

Jaywant Pratishthan Humgaon Sanchalit,
Amdar Shashikant Shinde Mahavidyalay, Medha
Tal.Jawali, Dist. Satara (MS) Pin-415012
President : Hon. M.L.A. Shashikant J. Shinde
Principal : Major Dr. Ashok V. Giri
M.Com.,B.Ed.,M.Phil.,GDC & A.,Ph.D., DMC & J
Cell :- 9822296596



स्थापना : २००२

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

NAAC : 'B+' Grade

जयवंत प्रतिष्ठान हुमगांव संचलित,
आमदार शशिकांत शिंदे महाविद्यालय, मेढा
ता.जावली, जि.सातारा(महाराष्ट्र) पिन - ४१५०१२
अध्यक्ष - मा.आमदार शशिकांत शिंदे
प्राचार्य - मेजर डॉ. अशोक वि. गिरी
M.Com.,B.Ed.,M.Phil.,GDC & A.,Ph.D., DMC & J
भ्रमणध्वनी क्र. ९८२२२९६५९६

Office :- 02378-285645

Email Id: accmedha@yahoo.com, medha170.cl@unishivaji.ac.in, principalassm2022@gmail.com

Website: www.assmmedha.edu.in

Ref. No. :

Date:

6.2.1: The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc.

Deployment of Perspective Plan

Index

Sr. No.	Particulars	Page No.
1	Webinar on ‘Impact of Covid- 19 on Rural Economy	3 to 13
2	Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer”	14 to 398
3	Purchase of Exam Software	399
4	Staff Pursuing Ph. D and NOC for Ph. D	400 to 411
5	Minor research project of Dr. Omkar Yadav	412
6	Study tour and Industrial Visit Organized	431 to 437
7	Consumer Guidance and Financial Literacy	438 to 529
8	Milk Analysis	530 to 536
9	Purchase of ICT equipments	537 to 539
10	Entrepreneurship Awareness Programs	540 to 579
11	Books, Magazines and Journal purchase for Library	580 to 590
12	IPR Workshops organized in Institute	591 to 604
13	Training Programs and workshops organized for teaching and non-teaching staff	605 to 679
14	Lead College Activities	680 to 684
15	Purchase of Instruments, glassware’s and chemicals for laboratories.	685 to 708
16	Registration letter of Alumni Association	709
17	Haemoglobin Checkup camp for students and staff.	710 to 717
18	Gymkhana Construction Grant	718
19	Use of ICT in Teaching	719 to 763
20	Financial Mobilization for Institute development	764 to 772
21	Infrastructure Development and Visit of Renowned Scientist to Guide the students	773 to 782
22	Participation in ATAL Ranking, NIRF and ISO Certification	783 to 789



Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde
Mahavidyalay, Medha.



Tal. Jawali, Dist. Satara, Maharashtra - 415 012.

Department of Economics
Organized
National Webinar On
“Impacts of Covid - 19
on Rural Economy”

National Webinar on “Impact of COVID-19 on Rural Economy”

दिनांक २५ जून २०२० रोजी अर्थशास्त्र विभाग व शिवाजी शिवाजी युनिव्हर्सिटी इकॉनॉमिक असोसिएशन, कोल्हापूर (सुयेक) यांच्या संयुक्त विद्यमाने Impact of COVID – 19 on Rural Economy या विषयावर राष्ट्रीय वेबिणार आयोजित केले होते.

या वेबिणार मध्ये कोरोनाचा ग्रामीण अर्थ व्यवस्थेवरील परिणाम या विषयावर डॉ. काशिनाथ तनंगे यांनी साधन व्यक्ती म्हणून मार्गदर्शन केले तसेच कोरोनाचा कृषी क्षेत्रावरील परिणाम या विषयावर प्रा. सुभाष दगडे यांनी साधन व्यक्ती म्हणून मार्गदर्शन केले. या वेबिणार मध्ये देशभरातून २५० प्राध्यापक, संशोधक आणि विद्यार्थी सहभागी झाले होते.


Hesan
Department Of Economics
A.S.S. Mahavidyalay, Medha
Tal- Jaoli, Dist.- Satara


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist.Satara



Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay,

Medha. Tal. Jaoli, Dist. Satara

Department of Economics

&

Shivaji University Economics Association Kolhapur(SUEAK)

Jointly organize National Webinar

ON

Impact of COVID - 19 on Rural Economy

◦ Distinguished Speakers ◦

Hon.Prof.Subhash Dagade

Former President SUEAK,
Former Head, Dept. of Economics
Smt.Mathubai Garware Kanya College,Sangli.

Hon.Dr.Kashinath Tanange

Head, Dept. of Economics
Arts, Com. & Sci. college Gadhinglaj

◦ President ◦

Hon.Dr.Anilkumar Wavare

President of SUEAK, Chairman BOS in Economics, Shivaji University Kolhapur

◦ Organizer ◦

Dr.Pramod R. Ghatage

I/C Principal, Amdar Shashikant Shinde Mahavidyalaya, Medha.

◦ Convener ◦

Dr.Sanjay Dhonde

9623459537

◦ Co-ordinator ◦

Dr.Sujit Kasabe

9518925734

◦ Executive Committee SUEAK ◦

Prof. M. G. Patil

Secretary/Treasurer

Dr. Santosh Yadav

Executive President

Prof. Sanjay Thigale

Editor Shivarth

Vice Presidents & All Members of Executive Committee

Registration link

<https://forms.gle/fua8fHHAaSnEWPk7>

Participants are requested to join

our Telegram group

Telegram group link :

<https://t.me/amdarcollegemedha>

Registration is Free

Webinar will be on Zoom

Zoom meeting ID and password will be

given on telegram group on the same

day at 11.30 AM

E-Certificates:

E-Certificates will be issued to all the

participants after submitting the

feedback form at the end of the

webinar. Link of feedback form will be

provided on Telegram group after

completing Webinar

25th June 2020

Time :- 12.00 PM

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara





Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोसथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: 18/6

Date: 20/06/2020

To,
Dr.K.R.Tanange
Assistant Professor,
Arts,Comm.& Science College, Gadhinglaj.

Sub: Invitation for Resource Person at National Webinar

Sir,

We have great pleasure to invite you as a Resource Person at National Webinar on Impact of COVID-19 on Rural Economy Jointly organized by Amdar Shashikant Shinde Mahavidyalaya,Medha & Shivaji University Economic Association Kolhapur (SUEAK) on 25th June,2020.We request you to guide us on “ **Impact of COVID on Agriculture & Industry** ”as per discussion with us.You are therefore requested to kindly make it convenient to attend the same 11.00 a.m. on 25/06/2020.

Thank you,

Yours faithfully,


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist.Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.:

Date: 20/06/2020

To,

Prof. Subhas Dagade

Sangali

Subject:- Invitation for Resource Person at National Webinar

Respected Sir,

We have great pleasure to invite you as a Resource Person at National Webinar on Impact of COVID- 19 on Rural Economy Jointly Organized by our Amdar Shashikant Shinde Mahavidyalay, Medha & Shivaji University Economics Association Kolhapur (SUEAK) on 25th June 2020. We request you to guide us on **“Impact of COVID -19 on Agriculture sector”** as per discussion with us. You are therefore requested to kindly make it convenient to attend the same 11.00 a.m. on 25/06/2020.

Thank you,

Yours Faithfully,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: 21/6

Date: 25/06/2020

To,
Dr.K.R.Tanange
Assistant Professor,
Arts,Comm.& Science College, Gadhinglaj.

Letter of Appreciation

Dear Sir,

We Would like to extend our heartfelt thanks to you for your contribution as a Resource Person at National Webinar on Impact of COVID-19 on Rural Economy Jointly organized by Amdar Shashikant Shinde Mahavidyalaya, Medha & Shivaji University Economic Association Kolhapur (SUEAK) on 25th June, 2020. You have guided to the participants on "Impact of COVID on Agriculture & Industry". We hope that you enjoyed delivering the talk to students as the students have enjoyed this feast of knowledge.

We wish that you would continue your support and association with us in our future endeavours.

Thanking you,

Yours faithfully,


DR. PRAMOD GHATAGE
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोसैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.:

Date: 28/06/2020

Letter of Gratitude

To,

Prof.Subhash Dagade

Sangali

Respected Sir,

We would like to extend our heartfelt thanks to you for your contribution as a Resource Person at National Webinar on Impact of COVID- 19 on Rural Economy Jointly organizes by our Amdar Shashikant Shinde Mahavidyalay,Medha & Shivaji University Economics Association Kolhapur (SUEAK) on 25th June 2020. You have guided to the participants on Impact on COVID-19 on Agriculture Sector. We hope that you enjoyed delivering the talk to students as the students have enjoyed this feast of knowledge.

We wish that you would continue your support and association with us in our feature endeavours.

Thanking You,

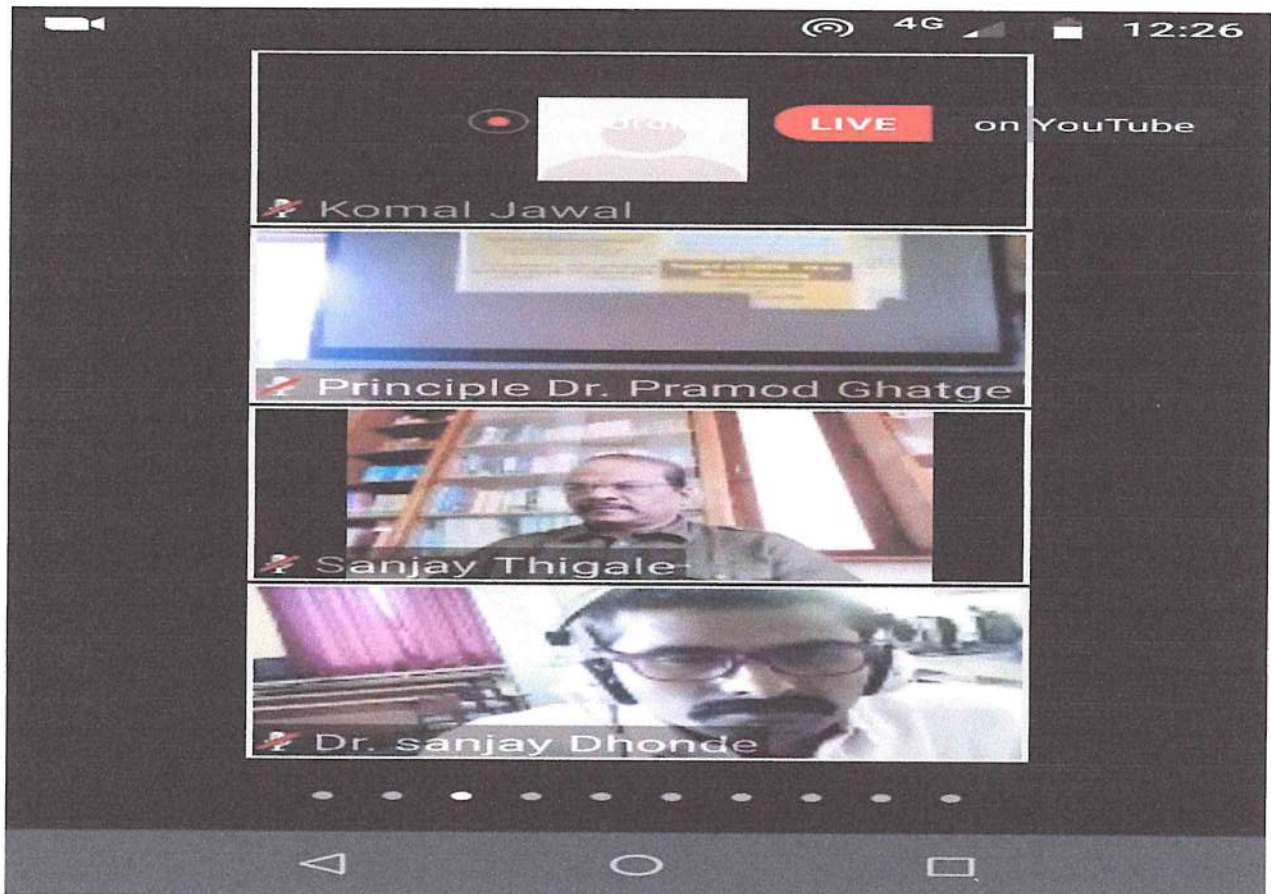
Faithfully,

Yours

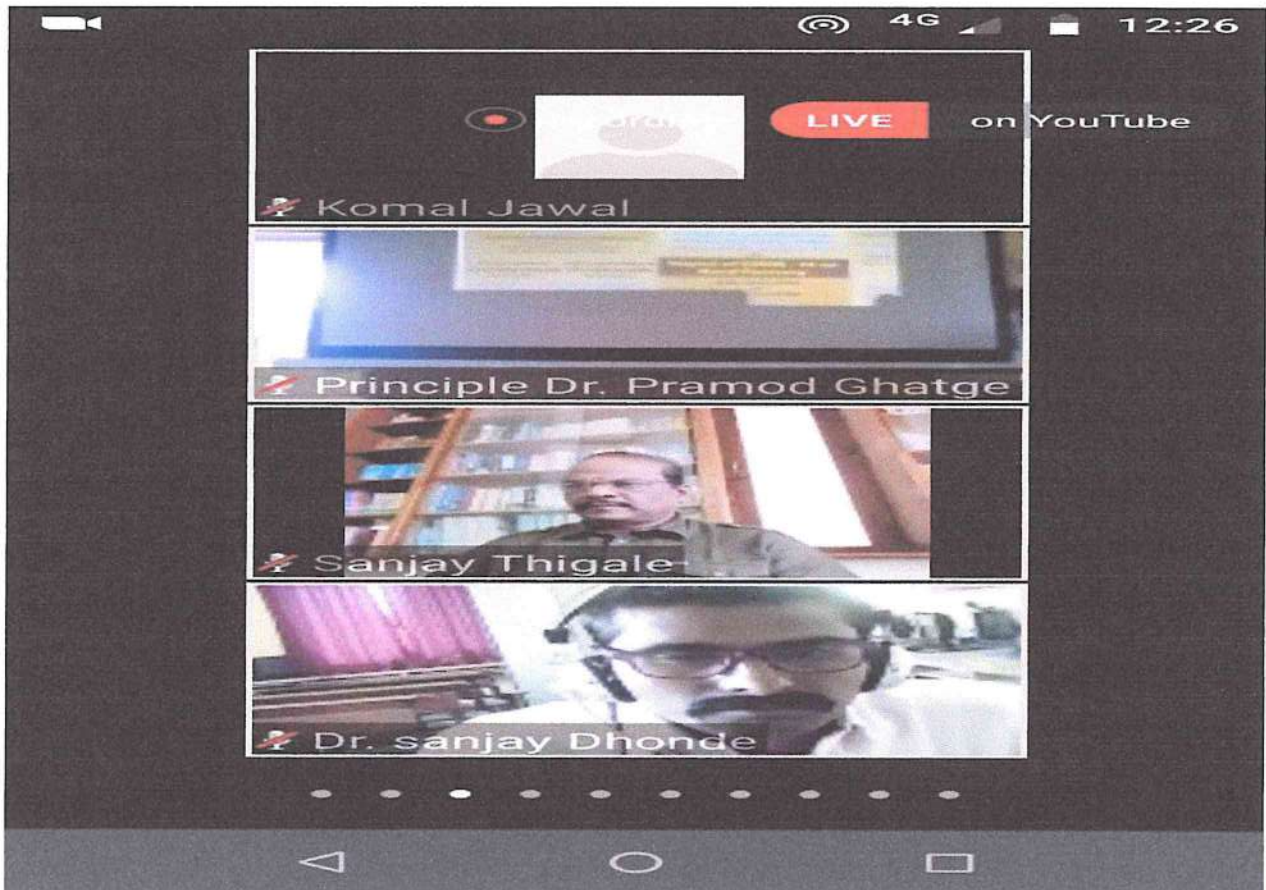
I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

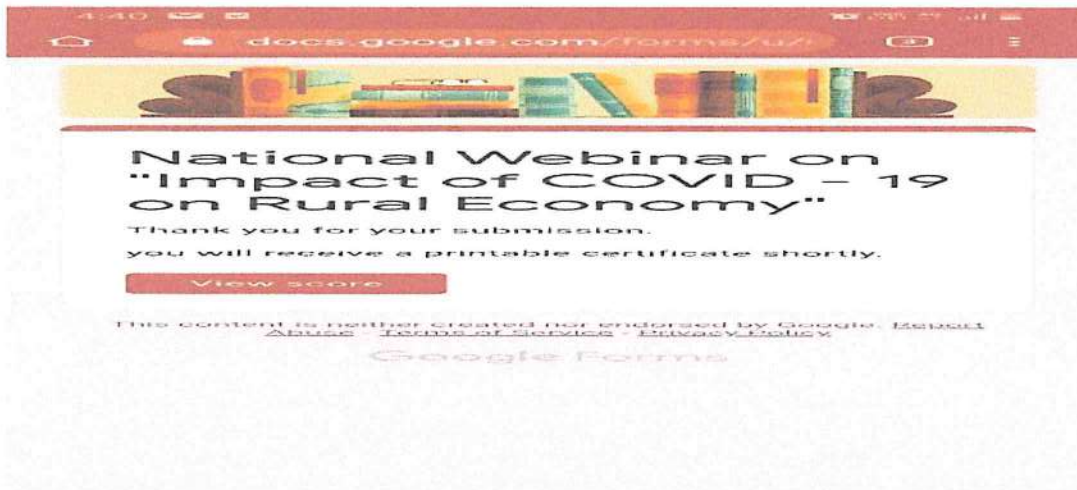
Webinar on Impact of Covid 19 on Rural Economy



Webinar on Impact of Covid 19 on Rural Economy



Webinar on Impact of Covid 19 on Rural Economy





Jaywant Pratishthan, Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalaya, Medha

Tal- Jaoli, Dist.- Satara, Maharashtra state

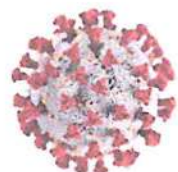


**Department of Economics
&**

Shivaji University Economics Association Kolhapur (SUEAK)

Organized National webinar on

Impact of COVID-19 on Rural Economy



Certificate



This certificate is presented to Mr./ Miss./Dr. _____

from _____ for

attending National Webinar on ***“Impact of COVID-19 on Rural Economy”*** organised by the Departement of Economics, Amdar Shashikant Shinde Mahavidyalaya, Medha & Shivaji University Economics Association Kolhapur on 25th June 2020.

Dr. S.V. Dhonde
Convener

Dr. S. M. Kasabe
Co-ordinator

Dr. A. K. Wavare
President of SUEAK

Dr. P. R. Ghatage
I/C Principal (ASSM, Medha)



Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde
Mahavidyalay, Medha.



Tal. Jawali, Dist. Satara, Maharashtra - 415 012.

Department of English

Organized

Two Day National Online
Conference

on

“Place of Textbook in English
Language Teaching in India: A
Dependable Tool of Knowledge
Transfer”

Two Day National Online Conference

on

Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer

is organised by



Jaywant Pratishthan Humgaon sanchalit

AMDAR, SHASHIKANT SHINDE
MAHAVIDYALAY, MEDHA

Tal- Jawali, Dist- Satara 415012 Maharashtra - India



Department of English

In Collaboration with

• SATARA CHAPTER •

ENGLISH LANGUAGE TEACHERS' ASSOCIATION OF INDIA (ELT@I)

2nd and 3rd August, 2021

Platform : Zoom & Google Meet



Textbooks have been the mainstay of language teaching and other subjects across curriculums at various levels not only in India but the world over. However, the teacher tends to use the textbook inadequately or depends on it far too much in his/her anxiety to achieve greater results. To provide optimal use of the textbook, a teacher (at any level) needs to be trained. A good training programme should help the learner to wean away from the habit of popular notes and guides available in the market and reduce the anxiety of the teacher about the need to 'complete the syllabus.'

The production of textbooks has undergone a process of evolution and changed its face rather rapidly. Textbook production has become a professional pursuit and the responsibility is entrusted to the highly competent teachers. The content provided offers help to the teacher in choosing the delivery strategies, assessment patterns and best of all to cope with learner needs and expectations. Today, textbooks are designed attractively to create interest among learners at different levels.

This conference is an attempt to explore a large number of textbooks, analyse them and evaluate their successes and failures over a period of time. The conference also promotes researchers and teachers to analyse and compare the art of textbook production available in India and abroad and judge how much of these designs can be adapted in our situations. To discuss these issues, the conference has listed the following sub-themes:

Kalavishkar Graphics, STR/9503780628

About the Institute

Jaywant Pratishthan was established at Humgaon (2000) by Hon. MLA, Mr. Shashikant Shinde and has been serving in the fields of education, employment skills and training, health and other social activities for economically backward people of the region and has set new dimensions of development and has become a reliable trust in the region.

Amdar Shashikant Shinde Mahavidyalay, Medha was established in July 2002 to remove the educational backwardness of the area as the higher education facility was absent before the establishment. This is the only college in the hilly tehsil of Jawali in the North-West of Satara. This region is divided into three sections by the high mountain ranges of the Sahyadri Mountain, a region where transportation and communication services are too poor to fulfil the basic needs of the residents. The institute was started with two faculties, Arts and Commerce in 2002 and Science faculty was added to it in 2012. The journey which started with 30 students has now reached the considerable number of more than 1600 students in the Junior and Senior wings together. The number mainly comprises of girls which were deprived of higher education of any kind.

Dr.Sarangpani R. Shinde
Conference Convener
8007691998
shindesarang85@gmail.com

Dr.Dnyandeo S. Kale
Chapter Convener
Head, Deptt., of English
7588059173
dnyasakale@gmail.com

Prof.Dr.Sunil R. Sawant
President ELT@I,
Satara Chapter
9822409980

Dr.Pramod R. Ghatge
I/C Principal
ASS, Medha (Satara)
9766493094

Scan to Register



Scan to visit
Institutional Website



Note: This is an online conference in which expert sessions would be delivered through Zoom Meeting Platform and parallel paper presentation sessions would be conducted through Google Meet.

Conference sub-themes:

1. Textbook Production:

- a. Syllabus design and modification to suit textbook production
- b. Choice of people to write the textbook
- c. Selection of literary and non-literary pieces
- d. Division of labour in producing a textbook
- e. Editing the first draft
- f. Trialling the textbook with a sample
- g. Layout, illustrations, cover design
- h. Final version and preparing the press copy
- i. Printing the textbook

2. Implementation:

- a. Design of a unit in the book
- b. Composition of units (language across curriculum)
- c. Supplementary materials
- d. Exercise patterns and types
- e. Revision exercises and assessment tools
- f. Classroom adaptations and modifications of a textbook
- g. Experiments with the textbook
- h. Suitability of the textbook in linguistically and geographically different areas

3. Impact

- a. Review committee to assess the book
- b. Student samples to evaluate the book
- c. Choice of themes
- d. Social values and application
- e. Grammar, vocabulary and skill development
- f. Textbook beyond the classroom

The conference proposes to have a keynote address and a set of plenary sessions delivered by reputed scholars in the field drawn from across the country and outside.

CALL FOR PAPERS

The conference invites papers on the sub-themes from teachers, researchers and scholars at different levels. The organizers plan to publish the selected papers in an edited book published by a reputed international publisher. Authors of the selected papers would be communicated about the changes and developments in the publication process later.

Contributors are requested to submit their original, unpublished papers to:

- Email: englishassm2021@gmail.com
- Registration Link: <https://forms.gle/zE23u9ejbP7nRRDm6>



■ Important Dates:

Registration	1 st August 2021
Abstract Submission	20 th July 2021
Acceptance	21 st July 2021
Submission of Complete Paper	28 th July 2021

You Tube LIVE!

- * No Registration Fee
- * Click to Register : <https://forms.gle/zE23u9ejbP7nRRDm6>
- * e-certificate will be issued on submission of the Feedback Form.
- * A hard copy of the certificate will be issued on demand on payment of ₹100.

Two Day National Online Conference

ON

Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer

is organised by



Jaywant Pratishthan Humgaon sanchalit

AMDAR SHASHIKANT SHINDE
MAHAVIDYALAY, MEDHA

Tal- Jawali, Dist- Satara 415012 (MH-India)



Hon. M.A. Mr. Shashikant Shinde
President,
Jaywant Pratishthan, Humgaon



Hon. Mrs. Veishalini Shinde
Secretary,
Jaywant Pratishthan, Humgaon



Department of English

In Collaboration with

SATARA CHAPTER

ENGLISH LANGUAGE TEACHERS' ASSOCIATION OF INDIA (ELT@I)

2nd and 3rd August, 2021

Platform : Zoom & Google Meet



Day 1



Keynote Address:

Professor Dr. Sathuvalli Mohanraj

Former Professor, EFLU

Topic: Textbook: As a common man sees it

Session - I

Professor Dr. Shridhar Gokhale

Former Professor and Head, Dept. of English, S.P. Pune University

Topic: The Textbook and the Learner



Session - II

Professor Dr. Tripti Karekatti

Professor and Head, Dept. of English, Shivaji University, Kolhapur

Topic: Textbook in a Language Class:
Depend on it or Ditch it?



Day 2

Parallel Paper Presentation Sessions



Dr. Arvind Jadhav
Associate Professor,
YCCS, Karad

• Moderators •

Mr. Shrinivas Pawar
Assistant Professor,
B.D. Desai College, Patan



IMPORTANT DATES AND LINKS

Registration: <https://forms.gle/zE23u9eibP7nRRDm6> (1st August, 2021)

Abstract Submission: englishassm2021@gmail.com (20th July, 2021)

Full Paper Submission: englishassm2021@gmail.com (28th July, 2021)

Zoom Meeting link (2nd August, 2021):

<https://us02web.zoom.us/j/6327654596?pwd=djRBWXM4SiQwOVZzblNsUz9FMVlnQ1Q1>

Note: All the links for paper presenters would be communicated on their registered emails once the slots are finalised.



Dr. Pramod R. Ghatage
Principal,
Amdar Shashikant Shinde
Mahavidyalay, Medha

• Organizers •

Professor Dr. Sunil Sawant
President,
Satara Chapter, ELT@I



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Two-Day National Online Conference
**PLACE OF TEXTBOOK IN ENGLISH LANGUAGE
 TEACHING IN INDIA: A DEPENDABLE TOOL OF
 KNOWLEDGE TRANSFER**

2nd and 3rd August, 2021

Schedule of Programme



DAY 1		
Inauguration		
10.00		Inaugural Speech: Dr. Pramod Ghatage , Principal, ASSM, Medha
		Professor Dr. Sunil Sawant , President, Satara Chapter, ELT@I
10.25 am		Introduction to the Conference Dr. Dnyandeo Kale ,
Keynote Address		
10.30 am		Introduction of Keynote Speaker Prof. Vjay Ghadage
		Keynote Address : Textbook: As a common man sees it Professor S. Mohanraj
		Vote of thanks for the Inaugural Dr. Prashant Lohar
Session I		
11.30 am		Introduction of the Speaker and the Chairperson Dr. Satish Syakar
		Professor Shridhar Gokhale , Topic: The Textbook and the Learner
		Chairperson Dr. Ashok Karande
		Vote of thanks for the session Prof. Suryakant Adate
Session II		
12.30 pm		Introduction of the Speaker and the Chairperson Dr. Tanaji Kamble
		Professor Tripti Karekatti Topic: Textbook in a Language Class: Depend on it or Ditch it?
		Chairperson Professor Rajaram Zirange
		Vote of thanks Dr. Sarangpani Shinde

DAY 2		
Parallel Paper Presentation Sessions		
10.00 am	1	Chairperson: Dr. G. D. Ingale
10.00 am	2	Chairperson: Dr. J. A. Mhetre
10.00 am	3	Chairperson: Dr. Satish Ghatage
10.00 am	4	Chairperson: Dr. R. R. Thorat
10.00 am	5	Chairperson: Dr. Ujjvala Tathe
10.00 am	6	Chairperson: Dr. S. G. Dixit
10.00 am	7	Chairperson: Dr. Anil Dadas
11.30 am	Valedictory Function	

Two-Day National Online Conference

PLACE OF TEXTBOOK IN ENGLISH LANGUAGE TEACHING IN INDIA: A DEPENDABLE TOOL OF KNOWLEDGE TRANSFER



Schedule of Paper Presentations

3rd August, 2021

Room No.	Chair Person	Paper Presenters	TITLE OF THE PAPER
1.	Dr. G. D. Ingle, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgvK3h1Z3dxdUNaN0VjclMwZz09 Meeting ID: 483 986 3937 Passcode: English	Dr. Saykar Satish Govind	THE LOOPHOLES IN SYLLABUS DESIGN AND TEXTBOOK PRODUCTION
		Dr. Chingtham Diana Devi	A CRITICAL ANALYSIS OF THE PRESCRIBED ENGLISH TEXTBOOKS FOR HIGHER SECONDARY STUDENTS IN MANIPUR
		Dr. Manisha Ghatage	SYLLABUS DESIGN AND CURRICULUM DEVELOPMENT CONCERNING - INCLUSION OF GENDER SPECIFIC CONTENT
		Dr Mhamane Vijay Nagnath	APPROACHES TO SYLLABUS DESIGN OF ENGLISH AS SECOND/FOREIGN LANGUAGE
		Showkat Hussain Wani	SYLLABUS DESIGN AND MODIFICATION TO SUIT TEXT PRODUCTION

2	Dr. J. A. Mhetre Principal 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4744211880?pwd=L1ZXc1prUUdoRnQwTmJNSUFPWWhvUT09 Meeting ID: 474 421 1880 Passcode: 12345	Mr. Shahnawaz Rasool	CHOICE OF CONTRIBUTORS TO WRITE A TEXTBOOK
		Mrs. Sakina Murtuza Lakdawala	PLACE OF TEXTBOOK IN ENGLISH TEACHING IN INDIA: A DEPENDABLE TOOL OF KNOWLEDGE TRANSFER
		DR. V. MADHU	SOCIAL RESPONSIBILITY IN SYLLABUS FRAMING
		Manisha Chavan	TEXTBOOK – A TOOL TO INCULCATE SOCIAL VALUES
		Ms. Anu Filda Varghese	IMPACT OF IMPLEMENTING SOCIAL VALUES IN TEXT BOOK

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

<p>3.</p> <p>Dr. Satish Ghatage Professor and Principal-in-Charge</p> <p>10.00 am</p> <p>Join Zoom Meeting https://us04web.zoom.us/j/74150481617?pwd=ZWR1NFkyVDJTeHdscE5vak53UUhiQT09</p> <p>Meeting ID: 741 5048 1617 Passcode: njiJ01</p>	M. M. Sohil	ISSUES OF TEXTBOOKS DESIGN AND TEACHING LEARNING PROCESS IN RURAL MULTILINGUAL AREAS
	Dr. Irum Alvi	STUDENTS' RECEPTION OF ELECTRONICS TEXT BOOK TECHNOLOGIES IN INDIA- AN EMPIRICAL STUDY
	Bandana Sapam	LEARNER'S ATTITUDES TOWARDS THE LITERARY TEXTS USED IN AECC: A CASE STUDY ON DMU UNDERGRADUATE STUDENTS
	Dr. Kamlakar Gavane	RELEVANCE OF TEXTBOOKS IN ENGLISH LANGUAGE CLASSROOM IN INDIA: AS A LEARNING TOOL
	Dr. Shruti Tripathi	THE ENGLISH TEXTBOOK IN THE INDIAN CLASSROOM: THE CONSTRUCTIVIST FRAMEWORK OF LOOKING BEYOND THE TEXT

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

4.	Dr. R. R. Thorat, Associate Professor 10.00 am https://us04web.zoom.us/j/76103123065?pwd=RmhaTnJmWTA4dmIrRVUzYWRWSFBBZz09 Meeting ID: 761 0312 3065 Passcode: wcJx3c	Laishram Asholia Devi	IMPLEMENTATION OF TEXTBOOKS AND WASHBACK EFFECT ON THE SPEAKING SKILLS OF SECONDARY SCHOOL STUDENTS OF CBSE
		<u>Priyanka Abhijit</u> <u>Ozarde</u>	ROLE OF TEXTBOOK IN ENGLISH LANGUAGE - “AN OPTIMUM RESOURCE OR AN OBSTACLE TOOL”
		Dr. S. J. Ghotekar	THE ROLE OF TEXTBOOK FOR DEVELOPING GRAMMAR AND VOCABULARY IN EFL CLASSROOMS
		Dr. Harish G. Tapadia	IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
		K. Sunitha	USING YOUTUBE VIDEOS AS SUPPLEMENTARY MATERIAL FOR TEACHING ENGLISH LANGUAGE IN ESL CLASSROOMS OF ENGINEERING

Note:

- **All the paper presenters are requested to join in time.**
- **The chairperson is authorised to extend the time limit.**
- **Your cooperation is the key to the success of the conference.**

5.	Dr. Ujjvala Tathe, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4759660575?pwd=Uk00bVJZZWNaOHhPOUs5VGhrN016UT09 Meeting ID: 475 966 0575 Passcode: ASSM2021	Dr. Ganesh V. Jadhav	CREATION OF TEXTBOOK OF ENGLISH FOR BUSINESS COMMUNICATION AND MARKETING UNDER AUTONOMY
		Dr. Mrunalini Ghatage	CLASSROOM ADAPTATION AND MODIFICATION OF TEXTBOOK: CHALLENGES FACED BY THE SLA TEACHERS
		Hima Harry	THE PRESENTATIONS OF LANGUAGE SKILLS AND COMMUNICATIONS IN NCERT ENGLISH TEXT BOOK, <i>MARIGOLD</i> IN ELEMENTARY EDUCATION
		Dr. Ujjvala N. Tathe	EFFECTIVENESS OF TELLING TALES IN THE CLASSROOM
		Surendra Singh Jadaun	TEACHING OF ENGLISH LANGUAGE THROUGH RUTH PRAWAR JHABVALA'S SHORT FICTION

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

6. Dr. S. G. Dixit, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/72482652446?pwd=b3B6M0I1Mkdta2JGZlp1bjZQQ3U3QT09 Meeting ID: 724 8265 2446 Passcode: zL0PPn	Dr.Ujwala Vijay Patil	VOCABULARY DEVELOPMENT IN ESL CLASS THROUGH TEXT BOOK: AN ACTION RESEARCH APPROACH
	Mrs. Sadhna Shrinivas Hulyalkar	MODIFICATION OF MATHEMATICS TEXTBOOK FOR THE ENGLISH MEDIUM LEARNERS
	Dr. Rameshwar Rathod	THE DE-COMPOSITION OF WRITING IN A PASSAGE TO INDIA
	Mrs. Priyanka H.Kadam	THEMATIC ANALYSIS & SKILL DEVELOPMENT OF COMMUNICATION SKILLS UNITS & COMPREHENSION UNITS OF B.COM 1
	Dr. Sachin Kamble	DALIT AND TEACHING OF DALIT LITERATURE

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

7	Dr. Anil Dadas, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4716430002?pwd=MXgrUms5T1JQTXQ1NmfaNnlPNWFKZz09 Meeting ID: 471 643 0002 Passcode: ASSM1234	Dr. Anil Dadas	A TEXTBOOK: AN INDISPENSABLE TOOL IN TL PROCESS
		Chavan Savita Vikramsinh	QUESTIONING AS A TOOL OF ASSESSMENT IN KNOWLEDGE CONSTRUCTION FOR VII STANDARD STUDENTS IN THE ENGLISH SUBJECT
		Prof. Vijaya Hake	SYLLABUS DESIGN & MODIFICATION TO SUIT TEXTBOOK PRODUCTION
		Dr. A. G. Joshi	EXERCISE PATTERNS AND TYPES, REVISION, EXERCISE ASSESSMENT TOOLS

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 388/7

Date: 28/7/2021

To,

Dr. Rajaram Zirange,
Professor and Head,
Department of English
Yashwantrav Mohite College,
Bharati Vidyapeeth Campus,
Erandwane, Pune

Subject: Invitation to chair a session

Respected Sir,

We are happy to announce that Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with **Satara Chapter, ELT@I** is organizing a Two-Day National Online Conference on *Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer* on 2nd and 3rd August, 2021.

