

Name of the Activity – T.Y.B.Sc (FND) Extension Education Activities

College: College of Home Science Nirmala Niketan

Date: 23<sup>rd</sup> Jan to 25<sup>th</sup> Jan 2024 (Jeevandhara, Institute of Social Service, Kolad)

30<sup>th</sup> Jan and 2<sup>nd</sup> Feb 2024 (SNEHA Foundation, Dharavi)

Target beneficiaries – Women and Children

No of beneficiaries – Approx 100

Day 1:

On the 23<sup>rd</sup> of January 2024, a group of 22 students from TYB.Sc FND visited Kolad, Raigad for conducting various extension activities in collaboration with the Jeevandhara Institute of Social Service, Kolad.

The students were given a comprehensive description of the institution, its achievements, and future goals. The Jeevandhara Institute works towards education and community health of the surrounding underprivileged villages.

Students presented a Puppet show highlighting the ill effects of anemia and under-nutrition highlighting the concept of “My Plate”. Students demonstrated 2 low cost recipes – Moong salad and ragi ladoos. This cultural exchange and collaborative efforts strengthened the bond and provided us with a deeper understanding of community engagement.

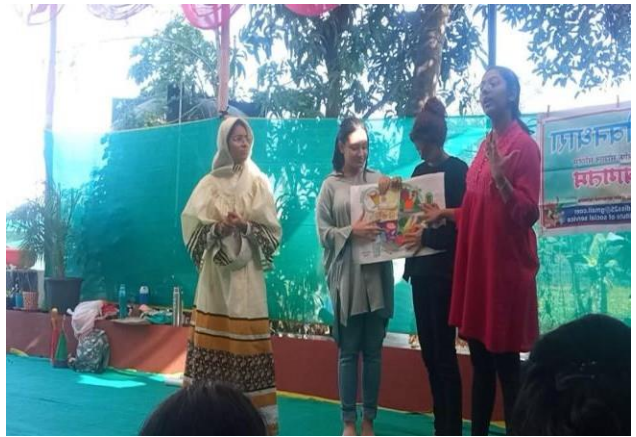
Day 2: 24<sup>th</sup> Jan 2024 Students were divided in 3 groups who were scheduled to go at 3 different villages Koladwadi, Garbatwadi, Devkhane

Students presented skits and puppet show related to topics on balanced diets, anemia and under nutrition. Students also collected data about the lifestyle and dietary habits from different households of the villages. Students also learned a lot about the challenging situations and the daily struggles faced by rural communities with regards to water shortages, toilets and other infrastructure related problems.

Students visited Zilla Parishad schools as well and conducted various fun based learning activities with the students.

One group visited Garbat, a village nestled in the heart of Raigad Kolad. With a population of 500 residents and a total of 95 houses, Garbat presented a snapshot of rural life in Raigad. Led by Ms. Shraddha Gujar, a dedicated social worker, and her team member from a neighbouring tribal village, our visit aimed to understand the socio-economic dynamics, nutritional and health challenges faced by the villagers.

Students also witnessed the implementation of the "Har Ghar Nal Jal Yojna" water tank project showcased government initiatives for infrastructure development, albeit with concerns regarding adequacy for the entire village's needs. Students also we encountered instances of elderly residents living in solitary conditions, facing food insecurity with meagre provisions of 35 kg rice annually. All in all this extension camp was very successful and fruitful for the students.







The students who were unable to go to the rural camp went to SNEHA Foundation. The students went to Dharavi and conducted various health education activities with women and children. Concepts of health, hygiene and nutrition were explained using puppet show and skits. The Department obtained prior permission from SNEHA.

Permission for students to come for Fieldwork External Inbox x



Sat, Jan 27, 10:56 AM ☆ ↶ ⋮



**FND Department** <fnddept@nnchsc.edu.in>  
to shalini.shetty@snehamumbai.org, shalmalee.potdar ▾

Dear Mam,  
Further to our conversation regarding 10 students from the Department of Foods, Nutrition and Dietetics, College of Home Science Nirmala Niketan coming for Fieldwork to your esteemed organisations. Requesting you to please grant the students to come for Fieldwork on the 30th and 31st January. They will conduct health and nutrition education activities in the target areas.

Dr. Sheetal Joshi  
Department of Foods, Nutrition and Dietetics,  
College of Home Science, Nirmala Niketan,  
Affiliated to University of Mumbai,  
NAAC Accreditation - A Grade,  
49, New Marine Lines,  
Mumbai 20



**Shalini Shetty** <shalini.shetty@snehamumbai.org>  
to Sushma, me, shalmalee.potdar ▾

Mon, Jan 29, 10:49 AM ☆ ↶ ⋮

Dear Ma'am,

Thank you for your request.  
Yes, please come. Your fieldwork will greatly contribute to building awareness in our intervention area on nutrition.  
We look forward to collaborating with the students from the Department of Foods, Nutrition, and Dietetics at the College of Home Science, Nirmala Niketan, on the 30th and 31st of January.

**Shalini Jagdish**  
Associate Programme Director  
MCH - Aahar  
SNEHA (Society for Nutrition, Education and Health Action)  
Positivity/Connectedness/Ideation/Arranger/Responsibility

Address: 1, Ground Floor, E 6 Municipal Chawl,  
Dr. Babasaheb Ambedkar Road,  
Matunga labor camp,  
Ambedkar Road, Matunga (W),  
Mumbai - 400019.

**SNEHA** (Society for Nutrition, Education and Health Action)  
+91 9594373136 / +91 22 2661 4488 / +91 22 2660 6295  
[www.snehamumbai.org](http://www.snehamumbai.org)



## ACTIVITIES AT SNEHA





### Attendance of students for Extension activities

TYBSc. (Hons Science) Foods, Nutrition and Dietetics - Semester VI (2023-2024)		Total No. of Working Days:	
Month:		19/12	20/12
S. No.	Name of the Student	1	2
1	Abuji Ahlam Shaiman Roshanara		
2	Ansari Kaizeen Shahid Hussain Farzana		
3	Bachwani Vanshika Suresh Jyoti		
4	Bhakra Amandeep Kaur Harjit Singh Kirandeep Kaur		
5	Chavun Tarvi Padmakar Prerna		
6	Chowdhari Samiya Shehbaz Kanvez Fatema		
7	Dabitto Cheril Elias Philomina		
8	Dedhia Rajvi Korshi Jigna		
9	Dharwala Hawra Yusuf Munira		
10	DMello Natylen Adelaide Marlin		
11	Jain Bhoomi Nilesh Asha		
12	Kazi Shifa Iqbal Zainoon		
13	Khan Anam Khalil Rubina		
14	Khan Madina Talha Umar Hanif		
15	Khan Mariam Afaf Rafique Khanom		
16	Khan Simin Hafizulatif Shaheda		
17	Khanrahim Sarrah Yusuf Jumana		
18	Moolia Safiya Ismail Hafiza		
19	Paramban Taniya Rajeevan Reji		
20	Parikh Aayushi Amresh Trupti		
21	Parmar Grishma Mukesh Kanchan		

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## REPORT ON BHARUCH EXTENSION TRIP

On February 15 & 16, 2024, the TY-HD students and MSC II-HD students of the College of Home Science, Nirmala Niketan, Department of Human Development, conducted workshops and taught the students to make cost effective teaching aids during their Extension Trip at Vidhyadeep Society, Bharuch, Gujarat. They were accompanied by teacher supervisors, Ms. Payal Maheshwari and Ms. Virginia Dias.

The faculty and the students began their journey to Bharuch on 14<sup>th</sup> February 2024 and boarded the train from Bandra Terminus at night and reached Bharuch in the morning on the 15<sup>th</sup> February. After reaching the Vidhyadeep centre, they were warmly welcomed by the Daughters of Heart of Mary (DHM) staff and the children. Once the staff and students introduction was fruitfully completed, they were allocated their rooms for the stay. Once settled, they were offered breakfast and post that TYHD and MSc students proceeded start to begin their prep work for their workshop. Each group was allocated thirty minutes to conduct their workshop, with sessions held in two halves: from 10:30 am to 12 pm and from 1:30 pm to 3 pm. The students were divided into six groups for smooth functioning and were rotated between each learning corner to grasp the concept of each workshop planned for them.

On 15<sup>th</sup> February 2024, we began with the Teaching Aids Workshops namely Block Puzzles, Story cube, Music and Movement, Picture Books, Art and Craft Activities and the making of Flannel Board. The students enjoyed the activity thoroughly. Thereafter at 4 pm, the TYHD students conducted the workshop on Mindfulness & Conflict Management and ended the day, with wholesome, food prepared

On 16<sup>th</sup> February 2024, the day with conducting Entrepreneurship activities like Quilling Jewellery, Jute Items (tissue holder & cup holder) Paper Wind Chime, cloth folder and Paper Mash books and ice cream stick products in groups and in rotation basis and post lunch the remaining groups conducted their workshop on Ethical Decision Making, Leadership skills, Public Speaking and Interpersonal boundaries respectively. The workshops provided valuable hands-on learning experiences, fostering both artistic skills and instructional capabilities among the participants. We departed from the Community Centre at 8 pm after being felicitated by the Staff and Sisters from DHM and we reached Bharuch Station and boarded the train to Mumbai.

The Extension trip allowed the students to bond over, through activities and workshop and in completely new and unfamiliar environments.. The proactive involvement of faculty coordinators, along with the students' enthusiasm, made this extension activity a resounding success in fostering empathy, compassion, and a deeper understanding of mental health challenges while promoting a sense of inclusivity and community.



**Block Puzzles Workshop:** TY students Rukaiya Kantawala, Liza Petkar, Khadija Barodawala, Adeen Sayed, and Shraddha Kamble, under the guidance of MSC-II supervisors Lydia Samuel and Abigail Fernandes, conducted a workshop on block puzzles. They demonstrated the making process, usage circumstances, and benefits of this teaching aid.

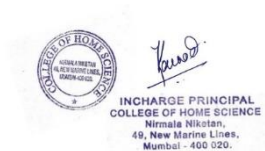
**Story Block Workshop:** TY students Arwa Bootwala, Vrutika Lakhani, Zainab Rangwala, Aaliya, and Urvashi, guided by MSC-II supervisors Batul Ghadiali and Mahima Shukla, conducted a workshop on story blocks, providing hands-on experience to the participants and offering step-by-step instructions.

**Music and Movement Workshop:** TY students Aileen Alphanso, Zainab Rajkotwala, Kiara Noronha, Dhanashree Kadam, and Simran Kadam, led by MSC-II supervisors Manjiri Pimplegaonkar and Hetvi Doshi, organized a workshop on music and movement, explaining its use as a teaching aid and its associated benefits.

**Picture Books Workshop:** TY students Palak Sanghavi, Pradnya Fondekar, Zainab Panjwani, Diya Muni, and Ayesha Mirza, supervised by MSC-II supervisors Jennifer James and Ayesha Siddiqui, conducted a workshop on picture books, highlighting their usefulness in teaching concepts and storytelling, and demonstrating techniques to make them engaging for children.

**Art and Craft Activities Workshop:** TY students Pavitri Chelladurai, Eshika Wagh, Khushi Nimani, Assiya Inamdar, and Nisha Jha, under the guidance of MSC-II supervisors Hurin Chawre and Bhairavi Naik, organized various art and craft activities, including fork painting, earbud painting, crayon transfer, and finger painting, promoting artistic skills and enhancing instructional abilities.

**Flannel Board Workshop:** TY students Angelina Dsouza, Sakshi Nakte, Ayisha Shaikh, Sweta Ghoshal, and Megan Monteiro, with supervision from MSC-II supervisors Misbah Khan and Jerusha Cabral, conducted a workshop on the flannel board, explaining its concept, demonstrating its making from common materials, and discussing its diverse applications in teaching.



**REPORT ON EXTENSION PROGRAM - KARAJGAON**  
**(M.sc Part 1, Human Development)**

The Extension programme organised by the department of Human Development, College of Home Science Nirmala Niketan (Autonomous), Mumbai University for M.sc part 1 was held on the 1st(Friday) and 2nd(Saturday) of December 2023, at Gnanajyoti Community College, Karajgaon, Umargam.

The students of M.sc part 1 of Human Development were given the task to conduct two workshops. Workshop 1, Teacher training - “Panchaadi, Teaching Aids and Use of Technology” and Workshop 2, Youth - “Self-awareness, Self-esteem, Emotional awareness, Family dynamics, Puberty changes and Use of Technology” at the above mentioned college, for the Anganwadi teachers and youth residing there under the guidance of Dr. Kamini Rege. A month before conducting the workshop, planning commenced. All the 12 students were divided into two groups with 6 members each, for planning the workshop. The first group who was responsible for the teacher training workshop for the Anganwadi teachers was lead by Saloni Rane and Khushboo Thakkar and the members were Greta D’costa, Rukaiyah Karachiwala, Aishwarya Jagtap and Abeera shaikh. and the second group with the other 6 members, planned a workshop for the youth on various topics to enhance their awareness about self was lead by Sana Qureshi and Disha Patil with the members, Midhatfatema, Afra Mashhadi, Haley Chheda and Shalki Hirave. The whole class gathered and took up the various roles. In Diwali vacations, Students worked on gathering the materials, doing rehearsals and finding information from all the available authentic sources for the workshops and combining the huge chunk of information into fun and interesting games and activities, for easier and better understanding under the guidance of Dr. Kamini Rege. In all the activities planned, students made sure to make it multilingual by adding English, Hindi and Marathi. The M.sc part 1 trainees had put in 60 hours into planning and rehearsing for the workshops.

**DAY 1**

The group of M.sc part 1, 12 trainees along with 1 teacher started their journey early in the morning at 5:40 am on 1st of December 2023, Friday by Gujrat Sf Exp train. They reached Umargam station at 8:30 am (figure.1) and took auto rickshaws and by 9:00 am they were in Karajgaon at Gnanajyoti Community College. Sister Claire and Sister Gracie gave the group a warm welcome and made the group familiar and comfortable with the area. As it was a two day program, residing arrangements for the trainees and the teacher were made in their community hostel. The students had their breakfast and started their preparation for their 1st workshop.

**Workshop 1, Teacher training - “Panchaadi, Teaching Aids and Use of Technology”**

The teachers from different anganwadis started gathering and the workshop began at 10:00 am with 24 teachers. After a small introduction with each other, the students introduced and explained the concept of lesson planning, Panchaadi, and the five steps - ADITHI, BODH, ABHYAS, PRAYOG and PRASAR and its importance to the teachers with engaging activities. (Figure.2). Continuing with the workshop, the teachers were divided into 5 groups for best out of waste activity. These groups rotated on 6 different stations where teaching aids from different materials were displayed for various activities and then the teachers made one teaching aid at each station. The M.sc 1 trainees had brought best out of waste materials like cardboard boxes,



plastic, coloured papers, bottle caps, leaves, sticks, paper cups and stationery items for the teachers to make teaching aids(Figure 3,4,5,6). The stations were as following:

#### Station 1 - Bottle caps

Teaching aids displayed: colour matching, colour sorting, counting

Material provided: Bottle caps, chart papers, stationery

Teaching aid made by teachers: Counting activity

#### Station 2 - Paper cups

Teaching aid displayed: marathi vyanjan, colour sorting, emotions, addition, chicken puppet

Materials provided: paper cups, paints, stationery

Teaching aid made by teachers: Penguin puppet

#### Station 3 - Box

Teaching aid displayed: Clock, dice, puppet theatre, Abcd box

Materials provided: cardboard boxes, chart papers, stationery

Teaching aid made by teachers: Crocodile box puppet

#### Station 4 - Plastic

Teaching aid displayed: Lungs, cut-out painting

Materials provided: plastic bag, white papers, stationery

Teaching aid made by teachers: Pattern tracing

#### Station 5 - Sticks and leaves

Teaching aid displayed: frame, Thick, thin branches, dragonfly, stick figure

Materials provided: leaves, boxboard, stationery

Teaching aid made by teachers: shadow leaf

#### Station 6 - Sponge and String

Teaching aid displayed: string painting, cut out painting

Materials provided: paints, paper plates, rope, stationery

Teaching aid made by teachers: Stamp painting

After this around, the teachers took the initiative to recite some rhymes that are sung in the anganwadi centres in Hindi and Marathi along with the students. The last part of the workshop was about introducing technology and giving hands on experience as to how to use computers and make interesting teaching aids on PowerPoint presentations(Figure 7). The teachers were taken to the computer lab. With 5 computers working, the teachers were divided in 5 small groups guided by 1 M.sc trainee in each group for better understanding. The workshop ended with appreciation and feedback from the teachers. They were happy to learn new concepts and participate in activities(Figure 8). Some educational books were also donated to the teachers. After a successful workshop the students had their lunch and rested.



