past, whether I have won or lost, there are always better opportunities waiting for me in the future. The college opened another door for me. I promised myself that I would experience everything it had to offer. I made new friends, participated in many cultural events and sports competition, enjoyed college life to the fullest, and continued saying "yes" to opportunities. Every event introduced me to new people, new lessons, and new memories. Slowly,

teachers and students began recognising me because I was always willing to participate, contribute, and learn.

That is the life I choose to live. I do not want to be remembered as someone who mastered only one skill. I want to be remembered as someone who never stopped learning, never stopped exploring, and never allowed failure to decide the ending of my story.

Because in the end, success is not measured by the number of medals we collect. It is measured by the courage to keep showing up, to keep believing, and to keep becoming a better version of ourselves. After all, life is far too beautiful to be limited to just one game.

Shatakshi Waghambre,
F.Y.B.A.B.Ed (A)

INSTADRUGS

Chapora, a small village in North Goa, is known for its natural beauty and lively atmosphere. It is famous for its beautiful beaches, the historic Chapora Fort, and its peaceful surroundings. The village has old temples, churches, and traditional Goan houses that reflect its rich culture and history. Every year, thousands of tourists visit Chapora to enjoy the beaches, water sports, local food, and stunning sunsets. As the evening begins, the village comes alive with cafés, restaurants, beach shacks, clubs, and music that attract people from different parts of the world. Fishing, boating, and other outdoor activities also play an important role in the lives of the local people. Chapora is a place where tradition and modern lifestyle exist together, making it one of the most popular and attractive villages in Goa.

But behind this beautiful image, there is another side that many people know about but rarely speak. Drugs have become a serious problem in parts of our locality. In many areas, they are available very easily, making it easier for people, especially the youth, to fall into addiction. Sometimes, young people who struggle to find jobs or earn enough money are tempted to become involved in the illegal drug trade because they see it as a quick way to make money. Others get influenced by friends or curiosity and start taking drugs without thinking about its adverse effects. It often feels as if these illegal substances reach people as quickly and easily like groceries ordered through instant delivery apps. This easy availability is a matter of concern because it puts many lives at risk. Drug addiction can damage both physical and mental health, leading to diseases, depression, anxiety, and addiction that is difficult to overcome. It also affects families, who suffer emotionally and financially while watching their loved one's struggle. The problem does not stop with one person—it affects the whole community by increasing crime, fear, and insecurity. A village that is known for its beauty and tourism should not be remembered for such problems. More awareness, better job opportunities, stronger action against drug trafficking, and support for people trying to recover from addiction are needed to bring positive change.

This situation makes us ask many important questions. Why is it so easy for drugs to reach people? How are they transported so easily? Why do so many young people waste their talent and future by getting involved in drugs? These questions deserve honest answers from all of us. The government, police, local community, schools, and families all have a major role to play in solving these problems. At the same

time, every young person must understand that no amount of easy money is worth losing their health, freedom, and future. Chapora should be known for its beaches, culture, and warm people, not for the problem of drugs. Real change will happen only when we work together to protect our youth and build a safer and brighter future for everyone.

Pratik Dabholkar,
F.Y.B.A.B.Ed (A)

GOA: MORE THAN JUST A HOLIDAY DESTINATION

Whenever people hear the word "Goa," the first images that come to their mind are about beaches, parties, sunsets, and vacations. For many tourists, Goa is a place to relax and enjoy. But for those who call Goa home, it is much more than a tourist destination. It is a land rich in history, culture, traditions, and values.

Long before Goa became famous for tourism, it was known for its hardworking people, peaceful villages, green paddy fields, coconut groves, fishing communities, and strong family bonds. Every village had its own identity, festivals, folk songs, and traditional occupations. Life was simple, yet it was closely connected to nature and the community.

Over the years, the state of Goa has changed rapidly. Tourism has created employment opportunities and improved infrastructure. Modern roads, hotels, educational institutions, and technology have made life more comfortable. People from different parts of India and around the world now visit or settle in Goa, making it a culturally diverse state.

However, every development comes with responsibility. Today, Goa faces challenges such as increasing traffic, pollution, shrinking green spaces, the rising cost of living, and the gradual disappearance of traditional occupations. Some young people are also becoming less familiar with the local languages, folk arts, and customs that once formed the heart of Goan identity.

The future of Goa does not lie in choosing between tradition and development. Instead, it lies in maintaining a balance between the two. Progress should continue, but not at the cost of our heritage. Protecting our environment, preserving our historical monuments, supporting local artisans and farmers, and respecting our cultural traditions are essential steps towards sustainable development.

As students and future educators, we have a significant role to play. We can raise awareness about Goa's rich heritage, respect nature, and help the younger generation understand that true progress includes preserving our roots while embracing new opportunities. Goa is not just a place to visit. It is a story of resilience, diversity, and harmony. Its true beauty lies not only in its beaches but also in its people, traditions, and timeless spirit. If we protect these treasures today, the future generations will inherit a Goa that is not only beautiful to see but also meaningful to live in.

Richa Umesh More
F.Y.B.A.B.Ed. (A)

TWO WORLDS, ONE HOUR APART

A 60-minute ride can completely transform your surroundings. From my village to Panjim, the change in atmosphere and lifestyle is remarkable. Village life moves at a gentle, unhurried pace. People wake up to bright sunlight streaming through their windows, the cheerful chirping of birds, and the familiar horn of the Poder. As you travel along the village roads, you're greeted by vast stretches of agricultural land where people are already at work. Peacocks dance with their vibrant wings spread wide, cows lazily occupy the middle of the road, and rows of trees stand as though they are welcoming you into their village. Everything feels quiet, peaceful, and calming. People carry on with their daily work, return home and take a good rest, followed by a refreshing evening walk through the internal roads exchanging greetings with neighbours enjoying their tea in the balcão. This gives them a break from their usual racing thoughts.

The city, on the other hand, tells a completely different story. You are welcomed by towering buildings, busy commercial signboards, and roads buzzing with activity. Mornings are like a boiling kettle; filled with the constant chorus of vehicle horns, revving engines, and impatient traffic. Hardly anyone seems to pause for evening rest, everyone is occupied with deadlines and responsibilities. Life here revolves around tourism, business, and convenience. The relaxed balcão conversations are replaced by cafés and busy streets. The air carries a mix of roasted coffee, sizzling street food, and vehicle exhaust. As the bustling heart of Goa, Panjim offers a lifestyle that is fast-paced, adventurous, and full of opportunities.

Just an hour's journey is enough to take you from the serenity of village life to the vibrant rhythm of the city, reminding you how two completely different worlds can exist so close to each other.

Vanessa D'souza
FY.BA.BEd A

BEYOND THE CLASSROOM: A JOURNEY THROUGH GOA'S HIDDEN HERITAGE

"Some lessons are found in books. Others are discovered on winding roads, beneath ancient stones, and in the silence of centuries-old caves"

Our college field trip in September 2025 was more than just an excursion — it was a wonderful learning experience that allowed us to explore the rich natural and cultural heritage of Goa. The journey itself was half the adventure. The bus echoed with music, conversations, spontaneous singing, and friendly banter. Some of us were busy clicking aesthetic pictures through the windows, while others argued over the perfect playlist. Every turn through Goa's lush green landscapes reminded us that history isn't always locked inside museums —it often hides in forests, villages, and forgotten corners waiting to be discovered. We visited several fascinating places that deepened our understanding of history, nature, and local traditions.

Our first stop was the fascinating Khandepar Caves, where the cool air and ancient rock-cut interiors instantly transported us to another era. Standing inside those caves, it was impossible not to imagine the people who once sought shelter, meditation, or worship there centuries ago. Every wall seemed to whisper stories that no textbook could fully capture The journey then took us to the magnificent Tambdi Surla Temple, one of Goa's finest examples of ancient temple architecture. Surrounded by dense forests, the temple stood gracefully as though protected by nature itself. The detailed carvings, the timeless structure, and the calm atmosphere made it easy to understand why this monument continues to inspire historians and visitors alike. Standing there, many of us paused—not for photographs —but simply to admire how beautifully history survives when preserved with care. After exploring ancient temples and mysterious caves, *Mollem National Park* felt like nature's grand finale. The cool breeze, dense forests, and endless shades of green instantly refreshed us.

As our heritage guide shared fascinating facts about the park's rich flora and fauna, we kept our eyes peeled for wildlife at every turn. Every rustling leaf made us wonder if a hidden animal was about to make an appearance! It wasn't just a walk through a forest—it was a gentle reminder of how beautifully history and nature coexist in Goa. Next came one of the most exciting attractions of the day—the Ringing Rocks. At first, many of us were skeptical. How could rocks possibly produce sound? But the moment someone gently struck one with another stone, a clear metallic ring echoed through the surroundings. Suddenly everyone wanted a turn. It felt less like a geology lesson and more like discovering nature's own hidden musical instrument.

The expressions of surprise on everyone's faces made it one of the most unforgettable moments of the trip. After immersing ourselves in centuries of history, the refreshing greenery of the *Satpal Arboretum Garden* offered a welcome change. Walking through the beautifully maintained garden felt therapeutic. The fresh air, towering trees, and colourful plants created the perfect setting for group photographs, candid laughter, and much-needed relaxation. It reminded us that preserving nature is just as important as preserving monuments Our final stop took us to the *Kulagar*, where we experienced the true essence of rural Goa. Surrounded by swaying coconut palms, arecanut trees, spice plantations, and narrow village pathways, it felt as though time had slowed down. The calm atmosphere, fresh air, and simple beauty of the countryside gave us a glimpse into traditional Goan village life. One of the most significant attractions here was the *Sati Stones*,

ancient memorial stones that offered us a deeper understanding of Goa's social and cultural history. Listening to the stories behind these stones made us reflect on the customs and beliefs of earlier times. Walking through the Kulagar wasn't just a visit—it was an experience that connected us with Goa's rich heritage, its traditions, and the peaceful charm of village life.

Throughout the day, friendships grew stronger. Conversations became deeper, strangers became teammates, and every shared snack somehow tasted better than usual. Between historical facts shared by our teachers and spontaneous jokes shared among friends, learning never felt forced-it simply became part of the experience. This field trip taught us that history is far more than dates, dynasties, and examinations. It lives in ancient stones, echoes through mysterious caves, rings from unusual rocks, and survives in monuments that continue to stand with quiet dignity. More importantly, it reminded us that the best classroom sometimes has no walls at all.

As we returned home that evening; slightly tired, covered in dust, with phones full of photographs and hearts full of memories-we realised we had carried back something far more valuable than notes. We had collected experiences. Years from now, we may not remember every historical detail we learned that day, but we will always remember the laughter on the bus, the wonder of the ringing rocks, the serenity of *Tambdi Surla*, and the joy of exploring Goa's hidden treasures together Because sometimes, the best way to understand history is not to read about it-but to walk through it.

Shravani Shailesh Naik
F.Y.B.A.B.Ed A

PROGRESS OVER PERFECTION: NEVER UNDERESTIMATE YOURSELF

"Perfection is not attainable, but if we chase perfection, we can catch excellence."
— Vince Lombardi

In today's fast-paced world, many of us strive to be perfect in everything we do. Whether it is academics, sports, careers, or personal life, we often set unrealistically high standards for ourselves. While aiming high is admirable, expecting perfection can become a burden. It can lead to self-doubt, fear of failure, and hesitation to even begin. Instead of chasing perfection, we should focus on making progress because every small step forward brings us closer to excellence.

Perfection is the state of being flawless or without any mistakes. It represents an ideal that is almost impossible to achieve consistently. Progress, on the other hand, is the process of improving, learning, and moving forward little by little. It is not about being the best immediately; it is about becoming better than we were yesterday. Progress values growth, while perfection demands flawlessness.

When we expect ourselves to be perfect from the very beginning, we often become afraid of making mistakes. This fear can stop us from trying new things or taking up challenges. A single failure may feel like the end of the journey. However, when we choose progress over perfection, our perspective changes.

We begin to understand that every mistake teaches us something valuable and every failure becomes another step towards success. Great achievements are rarely the result of one perfect attempt. They are built through countless efforts, lessons, and improvements.

Progress is also one of the greatest sources of knowledge. Every experience, whether successful or unsuccessful, teaches us something new. As we continue learning, we develop new skills, gain practical understanding, and become more capable of handling future challenges. Knowledge is not gained overnight; it grows through consistent effort, curiosity, and the willingness to improve. The more we progress, the wiser and more experienced we become.

An equally important part of this journey is self-belief. Believing in ourselves gives us the courage to take the first step, even when the path ahead is uncertain. Every successful person has faced obstacles, but what helped them move forward was confidence in their own abilities. Self-belief does not mean thinking we are perfect. Instead, it means trusting that we can learn, improve, and overcome difficulties through dedication and perseverance.

This is why self-belief is more closely connected with progress than with perfection. Perfection makes us believe that our worth depends on never making mistakes. Progress reminds us that our worth lies in our willingness to keep trying. When we believe in ourselves, we stop fearing failure and start embracing learning. Every small achievement strengthens our confidence, encouraging us to take the next step. Over time, these small victories create remarkable success.

Progress also plays a vital role in achieving our goals. Success is not the result of one giant leap but of many small, consistent efforts. Every milestone reached boosts our confidence and motivates us to continue. As confidence grows, so does our ability to face greater challenges. What once seemed impossible gradually becomes achievable because we have developed the knowledge, skills, and belief needed to succeed.

Each one of us has unique talents and untapped potential. The only person who can truly limit us is ourselves. When we stop comparing our journey with others and focus on improving every day, we realise that progress is far more meaningful than perfection. Every step forward, no matter how small, is proof that we are growing stronger, wiser, and more capable.

Let us remember that success is not about being perfect—it is about never giving up on becoming better. Believe in yourself, celebrate your progress, learn from your mistakes, and continue moving forward with confidence. The path to excellence is not paved with perfection but with consistent effort and unwavering self-belief.

Small steps taken every day led to extraordinary destinations. Believe in yourself, embrace progress, and let your journey—not perfection—define your success.

Yash Pagi,
F.Y.B.A.B.Ed (A)

MORE THAN JUST A DANCE: A JOURNEY OF AWARENESS, UNITY, AND MEMORIES

"The music faded. The applause ended. But the message continued to echo in countless hearts."

Some journeys are measured in kilometres. Others are measured in the lives they touch. Ours was one of those journeys.

What began as a flash mob for HIV/AIDS awareness soon became an unforgettable experience filled with purpose, passion, and people who shared one common goal—to create awareness, challenge stigma, and inspire conversations through the universal language of dance.

More than fifty students, from the first to the fourth year, came together as strangers with different personalities, talents, and backgrounds. Yet, within days, rehearsals transformed us into a family. Every practice session was filled with determination, laughter, sore feet, shared meals, and countless memories. Every step we perfected carried a purpose far greater than entertainment.

Soon, our journey extended beyond classrooms and campuses. Travelling across Goa: from the bustling North to the serene South, we visited nearly 40 to 50 schools, bringing not just music and choreography but also a message of compassion, awareness, and hope.

Every destination had its own story. Some students watched us with curiosity, some joined us with excitement, and many left with questions that opened the door to meaningful conversations about HIV/AIDS. In those moments, we realised that awareness doesn't always begin with a speech. Sometimes, it begins with a song, a dance, and a message delivered from the heart.

To the audience, each performance lasted only a few minutes. What they never saw were the early mornings, the endless rehearsals, the long journeys, the nervous excitement before every show, and the dedication that every volunteer poured into making each performance meaningful. Behind every smile on stage was a team committed to making a difference.

Yet the greatest transformation wasn't only among those who watched us, it happened within us.

This journey strengthened our confidence, taught us the true meaning of teamwork, introduced us to lifelong friendships, and reminded us that young people have the power to bring about positive social change. We discovered that when passion meets purpose, even a simple dance can become a powerful voice for awareness.

None of this would have been possible without the dedication of every volunteer, the guidance of our mentors, and the support of the Red Ribbon Club. Together, we transformed performances into conversations, conversations into understanding, and understanding into awareness.

As the final performance came to an end, we realised we were carrying home much more than photographs and memories. We carried pride, responsibility, and the satisfaction of knowing that, in our own small

way, we had helped build a more informed and compassionate society.

Years from now, we may forget the choreography, the formations, or even the songs we danced to.
But we will never forget why we danced.
Because this was never just a flash mob. It was a journey of awareness, unity, friendship, and unforgettable memories: a journey that will continue to inspire us long after the music has stopped.

Dhanashree Rane
F.Y.B.A.B.Ed (A)

GOA: BEYOND THE BEACHES – A JOURNEY FROM THE GOA WE HAD TO THE GOA WE HAVE

Whenever someone hears the word Goa, the first things that usually come to mind are beaches, parties, nightlife, and alcohol. While these are a part of modern Goa, they are certainly not what defines Goa. As someone who has grown up hearing stories from elders and witnessing the changes around me, I believe Goa is much more than a tourist destination. It is a land of rich culture, deep-rooted traditions, hardworking people, and a heritage that deserves to be remembered and preserved. The Goa of the past had a charm that cannot be recreated. Life moved at a slower pace, but it was filled with warmth and togetherness. Villages were alive with people helping one another. Every season brought its own celebrations, and every festival brought the community together. The sound of church bells, temple prayers, folk songs, and the laughter of children playing in open fields made Goa feel peaceful and connected.

The markets of old Goa were completely different from what we see today. Women would walk confidently with *fatyons* balanced on their heads, carrying vegetables, fruits, fish, or coconuts to sell. Many wore the traditional *nauvari saree,* reflecting simplicity and grace. The local markets were not just places for buying and selling; they were places where relationships were built, stories were shared, and communities stayed connected. Trade has always been an important part of Goa's history. Long before tourism became the state's main attraction, Goa flourished as a trading centre because of its strategic location along the western coast of India. Traders exchanged spices, coconuts, cashew, rice, fish, jaggery, and other local products. The rivers and ports played an important role in connecting Goa with different parts of India and the world. Trade was not just about business; it shaped Goa's economy, culture, and way of life.

Agriculture was the backbone of many Goan families. The green paddy fields stretching across villages were a beautiful sight. Farmers worked tirelessly in the fields, depending on the monsoon for a good harvest. Rice cultivation, coconut plantations, arecanut gardens, and cashew farming were a way of life rather than just an occupation. Every family respected the land because it provided them with food and livelihood. Today, many of these fields have been replaced by buildings, resorts, and commercial spaces. One of the most heartwarming traditions was the arrival of the rain dancers during the monsoon. They would visit homes singing traditional songs, dancing joyfully, and spreading happiness while celebrating the rains that brought life to the fields. Such traditions strengthened community bonds and kept local

folklore alive. Sadly, many young people today have never experienced these beautiful customs. The village baker, lovingly known as the poder, was another symbol of old Goa. Early every morning, the familiar sound of his bicycle bell announced the arrival of fresh *pão, poee*, and other traditional breads. The baker was more than someone delivering bread; he was a familiar face in every neighbourhood and an important part of daily life. Although bakeries still exist, the personal connection and simplicity of those days have slowly faded.

Goa's cultural heritage is reflected in its folk dances like *Dekhni, Fugdi, Dhalo,* and *Corridinho*, its traditional music, local cuisine, unique architecture, and the harmony shared by people of different faiths. Temples, churches, ancestral homes, and village festivals tell stories that have been passed down through generations. This cultural richness is what truly makes Goa special. Today's Goa has developed in many positive ways. Better roads, improved education, healthcare, technology, and tourism have created new opportunities and improved people's standard of living. Tourism has become one of the state's biggest sources of income, providing employment to thousands of families and introducing Goa to visitors from across the world. However, development has also brought challenges. In many places, commercialisation has begun to overshadow tradition. Large crowds, excessive partying, littering, traffic, and unplanned construction have changed the peaceful character of many villages and beaches. Sometimes, it feels as though the image of Goa has become limited to nightlife and entertainment, while its true identity is overlooked.

Goa should never be known only for beaches and alcohol. Those are attractions, but they are not its soul. The real Goa lives in its villages, its traditions, its festivals, its farmers, its fishermen, its bakers, its markets, its music, and its people who continue to preserve their culture despite changing times. As we move towards the future, development is necessary, but it should never come at the cost of our heritage. The responsibility of preserving Goa's identity lies not only with the government but also with every Goan and every visitor. We must respect our traditions, protect our environment, support local artisans and farmers, and teach future generations about the Goa that existed long before tourism became its identity. The Goa of yesterday may never return exactly as it was, but its values, traditions, and spirit can still live on if we choose to remember and protect them. After all, Goa is not just a destination on a map; it is a culture, a history, and a way of life that deserves to be celebrated for far more than what the world usually sees.

Nidhi Subhash Shirodkar
S.Y.B.A.B.Ed (A)

COMMERCE IN A CHANGING WORLD: HOW WARS AFFECT INDIA'S ECONOMY

When we hear about wars on the news, many of us feel that they are happening so far away and have nothing to do with our daily lives. But the truth is quite different. In today's connected world, a conflict in one country can affect millions of people across the globe; including the people in India. As commerce students, understanding this connection helps us realize how closely business, trade, and the economy are linked.

Over the last few years, conflicts such as the Russia–Ukraine war and rising tensions in the Middle East have shaken the global economy. These regions supply important resources like crude oil, natural gas, wheat, and fertilizers. When wars disrupt production or block transport routes, the supply of these essential goods decreases. As demand remains high, prices begin to rise, and the impact reaches countries thousands of kilometres away.

Many Indian families have experienced these effects without even realizing the reason behind them. When international crude oil prices increase, the cost of petrol and diesel also goes up. This makes transportation more expensive, and gradually the prices of vegetables, milk, groceries, cooking gas, and many other everyday items start increasing. A simple visit to the local market today often costs more than it did a few years ago. For middle-class families, managing the monthly budget has become more challenging.

The business world also feels the pressure. Small shopkeepers, traders, and manufacturers have to spend more on raw materials, fuel, and transportation. Some businesses are forced to increase the prices of their products, while others reduce production to control costs. Exporters also face difficulties when international shipping routes are affected. In the end, both businesses and consumers have to deal with the consequences.

Young people are not left untouched either. When companies face uncertainty, they often become cautious about investing or hiring new employees. This means that students graduating from colleges may find fewer job opportunities. At the same time, the rising cost of education, travel, and daily expenses adds extra pressure on families.

Yet, every challenge also brings an opportunity to grow. India has taken several positive steps to reduce its dependence on imports by encouraging local manufacturing through initiatives like **Make in India**. The growth of digital payments, start-ups, and Indian industries shows that the country is working towards becoming more self-reliant. Businesses are also exploring new markets and building stronger supply chains to reduce the impact of global crises.

For commerce students, these events are more than just headlines in newspapers. They are practical examples of how international trade, inflation, supply and demand, and business decisions affect our everyday lives. The concepts we study in classrooms become meaningful when we see them happening in the real world.

As the future entrepreneurs, accountants, bankers, managers, and business leaders of our country, we have an important responsibility. By making ethical decisions, encouraging innovation, and supporting Indian businesses, we can contribute to building a stronger and more stable economy that can face global challenges with confidence.

The world today is more connected than ever before. A war in one part of the world can influence the prices we pay, the jobs we get, and the growth of our economy. Commerce teaches us that every economic event has a ripple effect. By understanding these connections and working towards a self-reliant and resilient India, we can help build a brighter future for ourselves and for the nation. After all, commerce is not just about profits; it is about people, progress, and the strength of our economy.

Not Me, But You: A Journey of Growth, Leadership, and I Service

The National Service Scheme (NSS) is more than a programme; it is a platform that helps students grow into responsible citizens through community service, leadership, teamwork, and selfless dedication. Guided by its motto, "NOT ME, BUT YOU", NSS inspires young people to step beyond their comfort zones, serve society, and develop values that remain with them throughout life. For me, NSS was not just a college activity; it became a journey that transformed my personality, built my confidence, and changed the way I looked at life.

My Journey as an NSS Volunteer and Leader

When I joined college, I was a shy and reserved student. I rarely interacted with people outside my small circle of friends. If someone had told me then that I would one day become an NSS Leader, I would never have believed it.

Everything changed when I became a part of NSS. When I was entrusted with this responsibility, I felt both honoured and nervous. I knew it would challenge me in ways I had never imagined. This incredible journey became possible under the inspiring guidance of my supervisors whose constant encouragement, trust, and support helped me discover my true potential. They believed in me even when I doubted myself and inspired me to accept every responsibility with confidence.

My NSS Camp Experience

The seven-day NSS Special Camp was the most memorable part of my journey. Every morning began with yoga, which refreshed both our minds and bodies. After breakfast, we visited the village to help the local community through cleanliness drives, assisting villagers, and participating in various social service activities. After lunch, we attended informative sessions on leadership, teamwork, health, personality development, and social responsibility. In the evenings, we participated in cultural activities such as dancing, singing, acting, games, and group performances. Every day was filled with learning, service, discipline, and enjoyment.

At first, I was disappointed because none of my close friends were in my group. I wondered how I would spend an entire week with strangers.. as the days passed, those strangers became my close companions. We worked together, laughed together, performed on stage together, shared responsibilities, and supported one another through every activity. By the end of the camp, we were no longer strangers—we had become a family.

Living in the village was another tmforgettable experience. Away from the noise of the city a. without constantly using our phones, I experienced a peaceful and simple lifestyle. We interact. with villagers, understood their daily lives, and realised that happiness comes from human connections, kindness, and helping others rather than from new technology or material things.

What I Learned from NSS

It was never that I didn't want to stand on a stage. Deep inside, I always wanted to speak, perform, and express myself. The only thing that held me back was the fear of making mistakes. I constantly worried that I would forgot my words or do something wrong, and people would laugh, stare or judge me. That fear was stronger than my confidence.

Everything began to change during the NSS Special Camp. The camp taught me one of the most valuable lessons of my life—we are not perfect, and no one expects us to be. Making mistakes is a part of learning and growing. Instead of being afraid of failure, I wish to accept my mistakes, learn from them, and improve with every opportunity. With each activity, performance, and responsibility, my confidence grew. I stopped fearing of what people might think and started focusing on becoming a better version of myself. NSS helped me understand that growth begins the moment we step beyond our fears.

Today, when I look back at the person I was on my first day of college, I can hardly recognise myself. NSS transformed me from a shy student into a confident leader. It taught me leadership, discipline, teamwork, empathy, responsibility, and the courage to believe in myself. The stage that once frightened me has now become a place where I confidently express my thoughts.

A Message to Every Student

If you ever get an opportunity to join NSS, don't hesistate. It is much more than volunteering—it is a journey of self-discovery. It helps you build confidence, make lifelong friends, learn to work as a team, and understand the true meaning of service. Most importantly, it teaches you that your biggest limits exist only in your mind.. Once you step beyond that, you discover your true potential.

As my journey as an NSS Leader comes to an end, I carry with me not just certificates but unforgettable memories, lifelong friendships, valuable life lessons, and immense gratitude. The motto "Not Me, But You" is no longer just a slogan for me; it has become a way of life. I will always remain proud and grateful to be a part of the NSS family.

Anchal Rajnish Vishwakarma,
S.Y.B.COM (B)

DIVIDED SAND

The palm trees whisper of a broken peace,
Where shared traditions slowly start to cease.
The temple bells and church choirs entwined
Are now by bitter lines of hate defined.

A harmony that weathered centuries of old
Is traded for the power leaders hold.
The Sangodd boats, the Zagor on the stage,
Are blurred by clouds of manufactured rage.

They carve a wedge into the coastal sand,
To split the children of this gentle land.
Where neighbors lived as brothers side by side,
The toxic waves of politics divide.

The sosegado spirit starts to bleed and fray,
As common ground is slowly stripped away.
Goa, wake and guard your sacred, ancient trust,
Before your golden bonds turn into dust.

Johan Alfred Viegas,
F.Y.B.A.B.Ed (A)

LOSING ME

Letting go of my childish self,
Cause turning 18 isn't that great,
Caring about what other people say,
Getting into the version of me that I hate.

Laughing off those questions of grief,
That people ask for their satisfaction,
Losing all my childish dream as well as
Bucket list of true love and live action.