We hereby invite you to **chair the Second Session** of the Online Conference on **2nd August, 2021**. We request you to accept the invitation and grace the occasion.

We request you to convey inconvenience if any.

Thank you.

Yours sincerely,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Copy to:-

The Principal, Yashwantrao Mohite College, Erandwane, Pune.



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref.No.: 387/7

Date: 28/7/2021

To,
Principal Dr. Ashok Karande,
Powai Naka, Satara

Subject: Invitation to chair a session

Respected Sir,

We are happy to announce that Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with **Satara Chapter, ELT@I** is organizing a Two-Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer** on 2nd and 3rd August, 2021.

We hereby invite you to **chair the First Session** of the Online Conference on **2nd August, 2021**. We request you to accept the invitation and grace the occasion.

We request you to convey inconvenience if any.

Thank you.

Yours sincerely,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनेमस्यै:

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde**I/C Principal: Dr.Pramod Ghatage**

(M.A., Ph.D.)

Office: 02378-285645.

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref No.: 386/7

Date: 28/7/2021

To,

Dr. Arvind Jadhav,
Assistant Professor,
Department of English,
Yashwantrao Chavan College of Science,
Karad.

Subject: Invitation to be a **Moderator** at the Two-Day National Online Conference.

Respected Sir,

We are pleased to inform you that the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha is organizing a Two Day National Online Conference in collaboration with Satara Chapter, ELTA@I on *Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer* on 2nd & 3rd August, 2021. We cordially invite you to be a moderator on 2rd August, 2021. We request you to accept the invitation and assist us.

We request you to convey inconvenience if any.

Thank you.

Yours Sincerely

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोमथै:

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde**I/C Principal: Dr.Pramod Ghatage**

(M.A., Ph.D.)

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: 385/7

Date 28/7/2021

To,

The Principal,
Yashwantrao Chavan College of Science,
Karad.

Subject: Request to relieve Dr. Arvind Jadhav.

Respected Sir,

We are pleased to announce that the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha is organizing a Two Day National Online Conference in collaboration with Satara Chapter, ELTA@I on *Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer* on 2nd & 3rd August, 2021. We cordially invite Dr. Arvind Jadhav, Assistant Professor, Department of English from your institute to be a moderator on 2nd August, 2021. We hereby request you to kindly allow him to participate and relieve him on that day.

Invitation letter is attached herewith.

We request you to convey any inconvenience if any.

Yours Sincerely,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोमथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalaya, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in



Ref. No.:

383/7

Date 28/7/2021

To,

The Principal,
Balasaheb Desai College,
Patan.

Subject: Request to relieve Mr. Shrinivas Pawar.

Respected Sir,

We are pleased to announce that the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha is organizing a Two Day National Online Conference in collaboration with Satara Chapter, ELTA@I on *Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer* on 2nd & 3rd August, 2021. We cordially invite Mr. Shrinivas Pawar, Assistant Professor, Department of English from your institute to be a moderator on 2rd August, 2021. We hereby request you to kindly allow him to participate and relieve him on that day.

Invitation letter is attached herewith.

We request you to convey any inconvenience if any.

Yours Sincerely,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 384/7

Date: 28/7/2021

To,

Mr. Shrinivas Pawar,
Assistant Professor,
Department of English,
Balasaheb Desai College,
Patan.

Subject: Invitation to be a **Moderator** at the Two-Day National Online Conference.

Respected Sir,

We are pleased to inform you that the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha is organizing a Two Day National Online Conference in collaboration with Satara Chapter, ELTA@I on *Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer* on 2nd & 3rd August, 2021. We cordially invite you to be a moderator on 2rd August, 2021. We request you to accept the invitation and assist us.

We request you to convey inconvenience if any.

Thank you.

Yours Sincerely

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोमयै:
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B⁺' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in



Ref. No.: 38017

Date: 26/07/2021

To,

Dr. Tripti Karekatti,
Professor & Head,
Department of English,
Shivaji University, Kolhapur

Subject: Invitation for being a Resource Person.

Respected Madam,

We are happy to announce that the Department of English in our College is organizing a Two-Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer** on 2nd and 3rd August, 2021. The conference aims to orient the participants to different issues pertaining to textbook. We hereby invite you to enlighten them on the topic **Textbook in a Language Class: Depend on it or Ditch it?** at 1.00 pm on 2nd August, 2021. We request you to accept the invitation and guide the participants.

We request you to convey inconvenience if any.

Thank you.

Yours sincerely,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalaya, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 37817

Date: 26/07/2021



To,

Dr. Sathuvalli Mohanraj,

Professor (Rtd)

English & Foreign Language University, Hyderabad

Subject: Invitation to deliver the Keynote Address

Respected Sir,

We are happy to announce that the Department of English in our College is organizing a Two-Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer** on 2nd and 3rd August, 2021. The conference aims to orient the participants to different issues pertaining to textbook. We hereby invite you to enlighten them on the topic **Textbook: As a common man sees it** at 10.30 pm on 2nd August, 2021. We request you to accept the invitation and guide the participants.

We request you to convey inconvenience if any.

Thank you.

Yours sincerely,

I/C PRINCIPAL

**Amdar Shashikant Shinde Mahavidyalaya,
Medha, Tal. Jaoli, Dist. Satara**



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmedha.edu.in

Ref. No.: 37917

Date: 26/07/2021

To,

Dr. Shridhar B. Gokhale,
Former Head & Professor,
Department of English,
S. P. Pune University, Pune

Subject: Invitation for being a Resource Person.

Respected Sir,

We are happy to announce that the Department of English in our College is organizing a Two-Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer** on 2nd and 3rd August, 2021. The conference aims to orient the participants to different issues pertaining to textbook. We hereby invite you to enlighten them on the topic *The Textbook and the Learner* at 12.00 pm on 2nd August, 2021. We request you to accept the invitation and guide the participants.

We request you to convey inconvenience if any.

Thank you.

Yours sincerely,

I/C PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalaya, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmedha.edu.in



Ref. No. 402/81

Date: 2/8/2021

To,

Dr. Tripti Karekatti,
Professor & Head,
Department of English,
Shivaji University, Kolhapur.

Subject: Letter of gratitude.

Respected Mam,

On behalf of the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha, we appreciate the time you gave by delivering an online scholarly talk as a resource person on the topic, 'Textbook in a Language Class: Depend on it or Ditch it?' on 2nd August, 2021 at the Two-Day National Online Conference on 'Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer' which was organized by our department on 2nd and 3rd August, 2021. It was a pleasure to listen to you. Your talk brought new insights in the realm of the English Language teaching and triggered new ideas that will benefit the teaching fraternity for years to come.

Thank you once again and we expect the same cooperation in future from you.

Regards.


I/C PRINCIPAL
Principal,
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in



Date: 2/8/2021

To,

Principal Dr. Ashok Karande,
Powai Naka, Satara.

Subject: Letter of gratitude.

Respected Mam,

On behalf of the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha, we appreciate the time you gave by gracing the conference by accepting our invitation as a chairperson and chairing the First Session of the Online conference on 2nd August, 2021 at the Two-Day National Online Conference on 'Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer' which was organized by our department on 2nd and 3rd August, 2021.

Thank you once again and we expect the same cooperation in future from you.

Regards.


I/C PRINCIPAL
Principal,
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in



Ref. No.
ASSM

402/8

Date: 2/8/2021

To,

Dr. Rajaram Zirange,
Professor and Head,
Department of English,
Yashvantrav Mohite College,
Bharati Vidyapeeth Campus,
Erandwane, Pune.

Subject: Letter of gratitude.

Respected Sir,

On behalf of the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha, we appreciate the time you gave by gracing the conference by accepting our invitation as a **chairperson** and impactfully **chairing the Second Session** of the online conference on 2nd August, 2021 at **the Two-Day National Online Conference on 'Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer'** which was organized by our department on 2nd and 3rd August, 2021.

Thank you once again and we expect the same cooperation in future from you.

Regards.

I/O PRINCIPAL

**Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in



Date: 2 / 8 / 2021

To,

Dr. Arvind Jadhav,
Assistant Professor,
Department of English,
Yashvantrao Chavan College of Science,
Karad.

Subject: Letter of gratitude.

Respected Sir,

On behalf of the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha, we appreciate the time you gave by attending the conference by accepting our invitation as a **moderator and effectively moderating the online conference on 2nd August, 2021 at the Two-Day National Online Conference on 'Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer'** which was organized by our department on 2nd and 3rd August, 2021.

Thank you once again and we expect the same cooperation in future from you.

Regards.


I/O PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in



Date: 2/ 8 2024

To,

Mr. Shrinivas Pawar,
Assistant Professor,
Department of English,
Balasaheb desai College,
Patan.

Subject: Letter of gratitude.

Respected Sir,

On behalf of the Department of English, Amdar Shashikant Shinde Mahavidyalaya, Medha, we appreciate the time you gave by attending the conference by accepting our invitation as a moderator and effectively moderating the online conference on 2nd August, 2021 at the Two-Day National Online Conference on 'Place of Textbook in English Language Teaching in India: A Dependable Tool of Knowledge Transfer' which was organized by our department on 2nd and 3rd August, 2021.

Thank you once again and we expect the same cooperation in future from you.

Regards.

**Principal,
I/C PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**

Report

Place of Textbooks in English Language Teaching in India: A dependable tool of knowledge transfer

a Two Day National Online Conference

Platform: Zoom Meeting

2nd and 3rd August, 2021

Day 1: 2nd August, 2021

Inauguration

The inauguration ceremony of the Online Conference started at 10.00 am with the welcome note of Dr. Pramod Ghatage, Principal of Amdar Shashikant Shinde Mahavidyalay, Medha. In his inaugural address Dr. Ghatage welcomed all the dignitaries and briefly spoke about Jaywant Pratishthan Humgaon.

Dr. Dnyandeo Kale, Head, Department of English, introduced the theme of the conference and also revealed different issues that worked as asset for organization of the conference.

Professor Dr. Sunil Sawant, President, ELTAI Satara Chapter, briefly introduced English Language Teachers' Association of India and the establishment of Satara Chapter. He also took a brief review of the activities of Satara Chapter.



Head, Department of English

Keynote Address

Dr. S. Mohanraj, former Professor at EFLU, delivered the Keynote address on the topic *'Textbook: as a common man sees it'*. He elaborated the concept of textbook and its content in details in his deliberation. He presented the view that textbook is intrinsically connected to teacher and the students and the topics covered in a textbook should have a logical connection with the preceding and succeeding textbooks. Any discrepancy creates adverse effects on the teaching and learning process. He also spoke about the role of a teacher in implementation of a textbook in the classroom. He presented the textbook as a tool for classroom teaching. It is a source of cultural and ethical practices in the classroom.

Prof. Vijay Ghadge, Wagholi introduced the Resource person for the Keynote address and **Dr. Prashant Lohar**, Satara presented the vote of thanks for the session.



Professor Dr. S. Mohanraj,
EFLU



Prof. Vijay Ghadge,
S. J. College, Wagholi



Dr. Prashant Lohar,
LBS College, Satara

Plenary Session I

Dr. Shridhar Gokhale, Former Head and Professor, Department of English, University of Pune, delivered the first plenary session *'The Textbook and the Learner'*. It was a continuation of the thoughts presented by Professor Mohanraj with the shift of focus from teacher to the learner. Learner cannot relate himself with the textbook without successful mediation of the teacher. A learner mostly depends on his teacher for better understanding of the lessons prescribed and tasks assigned. Textbook becomes a tool for independent learning only at the advanced level.

The session was chaired by **Dr. Ashok Karande**, Former Principal, Arts & Commerce College, Nagthane. In his deliberation, he asserted the position of Dr. Gokhale.

Dr. Satish Saykar, Koregaon introduced the resource person and chairperson and Prof. Suryakant Adate presented vote of thanks for the session.

	
<p>Dr. Shridhar Gokhale S. P. Pune University, Pune</p>	
	
<p>Dr. Ashok Karande,</p>	<p>Dr. Satish Saykar, D. P. Bhosale College, Koregaon</p>
	
<p>Prof. Suryakant Adate, PSK College, Deur</p>	<p>Participants</p>

Plenary Session II

Resource person for this session was **Dr. Tripti Karekatti**, Professor and Head, Department of English, Shivaji University, Kolhapur. Her deliberation was on the topic *'Textbook in a Language Class: Depend on it or Ditch it?'* Textbook is the most essential tool in the classroom but it is not the only source for inculcating language and literary skills among the learners. Her scholarly presentation took a review of opinions of world famous scholars.

Dr. Rajaram Zirange, Professor and Head, Department of English, Yashwantrao Mohite College, Erandwane, Pune was the chairperson for the session.

Dr. Tanaji Kamble, Khatav introduced the resource person and chairperson of the session and **Dr. Sarangpani Shinde**, presented the vote of thanks for the day and the session at the end.

 <p>Prof. Tripti Karekatti</p>	 <p>Dr. Rajaram Zirange, Y.M. College, Kothrud, Pune</p>
 <p>Dr. Tanaji Kamble, Shahajiraje Mahavidyalay, Khatav</p>	 <p>Dr. Sarangpani Shinde ASS Mahavidyalay, Medha</p>

Moderators for Day 1

Dr. Arvind Jadhav, Karad and **Prof. Srinivas Pawar**, Patan moderated the day very efficiently. The coordination between them was a key to the success of the first day of the two-day online conference.



Day 2: 3rd August, 2021

Session 1

The second day of the Conference was specifically devoted to the Paper Presentation. There were 38 paper presenters who presented their papers in 7 parallel sessions on Zoom Meeting platform. Chairpersons for the paper presentation sessions were **Dr. G. D. Ingle, Arjunnagar, Principal Dr. J. A. Mhetre, Borgaon, Principal Dr. Satish Ghatage, Karad, Dr. R. R. Thorat, Karad, Dr. Ujjvala Tathe, Karad, Dr. S. G. Dixit, Phaltan, and Dr. A. N. Dadas, Dahiwadi.**

The parallel sessions were hosted by Dr. D. S. Kale, Dr. S. R. Shinde, Dr. S. M. Kasabe, Prof. S. V. Nalawade, Dr. U. S. Pawar, Prof. S. G. Kemdarne and Dr. O. V. Yadav .

Valedictory and Feedback

In his valedictory remark, Dr. Dnyandeo Kale presented the report of the conference and expressed gratitude for everybody associated with the event and those who participated in the event directly or indirectly. On the first day of the conference **100 participants were present in the Zoom Meeting throughout the day and 38 participants presented their papers in the conference.**

In the feedback, many participants presented their opinions about the overall organization of the conference. All the office bearers of Satara Chapter of ELTAI were present. There was a brief discussion about plan of activities to be conducted by Satara Chapter in different colleges. According to them conference was a grand success.

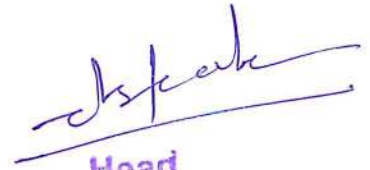
Technical Support

Technical support for the conference was given by **Dr. S. R. Nagarkar, Librarian, ASS Mahavidyalay, and the non-teaching staff of the college.**

The conference was live streamed on YouTube.

<https://www.youtube.com/watch?v=R5kRp3XyRhw>

<https://www.youtube.com/watch?v=7tkUSRRpT2s>



Head
Department Of English
A.S.S. Mahavidyalay, Medha -
Tal- Jaoli, Dist.- Satara -

ÖÖ 5ÄfbÄClÄ h - llés / ÖÖZrönlés

PLACE OF TEXTBOOK IN ENGLISH LANGUAGE TEACHING IN INDIA: A DEPENDABLE TOOL OF KNOWLEDGE TRANSFER



Schedule of Paper Presentations



3rd August, 2021

Room No.	Chair Person	Paper Presenters	TITLE OF THE PAPER
1.	Dr. G. D. Ingle, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgvK3h1Z3dxdU.NaN0VjclMwZz09 Meeting ID: 483 986 3937 Passcode: English	Dr. Saykar Satish Govind	THE LOOPHOLES IN SYLLABUS DESIGN AND TEXTBOOK PRODUCTION
		Dr. Chingtham Diana Devi	A CRITICAL ANALYSIS OF THE PRESCRIBED ENGLISH TEXTBOOKS FOR HIGHER SECONDARY STUDENTS IN MANIPUR
		Dr. Manisha Ghatage	SYLLABUS DESIGN AND CURRICULUM DEVELOPMENT CONCERNING - INCLUSION OF GENDER SPECIFIC CONTENT
		Dr Mhamane Vijay Nagnath	APPROACHES TO SYLLABUS DESIGN OF ENGLISH AS SECOND/FOREIGN LANGUAGE
		Showkat Hussain Wani	SYLLABUS DESIGN AND MODIFICATION TO SUIT TEXT PRODUCTION

2	Dr. J. A. Mhetre Principal 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4744211880?pwd=LlZlXc1prUUdoRnQwTmJNSUFPWWhvUT09 Meeting ID: 474 421 1880 Passcode: 12345	Mr. Shahnawaz Rasool	CHOICE OF CONTRIBUTORS TO WRITE A TEXTBOOK
		Mrs. Sakina Murtuza Lakdawala	PLACE OF TEXTBOOK IN ENGLISH TEACHING IN INDIA: A DEPENDABLE TOOL OF KNOWLEDGE TRANSFER
		DR. V. MADHU	SOCIAL RESPONSIBILITY IN SYLLABUS FRAMING
		Manisha Chavan	TEXTBOOK – A TOOL TO INCULCATE SOCIAL VALUES
		Ms. Anu Filda Varghese	IMPACT OF IMPLEMENTING SOCIAL VALUES IN TEXT BOOK

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

3.	Dr. Satish Ghatage Professor and Principal-in-Charge 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/74150481617?pwd=ZWRlNFkvYDJTcHdscE5vak53UUhiQT09 Meeting ID: 741 5048 1617 Passcode: njiJ01	M. M. Sohil	ISSUES OF TEXTBOOKS DESIGN AND TEACHING LEARNING PROCESS IN RURAL MULTILINGUAL AREAS
		Dr. Irum Alvi	STUDENTS' RECEPTION OF ELECTRONICS TEXT BOOK TECHNOLOGIES IN INDIA- AN EMPIRICAL STUDY
		Bandana Sapam	LEARNER'S ATTITUDES TOWARDS THE LITERARY TEXTS USED IN AECC: A CASE STUDY ON DMU UNDERGRADUATE STUDENTS
		Dr. Kamlakar Gavane	RELEVANCE OF TEXTBOOKS IN ENGLISH LANGUAGE CLASSROOM IN INDIA: AS A LEARNING TOOL
		Dr. Shruti Tripathi	THE ENGLISH TEXTBOOK IN THE INDIAN CLASSROOM: THE CONSTRUCTIVIST FRAMEWORK OF LOOKING BEYOND THE TEXT

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
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4.	Dr. R. R. Thorat, Associate Professor 10.00 am https://us04web.zoom.us/j/76103123065?pwd=RmhaTnJmWTA4dmIrRkVUzYWwRWSFBBZz09 Meeting ID: 761 0312 3065 Passcode: wcJx3c	Laishram Asholia Devi	IMPLEMENTATION OF TEXTBOOKS AND WASHBACK EFFECT ON THE SPEAKING SKILLS OF SECONDARY SCHOOL STUDENTS OF CBSE
		<u>Privanka Abhijit Ozarde</u>	ROLE OF TEXTBOOK IN ENGLISH LANGUAGE - "AN OPTIMUM RESOURCE OR AN OBSTACLE TOOL"
		Dr. S. J. Ghotekar	THE ROLE OF TEXTBOOK FOR DEVELOPING GRAMMAR AND VOCABULARY IN EFL CLASSROOMS
		Dr. Harish G. Tapadia	IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
		K. Sunitha	USING YOUTUBE VIDEOS AS SUPPLEMENTARY MATERIAL FOR TEACHING ENGLISH LANGUAGE IN ESL CLASSROOMS OF ENGINEERING

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

5.	Dr. Ujjvala Tathe, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4759660575?pwd=Uk00bVJZZWNhOHhPOUs5VGhrN016UT09 Meeting ID: 475 966 0575 Passcode: ASSM2021	Dr. Ganesh V. Jadhav	CREATION OF TEXTBOOK OF ENGLISH FOR BUSINESS COMMUNICATION AND MARKETING UNDER AUTONOMY
		Dr. Mrunalini Ghatage	CLASSROOM ADAPTATION AND MODIFICATION OF TEXTBOOK: CHALLENGES FACED BY THE SLA TEACHERS
		Hima Harry	THE PRESENTATIONS OF LANGUAGE SKILLS AND COMMUNICATIONS IN NCERT ENGLISH TEXT BOOK, <i>MARIGOLD</i> IN ELEMENTARY EDUCATION
		Dr. Ujjvala N. Tathe	EFFECTIVENESS OF TELLING TALES IN THE CLASSROOM
		Surendra Singh Jadaun	TEACHING OF ENGLISH LANGUAGE THROUGH RUTH PRAWAR JHABVALA'S SHORT FICTION

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

6.	Dr. S. G. Dixit, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/72482652446?pwd=b3B6M011Mkdta2JGZlp1bjZlZkZU3QT09 Meeting ID: 724 8265 2446 Passcode: zL0PPn	Dr.Ujwala Vijay Patil	VOCABULARY DEVELOPMENT IN ESL CLASS THROUGH TEXT BOOK: AN ACTION RESEARCH APPROACH
		Mrs. Sadhna Shrinivas Hulyalkar	MODIFICATION OF MATHEMATICS TEXTBOOK FOR THE ENGLISH MEDIUM LEARNERS
		Dr. Rameshwar Rathod	THE DE-COMPOSITION OF WRITING IN A PASSAGE TO INDIA
		Mrs. Priyanka H.Kadam	THEMATIC ANALYSIS & SKILL DEVELOPMENT OF COMMUNICATION SKILLS UNITS & COMPREHENSION UNITS OF B.COM 1
		Dr. Sachin Kamble	DALIT AND TEACHING OF DALIT LITERATURE

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
- Your cooperation is the key to the success of the conference.

7	Dr. Anil Dadas, Associate Professor 10.00 am Join Zoom Meeting https://us04web.zoom.us/j/4716430002?pwd=MXgrUms5TlJOTXO1NmtnNnlnPNWFKZz09 Meeting ID: 471 643 0002 Passcode: ASSM1234	Dr. Anil Dadas	A TEXTBOOK: AN INDISPENSABLE TOOL IN TL PROCESS
		Chavan Savita Vikramsinh	QUESTIONING AS A TOOL OF ASSESSMENT IN KNOWLEDGE CONSTRUCTION FOR VII STANDARD STUDENTS IN THE ENGLISH SUBJECT
		Prof. Vijaya Hake	SYLLABUS DESIGN & MODIFICATION TO SUIT TEXTBOOK PRODUCTION
		Dr. A. G. Joshi	EXERCISE PATTERNS AND TYPES, REVISION, EXERCISE ASSESSMENT TOOLS

Note:

- All the paper presenters are requested to join in time.
- The chairperson is authorised to extend the time limit.
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शिक्षण आणि समाज

Education and Society

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The Quarterly dedicated to the policy of “Education for Social
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Indian Institute of Education

J. P. Naik Path, Kothrud, Pune-38

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Opinions or views or statements and conclusions expressed in the articles which are published in this issue are personal of respective authors. The Editor, Editorial Board and Institution will not be responsible for the same in any way.

Editorial

Indian Institute of Education is founded by the great pioneer educationist Padmabhushan Prof. J. P. Naik in 1948. The Institute is working devotedly in the field of education and society from 70 years. When Prof. Naik was working for the Kothari Education Commission in 1964-66, he gave a proper structure of 10+2+3 for Indian Education. I thought that this Commission was a Magna Carta of Indian Education after Woods Dispatch 1854. Charl's Wood promoted Western education as well as rational education for modern Indian society. Prof. Naik suggested indigenous education with rational values for the survival of native people. The thoughts that expressed by Prof. Naik were purely de-colonial and indigenous. Basically he expressed the idea of non-formal education and he made education that based on practical and that was useful for livelihood of indigenous people. He mostly contributed in easy learning, open learning, distance learning, adult education, value and skill education, learning through correspondence etc.

The National Education Policy 1986 has taken up and implemented some important recommendations from the Kothari Education Commission. But before this Prof. Naik carried out lot of educational experiments in different regions of the nation. He started rural education that was depending on the traditional occupations of the rural masses.

Prof. Naik established Mouni Vidypeeth near his native place in 1952 before the foundations of state public universities in the country. Mouni Vidyapeeth was a dream project and a first educational experiment of the nation of Prof. Naik. This was the great contribution of Prof. Naik that impacted on the lives of rural masses effectively.

Later different education policies and national curriculum frameworks have been done in the education till the NEP 2020. NEP 2020 has been changed the whole structure of Indian education that was going on last 36 and above years.

After independence each and every policies were related education and that were affected by the Woods dispatch, Gandhian ideology of education and Kothari Education Commission. Kothari Education Commission was a reflection of Gandhian ideology of education that came in true in different regions of India because of Prof. Naik.

The educational and social thoughts expressed by Prof. Naik, which we can call as ‘de-colonial ideology of education’. As I know, NEP 2020 is impacted by the Kothari Education Commission because NEP 2020 has expressed many ideas of indigenous education in its report. However, we have to see how the NEP 2020 will be implemented all over the country and how we can contribute in it later.

Indian Institute of Education started its mouth piece namely ‘Shikshan Ani Samaj’ (Education and Society) in 1977. This is quarterly periodical is very useful to express the prevailing ideology of education through the new writers. It carried out the series of the educational thoughts from 1977 through this quarterly. We are giving the opportunity to write to new writers that are working in the field of education with their innovative ideology of education.

We are happy to publish first special issue of our quarterly in this year 2022. In this issue some research papers are included on different topics; I hope that the readers will appreciate the content of the same.

- **Executive Editor**
Shikshan Ani Samaj

Prof. J. P. Naik: A Creative Educationist

Prof. J. P. Naik was a talented and revolutionary educationist, who wanted to make a social change through the mass education. Prof. Naik was a confluence of immeasurable intelligence, immense obsession and unique memory person. There were many freedom fighters who wanted the independence for the country; but Prof. Naik wanted the liberty in education for common men. He dreamed the liberation in education and liberation for the education. UNESCO included the name of Prof. Naik in its book that has the information of world educationists with Mahatma Gandhi and Robindranath Tagore. From this we can see that Prof. Naik was pioneer educationist of the nation. Prof. Naik was from the rural region of Kolhapur district. He was inspired by the Gandhian ideology in his young age. So he entered in freedom movement in 1930. For this he was imprisoned for long time.

Prof. Naik started his educational work from a small village namely, 'Uppenbetigiry' in Karnataka. He learned a lot about the lives, problems and solutions of rural masses in this village. He belongs to small rural family. So, he was belonging with the down trodden communities of the society.

Prof. Naik accepted the responsibility of secretary in Kolhapur regency at the time of Chh. Rajaram Maharaj. He insisted on free and compulsory education but he wanted that education should be reach to the door of child. He taken a survey and started many of the schools in Kolhapur region and he had taken cooperation of the native people for it. At that time, he wrote a very famous book entitled, 'The history of Indian Education during the British Period'. Prof. Naik was also involved in town planning of the Kolhapur regency. At this time he wrote another book entitled, 'The History of Kolhapur Municipal Corporation'. Therefore he also has known as father of town planning.

Prof. Naik left Kolhapur after independence in 1947 and established one of biggest institution, 'Indian Institute of Education' on 1 January 1948 in Mumbai. The main purpose of this institute is educational research and social development through education.

This institute was a central place of implement the national policies on education in the nation. He carried out his all the educational experiments in Mouni Vidyapeeth since 1952, which was established by him and it was dream project of Prof. Naik. Lot of students from rural region were benefited because of Mouni Vidyapeeth. Mouni Vidyapeeth was providing all types of education that is liberal and skills for survival. Mouni Vidyapeeth has met all the educational needs of the native people from pre primary to higher education. At that time Prof. Naik included engineering, cooperative, social services, agricultural education with liberal education.

Prof. Naik successfully convened 16th national conference on the social education in Mouni Vidyapeeth in 1959. At this time central government requested Prof. Naik to accept the responsibility as advisor of Primary Education. Later UNESCO also invited him to make a planning for Asia continent. He attended Karachi Conference and guided to make a plan for universalization of primary education for Asia continent. Later this plan has been famous as 'Karachi Plan'.

Prof. Naik established the institute 'Asian Institute of Educational Planning and Administration'. He created trainer under this institution and wrote a book on 'Educational Planning'. His little booklet was very famous which was based on his own idea of 'Single Teacher School'. He took the initiative for the establishment of NCERT in Delhi with the help of different chambers in the central ministry. At that time he realized that there is need to establish the education Commission for the reconstruction of Indian education that established by the British. So, he requested to M. C. Chagala who was a central education minister to establish the Indian Education Commission that was later known as 'Kothari Education Commission'. Prof. Naik was a secretary of this Commission. This Commission expressed the need of productive education, social and national equality and preservation of spiritual and moral values.

During this period Prof. Naik wrote on education in five years plan, role of teachers in educational planning, district wise educational planning, institutional planning etc. But the government

decided educational policy excluding the recommendations of Kothari Education Commission. Therefore Prof. Naik was annoyed for a while.

Later he mostly contributed in the establishment of Indian Council of Social Science Research' (ICSSR), New Delhi. Prof. Naik worked for 9 years in ICSSR and gave the research opportunities in social sciences to the lot of Indian scholars. Therefore the foundation has become a strong of the field of social sciences in the nation. Thereafter Prof. Naik came to Pune and started the work for Indian Institute of Education in 1978. He expanded the infrastructure of the institute and started the great project of action research for universalization of primary education. At this time he wrote a famous book entitled, 'Education Commission and After'. He wanted total reconstruction of Indian education that was established by the aliens from long back ago. Therefore he has known as the revolutionary educationist of 20th century. Prof. Naik has written another book entitled, 'Some Aspects of Non-formal Education'. It resulted in developing the concepts of non-formal and open education with easy learning. He created the structure for mass education; mass leader Mr. Jayprakash Narayan (JP) appreciated it.

Prof. Naik was creative thinker and educationist. He always focused on the alternative education and social development. He wanted to establish purely indigenous education system to bring the national renaissance in education, the dream is incomplete.

-Dr. Prakash B. Salavi
Public Relation Officer,
Indian Institute of Education (IIE), Pune.