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Later, in the evening they all went out in the village to explore their surroundings. Students gained a good insight about the lifestyle of the villagers, their homes, schools, and agriculture and leisure activities. The students also gained knowledge about the different medicinal plants and the flora and fauna found there. Students returned back before sunset at the centre with snacks, plucked fruits and lots of fun. (Figure 10)

In the late evening, all the students, hostel girls and other members gathered on the ground. The hostel girls performed a wonderful dance related to agriculture and so did the college students on Navratri festival. The girls there, taught the students, flowers making art with different leaves. The art form was very unique and beautiful. The students lost track of time while making flowers and bouquets out of those leaves together with only the torchlight available. Everyone was so engaged in coming up with their own unique flowers and having fun. After a long productive day, everyone had dinner and the students prepared for the next day.

## **DAY 2**

On the second day, 2nd of December 2023, Saturday, early morning, M.sc part 1 trainees had their breakfast and shopped for fabric products such as napkins, sling, laptop covers, and caps that Community College students had made.

### **Workshop 2, Youth - “Self-awareness, Self-esteem, Emotional awareness, Family dynamics, Puberty changes and Use of Technology”**

At 10.30 am, M.sc part 1 trainees started with the workshop by warmly welcoming the participants. The participants were youth of age around 16 to 22 years. There were 30 participants out of which 7 were boys and 23 were girls. The focus of the workshop was youth being aware about themselves. The workshop started by dividing the group into six smaller groups and naming them with six colours, and the games / activities were conducted in the same groups. The concepts of self-awareness, self-esteem, emotional awareness, and its importance were explained to them with a lot of fun and energetic games / activities. Here participants showed a lot of energy by skillfully engaging in those games and activities (Figure 11,12,13).

Two interesting skits were performed by the students to teach participants about their own bodily changes and to increase awareness about the same. The second skit was about how to effectively manage all different relationships in life (Figure 14). Participants enjoyed the skit and responded well about their learnings through it. Lastly, a discussion was conducted among the groups about technology, its advantages, disadvantages, appropriate and authentic content to be seen with regard to different situations. The participants came up with appropriate arguments for the respective situations and these points were discussed with all. The workshop was concluded by thanking the participants and taking their feedback on the session.(Figure 15). Participants gave their honest feedback to the group, regarding the knowledge they gained from the workshop. Participants enjoyed the workshop because it was full of activities. They were happy to clarify the myths regarding menstruation. They gained a sense of self satisfaction, confidence and resilience after the workshop. The participants asked for such fun-filled workshops to be conducted more frequently for them so they can get a platform regularly to participate, try, learn and enjoy with each other.



Students were later served lunch and then left for the railway station and boarded the train for Mumbai at 4:20 pm. Immense effort over the month made by the M,sc part 1 trainees of the department of human development came to fruition on these eventful days. (Figure 16)

Reported by,  
Haley Chheda & Rukaiyah Karachiwala  
MSc - 1 Human Development

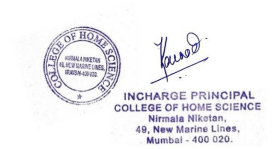




Fig:1 Reached Umargam Station on 01st of December 2023



Fig:2 - Day 1 - Teacher Training Workshop



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Fig: 3,4 -Teachers making teaching aids at different stations



Fig: 5 - Teachers showing the things they made in the workshop



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Fig:6 - Teaching aids displayed



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Fig:7 - Teachers were taught to use technology as a medium for teaching

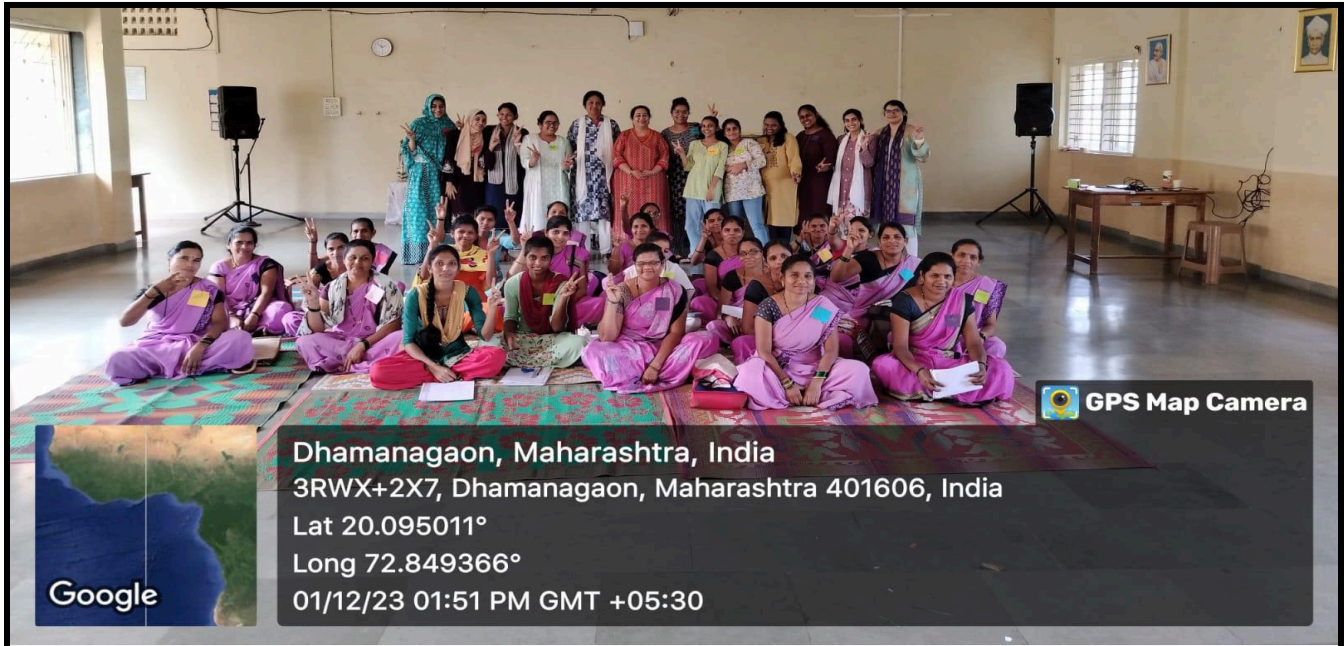


Fig: 8 - The workshop ended with positive feedback & happy smiles



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Fig:9 - Visit to the lake in the evening



Fig:10 - Celebration of Sister Gracie's Birthday







Fig:11,12 - Day 2 – Youth Workshop



Fig:13 - Participants engaging in activities





Fig:14 - Skit performed for better understanding of concepts



Fig: 15 - Sharing experiences



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Fig: 16 - End of the Program with a great experience



*Nirmala*

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## SEMESTER 2 PRACTICAL EXAM

Type of Course: Mandatory

Title of the Course Practical Credits Hours: C3 – *Advance studies in* Early Childhood Care and Education


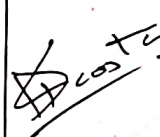

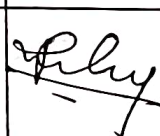
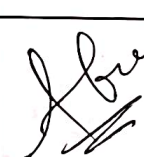

Credits: 2

Academic year: 2023-2024





Course Commenced: 2024

Name of the faculty teaching the course: Prof Dr Kamini Rege

Exam Date:

Name	PRN Number	Kind of lesson / Teaching Aids	Video Link	Signature
Haley Chheda	2023034110002 233	Manners / story / flash cards	<a href="https://drive.google.com/file/d/1Rdg_aENueFV7kWB39J2KZGoDO_hYoJw5R/view?usp=drivesdk">https://drive.google.com/file/d/1Rdg_aENueFV7kWB39J2KZGoDO_hYoJw5R/view?usp=drivesdk</a>	
Greta D'Costa	2023034110002 239	Sea animals - art & craft	<a href="https://drive.google.com/file/d/1LTrAPKGxI_PETNadCN0pvnEQoesenTF/view?usp=drivesdk">https://drive.google.com/file/d/1LTrAPKGxI_PETNadCN0pvnEQoesenTF/view?usp=drivesdk</a>	
Aishwarya Jagtap	2023034110006 068	Reptiles - Art and craft- Crocodile and snake using paper folding.	<a href="https://drive.google.com/file/d/1wV-AjNC1NQ5v1dU3qK9v0ApPWcbQhr0g/view?usp=drivesdk">https://drive.google.com/file/d/1wV-AjNC1NQ5v1dU3qK9v0ApPWcbQhr0g/view?usp=drivesdk</a>	
Rukaiyah Karachiwala	2023034110002 237	Sea fishes - stick puppets	<a href="https://drive.google.com/file/d/157iHNrZ6YOAomG2gBO0bFb8v4RG_R8DWE/view?usp=drivesdk">https://drive.google.com/file/d/157iHNrZ6YOAomG2gBO0bFb8v4RG_R8DWE/view?usp=drivesdk</a>	
Afra Mashhadi	2023034110002 234	High Tide and low tide picture talk	<a href="https://drive.google.com/file/d/1ildaUVnS85yUjdH93Cag6hPwwvSkTz7X/view?usp=drivesdk">https://drive.google.com/file/d/1ildaUVnS85yUjdH93Cag6hPwwvSkTz7X/view?usp=drivesdk</a>	
Disha Patil	2023034110002 265	Home Safety flash cards	<a href="https://drive.google.com/file/d/1yUKhC4TscIBsw_8w_8QCIWiyaSD8_Nxe/view?usp=drivesdk">https://drive.google.com/file/d/1yUKhC4TscIBsw_8w_8QCIWiyaSD8_Nxe/view?usp=drivesdk</a>	



Sana Qureshi	2023034110002 238	Sea animals- stick puppet & model	<a href="https://drive.google.com/file/d/1kOcINJqeCx0SE9aaisPjEeEsz2UZW7Is/view?usp=drivesdk">https://drive.google.com/file/d/1kOcINJqeCx0SE9aaisPjEeEsz2UZW7Is/view?usp=drivesdk</a>	
Saloni Rane	2023034110002 236	Asian Country-Japan and China	<a href="https://drive.google.com/file/d/1w5jmOdW_CYREgCh2pvRiIXiGezC-ZxFM/view?usp=drivesdk">https://drive.google.com/file/d/1w5jmOdW_CYREgCh2pvRiIXiGezC-ZxFM/view?usp=drivesdk</a>	
Abeera Shaikh	2023034110002 235	Culture of south India- Story	<a href="https://drive.google.com/file/d/1PnGqEaqUsxUYdi68nFwVtIQZgtWl_BD8/view?usp=drivesdk">https://drive.google.com/file/d/1PnGqEaqUsxUYdi68nFwVtIQZgtWl_BD8/view?usp=drivesdk</a>	
Midhat Shelia	2023034110002 240	Milk and its products (maths)- Spin the wheel	<a href="https://drive.google.com/file/d/16LwBBkVP4GGA7a5LekyhOB1j7THZeUcu/view?usp=drivesdk">https://drive.google.com/file/d/16LwBBkVP4GGA7a5LekyhOB1j7THZeUcu/view?usp=drivesdk</a>	
Khushboo Thakkar	2023034110002 266	electric gadgets(maths) - real gadgets in class and pictures.	<a href="https://drive.google.com/file/d/1Dxx0HOtM52tSn7zeGtdeQ7fqLBsSXp_mn/view?usp=drivesdk">https://drive.google.com/file/d/1Dxx0HOtM52tSn7zeGtdeQ7fqLBsSXp_mn/view?usp=drivesdk</a>	

Drive Link : [https://drive.google.com/drive/folders/1O-kM6ojDQdSHDLaTGl\\_yz7WX2LIGVZ8X](https://drive.google.com/drive/folders/1O-kM6ojDQdSHDLaTGl_yz7WX2LIGVZ8X)

**MSc I HD NEP FIELDWORK: The Somaiya School**  
**Pre- Primary Schedule**

Date	Level	Type of lesson	Topic	Time	Name of student	Any other comments
26-4-24 Friday	Nur A	Games	Fine motor activities	9.25 am - 9:45 am	Afra Mashhadi	
26-4-24 Friday	Nur B	Puppet show	Story telling	9:20 am - 9:40 am	Greta D'Costa	
26-4-24 Friday	Nur C	Games	Fine motor activities	9:45 am to 10:05 am	Rukaiyah Karachiwala	
26-4-24 Friday	Nur D	Puppet show	Story telling	9:40 to 10:00	Khushboo Thakkar	
26-4-24 Friday	Jr.kg A	Puppet show	Revision of colours	11:00 am	Saloni Rane	
26-4-24 Friday	Jr. kg B	Circle time with flashcards	Sound revision-S, T, P, N	11.15 am	Haley Chheda	
26-4-24 Friday	Jr.kg C	Puppet show	Revision of colours - Rupa, the Elephant	11.30 am	Disha Patil	
26-4-24 Friday	Jr.kg D	Circle time with flashcards	Sound revision-S, T, P, N	11:30-11:50a m	Sana Qureshi	
26-4-24 Friday	Sr.kg A	Ppt with worksheet	Revision of three letter blending words	11:30am	Abeera Shaikh	
26-4-24 Friday	Sr.kg B	Game	Revision of number values- 20 to 30	11:00 am	Midhat Shelia	
26-4-24 Friday	Sr.kg C	Ppt with worksheet	Revision of three letter blending words	11:15 am	Shalki Hirve	
26-4-24 Friday	Sr.kg D	Game	Revision of number values- 20 to 30	11.00 am to 11.20am	Aishwarya Jagtap	
7-6-24 Friday	All levels	Group lesson Drama	You're too small drama	- 9:30 to 10:00 - 10:15 to 10:45	Khushboo, Midhat, Greta, Shalki, Afra & Sana	
14-6-24 Friday	Jr.kg A	Read aloud	Intro to 3 senses (smell, sight, feel)	9:50 to 10:15	Khushboo Thakkar	
14-6-24 Friday	Jr.kg D	Read aloud	Intro to 3 senses (smell, sight, feel)	9:20-9:40 am	Sana Qureshi	
14-6-24 Friday	Sr.kg A	Game	Revision of & vowels consonants	11:00 am - 11:30 am	Greta D'Costa	
14-6-24 Friday	Sr.kg B	Concept	Intro to countable and uncountable	9:50 am	Midhat Shelia	
14-6-24 Friday	Sr.kg C	Game	Revision of & vowels consonants	11:15 am	Shalki Hirve	
14-6-24 Friday	Sr.kg D	Math concept	Intro to countable and uncountable	9:20 am to 9:40 am	Afra Mashhadi	



28-6-24 Friday	Jr.kg A	Story telling	Good Touch and Bad Touch	10:05 to 10:30	Rukaiyah Karachiwala	
28-6-24 Friday	Jr. Kg B	Hindi	G se Gamla	9.20 am to 9.45 am	Haley Chheda	
28-6-24 Friday	Jr.kg C	Story telling	Good Touch and Bad Touch	9.20 am- 9.45 am	Disha Patil	
28-6-24 Friday	Jr.kg D	Hindi	G se Gamla	9:50 am to 9:15 am	Saloni Rane	
28-6-24 Friday	Sr.kg A	Hindi	Hindi Vyanjan K to ang	9:20 am- 9:45 am	Abeera Shaikh	
28-6-24 Friday	Sr.kg C	Hindi	Hindi vyanjan k to ang	10.00 am to 10.20 am	Aishwarya Jagtap	
5-7-24 Friday	Jr.kg B	Story telling	Are you my Mother? (Hindi)	9.20 am - 9.45 am	Disha Patil	
5-7-24 Friday	Jr.kg C	EVS	Water Cycle	9.15 am - 9.45 am	Haley Chheda	
5-7-24 Friday	Nursery A	Picture Talk	Rainy day	9.40 am - 10.10 am	Saloni Rane	
5-7-24 Friday	Nursery B	Maths Concept	Odd one out	9:15- 9:45	Abeera shaikh	
5-7-24 Friday	Nursery C	Picture Talk	Rainy day	9.20 am - 9.50 am	Saloni Rane	Absent Aishwarya
5-7-24 Friday	Nursery D	Math concept	Odd one out	9:45- 10:10	Abeera Shaikh	

