

NGC 2000/NMV/81/2000
MS 3 Dt. 28 June 2000

“ Tewo Sada Dnyanmaya Pradeep ”
Shikshan Prasarak Mandal's

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**Smt. Ratnaprabhadevi Mohite-Patil
College of Home Science for Women, Akluj**

Tal. Malshiras, Dist. Solapur (M. S.) 413 101
Affiliated to S.N.D.T. Women's University, Mumbai



Founder : Sahakar Maharshi Shankarrao Narayanrao Mohite-Patil

Chairman

President : Shri. Jaysinh Shankarrao Mohite-Patil

Principal

Ku. Swaruparani Jaysinh Mohite-Patil
B.H.Sc.M.A.(Counselling Psychology)

Ref. No.

Date -

2.5.1. Mechanism of Internal assessment is transparent and robust in terms of frequency and mode

- Syllabus Given by teachers with marks distribution
- Unit test time table
- Subject allocation
- Internal evaluation
- Cross checking
- Practice exams
- Photos

Syllabus Given with marks distribution for internal, external examination and practical evaluation

← EM Syllabus.do... ☰ ::

Semester VI
Event Management कार्यकरम व्यवस्थापन (Theory)

Objectives:

1. to understand the importance of events, event management and its role in the hospitality industry
2. to understand the basic functioning of the event industry in respect with its feasibility, marketing
3. to study various Human Resource functions in event management
4. to learn various methods of budgeting and account keeping in event management.
5. to understand and design event proposals and projects

| Course | TC C | Th C | Pr M | Int | Ext M | Total |
|-------------------------|---------|---------|---------|-----|----------|-------|
| Event Management-Theory | 04 | 02 | 02 | 25 | 75 | 100 |

| Module no | Objective | Content | Evaluation |
|-----------|---|--|---|
| I | <ol style="list-style-type: none"> 1. to understand event management in detail. 2. to study the scope and different types of events. 3. to enable the students to understand the keys to success of event management | <p>Introduction to Event Management</p> <p>1.1 Definition and Types of events</p> <ul style="list-style-type: none"> • Introduction- Meaning and Definition, Scope and Importance of event management • Size of events - Mega, major and minor events • Types of events – Religion, Personal, Sports, Entertainment, Academic, Professional etc. • Qualities of an Event Manager <p>1.2 Success to Event Management</p> <ul style="list-style-type: none"> • Keys to success • SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats of an event project, Advantage and Disadvantages of SWOT Analysis | <ul style="list-style-type: none"> • List five events for Mega, Major and Minor events and explain any 1 in detail (15 marks) • Do the SWOT Analysis for the same. (5 marks) • Choose an on going event happening in your city and write a report on it. (5 marks) |

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| | | <p>कार्यकरम व्यवस्थापनाचा परिचय:</p> <p>१.१ कार्यकरम व्यवस्थापनाची व्याख्या आणि प्रकार</p> <p>परिचय अरथ आणि व्याख्या व्यापकी आणि कार्यकरम व्यवस्थापनाचे महत्त्व</p> <p>कार्यकरमाचे आकाशनुसार वर्गीकरण भवय कार्यकरम माठे कार्यकरम प्रयोग शिक कार्यकरम आणि क्रिक्रांत कार्यकरम</p> <p>कार्यकरमाचे इतर प्रकार: कर्तीका पारगमिक व्यक्तिक मनोरंजनात्मक शैक्षणिक आणि इतर व्यावसायिक</p> <p>कार्यकरम व्यवस्थापक आत आवश्यक मुण्डेशिष्य</p> <p>सवाट म्लयमान: सामर्थ्य कमजोरी संघी आणि आवडाने कायद आणि तोट</p> | |
| II | 1. to study the event marketing process in detail | <p>Event Marketing and Budgeting</p> <p>a. Event Marketing</p> | <ul style="list-style-type: none"> • Make a proposal for an |

← BGC Syllabus.d...

Basic of Guidance and Counseling मार्गदर्शन व समुपदेशनातील मूलभूत वाची

Objectives:

1. to develop an understanding of principles of guidance.
2. to acquaint students with the major/important psychological assessments.
3. to develop an insight into children's behaviors and behavior problems.
4. to sensitize students with the ways of handling and managing various problems.

| Course | TC | Tb | Pr | Int M | Ext M | Total |
|----------------------------------|----|----|----|-------|-------|-------|
| Basic of Guidance and Counseling | 04 | 04 | - | 25 | 75 | 100 |

| Module No | Objectives | Content | Evaluation |
|--|--|---|---|
| 1. Fundamentals of Guidance and Counseling | This module will enable students to:- 1. Understand meaning and need for guidance and counseling. 2. Get acquainted with objectives, philosophy and process of guidance and counseling. 3. Understand characteristics of a good counselor. | 1. Meaning and need of guidance and counseling. मार्गदर्शन व समुपदेशन याची मूलभूत शब्दावली 2. Objectives and basic concepts of guidance and counseling. मार्गदर्शन व समुपदेशन याची मूलभूत संकलनावाप्ती 3. Basic principles and philosophy of guidance and counseling. मार्गदर्शन आणि समुपदेशन याची मूलभूत तत्त्व 4. Stages of counseling and their process. समुपदेशन याचाचा पायऱ्या आणि प्रक्रिया 5. Characteristics of a good counselor. चा गलदा समुपदेशकाची गुणवत्ता शिक्का | 25 Marks Discussion 15 marks Group presentations 10 marks |
| 2:Therapies of counseling | This module will enable students to:- 1. Understand various approaches used in counseling. 2. Gain deeper knowledge about therapies. 3. Get acquainted with process of school counseling. | 1. Therapies used in counseling – समुपदेशनातील उपचार पद्धती Meaning & Importance of therapy उचाचार पद्धती चा अरम्भ आणि महततत्त्व <ul style="list-style-type: none"> • Play therapy खेळ उपचार पद्धती • Art & Music therapy कला व संगीत उचाचार पद्धती • Group therapy समूह उपचार पद्धती • Family therapy कुटुंब उपचार पद्धती | 25 Marks Visit to counseling clinic & report writing 15 marks Individual presentation on therapies 10 marks |

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| | | 2. School Counseling शाळेय समुपदेशन | |
| 3: Introduction to Psychological tests | This module will enable students to:- 1. Understand the need for using Measurement & Evaluation Techniques 2. Understand meaning & characteristics of good test. 3. Analyze the formal | <ul style="list-style-type: none"> • Education counseling शिक्षणिक समुपदेशन • Vocational counseling व्यावसायिक समुपदेशन • Counseling for exceptional children विशेष ग्रजां असणाऱ्या वाळांका साठी समुपदेशन • Counseling for special areas विशेष लेवलातील समुपदेशन | 25 Marks Individual Presentations 10 marks Group project 15 marks |

Semester VI

Event Management(Theory)

Objectives:

1. to understand the importance of events, event management and its role in the hospitality industry
2. to understand the basic functioning of the event industry in respect with its feasibility, marketing and promotion
3. to study various Human Resource functions in event management
4. to learn various methods of budgeting and account keeping in event management.
5. to understand and design event proposals and projects

| Course | TC | Th | Pr | Int | Ext | Total |
|-------------------------|----|----|----|-----|-----|-------|
| | C | C | M | M | | |
| Event Management-Theory | 04 | 02 | 02 | 25 | 75 | 100 |

| Module no | Objective | Content | Evaluation |
|-----------|---|--|---|
| I | <ol style="list-style-type: none"> 1. to understand event management in detail. 2. to study the scope and different types of events. 3. to enable the students to understand the keys to success of event management | <p>Introduction to Event Management</p> <p>1.1 Definition and Types of events</p> <ul style="list-style-type: none"> • Introduction- Meaning and Definition, Scope and Importance of event management • Size of events - Mega, major and minor events • Types of events – Religion, Personal, Sports, Entertainment, Academic, Professional etc. • Qualities of an Event Manager <p>1.2 Success to Event Management</p> <ul style="list-style-type: none"> • Keys to success • SWOT Analysis – Strengths, Weaknesses, Opportunities and Threats of an event project, Advantage and Disadvantages of SWOT Analysis | <ul style="list-style-type: none"> • List five events for Mega, Major and Minor events and explain any 1 in detail (15 marks) • Do the SWOT Analysis for the same. (5 marks) • Choose an on going event happening in your city and write a report on it. (5 marks) |

| | | | |
|----|---|--|---|
| II | <ol style="list-style-type: none"> 1. to study the event marketing process in detail 2. to study the different methods of budgeting and account keeping in event management | <p>Event Marketing and Budgeting</p> <p>a. Event Marketing</p> <ul style="list-style-type: none"> • Introduction to Event Marketing • Nature of Event Marketing • Process of Event Marketing - Establish the features of the product, Identify Customers (segmentation), Plan to meet Audience needs, Analyze consumer decision making process, Establish price and ticket program, promote the event and evaluation. • 5 P's of event Marketing or Marketing Mix – Product, Price, Place, Public Relation and Positioning. <p>2.2Event Budgeting</p> <ul style="list-style-type: none"> • Meaning and need of Budgeting • Making an event budget | <ul style="list-style-type: none"> • Make a proposal for an event which includes budget, theme, concept, lighting, food, decoration etc. including the promotional plan using different kinds of media (25 marks). |
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← BGC Syllabus.d...