Index

- 1. Teaching English at UG in India: The Textbook and Beyond**
-Dr. Arvind Jadhav
 - 2. Relevance of Textbooks in English Language Classroom in India: As a Learning Tool**
-Dr. Kamlakar Gavane and Dr. Gunjate Sheetal Vinayakrao,
 - 3. A Textbook: An Indispensable Tool in Teaching Learning Process**
- Dr. Anil N. Dadas
 - 4. Learners' Attitude towards the Literary Texts used in AECC: A Case Study on DMU Undergraduate Students**
-Mr. Bandana Sapam
 - 5. Exercise Patterns and Types, Revision, Exercise Assessment Tools in a Textbook**
-Dr. Abhijit Govindrao Joshi
 - 6. An Analytical Study of the Text Ability Enhancement Compulsory Course with reference to Communication Skills and Reading Comprehension**
-Dr. Bhagwan S. Lokde
 - 7. A Critical Analysis of the Prescribed English Textbooks for Higher Secondary Students in Manipur**
-Dr. Chingtham Diana Devi
 - 8. The Teacher and the Textbook of English in the Indian Classroom**
-Dr. Dnyandeo Salu Kale
 - 9. Creation of Text-book of English for Business Communication and Marketing under Autonomy**
-Dr. Ganesh V. Jadhav
 - 10. How to Prepare a Lesson Plan in the Absence of a Standard Textbook in a Language Classroom**
-Dr. Leena Jadhav
 - 11. Implementation of Textbooks and Washback effect on the Speaking Skills of Secondary School Students of CBSE**
-Laishram Asholia Devi
 - 12. Textbooks in the ESL Classroom: An Overview**
-Dr. Sarangpani Ramchandra Shinde
-

13. Issues of Textbooks Design and Teaching Learning Process in Rural Multilingual Areas

- Mr. M. M. Sohil

14. Syllabus Design and Curriculum Development concerning - Inclusion of Gender Specific Content

-Dr. Manisha Ghatage

15. The Loopholes in Syllabus Design and Textbook Production

-Dr. Satish Govind Saykar

16. Classroom Adaptation and Modification of Textbook: Challenges faced by the SLA Teachers

-Dr. Mrinalini Gahtage

17. An Evaluative Study of the Course Objectives with Special Reference to No Second Troy and Hollow Men

-Dr. Prashant Pundlik Lohar

18. Thematic Concerns and Skill Development with special reference of B. Com. I Textbook in Shivaji University, Kolhapur (2018)

-Mrs. Priyanka H. Kadam and Dr. Ganesh V. Jadhav

19. Reading Science Fiction Text to Promote Scientific Learning and Literacy

-D. Rajendra Tambile

20. The De-Composition of Writing in E. M. Forster's a Passage to India

-Dr. Rameshwar Rathod

21. Social Responsibility in Syllabus Framing

-Dr. V. Madhu

22. Using YouTube Videos as Supplementary Material for Teaching English Language in ESL Classrooms

-Dr. K. Sunitha

23. Incorporating Language Games in Textbooks

-Dr. Vijay P. Shirsath

24. The Role of Textbook for Developing Grammar and Vocabulary in EFL Classrooms

-Dr. S. J. Ghotekar

25. Reflection of Human Values in English Language Textbooks

-Dr. Suresh Shrirang Patil

26. Story Telling: An Effective Tool in Pedagogy

-Dr. Ujjwala Tathe

**27. Vocabulary Development in ESL Class through Text Book:
An Action Research Approach**

-Dr. Ujjwala Vijay Patil

**28. Post-Colonial Trends and the Teaching of Indian English
Poetry**

-Dr. Rajendra Ponde

**29. Speech Act Analysis of Chetan Bhagat's Five Point
Someone**

-Dr. Sambhaji Vaman Narute

**30. Plights of Jews: - A Reading of Bernard Malamud's 'The
German Refugee'**

-Dr. Sangita Vijay Kongre

31. Teaching of Dalit Literature to U.G. Students

-Dr. Kamble Sachin Gundurao

**32. Digital Marketing the 21st century emerging Trends &
Challenges**

-Prof. Vijaya Hake and Prof. Rahul Mate

33. Commodity Market: New Trend of Investment

-Prof. Vijaya Hake and Dr. Praneti Tilak

Teaching English at UG in India: The Textbook and Beyond

Dr. Arvind Jadhav

Yashwantrao Chavan College of Science, Karad, Satara

arvind.linguistics@gmail.com

Abstract:

English Language Teaching (ELT) textbooks at undergraduate (UG) classes in India are crucial for the learners and the teachers of English. The producers of ELT textbooks consider conventional and emerging disciplines within broader faculties such as Arts and Humanities, Commerce and Management, Science and Technology, among others and the attention is paid to the specialized requirements of these domains while preparing these textbooks. They also take into account both spoken and written communication in formal and informal contexts, and the generalized use of English along with its specialized use.

Text remains at central in ELT teaching-learning process and interaction between teacher and learner anchors around the textbook. The suitable quality material in ELT textbook, teacher's competence and learner's motivation cumulatively result in learner's linguistic as well as overall achievement. Language learning for students and language teaching for teachers become rewarding experience at the end. The present paper discusses the issues regarding the textbook, the learner and the teacher especially at tertiary level in Indian context.

Keywords: *ELT Textbook, English Vocabulary, Usage, Communicative Language Teaching, CALL, CALT, Teaching Material, Teacher, Learners, Second Language Teaching, ESL, EFL*

Introduction:

Learning a new language is learning about different culture, different community, different world view, and the different knowledge system represented in the language shared by its speakers. Human is differentiated from other animals on the basis of his

systematic and complex communication system known as language. Though non-verbal communication is significant, it can be used to express certain kind of messages and in generalized sense only. For example, one can signal for drinking or eating, but s/he cannot convey details such as

hot water or cold drink, or sandwich or spaghetti. Language provides a whole range of adjectives which are normally used to specify. For instance, someone being sick may need lukewarm water which is simply impossible to convey through non-verbal strategies. So, the role of language in human communication is indispensable.

Contrastive analysis of L1 and L2:

Contrastive Analysis of Source Language (SL) and Target Language (TL) is essential in second language learning/ teaching. Because the “second and other language learning involves the ‘transfer of habits’ of the native language” and the “interference or the impact of the habits of the native language with those of the target language could, on the one hand result in total loss or distortion in the intended meaning and at certain other times, the degree of communicability may get reduced” (Rao 2000: 30). He concludes his ideas on contrastive analysis as, “the

findings of contrastive analysis of the SL and TL forms the basis of working out a suitable syllabus, developing instructional material and planning the techniques and strategies for second/ other language instruction (Rao 2000: 30)”.

The mapping of mother tongue and the target language gives some insights in teaching methodology. The contrastive analysis helps us to note similarities and differences between L1 and L2. In the case of English and Marathi word order, teachers focus the point that English has relatively fixed word order SVO while Marathi; an Indo-Aryan language has relatively free word order SVO (refer The World Atlas of Language Structures: <https://wals.info/>). They also underline the fact that though the category of P is common, English has prepositions while Marathi has postpositions (see Jadhav 2014 for detailed discussion of ad positions). Such similarities and differences improve learning speed and assist learners to store even a

miner deviation. They can utter the sound /f/ correctly only if their trainer provides him the difference between /f/ in Marathi as bilabial while /f/ in English as labio-dental sound. The indefinite and definite articles are essential in English, but these are completely absent in Marathi. Such nuances of L1 and L2, from pronunciation of speech sounds to extra-linguistic pragmatic factors, assist them to clarify the concepts in the target language (see Jones 2006 for English pronunciation). Any textbook on ELT cannot provide all such niceties. Thus, English teacher plays an important role to help learners to understand the language better.

Problem of proficiency level:

English is received cliché as a global language as it is used widely and for different purposes. It is a language of science and technology and most of the research is being published in English. English has developed its evaluation process to test learners' proficiency in language skills such as listening, speaking, reading, and writing in different

contexts. In India, the certain skills are assumed to be acquired till school examination, intermediate level, and tertiary level. The proficiency in either their mother tongue or in English has never been tested systematically. No standardized tests are available for Indian languages. No standardized tests are used for English though these are available (see Kaplan 2002: 481-484 for various computer web-based proficiency tests). Internationally standardized tests are not affordable to the students is one of the reasons.

The similar is case with the teachers and trainers. The teachers' proficiency has also not been tested on the basis of international standards. The Master's degree in English, mostly in English literature, is basic qualification. In addition to that National Level Eligibility Test (NET) or Ph.D. is required to teach English at undergraduate level. NET prominently tests candidate's literary knowledge, though there are few questions on knowledge of language. Most of the Ph.D.

candidates complete their doctoral theses in English literature. To sum up, no systematic proficiency is tested either of learners or teachers. So, the excellence or quality in English learning/ teaching wonders in the clouds of assumptions. How can we know the facts? How can we know how many teachers are excellent and how many of the teachers are good or poor? Once, we know the proficiency level, we can take further measures like teachers training or remedial classes for students. Kaplan (2002: 398-399) underlines, in addition to several other issues, the need of contrastive [comparative] analysis and evaluation of proficiency in language policy and planning.

The skill-wise proficiency will clarify the learner's individual competencies. Further, the analysis of the learners' performance in listening, reading, speaking, and writing will provide teachers the opportunity to plan accordingly and improve the weak areas.

No Uniformity:

There is no common policy about measurable learning outcomes, teaching material, methodologies, etc. Some universities provide textbooks for students, while others provide some reference books and ask students to prepare themselves. Though curriculum and syllabus are prepared collaboratively, the formal assessment system is not in place to evaluate it. India, being multilingual and multicultural country, presents all challenges of mother tongue education and these challenges multiply in the case of foreign language education. At tertiary level, with learners' ample educational background, universities can present uniform curriculum for English and expect similar level of learning outcomes and language proficiency. The uniformity attempt in India can change the common fate of English in India at UG level.

Technological aid:

The problem of overcrowded classes has been a common problem in India. The student-teacher ratio is very

poor. Many of the posts are vacant in universities and colleges in India. Temporary or ad-hoc teachers are teaching in number of colleges. Qualified teachers' recruitment and improvement of teacher-student ratio should be rectified on urgent basis. This is common situation in India in all domains and in all educational institutions. English is no exception to it. This problem can be tackled little by introducing more online courses and providing content through different media. Government of India has taken such steps to create and provide quality content through digital media such as SWAYAM, NPTEL, and others. These platforms provide diverse kind of courses to the large number of students. Still, language learning requires communication between the learners and the teachers, the constant supervision about their spoken and written performances at different tasks is also required, and timely interventions are necessary to make corrections and to improve their understanding.

Thus, the teacher's role cannot be neglected even in technologically enhanced content delivery. These can be supplemented but cannot be substituted completely considering the diversity of learner's background, their diverse learning capacity, their speed of learning, etc.

In English language teaching/ learning, we found several attempts such as Computer Assisted Language Learning (CALL), Computer Assisted Language Teaching (CALT) Computer Applications in Second Language Acquisition (CASLA) in several developed countries. To implement such programs India, we need more teachers, more computers with advanced software, and more training to teachers and students. Chapelle (2001) takes review of CALSA and discusses the implications of CALL and CALT. These fields face the similar challenges of teaching learning. Moreover, these filed also have challenges of human-machine interaction, sophisticated software, better interfaces, computer

programming languages, language and computer experts, among others (Chapelle 2001: 161-175). He envisions the better implementation of these technology-based English teaching learning in 21st Century (Chapelle 2001: 175).

Teaching material:

Teaching English within contexts enables students to comprehend better. The items such as excerpts, speeches of eminent personalities, biographical or autobiographical items, short stories, poems, among others are necessary to be included in the ELT textbooks. These items present the different vocabulary, different structures, and different styles. For instance, poetic diction differs from the vocabulary used in the prose. Further, the characteristics of the spoken and colloquial language are found in speeches and ceremonial addresses while language of short stories and poems create different imaginative canvas in the minds of the audience.

Teaching English includes vocabulary, grammar,

prose, poetry, communicative aspects such as letter and or email writing, personality enhancement tasks such as group discussion and interview techniques, and several other things. Teaching English does require learner's confidence building in language skills as well as their social behavior. The role of English teacher then goes beyond the textbook and deals with the problems of learners about the language and about their non-linguistic needs, about verbal and non-verbal communication.

The selection and gradation of the material are also significant steps in ELT syllabus designing and inclusion of the suitable and quality material in ELT textbook. Conventionally, scientific material such as a poem on environmental issue is selected for science students. Such practice, though logical, should be avoided as students of science get much exposure to scientific material through their science subjects. The non-scientific material should be selected for them to fulfill their literary needs. These changes

will affect their overall personality of the students and they can enjoy their ELT textbook without monotony. This is applicable to other disciplines, too.

English Vocabulary:

Language is comprised of different sentence constructions and each sentence is comprised of different words. Hence, learning and mastering vocabulary is essential to learn and master the target language. Any mother tongue is sequentially acquired from the skill of listening and progresses to speaking, and then leads to reading. The much complex skill of writing is being mastered at the end of these skills. Most of the skills are acquired by children in early age. In the case of L2, it ideally assumes the similar sequence, but most of these skills are learned concurrently. Mother tongue is acquired naturally and mostly in homes, while second language is learned in formal settings such as schools. L1 acquisition is natural while L2 learning is deliberate. Though these are the basic differences in learning L1

and L2, the generalizations are made about the languages and the language learning process.

The words are not stand-alone properties: these are triggers to the larger encyclopedic network of knowledge. The understanding vocabulary develops the general ability of the brain along with language comprehension and hence the attention has always been paid to learning/ teaching of the vocabulary in ELT textbooks. There are different approaches to English vocabulary: understanding vocabulary, learning vocabulary, teaching vocabulary, and researching vocabulary. The recent publication provides current state-of-art of English vocabulary (see Webb 2020 for instance). The teachers can benefit from the same.

Teaching English Usage:

The learners of English as a second language likely to make many mistakes while using the language in different contexts. These problems are ranging from vocabulary, grammar, formal/ informal

usage, standard English/ dialectic use, American/ British variety, etc. Knowing general meaning of the words, concepts, or terms will not help its appropriate use in speech or writing. Students at tertiary level should make aware of correct usage of English and the references such as Michael Swan's (2007) *Practical English Usage* will help them to clarify these points. It explains 634 such points where non-native speakers are likely to make mistakes. Any ELT textbook cannot include these points in the restricted page limits. These resources can be mentioned in the further reading section or reference section. For instance, Shivaji University has been producing ELT textbooks for more than three decades for UG courses such as B.A., B. Com., and B.Sc., but it has not been providing such complementary material in it (see for example the recent published book by Shivaji University in 2020 for B.Sc. III *English for Communication*). These textbooks with limited pages and restricted ideas may

not allow its curious practitioners to explore beyond the material given.

Communicative Approach to English Teaching:

There are different approaches to teaching English at UG level. As Leech and Svartvik (2005) begins their introduction to refute the claim that grammar is not necessary in communicative approach. They put it as, "It is sometimes argued that grammar is not important in a communicative approach to language. However, we take the view that communicative competence rests on a set of composite skills, one of which is grammatical" (Leech and Svartvik 2005: 3)". We can't imagine language learning without grammar. Grammar is nothing but generalized rules of the language. The learners of any language should follow certain rules to share the language and to avoid the miscommunication.

Richards (2006) mentions the features or assumptions of Communicative Language Teaching (CLT) as; language is learnt by using it

instead of studying about it, grammar is no longer important in language teaching, errors are inevitable and to be ignored at the beginning, more focus in CLT is on speech, among others (Richards 2006: 2). He distinguishes these approaches into three phases: traditional approaches to language teaching (up to 1960s), classical communicative approach to English teaching (1970-1990), and the current communicative language teaching (1990 onwards). His core assumptions of the current CLT can be summarized as below (Richards 2006: 22-23):

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises improve learner's abilities.
3. Communication, being holistic process, improves several language skills and modalities.
4. Students' involvement in language enables them to analyze it and reflect on it.
5. Learning language is gradual process which involves its creative use, trial and error. The accuracy and fluency are to be maintained reducing errors as students progress further.
6. The role of the teacher in the language classroom is that of a facilitator.
7. The classroom is a community where learners learn through collaboration and sharing.

Richards concludes with the statements that the focus of CLT at the beginning was to develop syllabus and teaching approach that shifted to identification of learner's communicative needs. Currently, CLT operates considering the above assumptions and it focuses on either input of the language learning, or some aspects of it, or the whole learning language process. According to him, the current CLT has developed its course books and other ELT material accordingly and these are still evolving further (Richards 2006: 45). By maintaining Communicative

Approach to English Teaching, Indian ELT experts need to improve the ELT textbooks and classroom practices in line with the current CLT.

Conclusion:

ELT textbook is essential tool to teach English in India. It may restrict the curious and more competent learners and teachers at certain degree and does not allow to the limitless opportunities that language provides beyond the textbook. At the same time, the textbook is well structured tool that controls learners and teachers from directionless and aimless wonderings. Thus, the ELT textbook is undoubtedly required and should be supplemented by other materials such as audio-visual materials or more resources. Additionally, the teacher as a facilitator is vital in making the language learning more comfortable and enjoyable activity. The role of learner is equally important as the role of teacher and the well written textbook.

The present paper takes review of different issues in cursory manner only. It takes

into account the specialized needs of different domains and basic modes of language in different contexts. It discusses the language learning policy, planning, and implementation. It also discusses the different components to be included into ELT textbook. It touches some of the issues in the textbook and beyond the textbook that really affect English language teaching-learning in India. While supporting CLT approach, it also expects the modification in current ELT textbook practices in India.

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Relevance of Textbooks in English Language Classroom in India: As a Learning Tool

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Abstract:

The text-book, since times immemorial, is considered an important instrument of teaching and learning. In the words of Raymont, "In the old days when the master sat at his desk and called up individual pupils to say their lessons, the textbook was, of course, the chief instrument of instruction; but now that the children are taught collectively in groups, the oral lesson is more Commonly relied upon, and, has to a great extent, superseded the text-book. Moreover, under the influence of writings and experiments of Rousseau, Pestalozzi, Froebel, John Dewy and Mahatma Gandhi, there was a revolt against bookish knowledge and conventional methods of education; this led to the attempts, for dispensing with the book, as an instrument and tool imparting knowledge.

Recently, in the first half of this century, a thorough testing was undertaken by some thoughtful students of education in the U.S.A. who experimented with a bookless school. They, however, arrived at the conclusion that 'book' could not be dispensed with completely from the system of education. No doubt, the learning process is now facilitated by the use of charts, models, magazines, excursions, filmstrips, radio, television, daily diaries of the pupils etc. Unit teaching, broad-field and integrated courses and the problem approach have all spurred the development and the use of varied teaching materials to supplement and in some cases to supplant the text-book. But the consensus opinions of educationists of India, as well as abroad, reveals that the textbook is an integral part of an educational system "As an important tool of instruction, a textbook is an instrument for the achievement of predetermined objectives. (Tiwari 2007)

Key Terms: Textbook, ESL, ELT, Learning Tools

Introduction: A textbook is an economical device, as it contains, the intellectual deposit of specific experiences that have been developed into generalizations. A good

textbook is the precious life-blood of a master spirit. As the matter given in the book is logical and comprehensive, it sets a standard of minimum essentials to be achieved by pupils of all categories. It gives the beginner a grasp of new matter. It gives the direction and saves time and energies of the teacher and the pupils."Textbook serves as potential media of mass communication. It has a positive role to play in bringing about desirable cultural change by discarding certain outdated values and customs and introducing radical changes." (Tiwari 2007).

The textbook makes self-teaching a possible proposition. It is generally seen that even the impact of the best spoken message is transitory in character and its impression is carried only in fragmentary form. Even the most attentive listener loses any but the obvious connections in the discourses. Through the textbook the pupils will be able to obtain a connected view. So, the best planned programmes,

carried out by the ablest teachers, cannot achieve maximum effectiveness unless implemented by first class textbooks and teaching materials.

Textbook is necessary because of the limitations of the classroom situations In most of the Indian schools:

- (i) Larger number of students in each class.
- (ii) Teachers worry about finishing the prescribed syllabus of studies, within the specified period of session.
- (iii) Students of all types possessing different abilities and mental make-up, clustered in one single class, which multiplies problems for the teacher and the taught.
- (iv) Non-availability of other teaching aids and devices.

The textbook also provides a highway for carrying better practices to all the schools. Some sort of uniformity of good standard is ensured. The textbook furnishes a common basis on which to master the process of reading, analysing, outlining and summarizing. It thus furnishes a common laboratory in which to develop

study skills. Good text-books can co-ordinate the activities and bring about the intellectual approach of people. They can serve as organs of national co-ordination."Textbooks are without question an element is the struggle for cultural and educational intendance for many countries, both in the third world and in smaller industrialized nations."(Ahmed 234).

Thus, the textbook is a useful device helpful in the teaching-learning process. If used with care and supplemented with other up-to-date literature, it can be a very useful instrument of teaching. It can be a good servant. What is of utmost importance is, the textbook should not become the master of techniques followed in school. The textbook is to serve as a means and not an end. The textbook is not something which has to be studied for its own sake. The object of the work done is not mastery of a book; it may be necessary to master what is given in the book. The textbook should never constitute a boundary; it should never set a

limit. The students should never have the idea that their task is simply to learn what is in the book and no more. The book must never take the place of the subject; it must not be mistaken for reality. In short, it should be subsidiary and supplementary, rather than primary and fundamental."The English teacher should choose the right methods and strategies in the classroom. As far as possible the direct method should be tried devoid of use of the mother tongue in order to develop all the language skills in a balanced manner." (Sivarajan 29).

To prescribe one book for a particular grade will not help. Every school should have a library of text-books at its disposal. There should be series of text-books written in collaboration by writers from two or more countries. As, however, good the 'staple' text-book, it is unlikely to be good enough to act as the pupils' sole support.

The teacher should not be a mere uncritical, mouth-piece of what is contained in the text-book. The best of text-

books are fallible like the best of men. The teacher should see that it does not become the whole outline, content and plan. He should also see that the textbook does not monopolise the whole time of the pupil and that it does not become the sole source of his reading. On the highest level, textbook may be used as a supplement, a basis for common understanding, and a point of departure; it should not dominate or determine the content or procedure of the course.

The teachers should use the textbook as a tool of learning, along with other tools such as maps, charts, films, radio etc., in active teaching methods. In order to be qualified for such a role, he must be well-trained in pedagogy and the use of textbook as there is always the danger of misuse of this tool. As mentioned earlier, a textbook is only an aid, a tool, a device. To be helpful and useful, it must contain the qualifications of an aid, a tool, a device. Below are some of the essentials which must be there in a good textbook. "Most teachers explain

the texts. In a rural setup, lessons are often explained in the mother tongue. Learners remain passive listeners; in other words they are merely non-participating spectators. They do not develop any of the four skills: listening, seeking, reading or writing. The final examination, however, requires them to demonstrate their competence through writing. Since what happens in the classroom fails to prepare them adequately for the examination, they are forced to them to 'bazaar' guides who provide them an easy short-cut to pass the examination." (Saraswati 06)

The textbook should be very good quality, the result of research, experimentation and study. According to Walter de la Mare, only the rarest kind of best in everything can be good enough for the young mind. One has to catch the glimpses of the early years to be able to do justice to the art of creating child literature.

The writer must be able to recover the intense delight and happiness, Fear and grief

and pain of earlier years. A good textbook creates a desire to read, to think and solve problems.

A good textbook is a means and not an end in itself. It is a means by which the student is helped in his study.

The textbook must be well-graded that is, suit the capabilities of the children for which it is intended. Such facts and knowledge, as the textbook gives, must be clearly, simply and logically set out. The ideal textbook needs to fit in with the scheme of child-centred education. Just as the world of the child expands in concentric circles as he grows, so his textbook must reflect the stage he has reached.

The textbook should open up various new avenues of thought and study. A good textbook will make it very evident that what is given in the book is only a beginning. It will create interest and help to develop that interest by suggestions as to how what is given in the book may be followed up and developed. Such books will enable students and teachers to avoid the

disastrous fallacy that all that is to be done is to master what is given in the book. A good textbook should give references to other books on the same subject suited to the age of the pupils for whom it is written, and will thus help to widen their outlook, develop their interests and open up vistas of knowledge and discovery.

To say that a textbook should be interesting is almost a truism. It must be interesting to keep the children interested in learning it. It must be well written and beautifully compiled so that it might win the pupils' goodwill and retain it by virtue of more solid qualities.

The textbook should be well-illustrated with attractive, colourful, inspiring drawings, and photographs. It should be attractive, inviting, a pleasure to look at and read. The illustrations should be well-chosen and, as far as possible, connected with the main theme, carrying through a sequence of thought parallel to the development of experiences in the class-room itself. The textbook should be up-to-date as

far as its content is concerned. It should be frequently revised to eliminate those things which no longer hold good and to add those which have to play a significant role. The textbook must be complete with its table of contents, illustrations, charts or other references. Text-books meant for higher classes must have references for supplementary reading at the end of each chapter. An index should form part of the textbook for higher classes. It should be detailed and complete, for training in its use is one of the most valuable features in some subjects, forming a habit of reference and comparison on the pupil's part.

The textbook should be free from any bias and present an accurate and comparative view of the ideas of different people. Too much nationalism in textbooks is dangerous as it will tend to be dogmatic, conclusive and official. Let it not sow the seeds for a crop of hasty reflexes, snap judgments and emotional reactions. On the other hand, the textbook should inspire higher ideals of

brotherhood, communal harmony and international understanding.

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A Textbook: An Indispensable Tool in Teaching Learning Process

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Abstract:

What is a textbook? The term 'textbook' has been defined by many in different ways. For example, 'a textbook is a collection of the knowledge, concepts, and principles of a selected topic or course.' It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. The term 'textbook' means "book printed with wide spaces between the lines' for notes or translation." (1730) It also means a book prepared for use in schools and colleges. It is a book that contains a comprehensive compilation of content in a branch of study with the intention of explaining the details. The importance of textbook is described differently such as a convenient package, cheapest way to provide material to learners, an indispensable tool, virtual role, main source in learning, the visible heart, a complete programme, excellent teaching aid, a resource, a very important tool, a blueprint, a guidebook, an outline, the most common resource, a very important part of curriculum, major help to weak students, reliable point of reference, authentic information provider, input provider, a form of teacher training, a great time saver, confidence creator, universal component, credible, etc. It is mainly produced to meet the needs of both the teachers and students/learners. While producing any textbook, it is essential to focus on both the format of the content and the purpose of the text. This leads to determine the effectiveness of the textbook produced for teaching/learning any language in general and English in particular. The syllabus should be modified as per the need of present situation. But it should be complemented with grammar, development of vocabulary as well as skill development. So the textbook at each level should include step by step the urge of learners. Hence this paper aims at focusing the effectiveness of the textbook in general and the textbook in English in particular.

Key words: *textbook, teaching, learning, language, skill, learner, curriculum*

Introduction: *by a teacher and also provides ample scope for spontaneous and creative interaction in the classroom.'* – O'Neill (1982)

'A well designed textbook allows for a great deal of improvisation and adoption

What is a textbook? The term ‘textbook’ has been defined by many in different ways. For example, ‘a textbook is a collection of the knowledge, concepts, and principles of a selected topic or course.’ It’s usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. The term ‘textbook’ means “‘book printed with wide spaces between the lines’ for notes or translation.” (1730) It also means a book prepared for making use in schools and colleges. It is a book that contains all-inclusive collection of content in a branch of study with the objective of explaining the details. The importance of textbook is described differently such as a convenient package, cheapest way to provide material to learners, an indispensable tool, virtual role, main source in learning, the visible heart, a complete programme, excellent teaching aid, a resource, a very important tool, a blueprint, a guidebook, an outline, the most common

resource, a very important part of curriculum, major help to weak students, reliable point of reference, authentic information provider, input provider, a form of teacher training, a great time saver, confidence creator, universal component, credible, etc. It is mainly produced to meet the needs of both the teachers and students/learners. While producing any textbook, it is essential to focus on both the layout of the content and the rationale of the text. This leads to determine the effectiveness of the textbook produced for teaching/learning any language in general and English in particular. While stating the importance of textbook Grainger (2001) opines: “Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (*element*) in the second/foreign language classroom after the teacher.”

The producers of textbook always take care of its outline/ layout and decide the stuff of the textbook. They

choose the experts who have thorough knowledge of the subject. They try to select relevant material that includes both literary and non-literary pieces. The syllabus needs to be modified as per the requirement of present situation. For example, today we are in need of social values and its application in society. But it should be complemented with grammar, development of vocabulary as well as skill development. So the textbook at each level should include step by step the urge of learners. Hence this paper aims at focusing the effectiveness of the textbook in general and the textbook in English in particular.

Keeping in mind some objectives, a textbook is prepared. Each unit has some special intentions behind its addition in the syllabus. If the textbook fulfils the intended purpose, it will be useful for both teachers and learners. It gives satisfaction to all including producer, writer, editor, learner, teacher and parents. Basically the textbook helps both learner and teacher.

The textbook plays an important role in the process of teaching and learning. It gives basic framework and directions both to learners and teachers. At high school level English textbooks include guidelines/instructions for students, teachers and parents also. Hence the usefulness of textbook depends on how this trio can use the textbook. Everyone is accountable. For example, students are responsible for their own learning, parents know what is expected from their children, and teachers provide a positive learning environment. Everybody has a role and is responsible for learning to happen. Surely, they can get benefits from the textbook as it is prime resource in teaching and learning. According to Hutchinson and Torres (1994), textbooks provide input into classroom lessons in the form of texts, activities, explanations, and so on. Teachers and students will get benefits when textbook is used in teaching and learning process (Harmer, 2007). Both teachers and students can look back from previous learning

session to continue the next meeting in the textbook (O'Neill, 1982).

As textbook is made available by government (state) officials, teachers have no dilemma to select and adopt appropriate material for the students. So it is the duty of a teacher to contribute his/her skill in delivering the substance to the students. A teacher has to use appropriate method/aids to suit the unit/module. Experts like Hutchinson, Torres, O'Neill, Kitao, Ingall have pointed out the vital role of the textbook. For example, Richards (2001) and Ingall (1994) state that there are at least two steps in using textbook. First is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks. As the teacher, you need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not. Second is to evaluate the nature of instructional task in textbooks, instructional materials and adapting the

textbooks by identifying the current format that can be used to teach or to practice different teaching item.

As a matter of fact, we generally agree that textbooks serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. It is true that the extensive use of textbooks is made for the language teaching in the world. So teachers at least should know how to use and adopt textbooks in the classes properly for the betterment of the students. Jack C. Richards has pointed out the principal advantages of textbook:

1. They provide structure and a syllabus for a program:

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2. They help standardize instruction:

The use of a textbook in a program can ensure that the students in different classes

receive similar content and therefore can be tested in the same way.

3. They maintain quality:

If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

4. They provide a variety of learning resources:

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5. They are efficient:

They save teachers time, enabling teachers to devote time to teaching rather than material production.

6. They can provide effective language models and input:

Textbooks can provide support for teachers whose first language is not English and who may not be able to generate

accurate language input on their own.

7. They can train teachers:

If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8. They are visually appealing:

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

It shows that textbook is a key element in most language teaching learning process. Even inexperienced teachers could get benefit of textbooks and would progress in their work.

As the role of textbook in English language teaching in India is of prime importance, it is necessary to take care of textbook production at every stage. For example, the curriculum of a particular class should be well developed. It should describe objectives, syllabus and content of the programme. The textbook or textbook series should provide the core of the programme. It is

to be made clear how to use textbook in small classes and large ones. In many states of India, teacher's manual (handbook) is made available. It should be used by concerned teachers properly. Generally, it is expected that textbooks should suit the needs, interest and capability of the students. The textbook should attract the attention of the students at least. So the textbook should be innovative, creative and relevant to the learner's needs. Similarly, teachers with very different levels of experience, training and teaching skill should feel pleased to use the textbook. There should be some scope for teachers for creativity that is not included in the textbook. For example, exercises and activities given at the end of every module/unit would not be sufficient. So teachers may create some additional tasks for the learners. They may assist one another in using the created material. They may interact about what worked well, what didn't work well or have some suggestions and modifications in created tasks. Thus, the

textbook makes teaching learning process much easier, more convenient, faster and clearer.

Teachers should use textbook effectively in the class. For example, teachers have to assign proper homework like pre-reading which will increase learner understanding and recollections. At the beginning of every academic year, teacher should spend at least one period exploring the textbook with the learners. The teacher should encourage the learners making use of the textbook daily in the class focusing on pictures, headings, bold words, charts/maps, etc. As a curiosity, even teacher may ask the learners which part of the textbook they liked very much. The teacher can use more activities that require learners to do more than just passive listeners. The activities should be structured innovatively so that the learners respond positively. For example, provide activities which they will enjoy like drawing, model making, word building, dialogue delivery, storytelling, grouping

things thematically, mixing corns, flowers, etc. asking them to select the things according to shape, size, colour, etc.

The textbook serves teachers with guidelines concerned to syllabi, teaching methodologies and the materials to be taught. According to Ahour and Ahmadi (2012), “textbooks are the main sources that can convey the knowledge and information to the learners in an easy and organized way” (p.176). Zohrabi, Sabouri, and Kheradm and (2014) opined: “textbooks are one of the elements that may promote or discourage learners depending on their materials. They are a kind of support for both teachers and learners. Textbooks provide students a kind of consistency” (p. 95). Sheldon (1988, p. 237) also stated that “textbooks represent the visible heart of any ELT program”. Thus, textbook is an almost worldwide constituent of English language teaching.

Most textbooks are accompanied by teacher guides, which provide supplemental teaching material, ideas and activities to use throughout the

academic year. Textbooks tell you what to do and when to do. Everything is carefully spelled out. It provides a complete programme to all concerned. It is excellent teaching aid and resource for both teachers and learners. Sometimes, teachers over-rely on textbook and don't think of other aids. Sometimes, textbook itself is outdated and teacher discards textbook approach. Some experts viewed that no textbook is perfect and no textbook is complete. But it is one resource at teacher's disposal. Teacher has to use textbook as a blueprint, guidebook or an outline. It is necessary to use textbook judiciously. The following things are very important in making use of textbook:

1. Use the textbook as a resource for students, but not the only resource.
2. Use a textbook as a guide, not a mandate, for instruction.
3. Be free to modify, change, eliminate, or add to the material in the textbook.

4. Supplement the textbook with lots of outside readings.
5. Supplement teacher information in the textbook with teacher resource books; attendance at local, regional, or national conferences; articles in professional periodicals; and conversations with experienced teachers. (google.com/20.5.21)

In short, the place of textbooks in English language teaching in India is of prime importance. Jack C. Richards rightly **concluded:**

Despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teachers and learners. Good textbooks serve to turn the guidelines in the official government syllabus into a rich source of content, texts, and activities that would

be beyond the capacities of most teachers to develop on their own. The use of textbooks should not be seen as reflecting a deficiency on the part of the teacher, any more than the use of computer-based materials would be so regarded. Textbooks should be regarded as one of the many resources teachers can draw upon in creating effective lessons, but teachers need training and experience in adapting and modifying textbooks as well as in using authentic materials and in creating their own teaching materials. (6)

A textbook is a very important part of program of study. It serves as a guide to the syllabus. It transmits knowledge, skills, attitudes and values. It provides the guidelines for the teacher as well as students. It saves the time and energy of the both teacher and student in searching information as it is the source of

the material. It makes teaching of various subjects systematic. It plays major role for weak students to achieve good marks. It provides a reliable point of reference. Unlike the internet, it has been through a process to prove its reliability. It remains available for generations. Author(s) are responsible for the information provided. Its availability is not dependent upon a website host or an internet connection. The series of textbooks should be typically based on the latest research and teaching strategies. Hence, good textbooks are excellent teaching aids.