### Primary Schedule

Date	Grade	Subject	Topic	Time	Name of student	Any other comments
7-6-24 Friday	Grade 1A	English	Sentences	9:15am	Abeera Shaikh	
7-6-24 Friday	Grade 1B	EVS	My family	9.20 am	Haley Chheda	
7-6-24 Friday	Grade 1C	Math	Numbers upto 20 (tens and ones)	1.15 pm- 1.45 pm	Disha Patil	
7-6-24 Friday	Grade 2A	English	The Elephant's nose	11.25 am to 12.05pm	Aishwarya Jagtap	
7-6-24 Friday	Grade 2B	EVS	Our surrounding	12:45 pm to 1:15 pm	Saloni Rane	
7-6-24 Friday	Grade 2C	Math	Comparing numbers	2:25 pm to 3:00 pm	Rukaiyah Karachiwala	
14-6-24 Friday	Grade 1A	EVS	My body	2:45pm to 3:00pm	Abeera Shaikh	
14-6-24 Friday	Grade 1B	Math	Numbers upto 20 (ordinals)	9.20 am	Haley Chheda	
14-6-24 Friday	Grade 1C	English	Rani's first day of school	11.25 am - 12.05 pm	Disha Patil	
14-6-24 Friday	Grade 2A	EVS	Safety rules	11.25am to 12.05 pm	Aishwarya Jagtap	
14-6-24 Friday	Grade 2B	Math	Odd and even numbers	11:25 am to 12.05 pm	Saloni Rane	
14-6-24 Friday	Grade 2C	English	Nouns	8:30am to 9:10am	Rukaiyah Karachiwala	



14-6-24 Friday	Grade 1 & 2 Post break	Group lesson Drama	Friendship- Succeeding Together	12:45pm - 1.15 pm	Disha, Abeera, Saloni, Haley, Rukaiyah & Aishwarya	
28-6-24 Friday	Grade 1A	-	-	-	Khushboo Thakkar	
28-6-24 Friday	Grade 1B	Math	2D shapes	8:40- 9:10 am	Midhat Shelia	
28-6-24 Friday	Grade 1C	English Grammar	Nouns	11:25 am - 12:04 pm	Shalki Hirve	
28-6-24 Friday	Grade 2A	EVS	Community Helpers	11:25-12:05	Sana Qureshi	
28-6-24 Friday	Grade 2B	Math	Data handling	11:25am to 12:05pm	Afra Mashhadi	
28-6-24 Friday	Grade 2C	-	-	-	Greta D'Costa	
5-7-24 Friday	Grade 1A	Math	Ascending and descending order.	10:05 to 10:35	Khushboo Thakkar	
5-7-24 Friday	Grade 1A	Evs	Plants around us	1:15 to 1:45	Khushboo Thakkar	
5-7-24 Friday	Grade 1B	English	One and many	8:40- 9:10 am	Midhat Shelia	
5-7-24 Friday	Grade 1C	Math	Patterns	1:15 pm - 1:45 pm	Shalki Hirve	
5-7-24 Friday	Grade 2A	English Grammar	Gender Noun	10:05 am - 10: 40 am	Sana Qureshi	
5-7-24 Friday	Grade 2B	EVS	Types of houses	12:45pm to 1:15pm	Afra Mashhadi	
5-7-24 Friday	Grade 2C	Math & English	3D shapes & Collective nouns	10:05 am - 10:45 am & 1:45 pm - 2:15 pm	Greta D'Costa	

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Kholbae  
Mithatun

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Costa



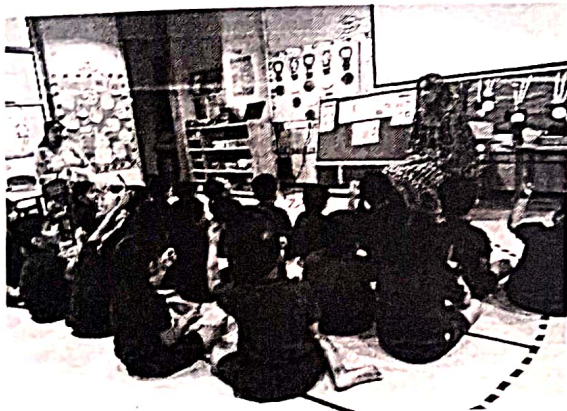
Drama on Friendship and Sharing story for Primary Classes



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Lesson on Good Touch and Bad Touch by Rukaiyah in Jr.kg A

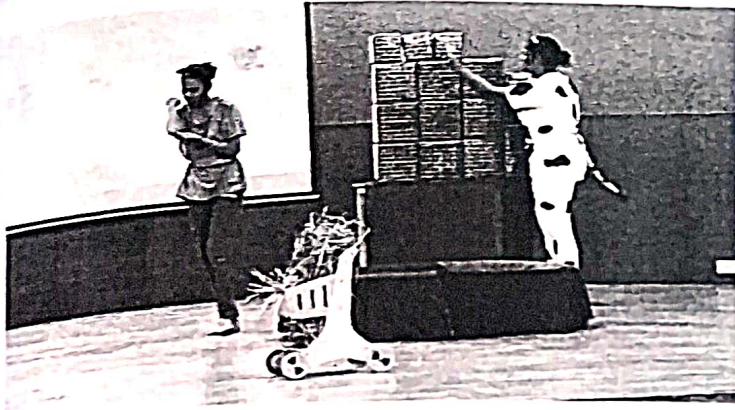


Lesson on Fine motor skills in Nursery C



*K. S. K.*  
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Khushboo  
26/11/24

classes

Drama on You're too small for preprimary



Pottery Workshop for MSc. I students



Khushboo  
26/11/24

Lesson on Gajapati Kulapati story -Puppet Show by

Greta in Nursery-B



Sr.kg A

Lesson on Vowels and Consonants by Greta in

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Bulletin Board of Find the Odd One Out

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*Khushbu*  
*20/11/24*



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SEMESTER – I - Type of Course: Mandatory;

Course Code C3 (A);

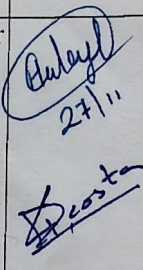
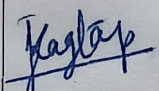
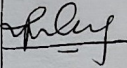
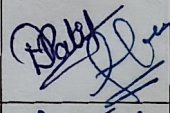

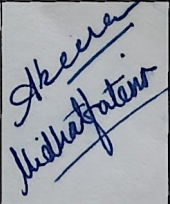
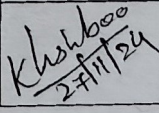
Title of the Course Th/Pr Credits Hours: Early Childhood Care and Education: Foundational Stage Theory;

Academic year 2023-2024

Course Commenced On:

Name of the faculty teaching the course: Prof Dr Kamini Rege

### INTERNAL ASSIGNMENTS SCHEDULE AND EVALUATION

Sr No	Topics	Name Of The Student	Date Allotted For Presentation	Date Of Presentation	Signature of students
1.	Chapter 1: Preamble and Introduction Chapter 2: Aims, Curricular Goals, Competencies and Learning Outcomes Chapter 3: Approach to Language Education and Literacy	Haley and Greta	18th October 2023	15th December 2023	
2.	Chapter 3: Approach to Language Education and Literacy	Aishwarya jagtap		29th November 2023	
2.	Chapter 4: Pedagogy	Shalki and Rukaiyah	25th October 2023	8th November 2023	
3.	Chapter 5: Choosing, Organising, and Contextualising Content for Teaching	Afra and Disha	8th November 2023	29th November 2023	
4.	Chapter 6: Assessment for Furthering Learning Objectives	Sana and Saloni	29th November 2023	13th December 2023	
5.	Chapter 7: Organising Time Chapter 8: Additional Critical Areas Chapter 9: Linkages to the Preparatory Stage	Abeera and Midhat	6th December 2023	15th December 2023	
8.	Chapter 10: Creating a Supportive Eco-System	Khushboo	13rd December 2023	15th December 2023	



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**SEMESTER – I - Type of Course: Mandatory;**

**Course Code C3 (A);**

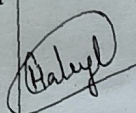
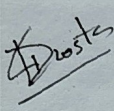
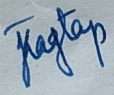
**Title of the Course Th/Pr Credits Hours: Early Childhood Care and Education: Foundational Stage Theory;**

**Academic year 2023-2024**

**Course Commenced On:**

**Name of the faculty teaching the course: Prof Dr Kamini Rege**

### INTERNAL ASSIGNMENTS SCHEDULE AND EVALUATION

Sr No	Topics	Name Of The Student	Student Signature	PRN	Date Allotted For Presentation	Date Of Presentation	Time Presented	Link
1.	<b>Chapter 1: Preamble and Introduction</b>  <b>Chapter 2: Aims, Curricular Goals, Competencies and Learning Outcomes</b>  <b>Chapter 3: Approach to Language Education and Literacy</b>	Haley and Greta	 	Haley - 2023034110002233  Greta - 2023034110002239	18th October 2023	15th December 2023	8:30 to 8:50 AM	<a href="https://docs.google.com/forms/d/e/1FAIpQLSeV4n9Ezc4PA8OqFdPUzd96gYkJqpUV5G-RbSwfOSL6diHA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSeV4n9Ezc4PA8OqFdPUzd96gYkJqpUV5G-RbSwfOSL6diHA/viewform?usp=sf_link</a>
2.	<b>Chapter 3: Approach to Language Education and Literacy</b>	Aishwarya jagtap		Aishwarya - 2023034110006068		29th November 2023	12:30 to 12:50 AM	Not there





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2.	Chapter 4: Pedagogy	Shalki and Rukaiyah	<i>Shalki</i>	Rukaiyah - 2023034110002237	25th October 2023	8th November 2023	11:30 to 11:50 AM	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdmcuK3Zmz89mOsudUFpodSuYMmGYH6iyRVqyqkpr3qPvwNg/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdmcuK3Zmz89mOsudUFpodSuYMmGYH6iyRVqyqkpr3qPvwNg/viewform?usp=sf_link</a>
3.	Chapter 5: Choosing, Organising, and Contextualising Content for Teaching	Afra and Disha	<i>Afra</i> 26/11/24 <i>Disha</i>	Afra - 2023034110002234  Disha - 2023034110002265	8th November 2023	29th November 2023	12:00 to 12:20 AM	<a href="https://forms.gle/MMnf97jrFRmWPxc37">https://forms.gle/MMnf97jrFRmWPxc37</a>
4.	Chapter 6: Assessment for Furthering Learning Objectives	Sana and Saloni	<i>Sana</i>	Sana - 2023034110002238  Saloni - 2023034110002236	29th November 2023	13th December 2023	11:00 to 11:20 AM	
5.	Chapter 7: Organising Time  Chapter 8: Additional Critical Areas Chapter 9: Linkages to the Preparatory Stage	Abeera and Midhat	<i>Midhat</i> <i>Abeera</i>	Abeera - 2023034110002235  Midhat -	6th December 2023	15th December 2023	9:00 to 9:20 AM	<a href="https://docs.google.com/forms/d/e/1FAIpQLScYeeMgLvoyaBdI6JRy7OFhGMHgLLC1kEZ2E8lxPt5CJ3XBQ/vi">https://docs.google.com/forms/d/e/1FAIpQLScYeeMgLvoyaBdI6JRy7OFhGMHgLLC1kEZ2E8lxPt5CJ3XBQ/vi</a>
8.	Chapter 10: Creating a Supportive Eco-System	Khushboo	<i>Khushboo</i> 26/11/24	Khushboo - 2023034110002266	13rd December 2023	15th December 2023	9:30 to 9:50 AM	<a href="https://forms.gle/cdKUVme7gg6doRi7A">https://forms.gle/cdKUVme7gg6doRi7A</a>



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## MULTIPLE CHOICE QUESTIONS

SEMESTER - I - Type of Course: Mandatory; Course Code C3 (A);  
Title of the Course Th/Pr Credits Hours: Early Childhood Care and Education:  
Foundational Stage Theory;  
Academic year: 2023-2024

Name of the faculty teaching the course: Prof Dr Kamini Rege

Name of the Presenter: Haley Chedda and Greta Dcosta

Roll No:

Topic: Preamble and Introduction

Date of Presentation: 3rd AUG 2024

Time: 30 mins

Link: - [https://docs.google.com/forms/d/e/1FAIpQLSeV4n9Ezcm-4PA8OqFdPUzd96gYkJqpUV5G-RbSwfOSL6diHA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeV4n9Ezcm-4PA8OqFdPUzd96gYkJqpUV5G-RbSwfOSL6diHA/viewform?usp=sf_link)

1. At the foundational stage, which language should be used in the school with children.
  - a. English
  - b. State language
  - c. Home language
  - d. Foreign language
2. What gives direction to curriculum development and its implementation?
  - a. Aims of education
  - b. Curricular goals
  - c. Competencies
  - d. Learning outcomes
3. Children in early years can sit at one place for a very long period of time playing a single game.
  - a. True
  - b. False
4. In a class where the teacher has planned the activity and children are actively participating in the activity is known as \_\_\_\_
  - a. Guided play
  - b. Structured play
  - c. Free play
5. For the students entering in grade 1, Vidya Pravesh has been developed by \_\_\_\_.
  - a. NCERT
  - b. CBSE
  - c. UGC
  - d. SCERT
6. The critical aspect of cultural awareness and expression is developed in children by \_\_\_\_
  - a. Free play
  - b. Writing
  - c. Outdoor play
  - d. Language
7. Vijnanamaya Kosha indicates which area of development?
  - a. Aesthetic and Cultural Development
  - b. Socio-emotional and Ethical Development
  - c. Language and Literacy Development
  - d. Cognitive Development
8. According to the new curriculum, the preparatory stage is supposed to be a flexible, multilevel, play-based learning approach.
  - a. True
  - b. False
9. Children develop a positive attitude towards productive work and service or 'seva', is a Curricular goal from which domain?
  - a. Cognitive Development
  - b. Socio-emotional and Ethical Development
  - c. Aesthetic and Cultural Development
  - d. Physical Development
10. Multilingualism has intellectual and societal benefits.
  - a. True
  - b. False



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*Reply*

c. Name of The Presenter: Rukaiyah and Shalki

d. Roll No:

e. Topic. Pedagogy

f. Date of Presentation: 24th AUG 2024

g. Time: 30 mins

h. Link:

[https://docs.google.com/forms/d/e/FAIpQLSdmcuK3\\_Zmz89mOsudUFpodSuYMmGYH6iyRVqyqkpr3qPvwNg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/FAIpQLSdmcuK3_Zmz89mOsudUFpodSuYMmGYH6iyRVqyqkpr3qPvwNg/viewform?usp=sf_link)

1. In the five step learning process, Bodh refers to ?

- Group projects
- Connecting to prior knowledge
- **Understanding of the concept through experiments and discussions**
- Circle time

2. Out of the 5 steps of the learning process, which is the last step ?

- Bodh
- **Prasar**
- Aditi
- Udyami

3. Children can easily learn new knowledge when systematic support is provided. One of the ways is the process of ?

- **Gradual release of responsibility**
- Throughout guidance
- Nurturing

4. Complete the sentence. Music is a strong stimulation for brain development and formation of \_\_\_\_\_.

- Sounds
- **Synaptic connections**
- Voice modulation
- Rhythms

5. During art work and craft children should be encouraged to think alike and copy. Minimal direction from the Teacher is bad. Is the statement true or false ?

- True
- **False**

6. Which of these is not a component of Early Language and Literacy?

- Emergent Literacy
- Oral Language Development
- **Encoding**
- Decoding

7. Exercising the body is more important to keep it fit and healthy than exercising the mind. Answer the following statement is true or false.

- True
- **False**

8. What is defined as the skills, knowledge, and attitudes that children develop about reading and writing before they become conventional or fluent readers and writers?

- a. Indoor games
- b. Balanced Literacy
- c. Language and Literacy
- **d. Emergent Literacy**

9. Which one of these is not a block of teaching for Mathematics?

- a. Oral Math Talk
- b. Written symbols
- c. Skills teaching
- **d. Math game**
- e. Skill practice

10. What is a part of the guidance strategies adults use to help children become responsible for their actions, learn self-control, and behave appropriately?

- a. **Discipline**
- b. Self-esteem
- c. Self-worth
- d. Self-respect

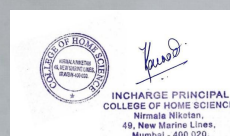


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Mumbai - 400 020.