I wear a mask, a disguise so fine,
A shield to hide the cracks that form over time,
The world outside is loud, it's hard and cold,
A reality that wears me down, young and old.

I am chasing dreams that aren't my own,
living a life that's not truly known,
I am trying to fit in, to be like the rest,
But in the process. I am losing myself
I am losing my best.

Anushka Santosh Malpekar,
F.Y.B.A.B.Ed (A)

हिन्दी विभाग



दोस्ती : जो बिना शर्त साथ निभाएं

जीवन के हर मोड़ पर साथ निभाने वाले बहुत कम मिलते हैं। मिल जाते हैं कई आपकी बुराईयाँ – कमियाँ गिनाने वाले। हाथ दे भी कभी तो सहारे के लिए कम और खींचकर गिराने के लिए अधिक मिल जाते हैं। तो इस भाग-दौड़ भरी जिंदगी में जहाँ मानवीय मूल्य कम और स्वार्थ का बोलबाला अधिक हो चला है। अपनों की पहचान करना बड़ा ही कठिन कार्य हो चला है। फिर वो समाज में हो, अपने परिवार में हो या दोस्तों का चुनाव करते समय।

मैंने बचपन से ही मेरे परिवार वालों को कहते सुना है कि, आपका बर्ताव आपके दोस्तों पर यानी जिनके साथ आप अधिक समय बिताते हो उन पर निर्भर होता है और यह बात मैंने भी जानी है। मुझे बचपन से लेकर उच्च माध्यामिक विद्यालय तक बहुत ही अच्छे दोस्तों का साथ रहा। अब सवाल हमेशा यही उठता था कि, क्या महाविद्यालय में जाने पर भी यही सिलसिला बरकरार रहेगा? इसी भय के साथ मैंने कदम बढ़ाए लेकिन यह भय एक खूबसूरत हकीकत में बदल गया। महाविद्यालय में आने पर मुझे मानो एक दूसरी छोटी दुनिया ही मिल गयी, जिसमें सबके अपने तौर-तरीके, अपनी राय, अपने कौशल थे पर सभी ने एक-दूसरे को अपना बना लिया। सोचती थी मुसीबत के समय पहले की तरह किसी को पुकार न सकूँगी पर यहाँ जाना कि ये दोस्त तो बताने से पहले ही मदद के लिए हाजिर हो जाते हैं। कईयों के अपने उत्कृष्टता के क्षेत्र थे पर दूसरों को कम समझने के बजाए एक-दूसरे के गुण पहचानकर उसे बढ़ावा देने वाले दोस्त मैंने पाये। दूसरों की सफलता पर ईर्ष्या जताने वाले कई होते है पर मेरी सफलता पर सबसे बडी ताली की गूंज बजातने वाले दोस्त मैंने पाये। वर्तमान समय की भागदौड़ भरी जिंदगी में सभी रुककर एक दूसरे को पहले मदद करनेवाले दोस्त मैंने पाये। कितने ही कम समय में एक दूसरे के हमदर्द बन गएं, मुश्किल के समय में साथ देकर हर फिक्र ही दूर कर गएं।

दोस्ती एक ऐसा रिश्ता है जो बिना किसी शर्त के बिना किसी स्वार्थ के निभाया जाता है यह सुना तो था पर उसके मायने तभी जाने जब मुझे भी ऐसे ही कुछ यार मिलें। इस साथ को मैं कभी खोना नहीं चाहती हूँ, पल हो खुशी या गम का हर हाल में इसे निभाना चाहती हूँ।

इस निस्वार्थ दोस्ती का सार कुछ इन पंक्तियों से :

बिना शर्त के इस रिश्ते में
बराबर हिस्सेदारी हमारी रहें
रास्ते चाहे अलग हो जाएं
पर यह साथ निभाने की जिम्मेदारी
भी हमारी रहें

टिशा मनोज चोपडेकर
चतुर्थ वर्ष कला एवं शिक्षण

मेरी पहली मोहब्बत

लोग कहते हैं, मोहब्बत करना मुश्किल होता है। लेकिन मुझे तो पहली नजर में ही उनसे मोहब्बत हो गई थी। सबसे पहले उन्हीं को देखकर मेरे चेहरे पर मुस्कान आई थी। हाँ, शायद इसी को मोहब्बत कहते हैं। उनको शब्दों में बयान करना इतना आसान नहीं है लेकिन फिर भी मैंने कोशिश की है।

आप सब सोच में पड़ गए होगें कि मेरी पहली मोहब्बत कौन है? मेरी पहली मोहब्बत और कोई नही बल्कि मेरी 'माँ' है। मेरी मानो तो दुनिया का सबसे खूबसूरत शब्द ही 'माँ' होता है। इस शब्द को सुनते ही दिल को सुकून मिलता है। इस दुनिया में 'माँ' ही एक ऐसी शक्स है जो आपको देखने से पहले ही आपसे ढ़ेर सारा प्यार करती है, वह इस बात से वाकिफ़ होती है कि, हमें इस दुनिया में लाने के लिए उन्हें दर्द से गुजरना होगा, अपनी आदतों को, पसंदीदा चीजों को टालना होगा पर वह सब कुछ सह लेती है आपकी एक मुस्कान देखने के लिए, आपको गोद में लेने के लिए। 'माँ' के बिना घर, घर नहीं लगता।

सबसे पहले जब मैं घर जाती हूँ तो 'माँ' को पुकारती हूँ और 'माँ' को खुद के सामने देखकर मेरे मन को शांति मिलती है। वह 'माँ' होती है जो अपने बच्चों से खुद से ज्यादा प्यार करती है। जो अपने बच्चों की खुशी में अपनी खुशी ढूँढती है। मेरी 'माँ' ही मेरी सबसे पहली गुरु है क्योंकि उन्होंने ही मुझे बोलना सिखाया, खुद के पैरों पर खड़ा रहना सिखाया, अच्छे और बुरे में फर्क करना सिखाया। वह 'माँ' ही होती है जो घर में सबसे पहले उठती है और सबसे आखिर में सोती है। सबका खयाल रखते-रखते खुद का खयाल रखना भूल जाती है।

बच्चों की पसंद का खयाल रखकर उनके लिए खाना बनाती है। अपने बच्चों को खुश रखने के लिए हर किसी से लड़ जाती है। वह 'माँ' ही होती है, जो खुद की चिंता किए बिना अपने खुद के हिस्से की खुशी दूसरों पर न्योछावर कर देती है। अपने बच्चों को पढ़ाती है, लिखाती है और उन्हें काबिल बनाती है। गलती करने पर डाँटनेवाली 'माँ' ही होती है और रूठ जाने पर मनानेवाली भी 'माँ' ही होती है। हाँ, कभी-कभी 'माँ' बहुत गुस्सा करती है लेकिन उसके पीछे भी उनका प्यार छुपा होता है। बात न करने की बात करती है, लेकिन अपने बच्चों से बात किए बिना नहीं रह पाती है। मैं मेरी 'माँ' से बहुत प्यार करती हूँ और वही मेरी पहली मोहब्बत है। 'माँ', तेरी ममता का सागर, है जीवन का सबसे गहरा प्यार, तू है मेरी दुनिया, मेरी हर खुशी, हर सुख का सार।

पिनाकी प्रदीप पेडणेकर
चतुर्थ वर्ष कला एवं शिक्षण

बचपन एक सुहानी याद

बचपन एक ऐसी दुनिया है, जहाँ हमें किसी तनाव का सामना नहीं करना पड़ता। एक ऐसा समय जो खुशियों से भरा होता है, जिसमें खेल, मस्ती और परिवार के साथ वक्त बिताना मुख्य होता है। न तो हमें किसी बात की चिंता होती है और न कोई ज़िम्मेदारी। यह हमारी जिंदगी के अच्छे पल होते हैं। बचपन ऐसा समय है, जो सबकी जिंदगी में महत्त्वपूर्ण होता है। इस समय हमारा मानसिक और शारीरीक विकास होता है। हमें लोगों से कैसा व्यवहार करना है, परिवार के साथ संबंध रखना, दोस्ती का महत्त्व और खुद को समझने का अच्छा समय होता है। बचपन का दौर कभी वापस नहीं आता। यह उन हसिन पलों में गिना जाता है, जो चाहकर भी नहीं लौटता। यह दौर तब ज़्यादा हसिन था, जब हम खेल-कूद में व्यस्त रहते थे। बचपन में हम दिन-भर खेलते रहते थे। फिर चाहे वह क्रिकेट हो या फुटबॉल। उस वक्त हमें कोई चिंता या डर नहीं था, तो हम बेफिक्र दौड़ते-भागते रहते। तब हमें दोस्तों के साथ वक्त बिताना अच्छा लगता था। जब गर्मियों की छुट्टियाँ प्रारंभ होती तो हम बहुत खुश हो जाते थे। सुबह से लेकर शाम तक खेलते रहते, मस्ती करते। लड़के कबड्डी खेलते और लडकियाँ घर-घर। जिसमें वह खाना पकाती, पेड की पत्तियों से रोटी बनाती, फिर फूलों से सब्जी और माँ की ओढनी लेकर साडी पहनती। वैसे ही जब दोपहर हो जाती तो सब लड़के-लडकियाँ एकत्रित आकर कैरी तोडने जातें। फिर सभी थोडा-थोडा करके नमक, मिर्ची पावडर आदि लेकर आते और सब मजे से कैरी खातें। वैसे ही बेर खाते थे। कुछ बच्चे नाना-नानी के घर जाते वहाँ पर ७-८ दिन के लिए आराम से रहते।

पहले गाँव में नाटक हुआ करते थे तो बच्चे बड़ी मात्रा से उसमें सहभाग लेते। नाचते, गाते, मौज करते थे। यह सब यादें दिल में बसी रहती है। बचपन में परिवार के साथ समय बिताना भी एक यादगार पल रहा। एकत्रित बैठकर बाते करना, एक दूसरे को अपने किस्से सुनाना, त्योहारों के समय परिवारों के सदस्यों का एकत्रित आना आदि। उसी प्रकार पाठशाला में जाना एक मनोरंजक एहसास था। पाठशाला में नए-नए दोस्त बनाना, वैसे ही उनके साथ कुछ हसीन पल बिताना। वो शिक्षकों के साथ हँसी-मजाक करना, किसी दोस्त की चुगली करना या मजाक करना यह सब याद आता है। स्कूल से निकलकर घूमने जाना, वहाँ पर बहुत मज़ा करना, यह बातें मन में बस गई है। पहले लगता था कि कब हम बड़े होंगे और काम पर जाएँगे। लेकिन आज यह लगने लगा है कि जो बचपन का दौर था वह सबसे अविस्मरणीय था जो भूले भी नहीं भूला जा सकता। हमारे बचपन के वो हसीन और चिंतामुक्त पल हमें आज भी कहीं ना कहीं याद आते हैं और हमें हमारा बचपन याद दिलाते हैं।

सिमरन विर्नेकर
चतुर्थ वर्ष कला एवं शिक्षण

युवाओं में सोशल मीडिया की लत : चिंता का विषय

आज के समय में सोशल मीडिया युवाओं की जिंदगी का एक बड़ा हिस्सा बन गया है। इसे इस उद्देश्य से बनाया गया था कि लोग अपनी बात कह सकें, गलत के खिलाफ आवाज उठा सकें और कुछ नया सीख सकें। लेकिन आज इसका उपयोग सही तरीके से कम और समय बिताने के लिए ज्यादा हो रहा है, जो एक चिंता का विषय बनता जा रहा है।

आज के युवा घंटों तक मोबाइल पर सोशल मीडिया चलाते रहते हैं और बस स्क्रोल करते रहते हैं। बिना किसी खास कारण के बार-बार स्क्रीन देखना उनकी आदत बनती जा रही है। इससे उनका कीमती समय बर्बाद होता है और उनका ध्यान पढ़ाई तथा अन्य जरूरी कामों से हट जाता है। कई बार उन्हें खुद भी पता नहीं चलता कि वे कितना समय इसमें गंवा चुके हैं।

सोशल मीडिया का असर मन और सोच पर भी पड़ता है। जब हम दूसरों की तस्वीरें, उनकी सफलता और खुशहाल जीवन देखते हैं, तो हम अपनी तुलना उनसे करने लगते हैं। इससे हमारे मन में हीन भावना उत्पन्न हो सकती है और हम अंदर से कमजोर महसूस करने लगते हैं। यह हमारे मानसिक स्वास्थ्य पर भी नकारात्मक प्रभाव डालता है।

इसके अलावा, इसका असर शरीर पर भी पड़ता है। देर रात तक मोबाइल चलाने से नींद पूरी नहीं होती। आंखों में दर्द, सिरदर्द और थकान जैसी समस्याएं होने लगती हैं। जो स्वास्थ्य के लिए ठीक नहीं है।

पढ़ाई पर इसका सबसे ज्यादा असर देखा जाता है। छात्र पढ़ते समय भी बार-बार मोबाइल देखने लगते हैं, जिससे उनका ध्यान भटकता है। परीक्षा के समय भी वे पूरी तरह से ध्यान नहीं लगा पाते, जिससे उनका भविष्य पर बूरा असर हो सकता है।

सोशल मीडिया पर गलत जानकारी और अफवाहें भी तेजी से फैलती हैं। कई बार लोग बिना सोचे-समझे ऐसी बातों पर विश्वास कर लेते हैं, जिससे समाज में गलतफहमी और तनाव पैदा हो सकता है। इसलिए सोशल मीडिया का उपयोग करते समय सावधानी रखना बहुत जरूरी है।

हालांकि, सोशल मीडिया का सही उपयोग किया जाए तो यह बहुत फायदेमंद भी हो सकता है। इसके माध्यम से हम नई-नई चीजें सीख सकते हैं, पढ़ाई से जुड़ी जानकारी प्राप्त कर सकते हैं और अपने हुनर को दुनिया के सामने दिखा सकते हैं। कई युवा इसका उपयोग अपने व्यवसाय और करियर को आगे बढ़ाने के लिए भी कर रहे हैं।

इस समस्या से बचने के लिए जरूरी है कि हम सोशल मीडिया का उपयोग सीमित समय तक करें। हमें अपने दिन का समय सही तरीके से बांटना चाहिए। पढ़ाई, खेल, परिवार के साथ समय बिताना और अच्छे शौक अपनाना भी उतना ही जरूरी है। माता-पिता और शिक्षकों को भी बच्चों को सही दिशा दिखानी चाहिए और उन्हें जागरूक करना चाहिए।

अंत में, सोशल मीडिया एक साधन है, न कि जीवन का लक्ष्य। यदि हमें अपना भविष्य उज्ज्वल बनाना है, तो हमें इसका उपयोग समझदारी और संतुलन के साथ करना होगा। सही उपयोग करने से ही हम आगे बढ़ सकते है।

प्रगति सिंह
द्वितीय वर्ष कला एवं शिक्षण

पहलगाम अटैक

पहलगाम, भारत के जम्मू कश्मीर राज्य के अत्यंत सुंदर जगह पर, जो एक प्राकृतिक सौंदर्य, शांत वातावरण के लिए जाना जाता है। यह जगह भारत का सबसे खूबसूरत हिस्सा है। कश्मीर को लेकर भारत और पाकिस्तान के बीच काफी आतंकी हमले हुए हैं और आज भी इस जगह को आतंकी हमले से खतरा लगा रहता है। इसलिए इसकी रक्षा के लिए यहाँ हमेशा सैनिक तैनात रहते हैं।

पहलगाम अटैक जो कि २२ अप्रैल २०२५ को आतंकी हमला न केवल उस जगह के लोगों बल्कि पूरे देश के लिए अत्यंत दुखद और चिंताजनक घटना थी। इस घटना से भारत के लोगों के पैरो के नीचे की जमीन खिसक गयी थी। जो पूरे देश में शांति और प्रेम था वह अचानक मीट गया और पहलगाम की जमीन खून से लथपथ हो गयी थी। इसका मुख्य कारण क्या था? आख़िर मासूमों का कसुर क्या था? जो उन्हें सीधे जान से मार दिया गया।

तो घटना २२ अप्रैल २०२५, मंगलवार के दिन को आतंकवादियों ने पहलगाम में टारगेट किया। इसमें पहलगाम गए पर्यटकों को निशाना बनाया गया। इस हमले में ३० पयर्टकों, जो भारत के अलग-अलग हिस्से से अपनी छुट्टियाँ व्यतीत करने आए थे उनकी जान चली गयी और बहुत सारे पर्यटक इस हमले में घायल हो गए। पाकिस्तान स्थित आतंकवादी संगठन टी. आर.एफ ने इसकी जिम्मेदारी ली थी और इसका उद्देश्य यहीं था कि हिंदू लोगों को मारना। आतंकवादियों ने हमला करने से पहले पर्यटकों से उनके धर्म के बारे में पूछा और हिंदू कहते ही उन पर गोलियों की बौछार कर दी।

काफी बड़ी संख्या में पर्यटक पहलगाम घुमने गए थे। वे घुड़सवारी का आनंद ले रहे थे। पहलगाम को भारत का मिनी स्विट्जरलैंड माना जाता हैं। हरे-भरे घास का मैदान है। आतंकवादी पुलिस की वर्दी में हथियारों से लैस होकर बेसरण घाटी में पहाड़ी से उतर कर आए। आतंकवादियों ने पर्यटकों से पूछा कि क्या तुम मुसलमान हो ? अगर मुसलमान हो तो कलमा पढ़कर सुनाओ । जब पर्यटकों ने कहा कि वे हिंदू है और कलमा पढ़ना नहीं आता तो आतंकवादियों ने उन्हें मार दिया।

इसमें पुरुषों की हत्या की गई और महिलाओं को छोड़ दिया गया और उन्हें मोदी को बोल देने के लिए कहा गया। महिलाओं के सामने उनके पति और बच्चों के सामने उनके पिता की हत्या कर दी गयी। धर्म पूछकर गोली मारना मानवता पर आघात है। बहुत से पर्यटकों के कपड़े उतारकर उनका खतना तक चेक किया गया। इससे शर्मनाक और क्या हो सकता है और मुसलमान न होने पर गोली मार दी गयी।

इस घटना से भारत के लोगों का पाकिस्तान के प्रति नफरत बढ़ गई। उन पत्नियों ने जिन्होंने अपने सुहाग को अपने सामने खत्म होते देखा वे तो अवाक रह गयी। प्राकृतिक खूबसूरती से भरपूर प्रदेश में खून की होलियाँ रच दी गयी। आखिर उनका दोष क्या था? यह घटना केवल युद्ध नहीं बल्कि पूरे मानव जाति के लिए शर्म की बात है कि धर्म के नाम पर हत्या की जा रही है। उन सभी की छुट्टियां एक क्षण में मौत बन गयी। आख़िर कितने ही परिवार के घर टूट गए? किसी माँ ने अपना बेटा खोया, तो किसी बहन ने अपना भाई और उस औरत का क्या जो अपना पूरा घर-भार छोडकर पति के भरोसे आयी थी। उसकी तो पूरी दुनिया ही खत्म हो गई।

जब मोदी जी इस घटना से अवगत हुए तो उनको बहुत बुरा लगा और उन्होंने आतंकवादियों को न बख्शने का तय किया। नरेंद्र मोदी जो भारत के प्रधानमंत्री हैं, उन्होंने इस घटना में अपने प्रियजनों को खोने वाले व्यक्तियों को अपनी संवेदनाएं व्यक्त की और घायलों के शीघ्र स्वस्थ होने की कामना की। आतंकवादियों की इस कायर हरक़त पर भारत सरकार ने सख्त कदम

उठाते हुए पाकिस्तान के साथ सिंधु जल समझौते को रोक दिया। अटारी बॉर्डर से आवाजाही को रोक दिया गया। पाकिस्तान के लोगों का वीजा तत्काल रद्द कर दिया गया। सभी पाकिस्तानियों को ४८ घंटे के अंदर भारत छोड़ने के लिए कहा गया। वहाँ के सैन्य सलाहकारों को भी एक हफ्ते में भारत छोड़ने का निर्देश दिया गया और वहाँ स्थित भारतीय सैन्य सलाहकारों को वापस बुला लिया गया।

भारत सरकार ने उस परिवार को आश्वासन दिया कि अपराधियों को न्याय के कटघरे में लाया जाएगा उन लोगों को श्रद्धाजंलि अर्पण की जो इस घटना के शिकार हो गए थे। उनके परिवार को न्याय दिलाने का वादा किया गया। कश्मीर के सरकार ने मृत लोगों के परिवार को १०-१० लाख रुपए और घायल लोगों को २-२ लाख रुपए देने की घोषणा की। प्रधानमंत्री नरेंद्र मोदी ने इस घटना को भारत के आत्मा पर हमला बताया और कहा कि अब, आतंकवादियों को सबक सिखाने का समय आ गया है।

भारत सरकार ने इस घटना का बदला लेने के लिए 'आपरेशन सिंदूर' नाम का मिशन करवाया जो दो महिला अफसर ने सफलतापूर्वक निभाया ताकि वहां के लोगो को एहसास हो सके कि महिला में कितनी ताक़त होती है। इस मिशन का नाम 'आपरेशन सिंदूर' इसलिए दिया गया कि यह उन सभी औरतों के अंदर की आत्मा की आवाज और गुस्सा था। जिसके कारण उन्होंने अपने सुहाग को खो दिया था।

पहलगाम आतंकी हमला एक दुखद और चिंताजनक घटना थी, जिसने पूरे देश को झकझोर कर रख दिया था। यह हमें सिखाता है कि हमें हमेशा सर्तक रहना चाहिए और आतंक के खिलाफ आवाज उठानी चाहिए। अततः जब भी भारत पर कोई हमला करेगा उसी के सवाल के समान उसको जवाब मिलेगा।

आंचल साहनी
द्वितीय वर्ष कला एवं शिक्षण

बदलती जलवायु

हमारा भारत देश विभिन्न मौसमों में उत्कृष्ट है। यहाँ पर हर राज्य में सारे मौसम एक समय में एक महीने से शुरू हो जाते हैं। यहाँ पर गर्मी, वर्षा और ठंड समय पर होते हैं।

लेकिन अभी पता नहीं क्यों पिछले कुछ वर्षों से बारिश ज़्यादा प्रमाण में हो रही है। गर्मियां लंबी चल रही हैं और ठंड ज़्यादा। गर्मियों में ज़्यादा गर्मी बढ़ती है। भारत अब ज़्यादा गर्मी का स्थान बन गया है। अभी हीटवेव की सूचनाएँ आ रही हैं। पिछले महीने बेलगाँव में शिलावृष्टि हुई थी। जलवायु में कैसे बदलाव आते हैं यह हमारे पर्यावरण के हवा में संतुलन बिगड़ने से होता है। पिछले कुछ सालों में ऐसा नहीं होता था, लेकिन अभी हमें किसी भी मौसम में दूसरा मौसम देखने को मिलता है। इससे हमारी तबीयत खराब हो जाती है। खासकर गर्मी के दिनों में माइग्रेन, सिरदर्द और चक्कर जैसे कुछ न कुछ होते रहता है। ऐसे लगता है कि कैसे इस तेज गर्मी से छुटकारा पाए? गर्मी ऊपर हवा में जा पा रही है और नीचे रह गई है। ग्रीनहाउस गैसों में वृद्धि हो रही है जो कोयला, तेल और गैस जैसे जीवाश्म ईंधन को जलाने से कार्बन- डाइऑक्साइड और मीथेन जैसी गैसें बड़ी मात्रा में वायुमंडल में मिल रही हैं। वनों की अंधाधुंध कटाई से पेड़ कम हो गए हैं, जो कार्बन डाइऑक्साइड को अवशोषित करते थे। ज्यादा इमारतों को बाँधना और उसके लिए पेड़ो को काटने से उस स्थान का मौसम बदलता है।

यह सब रोकने के लिए हमें ज़्यादा पेड़ लगाने चाहिए और कारखानों से निकलने वाले धूल, धुएं को रोकना चाहिए। एक ऐसी व्यवस्था करनी चाहिए जिसका हम सब अनुसरण करें। ऐसा करने से सब अच्छे से चलेगा। प्लास्टिक का कम उपयोग भी करना आवश्यक है। यह सब तरीके हमारी धरती में संतुलन लेके आएंगे।

शर्वाणी शिवानंद साळगांवकर
तृतीय वर्ष कला एवं शिक्षण

युद्ध और पर्यावरण

युद्ध का परिणाम हमेशा से विनाश ही रहा है, चाहे विजय किसी की भी हो। अभी विश्व की बदलती परिस्थिति से हम सब परिचित है। इन बदलती परिस्थितियों से मेरा अर्थ अभी ईरान और अमेरिका के बीच चल रहे युद्ध से है। यह युद्ध बढ़ते-बढ़ते बहुत आगे बढ़ गया है। बहुत सारे देश इस युद्ध का हिस्सा बन गए हैं। युद्ध के बहुत से नकारात्मक प्रभाव होते हैं, जैसे, मनुष्यों के जीवन पर, जो देश युद्ध लड़ते है उन देशों की आर्थिक स्थितियों पर और हमारी पृथ्वी के पर्यावरण पर। जो प्रभाव पर्यावरण पर होता है उसको अक्सर नज़र अंदाज़ किया जाता है। मेरा मानना यह है कि किसी युद्ध का सबसे गहरा और लंबा प्रभाव पर्यावरण पर होता है। पर्यावरण पर होने वाले प्रभावों में ग्लोबल वार्मिंग, प्रदूषण, पेड़- पौधों का नष्ट होना, आदि शामिल है।

युद्ध में इस्तमाल होने वाले हथियारों और उन हथियारों या बम से उत्पन्न होने वाली ऊर्जा एवं घातक पदार्थ पर्यावरण के तापमान को बढ़ाते हैं और दूषित बनाते हैं, जिससे ग्लोबल वार्मिंग होती है। इन बम के फटने का दायरा इतना बड़ा होता है कि यह एक बहुत ही बड़े क्षेत्र के पर्यावरण को पूर्ण रुप से नष्ट कर देते हैं। समय में थोड़ा पीछे चलते है, जब प्रथम विश्व युद्ध जो १९१४ से १९१८ तक चला और द्वितीय विश्व युद्ध जो १९३९ से १९४५ तक चला था। इन दोनों विश्व युद्ध के दौरान पर्यावरण पर बहुत ही नकारात्मक प्रभाव पड़ा था। कुछ सूत्रों के अनुसार यह पता लगता है कि प्रथम विश्व युद्ध में फ्रांस में लगभग दो लाख हैक्टर जंगल पूरी तरह से नष्ट हो गए थे और अकेले ब्रिटेन ने युद्ध की जरूरतों के लिए अपने पचास प्रतिशत से अधिक वृक्ष आवरण को काट दिया था।

द्वितीय विश्व युद्ध में तो नुकसान और भी अधिक व्यापक था। हिरोशिमा और नागासाकी पर परमाणु बम गिराए जाने के कारण वहां की भूमि, जल और वायु दशकों तक प्रदूषित रहे। रेडिएशन का प्रभाव आज भी वहां की जैव विविधता और मानव स्वास्थ्य पर देखा जा सकता है। इसके अलावा, वियतनाम युद्ध (१९५५-- १९७५) के दौरान अमेरिका द्वारा 'एजेंट ऑरेंज' जैसे रासायनिक पदार्थों का उपयोग किया गया, जिससे लाखों हैक्टर जंगल और फसलें नष्ट हो गईं। यह रसायन आज भी मिट्टी में मौजूद है और पीढ़ियों तक मानव स्वास्थ्य को प्रभावित करता रहा है।

आधुनिक युद्धों में भी पर्यावरण को भारी नुकसान होता है। उदाहरण के लिए, खाड़ी युद्ध (१९९१) के दौरान कुवैत के तेल कुओं में आग लगा दी गई थी, जिससे भारी मात्रा में धुआं और जहरीली गैसें वातावरण में फैलीं। इससे वायु प्रदूषण और अम्ल वर्षा जैसी समस्याएँ उत्पन्न हुईं। युद्ध केवल जमीन और जंगलों को ही नहीं, बल्कि जल संसाधनों को भी प्रभावित करता है। बम विस्फोट और रासायनिक हथियार नदियों और समुद्रों को प्रदूषित कर देते हैं, जिससे जलीय जीवों का जीवन खतरे में पड़ जाता है। इसके अलावा, युद्ध के कारण वन्य जीवों का प्राकृतिक आवास नष्ट हो जाता है, जिससे कई प्रजातियाँ विलुप्ति के कगार पर पहुंच जाती हैं। शोर, विस्फोट और मानव गतिविधियों के कारण जीव-जंतु अपने आवास छोड़ने को मजबूर हो जाते हैं।