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Learners' Attitudes towards the Literary Texts used in AECC: A Case Study on DMU Undergraduate Students

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Abstract:

The use of English Literature as a part of the language curriculum has its origins in the nineteenth century in India and other British colonies. In the mid-twentieth century, the use of literature in language classrooms began to decline, and by the 1970's, the use of literature in ELT was considered irrelevant. Today, there are still many who are against the use of literature in ELT, while there is also a growing consensus regarding its use in language classrooms. This study does not attempt to challenge or advocate the use of literature in ELT classrooms but simply to investigate the students' attitude towards the use of literature in their language classrooms. It investigates the students' attitudes towards the literary pieces used in the Ability Enhancement Compulsory Course, the difficulties the students face in dealing with the texts, the benefits they gain from the texts, and suggestions as to what kind of literary pieces they want to incorporate in their course. It is crucial that the policymakers give ample attention to the learners' needs and voices while selecting the materials to be studied. Data collected through online questionnaires from the undergraduate students of GP Women's College, Imphal under DM University were analysed, and it has been observed that the learners exhibit positive attitude towards the incorporation of literature in their course and liked some short stories in particular for their plots and simplicity of language.

Keywords: Literature, Literary texts, Learners' attitudes, ELT

Introduction:

The position of English language in today's globalised world as a language of international communication has made it impossible to disregard English language teaching in today's education system. The Indian education

system under the Choice Based Credit System (CBCS) made English Communication a compulsory paper under Ability Enhancement Compulsory Courses (AECC). As per the UGC guidelines on CBCS, AECC are the courses based upon the content that leads to

knowledge enhancement. It is mandatory for first year undergraduate students of all disciplines to study English Communication. The learning outcome of this paper, according to the UGC guidelines, "is to develop [in the students] vital communication skills which should be integral to personal, social and professional interactions ... the ability to share thoughts, emotions and idea ... [as in the] ... context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced."(AECC: English Communication)

The syllabus of AECC English Communication is divided into two sections:

1. Literature which comprises of three short stories, The Gift of the Magi by O Henry, Lamb to the Slaughter by Roald Dahl and The Grasshopper by Anton Chekhov and
2. Speaking and Writing Skills

The use of English Literature as a part of the

language curriculum has its origins in the nineteenth century in India and other British colonies. Following the Grammar Translation method used in the teaching and learning of classical languages like Greek and Latin, English also continued to be taught in the same method. Grammar Translation Method encouraged learners to read literary works in the target language and neglected speaking skills. As a result, this method was challenged in the late nineteenth century which led to literature being pushed aside and by the 1970's, the use of literature in ELT was considered irrelevant. However, in the 1980's, there emerged a renewed interest towards the use of literature in the language classroom with many researchers supporting the use of literature in ELT classroom with linguists and English Language teaching (ELT) scholars such as Long & Carter (1991), Lazar (1993), Brumfit (1985), Collie & Slater (1987), Maley & Duff (1989) and Widdowson (1984) who have emphasized the benefits of

using literature in language classrooms (Karakaya and Kahraman, 156). Today, there are still others who are against the use of literature in ELT, while there are many proponents of literature use in ELT classrooms.

The present study does not attempt to challenge nor advocate the use of literature in ELT classrooms but simply to investigate the students' attitudes towards the use of literature in their English language classrooms.

Attitude towards literature and its importance:

According to Eagly and Chaiken, attitude is defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavor". (qtd in Chekroun,7)

Habeeb and Firwana noted that learners' attitudes toward educational issues such as teaching material, teaching method play a crucial role in either promoting or hindering the learning process. If the students' attitudes towards literature used in the classroom

are negative, then there are low chances of the literature enhancing their language competence and communicative skills. So, attitudes play a crucial role in language learning.

Research Problem:

Though numerous studies have been conducted regarding the use of literature in the classroom scenario, there is little to no research on Manipur regarding the learners' attitudes towards their learning materials. As earlier research has indicated that learners' attitude play a significant role in the language learning process, a research to find out learners' attitude towards the current learning materials will provide policymakers with the information to incorporate the students' voices in the future and make learning more effective.

Research Objectives:

This study investigates the students' attitudes towards the literary pieces used in the English Communication paper of the Ability Enhancement Compulsory Course, the challenges they faced in dealing with the texts, the benefits they

gained from the texts, and suggestions as to what kind of literary pieces they want to incorporate in their course.

Review of Literature:

Tevdovska conducted a study on 53 non-native speakers of English, who are undergraduate students of English language and literature and analysed their attitudes towards the impact of literary texts on language learning and teaching. The findings reported that the majority of language learners prefer prose as compared to poetry. It is also found that the topics relevant to the students increase their interest and engagement and thus, aid in language learning.

In 2010-2011, Karakaya and Kahraman analysed students' attitudes towards literature use and its effects on vocabulary learning at a private language school in Turkey. The results of the attitude questionnaires and vocabulary tests reveal that the students show positive attitudes towards literature integrated lessons and that the use of literature affected

students' vocabulary levels positively.

Habeeb and Firwana's study to measure the students' attitudes towards the literature courses on 131 female participants also showed that the majority of participants had positive attitudes towards the literature courses they studied.

Alfauzan and Hussain's study to investigate the attitude and perception of Saudi undergraduate students towards English literature courses using questionnaires also revealed favourable attitudes towards literature courses.

Ögeyik studied the perceptions and attitudes of EFL learners at the university level in Turkey. It has been found that the students showed positive attitudes towards the use of literature in language teaching because literary texts offered them cultural competence and promoted their development in the target language.

Ghazali et al studied ESL students' attitudes towards texts and teaching methods in two schools in Kemaman, Terengganu with 110

participants using questionnaire and interview as the research tools. The results suggested that the students had positive attitudes towards the texts they studied, although they were not so enthusiastic about the teaching methods used in the classroom.

Tseng conducted a study on Taiwanese EFL senior high school students during a fourteen-week experiment by introducing 24 literary works and gathering reports on those students' perceptions of the texts introduced and their attitudes towards literature in general. The responses showed that about 50% of the students showed positive attitudes towards literary works and further favoured novels the most, followed by plays, short stories, and then poems.

In Oman, Al-Mahrooqi and Al-Wahaibi studied English majors' attitudes towards literature courses at a higher education institution. The study revealed that students' attitudes towards literature use were positive after taking the literature courses.

Methodology:

The purpose of this study was to investigate the attitudes of the students towards the literary works that they studied in the English Communication paper under AECC in the first Semester. The present study has taken 443 first year undergraduate students currently enrolled at the GP Women's College, Imphal West, under Dhanamanjuri University as its sample, however only 375 responses were received. The data collection is done through an online questionnaire using Google forms. The questionnaire comprises of two parts: the first 7 questions gave personal information about the participants and the second part of the questionnaire consisting of 23 statements structured in the form of Likert Scale with five attitude scales namely, strongly disagree (SD), disagree (D), neutral (N), agree (A), strongly agree (SA) was intended to evaluate the students' attitudes towards the literary pieces in the course. The questionnaire administered to the students comprised of 3

open-ended and 27 close-ended questions. The quantitative data derived from the close - questions were analysed using the Google forms built-in tool for analyzing responses. The qualitative data derived from the open-ended questionnaires were studied by the researcher.

Limitations of the Study:

This study was conducted amidst the Covid-19 pandemic in July, 2021 when the state of Manipur was in total lockdown. So, the data collection was done online. The 443 students were the total number of students the researcher could administer the questionnaires to, but due to limited accessibility of the internet in many areas of Manipur, only 375 students could participate in the questionnaire and revert back the responses to the researcher. The participants were all females as the researcher had chosen a women's college for the particular study.

Analysis and Results:

From the analysis of the first part of the questionnaire, it is observed that a majority of the students (83.1%) enjoyed

reading literature for pleasure while 16.9% did not. A majority of the students have novels as their favourite literary work. Novels such as Harry Potter, The Kite Runner, Half Girlfriend, Man's Search for Meaning, The Invisible Man, The Girl in Room 105, The Story of my Life, A Tale of Two Cities, Pride and Prejudice, Malgudi Days, Little Women, Three Men in a Boat, A Walk to Remember, Five Point Someone, A Walk to Remember, Revolution 2020, Da Vinci Code, Lord of the Rings, Khamba Thoibi, Mockingbird, Emma, Princess and the Political Agent, Don Quixote, Urirei Madhavi, etc are mentioned quite frequently. Few mentioned poems like Skylark, Seven Ages of Man, Truth and drama like As You like It, The Winter's Tale, Macbeth, etc. Short stories like The Gift of the Magi, the Grasshopper, the Carterville Ghost, etc were also mentioned. A majority (92.3%) of the students have mentioned that they enjoy the literature section of Communicative

English paper while only 0.8% disagrees.

87.5% of the students feel that literature use in Communicative English helps in the overall improvement of their English. 93.1% of the students

feel that the English skills they learnt in the literature classes of Communicative English will help them even after their college days.

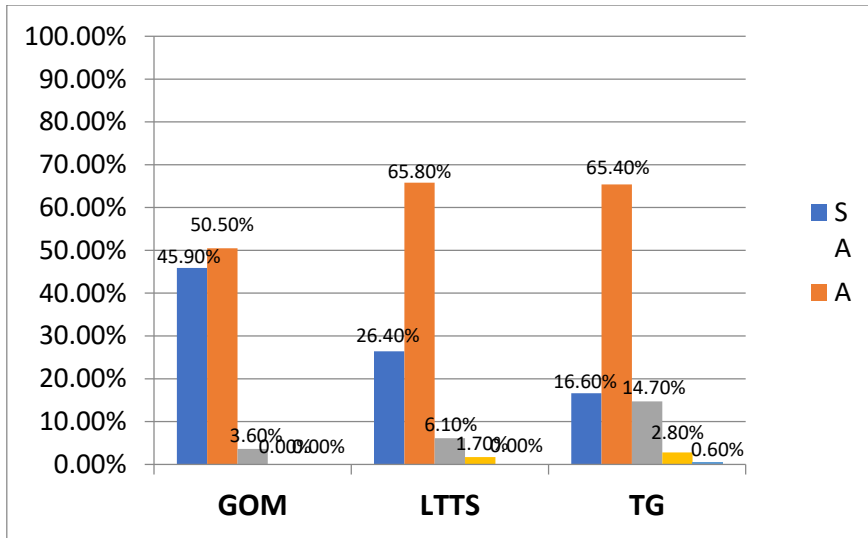


Fig 1: Graphical representation of the percentage of learners who find the stories interesting

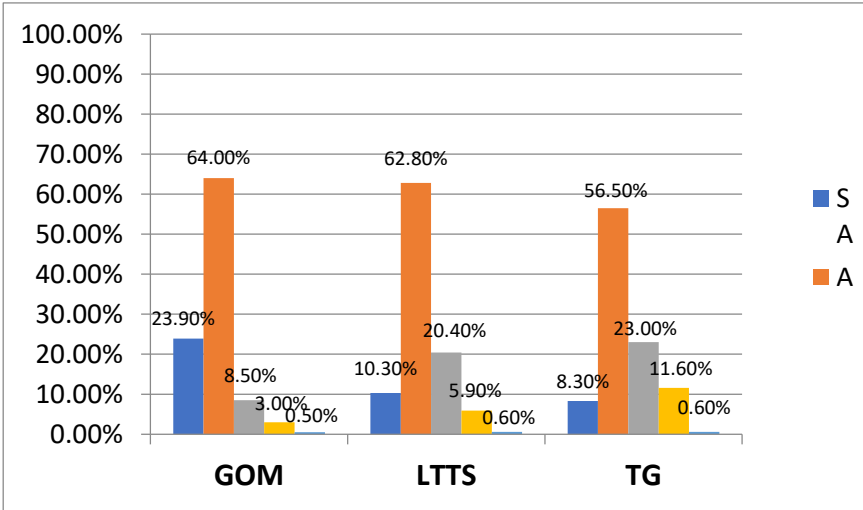


Fig 2: Graphical representation of the percentage of learners who find the stories easy to understand

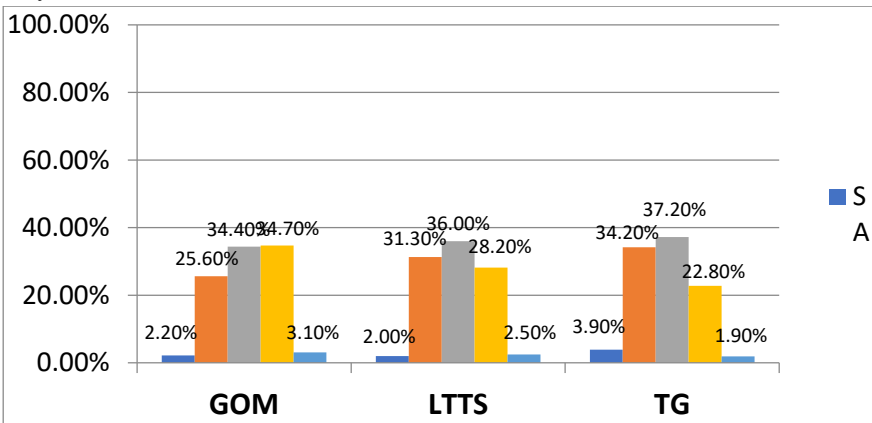


Fig 3: Graphical representation of the percentage of learners who feel that the stories have unfamiliar words that make reading difficult

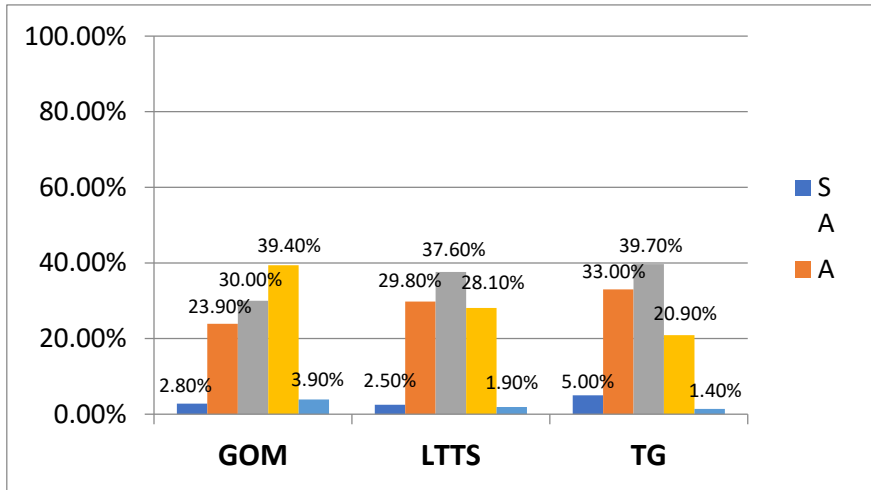


Fig 4: Graphical representation of the percentage of learners who feel that the stories have complex sentence structures that make reading difficult

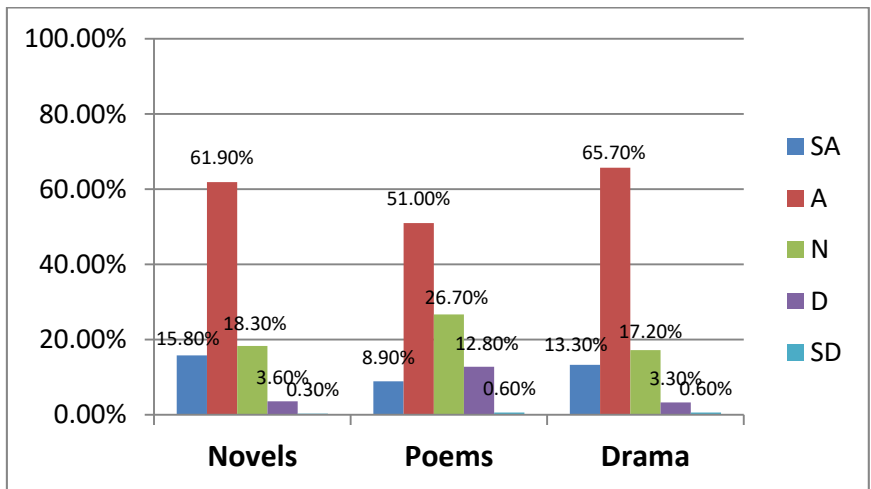


Fig 5: Graphical representation of the percentage of learners who wants to study novels, poems and drama

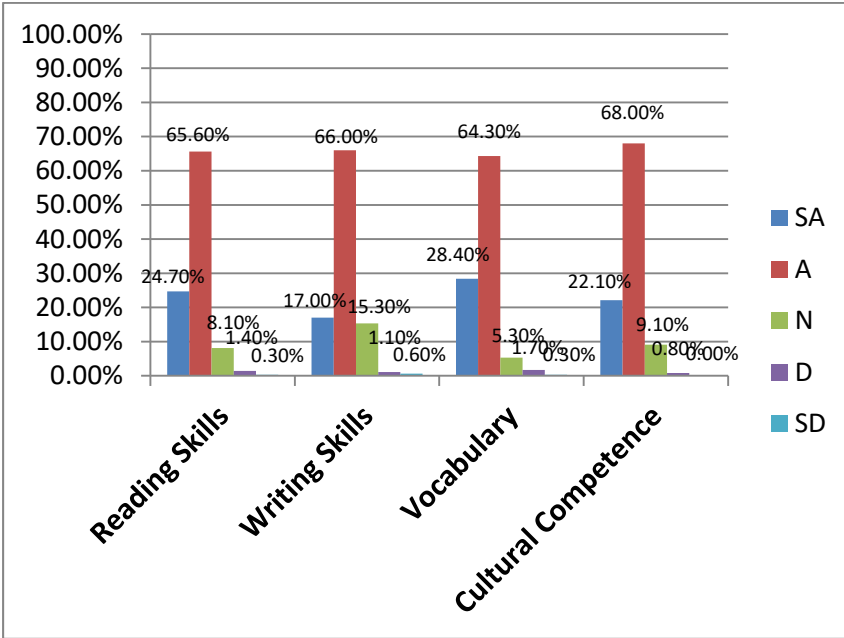


Fig 6: Graphical representation of the percentage of learners who feel that they have improved their skills

Conclusions:

It can be concluded that a majority of the students enjoy reading popular fiction as shown by their responses. A majority of the students have mentioned that they enjoy the literature section of Communicative English paper while only 0.8% disagrees. The shorter stories such as The Gift of the Magi and Lamb to the Slaughter are found to be more interesting and easier to understand for the students as compared with slightly lengthier

and complex story, The Grasshopper. The students’ rating of the short stories in increasing level of difficulty and complexity are: The Gift of the Magi, Lamb to the Slaughter and The Grasshopper. A majority of the learners’ have positive attitudes towards the literature section of their AECC English Communication paper.

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Exercise Patterns and Types, Revision, Exercise Assessment Tools in a Textbook

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Abstract:

Textbook plays a very important role in any curriculum. Like mirror it is the reflection of students overall development. It's a learning resource for teachers and students. Besides, textbooks are self- directed teaching material in the absence of teachers. Exercise patterns, revision and assessment play a vital role in any class. There are tools that offer students to reflect themselves. Assessment and learning are two sides of coin. Every time assessment helps students to cultivate an integrative view of teaching- learning activity. On the part of teacher it gives the answer of students' promotion of learning. The aim of assessment should be- 'to educate and improve student's performance, not merely to audit it'. Educational assessment occurs for two major contexts. For classroom it is to assist in students learning and for large scale assessment. Usually large scale assessment is used by policy makers and educational leaders to evaluate the program. These tools provide useful feedback to students and teachers. It is said that well practice always leads to good way. Tools are like stepping stones that enable student's future way smooth. The paper entitled Exercise Patterns and Types, Revision, Exercise and Assessment Tools seeks to know different types of assessment tools. It would attempt to bring out the effectiveness of these tools for better teaching -learning experiences.

Keyboards: *exercise, assessment, evaluation, revision, teaching- learning activity etc*

Introduction:

Language is the means of communication. It is through language human being communicate their thoughts, feelings and emotions. The development of the student of is largely dependent on the evaluation system. It is the

gaining of students at the end of a unit or chapter that helps teacher for further planning and development. Evaluation is a process of judging something or someone based on a set of standard. Wikipedia defines it as – the structural interpretation and giving of meaning to

predicted or actual impacts of proposals or results. From the definition, it is clear that evaluation has some objectives that are told before that is told before. In any course, it is important to find out whether the proposed objectives are achieved at the end or not. Evaluation is a process that is continuous. In education, it is a broader concept. According to Muffat- Evaluation is a continuous process and it is concerned with the formal academic achievement of pupils. It is interpreted in terms of desirable behavioural change to his feeling, thinking and actions.

Evaluation has some characteristics and functions. Let's see the characteristics of evaluation. Evaluation is a continuous process. It never ends. It is related to academic achievement. Students are at the centre of evaluation process. It included elements as teachers, students, and educational bodies. Evaluation functions in making judgments, pointing drawbacks, to use learning experience in future prospects.

In evaluation following steps are involved as- general and specific objectives, selection of teaching points, planning and evaluation etc.

General Objectives:

It is expected the desired abilities an skills will develop in students. Every course is imbued with general objectives. It is the frame that would guide teachers about their teaching activity. It also gives idea of the process of planning. When clear cut objectives are there, a teacher can plan very well for further teaching. The success of any course would always depend upon the achievement of student's skill and ability.

Specific Objectives:

It is expected the desired outcome in students personality. It involves change in behaviour in terms of skill, motivation, outcomes etc. It can be achieved by choosing appropriate procedures. The situations, strategies, procedures are well made when specific objectives are there.

Evaluation is important as it counts the changes in behaviour. There are different

types of evaluation. It is dependent on the nature and aspects of teaching. Generally, evaluation involves-

Formative Evaluation:

This type of evaluation is done during the class. It is a type of continuous evaluation. Its major object is to provide continuous feedback. It helps to check student's progress from time to time. It provides opportunities to teacher to update their instructional strategies. Its benefit is to modify instructional objectives. It is concerned with development and progress. It has functions as it diagnosis's student's strengths and weaknesses. It offers placement and monitoring chances. In this type of evaluation teacher has a chance to analyze and update his swats of teaching.

Summative Evaluation:

This type of evaluation is called as summative because it occurs at the end of instruction; It is used to know the objectives that the students achieved at the end of the academic year. It is useful in

promoting the students in the next class. It can be done by using tests, practical's and assignment. Better learning is the major aim of summative evaluation. In it comparison method is used to measure the performance. Generally annual exams are conducted to check the student progress. Performance is depended on exam results. Frustration, fear, anxiety, physical health are some of the drawbacks of this type. For example students may have less study find fear about exam.

Along with summative and formative evaluation other types of evaluations are there. They are dependent upon the need and nature of evaluation.

Process Evaluation:

Its process is on intended plans and strategies into training. It is related to get feedback as the process of teaching is going on.

Outcomes Evaluation:

It is primarily concerned with the changes in knowledge, attitudes and behaviours of pupil. It is the result of training

activities. If training is done well, it will bring positive results.

Impact Evaluations:

This is a long term evaluations type. It seeks effects that can sustain students for future prospects. For e. g. By this type of evaluations a student may achieve qualities for job or attain admissions.

Diagnostic Evaluations:

It diagnoses student's difficulties. It comes in the process of learning. To achieve the purpose tests are framed and conducted. It provides identification of difficulties to students. It is useful as it makes slow learners to get in main stream

Revisions strategies are the parts of evaluations. It is useful from basic classes to higher classes. It improves student's knowledge and concretes it. Skills can occur in students' personality only with proper revision. It includes-

Diagrams and mind maps:

It creates constant impression. Teacher may create

pictures, diagrams. It is initiated by adding coloures. It also builds interest among students.

Note-making:

Physical and electronic folders, annotation of slides, discussing notes with story-telling, recording students' responses also an effective revision.

Hands-On:

Demonstration, video play and practices can create good impression and interest among students.

Memory-Aids:

Flash Cards are generally used for memory building, conversation, story-telling, plot, theme is impressive when it is presented in a well way. Along with this, physical exercise as jumping, running, laughing, spinning and yoga can be done as part of exercise.

Assessment Tools and types:

Assessment is a continuous process. It is students overall performance in an academic year.

Confirmative assessment:

It informs the student's progress at the end of classroom.

It is helpful in collecting the goals of teaching.

Non-referenced assessment:

In it student's progression is compared with set results of the classroom. In a specific period the goals counted by students are measured in it, It is helpful in evaluating a particular height of knowledge. It is related to the curriculum of the course.

Maps, tests, quizzes, questions, forms, survey exams, oral presentations and peer reviewed tests; written reports are useful techniques for effective teaching aids. Tests are frequently used techniques for evaluation and assessment

Conclusion:

Evaluation is the need of any course. It is the major part in educational system. Success of evaluation is depends on largely when students find it easy, fearless and accessible. On the other hand, it is frustrating as students' negative approach to it. Whatever, but without evaluation no progress is possible.

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An Analytical Study of the Text *Ability Enhancement Compulsory Course* with Reference to Communication Skills and Reading Comprehension

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Abstract:

The Higher Education Institutes (HEIs) in India adopt changes in syllabus as per the needs of the stakeholders as well as the changing demands of the time. Right from KG (Kid's Group) to PG (Post Graduation) classes, the textbook writing has been one of the main objectives of the Education Institutes (EIs). Every discipline of knowledge requires not only a well designed textbook writing but a vision reflecting book which aims at imparting basic knowledge of the particular discipline, providing information of the subject under study, inviting intellectual enquiry of the learners, exhibiting insightful knowledge for future prospects, giving motivation through instances to inculcate certain human values among the students and above all making teaching-learning process more interesting.

*The present paper endeavours to make a comprehensive study and analysis of the text entitled *Ability Enhancement Compulsory Course (AECC)* prescribed for entry level students of Under Graduate (UG) course i.e. Bachelor of Arts (B. A.) by Shivaji University, Kolhapur from the state of Maharashtra in India. The strongest merit of this textbook is that the students are provided with knowledge of communication skills as well as reading comprehension. The units selected for this textbook can be measured from the point of view of enhancing life skills of the learners as almost all units either boost the confidence of the students in communication or in still some human values among the learners. The component of skill enhancement right from developing vocabulary to the description of objects, persons, places serve the purpose of developing linguistic competency. The prescribed short stories, poems and philosophical essays fulfil the need of instilling human values among the new generation youths.*

Key Words: *Textbook, curriculum, Higher Education Institutes, communication skills, reading comprehension, human values, life skills*

Introduction:

The Higher Education Institutes (HEIs) in India adopt changes in syllabus as per the needs of the stakeholders as well as the changing demands of the time. Right from KG (Kid's Group) to PG (Post Graduation) classes, the textbook writing has been one of the main objectives of the Education Institutes (EIs). Every discipline of knowledge requires not only a well designed textbook writing but a vision reflecting book which aims at imparting basic knowledge of the particular discipline, providing information of the subject under study, inviting intellectual enquiry of the learners, exhibiting insightful knowledge for future prospects, giving motivation through instances to inculcate certain human values among the students and above all making teaching-learning process more interesting. Hence, writing textbook needs restless labour, intellectual pursuits of the author/editor, capacity for well planning and a vision for transformation of the human

life. Almost all HEIs, providing education in India, have set up their own Board of Studies (BoS) who design the curriculum and further convert it into the textbooks with the help of textbook writing committees. The people involved in this process are working as a team of intellectuals among the stakeholders of the HEIs. The role of Board of Studies in any HEI is a pivotal one in a sense that they are the intellectual representatives who design the curriculum, set the outcomes of the curriculum, prepare the textbooks, and select the evaluation patterns and methods to be adopted in effective execution of the curriculum.

The present paper endeavours to make a comprehensive study and analysis of the text entitled *Ability Enhancement Compulsory Course* (AECC) prescribed for entry level students of Under Graduate (UG) course i.e. Bachelor of Arts (B. A.) by Shivaji University, Kolhapur from the state of Maharashtra in

India. Indian Higher Education Institutes have always adopted changes in the patterns of syllabi as per the changing needs of hour. As Francis Soundararaj and Madhukar B. S. (2004:22) in the article entitled 'Best Practices in Curricular Aspects' write, "The most comprehensive and helpful change that has come about in the system of higher education in our country in recent years is the shift from conventional and classical curricula to a more dynamic and learner friendly system of curricular choices." Shivaji University has also shifted from old system of curricula to the new Choice Based Credit System from the academic year 2018-19.

The text under analysis is prepared by the Board of Studies in English and Linguistics of the said university through its Central Coordinating Committee. It is published in June 2018 by University Press, Shivaji University, Kolhapur. The then Vice-Chancellor Prof. Devanand Shinde writes (2018: vi), "Shivaji University has been preparing and publishing

textbooks for the undergraduate classes of Arts, Commerce and Science for almost three decades." This reflects the glorious tradition of textbook writing of the university. This paper attempts to dive deep into the merits as well as demerits of the text and provide some suggestions. This textbook is prepared considering needs of the students from CBCS pattern studying at B. A. Part-I of Shivaji University, Kolhapur. The textbook contains eight modules which are further divided into two sections, one section for each semester of the academic year. These modules are designed with the sub-units on communication skills as well as reading comprehension. The first four modules are to be studied during the first half of the academic year means the first semester and the next four modules are prescribed for second semester. The objectives of the university behind preparation of this textbook have been clearly stated in the preface of the text.

The journey of the learners in studying English

Course of this class begins with the Module I entitled 'Developing Vocabulary'. It means that any student, who attempts to learn English as a language for communication, has to prepare with the basics of linguistics such as study of morphemes, words and their usage. This module specifically enhances students' ability in formation of words with affixation, identification and selection of appropriate words in communication. The students are introduced with the word formation processes like affixation – prefixes and suffixes, vocabulary and its use in different contexts, study of synonyms, antonyms and phrasal words, etc. An essay 'On Saying Please' written by A. G. Gardiner included in this module inculcates human values of greetings, asking for excuses, and use of soft skills in communication among the students. The essay highlights the idea about the advantages of 'Saying Please' with the use of polite words.

The most important unit of communication skills for

enhancing students' linguistic competence is included in Module II under the title 'Narration'. The topics like narrating personal experiences, narrating past events, incidents, and use of appropriate language for narration boost the communicative proficiency of the learners. The story included into this module 'In Passion's Shadow' by Mohan Rakesh introduces students with the form of short story and instils motivation for creative writing among the learners. It is a very touching story that focuses on the family relationships between parents and children.

Another important unit of communication skill i.e. English for General Purposes is prescribed in Module III. It is expected that the students should understand various forms of communication and learn skills in spoken as well as written communication. It also introduces students with formal and informal communication citing appropriate examples. This unit attempts to prepare students in areas of communication such as

introducing yourself, conversation with a stranger, conversation at the market, English for writing SMS through social media sites, etc. In the second part of this module, students learn features of romantic poetry with prescribed text of William Wordsworth's master piece poem, 'A Solitary Reaper'.

As the students need to develop ability of critical thinking, Module IV of the text is purely based on the topics of enhancing ability of reading comprehension. Indian Nobel Laureate Rabindranath Tagore had a specific dream about Indian education system. He tried to practice it at *Shanti-Niketan*, an *Ashram* (Residential School) for providing education to the residents of the *Ashram*. The essay entitled 'My School' introduces students with the ideal thoughts of Rabindranath Tagore on education system. The poem, 'All the World is a Stage' imparts William Shakespeare's conception of human life. Students understand the stages of human life and the role to be played by each

individual in each stage of life. The poem teaches how to lead well planned life. In the last part of this module, students learn Indian English poetry with V. V. Shirwadkar's poem, 'The Secret'. It presents the theme of relationship between man's life and nature.

The topics of 'Making Inquiries' and 'Giving Instructions' provide more information on skills of communication in Module V. The students are taught with formal and informal expressions while making enquiries. The unit boosts confidence of the students for entering into the corporate world after graduation. The story, 'The Lost Child' is about a child and his aspiration, demands and realization which ultimately influence the learners with life skills. It also imparts a lesson on the true value of parents in life. Telephonic communication has become an integral part of communication in today's scenario. In modern business establishments and the corporate world, the people are required to talk on telephone. Module VI

incorporates the sub-unit like Telephonic Communication which is quite useful to make students familiar with the spoken English. This unit empowers students in telephonic conversation. The unit 'To My Countrymen' is taken from the autobiography of a renowned Indian scientist and 11th President of India Dr. A. P. J. Abdul Kalam. It imparts value education on the power of imagination; need to realize missions, importance of sweating etc. The last sentence of the writer (2018:112) 'Let me go to dust as a proud citizen of India, to rise again and rejoice in its glory' creates patriotic fervor among the pupils.

The students can hold dialogue through practice and listening to the other speakers of English. However, they need to develop their competency in describing objects, people, places, etc. Hence, Module VII has been designed with the unit to enhance ability of the students in 'Description'. Through this topic, the students are instructed on describing objects, persons, places and daily routine of the

individuals. This enhances the linguistic competency of the learners. The poem, 'A Village Girl' by Mohan Singh inspires students for poetry writing as it reflects a blend of the romantic temper through a description of a village girl. Besides, it is a translated poem from Punjabi into English, hence opens a new avenue of translation studies to the students.

In view of enhancing reading comprehension of the students Module VIII comprises of prose and poetry units. One of the India's greatest story writers in Hindi literature Munshi Premchand who portrayed Indian life realistically in his writings has been prescribed for study in this module. His story *Bade Bhai Sahib* translated into English as 'My Elder Brother' tells a story of the relationship between two brothers who live in a hostel away from their own home. The rivalry of the brothers on account of different traits of personality, differences of opinion and choice, preferences etc give different insights to the learners. The poem, 'The Tiger' by William

Blake imparts lessons on use of imagery in the poetry. The another poem included into this module, is 'A Poet' by Chandrakant Patil which tries to define World's complex relationships at the root of nature, society and civilization.

The strongest merit of this textbook is that the students are provided with more exercises at the end of every unit. The tasks allotted to the learners prepare students for final examination. The units selected for this textbook can be measured from the point of view of enhancing life skills of the learners as almost all units either boost the confidence of the students in communication skills or in still some human values among the learners. The component of skill enhancement right from developing vocabulary to the description of objects, persons, places serve the purpose of developing linguistic competency of the students. The prescribed short stories, poems and philosophical essays fulfill the need of instilling human values among the new generation youths. The

most important thing found in this textbook is that the editorial board has given the pattern of Question Paper and the weightage of marks to the units prescribed at the end.