Basic of Guidance and Counseling

Objectives:

1. to develop an understanding of principles of guidance.
2. to acquaint students with the major/important psychological assessments.
3. to develop an insight into children's behaviors and behavior problems.
4. to sensitize students with the ways of handling and managing various problems.

| Course | TC | Th | Pr | Int M | Ext M | Total |
|----------------------------------|----|----|----|-------|-------|-------|
| Basic of Guidance and Counseling | 04 | 04 | - | 25 | 75 | 100 |

| Module No | Objectives | Content | Evaluation |
|---|--|---|---|
| 1. Fundamentals of Guidance and Counseling | This module will enable students to:- 1. Understand meaning and need for guidance and counseling. 2. Get acquainted with objectives, philosophy and process of guidance and counseling. 3. Understand characteristics of a good counselor. | 1. Meaning and need of guidance and counseling. 2. Objectives and basic concepts of guidance and counseling. 3. Basic principles and philosophy of guidance and counseling. 4. Stages of counseling and their process. 5. Characteristics of a good counselor. | 25 Marks Discussion 15 marks Group presentations 10 marks |
| 2:Therapies of counseling | This module will enable students to:- 1. Understand various approaches used in counseling. 2. Gain deeper knowledge about therapies. 3. Get acquainted with process of school counseling. | 1. Therapies used in counseling – Meaning & Importance of therapy • Play therapy • Art & Music therapy • Group therapy • Family therapy 2. School Counseling • Education counseling • Vocational counseling • Counseling for exceptional children • Counseling for special areas | 25 Marks Visit to counseling clinic & report writing 15 marks Individual presentation on therapies 10 marks |

| | | | |
|---|---|--|---|
| 3: Introduction to Psychological tests | This module will enable students to:- 1. Understand the need for using Measurement & Evaluation Techniques 2. Understand meaning & characteristics of good test. 3. Analyze the formal techniques of Assessment & its classification. | 1. Purpose of Measurement & Evaluation 2. Meaning & characteristics of a good. 3. Classification of tests. 4. Types of psychological tests • Cognitive test • Developmental test • Personality test • Projective techniques | 25 Marks Individual Presentations 10 marks Group project 15 marks |
| 4: Problems of children- infancy to school age | This module will enable students to:- 1. Understand meaning, nature & classification of Problems of children. 2. Identify problems & its causes. | 1. Meaning, nature & classification of Problems of children 2. Behavioral Problems of children: • Nature • Expression • Causes • Characteristics 3. Handling of each problem | 25 Marks Presentation-10 marks Assignments 15 marks |



Semester III

Family Dynamics कौटुंबिक गतिमानता / अष्टपैतू द्वा

OBJECTIVES:

1. To sensitize the student towards marriage and family life.
2. To understand the traditional and changing norms of the institution of the family with reference to its social environment.
3. To get familiar with the concept of marriage and the areas of adjustments within the family
4. To becomes aware about dynamics of family interactions and developmental tasks through family life
5. To becomes aware of problems in families and ways of coping

| Course | TC | Tb C | Pr C | Int M | Ext M | Total |
|------------------------|----|------|------|-------|-------|-------|
| Family Dynamics | 4 | 3 | 1 | 25 | 75 | 100 |

(THEORY)

| Module No. | Objective | Content | Evaluation |
|------------|--|---|--|
| 1 | <p>This will enable students to:-</p> <ol style="list-style-type: none"> 1. To analyze the traditional and changing norms of institution of family. 2. Be sensitive to variations in family practices of different ethnic groups. 3. Understand stages of family life cycle. 4. Create insight about the types of family. 5. Identify alternate family patterns. 6. Explore the dyadic relationships in family. 7. Analyze the areas & patterns of adjustments 8. Bring awareness & sensitize oneself about crisis in family life. | <p>Family & its structure कूटुंब आंतर्व्यापी रचना</p> <ol style="list-style-type: none"> 1. Meaning of the term family कूटुंब या संज्ञेचा अर्थ <ul style="list-style-type: none"> • Family composition & structure कूटुंब निर्मिती आणि रचना • Practices & Patterns of family कूटुंबाचा विविध पद्धती • Changing family patterns बदलती कूटुंब अववर्त्या 2. Family life cycle: meanings, definition & stages. कौटुंबिक जीवन चक्र : अर्थ व्याख्या आणि अवस्था 3. Types of family कूटुंबाचे प्रकार 4. Alternate family patterns: Causes, characteristics & implications. परंपरी कूटुंब अववर्त्या : करण्या, गुणवैशिष्ट्ये आणि उपाय 5. Dyadic relationships दुहेरी नातसंबंध | <p>Use of experiential method by students: Role play, skit. etc. 5 marks</p> <p>Poster making and exhibition 5 marks</p> |

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| | | <p>Family Responsibilities कौटुंबिक जबाबदारी</p> <p>Adjustments & Crises within the family समायोजन आणि संघर्ष</p> <ol style="list-style-type: none"> 1. Areas & patterns of Adjustment समायोजन थेंते आणि पद्धती 2. Meaning of crisis ; Types of family crises & ways of coping कौटुंबिक संघर्ष या अर्थ, प्रकार आणि समायोजन पद्धति | |
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| Module No. | Objective | Content | Evaluation |
|------------|-----------|---------|------------|
|------------|-----------|---------|------------|



**Semester III
Media Skill Development**

Objectives:

1. To develop awareness about various forms of mass media.
2. To analyze the role of media in educating the masses.
3. To acquire the skills to design messages for communication
4. To develop skills in preparing and presentation of the different forms of media

| Course | TC | Th C | Pr C | Int M | Ext M | Total |
|--------------------------------|----|------|------|-------|-------|-------|
| Media Skill Development | 4 | 3 | 1 | 25 | 75 | 100 |

| Module No. | Objectives | Content | Evaluation |
|------------|---|---|--|
| 1 | <ol style="list-style-type: none"> 1. Develop awareness of the need and importance of Mass-Media. 2. Analyze the relationship between media and message. 3. Learn writing for different media. | <p>Mass Media:</p> <ol style="list-style-type: none"> 1. Concept of Mass Media, its importance and its role in development of society. 2. Relationship of Medium and Message. 3. Writing for different Media. | Continuous assessment and project 25 marks |

| Module No. | Objectives | Content | Evaluation |
|------------|--|--|--------------------------------|
| 2 | <ol style="list-style-type: none"> 1. Become aware of different forms of media. 2. Understand the role and importance of print, electronic, new and traditional media for development. 3. Be able to select the appropriate form of media for Extension activities. | <p>Forms of Media:</p> <ol style="list-style-type: none"> 1. Print Media- Newspapers, Magazines, Periodicals. 2. Electronic Media- Television, Radio, films. 3. New Media- Cell phones and Internet. 4. Traditional Media- Folk Media including puppetry. | Continuous assessment 25 marks |

| Module No. | Objectives | Content | Evaluation |
|------------|---|---|--------------------------------|
| 3 | <p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. Understand how to identify and analyze articles on social issues in print media. 2. Be able to analyze the content and form of electronic media. 3. Develop the skill of preparing A.V. clipping | <p>Forms of Media:</p> <ol style="list-style-type: none"> 1. Identify and analyze articles on social issues in Newspapers, Periodicals and Magazines. 2. Analysis of the content and form of Television Programmes. 3. Preparation of clippings on contemporary issues. | 5 marks 5 marks 10 marks |

| Module No. | Objectives | Content | Evaluation |
|------------|---|--|------------|
| | <p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Develop skills in writing for | <p>Media Skills:</p> <ol style="list-style-type: none"> 1. Planning and writing an | 7 marks |



← WS Syllabus.docx ☰ ⋮

Semester V

Women's Issues महिलांच्या समस्या

Objectives:

1. to know the demographic profile of women in India.
2. to understand the present situation and changes in the status of women.

| Course | TC | Th C | Pr M | Int M | Ext M | Total |
|----------------|----|------|------|-------|-------|-------|
| Women's Issues | 02 | | -- | 50 | -- | 50 |

| Module No | Objectives This module will enable students to: | Content | Evaluation |
|--|--|--|--|
| 1.Demographic profile of women in India and towards change भारतातील महिला चा लोक साहित्यकीय आदावा आणि बदल | <p>1. understand the demographic profile of women in India</p> <p>2. to create awareness about the role and importance of media portraying women</p> | <p>1.Sex Ratio लिंग गुणोत्तर</p> <p>2.Health आरोग्य</p> <p>3.Education शिक्षण</p> <p>4.Employment रोजगार</p> <p>5.National Policy of Empowerment of women 2001. राष्ट्रीय महिला सक्षमीकरण धोरण 2001</p> <p>6.The role and importance of media portraying women महिलांच्या दर्जीत प्रसारमाध्यमांची भूमिका आणि महत्व</p> | 25 Marks Debate Discussion Presentation |
| 2.Women, work and development | <p>1.to understand the present situation and changes in the status of women.</p> <p>2.to create awareness about Governmental policies and strategies for women's</p> | <p>1.Women in the unorganized sector. असंघटित क्षेत्रातील महिला</p> <p>2.Women in the Organized sector. संघटित क्षेत्रातील</p> | 25 Marks Discussion Presentation |

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| | <p>development and role of voluntary organizations and NGO's in women's development.</p> | <p>महिला</p> <p>3.Legal provision for the protection of working women कामकारी महिलांच्या साडी कायदेशीर सुरक्षा</p> <p>4.Governmental policies and strategies for women's development महिलांच्या विकासासाठी शासकीय देयेधोरणे</p> <p>5.Role of voluntary organizations and NGO's in women's development महिलांच्या विकासात स्वयंसेवी संघटनांची आणि NGO ची भूमिका</p> | |
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← WS Syllabus.docx