युद्ध के बहुत से ऐसे पर्यावरण पर प्रभाव होते हैं जो अक्सर लोगों के ध्यान में नहीं आते हैं। जैसे ग्रीनहाउस गैसों का अत्यधिक उत्सर्जन। युद्ध में टैंक, फाइटर जेट, मिसाइल और भारी मशीनें लगातार ईंधन जलाती हैं। इससे बहुत ज्यादा कार्बन डाईऑक्साइड और अन्य ग्रीनहाउस गैसें निकलती हैं। कुछ रिपोर्ट्स के अनुसार, कई देशों की सेना अकेले ही छोटे देशों जितना कार्बन उत्सर्जन करती है। माइक्रोप्लास्टिक और विषैले कचरे का फैलाव भी एक चिंता का विषय है। आधुनिक हथियारों और सैन्य उपकरणों में प्लास्टिक, धातु और रसायन होते हैं।बम और मिसाइल फटने के बाद यह छोटे-छोटे कणों में बदल जाते हैं। ये मिट्टी और पानी में मिलकर माइक्रोप्लास्टिक प्रदूषण बढ़ाते हैं।

रेडियोधर्मी प्रदूषण जो कि नकारात्मक प्रभावों में से एक है , यह मुख्य रूप से परमाणु हथियारों के इस्तेमाल या परमाणु बुनियादी ढांचे पर हमलों के कारण होता है। इसके प्रमुख कारण परमाणु विस्फोट , डर्टी बम जिसे 'रेडियोलॉजिकल डिस्पर्सल डिवाइस' भी कहा जाता है। इसमें पारंपरिक विस्फोटकों (जैसे डायनामाइट) के साथ रेडियोधर्मी सामग्री को मिलाया जाता है। इसका उद्देश्य परमाणु विस्फोट करना नहीं, बल्कि विस्फोट के जरिए रेडियोधर्मी कचरे को एक निश्चित क्षेत्र में फैलाकर वहां प्रदूषण और दहशत पैदा करना होता है। परमाणु ऊर्जा संयंत्रों पर हमला, आदि हैं। रेडियोधर्मी प्रदूषण का एक उदाहरण चेर्नोबिल आपदा है। हालांकि यह युद्ध नहीं था, लेकिन परमाणु प्रभाव दिखाता है ।

कभी-कभी युद्ध में जानबूझकर पर्यावरण को नुकसान पहुंचाया जाता है। जैसे दुश्मन के जंगल जलाना, पानी के स्रोतों को जहरीला करना, आदि। इसे 'इकोसाइड' कहते है। यह जानबूझकर या लापरवाही से किया गया ऐसा कृत्य है, जिससे किसी क्षेत्र के पारिस्थितिकी तंत्र को गंभीर, दीर्घकालिक या व्यापक नुकसान पहुँचता है। इसे अब प्रकृति के विरुद्ध एक गंभीर अपराध के रूप में देखा जा रहा है।

यह स्पष्ट है कि युद्ध केवल मनुष्यों के लिए ही नहीं, बल्कि पूरी पृथ्वी के लिए विनाशकारी है। इसका सबसे गहरा और लंबे समय तक रहने वाला प्रभाव पर्यावरण पर पड़ता है, जिसे ठीक होने में कई दशकों या सदियों का समय लग सकता है। इसलिए, हमें युद्ध के स्थान पर शांति, सहयोग और संवाद को प्राथमिकता देनी चाहिए। यदि हम अपने पर्यावरण की रक्षा करना चाहते हैं, तो हमें युद्धों को रोकने और स्थायी विकास की दिशा में कदम उठाने होंगे।

रुद्राक्षी राठोड
प्रथम वर्ष कला एवं शिक्षण

कॉलेज की यादें

कॉलेज की याद आती है मुझे,
मैं उन यादों में कहीं खो जाता हूँ।
याद है मुझे अपना कॉलेज का पहला दिन,
तब मैं बहुत खुश था।
नए-नए मिले मुझे दोस्त,
नए-नए मिले टीचर और सर।
पता नहीं कब बज जाती थी घंटी,
और कब पहुँच जाता था मैं घर।
यादें सारी उस पल की हैं,
जिस पल मैं खुश रहता था।
मैं अपने पुराने दोस्तों से,
अपने कॉलेज की सारी बातें कहता था।
हुए कॉलेज में कई फ़ंक्शन,
और हुए कई खेल।
मैं सब में भाग लेता था,
भले ही जीत न पाता,
पर कुछ सीखकर आ जाता था।
कई सारी हुईं एनएसएस की गतिविधियाँ,
और किए हमने कई काम।
कोई भी टीचर या सर से पूछ लेना,
वे नहीं भूलेंगे हमारा नाम।
कॉलेज में किए थे कई वादे,
वो सब बन गए यादें।
फिर से न मैं आ पाऊँगा,
कॉलेज की यादों में
कहीं खो जाऊँगा।
यादें ऐसे ही नहीं बनतीं,
यादों में रो जाऊँगा।
मेरा प्यारा
विद्या प्रबोधिनी कॉलेज।
कॉलेज की याद
करते-करते
मैं सो जाऊँगा...
मैं सो जाऊँगा...

विशाल लामानी
कक्षा: एस.वाई. बी.कॉम. (बी)

दोस्ती

दोस्ती शब्द है छोटा
पर मायने है बड़े सब कहते हैं
सच माना तभी जब मुलाकात हुई, और लगा
मेरे भी ऐसे ही कुछ अपने हैं

यहाँ की ही बात करलो
आये थे यहाँ हम अजनबी बनकर
कुछ दिन क्या बिताये साथ में
लौट रहे हैं एक दूसरे की जान बनकर

मिले थे पहली बार
नाम लगे थे कुछ अजीब से
कुछ दिन क्या बिताये साथ में
अब नाम न लेना बना देता है दिन अधूरे से

सोचते थे कैसे हल होगी मुश्किलें
रह जायेंगे अकेले इस भागदौड में
क्या पता था मिल जायेंगे ऐसे साथी
जो हाथ थामेंगे अच्छे बुरे दौर में

चोट खाई हो एक ने
तो मरहम सभी बन जाते हैं
जिंदगी में रोते चेहरे को हँसानेवाले
फरिश्ते बन जाते हैं

सीखा है मैंने बहुत कुछ इनसे
यह कहने में न कोई शर्म है
इस ईर्ष्या भरी दुनिया में मैंने उनको पाया
जिनको मुझपर भी गर्व है

सोचा था चार साल काट लूंगी और
ले जाऊँगी डिग्री साथ में
क्या पता था थाम लेंगे कुछ हाथ
सिखाकर दोस्ती का सार और
कहलायेंगे जिगरी हर हाल में.

टिशा मनोज चोपडेकर
चतुर्थ वर्ष कला एवं शिक्षण

भारत में स्त्री सुरक्षा: एक चुनौती

''माँ की उँगली थामें खड़ा यह समाज, कब माँ रूपी बहन, पत्नी, बेटी की शान पर बन आया पता ही नहीं चला।''

'स्त्री' शब्द चाहे छोटा हो पर पहचान और जिम्मेदारी दुगनी होती है। एक स्त्री जीवन में कई भूमिकाएँ निभाती है फिर चाहे वह माँ हो, पत्नी हो, बेटी या बहन, हर एक भूमिका एक जिम्मेदारी साथ लाती है।

वर्तमान में कहते हैं, सभी नारी पर अत्याचार नहीं होता, वो तो पहले के जमाने में होता था। आज समाज शिक्षित है अपने जिम्मेदारियों को जानता है आज ऐसी समस्या कहा होती है भाईपर क्या सचमुच नारी सुरक्षित है? हमारे देश में पितृसत्तात्मक समाज सदियों से चला आ रहा है। जहाँ नारी का स्थान केवल घरेलु कार्य, संतान प्राप्ति तक ही सीमित है। उनकी शिक्षा की तो कोई बात भी न करता था पर वर्तमान स्थिति देख लगता है, वह शिष्टाचार, घर जल्दी लौट जाना आज कई बेटियों को परिवार से दूर कर रहे हैं।

हम मनुष्य बहुत ही लालची हैं, हमें जितना मिले वह कम ही होता है। आज हमारे पास तकनीकी सुविधाएँ है परिणाम स्वरुप रोजगार है तथा महिला सशक्तिकरण पर भी जोर दिया जाता है पर यह केवल नाम मात्र रह गया है। भारत में स्त्री सुरक्षा को जितना महत्व मिलना चाहिए वह नहीं मिलता। हम कई कार्यक्रम करते हैं, लोगों को जागृत करने हेतु, क्या वह सचमुच कोई बदलाव ला पाया है? इस पर कोई विचार नहीं करता।

मैंने राक्षसों के बारे में सुना था कहानियों में, देखा था सिनेमा, नाटकों में पर आज मनुष्य रुपी कुछ हैवानों के चलते हम इन राक्षसों से परिचित हो रहे हैं। आप जब चाहे समाचार पत्र खोलो, पढ़ो कई न कई कोई बेटी अपनी इज्जत खोती दिखाई देती है। फिर सवाल उठते हैं, उसके चरित्र पर बातें सुनने मिलती है। गई होगी किसी के साथ देर रात तक, उसे इतने छोटे कपड़े पहनने की क्या जरूरत, एकदम मुँहफट है, उसके साथ तो ऐसा ही होना था। यह सारे ताने खासकर स्त्रियों से ही सुनने को मिलते हैं। अगर किसी को शारीरिक तकलीफ हो रही हो तो उसे मानसिक वेदना भी दे दें ऐसे कटु वचनों से ऐसा ही शायद उनका मानना होता होगा। अगर स्त्री ही स्त्री को पहचान न पाई तो दूसरों से क्या ही उम्मीद रखें।

अब जब सुरक्षा की बात आती है, तो यह सुरक्षा किससे करनी है यह प्रमुख प्रश्न उभर पड़ा है। बाहर पड़ी घर से नौकरी के लिए तो रास्ते में आबरू लूट लेते है, अच्छा ऐसी बात है तो घर में ही रहने दो। तो भी कोई पिता, रिश्तेदार, भाई के रूप में जिंदगी उजाड़ देता है। रहने दो तुम माँ की कोख में ही सुरक्षित हो, क्या सचमुच? लड़की है पता चलने पर कोख में ही उसका दम घुट लेते हैं। तो अब सुरक्षा कब देनी है और किससे?

हम भगवान में आस्था रखते हैं, पूजा पाठ करते हैं पर उनके दिखाए सदमार्ग पर नहीं चलते। प्रभु श्रीराम हो या शिव जी हर कोई महिलाओं की इज्जत करने की सीख देता है पर हम तो केवल भक्त है उनकी महिमा हम पर हो यही आशा करते हैं, उनके विचारों से हमें कुछ लेना-देना नहीं है। हर किसी को सिर्फ दिखावा करने में ही आनंद मिलता है।

आज हर किसी को अपने लड़कियों को समझाने, घर में कैद रखने से अधिक आवश्यकता है अपने लड़कों को सुधारने की। लड़कियों को आत्मरक्षा की तकनीके सिखाने के बजाय लड़कों को कैसे बर्ताव करना है वह सीखाइए। कई कोई समाचार पढ़ने पर केवल अफसोस बिताने से अच्छा है खुद में बदलाव लाइए। सोच अच्छी हो तो चरित्र और बरताव खुद-ब-खुद अच्छा हो जाता है। हर एक मनुष्य को नारी सुरक्षा को चुनौती नहीं बल्कि जिम्मेदारी के रूप में देखना होगा तभी यह

बदलाव मुमकीन है।

नजर उठाते हो कभी किसी पर तो नजर झुकाना भी सीखो, रास्ते पर मिले कोई अकेली बहन तो मदद का हाथ बढ़ाना सीखो, मर्दानगी दिखाने के मिलेंगे अवसर कई पर स्त्री की इज्जत कर उसका सच्चा भाई, पिता, बेटा, दोस्त बनना सीखो, जिस माँ ने जन्म दिया है उसकी ममता का आदर करना सीखो।

बदलाव एक दिन में नहीं होता पर उसे पाने की राह में कदम बढ़ाना भी उतना ही जरूरी है। स्त्री की सुरक्षा के लिए एकजूट होकर परिवर्तन लाने की कोशिश करना ही वर्तमान समय की आवश्यकता है।

टिशा मनोज चोपडेकर
चतुर्थ वर्ष कला एवं शिक्षण

अविचल तुम

तुम नदी जो हो
कभी जोश भरी,
माँ काली की भाँति।
कभी शांत और निर्मल,
राधा रानी सी।
कभी मीरा की भाँति,
जो अपने प्रिय से,
मिलने की तत्परता में है।
पर जीवन के इस चक्रव्यूह में,
तुम ना भूलो अपना अस्तित्व,
क्योंकि तुम केवल नहीं हो नदी!
बल्कि तुम्हीं हो
वो कमल का फूल,
रखो तुम स्वयं पर विश्वास!
जो इस किचड़
की उपस्थिति में भी,
खिल उठोगी एक दिन
सबका मन मोह के!

स्फुर्ति परवार
चतुर्थ वर्ष कला एवं शिक्षण

फूल

चाहे कितनी भी पड़े मुझ पर धूल
फिर भी मैं हूँ सबका प्यारा फूल।
अलग-अलग हैं मेरे नाम,
कोई कहता है महान है मेरी खुशबू
तो कोई कहता है,
मैं नहीं आता किसी के काम।
कहीं लोग मुझे देखने आते हैं,
तो कहीं मुझे अपने संग ले जाते हैं।
कोई मुझे मंदिरों में चढ़ाता है,
तो कोई अपने बालों में सजाता है।
कभी रहता हूँ धरती की गोद में,
तो कभी नहाता हूँ सूरज की किरणों में।
मैं हर खुशी का हिस्सा बनता हूँ,
और हर दुख में भी साथ निभाता हूँ।
अपनी सुगंध से हर घर महका देता हूँ।
यह छोटी-सी कविता लिखकर
बस इतना ही कहता हूँ---
मैं हूँ सबका प्यारा फूल,

विशाल लामानी
कक्षा: एस.वाई. बी.कॉम. (बी)

रहस्यमय मंदिर
मेरे गाँव भाटी की आस्था और प्रकृति का संगम

गोवा अपनी प्राकृतिक सुंदरता, हरियाली और शांत वातावरण के लिए प्रसिद्ध है। उसी सुंदर गोवा के सांगे तालुका में मेरा छोटा सा गाँव भाटी स्थित है। यह गाँव भले ही आकार में छोटा हो, लेकिन अपनी संस्कृति, परंपराओं और आपसी प्रेम के कारण बहुत विशेष है। यहाँ लगभग पचास परिवार मिल-जुलकर रहते हैं। पूरे गाँव में एकता और भाईचारे का वातावरण है। वर्षभर गाँव में विभिन्न त्योहार बड़े उत्साह से मनाए जाते हैं, जैसे शिगमो, धालो, होली, महाशिवरात्रि आदि। इन सबमें सबसे महत्वपूर्ण और रहस्यमय उत्सव है -- 'सिद्धा जात्रा'।

हमारे गाँव की सबसे बड़ी पहचान है पर्वत की चोटी पर स्थित 'कणेरी सिद्ध' भगवान का मंदिर। यह मंदिर इतनी ऊँचाई पर स्थित है कि वहाँ तक पहुँचने में दो से तीन घंटे का समय लग जाता है। रास्ता कठिन और चढ़ाई वाला है, लेकिन श्रद्धालुओं के मन में भगवान के दर्शन की ऐसी लगन होती है कि थकान महसूस ही नहीं होती। जैसे-जैसे हम ऊपर चढ़ते जाते हैं, मन में उत्साह और भक्ति की भावना और बढ़ती जाती है। जब अंततः मंदिर में पहुँचकर भगवान के दर्शन होते हैं, तो सारी थकावट पल भर में दूर हो जाती है। लोगों की मान्यता है कि सच्चे मन से यहाँ जो भी इच्छा माँगी जाती है, वह अवश्य पूर्ण होती है।

'सिद्धा जात्रा' महाशिवरात्रि के तीसरे दिन मनाई जाती है। यह दिन हमारे गाँव के लिए विशेष महत्व रखता है। जात्रा के दिन लगभग पाँच हजार से अधिक श्रद्धालु दर्शन के लिए आते हैं। इतने ऊँचे पर्वत पर स्थित मंदिर तक पहुँचने के बावजूद कभी कोई बड़ी दुर्घटना नहीं हुई। गाँव के लोग और मंदिर समिति के सदस्य पूरी व्यवस्था संभालते हैं। उन्होंने मंदिर की देखभाल के लिए एक समिति बनाई है, जो पूरे वर्ष मंदिर की व्यवस्था और साफ-सफाई का ध्यान रखती है।

महाशिवरात्रि से एक महीने पहले हर रविवार गाँव के लोग पर्वत पर जाकर सफाई अभियान चलाते हैं। मंदिर की रंगाई-पुताई, आसपास के कचरे की सफाई और रास्ते की मरम्मत जैसे कार्य मिल-जुलकर किए जाते हैं। सामूहिक श्रम के कारण किसी को थकान महसूस नहीं होती। यह एकता और सहयोग की भावना ही हमारे गाँव की असली ताकत है।

मंदिर तक पहुँचने के रास्ते में आधे रास्ते पर एक कुआँ है, जिसे 'कटमों' कहा जाता है। इतनी ऊँचाई पर होने के बावजूद इस कुएँ में सालभर पानी भरा रहता है। श्रद्धालु इस पानी को तीर्थ के रूप में ग्रहण करते हैं। यह कुआँ भी अपने आप में एक रहस्य है, क्योंकि पर्वत की ऊँचाई पर सालभर पानी का बने रहना आश्चर्यजनक है।

हमारे बुजुर्गों द्वारा सुनाई गई एक और रहस्यमय कथा भी इस स्थान से जुड़ी है। हमारे घर के पास एक छोटी सी तली (तालाब जैसी जगह) है, जिसे 'सिद्धा तली' कहा जाता है। कहा जाता है कि बहुत पहले एक बार खेत में बंधे दो बैल फिसलकर इस तली में गिर गए थे और रहस्यमय तरीके से पर्वत के ऊपर स्थित कुएँ के पास पहुँच गए। इस घटना के बाद से लोग इस स्थान को और भी चमत्कारी मानने लगे।

मंदिर के पास एक बड़ी चट्टान है, जो गुफा के समान दिखाई देती है। उस गुफा में भगवान की मटकी रखी हुई है। लोगों का विश्वास है कि पहले उस गुफा में एक बाघ रहता था। आज भले ही वह दिखाई नहीं देता, लेकिन जात्रा की रात पर्वत पर रुकने वाले कुछ लोगों को उसकी आवाज सुनाई देने का अनुभव हुआ है। यह रहस्य आज भी लोगों के मन में जिज्ञासा और श्रद्धा दोनों बनाए रखता है।

पर्वत की चोटी से दृश्य अत्यंत मनमोहक दिखाई देता है। एक ओर से पूरा भाटी गाँव और आसपास के गाँव दिखाई देते हैं, तो दूसरी ओर से सलावलीम बाँध का सुंदर दृश्य नजर आता है। प्रकृति की गोद में स्थित यह स्थान मन को अद्भुत शांति प्रदान करता है। वहाँ पहुँचकर जो सुकून मिलता है, उसे शब्दों में व्यक्त करना कठिन है।

यह मंदिर केवल एक धार्मिक स्थल नहीं, बल्कि हमारे गाँव की पहचान और गर्व है। यहाँ की आस्था, रहस्य और प्राकृतिक सुंदरता इसे विशेष बनाते हैं। जो भी व्यक्ति एक बार इस पर्वत पर जाता है, वह इसकी सुंदरता और शांति को कभी भूल नहीं पाता। वास्तव में, यह रहस्यमय मंदिर हमारे गाँव की आत्मा है और हमारी सांस्कृतिक विरासत का अमूल्य हिस्सा है।

बिंदिया गांवकर
तृतीय वर्ष कला एवं शिक्षण

यात्रा जो सिखा गयी बहुत कुछ

यादों का सबसे खूबसूरत अध्याय अक्सर एक छोटे से सफर से शुरू होता है। हमारे महाविद्यालय के आखरी पडाव से गुजरते हुए हमारे हिंदी विभाग ने हमें किताबों से दूर यारों के साथ सुनहरे पल जीने का तथा प्रकृति की गोद में दिन बिताने का अनुभव प्रदान किया। यह यात्रा अनुभव का संगम थी। जाने से पूर्व ही उस यात्रा की तैयारी करना, सारी योजना बनाना भी एक तरह की खुशी प्रदान करता है। भले ही हम बड़े हो गये हैं पर छोटी-छोटी यात्राएं बाल मन को वही आनंद दिलाती है जो सालों पहले पाठशाला में जाने वाले बच्चों के मन में होती हैं। फिर वह दिन भी आ गया जब हमारे महाविद्यालय से अपने विभिन्न तय किये स्थानों पर जाने के लिए हम निकल पड़े। पूरे रास्तें में हम सब गाना गा रहे थे, अपने साथियों के साथ बताये हुए हर पल का आनंद उठा रहे थे और यह खुशी दुगनी बनाई हमारी शिक्षिकाओं के साथ ने। पहला स्थान चंद्रेश्वर मंदिर था जो की चंद्रनाथ पर्वत पर स्थित है, एक ऐसा मंदिर जो अपनी प्राकृतिक विशेषताओं के लिए जाना जाता है। वहाँ पहुँचते ही मानो मन प्रसन्न हुआ, साथ ही उस मंदिर की अद्भुत प्रथाओं से भी परिचित होने का मौका हमें मिला। दूसरा स्थान था श्री रामनाथ दामोदर संस्थान, जांभवली जो उस क्षेत्र का जागृत देवस्थान माना जाता है। जिस देवस्थान के 'गुलाल उत्सव' के बारे में केवल सुना था वहाँ के वातावरण का अनुभव हम वास्तविक रूप में ले रहे थे। फिर हम गये 'बुडबुड्यांची तळी', नेत्रावली, इस देवस्थान के तालाब में विज्ञान तथा श्रद्धा का अनोखा मिलन देखने को मिलता है जिसका अनुभव कर सभी के मन तृप्त हो गए। इस भ्रमण के दौरा हमने शिव के साथ-साथ शक्ति के भी दर्शन किये अर्थात हम पहुँचे देवी कामाक्षी मंदिर, शिरोडा और देवी महालसा नारायणी मंदिर, वेर्णा जिनका अपना एक इतिहास हैं। पोर्तुगालीन शासन काल के बावजूद भी अपनी पवित्रता कायम रखना ही इन मंदिरों की खासियत है जिसका अनुभव हमें मिला। इस यात्रा के दौरान दोस्तों के साथ वनभोजन करने का भी सुनहरा मौका हमें मिला जो सदैव हमारी स्मृति में रहेगा। एक यात्रा सफल होने के पीछे सहीं योजना और स्पष्ट उद्देश्य होते है ,जो हमारी शिक्षिकाओं के सहयोग और निष्ठा के कारण ही संभव हुआ। इस यात्रा के माध्यम से हमने हँसी-खुशी के पल तो इकट्ठा किये ही हैं, पर साथ ही हमारी प्राचीन संस्कृति और इतिहास से भी नजदीकी बढ़ाई है।

सीखते है हम बहुत कुछ बंद दीवारों के अंदर
झाँक के देखो बाहर गहरा है ज्ञान का समुंदर
सीखने का नया अंदाज भी अपनाओ
हमारी तरह एक यात्रा को यादगार बनाओ

टिशा मनोज चोपडेकर
चतुर्थ वर्ष कला एवं शिक्षण

कंक्रीट में दबता स्वर्ग:
क्या विकास के नाम पर गोवा की बलि दी जा रही है?

गोवा का नाम सुनते ही जहन में समुद्र की लहरें और हरियाली आती है, लेकिन अगर आप आज गोवा के गांवों में जाकर देखें, तो आपको नारियल के पेड़ों से ज्यादा कंक्रीट के ढांचे नजर आएंगे। यह सिर्फ विकास की तस्वीर नहीं है, बल्कि एक ऐसे राज्य की दास्तां है जो अपने ही अस्तित्व को बचाने के लिए सड़कों पर उतरने को मजबूर है...

गोवा, जो कभी अपनी 'सुसेगाद' यानी शांत और सुकून भरी जीवनशैली के लिए दुनिया भर में मशहूर था, आज एक बड़े बदलाव के दौर से गुजर रहा है। एक तरफ जहाँ आधुनिकता की चमक और विकास की दौड़ है, वहीं दूसरी तरफ अपनी जड़ों और पर्यावरण को बचाने की एक बड़ी चुनौती भी सामने खड़ी है।

पिछले कुछ वर्षों में, गोवा की तस्वीर तेजी से बदली है। नए बुनियादी ढांचे, हवाई अड्डे और राजमार्गों का जाल बिछ रहा है। निश्चित रूप से, विकास जरूरी है ताकि स्थानीय लोगों को रोजगार और सुविधाएँ मिल सकें। लेकिन सवाल यह है – क्या यह विकास पर्यावरण की कीमत पर हो रहा है?

आज गोवा में 'लैंड कन्वर्जन' और 'टाउन एंड कंट्री प्लानिंग' (ढउझ) अधिनियम, विशेष रूप से 'धारा ३९अ' जैसे विषयों पर छिड़ी बहस इस बात का प्रमाण है कि गोवा के लोग अपने पहाड़ों, खेतों और हरित क्षेत्रों को कंक्रीट के जंगलों में तब्दील होते नहीं देखना चाहते। बड़े-बड़े होटल और परियोजनाएं गोवा की प्राकृतिक सुंदरता के लिए एक बड़ा खतरा बनती जा रही हैं, जिससे भूजल स्तर और पारिस्थितिकी तंत्र पर दबाव बढ़ रहा है।

गोवा की अर्थव्यवस्था का एक बड़ा हिस्सा पर्यटन पर निर्भर है। सालों तक हमने 'संख्या' को महत्व दिया – कि कितने पर्यटक आए। लेकिन अब समय आ गया है कि हम गुणवत्ता पर ध्यान दें। आज का जागरूक पर्यटक गोवा की भीड़-भाड़ से दूर, यहाँ की संस्कृति, स्थानीय भोजन, 'हिनटरलैंड' (भीतरी इलाकों) और विरासत को खोजना चाहता है।

प्रशासन भी अब 'सचेत पर्यटन' की बात कर रहा है, जहाँ स्थानीय समुदायों को शामिल किया जाए और पर्यावरण को नुकसान पहुँचाए बिना पर्यटन को बढ़ावा दिया जाए। लेकिन, अभी भी सड़कों पर ट्रैफिक जाम, कचरे का प्रबंधन और समुद्र तटों पर भीड़ जैसी समस्याएं पर्यटकों और स्थानीय लोगों, दोनों के अनुभव को प्रभावित कर रही हैं।

जब हम 'आधुनिक गोवा' की बात करते हैं, तो अक्सर पुरानी परंपराएं हाशिए पर चली जाती हैं। हालांकि, आज भी गोवा की आत्मा उसके गाँवों में जीवित है। चाहे वह शिग्मोत्सव का रंग हो, क्रिसमस की रौनक हो, या फिर पारंपरिक 'पेज' और स्थानीय मछली-कडी का स्वाद – ये चीजें ही गोवा को 'गोवा' बनाए रखती है।

चुनौती यह है कि हम कैसे इस आधुनिकता को अपनाते हुए अपनी संस्कृति की पहचान बनाए रखें। क्या हम सिर्फ कंक्रीट के मकानों को अपनाएंगे, या हम उस विरासत को भी संजोएंगे जो हमें पूर्वजों से मिली है?