During the analysis of this textbook, it is found that the book has no major fault or lacunae. Glossary and notes are provided at the end of each unit on reading comprehension i.e. prose and poetry topics. However, some of the difficult concepts and words can be found into the topics of communication skills too. It has to be noted and the topics of communication skills like description, narration, making enquiries, telephonic communication, etc. should be provided with glossary and notes. The next thing found in the text is that there is no uniformity in the introductory notes of the topics of reading comprehension. In the first unit 'On Saying Please', the writer of the unit has provided appropriate introduction of A. G. Gardiner and a brief note reflecting the thematic concern of the author. But in the very

next unit i.e. 'In Passion's Shadow', there is only information about the writer Mohan Rakesh and not a single sentence about the story and its theme. Same is the case with the unit 'The entire World's a Stage' wherein William Shakespeare's introduction as a playwright is given and his poetic career is not taken into consideration, even though, the students are expected to study Shakespeare as a poet into this unit.

To conclude, the text *Ability Enhancement Compulsory Course* prescribed for entry level students of B. A. degree course at Shivaji University, Kolhapur strives to enhance abilities of students in English communication as well as reading comprehension. Units on developing communications skills included in the text such as Developing Vocabulary, Narration, English for General Purposes, Making Enquiries, Telephonic Communication, Description, etc. enhance the capability of learners in linguistic competency. These units

prepare the learners for seeking job opportunities in the corporate world as Francisc Soundararaj and Madhukar B. S. (2004:22) have stated, "Curricula have become more sensitive to specific needs in addition to the commitment to enhance the employability of students". The outcomes of quality enhancement in spoken English expected and set by the BoS in English and Linguistics are definitely achieved by the learners. As the text has been prepared keeping quality enhancement at the centre, it is quite useful for the development of values and morals among the stakeholders of the university. Besides, the textbook endeavours to preserve the glorious tradition of quality education with inclusion of units like 'My School' written by Rabindranath Tagore and 'To My Countrymen' by A. P. J. Abdul Kalam. The central themes of these units are the importance of ancient Indian education system and the wisdom of great Indian civilization respectively. As Francisc Soundararaj and

Madhukar B. S. (2004:14) observe, “Another salient feature of the cultural impact of our curricula is the sensitivity to the preservation and promotion of the culture and ethos of our tradition”. As said text invites critical and intellectual enquiries as well as emotional appeals of the learners and helps to build the character of the students, thus resulted in the preservation and promotion of Indian culture for acquiring a recognizable quality. It has been proved evidence of success in the promotion of quality enhancement.

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A Critical Analysis of the Prescribed English Textbooks for Higher Secondary Students in Manipur

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Abstract:

Textbooks are the most important elements and mediums for fulfilling the aims and objectives of a course. According to Garinger (2010), a textbook can serve as a core resource, a source to supplement material and also as an inspiration for teachers in carrying out classroom activities. An attempt has been made to analyse the prescribed English text books titled An Anthology of English Prose & Poetry and Supplementary Reader under Council of Higher Secondary Education, Manipur for Class XII standard students. The anthology is designed to enable the students to have sufficient practice in reading and writing skills so that they develop their skills to evaluate their own construction of knowledge. The supplementary reader includes prose pieces from different countries and it is designed to make the students read stories on varied themes and style. The paper aims to bring out the irregularities in the exercises and activities at the end of each chapter and also to find whether the prose and poetry in the anthology focus on the skills it claims to focus on. It will also try to bring out key issues on the mentioned textbook with reference to NEP 2020.

Key Words: Textbooks, Curriculum, Language skills, Cognitive, Practice, Evaluation

Introduction:

The importance of textbooks in the teaching-learning process and the input these provide into the classroom lessons are known to all. There is no doubt to it. It plays a significant role in normal day today teaching-learning process which is highlighted by Hutchinson and Torris, “The

textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year and numerous aid projects have been set up to produce them in (various) countries... No teaching learning situation, it seems, is complete until it has relevant textbook” (1994, pg. 315).

A textbook can serve as a core resource, a source to supplement material and also as an inspiration for teachers in carrying out classroom activities (Garinger, 2010). It should be well organised and easy to follow. That is why layout, design and organisation should be emphasised while coming up with a language textbook. Other things to be considered are the learners' cultural backgrounds, ages, interests, students' proficiency level and purposes in acquiring the second language. Textbooks serve two main purposes: one as a general framework through which lessons are prepared complying to the curriculum and the other as a handbook for exercises and classroom activities for teaching the subjects (Sahin, 2020).

Textbook Analysis

The use of textbooks encourages the standardization of teaching. The quality of a textbook determines the success or failure of the course. It assists the teachers in the classroom. Teachers adapt the textbook to prepare suitable lessons and exams. In words of Tomlison

(2011), a textbook "... aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course" (cited in Sahin, 2020, 109). So, there is a need for evaluation of the textbooks to find out whether it meets the objectives of the course. Several framework and checklists are put forth by many researchers for the analysis of textbooks. According to Garinger (2010) the questions that can be raised while analysing a textbook are if the text focuses on the skills it claims to focus on and if the skills are really taught or if it merely provides practice in the skills the students have already acquired. While evaluating the quality of the exercises or activities of a textbook four key questions should be raised which are:

- 1) If the given exercises and activities contribute to learners' language acquisition;
- 2) Whether the exercises are balanced in format i.e. balance between

controlled and free exercises;

- 3) If the exercises progress through the textbook;
- 4) If the exercises are varied and challenging.

Sahin (2020) comes up with a checklist for ELT course book analysis which is called Augsburg List of Criteria for Course book Analysis which are design, content, text passages and activities and visual content (pictures, drawings/illustrations).

A literature review is carried out to survey studies or research works on textbook analysis. Anjaneyulu (2014) points out the shortcomings in the existing textbooks by analysing the English textbooks of 6th secondary grade at the state schools. The evaluation of the textbook is carried out in two levels which are first glance evaluation and close evaluation. It has been found that the overall organisation and layout of the textbook is well structured and caters to the needs of the young learners. The problems encountered are in the practical use of the books, its contents,

use of authentic language and the integration of the basic four skills (LSRW).

Mohammadi & Heidar (2014) conduct a case study on one of the textbooks prescribed in some Iranian English language institutions and report the shortcomings. The research project aims to “determine the overall pedagogical value and suitability of the book towards students’ needs” (1148). Two questionnaires are employed for textbooks evaluation survey. From the response of the teachers, it is found that the textbook under study is suitable for the students except some limitations for instance lack of vocabulary glossary and the way grammar exercise is presented. The study emphasises the need for evaluation of textbooks through checklists or questionnaires.

Statement of the Problem:

The paper aims to analyse the prescribed textbooks for the Class XII Standard students of Manipur under COHSEM (Council of Higher Secondary Education, Manipur) to find whether the prose and

poetry in the anthology focus on the skills it claims to focus on and if there are irregularities in the exercises of each chapter.

General English for Standard XII:

The contents of the subject, **General English** for Class XII students under COHSEM (Council of Higher Secondary Education, Manipur) are: Prose, Poetry, Supplementary Reader, Reading Unseen Passages, Advanced Writing Skill and Grammar. Reading unseen passages includes comprehension, note making and summarising. Advanced writing skill and grammar includes notice/ diary, report/ factual description, letter writing (formal/ official), précis, article/ speech/ debate/ essay and grammar.

General Organisation of the Textbook:

The contents of the textbook titled, *An Anthology of English Prose & Poetry: General English* are divided into Prose Section and Poetry Section. The Prose section comprises of thirteen chapters and the Poetry section has

twenty poems. However, all the chapters are not prescribed for the Class XII students. Only six prose texts and six poems are selected for the course. So, it can be said that the ratio of Prose to Poetry is 50:50. The themes of the texts selected in the Prose section are varied. It covers prose on social conduct, historical events, advancement in science and adolescence education issues. A prose dealing with human life and a One-act play are also included. The poems in the Poetry section are mostly poems from the Romantic Period of English literature while some modern poems are also included. The Supplementary Reader has eighteen (18) prose pieces while only five (5) are selected for the course. The selected prose pieces are varied in themes and style and are from different countries and cultures.

Contribution of the Exercises and Activities in the textbook to learners' language acquisition:

The learners of the mentioned textbooks have already learned and acquired

English language for almost a decade. So, it is expected that they have enough skills to understand and interpret a passage in English. They have the knowledge of intelligibility, comprehensibility and interpretability in English. The prose and poems selected for their study in the textbooks are apt according to their level of proficiency. However, the exercises and activities need to be updated to contribute to their language acquisition. The exercises should provoke the students to use their creativity and critical skills.

Skills the Textbook claims to focus on:

The prescribed anthology textbook claims that it “includes a variety of detailed notes and exercises designed to give the students sufficient practice to develop the skills of reading and writing English properly and also in evaluating their own construction of knowledge.”(COHSEM, 2019: iii).The exercises at the end of each chapter provide ample activities regarding reading skill. The questions are apt to

evaluate the knowledge and understanding of the students after reading the text. However, there is lack of activities for writing skill. The questions are mostly knowledge and understanding based but activities or questions on application of knowledge and critical thinking are rare.

Again, the format or pattern of exercises in the chapters is not regular. Out of the six chapters in Prose section, two chapters have three exercises: Comprehension, Composition and Language Study while the remaining four chapters have only one exercise on questions and answer format. On the other hand, all the six poems have no exercise on composition and language. The activities under Language study are synonyms, antonyms, colloquial forms and idioms. Thus, majority of the chapters lack composition and language activities. According to Garinger (2010), textbooks should include exercises that give students opportunities to practise and extend their language skills. The textbook

under study provides exercises to check reading skill but composition which is an important form of writing skill is not included in majority of the chapters.

The exercises in the Supplementary Reader are divided into two sections: short answer type of questions and essay type of questions. Word notes are provided after each prose explaining difficult words. The questions are knowledge, understanding and application/ expression based. However, exercises on language activities are missing.

Balance between controlled and free exercises and the progress of the exercises:

Controlled exercises are the ones that instruct students to give single correct answer such as fill-in-the blanks grammar activity or multiple choice questions whereas free exercises instruct students to answer using their creativity, understanding and knowledge. So, free exercises include open-ended questions. There should be a balance between controlled and free exercises (Garinger, 2010).

After the analysis of the exercises in the textbook understudy, it is found that there is no balance between the controlled and free exercises. Out of the selected six chapters in the Prose section only three chapters have controlled exercises i.e. 50% of the chapters. Again, out of that only 9% of the exercises are close ended questions while 91% are open ended questions. In case of the poems in the Poetry section, out of the selected six, four have controlled exercises (66.66%). Out of that, 10% are close ended questions while 90% are open ended ones. For the Supplementary Reader, all the questions in the exercises are free exercises (open ended questions). According to Garinger (2010), there should be a progress in the exercises as the students move through the textbook. The progress should be from simple to more complex and demanding. This progress is not found in the textbooks and the exercises are not varied and challenging.

Conclusion:

From the analysis of the textbooks and the exercises, it has been found that the textbooks mostly focus on the reading skill while there is still need for improvement for exercises in writing skill. The textbooks also need to include exercises on creative as well critical skills. Again, from the syllabus of General English for Class XII mentioned above, it can be seen that besides the textbooks, the syllabus includes Reading unseen passages, Advanced writing skill and Grammar for which no textbook is prescribed. Only reference books are given. Since there is no prescribed textbook for these, teachers are left to come up with their own materials and lesson plans. This can be an advantage as the teachers are free to teach with materials they are comfortable with. However, if uniformity is maintained through a textbook, it would be more beneficial and convenient for the teaching learning process. This drives home the need for inclusion of more exercises on reading comprehension, advanced

writing skill and grammar in the already prescribed textbooks.

One of the fundamental principles of NEP 2020 is the development of creativity and critical thinking. The textbook under study can add exercises that bring out the creativity of the students and drive them to exercise their critical thinking. Another fundamental principle is “respect for diversity and respect for the local context in all curriculum, pedagogy and policy, always keeping in mind that education is a concurrent subject;” (NEP, 2020: 5). There are short stories, novels and poems written in English by writers from this part of the country and even there are translated works of local literature in English. However, the textbooks have limited units that show local flavour. NEP 2020 calls for innovative and experiential method in teaching language through games and Apps and the inclusion of the cultural aspects of the languages. So, the compilers and editors of the textbook can take into account these points

while coming up with the new edition of the textbook.

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The Teacher and the Textbook of English in the Indian Classroom

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Abstract:

Though India has a history of teaching English for more than two centuries, teachers hardly dare to step beyond the prescribed text and syllabus. Teaching English has been a pious duty for them rather than a field open for experimentation and creativity. Each successful (popular) teacher has his own method of delivering the content and encouraging students to undertake tasks that would help him/ her improve his skills in the language. This parochial approach of most of the English teachers have restricted them from bringing on the record the most essential of their experiments, methods and techniques that suit their classroom need. Each of these teachers takes liberty with the textbook within the frame of evaluation system. However, the liberty taken may not always be recommendable or suitable to the other similar situations as there are several aspects involved in it. This makes it essential for us to study the kind of flexibility a textbook of English need to have and the amount liberty a teacher can take with the text. This paper attempts to explore adaptation of the textbook of English by a teacher for achieving the set goals.

Keywords: *Textbook, Teacher, adaptation, classroom, ELT, responsive, remedial, facilitative*

Introduction:

Learning is a conscious process in which a learner has to get the information through different sources (teacher is no more the only source of information), process it memorise it and utilize it as and when the relevant situation is faced. The teacher plays instrumental role in this process,

particularly when it is teaching of English as a second language. However, her role in the classroom is often restricted by the textbook. As the students and parents look at the scorecard at the end of the academic year, she attempts to address their needs of scoring what every learner in the class deserves. Promotion to the next class

becomes the first priority, reading and writing skills the second, and the analytical abilities are placed in the last place. Though a teacher desires to change the priority, she prefers to stick to the popular demand. In the frame of assessment of different skills acquired by the learners, she attempts to take liberty with the textbook and its content so as to make it suitable to her classroom situations.

Objective:

This paper aims at exploring some needs of the adaptation of an English textbook in the Indian classrooms.

Methodology:

This is a library research which is based on common observations and supplementary material available in the library.

Socio-Economic and Cultural Background of the learners:

Every class is a special class with students of heterogeneous social and economic background. In the Indian heterogeneous social, the impact of social background on the learning process of a student

and teaching plans of a teacher is noteworthy. Social background grooms the learning approaches of a student and economic status enhances the learning environment. Both are to be considered while delivering content as well as fixing standards of involvement of a particular child in the classroom activities. A teacher needs to know the culture of his students and accordingly, she should explain the relevant as well as non-contextual elements of the textbook.

Experience and Expertise of Teacher:

The second important factor in adaptation of a textbook is teacher experience and expertise. An experienced teacher may know more tricks suitable to the delivery of a topic. Her expertise in a particular field or method may compel her to divert from the prescribed method and she may present the topic in a better way using her own techniques. Her experience may have made her competent in handling every topic in his own way so as to

make the delivery more effective.

Background Knowledge of Learners:

Textbooks are reflections of the syllabi designed for a particular course and ideally they are graded taking into account the levels of achievements expected at the end of the course. It is a common assumption that each teacher cannot teach every text and every topic with equal competency. It is here that a loss of work at any level affects learner competencies at the next level. Ideally it is recommended that a teacher should check the background knowledge of students in her class before she proceeds with the new topics. This helps her to decide the level of difficulty in the delivery of content and achievement of skills. If the background knowledge is up to the mark, she faces no difficulties but if it is not up to the mark, she needs to modify her lesson plan to suit to the level of achievement of the learners. Most of the times, she has to spend some hours to bring the learners to the expected level

of proficiency. This is a very common picture among English classrooms particularly as in the vernacular medium primary schools, though English is a compulsory subject, it is taught as if it is an option while in the secondary schools teaching of grammar occupies maximum time and the rest is spent on translating the content. Thus, background knowledge of learner is the most important issue that compels a teacher to resort to the adaptive teaching strategies.

Classroom Situations:

A teacher enters her class with a plan to complete some topic or a part of it. However, there arise various situations-problematic, academic, curricular, extra-curricular or extensive-whereby the teacher has to deviate from the plan and spend some time addressing the issue. Sometimes, the issue gets extended and the teacher has to spend extra time to resolve it or to find a workable solution for that. Some of the issues may be bypassed by the teacher in search of some better solution. Such

classroom situations are inevitable but have been given no place in either a textbook or the syllabus. A teacher needs to be prepared either with her wit, knowledge, tact or experience.

Student Intervention:

English has been one of the most prejudiced subjects in the Indian classrooms. Every class is a heterogeneous class where students of different linguistic competencies and intellectual capacities study together. They try to grasp the classroom interactions as per their capacities. Sometimes they understand everything discussed in the classroom while they find some topics beyond their capacities to understand. Sometimes they ask questions which are easily responded to and a few questions challenge the intellectual capacities of the teacher. These situations are dire in the grammar classrooms. Learners are either shy or afraid when they are asked to speak in English. They try to find out some escape way and avoid to respond or they raise questions which would help buy some time or encourage them to try

hard and reach the goal. In such situations, the teacher needs to adapt strategies suitable to the situation. Even in such situations, depending on the question asked or competency designed, the teacher may deviate from planned topic.

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Creation of Text-book of English for Business Communication and Marketing under Autonomy

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Abstract:

Autonomy is the buzzword in the present scenario of higher education institutes. Opting for Autonomy is a great challenge to many academic institutions. The affiliated institution has different structure and mechanism under the umbrella of university. These institutions are mainly dependent on the universities to which they are affiliated. However in the autonomous structure one has to create different decision making bodies like Board of studies, Academic Council, Finance Committee, Examination Cell, Governing Body etc. In the pretext of present topic the syllabus of any subject is sanctioned initially in the Sub-committee and later on in the Board of Studies. Academic autonomy allows the institute and concerned department to develop their syllabus in a liberal way. They are given the 100% freedom to modify the syllabi of different subjects as per the need. Even the local issues and concerns can be addressed through the syllabi of the department. Hence the inclusion of industrial expert in the board of Studies matters significance in the committee. He can suggest the revision of syllabi as per the local needs and skills required for the industry. Present paper basically addresses the creation of text-book of English for Business Communication for B. Com. I, Dhananjayrao Gadgil College of Commerce, Satara. It uncovers the various facets of text-book its revision and the justification for its revision.

Key Words: *Autonomy, revision, academic council, Board of Studies, Sub-Committee etc.*

Introduction:

The college which is selected for the present study is Dhananjayrao Gadgil College of Commerce, Satara. It was earlier affiliated to

Shivaji University, Kolhapur and got its autonomy in the year 2016. Present text English for Business Communication and Marketing is revised in the

year 2019-20. This autonomous institute revises at least 20 to 25% syllabus of affiliated university which makes the students comfortable to adopt the changes done in the curriculum. However Department of English for Business Communication and Marketing revised 40% of the syllabus of present paper. Autonomy gave this freedom to revise the said transformation in the syllabus. In the revision of the units the psychology of the student is very important. In this connection Richard Smith comments in his paper, "Key Concepts in ELT Learner Autonomy." that:

This highlights an important continuing role for teachers in promoting the psychological attributes and practical abilities involved in learner autonomy and in engaging students' existing autonomy within classroom practice (Smith,1)

The psychology of the learner

is very important in the process of learning, which seriously affects the performance of students. There are 4 modules and 9 sub-units in the first and second semester. However the Sub-committee suggested to modify the changes as per the need and requirements of present market situations. Actually the Sub-committee suggested to revise more number of Communication Skill modules. However being the final authority in sanction of the process of syllabus revision the Board of Studies revised in all single Communication unit and 5 Comprehension units of the paper.

The Communication unit entitled Narration is replaced by 'Writing Classified Advertisements' which offers the students study modern advertisements on the print and audio-visual media. As today's world is the world of Information and Technology students must understand the products in the market and the way those are

advertised and bombarded on the customers. Earlier in the print media and audio media the advertisements play a little role and not given wider scope. However due to the boom of internet technology, the world became the global village. This unit offers the student the effective use of advertisements in increase of the sale of any product of market. The classified advertisements and their analysis in concern with the market situations is the major concern of this unit. It also brings our attention to the important point of small advertisements brings the prospective buyer to the product. Though written in brief and captive language they bring the needy person to its destination. Hence such kind of advertisement is very much significant for both the customer and buyer. Through such kind of advertisements one can reach to thousand of buyers.

In creation of this unit by the unit writer the focus is basically centered on the

language of advertisements and the usage of phrases and meaningful words in an advertisement. The concern for the quotations to attract the buyer is highlighted in the unit. For example in the advertisement

of Amul the advertiser focused that all over the nation this milk is preferred and says the quotation, “Amul, Doodh of India” Here the students gets the idea that any product if connected with national integrity it is appreciated and liked by the customers, It creates the feeling of nationality among the customers. It also creates emotional appeal to buy the product. The unit writer focuses on the catchy language which is very much useful for the advertisement. Adjectives to enhance the degree of intensity are also the part of advertisement. For example marvelous, superb, amazing, outstanding etc. The unit writer also underlines the use of language of offers like only one in the state, very small stock is remained, last

few days of sale etc. These words in fact attract the buyers to the product.

In the first semester the comprehension unit which revised is titled as, “The Ant and the Grass Hopper,” This story is selected in the replacement of the sub-unit Panch Parmeshwar. It is written by William Somerset Maugham. It talks about the lives of two brothers George and Tom. This small but meaningful fable is an eye opener for the new generation students. George represents ant and Tom represents grass hopper. An ant always lives her life with hard work and consistency. On the other hand the grass hopper always moves from one to the pother place. Hence this story has a strong appeal for the students to believe on the hard work and not only enjoyment can satisfy your life. Real pleasure lies in helping others and not in selfish motive.

The next unit which is selected for the revision was the, “Telephone Conversation,” by Wole

Soyinka. This poem is selected in the support of the communication module, “Telephonic Communication,” It highlights the way of communication and the racial discrimination. There is lot of meaning in pause talked on the telephone. Hence the ability to interpret the dialogues is very much important. The speaker calls a landlady and wants a flat in her house and the conversation takes place. It also underlines some the manners to use during the telephone conversation.

Module no 8 is completely revised in which two poems and a comprehension passage is included. Earlier in the university syllabi there are subunits like War, The Cuckoo and Let Me Not the Marriage. The first sub-unit is a poem by Ogden Nash entitled, “This is Just Going to Hurt a Little Bit.” It talks about the experience of a patient at the dentist. How he experiences the fear and its

result is the major core of the poem. The next sub-unit is Malala's Speech by Malala Yousafzai which talks about the achievement of Malala a social reformer. She stresses the girls' education by opposing the terrorist mentality. Actually in Pakistan and nearby countries the girls are treated in a very poor manner. They are not only considered as Second Sex but they are suppressed and kept away from their basic rights. So she fought for their rights and got the victory. This is remarkable struggle of a girl in a small age hence she has been awarded with Nobel Prize for peace. The last sub-unit is Freedom From Fear- Aung San Suu Kyi which talks about the basic reasons of fear and how to get rid of it. These units have a moral message to communicate.

In short this paper underlines the justification of the unit's selection for the text book English for Business Communication and Marketing for B Com I. It also

presents the significance of the modules and sub-units. Under the autonomy these units are selected which are very much useful for the students and they get lot of educational content. It also enhances the skills among the students. Hence the text-book which is selected under this autonomy is quite effective and useful for the students.

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How to Prepare a Lesson Plan in the Absence of a Standard Textbook in a Language Classroom

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Abstract:

One of the most common and effective tools in the classroom is the textbook. However, there are certain situations when the teachers teaching a particular course in Communication Skills are not equipped with this resource, i.e., there is a syllabus but no standard textbook to follow. In this situation, the teacher has to be very careful while designing the activities in order to hone the linguistic competence and performance of their students. The present paper discusses some of the aspects a language teacher has to consider while preparing lesson plans for his/her students. An attempt has been made to understand how we can use the techniques from Neurolinguistics Programming (NLP) can be used in enhancing communication skills of students.

Keywords: *Communication skills, textbook, linguistic competence, linguistics performance, Neurolinguistic Programming (NLP)*

Introduction:

The ELT experts across centuries have discussed the vital role of a good textbook in a language classroom. It is indeed a very good resource in the hands of a teacher who knows how to use it effectively. The teachers face two situations while teaching English in a language classroom:

1. They have a syllabus and a prescribed standard textbook to follow.

2. They have a syllabus but no textbook to follow. They are expected to decide the content for the same.

The present paper aims to shed light on the basic pedagogic principles that a teacher can utilize while preparing lessons for his/her students. It is a good idea to use the neurolinguistic programming (NLP) approach for teaching language. According to Keezhatta (2019:454), "NLP allows people to understand at least a small

part of the world using all their senses.” Let’s try to understand the preferred learning system of the students based on their preferred thinking system through the following activity.

Activity: What comes to your mind first when you think about the following things?

1. Rose

- a. An image or picture
- b. A sound
- c. A feeling or an emotion
- d. A taste
- e. A smell

2. Classroom

- a. An image or picture
- b. A sound
- c. A feeling or an emotion
- d. A taste
- e. A smell

3. River

- a. An image or picture
- b. A sound
- c. A feeling or an emotion
- d. A taste
- e. A smell

4. Orange

- a. An image or picture
- b. A sound
- c. A feeling or an emotion

d. A taste

e. A smell

5. Garden

- a. An image or picture
- b. A sound
- c. A feeling or an emotion
- d. A taste
- e. A smell

People can have the following preferred thinking systems based on the maximum responses for the abovementioned quiz.

Sight or vision: We perceive the things through our vision
 Sound or auditory: We perceive the things through our ears
 Touch or kinesthesia: We perceive the things through touch or feeling
 Smell or olfaction: We perceive the things through smell
 Taste or gustatory: We perceive the things through taste

These are called sub-modalities in NLP. We can identify the preferred learning system of our learners based on

their preferred thinking system. For example, a person who could visualize an image or picture first for most of the things is a visual learner. A person who could hear a sound first for most of the things is an auditory learner. Furthermore, anyone experiencing a feeling or touch for most of the things is a kinesthetic learner. These are the major learning styles of our learners and hence NLP can be applied to different kinds of learners (visual, auditory or kinesthetic). The teachers can use audio lessons to cater to the needs of auditory learners. The requirements of visual learners can be met by using pictures or images effectively in the class. The kinesthetic learners can be involved emotionally in a task which leads to their learning. Audio-visual materials stimulate interest of all kinds of learners. Obviously, it is not possible every time for a teacher to understand the learning style of each and every student in the class. Hence, he/she should make it a point that he has activities that would cater to the needs of all kinds of learners

which will lead to their learning. Thus, the teachers can use NLP to cater to needs of different types of learners (visual, auditory or kinesthetic) by using pictures, sound or emotions in the language classroom.

Talking about situations located in different points of times (present, past and future) is quite difficult for second language learners of English. Let's try to prepare a lesson plan to train students in using the 'Simple Past' from grammar. Here, our objective is to train our students in talking about things happened in the past. We can make effective use of stories here as stories involve the use of the simple past to a great extent. People usually like to listen to stories. The students can be asked to listen to a story that they already know in their first language and then they can be asked to tell that story in English. This will help the auditory learners to internalize the use of the simple past. The students then can be encouraged to understand the form and use of the simple past in the English language. The students can also

be shown a picture story or video story and it can be followed by narration of those stories by students. They can also be given a story to read and it can be followed by some comprehension questions.

For example,

The Burglars' Friend

It **was** 3 o'clock in the morning when four-year-old Russell Brown **woke up** to go to toilet.

His parents **were** fast asleep in bed. But when he **heard** a noise in the living room and **saw** a light on, he **went** downstairs.

There he **found** two men. They **asked** him his name, and **told** him they **were** friends of the family.

Unfortunately, Russell **believed** them. They **asked** him where the video recorder **was**. Russell **showed** them, and said they **had** a stereo and CD player, too.

The two men **carried** these two to the kitchen. Russell also **told** them that his mother **kept** her purse in a drawer in

the kitchen, so they **took** that. Russell even **gave** them his pocket money – 50 p.

They finally **left** at 4 a.m. They **said**, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell **held** the door open for them. He then **went** back to bed.

His parents **didn't know** about the burglary until they **got up** the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police **caught** the two burglars last week.

New Headway English Course (2000:22)

The teacher then can summarize the lesson for students as follows.

Simple Past

When we wish to talk about the actions or events

completed in the past, we use the simple past form of the verb.

Regular Verbs – walked, danced, played, laughed etc.

Irregular Verbs – saw, sang, hit, went etc.

For example,

She went to the market yesterday.

I did yoga in the morning.

Ali pushed Rohan

Pragati called her.

The helping verb ‘did’ is used to make negative and questions in the past tense.

For example,

Positive: They enjoyed the movie.

Negative: They didn’t enjoy the movie.

Question: Did they enjoy the movie?

WH Question – Where did they enjoy the movie?

regular verbs. The past tense suffix ‘-ed’ has three distinct pronunciations, i.e., /t/, /d/ and /ɪd/. Furthermore, they should also receive some inputs in prepositions of time and adverbials for past time. Hence, the students can be made to listen, speak, read and write in simple past using the auditory, visual and kinesthetic techniques in NLP.

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In addition to this, the students can also be trained in observing and articulating the correct pronunciation of the ‘-ed’ suffix in the simple past form of the

Implementation of Textbooks and Washback effect on the Speaking Skills of Secondary School Students of CBSE

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Abstract:

In a classroom teaching-learning process, textbooks constitute the primary source of materials that help to achieve the learning objectives. The primary function of a language is to produce meaningful communication in a social setting. The ability to articulate in English confidently remains a requirement that students must possess in this 21st century. However, due to apparent lack of substantial practice, hands on experience and non-inclusion of speaking skills in the language test; the barrier to communicate effectively continues to exist even in the college level. To make sure that due emphasis is given on all the skills of language; reforming the text content; proper implemented of textbooks and inclusion of language skills testing is of paramount importance. The degree of distinctions between written and oral communication skills is reflected in the curriculum design of the language education. There is a rigorous need to re-analyze and re-design the syllabus and content of textbooks to cater to the considerable demands of language skills placed by the society and the world we live in. The paper attempts to explore the gaps in implementing the textbooks in language classroom through Washback effect; while also evaluating the potential effectiveness of course materials.

Key Words: Curriculum; Syllabus; Washback; Task; CBSE (Central Board of Secondary Education)

Introduction:

The methods of teaching and learning English language skills and the use of textbooks in the language classrooms of the secondary school students of CBSE are highly devoid of context. It would more satisfactory if the Syllabus is updated with reference to the

use of language skills in communication. Moreover, teachers seem to be fixated upon producing good test results rather than focusing on the development of student's language skills thereby relying greatly on 'teaching to the test' while neglecting the portion of highly limited speaking skills

integrated in the textbook. The emphasis is on the writing skills, since students will have to carry out the test based on writing. As a result, students who score well in the exam are unable to productively use English language skills effectively in real life situations thus yielding negative Washback. Vernon (1956:66) claimed examinations “distort the curriculum” and lamented that teachers tended to ignore subjects and activities which did not contribute directly to passing the exam. They frequently experience language fear, anxiety and lack of confidence in employing the language they have comprehended for years. IELTS coaching institutes for example are in boom, points to that fact that we are not doing enough to focus on to the needs of the students. The Right of Children to Free and Compulsory Education Act, 2009, also known as Right to Education Act (RTE) advocated “learning without burden” and thus we embraced the CCE (Continuous and Comprehensive Evaluation) method which is designed to

assess students all round development. But, in either of the formative or the summative assessment, speaking skills have not been given a meaningful place. Rather a total of 05 marks out of 100 marks have been allotted for both the listening and speaking skills which is very saddening. As a result, oral communication or interactive activities integrated in the textbooks remain highly unexplored and untouched. If speaking skills have been given a substantial part as it is for the writing skills; teachers and students approach towards classroom teaching-learning pedagogy would have been different and thus proper implementation of textbooks too. Moreover, language teachers would have experimented a lot more with the language textbooks.

Potential effectiveness and implementation of textbooks:

Textbooks or the course materials occupy a significant role in achieving the learning objectives of a course. Oxford dictionary defines textbook as

“a book used as a standard work for the study of a particular subject.” Textbooks are a huge part of an educational curriculum, and a teacher must know how to use it for the benefits of the students in the light of learning objectives. Toombs & Tierney (2003) describe curriculum as “an intentional design for learning negotiated by faculty in the light of their specialized knowledge and in the context of social expectations and student’s needs.” So, a curriculum can also be said as a cumulative experience, design for the learners through an active interaction with the intended learning objectives, methods of teaching and learning, syllabus content and assessment in the context of social expectations and student’s needs. And this experience is closely associated with the use of textbooks and how it’s been use in a classroom teaching-learning process. Cunningsworth, A. (1995) states that one of the reasons for course material evaluation is “to identify particular strengths and weaknesses in course books

already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.” (ibid: 14). So, examining the textbooks and its implementation in classrooms is crucial for delivering learners maximum learning outcomes. Cunningsworth’s criteria for evaluating course books are as follows:

Course books should correspond to learner’s needs:

Course books should match the aims and objectives of the language learning programme which is based on learner’s needs. It also means the components of the textbooks should be in sync with the intended aims and objectives or the learning outcomes. Veltri, Webb, Matveev & Zapatero (2011) defined learning outcomes as the ‘intended effect of the program educational experience that has been stated in terms of specific, observable, and measurable student performance.’ The CBSE stated

that the major aim of language study for the secondary school students ‘English Language and Literature (code No. 184)’ is to develop “learner’s imagination” and to “equip the learner with communicative skills to perform various language functions through speech and writing.” It also laid down various objectives; some of them related to speaking skills are as follows:

- To bolster confidence and proficiency in oral and written communication
- To enable learners to operate appropriate English to communicate in various social settings
- To equip learners with essential language skills to be able to articulate their view points
- To integrate listening and speaking skills in language curriculum
- To participate in conversations, discussions, etc. on topics of mutual interest in non-classroom situations.

However, these objectives remain unattained as the

components of communicative skills integrated in the textbooks remain highly unexplored. In both Beehives and First Flight, the prescribed textbooks published by the NCERT; the integration of language or communicative skills is in the section “Thinking about Text”, and it is activity based. However, due to limited amount of time, massive number of students, teachers lack of experience, lack of motivation arising from then on inclusion of speaking skills or activity based elements in the test and assessment; the portion is mostly neglected. One of the possible solutions for attaining the aspects of communicative skills would be integration of it in the text content, so that its importance is made at par with the aesthetic and the cultural elements of the text in the view of the classroom teaching and learning. Learning objectives can be said to attain, if we look

solely at student's performance in their examination, but not in terms of performance in a social setting where communication is predominant as the required skills namely the speaking skills are not given much importance in a classroom setting.