Semester V

Women's Issues महिलांच्या समस्या

Objectives:

1. to know the demographic profile of women in India.
2. to understand the present situation and changes in the status of women.

| Course | TC | Th C | Pr M | Int M | Ext M | Total |
|----------------|----|------|------|-------|-------|-------|
| Women's Issues | 02 | | -- | 50 | -- | 50 |

| Module No | Objectives | Content | Evaluation |
|---|--|--|--|
| 1.Demographic profile of women in India and towards change भारतातील महिला चा लोक सांख्यकीय आदावा आणि बदल | This module will enable students to: 1. understand the demographic profile of women in India 2. to create awareness about the role and importance of media portraying women | 1.Sex Ratio लिंग गुणोत्तर 2.Health आरोग्य 3.Education शिक्षण 4.Employment रोजगार 5.National Policy of Empowerment of women 2001. राष्ट्रीय महिला सक्षमीकरण धोरण 2001 6.The role and importance of media portraying women महिलांच्या दर्जात प्रसारमाईयमांदी भूमिका आणि महत्व | 25 Marks Debate Discussion Presentation |
| 2.Women, work and development | 1.to understand the present situation and changes in the status of women. 2.to create awareness about Governmental policies and strategies for women's | 1.Women in the unorganized sector. असंघटित क्षेत्रातील महिला 2.Women in the Organized sector. संघटित क्षेत्रातील | 25 Marks Discussion Presentation |

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| | development and role of voluntary organizations and NGO's in women's development. | महिला 3.Legal provision for the protection of working women कामकरी महिलांच्या साठी कायदेशीर सुरक्षा 4.Governmental policies and strategies for women's development महिलांच्या विकासासाठी शासकीय द्योष्यधोरणे 5.Role of voluntary organizations and NGO's in women's development महिलांच्या विकासात स्वयंसेवी संघटनांची आणि NGO ची भूमिका | |
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Semester VI

Community Nutrition (Theory)

Objectives:

The course will enable the students to:

1. know the major nutrition related problems India is currently facing and the reasons contributing to the situation.
2. understand sampling techniques and principles of various methods of assessment of nutritional status in the community.
3. know the intervention strategies and programmes undertaken by the Governmental and certain National and International agencies to combat malnutrition
4. understand the principles underlying the strategies and methods that can be used to plan nutrition education programmes for at-risk populations.

| Course | Total Credits | Th | Pr | Int | Ext | Total |
|---------------------|---------------|----|----|-----|-----|-------|
| Community Nutrition | 04 | 02 | 02 | 25 | 75 | 100 |

| Module | Objectives | Content | Evaluation |
|--------|---|--|--|
| I | <p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. understand the major nutritional problems & the vicious poverty-malnutrition interaction contributing to it 2. know the different methods of assessment of nutritional status of a community | <p>Introduction to Nutrition-</p> <p>1: Definition & characteristics of a community</p> <p>2: Major Nutritional problems in India & factors contributing to it (PEM,nutritional anaemia, IDD,Vit A & D deficiency, metabolic syndrome)-explain the paradox of malnutrition.</p> | Quiz Assignments Projects MCQ |

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| | | <p>3:Anthropometric Biochemical Clinical & Dietary surveys (including sampling techniques in brief)</p> <p>Vital statistics</p> | |
| II | <p>This module will enable students to:</p> <ol style="list-style-type: none"> 1. know about the intervention strategies & programmes undertaken by the Governmental & certain National & International agencies to combat malnutrition 2. understand principles of the strategies & methods that can be used to plan nutrition education programmes for select population | <p>1. Supplementary feeding programmes(MDMP, school lunch programmes,ICDS,NNAPP,NI DDCP,Vit A prophylaxis programme)</p> <p>2. Green and white revolution</p> <p>3. Agencies and their role in nutrition programmes – NIN,ICMR,ICAR,FAO WHO,UNICEF,CARE</p> <p>4. Individual strategies – woman-woman,child to child</p> <p>5. Community strategies-community contact,rural</p> | Quiz Assignments Projects MCQ |





Syllabus : मराठी आणि English

Name : Women Issues

SEM: Vth

Credits : 02

Internal evaluation

Marks :50

Attachments



[WS Syllabus.docx](#)

Class comments



alka maske 8 Sep 2020

Ok..



Shruti Khamkar 10 Sep 2020

Ok mam



Batul Tamboli 12 Sep 2020

Class comment



मराठीतील सिलॅबस

Attachments



[WS Syllabus.docx](#)

Class comments



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Class comment

← ⚡ ⋮

 **rajashri nimbhorkar**
4 Sep 2020

Hello, my dear students, I am posting the syllabus copy of Fabric Ornamentation and Accessory Design. This is practical subject no theory will be there.

Attachments



 **Semester III FOAD.docx**

Class comments

 **Swati Dabhade** 7 Sep 2020
Thnx mam

 **Swarupa Jadhav** 7 Sep 2020
Thks mam

 **shivani kadam** 15 Sep 2020
Thanks mam

Class comment 

◀   

← ⚡ ⋮

 **Rahul Surve**
5 Sep 2020

Media Skill Development Syllabus

Attachments



 **MSD_Syallbus.pdf**

Class comments

 **Prajakta Vajale** 5 Sep 2020
Thanks 😊

 **Sonali Shinde** 5 Sep 2020
🙏

 **Pramila Avghade** 5 Sep 2020
Thankyou sir

 **Neha Dalvi** 5 Sep 2020
Thank's sir

 **Swarupa Jadhav** 7 Sep 2020
Thks sir

◀   

Syllabus (English & मराठी)

Detailed syllabus of family dynamics

Credits : 4

Type : External

Marks : 100 (25+75)

Attachments

| | | | | | |
|---|---|---|--|-----------|------------|
| 1. To examine the social context of marriage and family life, the social processes of forming and dissolving the families of the family with reference to social environment. | 2. To familiarise with the family structure and the nature of interaction within the family. | 3. To examine the various stages of family interaction and developmental tasks through family life. | 4. To examine issues of problems in families and ways of coping. | | |
| Course | TC | TP | Prac. Int. M. S. M. | | |
| Family Dynamics | 30 | 10 | 25 | 75 | 100 |
| Week | Objectives | Structure | Evaluation | | |
| 1 | This will introduce students to: | Family & its structure - family types - family functions - family communication - family socialisation | 100% - all experimental - all theory | | |
| 2 | 1. To analyse the individual - the nature of interaction - the nature of communication - the nature of socialisation | Communication - communication in family - communication in society | 100% - all experimental - all theory | | |
| 3 | 2. To analyse the social - the nature of interaction - the nature of communication - the nature of socialisation | Socialisation - socialisation in family - socialisation in society | 100% - all experimental - all theory | | |
| 4 | 3. To analyse the social - the nature of interaction - the nature of communication - the nature of socialisation | Interaction - interaction in family - interaction in society | 100% - all experimental - all theory | | |
| 5 | 4. To analyse the social - the nature of interaction - the nature of communication - the nature of socialisation | Developmental tasks - developmental tasks - developmental tasks | 100% - all experimental - all theory | | |
| 6 | 5. To analyse the social - the nature of interaction - the nature of communication - the nature of socialisation | Problems in families - problems in families - problems in families | 100% - all experimental - all theory | | |
| 7 | 6. To analyse the social - the nature of interaction - the nature of communication - the nature of socialisation | Ways of coping - ways of coping - ways of coping | 100% - all experimental - all theory | | |

W FD Syllabus.docx

Class comments

 **Prajakta Vajale** 7 Sep 2020
Thanks 😊

 Neha Dalvi 8 Sep 2020
Thanks

 Harshu Mane 9 Sep 2020
👍👍

 Sumitra Mahadik 9 Sep 2020
धन्यवाद मँडम

 Swarajya | Ladakh | 9 Sep 2020

EM syllabus

Attachments

W EM Syllabus.docx

Class comment



Syllabus both in Marathi and English

Attachments

| | | | | | |
|----------------------------------|----|----|----|----|-------|
| Objectives | TC | Pr | Se | Ex | Total |
| Basic of Business and Management | 30 | 30 | 30 | 30 | 120 |

| Module | Objectives | Content | Evaluation |
|----------------------------------|--|--|-------------|
| Basic of Business and Management | 1. To understand the importance of principles of business 2. To develop an ability with basic concepts of business 3. To develop an insight into different business problems | Module 1: Basic of Business and Management | Examination |

BGC

Syllabus.docx.pdf



Event Management Syllabus in both languages

Attachments

| | | | | | |
|-------------------------|----|----|----|----|-------|
| Objectives | TC | Pr | Se | Ex | Total |
| Event Management Theory | 30 | 30 | 30 | 30 | 120 |

| Module | Objectives | Content | Evaluation |
|-------------------------|---|-----------------------------------|-------------|
| Event Management Theory | 1. To understand the importance of events, event management and its role in the hospitality industry 2. To understand the basic concepts of event management 3. To understand the various resources involved in event management 4. To learn various methods of budgeting and accounting for event management | Module 1: Event Management Theory | Examination |

EM

Syllabus.docx.pdf

Class comments



alka maske 17 Apr

Thank u mam

Class comment



Class comments



Vahidil Shaikh 17 Apr



Class comment



Syllabus of Community Nutrition

Detailed syllabus of Community nutrition in English & Nutrition.