- i. Name of The Presenter: Afra and Disha  
j. Roll No:  
k. Topic: Choosing, Organizing teaching learning materials  
Date of Presentation: 31st AUG 2024  
l. Time: 30 mins  
m. Link: Link <https://forms.gle/MMnf97jrFRmWPxe3>

1. \_\_\_\_\_ and \_\_\_\_\_ are important in the learning environment for the Foundational stage.
  - a. **Choosing and organization**
  - b. Arrangement and organization
  - c. Choosing and selecting
  - d. Selecting and Arrangement
2. In the new NEP framework teaching material should be \_\_\_\_\_ and \_\_\_\_\_.
  - a. Top quality material
  - b. Locally available material
  - c. Low cost material
  - d. **Both b and c**
3. \_\_\_\_\_ not recommended a single specific approach in the early years.
  - a. Story-based approach
  - b. Waldorf approach
  - c. **Eclectic approach**
  - d. Theme-based approach
4. TLM stands for?
  - a. Teaching learning matter
  - b. Teaching learning model
  - c. **Teaching learning material**
  - d. Teaching low- cost material
5. Story based approach serve as a powerful tool for holistic development in
  - a. Social and Emotional development
  - b. Physical, language, intellectual development
  - c. Intellectual, Social, physical development
  - d. **Language, emotional, social and Intellectual development**
6. Mathematical activities, whether understanding shapes or counting, can be integrated with engagement with the natural and human environments.
  - a. **True**
  - b. False
7. Art learning experiences are to be planned as activities focused on
  - a. Learning process
  - b. Teaching method
  - c. Learning outcomes
  - d. **All of the above**
8. Flat long units, bundle stick, shape cutouts and ganit-mala are all examples of
  - a. Children Learning material
  - b. School TLM
  - c. TLM
  - d. **Mathematics TLM**
9. Presentation of a book is one of the principle of \_\_\_\_\_ design
  - a. Classroom
  - b. Student environment
  - c. Textbook
  - d. **Textbook display**
10. Out of these 4, two items are examples of indoor learning environment
  - a. Book, Puzzle or Math corner
  - b. Art and craft corner
  - c. Resting corner
  - d. **Both a and b**



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26/11/24

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26/11/24



*Abeera*  
*Midhat*  
*26/11/24*

- a. Name of The Presenter: Midhat and Abeera
- b. Roll No:
- c. Topic: Organizing time, Additional critical areas, Link to preparatory stages
- d. Date of Presentation: 12th SEPT 2024
- e. Time: 30 mins
- f. Link:  
[https://docs.google.com/forms/d/e/1FAIpQLScYeeMgLvajaBdI6JRy7\\_OFhGMHgLLCIKEZ2E8lxPt5CJ3XBQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScYeeMgLvajaBdI6JRy7_OFhGMHgLLCIKEZ2E8lxPt5CJ3XBQ/viewform)

1) Young children enjoy free time exploring their immediate environment, as they grow older, they also need organised activities that are \_\_\_ but guided and \_\_\_

- A) PLAY BASED & STRUCTURED
- B) PHYSICAL & STRUCTURED
- C) FREE & UNSTRUCTURED
- D) IMPROMPTU & PHYSICAL

2) \_\_\_\_\_ allows Teachers to plan their classroom activities accordingly.

- a) timetable
- b) annual calendar
- c) lessons
- d) parental guidance

3) \_\_\_\_\_ refers to very noticeable lags in achieving developmental milestones.

- a) disability
- b) disorders
- c) developmental delay
- d) learning disability

4) Developmental disability usually becomes apparent during \_\_\_\_\_

- a) infancy or childhood
- b) late adulthood
- c) adolescence
- d) old age

5) name any two things teachers should do in everyday class

6) With regard to safety, teachers must ensure students are

- a) Mentally visible
- b) Emotionally visible

c) Physically visible

d) Labeled

7) In accordance with the \_\_\_\_\_ act, there must be zero tolerance of child sexual abuse.

- a) Protection of Children from Sexual Offences (POCSO) Act, 2012
- b) Protection of children from hazardous substances (PCHS) ACT 2013
- c) Protection of children act 2012 (POC)
- d) Child protection care act 2013

8) Name any two areas to Curricular Areas in Preparatory stage

9) The content should do both \_\_\_\_\_ and \_\_\_\_\_ the children

- a) Comforts and challenge
- b) Comforts and frighten
- c) Challenges and confuse
- d) Cognize and challenge

10) In the Foundational Stage, the Curricular Goals are organized based on development domains

- a) Physical, socio-emotional-ethical, cognitive, language and literacy, aesthetic and cultural, and positive learning habits.
- b) Languages, Mathematics, World Around Us, Arts, Physical Education, Vocational Education



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a. Name of The Presenter: Khushboo

b. Roll No:

c. Topic: Creating a supportive ecosystem

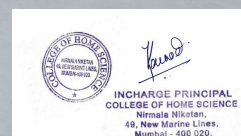
d. Date of Presentation: 14<sup>TH</sup> SEPT 202

e. Time: 30 mins

f. Link: <https://forms.gle/cdKUVme7gg6doRi7A>

1. The \_\_\_\_ provides academic mentoring and support to schools and teachers through the development of support material.
  - NCERT
  - SCENT
  - DIET
  - All of the above
2. Teachers must have the pedagogic autonomy to plan and organize content, decide the sequence, method of teaching children as the situation demands, along with the ways of assessing their learning.
  - True
  - False
3. Design imagination is the importance of physical space to provide \_\_\_\_
  - Comfortable environment
  - Development of support material
  - Building positive relationships
  - Using technology
4. Parent are co partners but family or not co partners with the school in the child's learning and development.
  - True
  - False
5. A supportive learning environment would not give children a holistic experience for learning and development
  - True
  - False
6. Policy document such as RTE in 2009, National ECCE Policy 2013, and NEP 2020 have emphasized that children should participate in a preschool or Anganwadi from
  - 2 to 5 years
  - 3 to 6 years
  - 2 to 6 years
  - 3 to 5 years
7. Policy document such as RTE in 2009, National ECCE Policy 2013, and NEP 2020 have emphasized that children should participate in a preschool or Anganwadi from
  - 2 to 5 years
  - 2 to 6 years
  - 3 to 6 years
  - 3 to 5 years
8. The most important role of the school leader is to create \_\_\_\_
  - Safe and nutritious meal
  - Supportive and empowering culture in the school
  - Promote optimal holistic development
  - Save, barrier-free and adequate physical infrastructure
9. \_\_\_\_ can support teacher in every way so that they teach well.
  - Headteacher
  - Principle
  - Supervisor
  - all of the above
10. Responsive parenting may be encouraged by using broadcast media Radio, TV, OTT platforms as well as messaging through IVR and other means
  - True
  - False

Khushboo  
26/11/24





## MULTIPLE CHOICE QUESTIONS

**SEMESTER - I - Type of Course: Mandatory; Course Code C3 (A);**

**Title of the Course Th/Pr Credits Hours: Early Childhood Care and Education:**

**Foundational Stage Theory;**

**Academic year: 2023-2024**

**Name of the faculty teaching the course: Prof Dr Kamini Rege**

**Name of the Presenter: Haley Chedda and Greta Dcosta**

**Roll No:**

**Topic. Preamble and Introduction**

**Date of Presentation: 3rd AUG 2024**

**Time: 30 mins**

**Link: - [https://docs.google.com/forms/d/e/1FAIpQLSeV4n9Ezcm-4PA8OqFdPUzd96gYkJqpUV5G-RbSwfOSL6diHA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeV4n9Ezcm-4PA8OqFdPUzd96gYkJqpUV5G-RbSwfOSL6diHA/viewform?usp=sf_link)**

1 At the foundational stage, which language should be used in the school with children.

- a. English
- b. State language
- c. *Home language*
- d. Foreign language

2. What gives direction to curriculum development and its implementation?

- a. Aims of education
- b. *Curricular goals*
- c. Competencies
- d. Learning outcomes

3. Children in early years can sit at one place for a very long period of time playing a single game.

- a. True
- b. *False*

4. In a class where the teacher has planned the activity and children are actively participating in the activity is known as \_\_\_\_

- a. Guided play
- b. *Structured play*
- c. Free play

5. For the students entering in grade 1, Vidya Pravesh has been developed by \_\_\_\_.

- a. *NCERT*
- b. CBSE
- c. UGC
- d. SCERT

6. The critical aspect of cultural awareness and expression is developed in children by \_

- a. Free play
- b. Writing
- c. Outdoor play
- d. *Language*

7. Vijnanamaya Kosha indicates which area of development?

- a. Aesthetic and Cultural Development
- b. Socio-emotional and Ethical Development
- c. Language and Literacy Development
- d. *Cognitive Development*

8. According to the new curriculum, the preparatory stage is supposed to be a flexible, multilevel, play-based learning approach.

- a. True
- b. *False*

9. Children develop a positive attitude towards productive work and service or 'seva', is a Curricular goal from which domain?

- a. Cognitive Development
- b. *Socio-emotional and Ethical Development*
- c. Aesthetic and Cultural Development
- d. Physical Development

10. Multilingualism has intellectual and societal benefits.

- a. *True*
- b. *False*



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c. Name of The Presenter: Rukaiyah and Shalki

d. Roll No:

e. Topic: Pedagogy

f. Date of Presentation: 24th AUG 2024

g. Time: 30 mins

h. Link:

[https://docs.google.com/forms/d/e/FAIpQLSdmcuK3\\_Zmz89mOsudUFpodSuYMmGYH6iyRVgygkpr3qPvwNg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/FAIpQLSdmcuK3_Zmz89mOsudUFpodSuYMmGYH6iyRVgygkpr3qPvwNg/viewform?usp=sf_link)

1. In the five step learning process, Bodh refers to ?
  - Group projects
  - Connecting to prior knowledge
  - Understanding of the concept through experiments and discussions
  - Circle time
2. Out of the 5 steps of the learning process, which is the last step ?
  - Bodh
  - Prasar
  - Aditi
  - Udyami
3. Children can easily learn new knowledge when systematic support is provided. One of the ways is the process of ?
  - Gradual release of responsibility
  - Throughout guidance
  - Nurturing
4. Complete the sentence. Music is a strong stimulation for brain development and formation of \_\_\_\_\_.
  - Sounds
  - Synaptic connections
  - Voice modulation
  - Rhythms
5. During art work and craft children should be encouraged to think alike and copy. Minimal direction from the Teacher is bad. Is the statement true or false ?
  - True
  - False
6. Which of these is not a component of Early Language and Literacy?
  - Emergent Literacy
  - Oral Language Development
  - Encoding
  - Decoding
7. Exercising the body is more important to keep it fit and healthy than exercising the mind. Answer the following statement is true or false.
  - True
  - False
8. What is defined as the skills, knowledge, and attitudes that children develop about reading and writing before they become conventional or fluent readers and writers?
  - a. Indoor games
  - b. Balanced Literacy
  - c. Language and Literacy
  - d. Emergent Literacy
9. Which one of these is not a block of teaching for Mathematics?
  - a. Oral Math Talk
  - b. Written symbols
  - c. Skills teaching
  - d. Math game
  - e. Skill practice
10. What is a part of the guidance strategies adults use to help children become responsible for their actions, learn self-control, and behave appropriately?
  - a. Discipline
  - b. Self-esteem
  - c. Self-worth
  - d. Self-respect



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- i. **Name of The Presenter: Afra and Disha**
- j. **Roll No:**
- k. **Topic: Choosing, Organizing teaching learning materials**

**Date of Presentation: 31st AUG 2024**

- l. **Time: 30 mins**
- m. **Link: Link <https://forms.gle/MMnf97jrFRmWPxe3>**

1. \_\_\_\_\_ and \_\_\_\_\_ are important in the learning environment for the Foundational stage.

**a. Choosing and organization**

- b. Arrangement and organization
- c. Choosing and selecting
- d. Selecting and Arrangement

2. In the new NEP framework teaching material should be \_\_\_\_\_ and \_\_\_\_\_.

- a. Top quality material
- b. Locally available material
- c. Low cost material
- d. **Both b and c**

3. \_\_\_\_\_ not recommended a single specific approach in the early years.

- a. Story-based approach
  - b. Waldorf approach
  - c. **Eclectic approach**
  - d. Theme-based approach
4. TLM stands for?
- a. Teaching learning matter
  - b. Teaching learning model
  - c. **Teaching learning material**
  - d. Teaching low- cost material

5. Story based approach serve as a powerful tool for holistic development in

- a. Social and Emotional development
- b. Physical, language, intellectual development
- c. Intellectual, Social, physical development
- d. **Language, emotional, social and Intellectual development**

6. Mathematical activities, whether understanding shapes or counting, can be integrated with engagement with the natural and human environments.

- a. **True**
- b. False

7. Art learning experiences are to be planned as activities focused on

- a. Learning process
- b. Teaching method
- c. Learning outcomes
- d. **All of the above**

8. Flat long units, bundle stick, shape cutouts and ganit-mala are all examples of

- a. Children Learning material
- b. School TLM
- c. TLM
- d. **Mathematics TLM**

9. Presentation of a book is one of the principle of \_\_\_\_\_ design

- a. Classroom
- b. Student environment
- c. Textbook
- d. **Textbook display**

10. Out of these 4, two items are examples of indoor learning environment

- a. Book, Puzzle or Math corner
- b. Art and craft corner
- c. Resting corner
- d. **Both a and b**



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- a. Name of The Presenter: Midhat and Abeera
- b. Roll No:
- c. Topic: Organizing time, Additional critical areas, Link to preparatory stages
- d. Date of Presentation: 12th SEPT 2024
- e. Time:30 mins
- f. Link:

[https://docs.google.com/forms/d/e/1FAIpQLScYeeMgLvojaBdl6JRy7\\_OFhGMHgLLCIKEZ2E8lxPt5CJ3XBQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScYeeMgLvojaBdl6JRy7_OFhGMHgLLCIKEZ2E8lxPt5CJ3XBQ/viewform)

1) Young children enjoy free time exploring their immediate environment , as they grow older, they also need organised activities that are \_\_\_\_ but guided and \_\_\_\_

- A) PLAY BASED & STRUCTURED
- B) PHYSICAL & STRUCTURED
- C) FREE & UNSTRUCTURED
- D) IMPROMTU & PHYSICAL

2) \_\_\_\_\_ allows Teachers to plan their classroom activities accordingly.

- a) timetable
- b) annual calender
- c) lessons
- d) parental guidance

3) \_\_\_\_\_ refers to very noticeable lags in achieving developmental milestones.

- a) disability
- b) disorders
- c)developmental delay
- d) learning disability

4)Developmental disability usually becomes apparent during \_\_\_\_\_

- a)infancy or childhood
- b)late adulthood
- c)adolescence
- d)old age

5) name any two things teachers should do in everyday class class

6) With regard to safety, teachers must ensure students are

- a) Mentally visible
- b) Emotionally visible

- c) Physically visible
- d) Labeled

7)In accordance with the \_\_\_\_\_ act, there must be zero tolerance of child exual abuse.