गोवा आज एक चौराहे पर खड़ा है। सरकार और जनता के बीच बढ़ता संवाद – चाहे वह विरोध के माध्यम से हो या चर्चा के

.– यह दर्शाता है कि गोवा के लोग अपने भविष्य को लेकर जागरूक है।

विकास को विनाशकारी नहीं, बल्कि टिकाऊ होना चाहिए। हमें ऐसे मॉडलों की आवश्यकता है जो:

* प्राकृतिक संसाधनों (पानी, जंगल, पहाड़) का संरक्षण करें।

* स्थानीय संस्कृति और परंपराओं को बढ़ावा दें।

* सिर्फ होटल उद्योग नहीं, बल्कि स्थानीय छोटे व्यवसायों (चडचएि) और हस्तशिल्प को मजबूती दें।

आज का गोवा सिर्फ एक पर्यटन स्थल नहीं है, यह एक जीवित संस्कृति है जो आधुनिकता के दबाव में है। क्या हम विकास के नाम पर उस 'सुकून' को खो देंगे, जिसके लिए दुनिया यहाँ आती है? या हम एक ऐसा संतुलन बना पाएंगे जहाँ प्रकृति और प्रगति साथ-साथ चल सकें?

''गोवा की अगली तस्वीर हम क्या बनाएंगे, यह आज के हमारे फैसलों पर निर्भर है।''

वेदिका प्रभाकर राऊळ
तृतीय वर्ष कला एवं शिक्षण

मानवता ही धर्म है

खूबसूरत हैं इंसान का मन
जो हर किसीको सुख की दुआ दें

खूबसूरत हैं इंसान का तन
जो हर किसीको मदद का हात दें

खूबसूरत हैं इंसान का एहसास
जो हर किसीका दु:ख समझें

खूबसूरत है इंसान की मासूमियत
जो हर एक का आँसू प्यार से पोंछें

इसलिए मानवता ही इंसान की खूबसूरती है
मानवता ही जीवन का आयाम है

स्नेहा सेठ
तृतीय वर्ष कला एवं शिक्षण

ये यादगार सफर और रोचक अनुभव

हमें महाविद्यालय की तरफ से एक न्यूज मीडिया के दफ्तर में जाने का मौका मिला था। उसका अनुभव में आपके साथ साझा कर रही हैं। हमें द्वितीय वर्ष बी. ए.बी. एड के हिंदी पाठ्यक्रम में एक विषय था जिसका नाम है 'जनसंचार माध्यम: प्रिंट मीडिया और इलेक्ट्रॉनिक मीडिया', इसके अंतर्गत ओर भी विषय थे। हमें यह जानना था कि समाचार कैसे एकत्रित कर लोगों तक पहुंचाएं जाते हैं इसलिए हम गोवा के एक न्यूज मीडिया में गए थे जिसका नाम था 'गोमंतक न्यूज मीडिया', जिसका कार्यालय पणजी में स्थित है। उनके कर्मचारियों ने बहुत अच्छे से स्वागत किया था।

वहां पर हमें बहुत जानकारी मिली कि कैसे एक न्यूज मीडिया काम करती है। वहां पर जो कर्मचारी काम करते है उनकी क्या-क्या जिम्मेदारियाँ है। हर एक काम जरूरी है। अगर आपको खबर मिली तो ऐसे ही समाचार बनाकर डाल नहीं सकते उसके लिए पुख्ता सबूत चाहिए कि वह खबर सही है या गलत। वहां पर जो साधन है उसका कैसे इस्तेमाल किया जाता है, यह भी जानकारी हमें प्राप्त हुई थी। हमें पहली बार ज्ञात हुआ कि समाचार बनाने में अलग-अलग साधन एवं कर्मचारी होते हैं। जैसे जो समाचार पत्र प्रकाशित करने के लिए अलग-अलग कर्मचारी और डीजिटल माध्यम जैसे इंस्टाग्राम या यूट्यूब के लिए अलग कर्मचारी कार्य करते हैं। उनको सही समय पर खबर लोगों तक पहुंचानी पड़ती है, वह भी जल्द से जल्द।

इस न्यूज मीडिया के कर्मचारियों ने हमें अच्छी तरह सब समझाया और साथ ही सब की भूमिका से भी अवगत कराया कि कौन-कौनसी भूमिका निभाता है। इससे उनका टीमवर्क, समय प्रबंधन और सटीकता के बारे में ज्ञात होता है। उन पर समाचार सही है या गलत उसको देखते हुए ख़बर लोगों तक पहुंचाने की जिम्मेदारी होती है पर इतने दबाव में भी वे अपना काम बहुत अच्छे कर रहे हैं।

अंत में, यह शैक्षणिक भ्रमण हमारे लिए एक यादगार और रोचक अनुभव साबित हुआ जो आगे भी हमारा मार्गदर्शन करेगा।

आस्था परब
द्वितीय वर्ष कला एवं शिक्षण

छोटी-छोटी खुशियों में छिपी बड़ी ज़िंदगी

‘‘ज़िंदगी की सबसे बड़ी खुशियाँ अक्सर छोटी-छोटी बातों में छिपी होती हैं।‘‘

आज की भागदौड़ भरी ज़िंदगी में हर कोई बड़ी सफलता, अधिक धन और बेहतर जीवन की तलाश में लगा है। हम अक्सर यह सोचते हैं कि जब हमें मनचाही नौकरी मिलेगी, बड़ा घर होगा या जीवन में सभी सुविधाएँ उपलब्ध होंगी, तभी हम सच में खुश होंगे। लेकिन सच्चाई यह है कि जीवन की वास्तविक खुशी बड़ी उपलब्धियों में नहीं, बल्कि रोज़मर्रा के छोटे-छोटे पलों में छिपी होती है। इन्हीं छोटी-छोटी खुशियों से हमारी ज़िंदगी सुंदर, संतुलित और यादगार बनती है।

सुबह की ताजी हवा में टहलना, परिवार के साथ बैठकर चाय पीना, दोस्तों के साथ हँसना, माँ के हाथ का बना भोजन खाना, किसी की सच्चे मन से सहायता करना या किसी जरूरतमंद के चेहरे पर मुस्कान लाना--- ये ऐसे पल हैं, जो हमें भीतर से सुकून देते हैं। इन खुशियों की कोई कीमत नहीं होती, लेकिन इनका महत्व अत्यंत बड़ा होता है। वास्तविक जीवन में ऐसे अनेक उदाहरण देखने को मिलते हैं। कई शिक्षक आर्थिक रूप से कमज़ोर विद्यार्थियों को बिना किसी शुल्क के पढ़ाते हैं। जब उनके विद्यार्थी परीक्षा में सफल होते हैं, तो उन्हें जो खुशी मिलती है, वह किसी पुरस्कार से कम नहीं होती। इसी प्रकार अनेक युवा सप्ताहांत में अनाथालयों और वृद्धाश्रमों में जाकर वहाँ रहने वाले लोगों के साथ समय बिताते हैं। उनके चेहरों पर मुस्कान देखकर जो संतोष प्राप्त होता है, वह किसी महँगे उपहार से कहीं अधिक मूल्यवान होता है।

हाल के वर्षों में हमने देखा है कि अनेक युवाओं ने अपने जन्मदिन पर बड़ी पार्टियाँ आयोजित करने के बजाय पौधे लगाए, जरूरतमंद बच्चों को पुस्तकें वितरित कीं और अस्पतालों में फल बाँटे। इन छोटे-छोटे प्रयासों ने न केवल दूसरों के जीवन में खुशियाँ बिखेरीं, बल्कि उन्हें स्वयं भी आत्मसंतोष का अनुभव कराया। यह हमें सिखाता है कि खुशी बाँटने से कम नहीं होती, बल्कि और अधिक बढ़ जाती है।

एक विद्यार्थी के जीवन में भी छोटी-छोटी सफलताएँ अत्यंत महत्त्वपूर्ण होती हैं। किसी कठिन विषय को समझ लेना, परीक्षा में पहले से बेहतर अंक प्राप्त करना, किसी शिक्षक से प्रशंसा मिलना या मित्रों के साथ मिलकर किसी परियोजना को सफलतापूर्वक पूरा करना--- ये सभी अनुभव आत्मविश्वास बढ़ाते हैं और आगे बढ़ने की प्रेरणा देते हैं। धीरे-धीरे यही छोटे-छोटे कदम बड़ी सफलता की मजबूत नींव बनते हैं। आज सोशल मीडिया के दौर में लोग अक्सर दूसरों की चमक-दमक देखकर अपनी ज़िंदगी को कम आँकने लगते हैं। लेकिन प्रत्येक व्यक्ति की जीवन-यात्रा अलग होती है। इसलिए हमें अपनी खुशियों की तुलना दूसरों से नहीं करनी चाहिए। यदि हम अपने आसपास की छोटी-छोटी बातों का महत्व समझना सीख लें, तो हर दिन हमारे लिए विशेष और आनंदमय बन सकता है। जीवन हमें प्रतिदिन मुसकुराने के अनेक अवसर देता है। आवश्यकता केवल उन्हें पहचानने की है। यदि हम अपने परिवार, मित्रों, प्रकृति और समाज से जुड़े रहें तथा हर छोटी उपलब्धि का आनंद लेना सीखें, तो जीवन अधिक सरल, संतुलित और सुखद बन सकता है।

अंत में यही कहा जा सकता है कि---
‘‘खुशी बड़ी चीज़ों का इंतज़ार करने में नहीं, बल्कि हर छोटे पल को पूरे दिल से जीने में है। छोटी-छोटी खुशियों को अपनाने वाला व्यक्ति ही सच्चे अर्थों में जीवन का वास्तविक आनंद ले पाता है।‘‘

स्वाति सुब्राय भट्ट कट्टिगे
द्वितीय वर्ष वाणिज्य

'बॉर्डर २' फिल्म की समीक्षा

द्वितीय वर्ष बी.ए. बी.एड. के विद्यार्थियों को शैक्षणिक उद्देश्य से फिल्म 'बॉर्डर २' दिखाने के लिए महाविद्यालय द्वारा एक शैक्षिक भ्रमण का आयोजन किया गया। इस गतिविधि का मुख्य उद्देश्य विद्यार्थियों को पाठ्यक्रम से संबंधित विषयों को व्यावहारिक रूप से समझाना तथा उनमें देशभक्ति, अनुशासन और त्याग जैसी भावनाओं का विकास करना था। इस अवसर पर प्रिया मैडम और आकांक्षा मैडम के मार्गदर्शन में कुल १२ विद्यार्थियों को ले जाया गया। यह फिल्म एक देशभक्ति और युद्ध आधारित फिल्म है, जो सैनिकों के जीवन, संघर्ष और उनके साहस को प्रभावी ढंग से प्रस्तुत करती है। इस प्रकार, यह भ्रमण न केवल मनोरंजक रहा, बल्कि विद्यार्थियों के ज्ञान और दृष्टिकोण को व्यापक बनाने में भी सहायक सिद्ध हुआ।

'बॉर्डर २' एक प्रसिद्ध हिंदी फिल्म है, जिसे १९९७ की प्रसिद्ध युद्ध-आधारित फिल्म 'बॉर्डर' का अगला भाग है। पहली फिल्म का निर्देशन जे.पी ने किया था, जिसने भारत पाकिस्तान १९७१ के दौरान भारतीय सैनिकों की वीरता, त्याग और देशभक्ति को अत्यंत प्रभावशाली ढंग से प्रस्तुत किया था। उसी विरासत को आगे बढ़ाने के उद्देश्य से इस नई फिल्म की परिकल्पना की। 'बॉर्डर २' के प्रति दर्शकों की उत्सुकता स्वाभाविक है, क्योंकि पहली फिल्म ने भारतीय सिनेमा में देशभक्ति पर आधारित फिल्मों के लिए एक उच्च स्थान स्थापित किया गया।

फिल्म में सैनिकों के भावनात्मक जीवन, उनके परिवारों से जुड़ाव और युद्ध के दौरान उनकी मनःस्थिति को बारीकी से दिखाया गया था, वहीं इस फिल्म में भी इन्हीं पहलुओं को और गहराई से प्रस्तुत किए गए। 'बॉर्डर २' २०२६ को १९७१ के भारत-पाकिस्तान युद्ध की पृष्ठभूमि पर आधारित एक भावनात्मक और देशभक्तिपूर्ण युद्ध फिल्म है। जिसे अनुराग सिंह ने निर्देशित किया है। सनी देओल, वरुण धवन और दिलजीत दोसांझ मुख्य अभिनेता है। फिल्म में तीन सेनाओं अर्थात आर्मी, नेवी और एयरफोर्स के गुमनाम नायकों को सलाम करती है।

इस फिल्म में तीनों फोर्स के साथ मिलकर देश की रक्षा करते हैं और पाकिस्तान के सेनानियों को हरा देते हैं। जिसमें वह अपने परिवार की परवाह किए बिना खुद को देश के लिए कुर्बान कर देते हैं। फिल्म में तीनों की दोस्ती को भी बखूबी दिखाया है जहां वह एक दूसरे के परिवार को अपना बना लेते है। देश की रक्षा करते-करते काफी सेनानी शहीद हो जाते हैं।

अंततः 'बॉर्डर २' केवल एक फिल्म नहीं, बल्कि देशभक्ति, साहस और बलिदान की भावना को पुनःजीवंत करने का एक प्रयास किया है। यदि यह फिल्म अपने उद्देश्य में सफल होती है, तो यह न केवल मनोरंजन का साधन बनेगी, बल्कि समाज में राष्ट्रप्रेम और एकता की भावना को भी सुदृढ़ करेगी। इस प्रकार, यह कहा जा सकता है कि यह फिल्म दर्शकों के लिए प्रेरणा का स्रोत बनने की क्षमता रखती है और भारतीय सिनेमा में एक महत्वपूर्ण स्थान प्राप्त कर सकती है।

निष्कर्षत: कहा जा सकता है, 'बॉर्डर २' फिल्म का यह शैक्षणिक भ्रमण विद्यार्थियों के लिए एक महत्वपूर्ण और ज्ञानवर्धक अनुभव सिद्ध हुआ। इस गतिविधि के माध्यम से विद्यार्थियों को न केवल पाठ्यक्रम की विषय-वस्तु को बेहतर ढंग से समझने का अवसर मिला, बल्कि उनमें देशभक्ति, कर्तव्यनिष्ठा और अनुशासन जैसी मूल्यों का भी विकास हुआ। प्रिया मैडम और आकांक्षा मैडम के मार्गदर्शन में संपन्न यह कार्यक्रम सफल और उद्देश्यपूर्ण रहा। इस प्रकार, ऐसे शैक्षणिक प्रयास विद्यार्थियों के सर्वांगीण विकास में महत्वपूर्ण भूमिका निभाते हैं और भविष्य में भी इस प्रकार की गतिविधियों का आयोजन किया जाना चाहिए।

आंचल साहनी
द्वितीय वर्ष कला एवं शिक्षण

कंजूसी की कीमत (कहानी)

यह कहानी एक गाँव के साधारण परिवार की है, जहाँ हंसा जी और उनकी पत्नी सुधवती अपने पाँच साल के बेटे गोपाल के साथ रहते थे। हंसा जी एक गरीब मजदूर थे, जो दिन-रात मेहनत करके अपने परिवार के लिए रोटी कमाते थे।

सुधवती का स्वभाव बहुत कंजूस था। वह हमेशा बचत करने की कोशिश में लगी रहती थी, चाहे उसके लिए किसी की ज़रूरत या इच्छा की अनदेखी ही क्यों न करनी पड़े।

एक दिन हंसा जी बाजार से दो दर्जन केले लेकर आए और बोले,

''सुधवती, ये देखो, केले लाया हूँ। कल सब मिलकर खाएँगे।''

लेकिन सुधवती नाखुश होकर बोली,

''इतने सारे लाने की क्या ज़रूरत थी? चार ही काफी थे। ऐसे तो सब सड़ जाएँगे।''

अगले दिन वह केले खाने के लिए किसी को नहीं देती। ''अभी नहीं, बाद में खाएँगे,'' कहते-कहते दो-तीन दिन निकल जाते हैं। अंततः केले सड़ जाते हैं, और कोई उन्हें खा नहीं पाता।

सुधवती हर चीज़ को रोककर रखने की कोशिश करती --- आज की सब्ज़ी कल के लिए, बच्चों के हिस्से का फल दो दिन बाद के लिए। हंसा जी कई बार उसे समझाते, ''ऐसे करोगी तो बीमार पड़ जाओगी।'' लेकिन वह किसी की नहीं सुनती, अपनी मनमानी करती रहती।

एक दिन भोपाल खेलकर घर लौटा। भूख से बेहाल होकर बोला,

''माँ, कुछ खाने को दे दो, बहुत भूख लगी है।''

सुधवती पहले तो टाल देती है, फिर याद आता है कि दो दिन पहले उसने कुछ बिस्किट डिब्बे में छुपाकर रखे थे। वह वही बिस्किट निकालकर बेटे को दे देती है। भोपाल उन्हें खाता है... और कुछ ही देर में बेहोश होकर गिर पड़ता है।

सुधवती घबरा जाती है।

''उठ बेटा... भोपाल, उठ जा...''

वह रोती है, चिल्लाती है, उसे झकझोरती है... लेकिन भोपाल की आँखें नहीं खुलतीं।

उसी समय हंसा जी घर लौटते हैं। बेटे की हालत देखकर उनके पाँव तले ज़मीन खिसक जाती है। वे कुछ पल तक कुछ नहीं बोलते, फिर अचानक उस डिब्बे को देखते हैं --- बिस्किट की एक्सपायरी डेट बहुत पहले की थी।

अब सुधवती को अपनी गलती का एहसास होता है --- उसकी ज़रूरत से ज़्यादा बचत और कंजूसी ने उसके बेटे की जान ले ली थी।

लेकिन अब बहुत देर हो चुकी थी...

सीख: बचत अच्छी बात है, लेकिन ज़रूरत से ज़्यादा संजोकर रखना कभी-कभी भारी नुकसान दे सकता है। अति बचत और अनावश्यक कंजूसी कभी-कभी भारी नुकसान का कारण बन सकती है।

साक्षी विनय धारगळकर
चतुर्थ वर्ष कला एवं शिक्षण

एक मुलाकात ऐसी भी...

आज मैं फिर देर से उठी। सोमवार का दिन और सोमवार का दिन किसे पसंद आता है? कुछ ही लोग होंगे जो सोमवार के दिन जल्दी उठकर काम करते हैं, पर मैं इन कुछ लोगों के समूह में नहीं आती हूँ। खैर देर से उठने की सजा मिली, पानी चला गया। इससे बुरा और क्या ही हो सकता। पड़ोसी से एक एक बालटी पानी लेकर आई और नहा-धोकर तैयार हो गयी।

भाग-दौडकर मेट्रो स्टेशन पहुँची तो मेट्रो जा चुकी थी। देर से उठने की दूसरी सज़ा। ऑफिस में फोन करके बता दिया कि देर हो जाएगी, साथ ही चार ताने भी सुनने पड़े। १०:२० तक ऑफिस पहुँची। बॉस कमर पर हाथ रखे, माथे पर भौहें कसे, गुस्से से खड़ा था। उसे देखकर मैं समझ गई, आज तो खैर नहीं। पर उन्होंने कुछ कहा नहीं, बस वहा से चले गए। मैं अपने काम में लग गई। आज कुछ बहुत ही काम था। हालाँकि, इतना काम हर रोज नहीं करना पड़ता। खैर शाम को काम खतम करके घर की राह पकड़ ली। आज बहुत काम करके थकान महसूस हो रही थी। इसलिए मैट्रो के पास एक चाय की टपरी पर एक कप इलायची वाली चाय और दो बिस्कुट खा ली। आधी थकान उतर गयी। चाय पीने के बाद मैंने अपनी मैट्रो पकड़ी और एक कोने में खाली सीट देखकर बैठ गई। मैट्रो स्टेशन से मेरे घर का रास्ता तकरीबन ४५ मिनट का था। तो मेरे पास काफी समय था। बेतुकी बातें सोचने के लिए और मेट्रो में लोगों को देखने के लिए। मैं कान में इयरफ़ोन लगाकर गाना सुनने लगी। मैं आज के पूरे दिन के बारे में सोच रही थी कि एक शख़्स ठीक मेरे सामने आकर बैठ गया। कुछ देर फोन चलाने के बाद मेरे सामने बैठा शख़्स उठकर मेरे बगल में आकर बैठ गया। मैं थोड़ा बाजू हटी। उसने अपने बैग से गुलदस्ता निकाला, बैग पीठ पर लगाई और खड़ा हो गया। शायद उसका स्टॉप आ गया। मेट्रो जैसे रुकी उसने वह गुलदस्ता मुझे थमाया और बाहर चला गया। मैं उससे कुछ पूछती या उसके पीछे जाती उतने में ही दरवाज़ा बंद हो गया। मैं कुछ समझ नहीं पाई। गुलदस्ता मेरे हाथों में थमाते वक्त उस शक्स के चेहरे पर मेरी नज़र पड़ी। काले लहराते बाल, गोरा चिट्टा मुखड़ा, भूरी आँखे और नेज नाक। मैं उसकी ओर देखती रह गई, मानों कुछ कह रही हो, पर उससे कुछ कह पाती तब तक वह जा चुका था।

फूलों के गुलदस्ते में एक पर्ची थी। मैंने उस पर्ची को बाहर निकाला, खोला और मन ही मन पढ़ा। लिखा था ''हाय, हर शाम तुम्हें इस मैट्रो से सफर करते देखता हूँ। शायद तुम ऑफिस से घर जाती हो। तुम मुझे बहुत पसंद हो। कभी कहने की हिम्मत नहीं हुई। रोज शाम इसी मेट्रो में तुम्हारे सामने बैठता हूँ। मैं एक कंप्यूटर इंजिनियर हूँ और नोयडा के सेक्टर ५५ में एक कंपनी में काम करता हूँ। बहुत बार कोशिश की कि तुमसे बात कर सकूँ, पर कभी हिम्मत नहीं जुटा सका। आज इसलिए यह बात कह रहा हूँ क्योंकि कल से मैं तुम्हें इसी समय, इसी मेट्रो में नहीं दिखूँगा । मैं यह शहर छोडकर जा रहा हूँ। तो सोचा

कह दूँ, ताकि कोई दिल में खेद न रहें। वैसे मेरा नाम समीर है।'' मैं वह पर्ची पढ़कर भौचक्की रह गई। कभी सोचा नहीं था किसी से ऐसी मुलाकात होगी। पापा कहा करते थे, जो जहाँ मिलना होता है, वह वहीं मिलता है। कुछ मुलाकातें पूरी होती है तो कुछ अधूरी, जैसी ये मेरी एक मुलाकात...

सहेली मांद्रेकर
चतुर्थ वर्ष कला एवं शिक्षण

युवा शक्तिः बदलते भारत की नई पहचान

''आज का युवा केवल देश का भविष्य नहीं, बल्कि वर्तमान का सबसे बड़ा परिवर्तनकर्ता है।''

भारत दुनिया के सबसे युवा देशों में से एक है। हमारे देश की बड़ी आबादी युवाओं की है। यही युवा अपनी मेहनत, नई सोच और तकनीक के माध्यम से भारत को नई दिशा दे रहे हैं। आज का युवा केवल नौकरी पाने का सपना नहीं देखता, बल्कि दूसरों को रोजगार देने का भी विचार रखता है। यही सोच बदलते भारत की नई पहचान बन रही है।

आज के समय में हर क्षेत्र में युवाओं का योगदान स्पष्ट रूप से दिखाई देता है। शिक्षा, विज्ञान, खेल, कृषि, व्यवसाय, डिजिटल तकनीक और सामाजिक सेवा जैसे क्षेत्रों में युवा नए-नए कार्य कर रहे हैं। इंटरनेट और आधुनिक तकनीक ने युवाओं को सीखने और आगे बढ़ने के अनेक अवसर प्रदान किए हैं। गाँवों से लेकर महानगरों तक युवा ऑनलाइन शिक्षा, डिजिटल भुगतान और नए स्टार्टअप के माध्यम से समाज में सकारात्मक बदलाव ला रहे हैं।

हमारे देश के अनेक युवा वास्तविक जीवन में प्रेरणा के स्रोत बन चुके हैं। नीरज चोपड़ा ने अपने कठिन परिश्रम से ओलंपिक में स्वर्ण पदक जीतकर पूरे देश का गौरव बढ़ाया। उनकी सफलता यह सिद्ध करती है कि मेहनत और आत्मविश्वास के बल पर हर सपना साकार किया जा सकता है। इसी प्रकार पी. वी. सिंधु ने बैडमिंटन में विश्व स्तर पर भारत का नाम रोशन किया और लाखों युवाओं को खेलों के प्रति प्रेरित किया।

व्यापार और नवाचार के क्षेत्र में भी युवा उल्लेखनीय कार्य कर रहे हैं। अनेक युवा छोटे-छोटे स्टार्टअप स्थापित कर नई तकनीकों का उपयोग कर रहे हैं तथा दूसरों के लिए रोजगार के अवसर सृजित कर रहे हैं। आज डिजिटल इंडिया, मेक इन इंडिया और स्टार्टअप इंडिया जैसी पहलों ने युवाओं को अपने सपनों को साकार करने का सशक्त मंच प्रदान किया है।

सामाजिक कार्यों में भी युवाओं की भूमिका अत्यंत सराहनीय है। अनेक युवा रक्तदान शिविरों, स्वच्छता अभियानों, वृक्षारोपण, पर्यावरण संरक्षण तथा शिक्षा से जुड़े कार्यक्रमों में सक्रिय भागीदारी निभा रहे हैं। प्राकृतिक आपदाओं के समय भी युवाओं ने स्वयंसेवक बनकर लोगों की सहायता की है। यह दर्शाता है कि युवा केवल अपने लिए ही नहीं, बल्कि समाज और राष्ट्र के प्रति भी उत्तरदायी हैं।

हालांकि, आज के युवाओं के सामने बेरोज़गारी, नशे की बढ़ती प्रवृत्ति, सोशल मीडिया का अत्यधिक उपयोग तथा मानसिक तनाव जैसी अनेक चुनौतियाँ भी हैं। इन समस्याओं का समाधान गुणवत्तापूर्ण शिक्षा, उचित मार्गदर्शन, आत्मानुशासन और सकारात्मक सोच के माध्यम से किया जा सकता है। यदि युवा अपनी ऊर्जा का सही दिशा में उपयोग करें, तो वे हर कठिनाई को अवसर में बदल सकते हैं। आज का भारत तेज़ी से बदल रहा है और इस परिवर्तन का सबसे बड़ा आधार उसकी युवा

शक्ति है। यदि युवाओं को उचित अवसर, गुणवत्तापूर्ण शिक्षा और प्रभावी मार्गदर्शन मिले, तो भारत विश्व में और भी ऊँचा स्थान प्राप्त कर सकता है। युवा केवल देश की आशा ही नहीं, बल्कि उसकी सबसे बड़ी शक्ति भी है।

अंत में यही कहा जा सकता है कि---
''युवा शक्ति ही राष्ट्र शक्ति है। जब युवा जागता है, तब देश आगे बढ़ता है। बदलते भारत की नई पहचान उसके जागरूक, शिक्षित, आत्मनिर्भर और जिम्मेदार युवा है।''

स्वाति सुब्राय भट्ट कट्टिगे

स्त्री विमर्श के संदर्भ में उषा प्रियंवदा की कहानियों का विश्लेषण

इस साल प्रकल्प करने की बात आयी तब हमने हमारी आदरणीय निर्देशिका डॉ. प्रिया गोसावी जी से बातचीत की तो उन्होंने बताया कि उषा प्रियंवदा जी की कहानियों पर कार्य किया जा सकता है। जिन्होंने अपनी रचनाओं में नारी जीवन की मानसिक संघर्षों और सामाजिक यथार्थ का अत्यंत मार्मिक चित्रण किया है। इस सुझाव से प्रेरित होकर हमने निर्णय लिया कि हम 'स्त्री विमर्श के संदर्भ में उषा प्रियंवदा की कहानियों का विश्लेषण' इस विषय पर अपना प्रकल्प प्रस्तुत करेंगे। उनकी कहानियों में स्त्री विमर्श को दर्शाना ही हमारा मुख्य उद्देश्य रहा है।