Attachments

| Community Nutrition (Theory) | | | | | | | | | | | |
|--|--|---|----|----|-----|-------|--|--|--|--|--|
| Objectives: | | The course will enable the students to: | | | | | | | | | |
| 1. Identify the major nutrition related problems that are currently facing and the measures contributing to their solution, including the causes and processes of various forms of malnutrition of environment and society in the community. | | | | | | | | | | | |
| 2. Identify the major nutritional problems and their solutions as communicated by the Government and various organizations. | | | | | | | | | | | |
| 3. Identify the price policy strategies and the strategies that can be used to promote appropriate preparations for varied populations. | | | | | | | | | | | |
| Topics | | Total Credits | Wk | Pr | Mid | Total | | | | | |
| Community Nutrition | | 44 | 40 | 40 | 20 | 104 | | | | | |

 Syllabus of
Community Nut...

Class comments

alka maske 22 Apr
👍

Class comment

Syllabus : मराठी आणि English

Name : Women Issues
SEM: Vth
Credits : 02
Internal evaluation
Marks :50

Attachments

W WS Syllabus.docx

Class comments

 **alka maske** 8 Sep 2020
Ok..

 **Shruti Khamkar** 10 Sep 2020
Ok mam 

 Batul Tamboli 12 Sep 2020  

Class comment

S.Y.: CYD Internal Evaluation sheet (25) : 2020-21

| Sr.No. | Name of the student | Teaching Aid.(12) | Class test Games planning (13) | Total (25) |
|--------|-------------------------------------|-------------------|--------------------------------|------------|
| 1. | ANUSE JYOTI SANJAY | | | |
| 2. | AWAGHADE GOURI MARUTI | | | |
| 3. | BADGE PRADNYA VILAS | | | |
| 4. | BANKAR PRAGATI DHANANJAY | | | |
| 5. | BHANDARE ASHWINI MACHCHHINDRA | | | |
| 6. | BHASKARE SAMRUDDHI SANJAY | | | |
| 7. | BHOSALE PRATIBHA CHANDRAKANT | | | |
| 8. | CHAVAN PRACHI PRAKASH | | | |
| 9. | CHAVARE BHAGYASHRI BANSI | | | |
| 10. | CHOPADE AARATI VIJAY | | | |
| 11. | CHOUDHARY IERAMSABA NISARAHAMMAD | | | |
| 12. | DABHADE RAJNANDINI NANDKUMAR | | | |
| 13. | DALAVI NEHA JITENDRA | | | |
| 14. | GANDHI SAKSHI SANDIP | | | |
| 15. | GHADAGE RUTUJA SURESH | | | |
| 16. | GHODAKE PRAGATI ASHOK | | | |
| 17. | GIRME MANSI MILIND | | | |
| 18. | GORAD SUNITA SHANKAR | | | |
| 19. | JADHAV SWARUPA MUKESH | | | |
| 20. | KADAM RUTUJA GAJENDRA | | | |
| 21. | KADAM SHIVANI BALASO | | | |
| 22. | KALE GOURI POPATRAO | | | |
| 23. | KALE KAJAL BALASAHEB | | | |

(Signature)
Subj: Teacher

| | |
|-----|---------------------------------|
| 24. | KALE PRIYANKA BALASO |
| 25. | KALEL KOMAL ISHWAR |
| 26. | KARCHE ARATI BAPURAO |
| 27. | KHANDAGALE AISHAWARYA ANIL |
| 28. | KHARADE ROSHANI DADASO |
| 29. | LONDHE AARYA DILIP |
| 30. | MAHADIK SUMITRA PANDURANG |
| 31. | MANE HARSHADA BAPU |
| 32. | MANE VAISHNVI GAJANAN |
| 33. | MORE UMA VITTHAL |
| 34. | NAIKNAWARE SHIVANI NANDKUMAR |
| 35. | NAVALE KSHITIJA SHANKAR |
| 36. | PATIL MAYURI KISHOR |
| 37. | PATOLE DIPALI SHARAD |
| 38. | PAWAR DAKSHATA SHAHADI |
| 39. | SHAIKH SAYMA MUSTAFA |
| 40. | SHAIKH SUHANA JAHANGIR |
| 41. | SHINDE ACHAL NAVNATH |
| 42. | SHINDE SADHANA SAHADEV |
| 43. | SHINDE SONALI SURESH |
| 44. | SUTAR SUPRIYA SHAHADI |
| 45. | VAJALE PRAJAKTA NAMDEO |
| 46. | YADAV RANJANA JAGDISH |
| 47. | Zurule Ashvini |


 Subj. Teacher

T.Y.Evaluation Sheet

Subj : BOGC Sem : VIth Aca. Year : 2020-21

By: Dr. Chhaya D. Bhise

| Sr. No. | Student Name | Assignment (25)) | Total (60) |
|----------------|-----------------------------|-------------------------|-------------------|
| 01. | AWATADE PRATIKSHA RAOSAHEB | | |
| 02. | BANSODE KOMAL VISHNU | | |
| 03. | BHINGARE KOMAL SUNIL | | |
| 04. | BHOI ARUNA RAJENDRA | | |
| 05. | CHAVAN ASHWINI DHANRAJ | | |
| 06. | CHAVAN DHANSHRI DHANRAJ | | |
| 07. | DANGAT SONALI LALASO | | |
| 08. | DHAYGUDE VAISHALI VIKAS | | |
| 09. | DOSHI SALONI SANTOSH | | |
| 10. | DUPADE DHANSHRI HARIDAS | | |
| 11. | GADE AMRUTA ASHOK | | |
| 12. | GANDHI VRUSHAL MAHAVIR | | |
| 13. | GHADGE MAYURI POPAT | | |
| 14. | GHODAKE PRIYA RAJENDRA | | |
| 15. | GHODAKE PRIYANKA DATTATRAYA | | |
| 16. | HANDE MANISHA NAMDEV | | |
| 17. | HILLAL AMRUTA DADASAHEB | | |
| 18. | INGALE NIKITA VISHNU | | |
| 19. | JADHAV AISHWARYA SATISH | | |
| 20. | JADHAV PRIYANKA DATTATRAY | | |
| 21. | JAGTAP DIPALI PANDURANG | | |
| 22. | KADAM RUTUJA ANANTA | | |
| 23. | KATE PRAJAKTA SUNIL | | |
| 24. | KATE RUSHALI MANIK | | |
| 25. | KAWADE KOMAL PANDURANG | | |
| 26. | KHAMKAR SHRUTI RAJKUMAR | | |
| 27. | KIRDAKAR ASHWINI SAMBHAJI | | |
| 28. | KUDALE SUJATA UTTAM | | |
| 29. | KUMBHAR KOMAL GORAKH | | |
| 30. | KUMBHAR MAYURI SANJAY | | |
| 31. | LONDHE ANJALI KAILAS | | |
| 32. | MAGAR DIPALI SHANKAR | | |
| 33. | MAHADIK AKSHATA PRAKASH | | |
| 34. | MANE AISHWARYA RAVINDRA | | |
| 35. | MANE SHIVANI CHANDRAKANT | | |
| 36. | MASKE ALKA BAPU | | |
| 37. | MHASKE SNEHA UTTAM | | |

*Chhaya
Subj. Teacher*

| | |
|-----|--------------------------------|
| 38. | MHOPARKAR DIPALI MOHAN |
| 39. | MULANKAJAL AMIR |
| 40. | NAIKNAWARE KAJAL MAHADEV |
| 41. | NANAVARE SONALI SANJAY |
| 42. | NIMBALKAR MADHURI AJINATH |
| 43. | NIMBALKAR TRUPTE MARUTI |
| 44. | RAUT MONALI DADARAM |
| 45. | RIKIBE PRAJAKTA BALASAHEB |
| 46. | SARGAR MANISHA VASANT |
| 47. | SATHE GAURI VIJAY |
| 48. | SHAIKH AFSHAN SHABBIR |
| 49. | SHAIKH KARINA JAKIR |
| 50. | SHAIKH MUSKAN BALUBHAI |
| 51. | SHAIKH PAKUA EKBAL |
| 52. | SHAIKH SUFIYA SHAHABUDDIN |
| 53. | SHAIKH VAHIDIL LALASAHEB |
| 54. | SHIKILGAR SANA AKBAR |
| 55. | SHINDE PRACHI RAJKUMAR |
| 56. | SHINDE PRANALI KISHOR |
| 57. | SHINDE RUPALI CHANGDEV |
| 58. | SURYAWANSHI KETAKI ANIL |
| 59. | TAMBOLI ALIYA AKBAR |
| 60. | TAMBOLI BATUL ROUF |
| 61. | TIKUTE RESHMA RAJU |
| 62. | TILEKAR KIRTI MUKUND |
| 63. | TORANE PRACHI JAGANNATH |
| 64. | TULJAPURKAR GAYATRI SHASHIKANT |
| 65. | VAJALE PRATIKSHA NAMDEO |
| 66. | WAGHMODE PRIYANKA MARUTI |