- a)Protection of Children from Sexual Offences (POCSO) Act, 2012
- b)Protection of children from hazardous substances (PCHS) ACT 2013
- c)Protection of children act 2012 (POC)
- d) Child protection care act 2013

8) Name any two areas to Curricular Areas in Preparatory stage

9) The content should do both \_\_\_\_\_ and \_\_\_\_\_the children

- a)Comforts and challenge
- b)Comforts and frighten
- c) Challenges and confuse
- d) Cognize and challenge

10) In the Foundational Stage, the Curricular Goals are organized based on development domains

- a) Physical, socio-emotional-ethical, cognitive, language and literacy, aesthetic and cultural, and positive learning habits.
- b) Languages, Mathematics, World Around Us, Arts, Physical Education, Vocational Education



*Kausar*  
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- a. Name of The Presenter: Khushboo  
b. Roll No:  
c. Topic: Creating a supportive ecosystem  
d. Date of Presentation: 14<sup>TH</sup> SEPT 202  
e. Time: 30 mins  
f. Link: <https://forms.gle/cdKUVme7gg6doRi7A>

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  - all of the above
10. Responsive parenting may be encouraged by using broadcast media Radio, TV, OTT platforms as well as messaging through IVR and other means
  - True
  - False



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## SEMESTER 2 PRACTICAL EXAM

**Type of Course:** Mandatory

**Title of the Course Practical Credits Hours:** C3 – Early Childhood Care and Education:

Foundational Stage (Pr)

**Credits:** 2

**Academic year:** 2023-2024

**Course Commenced:** 2024

**Name of the faculty teaching the course:** Prof Dr Kamini Rege

**Exam Date:**

Name	PRN Number	Kind of lesson / Teaching Aids	Video Link	Signature
Haley Chheda	2023034110002 233	Manners / story / flash cards	<a href="https://drive.google.com/file/d/1Rdg_aENueFV7kWB39J2KZGoDO_hYoJw5R/view?usp=drivesdk">https://drive.google.com/file/d/1Rdg_aENueFV7kWB39J2KZGoDO_hYoJw5R/view?usp=drivesdk</a>	
Greta D'Costa	2023034110002 239	Sea animals - art & craft	<a href="https://drive.google.com/file/d/1LTrAPKGxI_PETNadCN0pvnEQocscnTF_/view?usp=drivesdk">https://drive.google.com/file/d/1LTrAPKGxI_PETNadCN0pvnEQocscnTF_/view?usp=drivesdk</a>	
Aishwarya Jagtap	2023034110006 068	Reptiles - Art and craft- Crocodile and snake using paper folding.	<a href="https://drive.google.com/file/d/1wV-AjNC1NQ5v1dU3qK9v0ApPWcbQhr0g/view?usp=drivesdk">https://drive.google.com/file/d/1wV-AjNC1NQ5v1dU3qK9v0ApPWcbQhr0g/view?usp=drivesdk</a>	
Rukaiyah Karachiwala	2023034110002 237	Sea fishes - stick puppets	<a href="https://drive.google.com/file/d/157iHNrZ6YOAomG2gBO0bFb8v4RGR8DWE/view?usp=drivesdk">https://drive.google.com/file/d/157iHNrZ6YOAomG2gBO0bFb8v4RGR8DWE/view?usp=drivesdk</a>	
Afra Mashhadi	2023034110002 234	High Tide and low tide picture talk	<a href="https://drive.google.com/file/d/1ildaUVnS85yUjdH93Cag6hPwwvSkTz7X/view?usp=drivesdk">https://drive.google.com/file/d/1ildaUVnS85yUjdH93Cag6hPwwvSkTz7X/view?usp=drivesdk</a>	
Disha Patil	2023034110002 265	Home Safety flash cards	<a href="https://drive.google.com/file/d/1yUKhC4TscIBsw_8w_8QCIWiyaSD8_Nxe/view?usp=drivesdk">https://drive.google.com/file/d/1yUKhC4TscIBsw_8w_8QCIWiyaSD8_Nxe/view?usp=drivesdk</a>	



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Sana Qureshi	2023034110002 238	Sea animals- stick puppet & model	<a href="https://drive.google.com/file/d/1kOcINJqeCx0SE9aaisPiEeEsz2UZW7Is/view?usp=drivesdk">https://drive.google.com/file/d/1kOcINJqeCx0SE9aaisPiEeEsz2UZW7Is/view?usp=drivesdk</a>	
Saloni Rane	2023034110002 236	Asian Country-Japan and China	<a href="https://drive.google.com/file/d/1w5jmOdw_CYREgCh2pvRiIXiGezC-ZxFM/view?usp=drivesdk">https://drive.google.com/file/d/1w5jmOdw_CYREgCh2pvRiIXiGezC-ZxFM/view?usp=drivesdk</a>	
Abeera Shaikh	2023034110002 235	Culture of south India- Story	<a href="https://drive.google.com/file/d/1PnGqEaqUsxUYdi68nFwVtIQZgtWl_BD8/view?usp=drivesdk">https://drive.google.com/file/d/1PnGqEaqUsxUYdi68nFwVtIQZgtWl_BD8/view?usp=drivesdk</a>	
Midhat Shelia	2023034110002 240	Milk and its products (maths)- Spin the wheel	<a href="https://drive.google.com/file/d/16LwBBkVP4GGA7a5LekyhOB1j7THZeUcu/view?usp=drivesdk">https://drive.google.com/file/d/16LwBBkVP4GGA7a5LekyhOB1j7THZeUcu/view?usp=drivesdk</a>	
Khushboo Thakkar	2023034110002 266	electric gadgets(maths) - real gadgets in class and pictures.	<a href="https://drive.google.com/file/d/1Dxx0HOtM52tSn7zeGtdeQ7fqLBsSXp_mn/view?usp=drivesdk">https://drive.google.com/file/d/1Dxx0HOtM52tSn7zeGtdeQ7fqLBsSXp_mn/view?usp=drivesdk</a>	

Drive Link : [https://drive.google.com/drive/folders/1O-kM6ojDQdSHDLaTGl\\_yz7WX2LIgVZ8X](https://drive.google.com/drive/folders/1O-kM6ojDQdSHDLaTGl_yz7WX2LIgVZ8X)



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## MSc I HD NEP FIELDWORK: The Somaiya School

### Pre- Primary Schedule

Date	Level	Type of lesson	Topic	Time	Name of student	Any other comments
26-4-24 Friday	Nur A	Games	Fine motor activities	9.25 am - 9:45 am	Afra Mashhadi	
26-4-24 Friday	Nur B	Puppet show	Story telling	9:20 am - 9:40 am	Greta D'Costa	
26-4-24 Friday	Nur C	Games	Fine motor activities	9:45 am to 10:05 am	Rukaiyah Karachiwala	
26-4-24 Friday	Nur D	Puppet show	Story telling	9:40 to 10:00	Khushboo Thakkar	
26-4-24 Friday	Jr.kg A	Puppet show	Revision of colours	11:00 am	Saloni Rane	
26-4-24 Friday	Jr. kg B	Circle time with flashcards	Sound revision-S, T, P, N	11.15 am	Haley Chheda	
26-4-24 Friday	Jr.kg C	Puppet show	Revision of colours - Rupa, the Elephant	11.30 am	Disha Patil	
26-4-24 Friday	Jr.kg D	Circle time with flashcards	Sound revision-S, T, P, N	11:30-11:50a m	Sana Qureshi	
26-4-24 Friday	Sr.kg A	Ppt with worksheet	Revision of three letter blending words	11:30am	Abeera Shaikh	
26-4-24 Friday	Sr.kg B	Game	Revision of number values- 20 to 30	11:00 am	Midhat Shelia	
26-4-24 Friday	Sr.kg C	Ppt with worksheet	Revision of three letter blending words	11:15 am	Shalki Hirve	
26-4-24 Friday	Sr.kg D	Game	Revision of number values- 20 to 30	11.00 am to 11.20am	Aishwarya Jagtap	
7-6-24 Friday	All levels	Group lesson Drama	You're too small drama	- 9:30 to 10:00 - 10:15 to 10:45	Khushboo, Midhat, Greta, Shalki, Afra & Sana	
14-6-24 Friday	Jr.kg A	Read aloud	Intro to 3 senses (smell, sight, feel)	9:50 to 10:15	Khushboo Thakkar	
14-6-24 Friday	Jr.kg D	Read aloud	Intro to 3 senses (smell, sight, feel)	9:20-9:40 am	Sana Qureshi	
14-6-24 Friday	Sr.kg A	Game	Revision of & vowels consonants	11:00 am - 11:30 am	Greta D'Costa	
14-6-24 Friday	Sr.kg B	Concept	Intro to countable and uncountable	9:50 am	Midhat Shelia	
14-6-24 Friday	Sr.kg C	Game	Revision of & vowels consonants	11:15 am	Shalki Hirve	
14-6-24 Friday	Sr.kg D	Math concept	Intro to countable and uncountable	9:20 am to 9:40 am	Afra Mashhadi	



28-6-24 Friday	Jr.kg A	Story telling	Good Touch and Bad Touch	10:05 to 10:30	Rukaiyah Karachiwala	
28-6-24 Friday	Jr. Kg B	Hindi	G se Gamla	9.20 am to 9.45 am	Haley Chheda	
28-6-24 Friday	Jr.kg C	Story telling	Good Touch and Bad Touch	9.20 am- 9.45 am	Disha Patil	
28-6-24 Friday	Jr.kg D	Hindi	G se Gamla	9:50 am to 9:15 am	Saloni Rane	
28-6-24 Friday	Sr.kg A	Hindi	Hindi Vyanjan K to ang	9:20 am- 9:45 am	Abeera Shaikh	
28-6-24 Friday	Sr.kg C	Hindi	Hindi vyanjan k to ang	10.00 am to 10.20 am	Aishwarya Jagtap	
5-7-24 Friday	Jr.kg B	Story telling	Are you my Mother? (Hindi)	9.20 am - 9.45 am	Disha Patil	
5-7-24 Friday	Jr.kg C	EVS	Water Cycle	9.15 am - 9.45 am	Haley Chheda	
5-7-24 Friday	Nursery A	Picture Talk	Rainy day	9.40 am - 10.10 am	Saloni Rane	
5-7-24 Friday	Nursery B	Maths Concept	Odd one out	9:15- 9:45	Abeera shaikh	
5-7-24 Friday	Nursery C	Picture Talk	Rainy day	9.20 am - 9.50 am	Saloni Rane	Absent Aishwarya
5-7-24 Friday	Nursery D	Math concept	Odd one out	9:45- 10:10	Abeera Shaikh	

### Primary Schedule

Date	Grade	Subject	Topic	Time	Name of student	Any other comments
7-6-24 Friday	Grade 1A	English	Sentences	9:15am	Abeera Shaikh	
7-6-24 Friday	Grade 1B	EVS	My family	9.20 am	Haley Chheda	
7-6-24 Friday	Grade 1C	Math	Numbers upto 20 (tens and ones)	1.15 pm- 1.45 pm	Disha Patil	
7-6-24 Friday	Grade 2A	English	The Elephant's nose	11.25 am to 12.05pm	Aishwarya Jagtap	
7-6-24 Friday	Grade 2B	EVS	Our surrounding	12:45 pm to 1:15 pm	Saloni Rane	
7-6-24 Friday	Grade 2C	Math	Comparing numbers	2:25 pm to 3:00 pm	Rukaiyah Karachiwala	
14-6-24 Friday	Grade 1A	EVS	My body	2:45pm 3:00pm	Abeera Shaikh	
14-6-24 Friday	Grade 1B	Math	Numbers upto 20 (ordinals)	9.20 am	Haley Chheda	
14-6-24 Friday	Grade 1C	English	Rani's first day of school	11.25 am - 12.05 pm	Disha Patil	
14-6-24 Friday	Grade 2A	EVS	Safety rules	11.25am to 12.05 pm	Aishwarya Jagtap	
14-6-24 Friday	Grade 2B	Math	Odd and even numbers	11:25 am to 12.05 pm	Saloni Rane	
14-6-24 Friday	Grade 2C	English	Nouns	8:30am to 9:10am	Rukaiyah Karachiwala	

14-6-24 Friday	Grade 1 & 2 Post break	Group lesson Drama	Friendship- Succeeding Together	12:45pm - 1.15 pm	Disha, Abeera, Saloni, Haley, Rukaiyah & Aishwarya	
28-6-24 Friday	Grade 1A	-	-	-	Khushboo Thakkar	
28-6-24 Friday	Grade 1B	Math	2D shapes	8:40- 9:10 am	Midhat Shelia	
28-6-24 Friday	Grade 1C	English Grammar	Nouns	11:25 am - 12:04 pm	Shalki Hirve	
28-6-24 Friday	Grade 2A	EVS	Community Helpers	11:25-12:05	Sana Qureshi	
28-6-24 Friday	Grade 2B	Math	Data handling	11:25am to 12:05pm	Afra Mashhadi	
28-6-24 Friday	Grade 2C	-	-	-	Greta D'Costa	
5-7-24 Friday	Grade 1A	Math	Ascending and descending order.	10:05 to 10:35	Khushboo Thakkar	
5-7-24 Friday	Grade 1A	Evs	Plants around us	1:15 to 1:45	Khushboo Thakkar	
5-7-24 Friday	Grade 1B	English	One and many	8:40- 9:10 am	Midhat Shelia	
5-7-24 Friday	Grade 1C	Math	Patterns	1:15 pm - 1:45 pm	Shalki Hirve	
5-7-24 Friday	Grade 2A	English Grammer	Gender Noun	10:05 am - 10: 40 am	Sana Qureshi	
5-7-24 Friday	Grade 2B	EVS	Types of houses	12:45pm to 1:15pm	Afra Mashhadi	
5-7-24 Friday	Grade 2C	Math & English	3D shapes & Collective nouns	10:05 am - 10:45 am & 1:45 pm - 2:15 pm	Greta D'Costa	





Drama on Friendship and Sharing story for Primary Classes



Lesson on Good Touch and Bad Touch by Rukaiyah in Jr.kg A



Lesson on Fine motor skills in Nursery C



classes

Drama on You're too small for preprimary



Pottery Workshop for MSc. I students



Greta in Nursery-B

Lesson on Gajapati Kulapati story -Puppet Show by



Sr.kg A

Lesson on Vowels and Consonants by Greta in





Bulletin Board of Find the Odd One Out

## **EXTENSION ACTIVITY-FIELD WORK BY T.Y. B.Sc. STUDENTS (2023-24)**

### **THE DEPARTMENT OF TEXTILE AND FASHION TECHNOLOGY**

The practical for Sustainable Community Work (Semester V) and Sustainable Social Entrepreneurship (Semester VI) offered to the 31 T.Y. B.Sc. students of the specialization of Textile and Fashion Technology were truly unique and fulfilling. It was coordinated by Dr. Pratima Goyal, Dr. Neha Mulchandani, Ms. Vrinda Udiaver and Dr. Anjali Srivastava. The students shared their knowledge and skills with underprivileged girls and women at Bhakar Foundation (2 centres) at Goregaon West. The target group consisted of an average of 40 girls and women between the ages of 16 to 60 years. The beneficiaries who had the misfortune of limited access to formal education and skill development, made them prime targets for our programme, our aim being skill building in women to provide them a chance for self-reliance. The groups at the three centres were very enthusiastic.

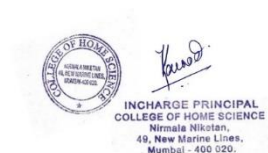
The sessions spanned from Saturday 30<sup>th</sup> September 2023 to Saturday 3<sup>rd</sup> February 2024. The products that were taught to the beneficiaries were those that could be made from pre and post-consumer textile waste. The idea behind this was sustainability both for the beneficiaries and the environment. The process flow was as follows: The students sought approval of textile waste based products from the subject teachers and on approval made these products along with detailed instructional pictures and short videos of the process. The criteria for the selection of the products was ease in accessing raw material, low cost of manufacturing and commercial viability. Once the products were made by the students, the same were taught to the target group in small manageable groups, so as to give personal attention to each beneficiary. Great attention was given to detail to ensure that the beneficiaries understand the nuances of making the product perfectly to ensure commercial viability.

In addition to teaching them these skills, our students also equipped them with the knowledge of sourcing raw material, costing, pricing, branding, packaging, labelling, photography using mobile phones and the most important soft skill of using social media as a platform for advertising and sale of their products. All this was taught to them through easy to understand graphical PowerPoint Presentations.

The various products taught to them were fabric-patch tea coasters, scissor holders, dainty hair bows, small potli bags, small circular handbags, saree storage pouches, etc.

For the students, this experience was transformative. They not only taught but also learned valuable life skills through their interactions with the women, gaining a deep sense of fulfilment from giving and receiving knowledge in return.

This extension work was more than just a practical; it was a way to empower a community while also providing the students with real-world skills and experiences that went far beyond the classroom.





## Bhakar Foundation, Goregaon West



*Kund*  
INCHARGE PRINCIPAL  
COLLEGE OF HOME SCIENCE  
Nirmala Niketan,  
49, New Marine Lines,  
Mumbai - 400 020.