हिंदी साहित्य में स्त्री-चेतना का यथार्थपरक स्वर हिंदी साहित्य में 'स्त्री विमर्श' केवल एक साहित्यिक पद नहीं, बल्कि पितृसत्तात्मक व्यवस्था के विरुद्ध एक सतत वैचारिक आंदोलन है, जिसका केंद्रीय उद्देश्य स्त्री को उपभोग की 'वस्तु' अथवा त्याग की 'देवी' मानने की परंपरागत दृष्टि से मुक्त कर उसे 'स्वायत्त मनुष्य' के रूप में प्रतिष्ठित करना है। साठोत्तरी हिंदी कहानी में उषा प्रियंवदा का आगमन इसी विमर्श को एक नवीन संवेदना और यथार्थपरक भूमि प्रदान करता है। उन्होंने स्त्री को न तो महिमामंडित किया और न ही दयनीयता के आवरण में लपेटा, बल्कि उसे उसकी समस्त दुर्बलताओं, आकांक्षाओं और संघर्षों के साथ जीवंत रूप में प्रस्तुत किया। उनकी स्त्री केवल चूल्हे-चौके तक सीमित नहीं, बल्कि अपनी अस्मिता, अस्तित्व और पहचान के लिए निरंतर द्वंद्वरत है।

उषा जी की कहानियाँ भारतीय समाज के संक्रमण-काल की कहानियाँ हैं, जहाँ स्त्री शिक्षा, नौकरी और महानगरीय जीवन के बीच अपने नए स्वरूप की तलाश कर रही है। 'मान और हाथ' की अमृता हिंदी कहानी की वह पहली आधुनिक नायिका है जो वैवाहिक अपमान को नियति मानकर स्वीकार नहीं करती। पति द्वारा सार्वजनिक रूप से हाथ उठाने पर वह संबंध-विच्छेद का निर्णय लेती है। यह विद्रोह उच्छृंखलता नहीं, बल्कि आत्म-सम्मान की रक्षा है, जो स्पष्ट करता है कि आधुनिक स्त्री के लिए 'सुहाग' से बड़ा 'स्वाभिमान' है और यह कहानी स्त्री-विमर्श को 'सहने' से 'कहने' की ओर ले जाती है। वहीं 'वापसी' की गजाधर बाबू की बेटी और 'पैराम्बुलेटर' की माँ, दोनों मध्यवर्गीय परिवार की उस स्त्री का प्रतिनिधित्व करती हैं जो परंपरा और आधुनिकता के बीच पिस रही है। 'वापसी' में बेटी का पति द्वारा त्याग और पिता के घर लौटना स्त्री की पराश्रित स्थिति को उजागर करता है, जबकि 'पैराम्बुलेटर' में एक विधवा माँ का संघर्ष और भी मार्मिक है। बच्चों के लिए पुराना पैराम्बुलेटर खरीदने की उसकी जिद केवल एक वस्तु की चाह नहीं, बल्कि अपनी संतान को वह सब देने की आकांक्षा है जो अभाव में भी उसे 'सामान्य' बनाए रखे। यहाँ मातृत्व महिमा-मंडन से आगे निकलकर आर्थिक विवशता का दस्तावेज बन जाता है। प्रवासी जीवन की विसंगतियों को उषा प्रियंवदा ने अत्यंत सूक्ष्मता से पकड़ा है। 'जिंदगी और गुलाब के फूल' की शमा और 'कोई नहीं' की नायिका, दोनों नौकरीपेशा, आर्थिक रूप से स्वतंत्र महिलाएँ हैं, फिर भी उनके भीतर एक गहरा

खालीपन है। पति, प्रेमी या परिवार के होते हुए भी वे 'अकेली' हैं। यह अकेलापन भौतिक नहीं, मानसिक और भावनात्मक है। महानगर की भीड़ में स्त्री की यह 'अस्तित्वगत अकेलेपन' की पहचान उषा जी की कहानियों की सबसे मौलिक देन है, जो बताती है कि केवल आर्थिक आत्मनिर्भरता स्त्री-मुक्ति की गारंटी नहीं है।

उषा प्रियंवदा की दृष्टि आरोप-प्रत्यारोप से मुक्त है। वे न तो पुरुष को खलनायक बनाती हैं और न स्त्री को अबला। उनकी कहानियों में पुरुष भी व्यवस्था का शिकार है और स्त्री भी। इसीलिए उनका स्त्री-विमर्श विध्वंसक नहीं, रचनात्मक है। वे दो महत्वपूर्ण स्थापनाएँ देती हैं: वैचारिक स्वतंत्रता सर्वोपरि है क्योंकि नौकरी और पैसा स्त्री को घर से बाहर तो लाते हैं, परन्तु सदियों की मानसिक गुलामी से मुक्ति तभी संभव है जब वह स्वयं निर्णय लेने में सक्षम हो। साथ ही उनका स्त्री-विमर्श परिवार-विरोधी नहीं है, वे एक ऐसे समतावादी समाज की वकालत करती हैं जहाँ संबंधों का आधार अधिकार नहीं, आपसी सम्मान हो।

निष्कर्षतः इस शोध प्रकल्प के माध्यम से उषा प्रियंवदा की कहानियों में स्त्री विमर्श का विश्लेषण करने के पश्चात यह स्पष्ट होता है कि उनके लेखन में नारी केवल एक पात्र नहीं है बल्कि बदलते हुए युग के प्रतिनिधि है। उनकी कहानियाँ स्पष्ट करती है कि उन्होंने आधुनिक हिंदी कथा साहित्य में नारी के अंतर्मन, अकेलेपन और सामाजिक यथार्थ को दिखाया है। उन्होंने अपनी कहानियों में स्त्री की 'आंतरिक दुनिया' को पहली बार हिंदी कहानी के केंद्र में रखा। उन्होंने बताया कि स्त्री के दुःख का कारण केवल पुरुष नहीं, बल्कि वह पूरी सामाजिक संरचना है जिसमें स्त्री और पुरुष दोनों जकड़े हुए हैं। इक्कीसवीं सदी में जब स्त्री विमर्श बहस से आगे निकलकर नीतियों तक पहुँच रहा है, तब उषा प्रियंवदा की कहानियाँ हमें याद दिलाती हैं कि असली लड़ाई कानूनों से अधिक मानसिकता बदलने की है। उनका साहित्य इसलिए कालजयी है क्योंकि वह स्त्री-पुरुष को एक-दूसरे के विरुद्ध खड़ा नहीं करता, बल्कि एक साथ, बराबरी के साथ खड़े होने का स्वप्न दिखाता है।

छात्रों का नाम:-

- ✶ अंकिता ल. गांवकर
- ✶ आईशा ई. नाईक
- ✶ बिंदिया बी. गांवकर
- ✶ काजल र. सहानी
- ✶ संजना म. नाईक

तृतीय वर्ष कला शिक्षण-प्रशिक्षण

मेरी माँ

माँ, तेरे प्यार की अनोखी कहानी,
मैं कैसे बयां करूँ?

नन्हें कदमों से रेंगते-रेंगते,
कब मुझे अपने पैरों पर खड़ा किया।

तेरी ममता के स्नेहिल छाँव में,
जाने कब मैं बड़ी हुई।

कभी खिलौने से खिलाया है,
कभी आँचल में छुपाया है।

गलती करने पर भी,
माँ ने मुझे हमेशा प्यार से समझाया है।

अपनी ख्वाहिशों को मारकर,
आपने हमेशा मेरी ख्वाहिशों को पूरा किया है।

कभी मेरे हिस्से की भी डांट खाकर,
मुझे डांट से बचाया है।

आपसे दूर रहने के बाद,
मुझे ऐसा लगा है कि माँ के सिवा मेरा कोई नहीं है।

आपकी यादों में ,मैं खो जाती हूँ,
और आपकी मुस्कराहट में ,मैं जीने की वजह पाती हूँ।

जब भी आपका थका हुआ चेहरा देखती हूँ,
तो मेरी आँखों में आँसू आ जाते हैं।

अब तो मुझे ऐसा लगने लगा कि,
मेरे सपनों को पूरा करते-करते
वह अपने आप को ही भूलने लगी है।

माँ, तेरे प्यार की अनोखी कहानी,
मैं कैसे बयां करूँ?

रितिका पिलयेकर
द्वितीय वर्ष कला एवं शिक्षण

आदत

यह किसी को बताकर या
किसी को जबरदस्ती मनाकर
अपने साथ रहने को
नहीं कह सकते।

वह तो अपने आप
बिना कहे, बिना सुने
बिना कुछ किए बगैर
बस उनके साथ
रहने का दिल चाहता है
और एक बार यह आदत लग गई तो,
जीना मुश्किल हो जाता है,
उनके बगैर।

आदत तो किसी के साथ
भी हो सकती है
बस वह साथ होना चाहिए
और जब आदत हो जाती है।

तो उसे दूर जाना
मुश्किल होती है
बस इसलिए इतनी भी
आदत मत लगाना कि
जीना मुश्किल हो जाए
बस हद में रहिए और
मस्त से जिंदगी जीना सीखो!

लक्ष्मी शंकर तेलगाव
तृतीय वर्ष कला एवं शिक्षण

प्रकल्प समीक्षा:
'गोवा के चुनिंदा लोकनृत्य: एक अध्ययन'

गोवा की संस्कृति केवल समुद्र तटों तक सीमित नहीं है। इसकी असली आत्मा यहाँ के गाँवों के लोकनृत्यों में धड़कती है। हमारे समूह के पाँच सदस्यों ने 'गोवा के चुनिंदा लोकनृत्य: एक अध्ययन' को अपने शोध का आधार बनाया है। इस विषय को चुनने का हमारा सबसे बड़ा उद्देश्य यह रहा कि आज की युवा पीढ़ी अपनी जड़ों को न भूले। यह समृद्ध सांस्कृतिक धरोहर आगे भी निरंतर चलती रहे। हमारे समूह के अधिकांश सदस्य स्वयं लोक कलाकार हैं और विभिन्न मंचों पर प्रदर्शन करते रहे हैं। इसलिए इस विषय से हमारा गहरा और हृदयस्पर्शी जुड़ाव है।

इस शोध यात्रा के दौरान हमारे सामने सबसे बड़ी चुनौती सूचनाओं के स्रोत की रही। हमने पाया कि गोवा के लोकनृत्यों पर अधिकांश साहित्य कोंकणी में या अंग्रेजी में उपलब्ध है। हिंदी में इस विषय पर जानकारी का अभाव है। इसी कमी को दूर करने के लिए हमने हिंदी में यह शोध कार्य किया। हम चाहते थे कि गोवा की यह गौरवशाली संस्कृति केवल स्थानीय स्तर तक सीमित न रहकर पूरे भारत में अपनी पहचान बना सके। इस भाषाई चुनौती के कारण हमें प्राथमिक डेटा जुटाने के लिए स्थानीय लोगों से सीधा संपर्क करना पड़ा। इसके लिए हमें पुस्तकालयों के साथ-साथ जमीनी स्तर पर भी काफी भाग-दौड़ करनी पड़ी। इस पूरी शोध यात्रा में हमारी प्रकल्प की निर्देशिका त्रिवेणी काणकोणकर जी का मार्गदर्शन अत्यंत अमूल्य रहा है, जिन्होंने हर कदम पर हमारे विचारों को दिशा दी और इस जटिल विषय को सरल बनाने में हमारी सहायता की।

हमारे प्रकल्प का सबसे प्रेरणादायक हिस्सा प्रसिद्ध लोक कलाकार श्री. कांता काशिनाथ गावडे जी का साक्षात्कार रहा। ४५ वर्षों के अपने करियर में 'जागोर' जैसी शैलियों को जीवित रखने वाले गावडे जी ने हमें एक अनोखा दृष्टिकोण दिया। उनका यह मत हमारे मन को छू गया कि ''लोक नृत्य को पाठ्यक्रम में शामिल करना कोई विकल्प नहीं, बल्कि एक सांस्कृतिक अनिवार्यता होनी चाहिए।'' उनके अनुसार, शिक्षा का उद्देश्य केवल किताबी ज्ञान देना नहीं है। छात्रों को उनकी पहचान से जोड़ना भी जरूरी है। जब हम कला को शिक्षा के अनिवार्य विषय के रूप में लागू करेंगे, तभी हम एक ऐसी पीढ़ी बनने से रोक पाएंगे जो अपनी ही संस्कृति में अजनबी हो।

हमारी इस वैचारिक यात्रा में हमने केवल नृत्यों की बाहरी सुंदरता को ही नहीं, बल्कि उनके पीछे छिपे आध्यात्मिक और सामाजिक दर्शन को भी समझने का प्रयास किया है। पुस्तकालयों में घंटों बिताकर हमने यह जाना कि पुर्तगाली शासन के लंबे दौर के बावजूद गोवा की लोक कलाओं ने अपनी मौलिकता को कैसे बचाए रखा। यह शोध दर्शाता है कि यहाँ के लोकगीतों और नृत्यों में आज भी वह सौंधी महक जीवित है, जो सदियों पहले हमारे पूर्वजों के श्रम और उल्लास से उपजी थी।

एक शोध समूह के रूप में हमारा यह भी मानना है कि लोक कला का दस्तावेजीकरण केवल अकादमिक औपचारिकता नहीं है। मंच पर थिरकते हुए जो ऊर्जा हम महसूस करते हैं, उसे शब्दों में पिरोना हमारे लिए एक व्यक्तिगत मिशन बन गया था। हम चाहते थे कि एक कलाकार के नजरिए से उन बारीकियों और चुनौतियों को सामने लाया जाए, जो एक साधारण नृत्य को 'लोक' की श्रेणी में खड़ा करती हैं और उसे एक समुदाय की पहचान बनाती हैं।

इसके अतिरिक्त, हमने अपने अध्ययन में गोवा के उन ग्रामीण क्षेत्रों पर विशेष ध्यान केंद्रित किया है जहाँ आज भी 'धालो' और 'घोड़ेमोडणी' जैसे नृत्यों को पूरी निष्ठा के साथ निभाया जाता है। हमारा उद्देश्य इन नृत्यों के सैद्धांतिक और व्यावहारिक पक्षों के बीच एक मजबूत सेतु बनाना था, ताकि आने वाली पीढ़ी न केवल इन्हें देखे, बल्कि इनके पीछे की धार्मिक

मान्यताओं और कलात्मक सौंदर्य को गहराई से महसूस भी कर सके।

आठ अध्यायों में विभाजित इस परियोजना में हमने गोवा के इतिहास से लेकर १५ प्रमुख नृत्यों जैसे फुगड़ी, धालो, मांडो और देखणी का विस्तृत वर्णन किया है। हमने घुमट और शामेळ जैसे वाद्ययंत्रों की भूमिका और उत्तर व दक्षिण गोवा के नृत्यों के बारीक अंतर को भी स्पष्ट किया है। अंत में, हमारा शोध इस निष्कर्ष पर पहुँचाता है कि गोवा के लोक नृत्य केवल मनोरंजन नहीं हैं। ये सामाजिक एकता और भाईचारे का प्रतीक हैं। यह प्रकल्प न केवल एक शैक्षणिक कार्य है, बल्कि गोवा की मिट्टी की सौंधी महक को आने वाली पीढ़ियों तक पहुँचाने का हमारा एक छोटा सा और विनम्र प्रयास है।

निष्कर्ष के तौर पर, हमारा यह अध्ययन स्पष्ट करता है कि गोवा के लोकनृत्य विभिन्न समुदायों और धर्मों के बीच एक सेतु का कार्य करते हैं। गणेश चतुर्थी, शिगमो और कार्निवल जैसे उत्सवों पर जब लोग अपनी पारंपरिक वेशभूषा में थिरकते हैं, तो वह संगीत, ताल और लय का अद्भुत समन्वय दर्शकों को असीम शांति और आनंद प्रदान करता है। यह न केवल गोवा की सांस्कृतिक सहिष्णुता का प्रतीक है, बल्कि विश्व भर से आने वाले पर्यटकों के लिए भी आकर्षण का एक प्रमुख केंद्र है।

हमें पूर्ण विश्वास है कि यह शोध कार्य भविष्य में गोवा की लुप्त होती कलाओं के संरक्षण में एक महत्वपूर्ण कड़ी साबित होगा। समाज के हर वर्ग को अपनी विरासत को सहेजने में अपनी भूमिका निभानी होगी। यदि हम इन लोक विधाओं को अपनी जीवनशैली और शिक्षा का हिस्सा बना लें, तो गोवा की यह अमूल्य थाती युगों-युगों तक अपनी चमक बिखेरती रहेगी और हमारी सांस्कृतिक पहचान को वैश्विक स्तर पर मजबूती प्रदान करेगी।

छात्रों का नाम:

१. धनुषा साळगांवकर २. साक्षी नाईक ३. समश्री खडपकर ४. सिया भोमकर ५. वेदिका राऊळ

तृतीय वर्ष कला शिक्षण-प्रशिक्षण

तुम भी कभी बच्चे थे

नन्हीं मेहमान इस संसार की
आई जब खुद से अनजान थी
बोझ नहीं जिम्मेदारी है वह
खुशियों से ज़िंदगी की साझेदारी है वह
दायित्व उससे तुम सदैव निभाना
प्यार को उसके नहीं ठुकराना
क्योंकि तुम भी कभी बच्चे थे

घर का परमानंद है वह
वंशज और भवितव्य है वह
आदर्श तुम उसके बन जाओ
प्रेरणा दो आगे बढ़ने के लिए
क्योंकि तुम भी कभी बच्चे थे

ना दुनियादारी की
ना लोगों की उसे परख
सभी उसको लगते सच्चे
पर तू दे उसे अच्छी समझ
क्योंकि तुम भी कभी बच्चे थे

चाहे बेजान हो उसके सवाल
मचाए वह जितना भी बवाल
दे देना सारे जवाब
बिना रोक-टोक
क्योंकि तुम भी कभी बच्चे थे

ज़िद पर जब भी अड़े वह
व्यथा उसकी जरूर सुनना
प्यार उससे करो बहुत पर
ज़िद अच्छीवाली ही पूरी करना
क्योंकि तुम भी कभी बच्चे थे

ऐसे ही नादान तुम भी कभी थे
अब तुम कर्तबगार हो
इन्हीं संस्कारों का फल है यह
जो तुम बने होनहार हो
अपने बचपन को भुला न देना
खुद को यह इजाज़त न देना
बात हमेशा यहीं याद रखना
की तुम भी कभी बच्चे थे।

त्रिशा गावडे
चतुर्थ वर्ष कला एवं शिक्षण

स्त्री जीवन

दिन शुरु होने पर
शुरु होती है उनकी जिम्मेदारी
पर दिन ढ़लने पर भी
उन्हें अपने काम की चिंता भारी

आप की एक पुकार से
दौड़ आती है वह सारे काम छोड़
अपनों की इच्छा पूरी करने
देती है अपने सारे सपने तोड़

चोट लगी तो हर कोई पुकारता है
'माँ', 'अम्मी' या 'आई'
पर क्या उसकी चिंता तनाव
की याद कभी किसी को है आयी?

माँ हो, बहन हो या बेटी
हर जिम्मेदारी मन से निभाती है
पर घर में जन्म लेने वाला हो कोई
तो पहली याद पोती की नहीं पोते की आती है

आईना होती है वह सच्चाई का
आपकी हर परेशानियों को दूर करती है
'चलो काम छोड आज कुछ बातें करें'
यह शब्द सुनने के लिए तरस जाती है

अपने-अपने अपनोको छोड़
हँसकर नए घर में कदम उठाती है
उसे पत्नी का नहीं, बेटी का दर्जा मिले वहाँ
यही आस मन में छुपाती है

कहा गया तुम्हें
दुर्गा, काली, सरस्वती का रुप
पर केवल हिंसा, अत्याचार
सहा तुमने फलस्वरुप

एक दिन का समारोह नहीं
वह हर दिन सम्मान चाहती है
उसकी आबरू की लाज रखनेवाले
भारत का अनुभव वह करना चाहती है

टिशा मनोज चोपडेकर
चतुर्थ वर्ष, कला एवं शिक्षण

प्यारी बहना

सुन मेरी प्यारी बहना,
आज तुझसे कुछ कहना है।
न धन चाहिए, न कोई खिलौना,
बस तुझे हर पल मुस्कुराते रहना है।

मैं तेरा बड़ा, तू मेरी छोटी,
यही है सबसे प्यारी जोड़ी।
याद हैं वो बचपन के दिन,
जब साथ बैठकर खाते थे रोटी।

जब भी घर से बाहर जाते,
तू मेरा हाथ थामे रहती।
तेरी नन्ही-सी मुस्कान देखकर,
मेरी हर खुशी पूरी हो जाती।

मैं जो भी चीज़ माँगता,
तू हँसकर मुझे दे देती।
अगर कभी न मिल पाती,
तो मुझसे रूठ भी जाती।

कितनी प्यारी थीं वो नोकझोंक,
कितनी प्यारी थीं वो बातें।
आज भी दिल में बसी हुई हैं,
बचपन की सारी सौगातें।

अगर कभी मैंने तेरा दिल दुखाया,
तो मुझे दिल से माफ़ कर देना।
मेरी एक ही दुआ है रब से,
तू सदा मुस्कुराती रहना।

रिश्ता अपना यूँ ही महकता रहे,
हर खुशी तेरे आँगन में आए।
मेरी प्यारी बहना,
तू हमेशा खुश रहना,
तू हमेशा खुश रहना।

विशाल लामानी
कक्षा: एस.वाई. बी.कॉम. (बी)

खामोश दिल

क्या ही कहूँ, क्यों कहूँ---
जब मुझे खुद ही नहीं पता
क्या करना है, क्या नहीं?

कभी चुप रहने का मन करता है,
तो कभी बहुत कुछ कह जाना चाहता है ये दिल,
मगर करे भी तो क्या---
आख़िर खामोश ही तो है ये दिल।

अगर ज़रा-सा भी बोल पड़ा,
तो नदी की तरह बहने लगता है---
बिना रुके, बिना थमे,
बिना कुछ कहे,
बिना कुछ किए।

पता नहीं कैसी ये हलचल है,
न कुछ समझ आता है,
न कुछ बयां करने का मन करता है।

बस साथ चुपचाप बैठकर
सब कुछ देखने की चाह है,
क्योंकि जब बोले तो क़दर नहीं होती---
तो बोलने का फायदा ही क्या।

अब बस खामोश रहना है,
किसी और का नाटक
अब सहा नहीं जाता।

बहुत हो गया इस दोगलेपन से,
बातों की इस भीड़ से।

अब मैं खामोश होकर
बस देख रही हूँ

लक्ष्मी शंकर तेलगाव
तृतीय वर्ष कला एवं शिक्षण

फर्क

मैंने पूछा खुदा से
क्यों इतना फर्क है इंसान में?
खुदा ने कहा - मैंने तो एक जैसी रूह रखी हर जान में।
मिट्टी वही, साँस वही,
फिर क्यों दीवारें बन गईं?
कहीं ताजमहल खड़ा हुआ,
कहीं झोपड़ी भी जल गई।

एक के थाली में सोना है,
एक के पास रोटी नहीं,
किसी को ठंडी छांव मिली,
किसी की छत की खोज में उम्र कटी,
किसी ने पढ़ लिया दुनिया को,
किसी की किताबें ही बिक गईं मिट्टी में।

गरीब दौड़ता है पेट भरने को,
अमीर भागता है और भी जमा करने को।

क्यों माँ की गोद कहीं कूड़े में मिलती है,
और कहीं चांदी के पालनों में पलती है?
क्या यही है इंसाफ तेरा ऐ खुदा?
या हम ही बन गए हैं खुद अपने गुनहगार?

क्यों इंसानियत अब नाम की रह गई है
और जात, धर्म, पैसा पहचान बन गई है?
क्या इतना मुश्किल है एक-दूजे को इंसान समझना?

अब सवाल नहीं, बदलाव चाहिए,
ताकत नहीं, बराबरी का बोल चाहिए,
हर रोटी तक हर हाथ की पहुंच हो ये ख्याल चाहिए।

रितिका पिलयेकर
द्वितीय वर्ष कला एवं शिक्षण

बारिश

कब आई यह बारिश,
इसका किसी को भान नहीं,
झूम-झूम कर उठती धरती,
होता कोई थकान नहीं।

कभी बिजली की कड़कड़ाहट,
कभी तूफ़ानी हवा की आहट।
कब आई और कब यह गई,
ठंडी-सी एक लहर ले आई।

पेड़-पौधों को नहलाया इसने,
जीवन नया दिलाया इसने।
दिन में ही अब रात हुई है,
रात भर जम कर बरसात हुई है।

सबको गहरी नींद सुलाती,
मस्तियाँ मन में महक जाती।
कभी आषाढ़ की रिमझिम फुहार,
कभी सावन की शहनाई की पुकार।

मन-मन खिल उठी खुशहाली,
लहराई सुख भरी यह हरियाली।

शर्वाणी शिवानंद साळगांवकर
तृतीय वर्ष कला एवं शिक्षण

गुरु का दीपक

अज्ञान के अँधेरों में,
आपने ज्ञान का दीपक जलाया,
हर शब्द में अर्थ भरकर हमें सही राह दिखाया।
हिंदी की मिठास सिखाकर,
संस्कृति से हमें जोड़ा है,
आपके स्नेह और समझ से हमारा भविष्य संजोया है।
कभी गुस्सा, कभी मुस्कान में,
आपने हमें सबक दिया,
गलतियों को अवसर मानकर सीखने का उत्साह दिया।
कविता, कहानी या व्याकरण,
हर पाठ में रचनात्मकता सिखाई,
प्रिया मिस, आपके आशीर्वाद से हमने नई ऊँचाई छुई।
हमेशा आपका मार्गदर्शन,
हमारे दिलों में रहेगा बसा,
आपकी शिक्षाएँ जीवनभर हमारे कदमों को सँवारती रहेंगी।

स्नेहा वेळीप
द्वितीय वर्ष कला एवं शिक्षण

कोंकणी विभाग



गोंयांत वाडपी अपघात

गोंय हें भारतांतलें एक फामाद पर्यटन थळ जावन आसा. दर वर्सा लाखांनी पर्यटक गोंयच्या दर्यादेगेर, घसघश्यांचेर, किल्ल्यांचेर आनी देवळांनी तशेंच इर्गजींनी लेगीत भेट दिवपाक येतात. पर्यटना खातीर गोंयच्या अर्थवेवस्थेक खूब व्हड लाव जाता. पूण कांय पर्यटक निष्काळजीपणान वागतात, आनी होच एक कठीण प्रस्न जाल्लो आसा.

हालींच्या काळांत गोंयांत घसघश्यांचेर, दर्यावेगेर आनी हेर पर्यटन सुवातींचेर अपघाताचो आंकडो वाडत आसा. जायते पर्यटक धोकादायक सुवातेर वचून सेल्फी काडटात. पावसांत व्हावपी उदकांत देंवतात, नेमांचें पालन करिनात, बारीक नदरेन पळयल्यार आयज काल भुरगीं आनी युवा पिळगे मदीं चड अपघाताचें प्रमाण वाडलां. हाका लागून आयज काल भुरगीं आवय-बापायचें सांगणें काना-मनार घेवपाक सोदनात. अश्या निष्काळजी वांगण्याक लागून जायत्या वेळार भंयकर अपघात घडटात. आनी हे तरणाटें भुरगें आपलो जीव वागडावंन बसतात.

पावसांत गोंयचे घसघशें खूब सोबीत दिसतात. ते पळोवपाक गोंयचे तशेंच गोंया भायले लोक व्हड प्रमाणांत येतात. पूण उदकाचो वेग, निसर, फातर, खोल उदक आनी अचकीत वाडपी उदक ह्या सगल्या कारणांक लागून भंयाची शकयताय वाडटा. नेमांचें पालन करिना जाल्यार एक ल्हान चूक व्हडल्या दुखांत बदलूंक शकता.