1. Course books should reflect the uses (present or future) which learners will make of the language:

Course books should help to equip students to employ language effectively for their own purpose and that it must advance beyond the confines of classroom learning and be applicable in real life situations. For this to happen, linking the pedagogic learning with the target situation is important. Textbooks are a means to an end but not an end in themselves. The usefulness of textbooks would only be thoroughly realised through its applicability in target situations. The knowledge

of grammar, vocabulary, language activities in the textbooks convey no meaning if it is an end to themselves without any link with the target context. The textbooks prescribed for the secondary students follow the structure of introducing the contents of the unit with either an activity or a thought provoking questions that prepares the students for the unit and ends with exercises or activities related to language knowledge and skills, usually followed by a poem. It follows a somewhat similar pattern to the structure of designing a task. However, the syllabus is task supported and it doesn't seem to call for active language skills engagement but present it as a support to the learning materials and offer opportunities to practice skills. Thus, the problem lies on how far the opportunities have been taken in a classroom teaching learning process.

No particular type of syllabus is ideal for a classroom teaching but choosing the right one according to the needs of the students is important. So, it would be best if need analysis of the students is conducted. Moreover, as task or activities remains invalid in the summative assessment which counts for 80% of the students score, it further widens the gap.

2. Course books should take account of students' needs as learners and should facilitate their learning processes, without imposing a rigid method:

Textbooks should take into account the learner's need not only in terms of the subject matter but also in terms of the structure, use of language, length or sequence of units, etc. so that greater learning autonomy is imparted to the students. Thus, a textbook should move from easy to

difficult parts, familiar to unfamiliar situations and so on. Motivation performs a key role in developing learners learning autonomy and thus the textbooks should also offer challenges to the students either linguistically or intellectually through texts, activities and tasks. Teachers should strategise the methods and techniques of teaching-learning that would encourage learners develop more learning autonomy without imposing a teacher centric or a rigid method. The methods of teaching and learning English language in most of the schools, remains highly traditional. The CBSE stated that the "methodology is based on multi-skill, activity based, learner centered approach" and that care is taken to fulfill the communicative, aesthetic and cultural needs of the learners in accordance to National Curriculum Framework 2005. It further suggested

learners centric activities like role play, dramatizing, miming, debating and also integrating language games to stimulate real-life situations. Though the textbooks are design in the light of these possible approaches yet the question remains on how far these has been integrated or these methods has been adopted as there is no visible or valid measure to check it's usage. Thus, these approaches represent nothing more than an opinion left on the teacher's door, who depending on his/her convenient or the convenient of the institute will decide what he/she entertains. To attain the "multi skill, activity based, learner centered approach" teachers need to implement the textbooks with the suggested activities and experimented with it through innovative and creative methods while also linking pedagogic activities to target tasks. Linking the context and integrating the

suggested activities becomes more handy as with the advancement of science and technology, there are multiple modalities, through which maximum learning experience can be delivered like we have the concept of smart class and the use of media inputs like computer, cassettes, tape recorder, etc. but due to many reasons like teacher's hesitation owing to lack of training or experience, lack of infrastructure, lack of motivation, 'teaching to the test', economic reason and so on, it hasn't been utilized to the full potential. Moreover, teaching of language skills in CBSE prescribed NCERT Textbooks are based on teaching through literature and since literature is primarily associated with the aesthetics, the potential of the textbooks in developing language skills aren't stretch to the par.

3. Course books should possess a clear role as a support for learning:

Course books like teachers should be supportive to the students need, and it should mediate between the learners and the target language for learner's optimal learning. A textbook with its content like exercises, tasks, activities, learning ideas or learning materials should promote students confidence and fluency in the target language. It should help progressively increase learners proficiency. A textbook should be suitable to the learners learning objectives, learner's background and their level of language competence. If a textbook is found to be too easy or too tough to the students, learners will become passive with less participation and greater dependence on the teachers. Also, the use of literature in teaching language skills has proven

to be beneficial in teaching language skills if appropriate methods of teaching and learning are used. Literary pieces like short stories appeals to the emotional aspect of the learners and can connect with the text more effectively, alongside the motivational elements it provides for the learners.

Washback effect on textbook implementation:

Washback is the effect of a test on teaching and learning. Washback can either be positive or negative depending upon whether it promotes further learning or hinders learning. Brown (2004: 28) states Washback as "the effects the tests have on instruction in terms of how students prepare for the test." So, test design will exert great impact on how teaching and learning takes place in a classroom setting. In order to yield positive Washback, teachers need to create tests that can be use as a tool for learning. Fulcher and Davidson (2007) states that the existence of a test

brings out some change in motivation and in behaviour; and that motivation arises from two things: motivation to succeed and motivation to avoid failure. In the case of secondary students of CBSE, since there is no test based on performance in terms of speaking skills, the motivation to learn or succeed or the motivation to avoid failure in the speaking part is missing. Thus due to lack of motivation, speaking skills failed to thrive. The same goes for the teachers too. Too much emphasis is given on producing good results irrespective of the contextual learning outcomes. The fear that the students won't score well in the exam or that their reputation is at stake due to increase in competition in the education sector; they tend to adopt 'teaching to the test' method leaving behind the learning objectives of the course. In the section 'Notes for the Teacher' and 'To the Teacher' of Beehive and First Flight (the prescribed textbooks of class IX and class X respectively) states that the aim of the textbook is to help learners read for meaning and to

help them to communicate using the language. The communicative skills aspect is reflected on "Thinking about the Language" section where language skills specially writing and speaking skills are integrated and that teachers are suggested to "exploit" the exercises and activities in them and to generate their own activities too. But the suggestions remain predominantly as suggestions without proper implementation in the classrooms due to lack of motivation or other reasons unknown, owing to lack of valid measurement. The components of the summative test and the distribution of weightage for the secondary students of CBSE, English Language and Literature are as follows:

Sections	Total Marks	% weightage
Reading Comprehension	20	25%

Writing Skill and Grammar	20	25%
Literature Textbook and Supplementary Reading Text	40	50%
Total	80	

Since, much importance is given on the summative test where a total of 80 marks are allotted. It produces profound impact on the implementation of textbooks in classroom teaching and learning. The Formative test consists of 20 marks out of which only 05 marks are allotted for assessing listening and speaking skills. It means that a total 5% weightage is given to listening and speaking skills, which is way less. The non-inclusion of these skills in summative tests is a major concern, if we relate it to the learning objectives where the ability to communicate using the skills, fluency and confidently is emphasized. It equally

possesses a challenge on content validity, where the validity of subject matter or the content about which the conclusions are to be made, requires the test takers to perform the behaviour that are up for measurement. Researchers like Messick (1996), Alderson, J.C. and Wall, D. (1993) viewed that negative Washback have an empirical link with test invalidity and that it is crucial to understand the impact of Washback on classroom teaching and learning.

Conclusions:

Implementing textbooks and exploring the potential effectiveness of it with respect to learning objectives of a course or a program is crucial, as textbooks are the means to achieve the learning objectives that goes beyond the context of classrooms to the context of target situations. It efficiently is the textbook that controls the content, the method and procedures of learning in a classroom setting. Exploring different methods and techniques of teaching-learning

while allowing greater autonomy to the learners with proper integration of speaking skills task like group discussions, debates, role play, etc. would be a solution to the communicative problems of the students. In addition, inclusion of these activities as form of assessment in summative tests would produce students the motivation to learn and perform the skills, while also yielding positive Washback on the speaking skills of these students.

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Textbooks in the ESL Classroom: An Overview

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Abstract:

This paper aims to define the term ‘textbook’ and to explain the expected process behind textbook selection and its reasons for analyzing the textbooks. The paper also intends to illustrate reasons for carrying out a textbook analysis: evaluating for potential and evaluating for suitability, and also describes several processes of textbook content analysis including the analysis of the specified aims and objectives, learner needs, their preferences and abilities, as well as the formation of criteria in relation to previously established objectives. The paper concludes by asserting that the task of selecting and evaluating textbooks is not an easy one, but it is very vital. With the proper support of clear guidelines and thorough criteria, teachers should be able to choose a textbook that is most appropriate for the requirements of their specific classroom situation.

KEY WORDS: *textbook, sustainability, potential.*

Introduction:

Textbooks are indisputably the most common teaching materials used in ESL (English as a Second Language). Textbooks are seen as highly significant in the process of teaching and learning because they comprise the essential elements of language and culture and that they have an ability to correspond to the needs of the learners, their cultural background and level of linguistic proficiency of the

learners. Accordingly, it is very important to help teachers to choose the most appropriate textbook for their classes.

Defining Textbooks:

The Oxford Advanced Learner’s Dictionary defines the term ‘textbook’ as “a book that teaches a particular subject and that is used especially in schools and colleges” (OALD, 2000, p. 1238). In accordance with the above definition, ESL textbooks intention to provide learners with basic language skills,

necessary knowledge and information about English speaking countries and to prepare them for interaction with people from foreign countries and of different cultural backgrounds. Textbook generally combines contemporary and traditional approaches to language teaching. Textbook combines concepts such as a task-based methodology and learner development; it also provides a proper grammar framework and a thorough practice of vocabulary, grammatical structures and functions. Textbooks have been primary teaching instruments for most of the students since the 19th century. Even today, the textbook is an almost universal and integral element of English language teaching. Billions of copies are sold every year across the globe, and numerous aid projects have been set up to produce them in various countries. No teaching-learning situation is complete until it has its relevant textbook. Sheldon (1988, p. 237) argues that textbooks symbolize “the visible

heart of any ELT program” and they offer significant advantages for both learners and instructors. In his view, the opinion of students that the published materials i.e., textbooks seem more authentic than any other photocopied teachers’ resources, which are usually regarded as less valid as compared to the published materials. Their view is based on the fact that the textbooks are written by distinguished experts in the field of language teaching. The effects of using a particular textbook, therefore, depend not only on its promoted approaches, methods and the content, but it depends also on the expectations of the learners and the general view of textbooks in the learners’ culture. Cortazzi and Jin (1999) refer to a textbook as a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives relevant information about vocabulary, and also the necessary details of English-speaking countries and their cultures to the learners. As a map, it shows an outline of cultural and linguistic elements

as a structured programme and it guides learners and instructors to follow the learning steps taken in the previous lessons. A textbook is seen as a resource as it contains a set of content related materials and activities to be performed during the classroom teaching available to the teacher from which one can have the liberty to choose. A textbook can also be a trainer for novice teachers who need appropriate and valued instructions, guidance and support. As an authority, a textbook is seen as reliable and valid, since it is written and designed by subject experts and authorized by publishers or responsible Government or non-Government bodies.

In Cunningsworth's view (1995, p. 7), the roles of textbooks are identified as: an effective resource for self-directed learning and self-study;

- a valuable resource for presentation material (written and spoken);
- a source of ideas and activities for learner

practice and communicative interaction;

- a reference source for students;
- a syllabus;
- a support for less experienced teachers to gain confidence and demonstrate new methodologies.

In addition to above, he claims that no textbook is totally suited to a particular teaching situation. The teacher has to find his own way of utilizing it and adapting it if at all it is necessary. Thus, we should not be looking for the perfect text book which will meet all our requirements, but rather for the best possible fit between what the text book offers and what we as teachers and our students need.

Hutchinson and Torres (1994) refer to textbooks as an active and effective agent of change; it also plays a substantial role in innovation. Hutchinson and Torres indicate that textbooks introduce a change steadily within a

structured framework and formulate a supportive environment for teachers in potentially disturbing change processes, helping them to feel confident to experiment new teaching methodologies and relieve them from the burden of responsibility of introducing change. They argue that textbooks have a vital importance in teaching the English language, especially at an elementary level, and they become even more important in periods of change. Gray (2000) defines textbooks as “ambassadorial cultural artifacts” (Gray qtd. in Litz, 2005, p. 7) and says that students can improve their language skills by using them as a useful means in order to stimulate discussions and cultural arguments.

Reasons for Textbook

Analysis:

Textbook analysis could be carried out in two ways: the analysis of the selected textbooks to determine their suitability for classroom usages, i.e. predictive analysis, and the analysis of those textbooks

which are already in use, i.e. retrospective analysis (Skopinskaja, 2003, p. 39). Cunningsworth (1995, p. 15) illustrates how textbooks can be evaluated for suitability and for potential. In the first situation, the textbook is assessed according to a predefined set of criteria, but without any particular learners or courses in mind. This approach is more frequent when a new textbook is published and may result in book reviews being written. However, since classroom situations introduce many unknown elements and require constant adapting on the side of the teacher, this type of analysis has its flaws as the textbook cannot be matched to a particular class or group of students. On the other hand, the evaluation of textbooks for suitability is always done with a certain audience in mind. In this situation, as Cunningsworth (1995, p. 15) specifies, there are certain specific learning objectives, learner’s backgrounds, available resources, etc. In practice, it can be asserted that both types of

analysis are carried out equally frequently and sometimes the same textbook can be analyzed first for potential, before it is used in the classroom, as the teacher is choosing a textbook for the upcoming academic year and then for suitability, when it is used in the classroom situation, so the teacher can approve that the choice s/he has made was correct. In the certain case, where the textbook is evaluated positively in both of these situations, then it will be used in future; in case the assessment for suitability proves that the textbook fails to comply with the needs of the learners, then the teacher can have a clear signal that some another textbook should be chosen.

Criteria for Textbook

Analysis:

Textbook analysis is a tough task as it incorporates several processes. First, textbook content needs to be evaluated with reference to its specified aims and objectives, e.g. to what extent teaching areas like vocabulary, reading skills, grammar and writing skills and culture is present in a

student's text book, teachers' manual and activity book. In addition, it is also important to determine whether the cultural information is taught in a particular context such as texts, exercises, dialogues or as isolated facts.

Secondly, textbook content should be carefully inspected in terms of learners' needs, preferences, abilities. Thirdly, the criteria of analysis needs to be established in relation to previously set objectives, i.e. to decide to what extent cultural content matches the suggested criteria of textbook analysis (Skopinskaja, 2003, p. 44). Saville-Troike (1982, p. 8) also proposes a combination of quantitative and qualitative methods for the content analysis. According to her, "*qualitative and quantitative to the study of culturally situated communication are not mutually exclusive, and each can and should inform the other.*" Although Fraenkel (1996) and Saville-Troike (1982) suggest that content analysis in textbooks is objective and

reliable, Sheldon (1988, p. 245) argues that *“the textbook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick”*. In his view, creating uniform evaluative criteria may help to make textbook analysis more objective than it was ever before. Moreover, a retrospective examination may test the validity of a predictive analysis and points out which steps has to be taken to improve it (Skopinskaja, 2003, p. 43).

Quantitative Analysis:

Quantitative analysis can be defined as ‘a type of research where the results are shown in the form of numbers or percentages’ (Longman Business English Dictionary, 2000, p. 411). A quantitative analysis is a study in which a researcher applies scientific procedures in order to discover the answers to his/her questions, examining measurable and verifiable data. In order to reduce the possibility of partial and irrelevant answers to the questions asked and to increase

the probability of relevant and impartial information, several procedures have been applied (Perez Sanchez, 2011, p. 27). However, most of the teachers do not have time to carry a detailed quantitative analysis of textbooks, either for potential or for suitability, even if they follow a set of criteria. This type of analysis is done much more frequently by researchers who are looking to assess various approaches in, e.g., teaching grammar units, vocabulary, reading and writing skills, elements of culture, etc. The type of analysis that teachers resort to very often is qualitative analysis, which is addressed in the following section.

Qualitative analysis is defined as “a type of research that aims to find out people’s attitudes or opinions about something, where the results cannot be shown in numbers” (Longman Business English Dictionary, 2000, p. 411). This method is used to investigate the reasons of decision making while the data which is obtained describe certain types of information (Perez Sanchez, 2011, p. 27).

The checklists of textbook evaluation are often used as the criteria of qualitative analysis.

The literature on textbook analysis proposes a number of checklists such as evaluation criteria recommended by authors such as Joiner (1974), Cunningsworth (1984), Sheldon (1988), Skierso (1991), Byram (1994), Brown (2001) and Kilickaya (2004). They all agree that evaluation checklists should have the criteria referring to its physical characteristics of textbooks which should include layout, design, logistical and organizational features, as well as those referring to methodology, aims, approaches to teaching and cultural information. Cunningsworth (1995, p. 15–17) suggests four guidelines of textbook evaluation, according to which an evaluation checklist was developed:

- textbooks need to match the objectives of language learning programme and they should aptly correspond to learners' needs;

- textbooks should be selected to assist students to use the language effectively for their own needs and purposes;
- textbooks need to facilitate the learning process without imposing 'rigid' learning methods;
- textbooks should mediate between learners and the target language thus supporting the learning process.

Cunningsworth's checklist (1995) comprises eight major categories: aims and approaches, design and organization, language content, methodology, skills, topic, teachers' books and other practical considerations. Each category consists of four to seven checking items. Moreover, Cunningsworth proposes two approaches to textbook analysis, an in-depth approach and an impressionistic evaluation. First, an in-depth approach is used to determine

how specific features of textbooks are dealt with, such as syllabus requirements, learners' needs, teachers' role, aspects of language, etc. This approach uses a comprehensive checklist as a tool for analysis. On the other hand, an impressionistic evaluation is used as a preliminary step to determine whether a selected textbook is suitable or not before a detailed analysis is carried out. In his view, a combination of both approaches would be most effective.

Sheldon's evaluation guide (1988, p. 242) comprises seventeen categories for textbook criteria: rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance and overall value for money. Each category contains two to seven questions that represent "some points around which our thoughts can crystallize" (Sheldon, 1998, p.

242). His checklist focuses on text authenticity, correctness and cultural bias, pointing out that trainers should pay attention to stereotypes, misconceptions and offensive images regarding gender, race, nationality and social class in textbooks. Sheldon further explores cultural and social topics, questioning if the views of England and the USA are realistic or difficult social topics such as poverty, unemployment, racism, and family breakdowns are left out. In his view, judging by the same criteria, the same textbook could be rated as 'successful' in one context, but not in another. The rating depends on a teacher who carries out the analysis and on his preferences and subjective judgement, and there are no evaluative parameters that would be supported by all teachers.

Skierso's checklist (1991, p. 444–452) is certainly the most encompassing one covered by the literature on textbook analysis. The updated version is eight pages long and certain segments and topics for

consideration are used and further modified by other authors. Skierso identifies a number of elements which need to be determined before the analysis is carried out. This contains necessary information on students, teachers and the educational institutions. She supports Cunningsworth's idea (1995) of an impressionistic evaluation as a survey that could eliminate unsuitable or inappropriate textbooks from the selection process (Skierso, 1991, p. 435). Brown (2001, p. 142) suggests an evaluation form that can be used as a practical set of criteria for either choosing a textbook for a course or evaluating the textbook that is currently used. In his view, it is necessary to carry out a thorough evaluation procedure in order to choose a textbook that completely meets the established evaluation criteria. Brown's checklist consists of twelve categories that contain one to seven topics for consideration. The categories in the checklist include mostly general criteria of analyzing textbook content, such as: –

goals of the course; – background of the students (age, native language and culture, educational background, motivation or purpose for learning English); – theoretical approach (theory of learning and theory of language); – language skills (listening, speaking, reading and writing); – quality of practice material (explanations, clarity of directions and active participation of students); – sequencing (by grammatical structures, skills, situations or by some combination of the above); – vocabulary (relevance, frequency and strategies for word analysis); – format (clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking), quality and clarity of illustrations, general layout, size of the book and binding, quality of editing, index, table of contents and chapter headings); – supplementary materials (workbook, audio and video tapes, posters, flashcards, a set of tests); – teacher's guide (methodological guidance, alternative and supplementary

exercises, suitability for non-native speaking teacher and answer keys) (Brown, 2001, p. 142).

Brown's checklist (2001) is observed as the most comprehensive one by many since it includes both general and specific criteria of textbook analysis and it also covers a variety of factors important in foreign language teaching.

Conclusion

Within the system of any educational institute, it is observed that the teachers are not properly trained how to choose, adapt, evaluate and use the textbooks according to the needs of their students. This is the reason that the textbook selection process becomes one of the most challenging tasks for them. Majority of syllabus committees of any education institutes choose textbooks based on what it is offered and made available by well-known publishers. Textbook series used in schools and colleges need to be published and approved in accordance with the appropriate authority and textbook publishers should

obtain a publishing licence issued by the concerned government or non-government authorities. The governing authorities give approval of textbooks guided by the suggestions based on expert assessment of textbook quality provided by the concerned educational authorities. Therefore, it is necessary to educate teachers how to choose the most appropriate textbooks for their students, since the final step of the selection process is based on their own judgement. Since last decade there has been a change of perspective regarding the teaching and learning methods and techniques, which has put the learner in the centre of the educational process. Therefore, it is best to consider textbooks as an aid for achieving goals and objectives and not the end in itself.

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Issues of Textbooks Design and Teaching Learning Process in Rural Multilingual Areas

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Abstract:

The study is intended to examine the issues and problems existing in the design of textbooks. These problems and issues of textbook design are faced by teacher in teaching learning process in the government institutions of Jammu and Kashmir. The design of textbooks prepared and provided by the State Board of School Education Jammu and Kashmir to the primary and middle classes are not stable and are not up to the understanding of children studying in the rural areas of the territory. The research is taken to highlight the issues of textbooks and problems faced by a teacher in multilingual areas in the institutions. These issues are; lengthy syllabus, maximum exercises, textbooks with grammar, no drilling system for primary classes, no pre primary classes, lengthy lesson, maximum question answer, and maximum number of lessons in a textbook. The efforts have been made to explore the textbooks issues, problematic points and hotspots of textbook design and the problems faced by children and teachers in rural multilingual areas. This research article is undertaken to explore and investigate that how a teacher use textbooks and teach in multilingual areas. It is also aimed to verify the problem of monolingual or bilingual teacher who is teaching in a multilingual society. When we analysis the context of teaching learning process, it is found that the mother tongue of the children is different from their teacher and the medium of instruction becomes problem in such institutions. The study is taken to find out the issues in textbooks, problems faced by children of government institutions and teachers while teaching learning process in such rural multilingual areas. In this research it is also aimed to give recommendations in order to solve the hotspots and issues in designing of textbooks provided by the State Board of School Education Jammu and Kashmir.

Keywords: Textbooks, Design, Teaching, Learning, Multilingual, Issues and Institutions

Introduction:

The population of Jammu and Kashmir is 70 % rural and 30 % urban in which different languages and dialects are spoken. In the urban areas we have Urdu, Kashmiri, and Dogri languages and Urdu is used as communicational language of the whole population whether rural or urban. The population of the territory is multilingual and multicultural historically the territory has been ruled by different rulers since the ancient civilization. There are different languages spoken in rural areas of Jammu province. Jammu is generally divided into three regions, Jammu region, Chenab Valley and Pir Panchyal. Jammu region includes four districts like Jammu, Udhampur, Samba, and Kathua, Chenab Valley includes four districts Doda, Kishtwar, Ramban and Reasi and the last region is Pir Panchyal which includes the Rajouri and Poonch districts. We have ten districts in Jammu province. In Jammu division 80% population belonged to the rural areas of the territory and

most of the people belong to the Pahari group of languages they speak Khasha/Khah, Khashali, Pouchi, Kishtwari, Seraji, Balessi, Gaddi, Neeravi, Zundhari, and other languages and dialects. State Board of School Education Jammu and Kashmir have not analyzed and examined the multilingual sections of the territory while preparing the textbooks design for the primary and middle classes particularly.

Multilingual Analysis of Jammu Division the Territory Jammu and Kashmir:

In this research paper we have examined the multilingual perspectives of the different sections of the territory and analyzed areas wise and speakers wise.

1. Jammu Region

1. Jammu, in Jammu district 60% speakers are Dogri, Punjabi 9%, Kashmiri 10%, Hindi 2% Urdu 15% and rest of the speakers are Gojri, Khah language speakers, and Ponchi language speakers.

2. Udhampur district, it has 70% Dogri speakers, Gojri 8%, Urdu 10%, Punjabi 1% Khah 2%, Bharmari 3% and Kashmiri 2% and other language and dialects speakers.
 3. Kathua 82% Dogri language speakers, Pahari language speakers 7%, Hindi 2%, Punjabi 2%, Gojri 4% Kashmiri 2.5% and other language speakers are Khah, Urdu etc.
 4. Samba district, in Samba 85% speakers are Dogri, 5% Gojri, 5% Punjabi, 3% Hindi and other language speakers are Pahari and Urdu.
- languages spoken particularly in districts Ramban, Rajouri, Poonch, Udhampur, Reasi, Kishtwar, and in Doda district and these pahari languages are Khah/Khasha language, Serazi language, Bhadarwahi language, Kishtwari language, Balessi, Guddi, Khashali, Zundhari, Neeravi, etc.
1. Doda. Doda district is most multilingual area of the territory of Jammu and Kashmir. In this district Kashmiri speakers are 42%, Bhaderwahi 22% Gojri 8% Urdu 25% Dogri 4%, Khashali, Serazi, Khah and other languages are spoken in the district. The common language is Urdu in the district.

2. Chenab Valley

In the Chenab valley we find mostly pahari languages speakers mainly people are speaking Kashmiri and Urdu as common communication languages. It can be understand that even in and across the territory of Jammu and Kashmir Urdu and Kashmiri languages are used as communicational languages. We have some pahari

2. Kishtawar or Kishtavata is an ancient Kingdom of Khashas of old Kashmir. This has an ancient history behind its existence. It is found that every district of the Jammu province is multilingual and multicultural. In Kishtawar we have 51% Kashmiri speakers, Gojri 15%, Kishtwari 17%, Urdu 25 and

Bhadarwahi are equally spoken, we have pahari languages and dialects like Khah language, Gaddi dialect, Balessi dialect, Siraji language, Bauti, etc. Urdu language is used as one of the common language in district Kishtwar.

3. Ramban. It is also one of the ancient region having more than two ancient Khasha Kingdoms one is Vanashala and the other is Dengbattal. In district Ramban we have number of Pahari languages like Khah/Khasha, Khashali, Neeravi, and Zundhari. We have Khah/Khasha language 40%, Kashmiri 30%, Gojri 11%, Seraji 6%, Neeravi 2%, Zundhari 4%, Urdu 10%, Dogri 2% and Punjabi 2%. In this district Urdu is used as a common communicational language of the masses.
4. Reasi it has 44% Dogri speakers, Gojri language speakers are 25% Kashmiri language speakers are 19%, Khah/Khasha language speakers are 3% Urdu 2%, Hindi 2%, Punjabi 2% and

other Pahari language speakers. It is examined that Urdu is used as the common communicational language in Chenab Valley, Pir Panchyal and Jammu region.

Pir Panchyal

The area is multilingual and mostly rural and it includes only two districts in the Pir Panchyal area. It is the area which comes in the lap of Himalayan range of mountains and not only these two districts are under the roof shadow of Himalayan range of mountains but some parts of the Reasi and Ramban districts are also connected with.

Rajouri languages spoken in Rajouri 56% Pahari language, Gojri 35% Urdu 4%, Dogri 2%, Khashali 2%, and other languages are Ponchi, Hindi, Panjabi, etc.

Poonch district. It has 40% Gojri speakers, in Poonch more pahari language are spoken we 52% Pahari language speakers these are Pothowani, Punci, Koghani, Khashali and other pahari languages.

Issues and Design of English Textbooks:

The state board of school education Jammu and Kashmir is working seriously in order to tackle and reduce the burden of children. The board of school education has launched Tulip Series a textbook series from 1st class to 12th Class. State board of school education has started preparing and developing the new design of textbooks under the name of Tulip Series Textbooks of English Language in 2005 NCF (National Curriculum Framework) in two phases and has completed in 2016. The board has established same criteria for all zones. After implementing all these textbooks of English language in Tulip Series the board has improved its results but while dealing at the ground level understanding of the textbook of English language it is tough to cope out from this problem particularly in the rural areas. Still there are issues which need to be addressed and to revise the design of textbooks in order to ease the burden of the students of rural multilingual areas.

1. Syllabus and Numbers of Lessons. Syllabus is

Lengthy and there are numbers lessons included in a textbook. The syllabus must be framed according to the understanding level of the children. The textbooks are tough to understand because the children belong to multilingual and multicultural communities and they cannot understand the text and its language.

2. Lengthy Lessons and Chapters, the textbooks have been designed and framed not considering the rural children level of understanding. The lesson is written over five to ten pages which cannot be understood by the students. The length of a lesson must be reduced in order to make more comprehensive, attractive and understanding
3. Exercises, there are numbers of exercises in a lesson for example we have more than nine exercises in the very first lesson of 8th class English Textbook Tulip Series Book-8 and in class 4th textbook of English language Tulip Series-4 we

have 10 exercises written at the end of first chapter of the text.

4. Grammar, Language grammar has been adjusted along with each chapter of the textbook we have examples in the same chapters of 8th class and 4th class textbooks of English language Tulip Series Book-8 and Book-4.
5. Unplanned Alphabetical Chapters and Unplanned Syllable System in 1st Class English Textbook Tulip Series Book-1.

Teaching Learning Process in the Context of Multilingual Classroom:

It is understood that the territory of Jammu and Kashmir is multilingual and have different languages spoke throughout the state of the Jammu and Kashmir. The medium of instruction in school is different and the teachers use different languages at a time in the school. The use different languages by a teacher in an institution while importing education. It can be examined that a teacher use different mother tongues as medium of

instruction; for example we have a teacher who belongs to Kashmir whose mother tongue is Kashmiri if he is posted outside his region than he has to use Urdu, Kashmiri, and English languages as medium of instruction.

Multilingual Aspects for a monolingual teacher is problem in the teaching learning process in the multilingual areas in the institutions. Mother tongue of the teacher and mother tongue of the students is different this becomes problem for a teacher and also for the students to understand the lesson carefully. In some multilingual areas people speak and use Urdu and Kashmiri as common languages and a teacher has to teach English language but he/she uses different medium of instruction and the students fail to speak English language because of the environment of the multilingual and multicultural community. We have another example of Urdu language teacher who cannot understand Kashmiri language therefore in such environment teachers fail to make more

effective classroom activities with Kashmiri speakers. We have different medium of instruction followed by the teacher as per the class room situation medium of instruction must be the language of the subject so the students can slowly understand the English language.

Problems of Teacher in Government Institutions:

It is analyzed and examined in this study that a teacher in rural multilingual areas faces many problems while importing education to the children in the institutions. It is found that the most important problem in the rural institutions is the leak of staff members. In government institutions there is no pre primary classes system and only one to two teachers are available in the primary schools.

Government has launched a new scheme of education in 2003 with the introduction of 3rd Teacher for primary classes in order to cope out and enhance the English language subject understanding. Today we found that only one to two staff members are there in

primary schools of the territory of Jammu and Kashmir. There is/are only one to teacher teaching in spite of three teachers in the primary schools. Understanding of mother tongue and translation method in multilingual schools is another problem faced by a teacher. A teacher has to indulge in the classroom environment while teaching or doing classroom activities and he/she has to understand the mother tongue and use translation method in order to make the classroom and students interesting and understandable.

There is not pre primary class system and not sufficient staff available in the government schools. There is also minimum or scanty of time reserved for a class because of leak of staff and maximum number of students in class. A teacher cannot justify with the students by checking every activities like homework, class work, writing and reading skills, question answer session, and revision of the allotted work of a chapter.

It is experimented and observed the comparative status

of English academic syllabus, design of textbooks verse government institutions syllabus and textbooks design is better, enjoyable and compatible for the students of primary classes. This is based on the choice and interest of the primary classes and is easy to explore the inner and natural qualities of the children. The design of the textbooks is based on short syllable system, drilling system, and rhyme based structure of the textbook of English language. This is interesting because the grammar book is separate and text is included with short lessons and lucid chapters so it grabs and attracts the interest of the students.

Methodology

In this paper method for undertaking this research is applied as questionnaire and analysis of the textbooks of English Language Tulip Series Book-1 to Book-9 of the Jammu and Kashmir State Board of School Education. The methodology for this work is examination of textbooks of English language and the questions asked from the below

mentioned school teachers who shared their valuable experiences and observations regarding the issues, and design of textbooks and the problems faced by them in the different governmental institutions in the rural multilingual areas of the territory of Jammu and Kashmir.

S N o	Governm ental Institutio ns	Staff Memb ers	Englis h Textbo oks
	High School Chacknar wah	Mohd Sharie f Sohil Shake el Ahme d	1 st & 2 nd 8 th 9 th
	High School Bohardar	Mohd Sharie f Sohil Mohd Rafiq Sohil	1 st & 2 nd 8 th 9 th
	Upper Primary School Chanjloo	Surjee t Singh Bali Altaf Hussa in Sohil	1 st 2 nd 3 rd 4 th 5 th

	Middle School Oglan	Yasir Malik	1 st 2 nd 3 rd 4 th 5 th 6 th
	Middle School Sarunga	Abdul Latif	1 st 2 nd 3 rd 4 th 5 th 6 th
	Middle School Mandakbass	Farooq Ahmad Naik	1 st 2 nd 3 rd 4 th 5 th
	Middle School Gagarnag	Prem Nath	1 st 2 nd 3 rd 4 th 5 th 6 th

Conclusion:

In the conclusion it is examined in this research work that the problems and issues of the design of textbooks and issues regarding the teaching learning process exist in rural multilingual areas. There are various types of issues analyzed in the context of teaching learning process in the areas where more than two to three languages are spoken. The need of the hour is to take some measure in order to address the problems and issues faced by the students and the teaching faculty. This study proved that there is need for redesigning of English Language texts and efforts must be made to

implement the recommendations given below for the State Board of School Education Jammu and Kashmir. This paper explored the issues regarding the textbooks of English Language Tulip Series Book-1 to Book-9 and problems of teacher in multilingual areas.