# Attendance sheets

Sustainable Community Work

VRINDA UDAVER

**TYBSc. (Home Science) Textile and Fashion Technology - Semester V (2023-2024)**

Month: 30/3

Total No. of Working Days: \_\_\_\_\_

S. No.	Name of the Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	AB	PR	TOT
1	Ansari Anam Mohd Shamim Zeenat	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
2	Bahar Sakina Javer Nafisa	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
3	Borwala UmmeSalama Mohammed Batul	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
4	Devera Bhavika Prakashchand Rajeshwari	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
5	Dharwala Rabee Zaver Jansana	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
6	Ghanwala Misha Rafique Sharmis	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
7	Kachwala Sakina Ibrahim Arwa	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
8	Kasmani Iqbal Abdul Majid Razia	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
9	Khan Arifa Shamshuddin	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
10	Khan Mantasha Amin Samreena	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
11	Khet Malika Maroj Saageta	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
12	Kolat Batul Fatima Irmal Hamida	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
13	Mahawala Fatima Saifuddin Taseem	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
14	Malwani Isha Dhirajlal Bhumi	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
15	Mase Prema Nagrath Pramila	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
16	Masi Darva Premal Trupti	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
17	Patanwala Amanullah Shabbir Sakina	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
18	Qureshi Adeeba Parveen Asad Ali Rabeesa	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
19	Rahod Het Jitendra Mantra	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
20	Rukalya Burhanuddin Rashida	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	

1/4: Each told to make 1 product (complete & leave)

1/10: NFO work plan

1/10: (Daily centre) work plan

1/10: Bag (small)

1/10: Draw string bag (small)

1/10: Bird hat/kn

1/4: Each told to make 1 product (complete & leave)

1/10: NFO work plan

1/10: (Daily centre) work plan

1/10: Bag (small)

1/10: Draw string bag (small)

1/10: Bird hat/kn

1/4: Each told to make 1 product (complete & leave)

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1/10: Bag (small)

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1/10: Bird hat/kn

1/4: Each told to make 1 product (complete & leave)

1/10: NFO work plan

1/10: (Daily centre) work plan

1/10: Bag (small)

1/10: Draw string bag (small)

1/10: Bird hat/kn

**TYBSc. (Home Science) Textile and Fashion Technology - Semester V (2023-2024)**

Month:		Total No. of Working Days:																																	
S. No.	Name of the Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	AB	PR	TOT
21	Shaikh Ayesha Aziz Tahmeen	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
22	Shaikh Sadiya Feroz Tabassum	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
23	Shaikh Sima Shabir Shama	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
24	Shaikh Zoya Mqsood Sadqa Bano	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
25	Sharma Jayn Deepak Poonam	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
26	Shelar Sanika Balkrishna Sunita	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
27	Shetty Advika Satish Preethi	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
28	Tiwari Palak Sushil Suman	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
29	Ujjainwala Mariya Burhanuddin Alifia	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
30	Zaidi Nashra Haseen Tehseen	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

21. Sakina Dabir

32. Ayesha Mung

33. Sangama Windaehina

34. Anna Mung

1. Tayya

2. Ayesha

3. Sakina

4. Sakina

5. Sakina

6. Sakina

11 Sakina B

12 Hameedina

13 Fatima

14 Nargis

15 Sakina

16 Sakina

17 Sakina

10  
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51  
+ 4  
55  
58  
31



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Nirmala Wadgaonkar,  
49, New Marine Lines,  
Mumbai - 400 020.



TYBSc. (Home Science) Textile and Fashion Technology - Semester VI (2023-2024)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Reported: Dr. Neha Mulchandani, Faculty

Edited: Dr. Pratima Goyal, HoD (Textile and Fashion Technology)

**RURAL EXTENSION WORK –**  
**GYANJYOTI COMMUNITY COLLEGE, KARAJGAON**

**Name of the college:** College of Home Science Nirmala Niketan

**Affiliation:** University of Mumbai

**Name of the event:** Rural extension work at Karajgaon (reach out program for the tribal girls in the Community College )

**Name of the organizing department:** Textile and Fashion Technology

**Level:** State

**Organizing team:** HoD Dr. Pratima Goyal & Ms. Vrinda Udiaver

**Name of the collaborators:** Gyanjyoti Community College, Karajgoan

**Day and date:** 16th & 17 th January 2024

**Time:** 16th January 2024 - 9:00 am to 4:00 pm; 17th January 2024 - 8:00 am to 1:00 pm

**Platform used:** Offline

**Venue:** Karajgoan

**Beneficiaries/ Participants and number:** 31 students (29 girls and 2 boys)

**Staff:** In-house 2

**Students:** In-house 6 students of MSc II (TFT)

The annual extension Activity conducted at Gyanjyoti Community College, Karajgoan proved to be a rich and immersive experience. Upon arrival, the centre in-charge, Sister Clara introduced the beneficiaries to the teachers and MSc II students of Department of Textile and Fashion Technology. After a good breakfast, an ice breaking session commenced, where the students interacted with the beneficiaries and played interactive games. The skill-sharing followed this session where the beneficiaries were provided insights into the diverse range of garments available in the market.

Following this introductory session, the beneficiaries were taught the drafting process for a kaftan kurta. Students took turns to explain the drafting, placement and the stitching procedures under the guidance of the two teachers . The language of instruction was in their local Marathi to facilitate better understanding. Each step in drafting was complete with visual aids by drawing the draft on the board. It was encouraging to see the beneficiaries follow along eagerly and quickly. This session was followed by the drafting of the palazzo pant that the students swiftly grasped. After lunch, both the kaftan kurtas and palazzo pant drafts were completed, and the students then started the stitching of the kaftan by late afternoon and completed the process in a couple of hours. The evening was spent again in interacting with the beneficiaries. Dinner was followed by a cultural exchange programme, where the beneficiaries and students sang and danced.

The next day started early as the students had to leave for Mumbai. After a brief revision of the sewing process, it was heartening to see the excellent stitching and finishing skills of the beneficiaries coupled with great speed and precision. The beneficiaries completed the pant in the first half of the day after which a small display was held to showcase their work.

The rural extension trip not only enriched beneficiaries with practical skills, but also imparted invaluable lessons in communication, adaptability, and gratitude in our students. It served as a poignant reminder of the transformative power of education and the joy of shared learning experiences.





Reported by: Ms. Vrinda Udiavar

Edited by: Dr. Pratima Goyal



*Kurood*

INCHARGE PRINCIPAL  
COLLEGE OF HOME SCIENCE  
Nirmala Niketan,  
49, New Marine Lines,  
Mumbai - 400 020.

# GNANAJYOTI COMMUNITY COLLEGE

Nirmala Institute Reg. No. BOM - 100/ 78 G.B.S.D.

Patilpada, Karazgaon, P.O., Tal. Tal.  
Dist. Thane, Maharashtra - 401 60  
☎ : 952521-299117, Mo. : 997557

To

Date : \_\_\_\_\_

Dr. Pratima Goyal  
HOD of Textile and Fashion Technology  
College of Home Science  
Nirmala Niketan  
49, New Marine Lines  
Mumbai 400 020

Dear Dr. Goyal,

We would like to express our gratitude to you as HOD of Textile and Fashion Technology for mentoring the faculty Ms. Vrinda Udiavar and the M.Sc.11 for their extension activity. Thank you for providing this much wanted occasion for the students of GCC to be introduced to ladies' garment.

It is a welcome opportunity for the staff and students of Gnanajyoti Community College- GCC, Karajgaon to learn new, innovative and modern ladies' garments. Thanks to Dr. Pratima Goyal, Ms Udiavar and the students for explaining and demonstrating the various steps in making creative, current, garments of kaftan, pants and palazzo.

The students patiently and clearly indicated how to accurately take the measurement, make the draft on paper, then cut it on the cloth and machine it.

Ms Clera Gonsalves, staff and students of GCC thank you for sharing the textile and fashion technology knowledge and teaching them the invogue ladies' garments.

Gratefully,



Ms Clera Gonsalves  
Principal

Gnanajyoti Community College  
16<sup>th</sup> January 2024

**GNANAJYOTI COMMUNITY COLLEGE  
KARAJGAON PO  
TALASARI TALUKA  
PALGHAR DIST.(MAHARASHTRA)**



## SAPHALE RURAL EXTENSION WORK 2023-2024

- ❖ **Name of the college:** College of Home Science Nirmala Niketan
- ❖ **Affiliation:** University of Mumbai
- ❖ **Name of The Event:** Saphale Rural Extension Work
- ❖ **Name of the organizing Department:** Textile and Fashion Technology
- ❖ **Level:** Local
- ❖ **Organizing Team (Chairperson, Convener, Co-Conveners and members):**  
HoD Dr Pratima Goyal Dr Neha Mulchandani and Ms Vibhuti Khedekar
- ❖ **Name of the Collaborators (if any):** Sakhya Women's Guidance  
Cell (Self help group)
  - **Day and Date:** 29<sup>th</sup> and 30<sup>th</sup> January 2024
  - **Time** 11.00 am till 3.00 pm
  - **Platform used (if online):** Offline
  - **Venue (Meeting Link, if Online):** Saphale
  - **Beneficiaries/ Participants and number:** 35-40
    - **Staff (In-House / Out-House):**2
    - **Students (In-House / Out-House):**12 of M.Sc I

Dr Pratima Goyal (HOD) coordinated with Sr Nattie of Sakhya. Dr Neha Mulchandani and Ms Vibhuti Khedekar accompanied students for the extension activity.

The extension activity was held on 29<sup>th</sup> and 30<sup>th</sup> January 2024. The journey started by boarding local train. After reaching Saphale, students were divided in two groups as there were two villages-Umarpada and Naroda with total 35- 40 beneficiaries.

The two groups adhered to the schedule for the day with utmost diligence. On 29<sup>th</sup>, first day of extension activity, an introduction round was held for rapport building with the beneficiaries. The program commenced with an introduction to the planned activities. Following activities were conducted for the beneficiaries.

**Tie-dye on cotton dupattas:** The first activity involved tie-dye on cotton dupattas, wherein participants were taught different tying techniques using different materials like thread, clips, rubber band, beads etc. along with a comprehensive explanation of the procedure. As per prior discussions, arrangement of the raw material was carried in Mumbai and the payment was done by the center. Following the explanation, the tied dupattas were immersed in a dye bath for 40 minutes. The dyed dupattas were removed, tied again and the process was repeated for second color. The most anticipated moment was the reveal of the dyed color on dupattas. The participants eagerly awaited the outcome, and the dupattas turned out to be beautiful, with colors of yellow and rose pink.

**Stencil printing on T-shirts:** The students created stencils, taught the beneficiaries the process, and demonstrated it to them. The activity was enjoyed by all.



**Envelope making and printing:** The third activity was envelope making and printing. The participants were taught various techniques such as rose printing with plastic bags, eco printing with leaves and flowers, and thread art. The products that resulted from the activity were awe-inspiring as many creative techniques were discovered in the process. The beneficiaries were content with their creative work. The first day ended with successful and colorful results with everyone satisfied with themselves, students, teachers as well as participants.

**Block Printing on pillow cases and stoles:** On the second day, beautiful pillow covers and dupattas were block printed with various combinations of blocks. The beneficiaries were taught block printing using pigments and binders on pillow cases and stoles.



**Jewelry making:** Jewelry making was taught from scrap fabrics. The focus was to teach the concept of sustainability and eco friendliness. Students explained how these scraps can be converted into something valuable and sellable.



**Fabric and yarn tassels:** Lastly student taught how to make fabric tassels and yarn tassels after which dyed samples were opened and all the items made were displayed on table. The participants were delighted to learn these new things and appreciated each moment with all the students. At the end of the program, the products were displayed for the NGO with whom we collaborated (Sr Natty and her team), who appreciated the hard work of the students and participants. The second day of the program ended successfully, with amazing and positive feedback. The staff of the centers worked tirelessly to organize the two-day program, and the learners of the tribal villages invested their time in learning new skills. The program was successful due to the support of the teachers at the centers, as well as the authorities who worked behind the scenes to provide this opportunity.





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## **EXTENSION ACTIVITY-FIELD WORK BY T.Y. B.Sc. STUDENTS (2023-24)**

### **THE DEPARTMENT OF TEXTILE AND FASHION TECHNOLOGY**

The practical for Sustainable Community Work (Semester V) and Sustainable Social Entrepreneurship (Semester VI) offered to the 31 T.Y. B.Sc. students of the specialization of Textile and Fashion Technology was truly unique and fulfilling. It was coordinated by Dr. Pratima Goyal, Dr. Neha Mulchandani, Ms. Vrinda Udiaver and Dr. Anjali Srivastava. The students shared their knowledge and skills with underprivileged girls and women at FEM Powerment, situated at Andheri West. The target group consisted of an average of 40 girls and women between the ages of 16 to 60 years. The beneficiaries who had the misfortune of limited access to formal education and skill development, made them prime targets for our programme, our aim being skill building in women to provide them a chance for self-reliance. The groups at the the center were very enthusiastic.

The sessions spanned from Saturday 30<sup>th</sup> September 2023 to Saturday 3<sup>rd</sup> February 2024. The products that were taught to the beneficiaries were those that could be made from pre and post-consumer textile waste. The idea behind this was sustainability both for the beneficiaries and the environment. The process flow was as follows: The students sought approval of textile waste based products from the subject teachers and on approval made these products along with detailed instructional pictures and short videos of the process. The criteria for the selection of the products was ease in accessing raw material, low cost of manufacturing and commercial viability. Once the products were made by the students, the same were taught to the target group in small manageable groups, so as to give personal attention to each beneficiary. Great attention was given to detail to ensure that the beneficiaries understand the nuances of making the product perfectly to ensure commercial viability.

In addition to teaching them these skills, our students also equipped them with the knowledge of sourcing raw material, costing, pricing, branding, packaging, labelling, photography using mobile phones and the most important soft skill of using social media as a platform for advertising and sale of their products. All this was taught to them through easy to understand graphical PowerPoint Presentations.

The various products taught to them were fabric-patch tea coasters, scissor holders, dainty hair bows, small potli bags, small circular handbags, saree storage pouches, etc.

For the students, this experience was transformative. They not only taught but also learned valuable life skills through their interactions with the women, gaining a deep sense of fulfilment from giving and receiving knowledge in return.

This extension work was more than just a practical; it was a way to empower a community while also providing the students with real-world skills and experiences that went far beyond the classroom.



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## Fem Powerment, Andheri West



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## Attendance sheets

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		TYBSc. (Home Science) Textile and Fashion Technology Semester V (2023-2024)																										Total No. of Working Days:									
Month:																																					
S. No.	Name of the Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	AB	PR	TOT		
21	Shaikh Aysha Aziz Tahmeen	*	A				1	K	A	a	O		A	A	A	A	O	A	A	A	*																
22	Shaikh Sadiyeh Feroz Tabassum	*	A	A			1	K	A	a	O		A	*	*	A	2	A	K	*	K	*															
N 23	Shaikh Simra Shabir Shama	*	*	*			3	*	*	a	2		A	*	*	A	2	A	*	A	A	*															
N 24	Shaikh Zoya Mqsood Sadqa Bano	A	*	*			2	*	*	a	2		A	*	*	A	2	A	*	A	A	*															
25	Sharma Jaya Deepak Poonam	*	A	*			2	D	*	a	1		A	*	*	A	2	*	*	*	*	*															
N 26	Shelar Sanika Balkrishna Sunita	*	*	*			3	K	*	* ✓	3		*	*	*	H	*	*	*	*	*	*															
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28	Tiwari Palak Sushil Suman	*	A	*			2	E	A	a	1		A	*	*	A	2	K	*	*	*	A															
29	Ujjainwala Mariya Burhanuddin Alifiya	A	A				O	*	B	a	2		*	*	*	A	3	*	A	*	*	*															
N 30	Zaidi Nusra Haseen Tehcen	A	*	K			1	K	*	a	O		A	*	*	A	2	*	*	*	A	A															
31	Sakwa Dahir							*	*	a	2		*	*	*	*	L	A	*	*	*	*															
32	Ayesha Yung							A	*	A			A	*	*	*	3	A	*	A	*	*															
33	Sangham Wideshinia																	*	*	*	*	*															
34	Anra Viraj																																				
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Month:	9/26/2023																															Total No. of Working Days:	156															
S. No.	Name of the Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	AB	PR	TOT													
1	Asari Anam Mohd Sharmen Zennat	a	a	a	a	a	a	a	a	a	LEFT																																					a
2	Balsara Sakina Javer Nafisa	✓	a	✓	✓	✓	✓	✓	✓	✓																											✓											
3	Becwala Ummeesalma Mohammed Batal	✓	a	✓	✓	✓	✓	✓	✓	✓																										✓												
4	Devera Bhavika Prakashchand Rajeshwari	a	✓	✓	✓	✓	✓	✓	✓	✓																										a												
5	Dharwala Rakeel Zuzer Jumara	a	✓	✓	a	a	a	a	a	a																										✓												
6	Ghaniwala Mube Rafique Sharmis	a	a	a	a	a	✓	✓	✓	✓																										a												
7	Kachwala Sakina Ibrahim Arwa	✓	✓	✓	✓	✓	✓	✓	✓	✓																										✓												
8	Khan Arif Shamuddin	a	a	a	a	a	a	a	a	a																										a												
9	Khan Marisha Amin Saneera	a	a	a	a	a	a	a	a	a																										a												
10	Khet Malisha Manoj Snageeta	a	a	a	a	a	a	a	a	a																										a												
11	Kulad Batal Fatima Ismail Hamida	a	a	a	a	a	a	a	a	a																										✓												
12	Maharwala Fatima Saifuddin Tasneem	✓	a	✓	✓	✓	✓	✓	✓	✓																										✓												
13	Mahwani Isha Divyajal Bhama	✓	✓	✓	a	✓	✓	✓	✓	✓																										✓												
14	Mane Purna Nagash Pramila	a	a	a	a	a	a	a	a	a																										a												
15	Muni Durva Priental Trupti	a	a	a	a	a	a	a	a	a																										a a a												
16	Parawala Amanullah Shabbir Sakina	a	a	a	a	a	a	a	a	a																										✓ a a												
17	Rathod Het Jitendra Maanika	a	✓	✓	✓	✓	✓	✓	✓	✓																										✓ ✓ ✓												
18	Rukaysa Burhanuddin Rashida	✓	✓	✓	✓	✓	✓	✓	✓	✓																										a ✓ ✓												
19	Shaikh Ayesha Aziz Tahmeem	a	✓	✓	✓	✓	✓	✓	✓	✓																										a a a -												
20	Shaikh Ayesha Yasir Shuhraj	✓	✓	✓	a	a	a	a	a	a																										✓ a ✓ -												
21	Shaikh Sadiyah Feroz Tabassum	a	a	a	a	a	a	a	a	a																										✓ a ✓ -												
22	Shaikh Sirin Shabir Shama	a	a	a	a	a	a	a	a	a																										✓ ✓ ✓												