तशेंच दर्यादेगेर लेगीत भरतीच्या वेळार, तांबडो बावटो लायलो आसतना पर्यटक पेंवपाक उदकांत देंवतात. लायफ गार्डाच्यो सुचोवण्यो आयकना जाल्यार वायट घडणूक घडटात. तशेंच फाटलीं कांय वर्सां जालीं, रस्त्याचेर अपघात वाडपाक लागल्यात आनी हाचें कारण म्हणल्यार वेगान गाडी चलोवप, सोरो पिवूंन गाडी चलोवप, मोबायलाचो वापर करून गाडी चलोवप आनी हेल्मेट वा सीटबेल्ट ना घालप हाका लागून अपघात चड वाडटात.

तशें पळोवपाक गेल्यार आयज काल भाड्याच्या गाड्यांचो अपघांताचो आंकडो वाडत चल्ला. म्हूण सरकारा कडेन विनवणी करता तांणे रस्त्या वयलीं फोंडकुलां बेगोबेग पुरोवची आनी रस्तें रुंद करचें. तशेंच सरकारान भंयानक सुवातेर सीसीटीव्ही कॅमेरा लावचें. चड लायफ गार्डांची वेवस्था करची. नेमाचें पालन करना तांचेर दंडात्मक कारवाय करची.

पर्यटकांनी लेगीत आपली जापसालदारकी घेवप गरजेचें आसा. नेमांक पाळो दिवप, पेंवपाक कळना जाल्यार उदकांत उडी मारप ना, सोरो पिवन उदकांत देंवपाचें टाळचें अशें केल्यार कितलेशेच अपघात उणें जातलें. गोंय हें फकत पर्यटनाची भुंय न्हय जाल्यार आमचो अभिमान आसा. पर्यटना खातीर उदरगत जाता. पूण जतनाय घेवप आनी शिस्त पाळोप हें खूब म्हत्वाचें आसा.

वंशिका नायक,
पयलें वर्स, कला

जिवितांतलो मोलादीक अणभव

आमच्या तिसऱ्या वर्साच्या प्रकल्पा खातीर आमी वेंचून काडिल्लो विशय म्हळ्यार ''वेंचीक कोंकणी कादंबऱ्यानी चित्रायल्ल्या गोंय इन्क्विझिशनाच्या इतिहासाचो अभ्यास'' आनी म्हज्या पंगडांत आशिल्ली म्हजी वांगडी, अदिती मार्दोळकार, श्रेया च्यारी, आर्या च्याची आनी सिमरन सावंत. तशेंच ह्या पंगडांक फावो ती वाट दाखोवपी श्री. प्रो. (डॉ) भूषण भावे सर आमका मार्गदर्शक म्हूण लाबले. सुरवेक हो विशय जेन्ना आमी वेंचून काडलो तेन्नाच आमका एक गजाल जाणवली की हो प्रकल्प हेर प्रकल्पा वरी सादो नाशिल्ल्याचान आमच्या खादांर जापसालदारकेचे वजें वाडिल्ले.

आमी सगळी इतिहासाची विद्यार्थी आशिल्ल्याचान कितें तरी नवें खोलायेन शिकूंक मेळटा हाची तर बरीच उत्सुकताय आशिल्ली. पूण तेच बरोबर मनांत एक भंय, दुबाव कायम आशिल्लो. कारण गोंयचें इन्क्विझिशन हो एक गोंयच्या इतिहासांतलो सगळ्यांत नाजूक असो विशय जो दरेक गोंयकारांच्या मनाक हात घालता. प्रकल्पाची मांडणी जातकीच म्हज्या वांगड्यांनी वेग वेगळी पुस्तकां, लेख आनी हेर साहित्य वाचूंक सुरवात घेतली, अश्या वेळार आमकां कळून आयले की, आमचो इतिहास कितलो गिरेस्त आनी वेगळ्या स्वरुपाचो आसा आनी ह्या विशयाचेर आमका बरीच म्हायती खबर लेगीत नासली. ह्या प्रवासांत दर एका चर्चेंत आमका नवें मेळ्ळे. दर एक नवें साधन आमका गोंयचो इतिहास आनीक खोलायेन समजयताले. तेन्ना आमचे गोंयचे दायज कितले मोलादीक आसा आनी ते तिगोवन दवरपाचें म्हत्व आमका पटलें.

पंगडान काम करपाक एक वेगळीच उमेद आसता. सगळ्यांच्या हातबारान हो प्रवास आनीकूय सोबीत थारलो. प्रत्येकान आप आपले काम वांटून घेतलें, आपलीं मतां पंगडा मुखार मांडली, वेगवेगळ्या द्रुश्टीकोनांचेर चर्चा केली, आनी तेच बरोबर अडचणी वेळार मजतीचो हात फुडें काडपाक कोण अनमनलो ना. कांय वेळा अचूक म्हायती सोदपाक, वेगवेगळीं साधनां तुळोवपाक, आनी इतिहासांतले खरे तथ्य बरोबर समजून घेवपाक आमकां वरांची वरां गेलीं. जरी हो प्रवास बरोच लांब आशिल्लो तरी तातूंतल्यान आमी शिक्षणीकच गिन्यान न्हय तर जिवितांतल्यो काय म्हत्वपूर्ण गजाली म्हळ्यार जापसालदारकी, वाचनाची सवय तशेंच वांगडा येवन काम कशें तरेन करचे अश्यो बऱ्योच गजाली आमी शिकली.

सगळ्यांत व्हडली जापसालदारकी म्हळ्यार ह्या विशयाचेर खोलायेन आनी जतनायेन अभ्यास करप म्हत्वाचो आशिल्लो आनी तें खातीर आमका बरीच पुस्तका, लेख, वा हेर म्हायती जाणून घेवप गरजेची थारली. इन्क्विझिशन हो एक नाजूक इतिहासीक विशय आशिल्ल्याचान, आमचो प्रकल्प तथ्यांचेर आदारीत आसप आनी मेळिल्ली म्हायती वेवस्थीत रितीन मांडपाची इत्सा आमच्या मार्गदर्शकान आमच्या मुखार मांडिल्ली. प्रकल्पांत कितेंय घालचे पयलीं आमकां वेगवेगळ्या साधनांतल्यान वाचप, म्हायती तपासप, आनी वेगवेगळे द्रुश्टिकोन समजून घेवप म्हत्वाचें आशिल्ले. ही प्रक्रीया इतिहासाचेर आधारून आशिल्ल्याचान आमची संशोधनाची कुशळटाय वाडली आनी इतिहास समजूम आनी शिकून घेवपाचो हावेस आमच्या मनांत गाजूंक लागलो.

ह्या प्रवासाच्या अनवळखी वाटेर मार्ग दाखोवपी आमचो मार्गदर्शक श्री प्रो. (डॉ) भूषण भावे सर तशेंच कोंकणी विभागाचे शिक्षक श्री. दर्शन कांदोळकार सर, श्री. दिवाकर गुरव सर आनी शिक्षिका श्रीमती तनिका कांदोळकर टिचर, जे ह्या पुराय प्रवासांत आमचो सगळ्यांत व्हड आदार जावन आशिल्लो. तांचेकडेन आशिल्ले उपाट न्यान, प्रकल्प पुराय करपा खातीर तांची ताकतिक तशेंच आमचेकडल्यान उमेदीन काम करून घेवपाची तांची शिस्त म्हज्या मनाक खूब भावता, आनी म्हाका दिसता तांकाच लागून आमचें काम यशस्वी रितीन पुराय करपाक बळगे मेळ्ळें.

आता जेन्ना फाटल्यान वळून पळयता तेन्ना प्रवासाच्यो त्यो यादी, ते कश्ट, तो वेळ ह्या सगळ्यांक एक वेगळेच म्हत्व येतां. आमी एकठांय येवन मेळून केल्ले कामाक जैत मेळिल्याचो अभिमान आमकां आसा. हो प्रकल्प फकत एक शिक्षणीक गरज

म्हूण नासलो तर तो एक जिविताचो यशस्वी पावडो, पंगडान वावूरपाची एक संद, आनी स्व-उदरगतीचो प्रवास आसलो. हाका लागून आमची संशोधनाची कुशळटाय, संवाद, आनी आत्मविश्वास सुदारलो, तेच बरोबर गोंयच्या इतिहासाचें आनीक खोलायेन गिन्यान मेळ्ळें. दर एका आव्हानांतल्यान आमी कितें तरी नवें शिकलें आनी ह्या अणभवान आमचो हो प्रवास आनीक अर्थपूर्ण जालो.

म्हज्या मतान हो प्रकल्प म्हज्या जिवितांतलो सगळ्यांत मोलादीक अणभव थारलो. आनी हाव स्वथा खूब भाग्यवांत समजता कारण म्हाका ह्या प्रकल्पा खाला आमच्या सुंदर गोंयची आनी मायेस्त गोंयकारांचो खोलायेन अभ्यास करपाची संद मेळळी जो हाचे पयलीं हावें केन्नाच इतल्या खोलायेन शिकूंक नाशिल्ली. ह्या प्रकल्पाचेर काम करतना आमी पंगडान मेळून तयार केल्ल्यो यादी म्हज्या काळजांत सदांच घर करून उरतल्यो. आमचो मार्गदर्शक श्री प्रो. (डॉ) भूषण भावे सर तशेंच कोंकणी विभागाचे शिक्षक आनी हेर सगळ्यांचे ह्या पुराय प्रवासांत आमकां आदार आनी उमेद दिल्ल्यान हांव मनापासून उपकारी आसा आनी तांच्याच मार्गदर्शनाक लागून हो प्रवास फळादीक जालो हाची आमकां जाण आसा.

करुणा गांवस,
तिसरें वर्स, कला

न्हिद म्हाका लागली

जनेलांतल्यान भायर हांवें पळयले....
उक्तें मळब म्हाका दिसलें
भानार नाशिल्लें मन म्हजें
आनीक गुल्ल जावन गेलें

भायर दिसली झाडां
सवणीं मळबांत उडटाली
ते पळोवन
म्हाकाच म्हजो प्रस्न पडलो....
देवा, केन्ना रे म्हाका न्हिद लागतली?

मळबाक पळोवन म्हाकाय
उडून वचूंक कशें दिसता,
पूण म्हजेच विचार
म्हाका फाटीं ओडटा

पळयलें सपन
उडून वतले म्हणून
सवण्यांच्या भिऱ्या मदीं उडत वचून
हांवूय तातूंत साणटलें म्हूण

इतल्यान विचारांचो पावस
म्हजेर पडलो,
पाखां म्हजीं भिजलीं,
उडून वचपाची सपनां पळयता, पळयता
थंयच न्हिद म्हाका लागली.

आर्या धारगळकार,
दुसरें वर्स कला शिक्षण

यादींचो आल्बम

विद्या प्रबोधिनी महाविद्यालयांत आमची सुंदर अशी एक वळख घडयली हातूंन काय दुबाव ना. आयज हांव विद्या प्रबोधिनीचें विद्यार्थी म्हूण सांगता तेन्ना म्हाका खूब अभिमान दिसता . हांगा मेळिल्ली शिस्त , देख आनी मार्गदर्शन स्वता बरोबर सदांच घेवन चलतलें. हांगाच्या शिक्षकांचें उपकार मानतात तितलें उणेंच. तांचे मोलाचें गिन्यान आनी अणभवाची उतरां आमकां भोव आदाराक पडली आनी फुडेंय पडटली. हांगाची ही चार वर्सां म्हज्या आयुशांतली भांगराची वर्सां यादींत उरतली .

सृष्टी सावंत देसाय
एम. ए कोंकणी
सरकारी महाविद्यालय केपें.

विद्या प्रबोधिनी महाविद्यालयांत म्हजो प्रवास खूब खाशेलें आनी याद उरपा सारके आशिल्लो. ह्या महाविद्यालयांत म्हाका गिन्यान, आत्मविस्वास, आनी जायत्यो सोबीत यादीं जोडल्यो. शिक्षकांनी म्हाका सदांच दर एका पांवड्यार आदार दिलो आनी मार्गदर्शन केलें. हांवें हांगा घालून दिल्ल्यो यादी आनी खीण हांव सदांच मोगान सांबाळटले. हीं कॉलेज म्हज्या काळजांत सदांच एक खाशेली सुवात दवरतलें.

टिशा दिपक निपाणीकार

विद्या प्रबोधिनी वाणिज्य, शिक्षण, संगणक आनी वेवस्थापन महाविद्यालय पर्वरी – गोंय ह्या महाविद्यालयातलो म्हजो चार वर्सांचो प्रवास सदांच खाशेलो उरतलो. ह्या महाविद्यालयान म्हाका बीए बी.एड कोर्स पुराय करपाची अद्भुत संद दिली. ताचे खातीर हांव सदांच उपकारी रावतलें. हांगासर म्हाका बरें शिक्षण, उत्कृश्ट शिक्षक, मोगाळ इश्टागत, आनी आमचीं वेगवेगळ्या कार्यावळीं वरवीं प्रतिभा सादर करपाचीं संद म्हाका मेळ्ळी. ह्या महाविद्यालयाचो दरेक वर्ग, कॉरिडोर, आनी दरेक याद म्हज्या जिवितांत सदांच खाशेली उरतली. व्हीपीसी कुटूंबाचो भाग हो म्हज्या खातीर आशीर्वाद आसा. म्हाका ही संद दिल्ल्या खातीर सगळ्या शिक्षकांचो, इश्टीनींचो आनी म्हज्या कुटूंबाचो हांव मनापासून उपकार मानता. हें महाविद्यालय शिक्षण, प्रगती आनी बरे भविष्य घडोवपा खातीर एक उत्कृश्ट संस्थान आसा.

सिद्धी काशिनाथ नार्वेकार

विद्या प्रबोधिनी महाविद्यालयांत ४ वर्सां भोव कश्टाचीं पूण मजेचीं आसलीं. ह्या महाविद्यालयांत म्हजें एक बरें व्यक्तिमत्व घडयलें खरें, पूण ताच्या वांगडा म्हाका बऱ्यो यादी आनी जिवीत भर उगडास धरपा सारकीं मनशांय दिलीं. विद्या प्रबोधिनी महाविद्यालय हेर महाविद्यालयां परस वेगळें. हांगां विद्यार्थ्यांक फकत पुस्तकीं ज्ञान दिनात, जाल्यार हांगा विद्यार्थ्यांचेर बरे संस्कार लेगीत घडयतात. हाका लागून म्हाकां विद्या प्रबोधिनी महाविद्यालयाचें विद्यार्थी म्हूण सांगपाक भोव अभिमान दिसता.

सिद्धी देवू दाभाळे
एम. ए कोंकणी
गोंय विद्यापीठ

विद्या प्रबोधिनी महाविद्यालयाचो म्हजो प्रवास याद उरपा सारको जावन आसा. हांगां म्हाका फकत शिक्षणच न्हय तर मोलादीक जिविताचे धडें लेगीत मेळे. तशेंच म्हाका आदर करपी, समजून घेवपी आनी सदांच बरें करपाक प्रोत्साहन

दिवपी शिक्षक मेळपाचें भाग्य मेळ्ळें. हांगां केल्लीं इश्टागतीं एक मोलादीक भेटवस्तू म्हूण सदांच काळजान दवरतलें. महाविद्यालयाच्या सकारात्मक वातावरणाक लागून शिकप आनंददायक आनी अर्थपूर्ण जालें. दर एका वर्गांत, घडणुकेंत आनी अणभवांतल्यान सोबीत यादो सोडल्यात. विद्या प्रबोधिनी महाविद्यालयान म्हजो प्रवास इतलो खाशेलो आनी अविस्मरणीय केल्ल्या खातीर म्हज्या शिक्षकांचो, इश्टांचो तशेंच पुराय कॉलेजीच्या कुटुंबाचें हांव सदांच उपकारी आसतलें.

साची सावंत
एम. ए कोंकणी
गोंय विद्यापीठ

महाविद्यालयांत म्हजी ४ वर्सां म्हणल्यार म्हज्या जिवितांतली सगल्यांत सोबीत वर्सां. ही चार वर्सा म्हाका खूब कितें शिकोवन गेली. शिक्षकां कडल्यान खूब बरें मार्गदर्शन मेळ्ळे. आनी म्हजो फुडार कशे तरेन बरो करचो हें म्हाका म्हज्या शिक्षकांनी तशेंच इश्टांनी सांगले.

सिद्धिता विश्राम साखळकार
एम. ए कोंकणी
गोंय विद्यापीठ

महाविद्यालयांतले दीस म्हज्या सदांच लक्षांत उरतलें. ह्या महाविद्यालयांत म्हाका बरें शिक्षण दिलें तशेंच नव्यो गजाली शिकपाची संद दिली. प्रत्येक पांवड्यार शिक्षकांचे सदांच मार्गदर्शन मेळ्ळें. ह्या महाविद्यालयान म्हाका एक व्यक्ती म्हूण फुडारा खातीर तयार केलें. हांव महाविद्यालयाचे सदांच मनांत दवरतलें.

प्रार्थी सुभाष कांदोळकार
एम. ए कोंकणी
गोंय विद्यापीठ

विद्या प्रबोधिनी वाणिज्य, शिक्षण, संगणक आनी वेवस्थापन महाविद्यालय पर्वरी गोंय. ही एन.ए.ए.सी कडल्यान ए+ ग्रेड (३.४२ सी.जी.पी.ए) कडेन मान्यताय मेळिल्ली नामनेची संस्था. गोंय विद्यापीठा कडेन संबंदीत, ही संस्था वाणिज्य आनी कला शिक्षण (बी.कॉम आनी बी.ए. बी.एड) कार्यावळी खातीर आदर्श आसा. तातूंत शिस्तबद्ध, मोलाचेर आदारीत शिकपाचें वातावरण, विद्यार्थ्यांक अनुकूल कर्मचारी, साधनांचो सोपो वापर, बरो सल्लागार, महाविद्यालयाचें वाचनालय, आय. सी. टी. लॅब आनी खेळां कक्ष हांकां लागून कुशळटाय वाडटा. एक व्ही.पी.सी. चे विद्यार्थी म्हूण हांव म्हणटले, की एक व्हीपीशियन जावप म्हजें नशीब आनी संद आशिल्ली शिकपाक. तशेंच हांव सांगूक सोदतां, हांगाचे शिक्षक खूब आदार दितात तशेंच बिगर शिक्षक कर्मचारी खूब आदाराचें

– वैष्णवी विद्याधर खोर्जुवेंकार
एम. ए कोंकणी
गोंय विद्यापीठ

म्हजो रेल्वे प्रवास

शेत आनी न्हंयांतल्यान इंजीन धावता,
विशाल आनी उक्त्यां मळबा खाला,
शिट्टी एक आनंदाची सुर गायता,
जशी चाकां हांगच्यान थंय वचत रावता

दर एका जाग्यार नवें मुखामळ
अनवळखी मनशांचो हांसो आनी काणयो गोड
सैमाच्या हातान रंगयल्ले कले भशेन
जनेलांतल्यान हालपी जमीन दिसता

बोब्यांतल्या काळखांतल्यान
लांब पुलांतल्यान
सैम तिचें अनंत गीत गायता
प्रवास सोंपता पूण यादीं उरल्यो
त्यो यादी म्हज्या कुटूंबा वांगडा फुल्लल्यो.

–दिव्या कुबल,
दुसरें वर्स कला शिक्षण

पावसाचे झरें

पांचवेचार दाट रान
मळब आसलें निळे-निळे
व्हावतालें चोय वटेन
पावसाचे झरें

दोंगर हांसत देंवतालो
झरें दुदाचे शिपडितालो
जळी-मळी पोरसांनी
उदक साटयल्ले दिसताले

झाडां-पेडां न्हांवन-धूवंन
दीस आपलो फुलयताली
जायो-जुयो सगळ्या वाटेक
पर्मळ आपलो फांकरताली

शेवणी उदकान चोच बुडुन
पावसाचो उमेद लुट्टाली
गायो-म्हश्यो तळयेन न्हिदोन
जिवाक थाकाय घेताली

निर्सगाची सोबीतकाय पावसान सुंदर दिसताली
बांदावयले मोर-लांडोर आपल्याच
धुंदीन नाचताली.....

– पलक प्रवीण शिरोडकार,
दुसरें वर्स कला शिक्षण

शेताचो देखावो परत एकदा

भांगराचें पीक भांगराचें पीक
सगळीच आरडटा
चोकूंक लेगीत पयलीच धांवता
पूण जिबेर मात...
''आता म्हाका वाज आयला''

गोंयाक उलो मारलो
शेता भाटां उबीं जाता
पूण दोळ्या वयलो पडो काडा
शेतां - भाटां ना जाता.

आवयस! काय बरो देखावो..
एक व्हिडियो काडया
अशी सगलीच म्हणपाक फुडें
पूण शेतकारांच्या फाटी पोटाचो
कोणी व्हिडियो काडला काय?

शेतांचेर बरोवपाक गेल्यार शेतकार मेळटा
पूण पळोवपाक मात शेतां मेळना
इमारतींन नाकांत धुल्ल भरला
सरकाराच्या आदाराक रावना हो शेतकार
पूण सरकार मात रावता शेतकाराच्या शेताक.

आयच्या पिळगेक काय
कळना आनी समजना
हे चितून
शेतकाराच्या तकलेर मिरयो येता.
फुडें शेतां पळोवपाक मेळटली
हाचेर आतां दुबाव येता.

नारें काडले
सगले विश्यांचे
पूण उरलें मात
शेतांचेच नारें.

– पुजा गांवस,
दुसरें वर्स कला शिक्षण

आवय बापूय

काय मागिनास्तना निस्वार्थ मोग करता
सदांच म्हाका आदार दिता
तो आसा म्हजो बाबा

पोट म्हजें भरता, पूण खूप फावटी
म्हाका कमी पडत काय म्हूण
तीं उपाशी रावता
म्हाका सुखाची न्हिद येवची म्हूण
तीं दोळ्यांत तेल घालून जागी रावता
तीं आसा म्हजी आई

म्हज्या फुडाराक तीं दोगांय रावता
अशी म्हजी मोगाची आवय बापूय

– पुजा गडेकार,
दुसरें वर्स कला शिक्षण

वेळ

वेळ खरोच विचीत्र आसता
कांय जाणांक तो फावो जाता
कांय जाणांक तो उणो पडटा
वेळेचो खेळ समजून घेवप कठीण
वेळ हो खरोच विचीत्र आसता

कांय जाणांक तो थांबून रावपाक लायता
कांय जाणांक तो सोंपून वता
जाणून कांय जाणांक तो वगडायता
वेळ हो खरोच विचीत्र आसता.

वेळ बदलता तेन्ना, सगळें बदलता
वेळेच्या बदला सगळे, मनशाय बदलता.
वेळेच्या खेळांत कोणूच जिंखना
वेळ हो खरोच विचीत्र आसता.

सुखांत तो बेगीन वता,
दुखांत तो ल्हव चलता
पूण ताचें चक्र चलतच उरता
कोणा खातीर तो थांबना
वेळ हो खरोच विचीत्र आसता

कांय वेळ तो परिक्षा घेता
कांय वेळ तो इनाम दिता
ताचो नेम कोणाक खबर ना,
तो आपूणच आपूण चलता
वेळ हो खरोच विचीत्र आसता

भविश्य ताचो गुपींत
भुतकाळ ताचो साक्षी
वर्तमान ताचो सोबीत
दरेक खीण ताचो म्हत्वाचो
वेळ हो खरोच विचीत्र आसता

तो कोणाची वाट पळयना
तो कोणाक सोडना
आपूणच आपूण चलता,
आपूणच आपूण घडयता.
वेळ हो खरोच विचीत्र आसता

देखून, ताचो मान राख, ताचो योग्य वापर कर
तो परत येना, आनी तो खरोच विचीत्र आसता
वेळ हो खरोच विचीत्र आसता.....

– प्रसिद्धी नायक,
दुसरें वर्स कला शिक्षण

दर्या आयक म्हजी काणी

दर्या तुजो आवाज, म्हज्या जिवितांत घुसता
ल्हारां तुजी याद, सदांच म्हज्या मनांत उरता
सकाळच्या वाऱ्यांत, तुजो सुवास व्हांवता
सांजेच्या नखेत्रांत, तुजो हासो दिसता.

दर्या कुजबुजता, तुजें नांव गायता
ल्हारां तुजी गजाली, हांव ल्हवच आयकता
चान्न्याचो चकचक, तुज्या तोंडार उजळटा
हांव दर्यांत पळयता, तुजो प्रतिबिंब दिसता.

वादळ येतालो, तरी दर्या सोसता
मोगान त्रास जाले तरी तें नातें कशें तोडूंक जाता?
दर एका ल्हारांत, तुजो मोग व्हांवता
दर ल्हारांच्या तालांत, हांव तुजें गीत गायतां.

दर्या हांवूय शिकला, सदांच जीण जगपाची
मोगाच्या मळबांत, तुजो हात धरपाचो
तूं आसाच म्हज्या जिणेंत,
तूं आसाच म्हज्या काळजांत
दर्या तूं साक्षी आसा -- आमचो मोग सासणाचो.

– रिती कोमरपंत,
दुसरें वर्स कला शिक्षण

आवयचो मोग वेगळो

आवय आनी आवयचो मोग वेगळो
तिणेच म्हजो बरे तरेन सांबाळ केलो

आवय म्हजी खूब मोगाळ
आवय म्हजी सामकीं वेगळीच
कशी हांव तिची तोखणाय करूं?
चिंता, कशें तरी तिका हांव वळखूं?
सकाळ-सकाळीं म्हाका जागयता
बाय-बाय करून म्हाका उठयता
बेगीन तयार हांव जाता
तिकाच लागून तर हांव शाळेंत वता
घरा जेन्ना हांव पावता
तिका पळोवन खूब खोशी जाता

आवय आनी आवयचो मोग वेगळो
पूण एक- एकदा हांव करता गडबड घोटाळो
जेन्ना हांव चुकी करता
तेन्ना ती म्हाका समजोवपाचो प्रयत्न करता
मोग म्हजेर खूब तिचो
म्हणून चुकीचेर माफूय म्हाका करता

आवय आनी आवयचो मोग वेगळो
देवान तिका केन्नाच दिवचे न्हय दुःख
पूण सदांच दिवचे सुःख
तिका बरी भलायकी आनी बरें जिवन दिवचे
हिच प्रार्थाना म्हजी देवाकडे..

–साची दाबाळे,
दुसरें वर्स कला शिक्षण

सैम

कितें हो सैमाचो स्वभाव ?
ते उच्च उच्च दोंगर,
तातूंत व्हांवपी असंख्य झरें आनी न्हंयों
धर्तरेक स्पर्श करपी पाचवीचार.

सुकण्यांचो गोड आवाज,
फुलांनी भरिल्लो सुगंध,
झाडांच्यो सावळी,
आनी मंद वारें.

सुर्याचीं भांगराळी किरणां,
चंद्राचो थंड उजवाड,
कळख्या रातीक चक चकपी तीनखेत्रा

रानांत फुलपी रंगीत फुलां,
मळबांत चकचकीत दिसपी इंद्रधनुष्य,
पावसाचे तें थेंब,
सैम परत परत आनंद दिता,
नव्या जिविताक सुरवात दिता.

दर्याच्या ल्हारां मदीं लिपल्लीं गितां,
रानांत सुकण्यांची किर्र किर्र करपी कथा,
हो सगळो एक उत्सव,
सैम हो खरोच जिणेचो उत्सव.

– साक्षी खोलकार,
दुसरें वर्स कला शिक्षण

शेणिल्लें जग

आयज लोक जिणेंत व्यस्त आसात
तें आपलें कुटुंब, मोग तशेंच संबंद विसरतात
मनीसपण बावत वता, काळजां ल्हान जायत वता
फोन केलो तर आदाराक कोणूच पावना

आमी दुसऱ्या विशीं वायट चित्ता
आनी बरें लिपोवन दवरतात
हीं पिळगी धांवता, पूण तानेन थकल्या
आपली वाट गमोवन एकट्यापपान उरल्या

मनांन मोग आनी विस्वास आसलो
संबंद आनी आपलेपण आसले
पुण पुराय धावपळींत हो खजानो शेंणत गेला
ह्याच खजन्याची वाट हांव आजून पळयता

आयचो संवसार मोगाची फकाणां करता
फटींगपणान मनशाचे रंग उगडल्या
आमकां परत एकदा शिकपाची गरज आसा
मनीसपण आनी मोगान राखपाचो.