Chayna

Subj. Teacher

Event Management Evaluation Sheet : 2020-21

Practical Internal marks

| Se.No. | Name of the student | Report of prog.(12) | Project and PPT Pres. (13) | Work experience (13) | Articles banner, logo, inv. Card (12) | Total (50) |
|--------|-----------------------------|---------------------|----------------------------|----------------------|---------------------------------------|------------|
| 1 | AWATADE PRATIKSHA RAOSAHEB | .. | .. | .. | .. | .. |
| 2 | BANSODE KOMAL VISHNU | .. | .. | .. | .. | .. |
| 3 | BHINGARE KOMAL SUNIL | .. | .. | .. | .. | .. |
| 4 | BHOI ARUNA RAJENDRA | .. | .. | .. | .. | .. |
| 5 | CHAVAN ASHWINI DHANRAJ | .. | .. | .. | .. | .. |
| 6 | CHAVAN DHANSHRI DHANRAJ | .. | .. | .. | .. | .. |
| 7 | DANGAT SONALI LALASO | .. | .. | .. | .. | .. |
| 8 | DHAYGUDE VAISHALI VIKAS | .. | .. | .. | .. | .. |
| | DOSHI SALONI SANTOSH | .. | .. | .. | .. | .. |
| 10 | DUPADE DHANSHRI HARIDAS | .. | .. | .. | .. | .. |
| 11 | GADE AMRUTA ASHOK | .. | .. | .. | .. | .. |
| 12 | GANDHI VRUSHAL MAHAVIR | .. | .. | .. | .. | .. |
| 13 | GHADGE MAYURI POPAT | .. | .. | .. | .. | .. |
| 14 | GHODAKE PRIYA RAJENDRA | .. | .. | .. | .. | .. |
| 15 | GHODAKE PRIYANKA DATTATRAYA | .. | .. | .. | .. | .. |
| 16 | HANDE MANISHA NAMDEV | .. | .. | .. | .. | .. |
| 17 | X HILLAL AMRUTA DADASAHEB | .. | .. | .. | .. | .. |
| 18 | INGALE NIKITA VISHNU | .. | .. | .. | .. | .. |
| 19 | JADHAV AISHWARYA SATISH | .. | .. | .. | .. | .. |
| 20 | JADHAV PRIYANKA DATTATRAY | .. | .. | .. | .. | .. |
| 21 | JAGTAP DIPALI PANDURANG | .. | .. | .. | .. | .. |
| 22 | KADAM RUTUJA ANANTA | .. | .. | .. | .. | .. |
| 23 | KATE PRAJAKTA SUNIL | .. | .. | .. | .. | .. |
| 24 | KATE RUSHALI MANIK | .. | .. | .. | .. | .. |
| | KAWADE KOMAL PANDURANG | .. | .. | .. | .. | .. |
| 26 | KHAMKAR SHRUTI RAJKUMAR | .. | .. | .. | .. | .. |
| 27 | KIRDAKAR ASHWINI SAMBHAJI | .. | .. | .. | .. | .. |
| 28 | KUDALE SUJATA UTTAM | .. | .. | .. | .. | .. |
| 29 | KUMBHAR KOMAL GORAKH | .. | .. | .. | .. | .. |
| 30 | KUMBHAR MAYURI SANJAY | .. | .. | .. | .. | .. |
| 31 | LONDHE ANJALI KAILAS | .. | .. | .. | .. | .. |
| 32 | MAGAR DIPALI SHANKAR | .. | .. | .. | .. | .. |
| 33 | MAHADIK AKSHATA PRAKASH | .. | .. | .. | .. | .. |
| 34 | MANE AISHWARYA RAVINDRA | .. | .. | .. | .. | .. |
| 35 | MANE SHIVANI CHANDRAKANT | .. | .. | .. | .. | .. |
| 36 | MASKE ALKA BAPU | .. | .. | .. | .. | .. |
| 37 | MHASKE SNEHA UTTAM | .. | .. | .. | .. | .. |
| 38 | MHOPARKAR DIPALI MOHAN | .. | .. | .. | .. | .. |

Alpesh
Subj. Teacher

| | |
|----|-----------------------------------|
| 39 | MULANI KAJAL AMIR |
| 40 | NAIKNAWARE KAJAL MAHADEV |
| 41 | NANAVARE SONALI SANJAY |
| 42 | NIMBALKAR MADHURI AJINATH |
| 43 | NIMBALKAR TRUPTI MARUTI |
| 44 | RAUT MONALI DADARAM |
| 45 | RIKIBE PRAJAKTA BALASAHEB |
| 46 | SARGAR MANISHA VASANT |
| 47 | SATHE GAURI VIJAY |
| 48 | SHAIKH AFSHAN SHABBIR |
| 49 | SHAIKH KARINA JAKIR |
| 50 | SHAIKH MUSKAN BALUBHAI |
| 51 | SHAIKH PAKIJA EKBAL |
| 52 | SHAIKH SUFIYA SHAHABUDDIN |
| 53 | SHAIKH VAHIDIL LALASAHEB |
| 54 | SHIKILGAR SANA AKBAR |
| 55 | SHINDE PRACHI RAJKUMAR |
| 56 | SHINDE PRANALI KISHOR |
| 57 | SHINDE RUPALI CHANGDEV |
| 58 | SURYAWANSHI KETAKI ANIL |
| 59 | TAMBOLI ALIYA AKBAR |
| 60 | TAMBOLI BATUL ROUF |
| 61 | TIKUTE RESHMA RAJU |
| 62 | TILEKAR KIRTI MUKUND |
| 63 | TORANE PRACHI JAGANNATH |
| 64 | TULJAPURKAR GAYATRI SHASHIKANT |
| 65 | VAJALE PRATIKSHA NAMDEO |
| 66 | WAGHMODE PRIYANKA MARUTI |

Chayni
Subj. Teacher

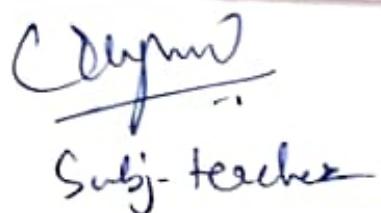
T.Y.Evaluation Sheet

Subj : Women Studies Pr. (0+2) Sem : Vth Academic Year : 2020-21

| Sr. No. | Student Name | GD (25) | Assignment (15) <i>H40</i> | PPT (10) <i>key</i> | Total (50) |
|---------|--------------------------------|------------|-------------------------------|------------------------|---------------|
| 01. | AWATADE PRATIKSHA RAOSAHEB | | | | |
| 02. | BANSODE KOMAL VISHNU | | | | |
| 03. | BHINGARE KOMAL SUNIL | | | | |
| 04. | BHOI ARUNA RAJENDRA | | | | |
| 05. | CHAVAN ASHWINI DHANRAJ | | | | |
| 06. | CHAVAN DHANSHRI DHANRAJ | | | | |
| 07. | DANGAT SONALI LALASO | | | | |
| 08. | DHAYGUDE VAISHALI VIKAS | | | | |
| 09. | DOSHI SALONI SANTOSH | | | | |
| 10. | DUPADE DHANSHRI HARIDAS | | | | |
| 11. | GADE AMRUTA ASHOK | | | | |
| 12. | GANDHI VRUSHAL MAHAVIR | | | | |
| 13. | GHADGE MAYURI POPAT | | | | |
| 14. | GHODAKE PRIYA RAJENDRA | | | | |
| 15. | GHODAKE PRIYANKA DATTATRAYA | | | | |
| 16. | HANDE MANISHA NAMDEV | | | | |
| 17. | HILLAL AMRUTA DADASAHEB | | | | |
| 18. | INGALE NIKITA VISHNU | | | | |
| 19. | JADHAV AISHWARYA SATISH | | | | |
| 20. | JADHAV PRIYANKA DATTATRAY | | | | |
| 21. | JAGTAP DIPALI PANDURANG | | | | |
| 22. | KADAM RUTUJA ANANTA | | | | |
| 23. | KATE PRAJAKTA SUNIL | | | | |
| 24. | KATE RUSHALI MANIK | | | | |
| 25. | KAWADE KOMAL PANDURANG | | | | |
| 26. | KHAMKAR SHRUTI RAJKUMAR | | | | |
| 27. | KIRDAKAR ASHWINI SAMBHAJI | | | | |
| 28. | KUDALE SUJATA UTTAM | | | | |
| 29. | KUMBHAR KOMAL GORAKH | | | | |
| 30. | KUMBHAR MAYURI SANJAY | | | | |
| 31. | LONDHE ANJALI KAILAS | | | | |
| 32. | MAGAR DIPALI SHANKAR | | | | |
| 33. | MAHADIK AKSHATA PRAKASH | | | | |
| 34. | MANE AISHWARYA RAVINDRA | | | | |
| 35. | MANE SHIVANI CHANDRAKANT | | | | |
| 36. | MASKE ALKA BAPU | | | | |
| 37. | MHASKE SNEHA UTTAM | | | | |
| 38. | MHOPARKAR DIPALI MOHAN | | | | |
| 39. | MULANI KAJAL AMIR | | | | |
| 40. | NAIKNAWARE KAJAL MAHADEV | | | | |
| 41. | NANAVARE SONALI SANJAY | | | | |
| 42. | NIMBALKAR MADHURI AJINATH | | | | |
| 43. | NIMBALKAR TRUPTI MARUTI | | | | |
| 44. | RAUT MONALI DADARAM | | | | |
| 45. | RIKIBE PRAJAKTA BALASAHEB | | | | |