Recommendations:

- ❖ Implementation of Pre Primary Classes
- ❖ Sufficient Staff Members for Primary Classes
- ❖ Short Syllable, Short Alphabetical Order, Short Spelling and Drilling System in 1st Primary English Textbook
- ❖ Mother Tongue must be at Primary Level
- ❖ Medium of the Instruction must be the Language of the Subject from Middle Level
- ❖ Design of Textbooks must be Short and Simple with Meaningful contents
- ❖ Short Question Answer Session in Every Textbook
- ❖ Two to Three exercises at the End of Each Chapter in a Text
- ❖ Lesson must be with Precise and Short Paragraphs
- ❖ Design of the Textbook must base on Local to National Material

- ❖ Exercise must be Designed in order to Revise the Chapter and Replace the Readymade Guides of Texts Available in the Markets
- ❖ Grammar must be Taught Separately
- ❖ Anganwadis Centers must be Bring under the Control of Schools
- ❖ Textbooks must be include Local literature, Writers and Local Genres

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Syllabus Design and Curriculum Development concerning - Inclusion of Gender Specific Content

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Abstract:

The paper is trying to trace the conscious decisions taken while designing gender specific syllabus design and curriculum development. The SNTD Women's University was established in 1916 under the influence of the social reform movement, with a mission to educate women who are a marginalised group. The agenda of the university is to design different degree programmes to consider the needs of the female learners. This paper is an account of informed and appropriate decisions in the syllabus design and curriculum development with respect to Second Language Acquisition (SLA). The attempt of the researcher is to provide the detailed history of the development of SLA syllabus specific to SNTD Women's University and how the development in the field of syllabus design and curriculum development was influenced. The intention of the researcher is to offer a descriptive and critical interpretation of the existing syllabus. The main aim is to trace the inclusions of certain kinds of content which will make learners aware, sensitive and responsible language learners.

Keywords: *syllabus design, curriculum development, gender specific content, second language acquisition*

Introduction:

Second language teaching is a domain which provides substantial amounts of diverse experiences of language learning. The present research originated in the researcher's observation of the syllabus used at undergraduate level of SNTD Women's University. The researcher explores the conscious decisions taken while

designing gender specific syllabus and curriculum. The purpose of the study is to analyse the syllabus content which not only emphasise the language components but also take care of the developing awareness and also to sensitize the language learner to gender concerns. The paper will discuss how certain decisions of the content / material used in

language are appropriate. The first section of the paper deals with context or background and connects with theoretical positions related to syllabus design, curriculum development, and methods of language teaching. The last section of the paper tries to analyse and critically interpret the syllabus of SNDT Women's University and connect with the theories related to material used for the course.

It is significant to establish the context of the present research. For better understanding of the context of the research, it is important to know the history of the SNDT Women's University which was established in 1916 under the influence of the social reform movement with a mission to educate women who are a marginalised group. With this background, the agenda of the university is to design different degree programmes to consider the needs of the female learners. The University gives emphasis on use of regional language as a medium of instruction. The University is more than 100

years old and the students who join the programmes are mostly first generation learners. The students are of heterogeneous socio-economical and religious background.

Theoretical Background:

The following section of the paper explores the development of second language syllabus design and curriculum development which will help to develop the theoretical foundation and provide the basic framework to the study. In Indian context, the research work in the field of Second Language Teaching (SLA) is massive. Every aspect of language teaching and learning is researched and makes it relevant to Indian context. Pertaining to syllabus design and methods of language teaching the systematic shift emerged from structural approach to communicative approach, in other words from product-oriented approach to process-oriented approach of syllabus design. In the 1980s, the introduction of communicative syllabus dramatically changed the

perspective of language teaching from structural based syllabus to communicative based syllabus, simultaneously content or instructional material used for language teaching changed too. The research in the area of curriculum development and syllabus design tried to define different types of syllabus and crucial factors related to it. "The processes of curriculum development and syllabus design in language teaching usually involve assessing the needs of learners in a language program, developing goals and objectives, planning a syllabus, selecting teaching approaches and materials and deciding on assessment procedure and criteria" (Richards & Renandya, 2002, p.65). The diverse concerns are projected by many theories as "curriculum/syllabus is concerned with content, objectives, and sequence and methodology.

In connection with syllabus design, Breen (1987) suggests that, 'alternatives in syllabus design' is essential. Further he adds that how the

syllabus should be used like a map for better implementation, "the plan must provide an accessible framework of what is to be achieved through teaching and learning which affords continuity and direction for its users" (p.82).

Few applied linguists have debated how the focus is shifting, Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988) "some applied linguists have shifted focus from the outcomes of instruction, i.e. the knowledge and skills to be gained by the learner, to the processes through which knowledge and skills might be gained" (p.40).

According to Yalden (1984), syllabus produces two kinds of efficiency 'pragmatic efficiency and pedagogical efficiency'. In other words, the syllabus should save time and money as well as help in management of the learning process. He also emphasized the methodology and material.

The linguistics suggest that an autonomy should be given to the student to reconstruct and reinterpret the

subject-matter depending on needs, Breen (1984) termed this kind of the syllabus as ‘process syllabus’.

There is also discussion on the use of literature as a resource in language curriculum. Most linguists believe that literature is a good source of language teaching. With reference to this abrief review of the research is carried out in the area of material design in the Indian context.

In India around the 80s’, literature was considered as an appropriate source to learn the English language. The researchers like Rajeshwari Sunder Rajan (1995), Probal Dasgupta (1995) dealt with the use of literature as a resource and suggested some necessary modifications. According to Mehrotra (1995), “the objective of teaching English, it is believed, can be met to some extent by the shortened and simplified version of literary texts” (p.113). The nature of ELT materials was studied by many researchers such as

Usha Nagpal (1995) who suggested ‘teaching language through language’. Other researchers such as Narula (1995) and Vanikar and Palia (1995) suggested that the material used in the language classroom needs to be related to the learners’ culture and context. Later other research areas such as skills based teaching and evaluating were emphasised under communicative approach, by researchers such as Lukmani (1995), Tickoo (2003)” (Ghatage, 2018, p. 8).

This theoretical background of the research leads to the next section of discussion of this paper.

Analysis of the syllabus of BA and B.Com, SNDT Women’s University:

This section of the paper provides the detailed history of the development of SLA syllabus specific to SNDT Women’s University and how the development in the field of syllabus design and curriculum development was influenced. The agenda of the university is

to relate with women related concerns and issues.

The paper analyses BA and B.Com, Core Component (CC) paper (English compulsory). The CC paper is designed considering the need of the learners to emphasise on a general proficiency of English language. The agenda of the University is to promote the inclusion policy and diversity amongst its students. The University offers courses in four languages; English, Hindi, Marathi and Gujarati. The purpose of offering a diverse medium of instruction is to reach out to various linguistic communities. The CC papers are designed depending on the medium of instruction as Higher Level (HL) and Lower Level (LL). The syllabus emphasises the four components such as speaking, reading, writing, and literature in the C.C. English and each component had a separate book. The grading of the objectives, material and assessment changes per semester. Mostly the objectives emphasise the language skills, sub-skills, building of the

vocabulary, etc. Mostly paper gives 25% weightage to topics related to social issues, women related issues. Diverse women narratives are introduced in the paper, such as, short stories, fiction etc. Sometimes prescribed textbooks are only resources students use to gain knowledge. English paper is the core paper in most of the Universities, it provides a good platform to introduce diverse topics which will help students be aware and sensitize with topics such as social values, issues, heritage and culture. The purpose of introducing such topics will help English language competency.

One of the important components of the syllabus design is framing objectives. The syllabus designer should set both teaching and learning objectives. It defines the role of the teacher as well as learner. Few examples of the objectives provided in the syllabus, 'learn to organize ideas and write paragraph, 'develop independent response to social issues', 'critically respond to and write about gender related

issues’, ‘sensitizing the student to gender issues through the study of short stories’, ‘respond critically and analytically to issues raised in fiction’

These objectives lead students to perform language with help such topics. The topics are selected from their immediate or local context. The objectives help how to implement the material provided. The ‘form’ and ‘function’ of the language is emphasised.

The communicative approach is aptly used while dealing with the syllabus. The last part of syllabus design is to assess the performance of the student and also feedback how the as whole syllabus disseminate language learning. The assessment part is a little difficult in Indian context. The size of the class is more; approximately 100 students are there in compulsory papers. Mostly 25% is internal and 75% is external assessment. The guidelines are provided in the syllabus how to assess students, for example, ‘students are required to choose one women-oriented issue and make

an oral, visual/ dramatic presentation, suggested topics would be- the dowry system/ educating the girl child/violence against women/ working women/ tradition and modernity/urban and rural divide/caste and gender/single women etc.’ This will evaluate students' awareness related to any of these topics and oral or presentation skills of the student.

The other example of internal evaluation is also interesting, ‘Students are required to collect at least ten newspaper clippings related to women’s issues and write a paragraph responding to these. This will be a group activity of not more than 10 students per group’. The syllabus clearly defines its objectives, units, evaluation pattern and recommended readings.

The present study was exploratory in nature and provided initial descriptive and critical interpretation. Further research needs to be carried out using questionnaires, interviews, classroom observation and open-ended

questions to obtain a more comprehensive understanding of the students' acceptance of such a syllabus.

Conclusion:

The overall critical analysis of the syllabus provides answers to these questions 'what', 'how' and 'why'. The SNDT Women's University provides a substantial amount of language teaching and learning components with special reference to social and gender issues. The inclusion of such kinds of content will make learners aware, sensitive and responsible language learners.

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The Loopholes in Syllabus Design and Textbook Production

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Abstract:

Syllabus design is one of the major aspects of curriculum that is designed by the policy makers that consists of academicians, politicians, administrative officers, philosophers, psychologists, sportsperson and many others. The syllabus is designed by the respective Board of Studies taking into account the things those are stated in the curricula designed for the concerned stage. Curriculum is rather a broader term as syllabus is merely a part of it. The syllabus states the learning objectives, learning experiences and evaluation method that is to be adopted to check whether the learning objectives have been fulfilled or not. Here formative assessment serves the purpose and if it is found that the objectives are not fulfilled, the teacher has to devise new ways or methods to provide the proper learning experiences in such a way through which the learning objectives can be achieved. As we know that the success of teaching, learning and evaluation is totally dependent on the achievement of the objectives; they need to be clearly stated in the syllabus along with the list of contents to be taught to a particular class. Unfortunately, now a day we find many loopholes in syllabus design and textbook production. The unavoidable politics in academia is also one of the reasons of failure of teaching and learning process. The present paper attempts to point out the loopholes in syllabus design and textbook production. The classes for which the textbook is not prescribed and only the list of contents is provided are facing many problems. Not only students but the teachers also are unable to decide the scope and limitation of any content as a result of which it leads to confusion which is dangerous for the teaching-learning process.

Keywords: *Syllabus, textbook, loopholes*

Introduction:

The syllabus framing process starts with the things that are stated in Curriculum. Generally, any syllabus framing committee sets the objectives for the particular class or subject as the case may be. The objectives must be stated in a very simple and clear language. The clarity while stating the objectives decides the success or failure of the course. Moreover, the objectives must be flawless as it becomes the public document. Let us have a look at the revised syllabus of *Structure of English T. Y. B. A. Special Paper III (S-3)* of Savitribai Phule Pune University, Pune.

The objectives are stated clearly but; there are some mistakes. Each objective starts with 'To.....' which is a good thing; but when the sentence ends nowhere is there a full stop. It is not expected and accepted from the Syllabus Framing Committee. As the purpose is not only to find out the faults, it can be said that the objectives are clearly stated.

After setting the objectives, the syllabus framing committee has to meditate as to how and what should be taught in the class. One may call it the selection of the contents to be taught throughout the year, because there is a close

Revised Course Structure of English

T.Y.B.A. Special Paper III (S-3) (w. e. f. 2015-16)

Title of the Paper: Appreciating Novel

1) Objectives:

- a) To introduce students to the basics of novel as a literary form
- b) To expose students to the historical development and nature of novel
- c) To make students aware of different types and aspects of novel
- d) To develop literary sensibility and sense of cultural diversity in students
- e) To expose students to some of the best examples of novel

Fig 1 Objectives

relationship among the objectives, experiences and the evaluation pattern as is shown in

Fig 2. So it is clear that the committee may select the novels and some topics from the background such as ‘the elements of novel.’

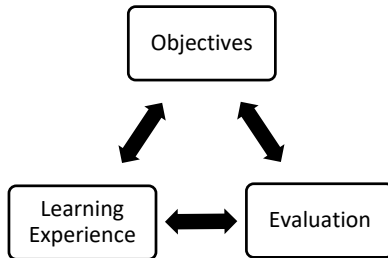


Fig-2: Furst's (1958) Paradigm-Interrelationship between Objectives, Learning Experience and Evaluation

Finally, the committee sets the evaluation pattern for the course which may assess the knowledge of a student and his or her ability to apply his knowledge. If all the three things are apt and flawless, the teaching and learning process will be successful and the objectives will be achieved.

Analysis of the Syllabus:

The syllabus selected for analysis is of B.A. III English Special Language and Linguistics (CBCS) Discipline Specific Elective Semester V –

Paper XI (DSE - E15) of Shivaji University, Kolhapur. (See Appendix I)

Merits of the Syllabus:

1. The objectives are set in a simple and clear language.
2. Course outcomes are also given clearly.
3. The list of contents to be learnt is given.
4. Enough scope is given for internal assessment.
5. Division of teaching hours is specified aptly.
6. List of reference books is also given to help the teachers and students.
7. Evaluation pattern is also given at the end along with the weightage to be given to different topics.

Demerits of the Syllabus:

1. The objectives and the list of contents do not match perfectly.
2. It seems that the objectives are designed either enthusiastically or are taken from somewhere else.
3. It is possible that the work to set the

objectives and content are given to two different people and it's not a team work.

4. The principle of 'Objectives to Selection of Content' is not followed.
5. There is no topic selected to teach to achieve the objective 'To make the students familiar with varieties of the English language.'
6. Due to demerit no. 5, the course outcome: 'Students are familiar with varieties of the English language' has no value at all because this can never be attained.
7. The list of topics is given; but to know the scope and limitation of the topic one has to ask other teachers or the members of Board of Studies or wait for the Self Instruction Material (SIM) which is published by the University for Distance Education Students. It

should have been self explanatory.

The textbook helps both the students and teachers in such a situation; but the textbook also has some limitations. Even it has to go through many stages such as selection of writing team, editorial board, proof readers and so on. In academics everything has some political implication as a result of which instead of quality other things may be unfair get undue importance.

Analysis of the Textbook:

The textbook selected for analysis is of *Ability Enhancement Compulsory Course (CBCS) For B. A. Part III English for Communication (Compulsory English)*. Shivaji University: Kolhapur. (See Appendix II)

Merits of the Textbook:

1. The book is written strictly adhering to the syllabus.
2. It clears the scope and limitation of each module.
3. Exercises are given wherever possible.

- | | |
|--|--|
| <ol style="list-style-type: none"> 4. It is written in a simple language. 5. It takes into account the needs of even the slow learners. 6. The reading lists are provided for the advanced learners. 7. It is a good mixture of prose, poetry and units from communication skills. | <ol style="list-style-type: none"> 4. Instead of separate responsibility, team work should be promoted. 5. Some experienced or superannuated teachers should be appointed if required. 6. Some new and enthusiastic teachers may be appointed on such committees. 7. The right combination of the new and experienced persons can be the best solution. 8. In a textbook, the topics with equal weightage should be given equal space. Sometimes one topic takes fifteen pages and the other takes four to five pages. 9. If there is scarcity of content, more exercises taking into account the evaluation pattern can be set. 10. Maximum academics and minimum politics can be the solution to every problem. |
|--|--|

Demerits of the Textbook:

1. More exercises could have been added in it.
2. Some topics can be written more effectively.

Suggestions to overcome the loopholes in syllabus design and textbook creation:

1. The number of members should be increased in the syllabus forming committee.
2. There should be a regional balance to be able to serve the needs of the students.
3. Quality should be the sole criterion for the selection of the members of syllabus forming committee.

Conclusion:

The future of the students depends on the success or failure of teaching, learning and evaluation process as a result of which the role of the syllabus designing committee is very important. The syllabus committees may be reformed if necessary to pave the way towards the bright future. Minimizing the political interference and groupism among the academicians can result in the development of the students.

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Appendix I

Shivaji University, Kolhapur

B.A. III English Special

Language and Linguistics (CBCS) Discipline Specific Elective

From June 2020 onwards

Language and Linguistics Semester V - Paper XI (DSE - E 15)

Course Objectives:

- To orient students to the concept of communication.
- To make the students familiar with varieties of the English language.
- To acquaint students with different levels of the study of language.
- To study the basic units of grammar.

Course Outcomes:

- Students know the concept of communication.
- Students are familiar with varieties of the English language.
- Students know different levels of study of the English language.

- Students know basic units of grammar.

Semester V - Paper XI DSE - E 15

Module I

Language and Communication

- i. Definitions and characteristics of language
- ii. Human and Animal communication systems (Special reference to Hockett's 7 characteristics of language)

Module II Phonology

Module III Morphology

Module IV Words

*Note: Semester V: 10 Marks for Internal Evaluation: STUDENTS' SEMINAR

Division of Teaching Hours: 4 Modules X 15 Periods = 60 Periods

Reference Books:

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QUESTION PAPER PATTERN From June 2020 onwards

LANGUAGE AND LINGUISTICS (CBCS) Discipline Specific Elective Semester V –Paper XI (DSE - E15)

Q. 1 Objective type
a) Three term labels

(3)

b) Transcription of words with primary stress

(3)

c) Conversion of the given transcriptions into the conventional spellings

(2)

Q.2 a) Write short notes (2/3) (to be set on **Module I**)

(10)

b) Morphological Analysis giving labels (2/4)

(4)

Q.3 a) Identification of word formation/morphological processes

(4)

d) Identification of word classes

(4)

Q.4. Write short notes (2/4) (2 each to be set on **Module II & IV**)

(10)

Appendix II Ability Enhancement Compulsory Course (CBCS) For B. A. Part III English for Communication (Compulsory English) CONTENTS

-----SEMESTER V -----

Module I

3

A) Interview Skills

B) The Interview - V. V. John

Module II

27

A) Grammar for Competitive Examinations

B) The Lottery - Shirley Jackson

Module III

67

A) Writing Skills for Competitive Examinations

B) After Twenty Years - O' Henry

Module IV

99

A) I Shall Return to This Bengal - Jibanananda Das

B) Song of Youth - A. P. J. Abdul Kalam

C) The Orphan Girl - Henry Derozio

----- SEMESTER VI -----

Module V

115

- A) Group Discussion
- B) The Lighthouse Keeper of Aspinwall -Henry Sienkiewicz

Module VI

144

- A) Note Making and Note Taking
- B) Three Questions - Leo Tolstoy

Module VII

168

- A) Media Writing
- B) Eight Rupees - Murli Das Melwani

Module VIII

205

- A) The Mystic Drum - Gabriel Okara
- B) Two Dead Soldiers - Jean Arasanayagam
- C) Bora Ring - Judith Wright

• PATTERN OF QUESTION
PAPER 220

Classroom Adaptation and Modification of Textbook: Challenges faced by the SLA Teachers

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Introduction:

Due to pandemic and total lockdown in Maharashtra, classes were conducted online. The paper opens up with the changed scenario of teaching – learning process due to Pandemic. This changed situation expected the different modes of teaching of the syllabus of the Second Language Acquisition (SLA). The conventional physical classroom teaching changed into online classroom teaching. The paper also tries to assess the challenges faced by the SLA teachers during the pandemic and in the online teaching process; and also their perception on the effectiveness of online teaching. It also tries to suggest the SLA teachers how to use the same textbook in the online teaching and reduce the Teacher- Talk in the class.

Use of technology in the classroom has become the integral part of teaching. There is a lot of emphasis on integrating technology in the classroom through innovative teaching strategies that focus on enabling students to achieve the desired learning objectives (Hwang, Lai, & Wang, 2015). The classroom teaching did not focus much on the technology as the teacher and students could communicate in a face-to-face mode.

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance tablets, smart phones, laptops, and computers which require internet connections (Gonzalez & Louis, 2018).

Methodology:

The present paper is an attempt to find out the challenges faced by the SLA

teachers. To find the challenges, a questionnaire was prepared and circulated among the college teachers of the SNTD Women's University. All the teachers were teaching at the Undergraduate Level. The responses were analysed using both qualitative and quantitative method. A questionnaire had Yes/ No questions, Multiple Choice Questions and Open-ended questions. Questionnaire had questions focusing on Challenges faced while teaching online as far as technology and finishing of syllabus are concerned; it also included questions on how did they deal with the textbooks while teaching online; and also which different online tools are used by the teachers.

For this paper, the data is collected from 17 teachers of Undergraduate colleges of SNTD Women's University from Mumbai, Pune and other places.

The questionnaire was prepared using Google form and shared with all the teachers. The responses were downloaded for analysis.

Data Analysis:

The data collected from the questionnaires is analysed.

Analysis of Questionnaire:

When the teachers were asked "Was it challenging for you teach Online?" almost 66 % teachers responded positively to the question. Teaching online was challenging for every teacher.



57% teachers have not taken any training in teaching online, however, those who had undergone some training use you tubes, Google classroom, Jamboard etc. to make their classes effective.

When asked "What kind of Challenges do they face?" Some of challenges chose from the options given where there is unequal access of internet for all students, and security issues, un optimized software for mobile devices, students do not pay attention, there are less number

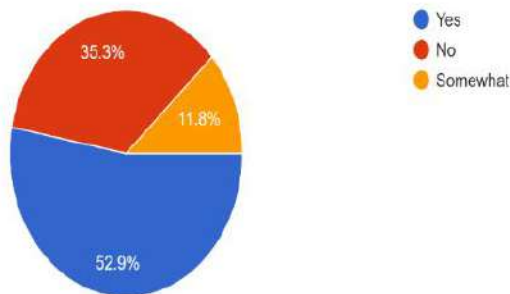
of students in the class, and difficulty in keeping the attendance of the students, difficulty in using of technology, some even informed that students didn't carry books, some even said that conducting examination online is a challenge for them.

The main focus of the questionnaire was to find out the

major challenges these teachers face when they have to adapt the online teaching. The syllabus and the textbooks remained the same but the mode of teaching them totally changed. The questionnaire tried to find out the teachers' experience of teaching the syllabus meant for classroom teaching not meant for online teaching.

In Online teaching, do you think the syllabus finished fast?

17 responses

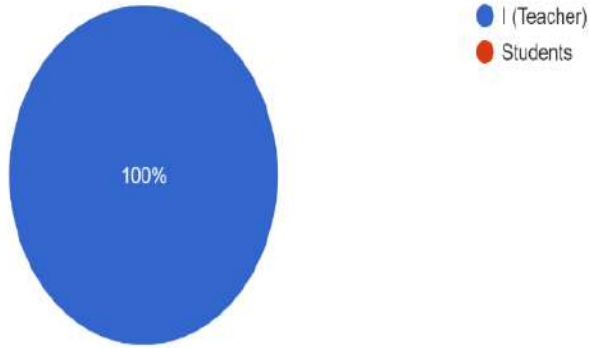


More than 60 % teachers confirmed that the Syllabus finished fast in this online mode and 100 % teachers confirmed

that they talked in the class; students did not speak in the class at all.

Who talked more?

16 responses



60% felt that it wasn't difficult to teach but they mentioned that the students don't have the hard copies of the books so the copies of the stories were shared on the screen and then readout by the teacher. 50% agreed that these textbooks were not meant for online teaching. When asked "How did you teach these texts in the online mode?" most of the teachers informed that "they read out the story loudly after sharing the screen," "I shared the pdf of textbook during the lecture.", one of the teachers' respond sounds very frustrating "Tried to explain somehow."

Findings of the research:

The data was analysed qualitatively and quantitatively. In the following discussions, the findings and implications and suggestions of the findings are discussed.

Summary of the findings of the study:

Teachers' Profile:

Most of the teachers have been in this profession for more than 5 years and they are used to the classroom teaching. That's why online teaching is a real challenge for the SLA Teachers. Most of the teachers are not formally trained in using technology in teaching.

However, they are conducting classes.

Students in online classes:

Teachers reported higher percentage of student absenteeism. Some students have no access to online learning due to lack of the mobile or device or the internet connectivity. Teachers also complained that students don't pay attention in the class; most of them don't have a copy of the book. The teacher also mentioned that they do not have the direct control over the class.

Conventional Classroom and Online Classroom:

Lectures conducted online are completely different than in face-to face learning environments. In conventional classrooms, there is an interpersonal communication which lacks in the online education. Conventional classrooms have a scope for collaborative learning and also help to enhance the critical thinking skills. It also helps to develop the students' overall personality. Teacher can pay attention to an individual student. In online classroom,

this interpersonal relation does not take place. This online teaching is a hurdle for the teachers and students too. Online classes are asynchronous and students feel disconnected from the teacher and also from their classmates/ peers. The instructor or the teacher also finds it difficult to gauge how students comprehend course content and if they are participating in learning experiences.

Textbooks:

As teachers are not trained for the online teaching, the syllabus finished fast and also Teacher- Talk is more. Teachers are reading out the texts without considering the students' comprehension. There is no involvement of students in the learning process at all. There is no learner- autonomy.

The textbook which are used now are not designed for online teaching. These textbooks are for the classroom teaching. Syllabus design is a lengthy process and it cannot be changed quickly without the permission of the Boards of Studies. Hence, a specially

designed material should be used in the online mode of teaching as there is no direct interaction between the teacher and student.

Therefore, the teachers should design supplementary material in such way that the students will be able to work on it without the direct control of the teacher. Moore (1975:10) points out the characteristics of independent study underlined are “apartness” (teacher and learner), “autonomy” and the capacity to carry on “self-directed learning”.

Material should be designed with a self-learning approach. This approach is generally used for the Open Schools where there is a physical separation of the learners from the teachers. Students need lot of interactions with the material in order to comprehend the text. The basic approach of self-learning material is to provide stimulating, interesting, enjoyable and relevant learning experience for the learners. The material should arouse curiosity, raise problems, relate

knowledge to familiar situations and make the entire learning meaningful for them. The course material should be interesting and engaging. Students should be given **autonomy** to work on the text.

All teachers agreed that their syllabus finished early than the expected. The teachers should reduce the Teacher- Talk and make the class more interactive. More activities should be given to students for participating. This will not only encourage the student participation but will certainly reduce the teacher talk. Flipped classrooms should be used where the teachers give material with proper instructions, the learners would work on their own page and time at their homes.

Evaluation:

Teachers are using both Formative as well as Summative method of assessment. Due to the lack of knowledge of technology, teachers are using Multiple choice tests or submission or projects. They should explore and find out other ways of evaluation as well. Multiple choice tests will not

test the critical thinking ability of the students, for that Subjective questions are required. While choosing the options from the choices given, students might choose randomly without thinking much of the correct option. Subjective questions need the deep knowledge of the subject to answer. According to Sharma (2021), “In MCQs, students choose an answer from a list of alternatives provided to them, in which they can excel by practising regularly. In subjective questions, students have to organise the answer using their own words and thoughts”.

Implications & Suggestions for Teachers:

- Teachers are not trained to teach Online. They should be trained properly. They should be made aware of the need of the change of the material for online teaching. The learners’ need should be taken into account. A self-instructional supplementary material would be relevant for the Undergraduate students as they are adult

students, and can engage in independent study.

- **Teachers as Facilitators:**

Teachers should share the supplementary material with the students so that the students will be engaged in the study.

Teachers are facilitators in the classrooms. They should be one when they are in online class too. Instead of finishing the syllabus early, they should make it a point that the students participate in the class. Teachers should design tasks and activities in such a way that the students participate in them. Teachers should encourage the students to actively participate in the class activities.

- **Evaluation:**

Teachers are using Formative as well as Summative assessment. However, teachers don’t beyond the Multiple-choice questions or the project/ assignment submission.

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An Evaluative Study of the Course Objectives with Special Reference to No Second Troy and Hollow Men

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Abstract:

The present paper studies two modern poems Yeats' No Second Troy and Eliot's Hollow Men. The poems form a part of the texts prescribed for the B. A. in English program in Shivaji University, Kolhapur. The poems are prescribed with a clearly stated course objectives in the syllabus expected to be fulfilled by the students. The paper problematizes the practicality of the course objectives in the light of the general classroom experience. The poems pose a series of the intrinsic difficulties for the learners hailing from the diverse and variegated background and lacking the essential reading in literature of foreign language. In conclusion, the researcher provides some recommendations for framing the syllabus.

Key words: *course objectives, cultural divide, multiple themes, poetry reading*

Introduction:

Educationists agree that a textbook is a major tool in hands of a language teacher especially foreign language teacher. Although language can be taught and learned without textbook, a well planed textbook enhance the quality of language teaching with the cultural nuances. The textbook of poetry is not exception to this generalization. Poetry is the closet literary form to people and their culture due to its inherently ancientness and saturation of community feeling and aspiration. This may be

rationale to setting the culture-oriented objectives in the syllabus and the foci of the textbook of English poetry to Indian university students. Reading poetry is 'even for able to enjoy is to pursue phantom' (Eliot 35).

Objectives of the study:

The present research paper aims to study problematic of fulfilling the course objectives of the poetry paper entitled 'English Poetry' of the program B. A. in English in Shivaji University, Kolhapur (MH). The researcher evaluates

the textbook of poetry with reference to *Hollow Men* and *No Second Troy* prescribed in the syllabus of the program. The researcher takes the classroom experiences for his evaluation of the poems and observing the learners having diverse backgrounds. The paper is an attempt to see the possible solutions in this regard.

Exposition of the problem:

The Board of Studies in English and Linguistics, Shivaji University, Kolhapur has revised the syllabus of its three year undergraduate program i. e. B. A. in English in the academic year 2020. The syllabus of the third year of the program includes the paper numbers from VII to XI for the semester V and from XII to XVI for the semester VI. These papers are ascribed to the different forms of literature, and consist of the representative texts of that particular form. Each paper as part of the course has the sharply defined course objectives. The papers VIII and XIII entitled ‘English Poetry’ covers the masterpieces of the

achievements in English poetry that could communicate the ethos. The course objectives identified and stated are as follow:

1. To make students engaged and curious readers of poetry
2. To introduce the students to poetry from various cultures and traditions
3. To make students understand that poetry gives intellectual, moral and linguistic pleasures
4. To make students hear and read poems aloud and to memorize lines

Considering the classroom experiences and diverse background of the learners, it would be beneficial to gauge the practicalities of fulfillment of the objectives with special reference to *No Second Troy* and *Hollow Men*. Two poems under the study belong to ‘Module VII: Selections from Modern English Poetry’.

No Second Troy is W. B. Yeats’ poem that has personal touch of the unrequited love. However, to understand it

better, the poem poses a prerequisite of learners' familiarity of its political and mythological reference. The second section of the poem brings forth the character of Maud Gone with vivid imagery comparing her to Helen. It also reveals the hidden anguish of the poet who at a time admits he has no right to blame but finds faults with her character. He knows that nothing could make her "peaceful" person, even the misery released upon him, as her mind and beauty possess the quality of destructiveness. Her beauty is like a tightened bow meaning the innate tension that would consequently result in devastation. Therefore, her character does not belong to this age but another age of the past. The image of Helen emerges involuntarily, as like her; Maud Gonne cannot do away with her nature but to succumb to it. Since Maud Gonne has nothing to destroy, she sets his happiness on fire. The speaker refers to Troy, an ancient city in the Greek epic *Iliad*, whose destruction was caused by

Helen. Because there is no "second Troy" for the beloved to destroy today, she has to destroy the speaker's happiness and the lives of Irish people. Thus, she appears nothing but a politically troublesome beauty.

The classroom experience is vitiated by the cultural divide. The poem relies on the Greek epic *Iliad* for its effect, and since learners are divergent in terms of their knowledge and beliefs and a large number of them are unfamiliar with the Greek epic, it may cause losing of the intellectual, moral and linguistic pleasure in the text itself. Besides, as the education theorists often say, the familiar material has always an upper hand in role of perception and retention of attention, which is missing in this case. In order to overcome this problem and make the learners understood the idea of 'destructive beauty', a tool in hands of a teacher is compare it with Indian epics. However, the idea of 'sublime beauty' is central to the Indian epic *Ramayana*, and even in case of *Mahabharata*, the

beauty is not itself agent of destruction. *Ramayana* and *Mahabharata* as Magnum Opus are important tools for instructing the generation of learners the code of right and ethical behavior. Referring a flawed character of Greek epic in the poem would not satisfy the requirement of the value education. As a result, the course objectives appear distant goals. This experience becomes louder in the case of *Hollow Men*.

The second case is of T. S. Eliot's poem *Hollow Men*. It expresses the broken psychological state of modern man in the post-war period. The poem reiterates the western idea of the Fall of Man and the Western Civilisation and all the achievements it encompasses once held the world in awe, yet despite this, the West is in the midst of a moral and social decline. It is noted that the very characteristics of this poem become hurdles in fulfillment of the course objectives: there is often use of the western myths, reference to the canonical

literary texts and scripture through quotation, allusions, footnotes and epigraphs, fragmented voice, collage-type structure, multilayered themes, erudite and elevated diction. There are two epigraphs in the beginning of the poem. The first is a piece of dialogue from Joseph Conrad's novel *Heart of Darkness*. The second epigraph is the children's cry used to collect money for the firecrackers with which the effigies on Guy Fawkes Day are burnt. The epigraphs to the poems imply the thematic import that connects the poem to theme of 'death', 'salvation' and 'emptiness of modern life' etc. The substantial portion of the poem alludes to Dante's *The Divine Comedy*.

Despite the experience in teaching-learning, a teacher finds the following difficulties in communicating the objectives of the poem:

1. Complexity of modern life as rendered in the poem is still a remote experience for the many of the learners hailing from the rural and

hilly areas of the region. The parallel work of literature in regional language which could serve as middle path is not available. The classroom experience validates the statement that ‘development of taste is an abstraction’ (Eliot 35).

2. A clearer understanding of the epigraphs and allusion in the poem is must in order to have intellectual and moral pleasure of reading and appreciation of the poem. However, a classroom experience shows that an average college student does not have familiarity with these western works of art. Even, the idea of *the fall of Man* is very unique to the western civilization and the difficult for the learners to comprehend.
3. Besides, the inter textuality makes the poem a mundane experience. Complexity of language structure and broken pattern of sentences collide with the objective of making students hear and

read poems aloud and to memorize lines.