– सुयेशा मडकयकार,
दुसरें वर्स कला शिक्षण.

सख्खी न्हय, पूण सख्खी कशी

म्हज्या मनांत नासली कोणाची कसली आस
पूण आसली सदांच एका भावाची आस
पिरायेन व्हड, पूण मस्त्येपणान ल्हान
तूं कवन रोगी, हांव कविता मोगी
विचारांचें खातें अशें आमचें
काळजाक आमच्या सामकें लागीचें
सख्खो न्हय पूण आदार, जतनाय घेवपी
म्हज्या दरेक समस्येक तोंड दिवपी
विचारांच्या पावसांत जल्मलें आमचें नातें
भावा क्हरूया न्हय फुडें आमचें हें नातें?

–तेजस्वी नायक,
दुसरें वर्स कला शिक्षण

म्हजो आजो

म्हाकाय दिसताले म्हाका आजो आसचो
पूण हांव जल्माक येवच्या पयलींच भायर पडलो
आज्या म्हूण उलो मारपाक लेगीत मेळ्ळे ना
कित्याक देवा तुवें अशे केले?

तुज्या खांदार बसून
सगळो संवसार पळोवप
अशी म्हाजी इत्सा आसली
पूण तूं गेलो कित्याक?

आयज लेगीत म्हाका तुजी याद येता
आयज लेगीत म्हाका तुजी याद येता
तूं गेलो खंय?

आतां लेगीत तूं आयलो
जाल्यार म्हजें मन भरतलें
तुजी याद म्हज्या काळजांत
कायमची उरतली
म्हाका तूजी खूब याद येता
तूं आसलो जाल्यार
तें दीस कशे आसतले आसले

तुजी याद म्हज्या काळजांत
कायमची उरतली
आनी ही याद म्हज्या
जिविताक सदांच
नवी उमेद दितली

तुज्या यादिनी भरिल्लें म्हजें मन
सदांच तुका सोदता,
म्हज्या आजो, खंय गेलो तूं?
पूण हांव जाणा,
तूं म्हज्या सांगातान सदांच आसा,
म्हज्या काळजाच्या कुशींत,
एक गोड याद जावन....

वैभवी फडते,
दुसरें वर्स कला शिक्षण

तूं आसा म्हणून सगळें आसा

''आवय'' हो इतलो साधो शब्द,
पूण म्हज्या खातीर तीं
म्हज्या जिवितांत
मोगाचो गठ्ठो जावन आसा.

तुजें मन आसा सोबीत फुलां सरी,
तुंका सदांच आसता काळजी म्हजें वरी,
तूं सगळ्यांच तरांनी खाशेली आसा,
जशें की मळबांतलें एक चकचकीत नक्षेत्रच कशें.

तुजें ते सुंदर तपकिरी रंगाचे दोळे,
जातूंत तुजो अखंड मोग जो भरला.
पूण जेन्ना तूं रागार जाता,
तेन्ना दिसता तूं देवी कालिके सारकी.

आसा मनांत खूब गर्व तुजो म्हाका
कारण येता वता ते लोक म्हणटात;
''कितलें नशीबवान गो तूं पोरा,
अशी भांगरा सारकी आवय मेळपाक!''

तुज्याच बळग्यान,
तुज्याच मोगान मार्गदर्शित
केलें तुवेंन म्हाका आनी,
तशेंच उडपाक लेगीत दिल्यांत
तुवें पाखां म्हाका.

ईशा परेश रावळ,
चवथें वर्स कला शिक्षण

खरो इश्ट

खरो इश्ट म्हळ्यार खंयच्या वायट गजालीचेर
तापोवपी, वा खंयच्या परिस्थितीन साथ दिवपी
तोच खरो इश्ट

खरो इश्ट म्हळ्यार
रातची १२ जाव वा सकाळची ५ जाव
एका उल्यार पावता
तोच खरो इश्ट

खरो इश्ट म्हळ्यार
केन्नाय कसली गरज पडली जाल्यार
एका उतरान हय म्हणपी
तोच खरो इश्ट

खरो इश्ट म्हळ्यार
लहानपणा सावन तो जाण्ट्यापणा
मेरेन घट्ट नातें दवरता
तोच खरो इश्ट

आनी खरो इश्ट म्हळ्यार
रगताचे नाते नासून
मनीसपणाचे नाते जपता
तोच खरो इश्ट तोच खरो इश्ट.....

– सौंदर्या देसाय,
दुसरें वर्स कला शिक्षण

हासो

सांग रे मनशा सांग, तू जालो असो कसो व्यस्त
तुज्या कामान, तू विसरलो कसो हासो

देवा कडेन मागले तुवें, सुख तुका मेळचें म्हणून सुख
आयलें लेगीत तुका, खोश मात मेळना अजून

सांग रे मनशा सांग, तू जालो असो कसो पैशा
फाटल्यान जावन पिसो, तू विसरलो कसो हासो

सोदता सुख तू ह्या त्या वस्तूंनी, चल्ता थंय पसरलां
दूख कळून लेगीत कळेना तुका, तुझ्याच घरान आसा सुख

चल रे मनशा चल, तू हास आतां मन भरून फाल्यां
आसत ना आसत, घालंयनाका दीस रडा-रड करून

हास रे मनशा हास, आतां सोडून दी हैं रडटें रूप पळय
ह्या जगाक हासप्या नदरेन, मेळळे तितले मेळळे खूब

निर्मिती आर्लेकार
चवथें वर्स बीए. बीयड

एक दीस केन्ना येतलो?

उडपाक शकनाशिल्लें एक सुकणें
तिचो कळप शेणलो
आनी एकटोच व्हांवून गेलें

तिचो सदांच उड्डाणाचो विचार आशिल्लो,
पूण तिचीं पाखां स्थीर उरलीं.
तिका सदांच विस्वास आशिल्लो
एक दीस तीं सगळ्यांत उंच उडटलीं.

तरी तिणें केन्नाच उड्डाण
करपाचो यत्न केलो ना.
भंयान तिका आडावन दवरली.
तिका पडत असो भंय आशिल्लो
म्हणून, तें केन्नाच उड्डाण घेवपाक शिकलें ना.

तिणें फकत सपनांत पळयलें,
पूण केन्नाच यत्न केलो ना;
आनी तिचें सपन सपन उरलें.
तिका एक प्रस्न पडलो
''हांव केन्ना उड्डाण करपाक शकतलें?
तो दीस केन्ना येतलो?
केन्ना उठतलें,
मळबा आड ऊंच?''

तिणें फकत सपनांत पळयलें, .
तरी तिचें सपन केन्नाच फुललें ना.
आनी तरी लेगीत ती विचारता,
''तो एक दीस केन्ना येतलो?''

-एडसीला कुलासो,
दुसरें वर्स कला शिक्षण

मराठी विभाग



गद्य विभाग

कृत्रिम बुद्धिमत्ता आणि शिक्षण - संधी आणि जबाबदारी

आजच्या २१ व्या शतकात बदल हाच निसर्गाचा नियम आहे आणि तंत्रज्ञान हा त्या बदलाचा गाभा आहे. शिक्षण हे मानवी विकासाचे केंद्र आहे आणि या शिक्षण क्षेत्राला कृत्रिम बुद्धिमत्तेने एका नवीन वळणावर आणून ठेवले आहे. कालपर्यंत जे शिक्षण केवळ शाळेच्या चार भिंतींमध्ये आणि पुस्तकांच्या पानांत बंदिस्त होते, ते आता मोबाईलच्या स्क्रीनवर आणि क्लाउडवर विस्तारले आहे. कृत्रिम बुद्धिमत्तेमुळे शिक्षण प्रक्रियेत केवळ गती आली नाही, तर शिकण्याच्या पद्धतीत एक सकारात्मक क्रांती घडून आली आहे.

पूर्वीच्या शिक्षण पद्धतीत पाठ्यपुस्तक आणि शिक्षक हेच ज्ञानाचे मुख्य आणि एकमेव स्रोत होते. वर्गात एकाच पद्धतीचे अध्यापन असायचे, ज्याला आपण सर्वांसाठी एकच पद्धत असे म्हणू शकतो. त्या काळात एखादी संकल्पना समजली नाही, तर विद्यार्थ्याला केवळ शिक्षकांच्या उपलब्धतेवर किंवा पुस्तकांवर अवलंबून राहावे लागे, ज्यामुळे कित्येकदा विद्यार्थ्यांचा पाया कच्चा राहत असे. मात्र, आजचे अख नंतरचे शिक्षण हे वैयक्तिक पातळीवरचे झाले आहे. आता प्रत्येक विद्यार्थ्याची आकलनशक्ती आणि शिकण्याची गती वेगळी असते हे ओळखून, अख आधारित ॲप्लिकेशन्स प्रत्येक विद्यार्थ्याला त्याच्या क्षमतेनुसार अभ्यासक्रम उपलब्ध करून देतात. एखादे क्लिष्ट समीकरण असो किंवा विज्ञानातील एखादा प्रयोग, अख च्या मदतीने आता विद्यार्थी घरबसल्या, कधीही आणि स्वतःच्या गतीने ते विषय आत्मसात करू शकतात. शिक्षकांसाठीही हे तंत्रज्ञान एक वरदान ठरले असून, पेपर तपासणे किंवा प्रशासकीय कामे आता कमी वेळेत पूर्ण होत असल्याने त्यांना विद्यार्थ्यांशी अधिक संवाद साधण्यासाठी वेळ मिळत आहे.

कोणत्याही गोष्टीला दोन बाजू असतात, त्याप्रमाणे अख चेही काही गंभीर दुष्परिणाम आहेत. जर विद्यार्थ्यांनी प्रत्येक प्रकल्पासाठी किंवा गृहपाठासाठी विचार न करता थेट अख वर अवलंबून राहण्याचा कॉपी-पेस्टचा शॉर्टकट स्वीकारला, तर त्यांची स्वतः ची विचार करण्याची क्षमता आणि सर्जनशीलता निश्चितच कमी होऊ शकते. हे एखाद्याने कॅल्क्युलेटरवर अतिअवलंबून राहिल्यामुळे साधी बेरीज विसरण्यासारखे आहे. शिवाय, अख द्वारे मिळणारी माहिती नेहमीच १००% अचूक असते असे नाही; कधीकधी ती दिशाभूल करणारीही असू शकते. अशा वेळी विद्यार्थ्यांनी माहितीची पडताळणी पाठ्यपुस्तकांमधून किंवा शिक्षकांच्या मार्गदर्शनातून करणे अनिवार्य आहे. तसेच, तासनतास यंत्रासमोर बसल्यामुळे विद्यार्थ्यांमधील सामाजिक संवाद कमी होऊ शकतो, जो मानवी विकासासाठी आणि सांघिक भावनेसाठी अत्यंत आवश्यक असतो.

या तंत्रज्ञानाच्या युगात शिक्षकांचे स्थान मात्र अधिक महत्त्वाचे आणि अपरिहार्य बनले आहे. तंत्रज्ञान शिक्षकाची जागा घेऊ शकत नाही, कारण माहिती आणि ज्ञान यात फरक आहे. माहिती अख देऊ शकतो, पण त्या माहितीचा वापर समाजाच्या भल्यासाठी कसा करावा आणि संकटाच्या वेळी संयम कसा ठेवावा, याचे संस्कार केवळ एक शिक्षकच देऊ शकतो. यंत्राकडे डेटा आहे, पण मानवाकडे संवेदना आहेत. विद्यार्थ्याच्या डोळ्यांतील गोंधळ ओळखून त्याला धीर देणे, त्याच्यातील कलागुणांना प्रोत्साहन देणे आणि त्याला नैतिकतेचा दीपस्तंभ बनवणे ही कामे केवळ एक माणूसच करू शकतो. तंत्रज्ञानाच्या महापुरात योग्य काय आणि अयोग्य काय, याचा विवेक जागृत ठेवण्याचे काम शिक्षक करतात, म्हणूनच ते तंत्रज्ञानाचेही मार्गदर्शक ठरतात.

थोडक्यात सांगायचे तर, कृत्रिम बुद्धिमत्ता हे एक अत्यंत प्रभावी साधन आहे, मात्र शिक्षक हे सक्षम दिशादर्शक आहेत. भविष्यातील आदर्श शिक्षण पद्धती ही अख ची अचूकता आणि शिक्षकांचा मानवी दृष्टिकोन यांच्या सुरेख संयोगातून निर्माण

होईल. तंत्रज्ञान हे आपले सहकारी असावे, मालक नको. आपल्या बुद्धीचा वापर करून, तंत्रज्ञानाच्या मदतीने ज्ञानाच्या कक्षा रुंदावणे आणि प्रगती साधणे हेच आजच्या विद्यार्थ्यांचे खरे कौशल्य आहे. तंत्रज्ञान आपला मार्गदर्शक बनो, पण त्या ज्ञानाची लगाम मात्र आपल्या हातातच असली पाहिजे. शेवटी इतकेच सांगावेसे वाटते की, तंत्रज्ञान हे हातातील मशाल आहे, जी अंधार दूर करण्यासाठी वापरायची की स्वतःला जाळून घेण्यासाठी, हे आपल्या विवेकावर अवलंबून आहे. चला तर मग, कृत्रिम बुद्धिमत्तेच्या साथीने ज्ञानाची नवी क्षितिजे ओलांडूया आणि एक प्रगल्भ पिढी म्हणून उद्याच्या भविष्याचे स्वागत करूया.

श्रद्धा गावडे

मी नदी बोलतेय!

अरे बाळांनो, किती तरी दिवसांनी आज मला माझी गोष्ट सांगायला उसंत भेटली आहे. आजकालच्या या धावपळीच्या जमान्यात माझ्या बाजूला येऊन बसायला कोणाला वेळच नाही. त्यामुळे मला माझी गोष्ट सांगताच येत नव्हती. तुम्हाला सांगते, काही वर्षांपूर्वी उन्हाळा आला रे आला की माझ्या पाण्यात लोक भरपूर प्रमाणात पोहायला यायचे. रविवारच्या दिवशी तर मला श्वास घ्यायला सुद्धा उसंत नव्हती. मला ते दिवस खूप आठवतात, पण काय करणार आता जग बदलत चाललं आहे. आता उन्हाळ्याची सुट्टी पडली रे पडली की लोक कुठेही फार्महाऊस, स्विमिंग पूल, व्हिला बुक करतात. तुमच्या भाषेत सांगायचं झालं तर आता माझा, नदीचा ट्रेंड गेला आहे, असो!

तसं बघायला गेलं तर माझा खूप ठिकाणी उपयोग होतो. सगळ्यात महत्त्वाचं म्हणजे तुम्ही जे पंखे व लाईट वापरतात त्यासाठी जी वीज लागते ती माझ्याकडूनच तुम्हांला मिळते. फक्त मासेमारीच नव्हे तर शेतीसाठी व पर्यायाने अन्न उत्पादनासाठी माझ्या पाण्याचा उपयोग होत आला आहे. पशू-पक्षी, प्राणी यांची ही माझ्यामुळे तहान भागते.

आता लोकांनी माझ्या शेजारीच मोठमोठे कारखाने उभे केले आहेत, करणारच ना? कारण त्यांना सहजासहजी माझं पाणी मिळतं. पण माणूस शिकून अडाणीच होय, कारण माझे पाणी वापरून, कारखान्यातील दूषित सांडपाणी आणि रसायने (केमिकल्स) माझ्याच पाण्यात सोडतात. हे पाहून मला खूप वाईट वाटते, कारण माणसाची वृत्तीच तशी झाली आहे – गरज सरो आणि वैद्य मरो. माझ्यामुळे लोकांना खूप फायदा होतो. मी त्यांना उपयोगी पडते हे पाहून मला अतिशय आनंद होतो. पण कधी कधी काही लोक माझा दुरुपयोग करतात, ते माझ्या पाण्यात आत्महत्या करतात. मी यावर काहीच करू शकत नाही, याचे मला जरा जास्तच दुःख आहे.

शास्त्रात मला पवित्र मानले गेले आहे. जीवनदायिनी, लोकमाता अश्या कितीतरी नावांनी माझा गौरव केला आहे. मला देवाची सुद्धा उपमा दिली आहे. पण उपमा देऊन काय फायदा, सगळा कचरा नेऊन तुम्ही माझ्या पाण्यात फेकून देता. तुम्हाला वाटतं की तो वाहून जाणार पण तो पुढे जाऊन एकीकडे अडकतो आणि त्याचा मला भरपूर त्रास होतो. तुम्ही देवाचे हार वगैरे माझ्यात फेकून देता पण त्या फुलांचं माझ्या पाण्यात काय होणार याचा तुम्ही कधी तरी विचार केला आहे का? तो हार पाण्यात फेकण्याऐवजी झाडाच्या मुळात घातला म्हणजे निदान त्या झाडाला खत तरी मिळेल.

आधीच्या काळात लोकं लवकर आजारी पडत नव्हती कारण त्याचं पिण्याचं पाणी आणि परिसर नितळ असायचा. पण आता काही तसं उरलेलं नाही. तुम्ही कितीही प्युरीफायर, फिल्टर चे गुणगान गात बसलात तरी पूर्वीच्या काळातील पाण्याची सर आताच्या एक्काफ्रेश पाण्याला नाही.

मी मान्य करते की माझ्यामुळे तुम्हाला त्रास होतो पण याला तुम्हीच जबाबदार आहात. माणसांची लोकसंख्या वाढत चालली आहे. तुम्ही सगळीकडे घरे, इमारती उभ्या केल्या आहेत. त्यामुळे पावसाच्या पाण्याला जायला जागाच उरली नाही. त्यामुळे पूर सदृश्य परिस्थिती निर्माण होते. या गोष्टीवर सरकारने नीट विचार करायला हवा. कारण माझ्यामुळे तुम्हाला झालेला त्रास मी मुळीच बघू शकत नाही.

माझ्या बाळांनो तुम्हाला हे सांगायचं कारण म्हणजे– अजून वेळ गेली नाहीये. तेव्हा जरा शहाणे व्हा. माझ्या पाण्याचा योग्य वापर करा. तुम्ही जगा आणि मलाही जगू द्या!

पूर्वा खरपलकर

मनातील रिकामा कोपरा

खरंतर तुझ्या विषयी काय लिहू आणि काय नको ते कळतं नाहीये. तुझ्या विषयी लिहिणे, म्हणजे सागरात थेंबानी पाणी ओतण्यासारखे आहे. तू म्हणजे जणू माझा आधारस्तंभ! कोणी मला काही म्हटलं, की तू लगेच तलवार घेऊन सज्ज! मी चूक की बरोबर हे जरी तुला माहीत नसले तरी सुद्धा तू माझ्या बाजूने वाद घालायचीस. जरी कोणी मला थट्टेने काही म्हटलं, तरी तुला आवडायचं नाही. आणखी एक गोष्ट जी मला इतर गोष्टींपेक्षा अधिक जाणवते ती म्हणजे उन्हाळ्यात आपण खाल्लेली आयसक्रीम. आयसक्रीमवाला आला की आपण जाऊन पहिल्या वेळेची आयसक्रीम घेऊन खाऊ. तो खालच्या वाड्यावर जाऊन आला की दुसऱ्या वेळेची आयसक्रीम खाऊ. एवढंच कशाला जर कोणी बाजारात जाऊन थंड पेय आणलं तर त्यांनी प्यायच्या आधीचं आपण ते फस्त करीत असू.

एकदा मला आठवतं की, बाबा मला मी ऐकत नव्हते म्हणून ओरडले आणि तेव्हा मला ही जरा राग आला आणि रडूही पण तू मात्र माझी चूक असून देखील बाबांशी भांडलीस. त्यावेळी मनाला काय आनंद झाला म्हणून सांगू! जणू सारं जग जिंकून घेतल्यासारखं वाटत होतं! तू एकदा आमच्याकडे राहायला आली होतीस आणि तुझी रोजची सवय झाडांना पाणी घालण्याची, त्यांच्याशी हितगुज करायची. पण झालं असं की, आमच्या इथे मुळी झाडचं नव्हती आणि जी काही होती ती लोकांची त्यामुळे तुला करमत नसे. नंतर आमच्या घरातील माणसांशी तू बोलू लागलीस, त्यांना तुझं घरं, तुझी जिवलग झाडे याबद्दल सांगू लागलीस आणि कधी त्यांच्यात मिसळून गेलीस तुझं तुला ही कळलं नाही.

आणखी एक किस्सा म्हणजे एकदा तू ठाण्याला होतीस. मामाने तुला खाता येतील म्हणून रसगुल्ला आणलेत. तू ते घेतलेस, खायला सुरुवात केलीस. रस तेवढा चोखून राहिलेला गोळा खिडकीतून बाहेर टाकलास. आम्हांला वाटलं कदाचित हिला रसगुल्ला आवडला आणि मऊ असल्यामुळे तू तो सहज खाल्लास. दुसऱ्या दिवशी मामी तुळशीला पाणी घालायला गेली असता तिला पांढरे गोळे दिसू लागले. तिला वाटलं की, कोणी तुळशीला प्रसाद ठेवला असावा. पण जवळ जाऊन बघितलं तर ते होते कालचे तू रस चोखून टाकलेले रसगुल्ले. हा तुझा किस्सा आजही आठवला तरी हसू येतं.

तुझायासाठी तुझ्या घरातील झाडं फक्त झाडं किंवा वस्तू नव्हती तर ती तुला तुझ्या मुलांसारखी होती. आम्ही सुट्टीत आलो की, रानमेवा, फणस, काजू, शहाळी इत्यादी खायचो. तुला नारळाची झाडे इतकी प्रिय होती की, तू म्हणायचीस शहाळी काढू नका, नारळाचं झाडं मग घाबरतं. पण आम्ही हट्टी तुला पुढच्या ओट्यावर गप्पांमध्ये गुंतूवून आम्ही हळुचं मागच्या दारी शहाळी काढू आणि ती फस्त ही करू. मासे तुझ्या आवडीचे. मासे असतील तर दोन घास जास्तचं जायचे नाहीतर येरे माझ्या मागल्या. कधी कधी वाटतं की, तुझी ही मासे आवडीने खायची सवय मला लागली आहे. असं म्हणतात की, मुलं

आपल्या आईबाबांवर जातात. पण माझं जरा वेगळं आहे. माझ्या सवयी, आवडी -- निवडी ह्या तुझ्यासारख्या! म्हणजे बघ ना, आईला दुधाचा चहा आवडतो पण मला मात्र तुझ्यासारखा कोरा चहा आवडतो.

खरंतर तू मला अजून हवी होतीस. पण म्हणतात देव देतं ते नशीब नेतं. आजही तू परत यावीस आणि जे माझ्या विरुद्ध आहेत त्यांच्याशी खमकी राहून बोलावसं. जेव्हा कोणी मला दुखावतं तेव्हा सगळ्यात अगोदर जर कोणाची आठवण येतं असेल तर ती तुझी! तुझ्या कुशीतील शांतता आणखी कोणच्याच कुशीत नाही. तू एकमेव आहेस जिच्यासाठी मी साक्षात देवाशी ही वाद घालेन. ज्यांच्याकडे आजी आहे त्यांचा मला हेवा वाटतो. आजी असून देखील त्यांना न बघणाऱ्यांची मला कीव येते. तुझ्या आठवणीने मी आजही झुरते आहे. तू जायला खरंच घाई केलीस, आणखी थोडे दिवस जरी थांबली असतीस तर आपण मिळून अजून मज्जा, मस्ती केली असती आणि इतरांची बोलती बंद केली असती. माझ्या मनातील तुझी जागा कोणीही घेऊ शकतं नाही. आजही माझ्या मनातील एक कोपरा रिकामाच आहे!

पल्लवी मांद्रेकर

कवी कुसुमाग्रजांना पत्र

प्रति,
आदरणीय तात्यासाहेब

सप्रेम नमस्कार, २७ फेब्रुवारी, आपला जन्मदिवस! हा दिवस मराठी भाषा गौरव दिवस म्हणून मोठ्या उत्साहाने साजरा केला जातो. या मंगल दिनानिमित्त आपल्याला पत्र लिहिताना मन आनंदाने, अभिमानाने भरून आले आहे.

जेव्हा मी तुम्हाला पत्र लिहायचे ठरविले तेव्हा अनेक विचार मनाच्या गाभाऱ्यात रूंजी घालू लागले. असं वाटलं कि मी भरपूर काही लिहू शकेन पण जेव्हा प्रत्यक्षात पत्र लिहायला बसले तेव्हा मात्र ते सारे विचार कुठच्या कुठे गेले. माझे शब्द अपूरे पडत आहेत. तुमचे अमरत्व तुमच्या कृतीतून संपूर्ण जगाने पाहिले. तुमचे श्रेष्ठत्व माझा शब्दभांडार तोलू शकेल का? अशी शंका मनाच्या कोपऱ्यात दडून बसली आहे.

तुमचे श्रेष्ठत्व, तुमचे कार्य याची कोणी तुलनाच करू शकत नाही. तुमच्या कार्याने मराठी भाषेला जगाच्या पाठीवर एक वेगळी ओळख मिळाली. तुमचे विचार अनेक पिढ्यानपिढयान लोकांच्या मनावर राज्य करत आहेत. तुमच्याबद्दलची जी आदरयुक्त भावना, जो अभिमान माझ्या मनात आहे, तो शब्दात व्यक्त होऊ शकत नाही. तुमचे मोठेपण तुम्हालाच कसे सांगावे हेच समजत नाही.

आपले साहित्य म्हणजे नारळासारखे' आहे. वरून कडक आणि करारी पण आतून, त्याचा गाभा तितकाच कोमल आणि रसाळ. तुमच्या लेखनात अन्यायाविरुध्द लढण्याची जिद्द दिसते. कितीही संकटे आली तरी ''नुस्ते लढ म्हणा'' असे सांगणारे कवी तुम्ही. निसर्ग केवळ एक सौंदर्याचे साधन नसून ते मानवी जीवनाचेच एक अंग आहे, हे तुमच्या अनेक कवितांमधून जाणवले. नटसम्राट सारख्या नाट्यकृतीतून तुम्ही माणसाच्या स्वभावाचे दर्शन रंगमंचावरून घडविले. माणसाने माणसाशी कसे वागावे हे तुमच्या साहित्यातून शिकायला मिळते. विशाखा मधील क्रांतीची भाषा असो किंवा नटसम्राट मधील शोकांतिका; तुमच्या शब्दांनी प्रत्येक भावनेला एक नवी उंची दिली आहे.

आजच्या ह्या आधुनिक काळात, जिथे भाषेचे महत्त्व नवीन पीढीला उमगत नाही, तिथे तुमच्या लेखणीतून आम्ही पुन्हा आमच्या मायबोलीशी जोडले गेल्याचा विश्वास निर्माण होतो. तुम्ही भाषेला केवळ शब्द दिले नाहीत, तर तिला एक स्वाभिमानी संस्कृती दिली. मला भुगोल शिकायला आवडतो पण तुमच्या लेखणीमुळे आता साहित्याकडेही माझे मन झुकते आहे. पृथ्वीचे प्रेमगीत ह्या तुमच्या कवितेतून माझा भुगोलाकडे पाहण्याचा दृष्टीकोणसुद्धा बदलला आहे.

मराठी भाषा दिवस साजरा करताना आम्ही केवळ उत्सव करत नाही, तर तुमच्या विचारांचा वारसा पुढे नेण्याची शपथ घेतो. माझ्या मराठीची गोडी, मला वाटते अवीट हे तुमचे शब्द आमच्या मनात कायमचे कोरले आहेत. तुम्ही देहरूपाने आमच्यात नसलात, तरी तुमच्या शब्दांच्या रुपाने, तुमच्या साहित्यकृतीतून तुम्ही प्रत्येक मराठी घराघरात आणि मनामनात जिवंत आहात.