TYBSc. (Home Science) Textile and Fashion Technology - Semester VI (2023-2024)																																				
Month:		Total No. of Working Days:																																		
S. No.	Name of the Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	AB	PR	TOT	
21	Shaikh Zoya Mqsood Sadqa Bano	a	a	a	a	a	a	a	a																									✓	✓	a
24	Sharma Jaya Deepak Poonam	a	✓	✓	✓	✓	✓	✓	✓	a																							a	✓	✓	-
25	Shelar Sarika Balkrishna Sumita	a	✓	✓	✓	✓	✓	✓	✓	a																								✓	✓	✓
26	Shetty Advika Satish Preethi	E	✓	✓	✓	✓	✓	✓	✓	✓																								✓	✓	✓
27	Tiwari Palak Sukh Suman	a	a	a	a	a	a	a	a	a																								a	a	a
28	Ujjawalika Meriya Burhanuddin Alifnya	✓	✓	✓	✓	✓	✓	✓	✓	✓																								✓	✓	✓
29	Zaidi Nishra Hussein Tehseen	✓	✓	✓	✓	✓	✓	✓	✓	✓																								a	a	✓
30	Zahir Sahwa Sarfaraz	✓	✓	✓	✓	✓	✓	✓	✓	✓																								✓	✓	✓
31	Syed Ammarnej Amir Rubina	a	a	a	a	a	a	a	a	a																								✓	a	a
32	Shinde Sanjana Baban	✓	✓	✓	✓	✓	✓	✓	✓	✓																								a	a	a

Reported: Dr Neha Mulchandani, Faculty

Edited: Dr Pratima Goyal, HoD (Textile and Fashion Technology)



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COLLEGE OF HOME SCIENCE NIRMALA NIKETAN  
DEPARTMENT OF TEXTILE & FASHION TECHNOLOGY

**EXTENSION ACTIVITY – 18<sup>TH</sup> MARCH 2024**

- Date: 18<sup>th</sup> March 2024
- Time: 12:30 – 2:00 pm
- Venue: 3<sup>rd</sup> Floor Clothing Lab, College of Home Science Nirmala Niketan
- No. of Participants: T.Y.B.Sc – 21
- Beneficiaries: Students of Gyan Jyoti Community College, Kharajgaon
- No. of Beneficiaries: 23
- Event Flow:
  - Introduction to the extension activity for the beneficiaries of Gyan Jyoti Community College, Kharajgaon
  - Conduct of activities in groups: Stencil Printing, Block Printing & Tie-Dye
  - Vote of thanks: Students of both groups
- Organizing Team: Student led activity under the mentorship of Dr. Pratima Goyal, Dr. Ritu Madhan and Ms. Sanghmitra Navalgund

The students from the Gyan Jyoti Community College, Kharajgaon, accompanied by Sr. Clera and Sr. Surekha of the centre had come to visit the college, to learn entrepreneurial skills from the students of our department which can be used by them for making of commercially viable products. The activities to be conducted with the beneficiaries were discussed with the T.Y.B.Sc students much in advance by Dr. Pratima Goyal, Dr. Ritu Madhan and Ms. Sanghmitra Navalgund. The activities included Tie-Dye, Stencil Printing & Block printing.

The activity started with an introduction of the session by Dr. Ritu Madhan and the beneficiaries and students were divided into groups for an efficient teaching – learning environment. Each activity involved several steps which were as follows:

1. Tie-Dye:
  - a. Tying of fabric using different tie-dye techniques
  - b. Making of the dye bath using Direct dyes
  - c. Dyeing of samples
  - d. Drying and opening of samples
2. Block printing:
  - a. Making of print paste
  - b. Printing technique
  - c. Printing of samples
3. Stencil printing:
  - a. Making of stencil
  - b. Printing technique

### c. Printing of samples

The students of T.Y.B.Sc explained all the processes to the beneficiaries and guided them effectively to make the sample. The beneficiaries were delighted to learn the three techniques as it was a hands-on power packed session and they could take the samples with them along with the learning and beautiful memories. Sr. Clara and Sr. Surekha were updated on the sourcing of materials for bigger products for future use.

The session ended with a vote of thanks by Ms. Sanika Shelar of T.Y.B.Sc and one of the beneficiaries, each expressing gratitude for their learnings.

	
Making of Stencil	Process of Block Printing
	
Block Printed Samples	Stencil Printed Samples
	
Block printing Process	Tying of Fabric for Tie-Dye Samples

Reported by Dr. Ritu Madhan  
Edited by Dr. Pratima Goyal



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## CHUIM NIRMALA NIWAS REPORT

### COMMUNITY EXTENSION ACTIVITIES

Chuim Community Centre, Nirmala Niwas, Chuim Village Road, Khar- Danda works for the upliftment of underprivileged class of women. Their main goal is empowering of the marginalized urban slum dwellers. The main objectives of this centre is encouraging self-reliance through self- help groups, awareness programs, Helping people become responsible creative agents of social change and enhancing quality life through their own participation. Promote community health through preventive measures and welfare child –care service.

To facilitate these objective of the institute College of Home Science Department of Community Resource Management took initiative and collaborated with the centre and conducted 4 sessions on various awareness programs and enhance Entrepreneurial skills.

Following were the sessions conducted:

#### **Session 1: 18<sup>th</sup> August 23<sup>rd</sup> - Friday**

- Product Making: Fridge Magnets. Jewellery and key chains made of Clay
- Awareness programme on Environment and Consumers

#### **Session 2: August 25<sup>th</sup> – Friday.**

- Product Making: Envelope making with quilling and bookmarks
- Consumer Awareness programme on Malpractices in Market

#### **Session 3: September 1<sup>st</sup> – Friday:**

- Product Making: Bottle Art
- Simple Healthy Nutritious recipes for school tiffin's

#### **Session 4: September 8<sup>th</sup> – Friday**

- Product Making: Best out of waste.
- Demonstration to detect adulterants in food

#### **Session 1: 18<sup>th</sup> August 23<sup>rd</sup> – Friday –Timing- 1.30pm to 4.30pm**



The students of Nirmala Niketan College of Home science from T.Y.B.Sc Department of Community Resource Management visited CHUIM Centre for conducting workshop on development of entrepreneurial skills. There are several activities organised as well as many courses offered for children and ladies in Chuim. It is a free education service provided through this centre for those people who cannot pursue education due to different reasons. As Chuim is also known as Nirmala Nivas, it is also connected with the College of Home Science Nirmala Niketan.

**Activity 1** - The entrepreneurial skills development activity for which the students of T.Y.CRM had visited to Chuim was clay art activity, different ornaments, jewellery, key chains had been demonstrated by students to the women. This workshop was planned by the students, the

articles were made as a sample got its approval, demonstration practice all this took 15 days to get ready for the session. Scripts were made which was to be delivered to the ladies while demonstrating the clay art. The clay used for making jewellery and key chain was acrylic mould it on which painting was done with acrylic painting.

The workshop was organised and students had collected and purchased necessary materials that were used for making clay art such as key chain rings, earring hooks, hooks for making pendants etc. there were 35 women in the centre. Two students first introduced themselves and then gave a brief introduction on clay art and its benefits that how is it environmentally friendly and can be useful for women. It doesn't break easily nor does it spoil in a short span hence can be used for a longer period of time and people don't throw away such creative things of piece of art as well they are cheap and is affordable and anyone can master the skills including housewives, hence they can make jewellery or house accessory through clay art which can be used as part of income generating activity. As the session continued and the products were kept for drying for second coat of paint another group of students performed flash card presentation.

Each participants were excited seeing their final products. Many ladies came out with their own creative ideas and design.



## Activity 2 –Flash card presentation –Theme ENVIRONMENTAL ISSUES-

The primary aim of this session was to raise awareness about crucial environmental challenges and promote sustainable practices among participants. Students covered a range of topics that addressed environmental concerns such as- pollution, climate change, etc.



The presentation consisted of introduction of 4 main topics of environment that is Natural Resources, Pollution, Climate Changes and Environmental Health. Followed by information about other natural resources which includes Air, Water, Land and Animals. The information consisted of exploring the significance of natural resources and importance of conservation, Biotic and Abiotic organisms'. It was an interactive question answer session. A brief portion of each natural resources was explained to the audience.

Next information through flashcard, was about pollution. Different types of pollution such as- Air, Water, Land and Noise were discussed. The sources, consequences, and potential solutions for each type of pollution were highlighted.

The 4<sup>th</sup> flashcard consisted of climate changes, global warming, floods, droughts and melting polar ice.

Lastly 5<sup>th</sup> flashcard consisted of the crucial connection between the environment and human health, impact of pollution on public health, the importance of clean water and air, and the role of responsible waste management. How people should segregate dry waste and wet waste. Everyone should keep their surroundings clean. What all diseases can be caused due to untidy environment? Eat healthy and fresh fruits and vegetables. Everyone should be aware about basic environmental knowledge.

Each flashcard contained information, key statistics and visually engaging graphics to demonstrate the concepts. The interactive nature of the presentation allowed participants to ask questions and actively participate in discussions. The audience showcased enthusiastic participation throughout the session. Engaging questions were raised, sparking insightful discussions on topics such as individual contributions to pollution reduction and the potential of renewable energy resources. The use of flashcards made it easier for participants to grasp intricate details and retain the information presented.

### KEY TAKEAWAYS-

- The importance of safeguarding natural resources for future generations.
- The urgent need to address pollution to protect ecosystems and public health.
- The global impact of climate change and the role of individuals in mitigating its effects.
- The link between environmental health and overall well-being.



In conclusion the session marked a significant step towards fostering a deeper understanding of environmental issues among participants. By utilizing the flashcard approach, the content was presented effectively and captured the audience's attention. The active engagement and insightful discussions reflect the success of the session in achieving its educational goals.

**Session 2: August 25<sup>th</sup> – Friday. Timing- 1.30pm to 4.30pm**

**Activity 1-** The quilling activity conducted aimed to foster entrepreneurial skills among ladies by combining the art of quilling with business principles. Quilling is a paper art form involving rolling and shaping paper strips to create intricate designs. Entrepreneurial skills, such as creativity, time management, marketing, and problem-solving, are crucial in today's dynamic business landscape. Combining quilling with entrepreneurship can be an innovative way to nurture these skills



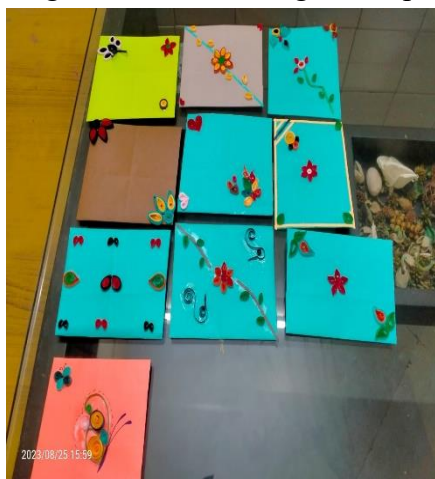
The quilling activity was a one day workshop, with a diverse group of ladies. They learned different quilling techniques from basic shapes to complex designs and making an envelope from a A4 size paper.



The participants showcased remarkable creativity by designing unique quilled products, from greeting cards to Rakhi. Each participant was so eager to learn that they managed their time effectively to complete quilling envelopes demonstrated by the students. This workshop enabled the participants to Overcoming challenges, like paper tearing or design flaws, thus strengthened problem-solving skills.

**Activity 2:** Consumer Awareness on Malpractices in Market: The event aimed to educate individuals about their rights as consumers and provide insights into making informed purchasing decisions.

The primary objectives of the consumer awareness activity were as follows:



- To raise awareness about consumer rights and responsibilities.
- To inform participants about common consumer issues and how to address them.
- To promote ethical and responsible consumer behaviour.

Event Highlights: Interactive Workshops: Participants were divided into small groups and engaged in interactive workshops. These workshops covered topics likes (corruption, food adulteration, menstrual cups and ovarian cancer, laws) .



**Q&A Session:** A question-and-answer session allowed attendees to seek clarification on consumer-related issues. The session facilitated an open dialogue between participants and experts. **Consumer Rights flashcards:** Informative flashcards summarizing consumer rights and how to exercise them were displayed to all attendees.

### Key Takeaways:

- Consumers have the right to demand safe and quality products and services.
- Being an informed consumer involves reading labels, understanding warranties, and researching products before purchasing.
- If faced with a consumer issue, individuals can file complaints with relevant authorities for resolution.

It was a valuable learning experience for all participants. It emphasized the importance of being vigilant consumers and knowing one's rights in the marketplace. By disseminating knowledge about consumer protection, this event contributes to a more empowered and responsible consumer base.



### Session 3: September 1<sup>st</sup> – Friday: Timing- 1.30pm to 4.30pm

**Activity 1-** Day 3 activity was a creative workshop on bottle art. The workshop aimed to empower the local women by teaching them various bottle art techniques, including jute wrapping, glitter embellishments, Warli art, and traditional painted designs. The event commenced promptly at 1.30pm and concluded at 5.00 PM.

#### Workshop Highlights:

**Jute Wrapping:** The workshop began with an introduction to jute wrapping techniques. The participants learned how to use jute strings creatively to cover the bottles, adding a rustic and eco-friendly touch to their artworks. They practiced different patterns and styles to personalize their creations.

**Glitter Embellishments:** Following the jute wrapping session, the attendees were introduced to the world of glitter. They were shown how to use glue and glitter to create sparkling and



vibrant designs on their bottles. This segment allowed the women to experiment with various colors and patterns.

**Warli Art:** To enrich the cultural aspect of the workshop, a session on Warli art was conducted. The participants were taught the basic elements of this tribal art form, which they applied to their bottles. Warli art not only added an ethnic charm to the creations but also shared the cultural significance of this traditional form.

**Painted Bottle Art:** The final segment of the workshop involved painting techniques. The women were provided with a variety of paints and brushes to express their creativity on the bottles. They painted intricate patterns, landscapes, and abstract designs, turning simple bottles into works of art.



The ladies of Chium Village actively engaged in the workshop, displaying immense enthusiasm and eagerness to learn new art forms. They asked questions, shared ideas, and actively participated in all the sessions. The workshop fostered a sense of community and collaboration among the participants.

The bottle art workshop conducted was a resounding success. It provided the local women with a platform to explore their artistic talents, learn new skills, and embrace their creativity. The event not only empowered the participants but also promoted cultural exchange through Warli art.

### Session on Low cost Nutritious recipe



Students told them about nutritious recipes why is nutrition important for our body? Recipe on MRF powder, was demonstrated and distributed to the entire group. It's a multigrain Atta which can be added or mixed with any recipe. Second recipe was peanut butter, recipe was demonstrated. Every one enjoyed the taste. Chana chaat was the third recipe. Students told them about advantages, and how easily it is prepared. They told about the different variations. Fourth recipe was pan cake, with eno instead of baking soda Program ended with an appreciative note.