*Deputy
Subj. Teacher*

| | |
|-----|-----------------------------------|
| 46. | SARGAR MANISHA VASANT |
| 47. | SATHE GAURI VIJAY |
| 48. | SHAIKH AFSHAN SHABBIR |
| 49. | SHAIKH KARINA JAKIR |
| 50. | SHAIKH MUSKAN BALUBHAI |
| 51. | SHAIKH PAKIJA EKBAL |
| 52. | SHAIKH SUFIYA SHAHABUDDIN |
| 53. | SHAIKH VAHIDIL LALASAHEB |
| 54. | SHIKILGAR SANA AKBAR |
| 55. | SHINDE PRACHI RAJKUMAR |
| 56. | SHINDE PRANALI KISHOR |
| 57. | SHINDE RUPALI CHANGDEV |
| 58. | SURYAWANSHI KETAKI ANIL |
| 59. | TAMBOLI ALIYA AKBAR |
| 60. | TAMBOLI BATUL ROUF |
| 61. | TIKUTE RESHMA RAJU |
| 62. | TILEKAR KIRTI MUKUND |
| 63. | TORANE PRACHI JAGANNATH |
| 64. | TULJAPURKAR GAYATRI SHASHIKANT |
| 65. | VAJALE PRATIKSHA NAMDEO |
| 66. | WAGHMODE PRIYANKA MARUTI |


 Subj-teacher

Family Dynamics : Evaluation sheet

Home Science , SEMESTER III

Academic Year :2020-2021

| Sr. No. | Student Name | Assignment 1 (Premarital) | GD/ Participation 10 | Total (25) |
|----------------|-------------------------------------|--|-------------------------------------|-----------------------|
| 1 | ANUSE JYOTI SANJAY | | | |
| 2 | AWAGHADE GOURI MARUTI | 4 | | |
| 3 | BADGE PRADNYA VILAS | 4 | | |
| 4 | BANKAR PRAGATI DHANANJAY | 4 | | |
| 5 | BHANDARE ASHWINI MACHCHHINDRA | | | |
| 6 | BHASKARE SAMRUDDHI SANJAY | 4 | | |
| 7 | BHOSALE PRATIBHA CHANDRAKANT | | | |
| 8 | CHAVAN PRACHI PRAKASH | | | |
| 9 | CHAVARE BHAGYASHRI BANSI | 4 | | |
| 10 | CHOPADE AARATI VIJAY | 4 | | |
| 11 | CHOUDHARY IERAMSABA NISARAHAMMAD | | | |
| 12 | DABHADE RAJNANDINI NANDKUMAR | | | |
| 13 | DALAVI NEHA JITENDRA | | | |
| 14 | GANDHI SAKSHI SANDIP | | | |
| 15 | GHADAGE RUTUJA SURESH | 4 | | |
| 16 | GHODAKE PRAGATI ASHOK | | | |
| 17 | GIRME MANSI MILIND | ✓ | | |
| 18 | GORAD SUNITA SHANKAR | ✓ | | |
| 19 | JADHAV SWARUPA MUKESH | | | |
| 20 | KADAM RUTUJA GAJENDRA | | | |
| 21 | KADAM SHIVANI BALASO | | | |
| 22 | KALE GOURI POPATRAO | | | |
| 23 | KALE KAJAL BALASAHEB | ✓ | | |
| 24 | KALE PRIYANKA BALASO | 1 | | |
| 25 | KALEL KOMAL ISHWAR | 1 | | |
| 26 | KARCHE ARATI BAPURAO | | | |
| 27 | KHANDAGALE AISHAWARYA ANIL | | | |
| 28 | KHARADE ROSHANI DADASO | | | |
| 29 | LONDHE AARYA DILIP | | | |
| 30 | MAHADIK SUMITRA PANDURANG | | | |
| 31 | MANE HARSHADA BAPU | | | |

Copy by

Subj. Teacher

| | |
|----|---------------------------------|
| 32 | MANE VAISHNVI GAJANAN |
| 33 | MORE UMA VITTHAL |
| 34 | NAIKNAWARE SHIVANI NANDKUMAR |
| 35 | NAVALE KSHITIJA SHANKAR |
| 36 | PATIL MAYURI KISHOR |
| 37 | PATOLE DIPALI SHARAD |
| 38 | PAWAR DAKSHATA SHAHADI * |
| 39 | SHAIKH SAYMA MUSTAFA * |
| 40 | SHAIKH SUHANA JAHANGIR |
| 41 | SHINDE ACHAL NAVNATH * |
| 42 | SHINDE SADHANA SAHADEV * |
| 43 | SHINDE SONALI SURESH |
| 44 | SUTAR SUPRIYA SHAHADI |
| 45 | VAJALE PRAJAKTA NAMDEO 4 |
| 46 | YADAV RANJANA JAGDISH |
| 47 | ZURULE ASHVINI BHIVAJI * |

Chayne
Subj. teacher

Smt.Ratnaprabhadevi Mohite-Patil, College of Home Science for Women, Aklij

Internal Evaluation 2020-2021

Sub : RA (Pr)

Class T.Y. B.Sc

| Roll No. | Name of Student | Internal Assessment | | | |
|----------|---|----------------------------|-------------|-------------------|------------|
| | | Continuous evaluation (20) | Report (15) | Presentation (15) | Total (50) |
| 1 | AWATADE PRATIKSHA RAOSAHEB | | | | |
| 2 | BANSODE KOMAL VISHNU | | | | |
| 3 | CHAVAN ASHWINI DHANRAJ | | | | |
| 4 | DHAYGUDÉ VAISHALI VIKAS | | | | |
| 5 | DUPADE DHANSHRI HARIDAS | | | | |
| 6 | GADE AMRUTA ASHOK | | | | |
| 7 | GANDHI VRUSHALI MAHADEV <i>Kumbhar Mayuri</i> | | | | |
| 8 | GHADGE MAYURI POPAT | | | | |
| 9 | JADHAV PRIYANKA DATATRAY | | | | |
| 10 | KADAM RUTUJA ANANTA | | | | |
| 11 | KATE PRAJAKTA SUNIL | | | | |
| 12 | KATE RUSHALI MANIK | | | | |
| 13 | KAWADE KOMAL PANDURANG | | | | |
| 14 | KHAMKAR SHRUTI RAJKUMAR | | | | |
| 15 | KUDALE SUJATA UTTAM | | | | |
| 16 | KUMBHAR KOMAL GORAKH | | | | |
| 17 | LONDHE ANJALI KAILAS | | | | |
| 18 | MAHADIK AKSHATA PRAKASH | | | | |
| 19 | MANE SHIVANI CHANDRAKANT | | | | |
| 20 | MASKE ALKA BAPU | | | | |
| 21 | MHOPARKAR DIPALI MOHAN | | | | |
| 22 | NAIKNAWARE KAJAL MAHADEV | | | | |
| 23 | NIUMBALKAR MADHURI AJINATH | | | | |
| 24 | NIUMBALKAR TRUPTI MARUTI | | | | |
| 25 | RAUT MONALI DADARAM | | | | |
| 26 | SATHE GAURI VIJAY | | | | |
| 27 | SHAIKH MUSKAN BALUBHAI | | | | |
| 28 | SHAIKH PAKIJA EKBAL | | | | |
| 29 | SHAIKH SUFIYA SHAHABUDDIN | | | | |
| 30 | SHIKILGAR SANA AKBAR | | | | |
| 31 | SURYAWANSHI KETAKI ANIL | | | | |
| 32 | TAMBOLI ALIYA AKBAR | | | | |
| 33 | TAMBOLI BATUL ROUF | | | | |
| 34 | TORANE PRACHI JAGANNATH | | | | |
| 35 | WAGHMODE PRIYANKA MARUTI | | | | |

Barati

Subject Teacher

Smt. Ratnaprabhadevi Mohite Patil College of Home Science for Women *Alumnae*
 Academic Year 2020-21 Internal marksheets Class: T.Y.B.Sc Subject: Community Nutrition

| Sr.No. | Name of students | Internal (Th) | | | Internal PR (50) | Total (100) | Out of 50 |
|--------|-----------------------------|----------------------|-----------------------|---------------|---------------------|----------------|--------------|
| | | Assignment I (25) | Assignment II (25) | Total (50) | | | |
| 1. | AWATADE PRATIKSHA RAOSAHEB | | | | | | |
| 2. | BANSODE KOMAL VISHNU | | | | | | |
| 3. | BHINGARE KOMAL SUNIL | | | | | | |
| 4. | BHOI ARUNA RAJENDRA | | | | | | |
| 5. | CHAVAN ASHWINI DHANRAJ | | | | | | |
| 6. | CHAVAN DHANSHRI DHANRAJ | | | | | | |
| 7. | DANGAT SONALI LALASO | | | | | | |
| 8. | DHAYGUDE VAISHALI VIKAS | | | | | | |
| 9. | DOSHI SALONI SANTOSH | | | | | | |
| 10. | DUPADE DHANSHRI HARIDAS | | | | | | |
| 11. | GADE AMRUTA ASHOK | | | | | | |
| 12. | GANDHI VRUSHALI MAHAVIR | | | | | | |
| 13. | GHADGE MAYURI POPAT | | | | | | |
| 14. | GHODAKE PRIYA RAJENDRA | | | | | | |
| 15. | GHODAKE PRIYANKA DATTATRAYA | | | | | | |
| 16. | HANDE MANISHA NAMDEV | | | | | | |
| 17. | HILLAL AMRUTA DADASAHEB | | | | | | |
| 18. | INGALE NIKITA VISHNU | | | | | | |
| 19. | JADHAV AISHWARYA SATISH | | | | | | |
| 20. | JADHAV PRIYANKA DATTATRAY | | | | | | |
| 21. | JAGTAP DIPALI PANDURANG | | | | | | |
| 22. | KADAM RUTUJA ANANTA | | | | | | |
| 23. | KATE PRAJAKTA SUNIL | | | | | | |
| 24. | KATE RUSHALI MANIK | | | | | | |
| 25. | KAWADE KOMAL PANDURANG | | | | | | |
| 26. | KHAMKAR SHRUTI RAJKUMAR | | | | | | |
| 27. | KIRDAKAR ASHWINI SAMBHAI | | | | | | |
| 28. | KUDALE SUJATA UTTAM | | | | | | |
| 29. | KUMBHAR KOMAL GORAKH | | | | | | |
| 30. | KUMBHAR MAYURI SANJAY | | | | | | |
| 31. | LONDHE ANJALI KAILAS | | | | | | |
| 32. | MAGAR DIPALI SHANKAR | | | | | | |
| 33. | MAHADIK AKSHATA PRAKASH | | | | | | |
| 34. | MANE AISHWARYA RAVINDRA | | | | | | |