मराठी भाषा दिनानिमित्त, तुमच्या महान कार्याला आणि तुमच्या अढळ स्मृतींना माझे कोटी कोटी प्रणाम!

आपली उत्साही वाचक, हर्षदा.

हर्षदा रणजित हरमलकर

प्रकल्पाचा माझा अनुभव

शिक्षण घेत असताना फक्त पुस्तकी ज्ञान प्राप्त करणे तेवढे महत्त्वाचे कार्य नसून, पुस्तकी ज्ञानबरोबरच इतर गोष्टींचे ज्ञान व व्यवहारिक कौशल्ये आत्मसात करणेही गरजेचे असते. ज्ञान मिळविण्यासाठी वेगवेगळी साधने असतात, त्यातील एक म्हणजे प्रकल्प. प्रकल्पामुळे आपल्याला कोणत्याही गोष्टीचा प्रत्यक्ष अनुभव मिळतो व त्या गोष्टीची सखोल माहिती मिळण्यास मदत होते. शैक्षणिक प्रवासात प्रकल्प एक अत्यंत महत्त्वाचा टप्पा असतो. तृतीय वर्षाच्या अभ्यासक्रमाचा भाग म्हणून आम्हाला प्रकल्प करणे हे अनिवार्य होते. प्रकल्प म्हटल्यावर त्याचा विषय कोणता निवडावा हे एक आव्हानात्मक कार्य आहे. खूप विचार, चर्चा करून आम्ही ग्रामीण जीवनदर्शन घडवणाऱ्या मराठी चित्रपटांचा अभ्यास (निवडक चित्रपटांच्या अनुषंगाने) हा विषय निश्चित केला. त्यात आम्ही मराठी चित्रपटसृष्टीतील ग्रामीण जीवनावर आधारित निवडक अशा सहा चित्रपटांचा विचार केला. जेव्हा आम्ही हा विषय निवडला तेव्हा आमच्याकडे अनेक पर्याय होते मात्र ज्या मातीतून आपण जन्मलो त्या मातीचे चित्रण पडद्यावर कसे उमटले आहे हे शोधण्याची उत्सुकता आमच्या मनात होती. मराठी साहित्याचा आणि मराठी संस्कृतीचा मूळ कणा हा गाव आहे. तेव्हा ग्रामीण जीवन कसे असते, तिथले प्रश्न, शेती आणि त्यांची बदलत जाणारी संस्कृती यांचा वेध घेण्यासाठी हा विषय उत्कृष्ट असल्याची आमची खात्री पटली. हा विषय निवडताना आमच्या मनात अनेक प्रश्न निर्माण होत होते पण आमच्या मार्गदर्शिका सतत आम्हाला मार्गदर्शन करत होत्या.

ग्रामीण जीवनाबरोबरच आम्ही चित्रपटाचा विचार केला. चित्रपट हा समाजाचा आरसा असतो असे म्हटले जाते. चित्रपट म्हणजे काय, चित्रपटाचे स्वरूप, त्याचे घटक, त्याची निर्मिती प्रक्रिया, चित्रपटाचे प्रकार इत्यादी माहिती या प्रकल्पाच्या माध्यमातून आम्हाला मिळाली. हा प्रकल्प फक्त अभ्यासाचा भाग नव्हता तर तो एक नवा अनुभव देऊन आम्हाला समृध्द करणारा प्रवास होता. या प्रवासाच्या माध्यमातून आम्ही चित्रपट एका वेगळ्या नजरेतून पहायला शिकलो.

आमच्या प्रकल्प गटात एकूण पाच सदस्य होते. आमच्या मार्गदर्शिकांनी आमच्या कामांचे विभाजन केले व कोणी कोणती माहिती गोळा करायची, कोणी कोणते चित्रपट पाहायचे, कोणी कोणत्या गोष्टींचे विश्लेषण करायचे हे ठरवून दिले. नियोजनानुसार आम्ही प्रत्येक चित्रपटाचा अभ्यास करताना त्यातील ग्रामीण जीवन, तिथल्या समस्या व त्यात संस्कृतीचे

चित्रण कसे केले आहे हे समजून घेणे हेच आमचे मुख्य उद्दिष्ट होते. चित्रपटाच्या सैदांतिक भागाची माहिती शोधण्यासाठी ग्रंथालयात जायचे व इतर माहिती इंटरनेटवरून उपलब्ध करून घ्यायची असे ठरले. हा प्रकल्प पूर्ण करण्यासाठी ग्रंथालयांतील अनेक पुस्तकांचा आधार घ्यावा लागला. आम्ही सर्वांनी निवडलेले चित्रपट परत परत बारकाईने पाहिले आणि त्यातील संवाद, पात्रे, त्यांची वेशभूषा, पार्श्वसंगीत, त्यात दर्शविलेले ग्रामीण जीवन व चित्रपटातील इतर घटकांची नोंद केली. आमच्या असे लक्षात आले की प्रत्येक चित्रपटातील ग्रामीण जीवन, या जीवनातील समस्या ह्या वेगळ्या आहेत. ग्रामीण जीवनाचा केवळ निसर्ग आणि शेती एवढाच पैलू नसून, तिथे बदलणारे सत्ताकारण, जातीयव्यवस्था हा सुद्धा एक मोठा भाग आहे, हे या प्रकल्पाच्या माध्यमातून जाणवले. या प्रकल्पातून मला एक वेगळा अनुभव आला. आमच्या गटात माझ्या व्यतिरिक्त ज्या चार विद्यार्थिनी होत्या त्यांच्याबरोबर मिळून मिसळून अशा प्रकारचा अभ्यास करण्यात एक वेगळीच मज्जा आली. प्रत्येक माणसाचा दृष्टिकोन हा वेगवेगळा असतो. प्रकल्प करत असताना आम्ही करत असलेल्या चर्चेतून आम्हाला एकाच विषयाकडे पाहण्याचे वेगवेगळे दृष्टिकोन समजले. विचार प्रक्रिया प्रगल्भ झाली. मला वाटते प्रकल्प करण्याच्या सांघिक कार्यामुळे एकमेकांशी संवाद साधून एकमेकांचे विचार समजून घेणे व आपले विचार त्यांच्याशी जोडून एका नवीन विचाराला मार्ग देणे हे या प्रकल्पामुळे साध्य झाले.

कोणतेही चांगले काम करत असताना अडचणी या येतातच. त्याचप्रमाणे प्रकल्प करताना अनेक अडचणी पुढे आल्या, जसे की चित्रपटांची निवड करत असताना एखादा चित्रपट युट्युबवर उपलब्ध नसायचा, चित्रपटाच्या सैदांतिक भागाविषयीची माहिती असणारी पुस्तके बऱ्याचदा ग्रंथालयांमध्ये उपलब्ध नसायची. पण असे असतानाही या सगळ्या गोष्टींचा आम्ही विचार केला आणि एकजूट होऊन त्यावर मात केली. गटात काम करत असताना एकमेकांना धीर देऊन, मदत करून जर जोमाने काम केले तर ते काम अधिक चांगल्या प्रकारे पूर्ण होते हे मला या प्रकल्पामुळे समजले. विभागून दिलेले काम करत असताना जर एखाद्याकडे ते काम पूर्ण होत नाही किंवा त्याला कोणती अडचण आली असल्यास किंवा अजून कोणते कारण असल्यास त्याची मदत करणे हे पूर्णतः योग्य आहे, हा विचार गटातील प्रत्येक सदस्यांच्या मनात घर करून राहिला. ''हे माझे काम नाही'', ''हे आमचे काम नाही'' असे न म्हणता, ''हे आमचे काम आहे'', ''हा आमचा प्रकल्प आहे'' ही भावना या प्रकल्पामुळे आमच्या मनात निर्माण झाली.

प्रकल्पामुळे मी खूप काही शिकले व समजूनही घेतले. ग्रामीण जीवनातील समस्या, प्रश्न, शेती आणि त्याभोवती गुंतलेले माणसांचे भावविश्व कसे आहे व ते चित्रपटात कसे मांडले आहे, त्याचबरोबर लावणी, पोवाडा आणि भक्ती गीते यांचा वापर करून ग्रामीण संस्कृती कशी जपली गेली याचा अनुभवसुद्धा मला या प्रवासादरम्यान मिळाला. मिळालेली सर्व माहिती एकत्रित करून तिथे सुसंगतपणे लेखन करणे हे सर्वात मोठे काम असते आणि आम्ही हे काम चांगल्या रीतीने पार पाडले. वेळेचे भान कसे राखायचे, वेळेचे नियोजन कसे करायचे व कोणते काम कधी करायचे या गोष्टीची जाणीव मला हा प्रकल्प करताना झाली. वेळेत काम पूर्ण करण्यासाठी शिस्त किती महत्त्वाची असते व सर्वांना सोबत घेऊन कसे चालायचे, कसे काम करायचे हे सुद्धा या प्रकल्पाच्या माध्यमातून समजले. या संपूर्ण प्रकल्पात आमच्या मार्गदर्शिकांची भूमिका अत्यंत मोलाची ठरली. त्यांनी आम्हाला फक्त तांत्रिक माहिती दिली नाही तर प्रत्येक चित्रपटाकडे बघण्याचा एक नवा दृष्टिकोन दिला. माहितीचे संकलन कुठून करायचे, कसे करायचे व नक्की काय मांडायचे, चित्रपटातील प्रतिकांचा अर्थ कसा लावायचा आणि निष्कर्षापर्यंत कसे पोहोचायचे याबाबत वेळोवेळी योग्य दिशा त्यांनी आम्हाला दाखविली.

प्रकल्पाचा हा अनुभव माझ्यासाठी आयुष्यभर लक्षात राहणारा आहे. या निमित्ताने मला केवळ विषयाचे ज्ञान मिळाले नाही तर मित्रत्वाचे नाते आणि आमच्यात सहकार्याची भावाना अधिक दृढ झाली. एकत्र काम करताना येणारे अडथळे दूर करत, एकमेकांच्या मदतीने पूर्ण केलेला हा प्रकल्प माझ्या कायम स्मरणात राहील. या अनुभवाने मला शिस्त, संयम आणि सामूहिक जबाबदारीचे महत्त्व शिकवले. अशा प्रकल्पांमुळेच पुस्तकी ज्ञानाला अनुभवाची जोड मिळते आणि शिक्षण अधिक प्रभावी ठरते असे मला वाटते.

पद्य विभाग

शिवतेज

सह्याद्रीच्या कड्यावर उगवला सूर्य तेजाचा,
जिजाऊंच्या संस्कारातून जन्म झाला स्वराज्याचा.
अन्यायाच्या अंधाराला दिला अंत पराक्रमाचा,
मराठी मातीने घेतला श्वास नव्या अभिमानाचा.

पराक्रमाची लिहिली दिव्य सुवर्ण गाथा,
शिवचरित्रात दडली प्रेरणेची कथा.
कधी न झुकला हा स्वाभिमानी मराठी माथा,
क्षत्रिय रक्ताने रचली विजयाची नवी प्रथा.

तलवारीत नव्हता फक्त युद्धाचा आवेश,
होता त्यात धर्मरक्षणाचा पवित्र संदेश.
इथला कण नि कण सांगतो तुमचा इतिहास,
याच मातीत जन्मणे, हाच माझा अभिमान खास.

आकाशाएवढी स्वप्ने, पावलांत धाडस दाटले,
त्या स्मरणाने आजही अनेक जीव पेटले.
तेवत राहील कायम तुमच्या या कार्याचा प्रकाश,
आम्ही जपू तुमचा सुराज्य निर्मितीचा ध्यास.

– मनिषा गोविंद बिरामणेकर

कठीण असते

श्वास घेणे सोपे असते,
पण जगणे कठीण असते.
मन जिंकणे सोपे असते,
पण कुणाला आपले वाटणे कठीण असते.
आनंदाचे क्षण जगणे सोपे असते,
पण दुःखातून बाहेर येणे कठीण असते.
नाते जुळवणे सोपे असते,
पण ते टिकवणे कठीण असते.
एखाद्याला भेटणे सोपे असते,
पण ओळख जपणे कठीण असते.
भावना जाणवणे सोपे असते,
पण त्या शब्दांत सांगणे कठीण असते.
इतरांसमोर खोटे रूप दाखवणे सोपे असते,
पण आरशासमोर उभे राहणे कठीण असते.

– राईशा नाईक

तिची झेप

ती घरात राबते, ती बाहेरही धावते,
कधी हक्काने तर कधी कर्तव्याने जगते.
बाहेरच्या जगात तिला मान मिळतो भारी,
पण घरात आल्यावर पुन्हा तीच मरमर सारी
स्त्री प्रथम माता असते, वात्सल्याचा झरा,
मुलांच्या संगोपनात तिचा जीव असतो खरा.
हळूहळू ती नात्यांची विणत जाते जाळी,
कधी मावशी, कधी आजी, कधी आत्याची पाळी.
पूर्वी ती फक्त उंबरठ्या आड वावरायची,
कुटुंबालाच आपले सर्वस्व मानायची.
पण आता ती नभाला गवसणी घालते,
प्रत्येक क्षेत्रात हिमतीने चालते.
घरातल्या तिने आता जणू आकाशी झेप घेतली,
देशाच्या रक्षणासाठी सीमेवरही उभी राहिली.
अशी ही जिद्दी स्त्री, जिची अफाट आहे माया,
तिच्याच तेजाने उजळली, ही अवघी सृष्टी काया.
उंबरठा ओलांडून तिने, क्षितिजाला गवसणी घातली,
तिच्या जिद्दीपुढे आता, नियतीही नतमस्तक झाली.
ना उरली ती हळवी, ना उरली आता अबला,
नव्या युगाची क्रांती ती, अन गौरवाचा सोहळा!

– निहिरा नाईक

पाऊस

पाऊस हा सगळ्यांसाठीच सारखा नसतो,
कधी आनंदाचा तर कधी दुःखाचा असतो
पावसाचे थेंब हे सगळ्यांनाच भिजवतात,
कुणाचे शरीर तर कुणाचे मन ओले करतात

कोणासाठी गरम चहा, भज्यांचा स्वाद असतो
तर कोणासाठी एक वेळेचे जेवणच खास असते
भिजलेली माती गंध देते एखाद्याच्या मनाला
नि ओलसर भिंती सांगत नाही आपली व्यथा कुणाला

छत्रीची सोबत पावसापासून वाचवते,
पण अश्रू लपवायला जागा कुठे सापडते?
वीज गेल्यावर मेणबत्तीचा प्रकाश पसरतो
पण तरीही कुणीतरी काळोखातच वावरतो

कुठे पाऊस बाग सजवितो,
तर कुठे एखादी बाग विस्कटून टाकतो
म्हणूनच पाऊस हा एक असा मेळ असतो,
जिथे फक्त हसू आणि दुःखाचा खेळ चालतो

कुणी मोठ्या गाडीत, आपल्याच धुंदीत,
थंडगार वारा घेत शाळेत पोहोचतो
तर कुणी पावलोपावली पाणी चुकवत
चिखलाचे ठसे घेत शाळेत पोहोचतो

आणि म्हणूनच...
पाऊस हा सगळ्यांसाठीच सारखा नसतो,
कधी आनंदाचा तर कधी दुःखाचा असतो

मिताली गावडे

ती

निखऱ्यावरून चालणं आहे जीवन हे
काही झाले तरी जबाबदार तिलाच ठरवते

सर्व इच्छा-भावना मारून ती जगत राहते
तरीही कोणाला का समजत नाही तिच्या मनाचे दुखणे?

राबून दिवस-रात्र झिजते तिची काया
तरीही कुणालाच कशी येईना तिची माया?

हजार तयार असतात छेडण्यास तिला
पण एकटीच तयार ती सावरायास स्वतःला

जेव्हा ती उंच भरारी घेण्यास होते तयार
तेव्हाच कोणी कापू पाहतो तिचे पंख हळुवार

दाटून येते मन माझे जाणुनिया तिची अवस्था
फक्त तीच तिच्या समजू शकते इथे वेदना

निखाऱ्यावर चालूनही शेवटी दोष देतात तुलाच
काहीही वाईट झालं तरी चुकते मात्र ''स्त्रीयाच?''

-अनन्या नाईक

'पीएम उषा योजने'चा 'विद्या प्रबोधिनी'ला होणार फायदा

तांत्रिक उन्नतीसाठी दीड कोटींची ई-निविदा प्रक्रिया केली पूर्ण

प्रतिनिधी
पणजी

पर्वरी येथील विद्या प्रबोधिनी वाणिज्य, शिक्षण, संगणक आणि व्यवस्थापन महाविद्यालयाने शिक्षण क्षेत्रातील गुणवत्ता आणि तांत्रिक प्रगतीसाठी वचनबद्ध राहून एक महत्त्वपूर्ण टप्पा गाठला. केंद्र सरकारच्या प्रतिष्ठित प्रधानमंत्री उच्चस्तर शिक्षण अभियान योजनेअंतर्गत दीड कोटी रुपयांच्या



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विद्या प्रबोधिनीत मार्गदर्शन सत्र

पर्वरी : येथील विद्या प्रबोधिनी महाविद्यालयात नव्याने प्रथम वर्षात प्रवेश घेतलेल्या विद्यार्थ्यांसाठी मार्गदर्शन सत्राचे आयोजित करण्यात आले.

आयोजन महाविद्यालयाच्या विविध विभागांनी संयुक्तपणे केले होते. यामध्ये बी.ए, बी.एड., वाणिज्य, संगणक व ग्रंथालय विभागांचा सक्रिय सहभाग होता. या सत्रात संबंधित विभागप्रमुखांनी त्यांच्या शैक्षणिक कार्यक्रमांची माहिती दिली. यावेळी

विद्याप्रबोधिनी महाविद्यालयात 'चार्टर्ड अकाउंटंट्स'वर सेमिनार

'सीए'नंतरच्या करिअर संधींविषयी तज्ज्ञांकडून मार्गदर्शन

पणजी, ता. ८ (प्रतिनिधी): पर्वरी येथील विद्याप्रबोधिनी महाविद्यालयाच्या वाणिज्य विभागातर्फे अंतर्गत गुणवत्ता आश्वासन कक्ष चार्टर्ड अकाउंटंट्स दिनानिमित्त 'राष्ट्र निर्माणात



भांगरभूंय ताजो खबर 10



पर्वरीच्या विद्याप्रबोधिनी म्हाविद्यालयांत राष्ट्रीय ग्रंथपाल दीस मनयलो. ह्या वेळार हाजीर आशिल्ले ग्रंथपाल डॉ. नितेश नायक, दिवाकर गुरव, गौरेश

'विद्या प्रबोधिनी'च्या 'पीटीए' अध्यक्षपदी नितीन नाईक

साळ, ता. ८ (वार्ताहर) : विद्या प्रबोधिनी महाविद्यालय - पर्वरी ची दहावी वार्षिक सर्वसाधारण सभा २३ ऑगस्ट रोजी पार पडली.

या सभेत नवीन पालक-शिक्षक संघ कार्यकारिणीची निवडण्यात आली.तिनीत धर्मा नाईक यांची अध्यक्षपदी निवड झाली असून, शीतल साळगावकर उपाध्यक्षपदी नियुक्त झाल्या आहेत. स. प्रा.

विद्या प्रबोधिनी म्हाविद्यालयांत पीएम-उषा येवजणे खाला 1.5 कोटींची ई-टेंडर प्रक्रिया पुराय

पणजी : पर्वरी विद्या प्रबोधिनी वाणिज्य, शिक्षण, संगणक आनी व्यवस्थापन म्हाविद्यालयांत शिक्षण मळार गुणेस्त आनी तांत्रीक प्रगती खातीर वचनबद्ध रावन एक महत्वपूर्ण पांवडो गांठला. केंद्र सरकाराच्या प्रतिस्पर्धेत प्रधानमंत्री उच्च शिक्षण



ई-टेंडर प्रक्रियेच्या येसस्वी पु लयानू म्हाविद्यालयाचे मुळबेचे स् आनी तंत्रीकेचान संस्थेपर्यंत एक सुदार जातली अशे म्हाविद्यालय प्राचार्य डॉ. भूषण भावे हांणी स प्राचार्य डॉ. भूषण भावे हांणी मह आनी गुंतवणुकीची प्रक्रिया पुराय व

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Students can now enrol in ITEP

NT KURIOCITY

Vidya Prabodhini College of Commerce, Education, Computer & Management has become the first college in Goa to offer the Integrated Teacher Education Programme (ITEP). The four-year B.A.B.Ed. course, approved under the National Education Policy (NEP) 2020, allows students to earn both a B.A. and a B.Ed. degree. Admissions will be through the National Common Entrance Test (NCET) 2026, conducted online by the National Testing Agency (NTA). Eligible Class 12 graduates will be admitted based on merit, followed by counselling and document verification. To ensure smooth implementation, college officials, including principal professor Bhushan Bhave and ITEP coordinator Uaddhav Pol, met Goa University vice chancellor professor Harilal Menon.



L-R: Uddhav Pol, Bhushan Bhave, Harilal Menon; vice principal Ujvala Hanjunkar and head of Education Department, Anil Thosre

विद्या प्रबोधिनींत पयल्या वर्ग वर्साच्या विद्यार्थ्यां खातीर विशेश मार्गदर्शन सत्र

भांगरभूंय | प्रतिनिधी





सामंजस्य सहकार्य करार प्रसंगी प्राचार्य डॉ. भूषण भावे, प्राचार्य डॉ. पी. एस. राघु मूर्ती, डॉ. अनिल ठामस, डॉ. ज्योती पेवार, व्यवस्थापन सदस्य व इतर मान्यवर.

विद्या प्रबोधिनी म्हाविद्यालयांत 'तुळशीदास आनी प्रेमचंद जयंती'

पर्वरी : 31 जुलयक विद्या प्रबोधिनी म्हाविद्यालयांत 'तुळशीदास आनी प्रेमचंद जयंती' ह्या विशयाचेर एका दिसाचो परिसंवाद हिंदी विभागा वतीन आयोजीत केलो. कार्यावळची मुखेल सोयरी केपें म्हाविद्यालय हिन्दी विभाग. सहायक मुखेल सोयऱ्यांनी आपल्या उलोवपांत 'तुळशीदास आनी प्रेमचंद' ह्या म्हान साहित्यकाराची, तांचे हिंदी साहित्यांत म्हत्वपूर्ण योगदान विशीं सांगलें. तांच्या रचनेंक्त्यान चें गुण आत्मसात करचें अशे प्रोत्सुहून भरग्यांक दिलें.

लोकमत

पुढारी

विद्याप्रबोधिनीच्या विद्यार्थ्यांचे रक्षाबंधन

लोकमत न्यूज नेटवर्क

पर्वरी : येथील विद्याप्रबोधिनी कॉलेज ऑफ कॉमर्स, एज्युकेशन, कॉम्प्युटर अँड मॅनेजमेंटच्या राष्ट्रीय सेवा योजना युनिटतर्फे जेंडर चॅम्पियन क्लबच्या सहकार्याने बांबोळी कॅम्प, येथे भारतीय सैन्याच्या जवानांसोबत रक्षाबंधन कार्यक्रमाचे आयोजन करण्यात आले. या





पर्वरी : विद्या प्रबोधिनी महाविद्यालयात राष्ट्रीय ग्रंथपाल दिन कार्यक्रमात उपस्थित विद्यार्थी, विद्यार्थिनी व ग्रंथपाल.

विद्या प्रबोधिनीत 'राष्ट्रीय ग्रंथपाल दिन'

पर्वरी : पुढारी वृत्तसेवा

सर्वरी येथील विद्या प्रबोधिनी महाविद्यालयात 'राष्ट्रीय ग्रंथपाल दिन' साजरा करण्यात आला. यावेळी प्रशस्त ग्रंथपाल व पाच ग्रंथालय तत्पर्थे नक्क डॉ. एस. आर. रंगनाथन यांचा जयंती दिन साजरा केला जातो.

ग्रंथालय विभागाच्या वतीने आयोजित सुरुवात डॉ. एस. आर. रंगनाथन यांच्या प्रतिमेस पुष्प अर्पण करून करण्यात आली. महाविद्यालयाच्या ग्रंथपालांनी या दिवसाचे महत्व स्पष्ट करताना, संपूर्ण भारतभर हा दिवस का साजरा केला जातो, याचा प्रकाश टाकला. यानिमित्त अभिलाषाने प्रश्नमंजुषा स्पर्धेचे आयोजन केले होते.

कार्यक्रमास दिवाकर गुरव, गौरेश भगती आणि अमोल नाईक उपस्थित होते. विद्यार्थ्यांनीही प्रतिसाद पुरा आणि करून आपला आदर व्यक्त केला.

विद्या प्रबोधिनी-धेंपे कॉलेजमध्ये सामंजस्य सहकार्य करार

पणजी (प्र. प्र.)

विद्या प्रबोधिनी महाविद्यालय पर्वरी आणि धेंपे चॅरिटेबल ट्रस्टचे साधना जाणार आहे या उपक्रमाचा प्रदेश प्राध्यापक व विद्यार्थ्यांच्या व्यावसायिक कौशल्य विकासाला प्रोत्साहन देणे हा आहे.

कॉलेज), तसेच धेंपे कॉलेजचे व्यवस्थापन सदस्य उपस्थित होते. या प्रसंगी दोन्ही प्राचार्यांनी उच्च शिक्षणातील सहकार्याच्या महत्त्वावर

लोकमत



परिसंवाद कार्यक्रमात अमिता सलग्री, विकास कांदोळकर, डॉ. उज्ज्वला हणजुणकर, केतन फळदेसाई, सुनील मोरजकर, संकिता कोरगावकर.

मस्ट READ

पुस्तकाच्या पलीकडच्या गोष्टी' रंगल्या

र्वरीतील विद्याप्रबोधिनी ाविद्यालयात 'लेखक भेट'

लोकमत न्यूज नेटवर्क

र्री : येथील विद्याप्रबोधिनी ाविद्यालयात 'लेखक भेट :

लिहिण्यामागील प्रेरणा, लहानपणापासून त्यांना जडलेले प्राणीप्रेम, पर्यावरणसंबंधीत त्यांची जाणीव तसेच त्यांनी केलेल्या प्रवासातून त्यांना आलेले अविस्मरणीय अनुभव आणि या सगळ्यातून बहरत गेलेले त्यांचे ललित लेखन याचे विविध पैलू त्यांनी उलगडून सांगितले.



याप्रसंगी व्यासपीठावर महाविद्यालयाच्या उपप्राचार्या डॉ. उज्ज्वला हणजूणकर, बीए बीएडचे प्रमुख डॉ. अनिल ठोसरे आणि मराठी विभागप्रमुख योगिता चोडणकर उपस्थित होत्या, या कार्यक्रमाचे

खरेदी करताना वजन-मापावर लक्ष ठेवा : विकास कांदोळकर

लोकमत न्यूज नेटवर्क

पर्वरी : कायदेशीर मोजमाप अधिनियमातील तरतुदी, वजन व मोजमापातील अचूकता महत्त्वाची आहे. तसेच ग्राहकांनी वस्तू खरेदी करताना वजन-मापावर लक्ष ठेवावे, असे आवाहन कायदेशीर मोजमाप खात्याचे निरीक्षक विकास कांदोळकर यांनी केले.

विद्या प्रबोधिनी वाणिज्य, शिक्षण, संगणक आणि व्यवस्थापन

परिसंवाद आयोजित केला. या कार्यक्रमात कांदोळकर यांनी प्रमुख वक्ते म्हणून मार्गदर्शन केले. त्यांनी पैकेज्ड वस्तूंशी संबंधित ग्राहक हक्क यांची माहिती दिली.

कार्यक्रमास जीसीसीआयच्या ग्राहक संरक्षण समितीच्या अध्यक्षा अमिता सालत्री, उपाध्यक्ष सुनील मोरजकर आणि नागरी पुरवठा व ग्राहक व्यवहार विभागाचे सहायक संचालक केतन फळदेसाई उपस्थित होते.

॥ विद्या सर्वस्य भूषणम् ॥

Prabodhan Education Society's

VIDYA PRABODHINI COLLEGE

of Commerce, Education, Computer & Management

Vidya Nagar, Alto-Parvai, Goa

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