### Key Takeaways

- Participants learnt the concept of designing and its application.



- Importance of nutrition in their regular diet.
- Innovative ideas of making low cost and easy recipes.



**Day 4 September 8<sup>th</sup> - Friday: Timing- 1.30pm to 4.30pm**

### **ACTIVITY 1:-BEST OUT OF WASTE (ENTREPRENEURIAL ACTIVITY)**

The objective of this activity was to teach the women how they can reuse the items and make new things out of it. Concept of reuse and recycling was taught.

Students introduced their first article **pen stand** which was made out of the used paper glasses. They taught them how they can reuse the already used paper glass. Students taught them step by step. Participants enjoyed making this product. The audience were energetic as well as creative in making the artistic handicrafts. They came out of it making the items more attractive.



Second item was **piggy bank** which was made out of small plastic bottles. And some glittery papers were used to decorate the product. The item was taught step by step. They learn how small bottles of the aerated drinks can be reused again.





Both the items taught was for their children which they can make easily and make them happy.



## ACTIVITY 2:

### Consumer Awareness Program on Food Adulteration:

Food Adulteration awareness program

Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development. It involves students in community development and service activities and it not only applies the experience to personal and academic development but also community development by upliftment of the underprivileged society.

These days food contamination is one of the major problems that is affecting the health of people. There are adverse effects on the health of people when they consume adulterated food. Significant food hazards include pesticide residues, microbial hazards, misuse of additives, chemical contaminants, including biological toxins and adulteration.

### Food adulteration occur due to the following reasons:

- To attract the consumers by giving more taste to the products by adding hazardous chemicals.
- To increase the quantity of products with less cost.
- To get more profit.





- To increase the life of food

### Objectives of food adulteration workshop

- 1) To study and create the awareness about food adulteration.
- 2) To study the effects of food adulterants and let people know about them.
- 3) To know the adulteration in selected food products through various testing procedures.

Students conducted workshop by demonstrating simple tests to detect adulterants in masala like Red chilli powder, Haldi powder, Coriander powder, Tea powder.

Brief lecture was also given on Consumer protection Act, Consumers Right to file a complaints, and also about different consumer Organization such as CGSI (Consumer Guidance Society of India).

The participants were very appreciates about this informative session.



### Key Takeaways

- Participants now knew that they should not be buying unpacked products.
- They now knew what food adulteration is and how harmful it is to their health.
- They learnt the simple techniques to detect adulterants in food item especially masala.

### **\*\*Acknowledgment:\*\***

We would like to express our gratitude to the College of Home Science faculty, the village authorities, and all the participants for their support and active involvement in making this workshop a memorable and enriching experience.

The College of Home Science is committed to organizing more such workshops to uplift and empower communities through art and education.

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*[Signature]*  
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**Department of Community Resource Management**  
**Community Extension Camp to Bharuch**  
**2023 -2024**

A community extension programme was organised by department of Community Resource Management College of Home Science Nirmala Niketan at Vidhyadeep **Community** college at Bharuch (29th Feb, 1st and 2<sup>nd</sup> March 2024) as a part of student extension education programme.

The rural camp organized in Bharuch at Vidhyadeep College was a remarkable event designed to empower and educate young girls through a series of workshops. Conducted by the enthusiastic students of the College of Home Science, Nirmala Niketan, Department of Community Resource Management the camp spanned over a few days filled with learning, creativity, and physical activities. The initiative aimed at fostering new skills, confidence, and a sense of community among the participants.

Aim of the extension Camp: To train and empower young girls of adivasi community with various entrepreneurial skills and help them become self-sufficient financially.

Objective is to establish a connection with the rural community in Bharuch and gain insights into their specific needs.

**Plan of action for Bharuch Rural camp Activities**

	Activities/workshops			
Date	Prebreakfast	Pre-lunch	Post lunch	Pre-dinner
29-2-2024				Ice Breaker games
1- 3- 2024	<ul style="list-style-type: none"> <li>Self defence</li> </ul>	Orientation <ul style="list-style-type: none"> <li>First aid &amp; Types of Bandages</li> <li>Candle making</li> <li>Clay jewellery</li> </ul>	<ul style="list-style-type: none"> <li>Scrunches making</li> <li>Stationary pouch</li> <li>Personal grooming workshop</li> </ul>	<ul style="list-style-type: none"> <li>Zumba dance (recreational Activity)</li> </ul>
2-3-2024	Return journey			

**Day 1: Ice Breaker Games:** Conducted by Ms Krisha and Ms Kameswari

The camp started with a series of ice breaker games, setting a friendly and comfortable atmosphere. These activities were crucial in helping the girls loosen up and bond with each other, laying a solid foundation for the days to come.

**[1] Eke Machli Chapaak:** This game taught them about how necessary alertness is and the way we played the game it also taught them team work because even if one person went wrong the entire team loses.

**[2] Head, Shoulder, Knees and Toes:** It promotes listening and following instructions, making it an interactive and educational activity for childhood development. It also develops motor skills.

Recognition and rewards were given to the winners, adding an extra layer of excitement to the atmosphere



## Day 2: Educational and Creative Workshops:

On the second day of the camp, a series of learning workshops were conducted at Vidhyadeep College. These workshops spanned the entire day and encompassed a diverse range of topics aimed at equipping individuals with new skills and promoting self-care. The workshops included self-defence training, particularly focusing on empowering women to ensure their safety. Additionally, participants had the opportunity to learn the art of making clay jewellery, which could serve as both a recreational activity and a potential source of income. Furthermore, sessions conducted were on creating hair scrunches (women accessories), grooming and job skills, candle-making, and crafting canvas pouches. These workshops aimed to enhance participants' creativity, self-confidence, and entrepreneurial spirit.

In addition to the workshops, students also conducted an assessment of the existing infrastructure in the nearby villages. This evaluation aimed to identify areas that required improvement, such as access to clean water, electricity, and well-maintained roads. By



identifying these needs, one could develop strategies to address the infrastructure gaps and work towards enhancing the overall living conditions of the rural communities

Lastly, we organized activities that facilitated the sharing of cultures between college students and villagers. These activities aimed to foster a sense of unity and understanding among the participants

The main day of the camp was packed with a variety of workshops designed to cater to different interests and skill sets. The workshops conducted were:

### 1. **Self-Defence:** Conducted by Ms Aafiyah.

A vital session empowering girls with basic self-defence techniques, enhancing their sense of security and confidence in handling precarious situations. Students also learnt about simple punches and kicks. Session started early morning 6.30 am and ended with simple warm up exercises.



### 2. **Candle Making:** Conducted by Ms. Niyati and Ms. Rashida

A crafty workshop where the girls learned the art of making candles, fostering creativity and providing them with a potential entrepreneurial skill. Candle making workshops often emphasize using natural and sustainable materials, such as beeswax or soy wax,



which promotes environmentally friendly practices and encourages girls to adopt sustainable lifestyles. By learning how to make candles, girls in rural areas can explore entrepreneurial opportunities. They can sell their handmade candles locally or online, contributing to their financial independence and economic empowerment. The entire batch of 170 girls were divided in the group of 16 each girl got an opportunity to make candle. They came out with innovative ideas, the final product was awesome showcasing their innovative ideas and creativity.

### 3. Clay Art: Facilitated by Ms Dyuti and Ms Kritika.

This workshop allowed the participants to express themselves through clay, honing their artistic skills and creativity, participants had the opportunity to learn the art of making clay jewellery, which could serve as both a recreational activity and a potential source of income. We taught them about to make a pair of earrings and a pendant out



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of clay. We gave each group certain amount of clay and they were asked to roll the clay in the respective shape they wanted. After they made their designs we asked them to keep it aside and later gave them acrylic paints to paint their jewellery.

#### 4. **Scrunches Making:** Conducted by Ms Arwa and Ms Khadija.

The day continued with accessory making workshop where scrunches were demonstrated. Girls were introduced to valuable sewing skills and entrepreneurial insights. They learned to create handmade scrunches, empowering them to pursue income-generating ventures and nurture their creativity. It was fun and fashionable craft workshop teaching the girls how to make their scrunchies, combining creativity with practical skills.



5.



#### **Canvas Pouch Making:** Led by Ms Amatullah.

Another creative session where the participants learned to make canvas pouches, encouraging them to explore their artistic talents further. Participants honed their crafting skills in a sustainable stationary pouch workshop, adding personal flair to their creations.



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Stationary materials were provided consisting of canvas, acrylic paints and brushes. They were then asked to use their imagination and paint on the pouch.

**6. Personal grooming and Communication Skill:** Facilitated by Ms Miloni, Ms Aqsa, Ms Kameswari, and Ms.Amithi.

Workshop consisted of Introduction to hospitality industry and proceeded by demonstration of Sari Draping, Basic makeup at workplace followed by personal grooming and hygiene, this session was aimed at boosting the girls' self-esteem and personal care routines. This crucial workshop designed to enhance communication skills, particularly in interview settings, preparing the girls for future career opportunities.



**7. First Aid Workshop:** led by Ms Charisma and Ms Rashida

This essential workshop provided participants with basic knowledge on how to respond to common injuries and emergencies. Covering topics like bandaging minor wounds and handling more severe conditions, it emphasized the importance of quick and effective action to ensure safety and potentially save lives, enhancing the participants' confidence and responsibility in emergency situations.

Participants in this crucial session left with a foundational understanding of how to handle common injuries and emergencies. It addressed small wounds and more serious ailments, stressing the need for prompt action to protect safety and possibly save lives. This helped to increase participant confidence and sense of responsibility in emergency circumstances.





### 8. Zumba Workshop – Conducted by Ms Vidhi, Ms Kameswari, Ms Avandhika and Ms Janhavi



The community extension camp concluded on a high note with a fun Zumba workshop, ensuring the participants left with not only new skills but also a memorable experience of joy and camaraderie. The fruitful day ended by distribution of chocolates to all the girls and special gifts to the winners of various activities, adding a sweet end to the camp.

In conclusion, the collaborative effort between Vidhyadeep College Bharuch and College of Home Science Nirmala Niketan Department of Community Resource Management Mumbai has proven to be a valuable initiative. By addressing challenges and promoting skill development, the camp not only narrowed the gap between urban and rural populations but also laid the foundation for sustainable growth. The positive impact of all the workshops conducted emphasizes the importance of practical learning

experiences in creating lasting impressions and fostering meaningful connections between diverse communities.

This extension programme not only equipped the participants with new skills but also played a significant role in enhancing their confidence and interpersonal relationships. Such initiatives are pivotal in empowering the youth, especially in rural settings, paving the way for their holistic development.

The day concluded with expressions of gratitude towards the organizers for providing the opportunity to contribute to society and delivering exceptional hospitality.

The extension program was a resounding success, with both the participants and organizers thoroughly enjoying the diverse workshops. Skills in scrunches making, canvas pouch creation, clay art, and jewellery making were imparted, enhancing the entrepreneurial spirit of the attendees. The camp not only provided valuable knowledge but also fostered a sense of community and shared learning.



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## DEPARTMENT OF COMMUNITY RESOURCE MANAGEMENT

And

## DEPARTMENT OF LIFELONG LEARNING AND EXTENSION

### Community Extension Program: Family Service Centre (FSC) - Colaba and Cuff Parade

#### Breast Feeding week celebration

Family Service Centre (FSC), is a non- profit, secular and unbiased organization; small seed of which was sown in 1955 by a group of women with a philanthropic perspective to assist women and children in difficult situations. FSC was given a professional approach by their Founder Director, Dr (Ms) Armaity Desai in 1961 by bringing it under the aegis of College of Social Work, Nirmala Niketan. Today it has blossomed into a full-grown tree which is committed to provide support and empowerment to the underprivileged sections of society. Their mission is to empower the family, the core unit of society, by creating an enabling and supportive environment, providing counselling and developing positive Human values. They are the recipient of Ahilyadevi Holkar Award for recognition of their contribution and achievements in the field of Women & Child Development. Ms Sheetal Rebello, is Deputy Director, Family Service Centre, working with FSC for 13 years.



We, the students from the Community Resource Management Department, wanted to make sure our community understands why breastfeeding is important. So, we spent 15 days planning, with 12 of us working on a cool street play script and making posters. We visited two different centres on 2<sup>nd</sup> August 2023 in Colaba and Cuff Parade, guided by two awesome volunteers. First, we went to a community centre in Colaba, and then we headed to another one in Cuff Parade. The moms there were awesome! They interacted with us a lot and gave super positive feedback on our posters and the street play we did, which we called Nukad Natak. We even did street plays outside the centres, and that turned out to be a hit too! It was a great experience



, and we're happy our efforts resonated with the community. Sharing important info about breastfeeding through posters and fun street plays felt like a success for all of us students.

### Posters made by the students



Sunita Jaiswal

HOD and Community extension Coordinator

Dept of Community ResourceManagement





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16<sup>th</sup> August 2023

### Greetings from Family Service Centre!

Family Service Centre is very grateful to your students for kindly conducting informative awareness session through interactive act play demonstration on importance of breast feeding with women from Colaba and Cuffe Parade slum communities on 2<sup>nd</sup> August 2023. We do appreciate the efforts of your students, utilizing various mediums to make the program interesting and receptive to the audience. We received a positive feedback from the women as well as our staff, who found it very interesting and helpful.

This is a 'Thank You' note coming from us and the women beneficiaries with a deep gratitude towards your involvement with FSC.

This information will surely help them in their daily lives. We do look forward to further collaboration with you in future.

Thanking you once again for your generous gesture.

Yours Sincerely

Ms. Sheetal Rebello  
Deputy Director

**FAMILY SERVICE CENTRE**  
EUCCHARISTIC CONGRESS BUILDING NO. III,  
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TEL:- 022-22021432 / 022-22828862  
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## **RESEARCH UNIT**

Name of the Project:

कॉलेज ऑफ होम सायन्स निर्मला निकेतन ह्यांचे मारफत किचन गार्डन माध्यमातून भाज्यांची लागवड करून आदिवासी मुलामुलीचं पोषण पातळी वाढवणे

Project Commenced in December 2023

No. of schools : 8 schools

Project's Aim:

- Development of Kitchen Garden and to use the produce in the daily
- Nutrition and Cleanliness awareness camps and anthropometry recording.
- Awareness of health and hygiene and compare the nutritional progress of students.

### **I] Development of Kitchen Garden and to use the produce in the daily**

From 2022 to 2024 land preparedness, cultivation and harvest

- Recess done to select appropriate plots for development.
- Land cleaning work done
- Land preparation for cultivation
- Four schools, chafewadi, savarsai, bhalewadi, and varvane were fully made ready for cultivation.
- In 2024 , harvests recorded and produce added to the daily meals in the respective ashramshallas.
- Vegetables for eg. Leafy vegetable like green and red maat, palak, moola, kakadi, methi, tandulsa, allu , bhendi, gavar, chawli, doodhi, pumkin, padwal, shirali, suran etc have been harvested and the process is continued.
- May 2024 onwards the remaining four schools [i.e Pinglas, Varsai, Pathrej, Sanegaon] plots have been cleaned and prepared for sowing, cultivated and will be harvested shortly.
- Vegetables eg. Leafy vegetable like green and red maat, palak, moola, kakadi, methi, tandulsa, allu , bhendi, gavar, chawli, doodhi, pumkin, padwal, shirali, suran etc have been sowed in June 2024.

### **II] Nutrition and Cleanliness awareness camps**

- Students of Nutrition from Nirmala Niketan college visited each school in 2023 and 2024 to educate children about
  1. Importance of healthy food habits
  2. Nutritional values of indigenous vegetables ‘

3. Cleanliness awareness
4. Anthropometry recording

### **III] Awareness of health and hygiene and compare the nutritional progress of students.**

- Students of Nutrition from Nirmala Niketan college and Sophia college visited each school in 2023 and 2024 to spread awareness regarding nutrition using gamification as their main tool.

Pen	Karjat
Savarsai ashramshala	Bhalivadi ashramshala (all-girls school)
Warvane ashramshala	Pinghlas ashramshala
Varsai ashramshala	Pathrej ashramshala
	Chafewadi ashramshala
	Sanegaon ashramshala



Bhalewadi plot initial state

After cleaning and preparing



Savarsai palakharvests.

Varvane harvests....

Chafewadi raan bhajya prashikshan



Pinghlas anthropometry



Sanegaon nutrition games