Barati
 Subject Teacher

Smt.Ratnaprabhadevi Mohite-Patil, College of Home Science for Women, Akluj

Internal Evaluation 2020-2021

Sub : Consumer Studies (Th)

Class S.Y. B.Sc

| Roll No. | Name of Student | Internal Assessment | | | | Grand Total (100) | Out of 25 |
|----------|-------------------------------------|---------------------|--------------------|---------------------|--------------------|-------------------|-----------|
| | | Assignment I (25) | Assignment II (25) | Assignment III (25) | Assignment IV (25) | | |
| 1 | ANUSE JYOTI SANJAY | | | | | | |
| 2 | AWAGHADE GOURI MARUTI | | | | | | |
| 3 | BADGE PRADNYA VILAS | | | | | | |
| 4 | BANKAR PRAGATI DHANANJAY | | | | | | |
| 5 | BHANDARE ASHWINI MACHCHHINDRA | | | | | | |
| 6 | BHASKARE SAMRUDDHI SANJAY | | | | | | |
| 7 | BHOSALE PRATIBHA CHANDRAKANT | | | | | | |
| 8 | CHAVAN PRACHI PRAKASH | | | | | | |
| 9 | CHAVARE BHAGYASHRI BANSI | | | | | | |
| 10 | CHOPADE AARATI VIJAY | | | | | | |
| 11 | CHOURHARY IERAMSABA NISARAHAMMAD | | | | | | |
| 12 | DABHADE RAJNANDINI NANDKUMAR | | | | | | |
| 13 | DALAVI NEHA JITENDRA | | | | | | |
| 14 | GANDHI SAKSHI SANDIP | | | | | | |
| 15 | GHADAGE RUTUJA SURESH | | | | | | |
| 16 | GHODAKE PRAGATI ASHOK | | | | | | |
| 17 | GIRME MANSI MILIND | | | | | | |
| 18 | GORAD SUNITA SHANKAR | | | | | | |
| 19 | JADHAV SWARUPA MUKESH | | | | | | |
| 20 | KADAM RUTUJA GAJENDRA | | | | | | |
| 21 | KADAM SHIVANI BALASO | | | | | | |
| 22 | KALE GOURI POPATRAO | | | | | | |
| 23 | KALE KAJAL BALASAHEB | | | | | | |
| 24 | KALE PRIYANKA BALASO | | | | | | |
| 25 | KALEL KOMAL ISHWAR | | | | | | |
| 26 | KARCHE ARATI BAPURAO | | | | | | |
| 27 | KHANDAGALE AISHAWARYA ANIL | | | | | | |
| 28 | KHARADE ROSHANI DADASO | | | | | | |
| 29 | LONDHE AARYA DILIP | | | | | | |

Barati
Subject Teacher

Smt. Ratnaprabhadevi Mohite Patil College of Home Science for Women Akluj
Academic Year 2020-21 Internal marksheets Class: T.Y.B.Sc Subject: Community Nutrition (PR)

| Sr.No | Name of students | Anthropometric measurements (5) | Case studies (5) | GET (5) | Report (10) | Total (25) | Survey (5) | Planning & conduction (15) | PPT (5) | Total (25) | Grand Total (50) |
|-------|-----------------------------|---------------------------------|------------------|---------|-------------|------------|------------|----------------------------|---------|------------|------------------|
| 1. | AWATADE PRATIKSHA RAOSAHEB | | | | | | | | | | |
| 2. | BANSODE KOMAL VISHNU | | | | | | | | | | |
| 3. | BHINGARE KOMAL SUNIL | | | | | | | | | | |
| 4. | BHOI ARUNA RAJENDRA | | | | | | | | | | |
| 5. | CHAVAN ASHWINI DHANRAJ | | | | | | | | | | |
| 6. | CHAVAN DHANSRI DHANRAJ | | | | | | | | | | |
| 7. | DANGAT SONALI LALASO | | | | | | | | | | |
| 8. | DHAYGDE VAISHALI VIKAS | | | | | | | | | | |
| 9. | DOSHI SALONI SANTOSH | | | | | | | | | | |
| 10. | DUPADE DHANSRI HARIDAS | | | | | | | | | | |
| 11. | GADE AMRUTA ASHOK | | | | | | | | | | |
| 12. | GANDHI VRUSHALI MAHAVIR | | | | | | | | | | |
| 13. | GHADGE MAYURI POPAT | | | | | | | | | | |
| 14. | GHODAKE PRIYA RAJENDRA | | | | | | | | | | |
| 15. | GHODAKE PRIYANKA DATTATRAYA | | | | | | | | | | |
| 16. | HANDE MANISHA NAMDEV | | | | | | | | | | |
| 17. | HILLAL AMRUTA DADASAHEB | | | | | | | | | | |
| 18. | INGALE NIKITA VISHNU | | | | | | | | | | |
| 19. | JADHAV AISHWARYA SATISH | | | | | | | | | | |
| 20. | JADHAV PRIYANKA DATTATRAY | | | | | | | | | | |
| 21. | JAGTAP DIPALI PANDURANG | | | | | | | | | | |
| 22. | KADAM RUTUJA ANANTA | | | | | | | | | | |
| 23. | KATE PRAJAKTA SUNIL | | | | | | | | | | |
| 24. | KATE RUSHALI MANIK | | | | | | | | | | |
| 25. | KAWADE KOMAL PANDURANG | | | | | | | | | | |
| 26. | KHAMKAR SHRUTI RAJKUMAR | | | | | | | | | | |
| 27. | KIRDAKAR ASHWINI SAMBHAI | | | | | | | | | | |
| 28. | KUDALE SUJATA UTTAM | | | | | | | | | | |
| 29. | KUMBHAR KOMAL GORAKH | | | | | | | | | | |
| 30. | KUMBHAR MAYURI SANJAY | | | | | | | | | | |
| 31. | LONDHE ANJALI KAILAS | | | | | | | | | | |


 Subject Teacher

Evaluation of Work done in exams and internal assessment

| QTY | ITEM | QTY | ITEM | QTY | ITEM | QTY | ITEM |
|-----|-------------------|-----|-------------------|-------|-------------------|------|-------------------|
| 17 | प्रतिरक्षित वायरल | 17 | प्रतिरक्षित वायरल | 17 | प्रतिरक्षित वायरल | 17 | प्रतिरक्षित वायरल |
| ① | प्रतिरक्षित वायरल | 3 | 90 | 311.4 | 10.62 | 36.9 | 6.71 |
| ② | प्रतिरक्षित वायरल | 2 | 60 | 216.6 | 6.96 | 25.2 | 4.8 |
| ③ | प्रतिरक्षित वायरल | 3 | 90 | 311.4 | 57.6 | 8.1 | 0.9 |
| ④ | प्रतिरक्षित वायरल | 2 | 60 | 207.6 | 3.36 | 12 | 1.2 |
| 20 | प्रतिरक्षित वायरल | 3 | 90 | 311.4 | 57.6 | 8.1 | 0.9 |
| ① | प्रतिरक्षित वायरल | 1 | 50 | 104.4 | 7.35 | 22.5 | 1.17 |
| ② | प्रतिरक्षित वायरल | 1 | 50 | 86.5 | 6.65 | 30 | 1.05 |
| * | प्रतिरक्षित वायरल | | | | | | |
| ① | प्रतिरक्षित वायरल | 2 | 200 | 234 | 8.6 | 420 | 0.4 |
| ② | प्रतिरक्षित वायरल | 1 | 100 | 60 | 3.1 | 143 | 0.2 |
| 25 | प्रतिरक्षित वायरल | 25 | 100 | 59 | 1.5 | 90 | 0.3 |
| ① | प्रतिरक्षित वायरल | 1 | 100 | 45 | 4 | 397 | 3.43 |
| * | प्रतिरक्षित वायरल | | | | | | |
| ① | प्रतिरक्षित वायरल | 1 | 100 | 45 | 4 | 397 | 3.43 |

| | | क्रमांक | वर्गीकरण | प्रतिशत | प्रति वर्गीकरण | प्रति वर्गीकरण | प्रति वर्गीकरण |
|----|--------------------------|---------|---------------|---------|----------------|----------------|----------------|
| 1) | संकालनी वार्षिक | प्रति | कृषी | 1. | 100 | 176 | 1.2 |
| | | प्रति | नानाशंक | 2 | 10 | 39.8 | 0.02 |
| | | प्रति | प्रूष | 1 | 100 | 117 | 4.3 |
| | | प्रति | प्रूष | 2 | 60 | 201.6 | 3.36 |
| | | प्रति | विविधानों | 1 | 10 | 56.7 | 2.53 |
| 2) | उपायसे वेवा | प्रति | वेवा | 1 | 5 | 45 | — |
| | | प्रति | वेवा | 3 | 50 | 311.4 | 10.62 |
| | | प्रति | वेवा | 1 | 5 | 45 | — |
| | | प्रति | प्रूषाव | 1 | 30 | 100.5 | 6.63 |
| | | प्रति | प्रूषाव | 1 | 30 | 103.8 | 1.52 |
| | | प्रति | विविधानों | 1 | 100 | 26 | 2 |
| | | प्रति | विविधानों | 1 | 100 | 24 | 1.4 |
| 3) | कृषी विकास-वा वार्षिक | प्रति | प्रूष | 1 | 100 | 117 | 4.3 |
| | | प्रति | प्रूष | 1 | 100 | 117 | 4.2 |
| | | प्रति | प्रूष | 2 | 10 | 39.8 | 0.02 |
| | | प्रति | प्रूष | 1 | 100 | 51 | 0.9 |
| 4) | वार्षिक वेवा | प्रति | वार्षिक प्रूष | 2 | 60 | 203.4 | 6.24 |
| | | प्रति | वार्षिक | 1 | 30 | 103.8 | 1.52 |
| | | प्रति | वार्षिक | 1 | 30 | 21.9 | 2.16 |
| | | वेवा | वेवा | 1 | 5 | 45 | — |
| | | वेवा | वेवा | 1 | 100 | 97 | 1.6 |
| | | वेवा | वेवा | 1 | 5 | 45 | — |
| | | वेवा | वेवा | 1 | 10 | 56.7 | 2.53 |
| | | | | | | 2147.4 | 57.81 |
| | | | | | | 2110 | 42.9 |

| प्रतिशेष | | प्रतिशेष | प्रतिशेष | प्रतिशेष | प्रतिशेष |
|----------|--------|----------|----------|------------------|-------------------|
| 50 | 3.96 | 207.6 | 25.2 | 0.2 | 0.96 |
| 5 | — | 45 | — | 0.2 | — |
| 100 | 0.0431 | 177 | 210 | 0.155 | 21.2 |
| 10 | 0.01 | 39.8 | 39.8 | 0.61 | 12 |
| 900 | 10.89 | 306.9 | 75.6 | 0.135 | 12 |
| 5 | 4.4 | 45 | — | 0.06 | 4.1875 |
| 100 | — | 92 | 39.5 | 0.06 | — |
| 30 | — | 45 | — | 0.06 | — |
| 5 | 6.69 | 16.75 | 3.65 | 0.06 | — |
| 60 | 3.84 | 207.6 | 5.4 | 0.06 | — |
| 100 | 0.0431 | 177 | 210 | 0.055 | — |
| 10 | 0.01 | 39.8 | 39.8 | 0.055 | — |
| 200 | 1.4 | 196 | 56 | 0.055 | — |
| 45 | 4.66 | 157.05 | 11.25 | 1.845 | — |
| 20 | 7.53 | 102.9 | 9.07 | 2.274 | — |
| 5 | — | 45 | — | 0.6 | — |
| 60 | 3.84 | 207.6 | 5.4 | 0.08 | — |
| 100 | 1.8 | 27 | 39 | — | — |
| 5 | — | 45 | — | 0.09 | — |
| 50 | 0.2 | 60.5 | 5 | 0.3 | — |
| 50 | 0.6 | 25 | 23.45 | — | — |
| 49.8962 | | 2.2115 | 976.25 | 200.00 | 16.875 |

Name:- Narmavar Aishwarya Gajanan
 Sub:- BGC Assignment - 1

| | |
|----------|--|
| Page No. | |
| Date | |

ताता मार्गदर्शन व्याख्या मार्गदर्शनाची गरज काय झाहे ? ते सांगून मार्गदर्शन व समुपदेशन यातील फरक सांगून, त्यांन्यांना समुपदेश काची गुणवेशी क्यों सांगा ?

* मार्गदर्शनाची व्याख्या :- मार्गदर्शन एक भरी प्रक्रिया आहे ज्यात विविध मकारच्या प्ररिक्षणाद्वारा व्यक्ती व्याख्यातील नैसर्गिक क्षमतांच्या गुणांचा शोध होते शाळाते जेवे करून तो स्वतासाठी व समाजासाठी अर्थपूर्ण व उपयोगी जीवन जगठासाठी तयार होतो.

* मार्गदर्शनाचे महत्व आणि महत्वांचे मार्गदर्शनाचे महत्व गरज वैगेशगळ्या दुष्टीकोनाकून आपल्याला पाहता येईल.

① व्यक्तिगत ② सामाजिक ③ शैक्षणिक ④ मरोवैज्ञानिक ⑤ शहरी भागात्या ⑥ राजकीय व वलात्या ⑦ ग्रामीण भागात्या दुष्टीकोन व्यक्तिगत दुष्टीकोनाकून :-

ब किंवा मीहदी सांगी व्यक्तीस दुष्टीकोनाकून मार्गदर्शनाची गरज व्याख्यातील तीन टप्प्यांवर सांगितली आहे

A) शैक्षणिक वाठा. १ विकासांचे :-

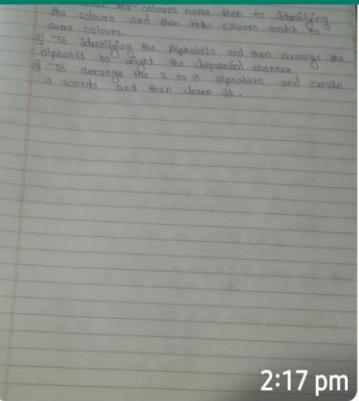
शैक्षणिक, करिता, बुद्धीकरिता, विद्यार्थ्यांच्या सामजानुसार विविध कौशल्यांचा विकास होवेच अत्यंत मावश्यक आहे व विद्यार्थ्यांनी निश्चित समर्था समजून देण्याने विद्यार्थ्यांना विकसित करणे महत्वाचे आहे. यासाठी शिक्षकांनी आही विद्यार्थी कळाला. पाहिले लेव्हाथ तो प्रशाविष्ठ वगाती विधय शिकतू शकतो. मुलांच्या वगातीप्रित्ये गरजा पूर्ण केल्या शिवाय वगातील अश्यावेन वश झाक्या देण्याने शकत नाही. शिक्षणां प्रक्रिया मुलांच्या गरजा कामाचा व आवडीनुसार क्रमात नुसार करतात. महान शिक्षण प्रक्रिया कुलमध्ये अर्थपूर्ण होते.

② व्यावसायिक प्रिपक्षता :- कार्य कोशल विकासाकडे व्यावसायिक नमूद योग्य हुक्मीने विकासित होण्यासाठी मार्गदर्शनाची वर्गांचे असले यात्रानन्य पुढे याग्या व्यावसाय निवडी-परी मानशिकाता निमित्ती होते. चातुर्या आवड हुक्मीकरण न कौशल विकासात.

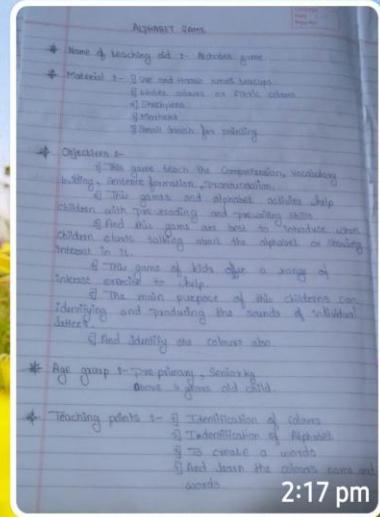
Evaluation of practical online in 2020-21

 Swarupa Jadhav

2:17 pm



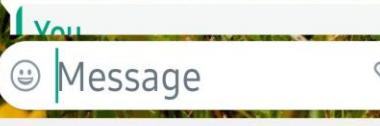
2:17 pm



2:17 pm

Write procedure of playing or conducting activity

2:27 pm ✓



 Message



Today at 3 11:43 am ✓

कोमल बनसोडे धनश्री चक्हाण सलोनी
दोषी वृषल गांधी मयुरी घाडगे प्रिया
घोडके प्रियंका घोडके मनीषा हांडे
अमृता हिलाल निकिता इंगळे ऐश्वर्या
जाधव दीपाली जगताप अश्विनी
किर्तीकर कोमल कुंभार मयुरी कुंभार
अंजली लोंडे दिपाली मगर ऐश्वर्या
माने शिवानी माने काजल मुलानी
सोनाली नन्हवरे तृप्ती निंबाळकर
मोनाली राऊत प्राजक्ता रकिबे पाकीजा
शेख सुप्रिया शेख शिकलगार प्राची
शिंदे प्रणाली शिंदे रूपाली शिंदे
रेशमा ती कुठे कीर्ती टिळेकर प्राची
तोरणे गायत्री तुळजापूरकर प्रतीक्षा
वजाळे प्रियंका वाघमोडे.... या मुर्लींचे
presentation राहिले आहेत.

11:45 am ✓

+91 95797 80983 ~Amruta Nimb...

Nimbalkar Trupti Maruti.
EM presentation

 Message