One may argue that the responsibility of enlivening the classroom experience lies with the concerned teacher or it may be suggested that a teacher can translate, simplify or paraphrase the text. These are some solutions to the problems. Numbers of teachers do adopt these methods in their teaching. These methods could arise the temporary interest, but a sustainable interest and taste for poem can be awakened and developed ‘provided they are not learned as abstractions but tested and realized in the student’s own reading’ (Connell preface iii). In the context at hand, it is doubtful that even these methods can fulfill the course objectives and that could be left to the further studies.

Conclusion:

The study investigated that the selected English poems prescribed in the B.A. program fulfill the course objectives or not. The result shows that the poems under the scrutiny do not fulfill the course objectives due

to several reasons. The researchers provides the useful insights into the classroom experience and proves that lack of embedment in the context, multiple evading themes, and complexity of language are hurdles in comprehending the literary works in foreign language. On the basis of the study, the researchers suggest that while framing the syllabus, a care should be taken what should be focused whether 'learning language through literature' or 'learning literature through language'. The poems prescribed in the B.A. program do not seem to prioritize any one of the foci. Moreover, the Board of Studies in the regional universities should consider the diverse and variegated cultural and regional backgrounds of learners while framing the syllabus.

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**Thematic Concerns and Skill Development with
special reference of B. Com. I Textbook in Shivaji
University, Kolhapur (2018)**

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Abstract:

Communication plays a vital role in the world of information and technology. In the same vein when we are making communication on phone, cell phone, video conferencing or face to face, it has immense importance. While we speak, we often say more than actual words which include facial expressions, posture, eye contact and hand movement. In fact the poor writing skills often leads to confusion and embarrassment whether it is writing a mail, memo or social media posts. The text-book of B.com part I 'Ability Enhancement Compulsory Course Textbook,' is really helpful for students in many ways. It helps to enhance skills like narration, writing letters, memos & developing vocabulary. It also gives information about telephone communication and learns about the advertisement world. Due to learning of these kinds of units, students can learn different things and gain confidence to enter in the global market.

Comprehension units are one of the most important sections in English. Students use their verbal reasoning skills and some other skills like thinking through reading. It not only improves reading skills but also helps to increase interest in English. Reading comprehension must involve an interaction between students and their word knowledge. As this book is simple so students accept comprehension with beaming. This book has a variety of prose and poems also contain some stories which touch students' heart. Poems also give various reflections of mood and tone. In order to comprehend prose, students should have good knowledge of language. This book really helps the students from rural and urban area also, to enhance their communication skills and also have a wide variety of different words which can be easily identified to find out the major concepts of text.

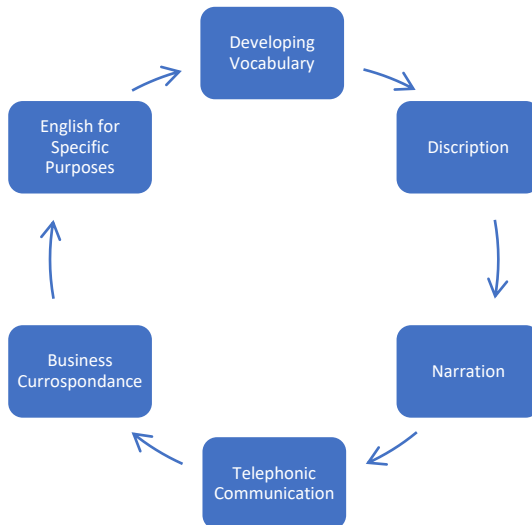
Key words: *communication, comprehension, Enhancement, advertisement, knowledge*

Introduction:

All over the world, English language is the main language of study of every education system. The focus of present research is to understand the development of communication skills and impact of comprehension units on the overall development of students. This book develops interest in students for writing and reading. Effective communication learning process should focus on exchanging meaning rather than producing.

Narrative writing tells a story or part of a story. Descriptive writing vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer’s experience.

In communication skills developing vocabulary, Description, Narration, Business correspondence, Telephonic communication & English for specific reason all of these are woven together into a seamless web.



Vocabulary development is process by which students acquire words. Formation of words is main method to develop vocabulary.

It is very essential in foreign language acquisition because without appropriate and sufficient knowledge learners cannot understand others or express their own feelings. It does not only contribute in comprehension and production of knowledge but also it works as a good indicator of performance. Vocabulary is connected to language production, which is learning process focus on exchanging meaning. Through this topic students get to learn about the root words, what is prefix and suffix? How can they use it in day to day life? While discussing these units with them, they look very energetic and enthusiastic which make them take interest in English subject, because simple topics are understandable especially for students from rural area who don't know much about English language. It is very important for students to know about confusion words or problem words. Even if students write the sentence correctly, incorrect spelling changes the meaning of

the sentence. This topic helps them a lot and enhances their understanding. Description writing is to describe a person place or thing in a way that a picture is formed in the readers mind. When it comes to writing, we have to illustrate human beings, things or animals which show the exact picture of the same. It develops so much interest into writing and also encourages students to learn new vocabulary words and clarify them to understand a new subject. Capturing an event through descriptive writing involves close attention to the details by using all their five senses.

Telling stories on different subjects is as old as humanity. We hear stories everywhere on a daily basis; here we look at some of the main elements that comprise a good story. Narrative units are the study of how human beings experience the world. The concept of narration is used to develop the narrative techniques of the students. They have to improve their thinking process

to write a narration for example setting of characterization or story climax. The purpose of narration is simple to educate or to motivate students for creative writing or story writing. Business correspondence is the simplest way of expression and communication. It is widely used in business communication. Letter of inquiry, complaint & conformation also letter of notification, apology, letter of promise. Some social and personal letters like (invitation, congratulations, announcement or condolence.) The idea cannot be conveyed to reader unless it presented logically. In the future, this topic helps students to handle many different situations like writing a memo, letters to maintain good business relationship. It can also be useful to communicate more effectively with any other organization. This topic helps student to understand how to apply for job or while giving any response of how to write in simple but polite style without unnecessary wordiness.

Telephonic communication unit aimed at raising learners awareness of a telephone conversation process to exchange information is given with rational and methodological support. Speaking on phone is one of the most essential skills for everyday and business communication for many students. With the help of telephone skill practice can raise their confidence in how to make calls in English. Speaking over telephone is the most challenging kind of oral communication. From our own teaching experience, we can say that Students who attained general & business class mostly need telephonic communication for exchanging information. The main difficulty of a telephone conversation in English for students is the absence of non-verbal communication; moreover telephone conversations are shorter than face to face. It is beneficial for students and the teachers as it aims to describe some strategies or skills needed for

communication over telephone. Advertising is the best & artistic way to communicate to other customer. Advertising has become a necessity for everybody in day today's life. It will also help students to know about advertising and Marketing. But it depends on somebody's interest, if students have interest in advertising only those students take interest in this unit. Because advertisement company mostly look for creativity and artistic attitude in a candidate. We need to be very particular about different messages to be conveyed through advertisements.

Due to increase in number of internet users in recent years, Email is becoming the extensively used communication mechanism. Typical users of internet receive a huge number of emails, Therefore email management is an important issue faced by students or individuals. When students use email it increases motivation through self-directed & collaborated learning. It also helps them increased

access to technology and provides new opportunities. Learning email writing helps students to communicate with any organization which can give them a window for lot of opportunities for their future endeavours. The advantage of writing mails is stored and referred at any time. Use of emails can engage students with fun and exciting real world learning situations. Students can also communicate quickly with anyone on the internet; email reaches its destination in a matter of minutes or seconds. You don't have to worry about interrupting someone when you send a email. The email is sent and delivered by one computer system communicating with the internet. Although it is put in someone's inbox without interrupted by arrival of email.

Thematic analysis of Comprehension units:

The Indian education system is quite an old education system. The University has come up with effective solution so it improves and creates a brighter future for students. This

book will help in a better understanding of the subject without them having to mug up the whole thing due to lack of knowledge. This book for B.com Part 1 includes skills which should help our students to learn human values as well as use of English in different situations.

Poems	Prose
<ul style="list-style-type: none"> The Unknown Citizen 	<ul style="list-style-type: none"> On Smile
<ul style="list-style-type: none"> Offering in The Temple 	<ul style="list-style-type: none"> Panch Parmesh war
<ul style="list-style-type: none"> Felling of the Bunyan Tree 	<ul style="list-style-type: none"> Kabuliwala
<ul style="list-style-type: none"> I Thank you God 	<ul style="list-style-type: none"> Why Does The Child Cry
<ul style="list-style-type: none"> The Cuckoo 	<ul style="list-style-type: none"> The Necklace
<ul style="list-style-type: none"> Let Me Not To The Marriage 	<ul style="list-style-type: none"> War

Emotion either enhances or impairs learning and long

term memory retention, depending on a range. Emotion has a particularly strong influence on attention as well as motivating action and behaviour. This attention and executive controls intimately linked to learning process. Elements of a poem such as its setting, tone, mood, and theme evoke certain feelings and emotions in students. These elements are created by the writer using specific setting, structure and diction. This style contributes to overall impact of the poem. In poetry, concept tone and mood related to emotions. In particular the poems tone evokes a certain mood in the students. The tone of poem may be described using a variety of words such as serious, playful, humorous, formal, informal, angry, satirical, ironical or sad, or any other kind of appropriate adjective. The mood of the poem may be described as idealistic, romantic, realistic, optimistic, gloomy, imaginary or mournful. In particular it comes from interpreting a

variety of elements that make up the poem such as setting, characterization, diction, voice, meter, and rhyme.

As a result, identifying the mood can be an important factor in identifying the poems theme. In poem The Unknown Citizen, it is model of conformity in society where everyone must follow the rules. On the other hand, you might think that there is nothing wrong being unknown. This poem is kind of satirical elegy written in praise of man who recently died and he worked as soldier in military. Whereas in poem I Thank You God, Bernard directing his words directly to God gives thanks for creating him Black. It contains main theme and purpose behind the poems creation. The speaker wants his listener, and God to know that he is really proud of being Black. He also begins the comparison between the black man and white man also with Christ. This poem is also satirical against white people and God. Through these both poems students learn about the

satires and mood of freedom. It also encourage them to think about life

Offering in the Temple, according to Desika Pallai existence of God one can feel within ones heart and not in the world outside. It gives the lesson to treat all people equally and respectfully because God is present in every being's heart. We don't need to wander around the world in search of God. Just treat people with respect you will find God inside and outside. Felling of The Bunyan Tree, this poem shows Dilip Chitre's engagement with person and place. He used Bunyan tree is a metaphor for his life. It is an autobiographical poem. When a drastic decision is taken by father which involves the demolition of house and cutting down of huge tree. When family roots were torn out, when the old way of life had to give way to the new. These two poems teach love and respect about person's emotion.

The Cuckoo, the little song bird. According to Wordsworth, Cuckoo comes to

England in early spring. When he hears Cuckoo's voice he looks around but nowhere can he see it. It is a kind of narrative poem, how he welcomes cuckoo while he was laying on grass also hears echoes across hills and valley. Through this poem poet shows his love to nature. Let Me Not to the Marriage, in this poem Shakespeare explains significance of constant love. Both poems are romantic poems shows different way of love. First poem shows love of nature and second shows love of life.

The basic purpose of prose in writing is to convey an idea, deliver information or tell a story. Prose can be fictional or non-fictional, heroic, alliterative, village based polyphonic, poetry prose. The atmosphere of story takes students to where the story is happening and lets them experience it is much like the character. Moods can be described as either positive or negative. It also conveys emotions and feelings also add interest to any story or situation. It comprises full grammatical

sentences. On Smile, According to Gardiner he was able to capture the true essence of the world that we live today. A natural smile is more trusting and has ability to disarm a person. The importance of smile can also not be underestimated, to learn in a natural way how to smile and to beam confidence.

Why Does Child Cry is terribly sad heartbreaking story. It shows senseless cruelty and how the innocent victims suffer most in absurd war. It is very emotional story its significance and the only thing that matters is his wish to be reunited with his parents. War by Luigi Pirandello focuses on the real problem of ordinary people, which makes this story relatable to realism. It is a short story about a couple whose son has been sent to war. Both stories shows theme of patriotism in different manner.

Panch Parmeshwar, the theme is the importance of putting justice above one's own interest. It shows the responsibility bias in order to enact justice during Panchayat. Necklace this story tells us the

negative effects of pride and vanity and emphasizes the importance of being content with what one has. This lessons teaches us that everyone should be content in life with whatever little that he has. He invites unnecessary problems anxiety and confusion of life. Kabuliwala by Tagore shows theme of relation between Father–daughter, people from different worlds and the human response to the unknown and unique. These three stories set the different moods not only its characterization take us or students to where the story takes place but also experience it is much like the character.

In short this book is really helpful and easy for the students from rural and urban areas also because it has a simple kind of language which students can easily grasp, the way they have selected the topics is very convenient for students to understand. The skills selection at the initial class of the graduation shows the vision to impart skill based education to the students. The

communication units focus on the development of interactive skills amongst the students. It's really a matter of appreciation that the skills which are taught to the students will surely make qualitative change in their personality. The comprehension units are also selected with proper intention to imbibe typical values among the students. Only scientific progress is not significant for the development of human beings, however the values inculcation is an inevitable part for it. Humanity is the greatest religion of the world is the message communicated through the comprehension units. In the material world man is at the centre and nothing else. After the pros and cons on the textbook of B Com I it becomes clear that it is very much effective and useful for the students.

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Registrar, Ability Enhancement
Course English for Commutation

Reading Science Fiction Text to Promote Scientific Learning and Literacy

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Abstract:

The use of science fiction opens up new ways of learning and understanding the various concepts of science. Science fiction has long been discussed as a way to get students interested in science; literary works can be successfully used to communicate science amongst the students. Research and practical classroom applications show that after reading science fiction stories and watching sci-fi movies, there is a significant positive effect on students' understanding of non-science background. Using science fiction helps students make connections between literary articles and science. Science fiction is found to enrich the scientific content and summaries found in traditional science textbooks.

Keywords: *science fiction; literary sciences; motivation; alternative education*

Motivation to create interest in science stories:

Finding the motivation of students who want to learn science sometimes requires extraordinary resources. The usual source that has worked for me at higher education levels is science fiction. The term "science fiction" has become socially interesting, as the media have misused it to describe any scientific discovery that is new or elusive to that non-science background. According to the

Handbook to Literature (Holman et al., 1992) science fiction is described as 'A form of fantasy in which scientific facts, assumptions, or hypotheses form the basis, by logical extrapolation, of adventures in the future, on other planets, in other dimensions in time, or under new variants of scientific law'. Professors and teachers have used science fiction movies and videos to illustrate scientific ideas, concepts, and theories to the delight of their

students (DiRado, 1995). Research has shown that science presented in different formats presents details and information in an impressive format that enhances learning and comprehension, and increases retention of detail. According to Mahzoon Hagneghi et al. (2018), Feathers & Arya (2012) and Reiker (2011), students use illustrations to help them deal with difficult concepts or words in the text. As an educator, it is important to provide students with the tools they need to understand the visual characteristics of the text to derive meaning. Nodelman (1981) describes "visual grammar" as to how our understanding of images depends on our knowledge of the convention by which they function. In other words, when sharing multiple text formats with students, students understand that knowledge can be represented in many ways. This is an important skill that students must develop, especially in science, because of the way scientists combine, link,

and integrate text with many forms of visual representation (e.g., sketches, charts, photographs, graphics) (Smolkin and Donovan, 2005). By incorporating this visual grammar idea while reading, students understand the importance of illustrations and how to use them as a form of information in the text.

Science fiction media can combine science and pseudoscience for entertainment. Science fiction is best defined using facts known to tell plausible stories in the categories listed: (i) Science, technology and invention; (ii) The distant future and past, including travelogues from all times; (iii) Other places, i.e. planet, size, etc. ; (iv) Visitors of those mentioned above; (v) Disaster; natural or artificial

Nature of Science fiction stories:

The term "fantastic" as used in science fiction is described as a work that takes place in a world which does not exist and which is not real, that is, tell a fantasy or associated

world involving extraordinary and fake characters who may use unexplored scientific and physical principles or are contrary to current experience. Writers of science fantasies don't have to worry about details like plausibility or extrapolation of the principles of science. These works come from the imagination to create magical works like Harry Potter, The Hobbit or Star Wars. Adventures are fun but are not meant to consume science content.

Research shows that sci-fi videos are slightly more effective than traditional educational videos at increasing test scores. Science employs many of the same skills as language arts, including stimulating the imagination and applying critical thinking skills (Oravetz, 2005). According to Purdue University research, (SAE, 1994), reading or watching science fiction TV shows and movies are the most powerful influences on students to promote science. Science fiction can also help improve

attitudes towards real science. Research results on the integration of drama in teaching show that detailed learning is improved in the short and long term compared to formal and visual teaching (Marzano et al., 2001). Classroom observations and studies have determined that the inclusion of science fiction in the curriculum has improved attitudes towards science (Freuden rich, 2000). Sci-fi movies, cartoons allow direct visualization of abstract, difficult-to-see topics for learners. By bringing concepts to satisfy students' visual and aural senses, they develop an understanding of scientific processes and are enhanced for better learning. Science fiction enables students to learn better through interdisciplinary learning by demonstrating the interdependence of the sciences with other disciplines and knowledge. Finally, entertainment videos often cost less than educational videos.

It is important to choose the right resource. Other resources for science book

selection include Teacher's Choice from the International Literary Society and the Children's Book Council, and Notable Children's Book List from the National Science Teaching Association (NSTA) American Library Association (Mahzoon Hagneghi et al., 2018). The use of checklists, selection criteria, rubrics, rating scales, and bibliographies alleviates frustration in choosing the right books for science education. Many of these samples are widely available for evaluating fiction and non-fiction books for children's science education (Mahzo on Hagneghi et al., 2018; Donovan and Smolkin, 2002) developed a series of 10 sentences ask to rate science fiction books for a grade.

The science fiction in class:

Science fiction is intended for stupid to choose a deficiency in the science of new movies or television programs in the classroom. This approach can not develop critical thinking skills and students do not dissuade scientific analyzes.

The use of science fiction novels is to provide more and more science in how science works and how science works for students to learn more. Many topics can be developed to teach science fiction. Themes can reflect the curriculum by choosing stories, movies or associated pleasures that can improve or offer global views on the application of science in the areas of debate. The story of Frankenstein and adaptation to the media are familiar to students. Mary Shelley's Frankenstein can be read on two main levels. The whole novel moves the invention and the present invention around the present invention. From the early 1900s, the film produced at this time shows how social attitudes and technical applications have been evolved for the last century. The main themes to be emphasized are organic, biological, moralities and issues of science and technology.

Science Fiction Unit Plans:

Science fiction stories are more interesting for students

than reading textbooks on their own. As students become more actively involved in the story, they ask questions and explore scientific content as the elements of the story are discussed and analyzed. There is a lot of active research information on the combination of science and language arts in the science classroom, including the use of science fiction. Science uses many of the same skills as the language arts, including stimulating the imagination and applying critical thinking skills (Oravetz, 2005). Instructors should plan to incorporate good science fiction into the curriculum to improve science and language skills. Science and curiosity in one package, waiting to be used to improve literacy and critical thinking skills - it couldn't be more practical. Literacy involves the communication of ideas from one mind to another, including basic skills such as vocabulary, language structure, clear and focused reading and writing. Critical thinking combined with literacy in the

interpretation and extrapolation of these ideals. An understanding of the source, as well as the context, is required, which is especially important for students sifting through the multitude of visual and print scientific sources. Students should become familiar with the author and the times in which they lived and why they wrote. Students have been analyzing literature for years in English lessons, but never before, think, in most cases, apply these skills to science reading. Teachers can use the story and biography of science fiction author Eric Choi (at www.sciencenewsforkids.org/pages/scifizone/choi.asp) as source material for this activity. Teachers should provide biographical information after students agree on an author. The first activity used to develop critical reading skills concerns scientific articles. Students prepare by analyzing a work of science fiction and examining the underlying scientific ideas about attitudes and knowledge conveyed through the author's

story, followed by research into the fake. Students eliminate their prejudices, which can help expose prejudices.

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The De-Composition of Writing in E. M. Forster's a Passage to India

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Abstract:

The novel discusses the life and mind explores the wrong dimensions of the colonizer-colonized relationships. The 20th century established scientific advancement, industrialization, globalization, and materialism. It created a desire for migration and mobility, in search of a much better robust, an improved existence and a great future. Migration and quality, in step with this belief, may bring a change inside the dress, language, and methodology of life, however, the spirit remains the same. The aspect of psychological state emerges once such an individual finds himself obscurity abroad. The narration cultures and societies by the writers have been a topic of large importance, each for colonialist and postcolonial critics and writers. Whereas writers like E.M. Forster present a sympathetic image of India, E.M Forster's India confuses and confounds a lot of confusion structure in Passage to India. The current study aimed to look at the operations of the colonialist ideology in Passage to India, to indicate that Forster meant to strengthen the colonialist ideology of superiority, alongside the illustration of India and Indians as stereotypes and marginalized individuals and culture in his novel. This novel concludes by highlighting the possibility of future friendship between the British and the Indians.

Keywords: *Imperialism, Hegemony, Prejudice, Colonizer, Bias, Indigenes, Egocentricity, mysticism, Hinduism.*

Introduction:

Teaching English and literature to non-native speakers is a major challenge today. After independence, Indian education policymakers decided to introduce English as a second language. Today English is

taught as a second language. English is a school subject and in order to overcome this problem the teachers need to introduce innovative teaching methods to stimulate students' interest in learning English language and literature, even

curriculum makers and text writers are now focusing on innovative separation methods and techniques that support the combine the pronunciation of the lesson. Vocabulary and grammar with a stronger emphasis on meaningful language use in higher education, the use of English in the form of language and literature have undergone a major change. The university produces textbooks to teach skills and communication skills, Reading and Composition. With the English varieties in mind, this article shows how the Decomposition of Scripture can help in the study of literature. Although, having published only six novels. E. M. Forster maintains a high rank among the writers of fiction in the 20th century. 'A Passage to India' (1924) deservedly the best novel that is also the most difficult to interpret consistently. It is regarded as Forester's masterpiece. "A Passage to India' has been interpreted as a novel about the old Fostering theme of personal relation,

politics and metaphysics" (Das, 2005, P.169).The common reader usually thinks of Forster as the writers of A Passage to India. He published his first four novels between 1905 and 1910, but waited 14 years to publish A Passage to India. The novel is most aesthetically satisfying and on the contemporary situation. The novel is an aesthetic masterpiece, the most closely textures highly wrought and carefully structured of all his writing. "E. M. Forster's A Passage 1924 depends upon the ever-shifting relation among Hindus, Muslim and English Christians. (Schwarz, 2005, P.237)This is not only the climax of Forster's career as a novelist but can also be seen as one of the high watermarks of 20th century fiction. This is a very good example of storytelling, which maintains the interest from the beginning to the end in the mere surface actions. Possibilities of friendship between individuals of different races, particularly when one of them belongs to the dominant ruling class and the

other to the subject race, are explored in this novel. "One of the main themes of the novel is Anglo- Indian relations and the possibility of two different cultures existing in harmony." (Prakash.1987, P.186).

This deals with the theme of personal relationships. It needs to be primarily viewed in the light of hatred and love. This is not about India, or its political life. It is about human relation between various characters. "A novel that explores the difficulties men face in trying to understand each other and the universe: it is not primarily concerned with question of rule and race. (Colmer, 1967 P.11) Therefore is the personal relationship in the context of the conflict between the East and the West. The novel deals with several important relationship such as the ones between Mrs. Moore and Dr. Aziz and Cyril Fielding, Ronny Heaslop and Adela Quested and Professor Godbole. "It was delicious. He lay in a trance, sensuous but healthy, through which the talk

of the two others did not seem particularly sad they were discussing as to whether or not it is possible to be friends with an Englishman." (Forster, 1984, P.33) This problem is being discussed at the house of Hamidullah when Aziz reaches there to have dinner with his friends. The problem involved in inter-racial friendship determines the main lines on which the story moves. Mahmoud Ali, who has known the English only in India, holds the opinion that it is not possible in India. But Hamidullah who has spent a good deal of time with Englishmen in England is of the view that it is possible only in England and not in India.

Problem statement:

This knowledge shows a guideline in sketching the future research problem and investigating new findings. on the other hand English language and literature studies are developed into a platform for supporting, evoking and interpreting different social, political and cultural concept. The focus of the present study

will be only on the selected novels of *The De-Composition of Writing in E. M. Forster's A Passage to India* and selected extracts will be chosen.

Hypothesis:

1. Assessing learning and emotional needs by observing and consulting with multi-agency teams to advice on the best approaches and provisions to support learning and development.
2. To work in a variety of ways including observation, interviews and assessments of researcher.
3. To identify role conflict by understanding oneself as both major and minor character.

Problem of Trinity: Mosque, Cave and Temple:

A Passage to India is divided into three parts. Two British ladies namely Mrs. Moor and Adela Quested have come to India to see real India. Adela Quested has come to see Ronny Heaslop and his work in India before getting married with him. Fielding advises seeing Indians. He feels that one can see real

India through personal relations and love. Mrs. Moore and Dr. Aziz's First meeting is by chance in a Mosque when Aziz goes to the Mosque to seek solace and comfort. There an old English woman disturbs him. He shouts at her but on seeing that she has taken off her shoes in marked respect to God he is softened and expresses regret. Aziz is firmly rooted in the society and is a staunch believer in his religion, Islam. Mrs. Moore is also firmly rooted in her society and she also believes in religion, in her case it is Christianity. Aziz has brought children onto the world. Mrs. Moore also has her two sons and a daughter. It seems secret understanding of the heart attract both Dr. Aziz and Mrs. Moore very gently tells him that she has removed her shoes outside the Mosque. Dr. Aziz is educated in English and has a very forward point of view. "Because he is so placed because he is aware of such a tradition that in spite of the brevity of his acquaintance with Mrs. Moore the two make

immediate and lasting connection".(Mcconkey,1983,P .81)Aziz's relations with Mrs. Moore are of youth and an old woman. Aziz talks with her normally and frankly. Both talk freely with each other on various subjects' right from their children the British in India, their religion and many other that are of interest to both of them. In Mrs. Moore, Aziz find pleasing and likeable friend. His regard for her is devoid of any expectation and material gains. "Her Christianity and his Islam enable them to meet as individuals at a deeper level than that made possible by social codes and habits, initially because she like him, takes her religion with full seriousness"(Gillie,1983,P.141)

Aziz is susceptible to insults Mrs. Moore is a kindly being sympathetic old woman who has a desire to see real India. She abounds in love and sympathy for the Indians. She does not think of an Indians inferior to her. Aziz begins to regard Mrs. Moore as dear

friends. A remarkable bond of friendship grows between these two impulsive people and they become friends. She accepts her friends with Aziz in a conversation with her son Ronny. "It is only just five, said Mrs Turton. My husband will be up from his office in a moment and start the thing. I have no idea what we have to do. It's the first time we've ever given a party like this at the Club. Mr. Heaslop, when I'm dead and gone will you give parties like this? It's enough to make the old type of Burra Sahib Turn in his grave."(Forster, 1984, P.59)

Mrs. Moore's visit to the caves proves to be a gruesome experience as a result of which she becomes cynical about everything and indifferent to everybody. Her bitterness and disillusionment affects her personal relations. But even in this state of mind inwardly she retains her desire to do well to others. Her regard for Aziz remains Mrs. Moore having been overtaken by emptiness and negation does not attend the trial of Aziz although she is

aware that Aziz is unjustly implicated in it. "Here is my cousin, Mr. Mohammed Latif. Oh no don't shake hands. He is an Indian of the old- fashioned sort he prefers to salaam. There I told you so Mohammed Latif how beautifully you Salaam. See he hasn't understood he knows no English."(Forster, 1984, P.142)

The central theme of the novel is the conflict between the East and West which separates the culture of the East from that of the West. The problem of personal relationship too, is the theme of the novel. This is not romantic novel although it has two characters namely Ronny Heaslop and Miss Adela Quested who are dreaming to get married with each other. There are a lot of ups and down in their relationships. The personal relationship of those two typically British lovers holds the attention in the first part of the novel. "Ronny's face grew dim-an event that always increased her esteem for his character. Her hand touched his owing to a jolt and one of the

thrills so frequent in the animal kingdom passed between them and announced that all their difficulties were only a lover's quarrel."(Forster, 1984, P.182).

The Temple section in the novel offers vision of reconciliation in which all the artificial human barriers are banished. Forster could not conceptualize a future for the friendship of Fielding and Aziz due to political circumstance. Aziz and Fielding become friends again but they are aware of the fact that they cannot meet on physical level. The political pressures distort the relationship between the two. Fielding now speaks about British imperialism while Aziz is fanatically anti- British. Though they are Friends again their ways have to part. "At the end of the novel, although they must part there is no doubt that Aziz and Fielding are Friends."(Shahane, 1980, P.100)The friendship between Aziz and Fielding is material worldly and temporal. It works only on a rational level. That is why both of them had to face

clashes enmity and misunderstanding. During the Hindu festival of Gokul Ashtami at Mau log after the death of Mrs. Moore one finds Professor Godbole remembering her. "The English and the Indians can be friends for Mrs. Moore and Godbole are true friends. The English and the Indians cannot be friends for Fielding and Aziz are not friends in true sense. Forster clearly suggests that Fielding and Aziz can be friends if they rise to the level of the friendship between Mrs. Moore and Godbole. Shahane explain that the primary justification for the collection of essays was "to project an Indian critic's image of Forster's *A Passage to India* after about fifty years of its impact on this country and the English-speaking world." (Shahane, 1975, P.13)

Conclusion:

E.M. Forster believes that to lead the good life, a man must learn to establish personal relations. He gives more importance to personal relationships than the public

causes. He values personal relations. His very subject of India with its clashes of race religion and colour compelled Forster to interpret his values in terms of a concrete situation taken from contemporary history. Modern world is facing terrorism racism regionalism, communalism the human race. The event in cave and Miss. Quested's misunderstanding creates a form in life of Dr. Aziz, but Godbole brings Amrit Roy to save Aziz who is hurt earlier by the question of Miss. Quested if every Muslim has four wives. Godbole returns help of Dr. Aziz and wants treatments of a Hindu doctor. The entire novel is about estrangement. When Fielding tells Dr. Aziz that he would be killed by Hindu's, Aziz retorts they would settle the matter when the British rulers are gone. Overall, an in depth and close reading of *A Passage to India* shows Forster's liberal shrewdness and political understanding of human issues and ethnic conflict.

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Social Responsibility in Syllabus Framing

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Abstract:

Teaching is a profession that creates all other professions. It requires the teachers to constantly change and adapt to new methods, new concepts, new policies and new technologies. They have to take the challenges of both what to teach and how to teach with the new changing times. Syllabus framing is a serious and crucial activity which provides knowledge and values to the students. It must make them both worldly and morally wise. The syllabus that a teacher frames must improve the cognitive development and engage them with the natural and social environments around them. This paper highlights the importance of including moral values in all the subjects taught at the tertiary level as the world is in chaos. In this precarious condition, it is the role of teachers that must bring sense and order into the young minds. An educational system with the objectives and outcomes to make students morally and intellectually superior is the need of the hour.

Keywords: *Syllabus, Teaching, Moral values, cognitive development.*

Introduction:

Teaching is a profession that creates all other professions. It requires its practitioners to constantly change and adopt. New approaches to learning, new methodologies, new theories, new policies and new technologies are presented to teachers during the pandemic as elements that need to be acquired and incorporated in the classroom. New developments

and new tools have been exposed to the teachers to equip themselves with the new technological advancements. In a relatively short span of time the teaching community has to acquire the challenges of both ‘what to teach?’ and ‘how to teach?’

Problem for the Study:

The challenge of how to teach is to some extent solved by technology enabled teaching tools such as audio-visual aids,

LCD projectors, use of LMS, E-techniques and some of the online teaching – learning processes. But what to teach is solely decided by the teachers and this challenge has been more prominent in the 21st century. The themes for 21st century learners are wide and vast ranging from global to civic, environmental to health, economic to business and financial literacy. They can be learnt through variety of sources such as texts, audio, video, friends, Google and internet. The teachers who were on the centre, popularly known as ‘Sage on the Stage’ is no more but just has to be a facilitator playing the role of ‘guide on the side’.

Syllabus is a framework of knowledge that is used as content for teaching. A teacher plays a vital role in framing its content. This is done by providing knowledge so as to enable the learners to achieve their goals. The syllabus is created by the teachers keeping in mind the growth of cognitive and conceptual understanding of

subjects taught. It ensures progressive and meaningful pursuits of one’s life. Syllabus framing is a serious activity which aims to create an opportunity for valuable and memorable personal learning. This ideal activity will engage, stimulate and challenge the individuals becoming absorbed in the task and thus help them achieve success in learning.

Objectives

Syllabus framing must include concepts of hands-on training, learning from authentic texts, learning them with authentic materials, linking to existing knowledge, exposing them to both natural environments and social environments. It should also enhance self- reflection and self- evaluation. An illustration would prove a point in discussion. A lesson on the environment in the syllabus must make them think from their own point of view in practical life. It must remind them of the idea of environmental cleanliness (Swachh Bharat). It should encourage them to brainstorm their views with

others in the class. This can help them with an experiential learning which means learning with experience. This activity of cleanliness both in the school and outside it will stimulate and challenge the students to become absorbed in the hands-on experience and thus help them to achieve success in life.

Education is essentially a human virtue. It must aim at making him humane. It fashions and models him for society. The concept of education is man-making. In other words, it is the development of individual talents. There are major specific aims of education. They are:

- Knowledge
- Vocation
- Character building
- Culture

Among these character building is considered to be the supreme aim of education. The other aims are subordinate to it. Mahatma Gandhi gave top priority to character. According to him, morality or character is the essence of civilisation. Raymont, an educationist also believes that the teacher's

ultimate aim is to cultivate strength and purity of character in their pupils.

Methodology:

Swami Vivekananda, the great practical giant of modern India views education as the 'manifestation of divine perfection already existing in man' [67]. It is the complete exposition of man's individuality. He really gives a new outlook to education when he says, 'We want that education by which character is formed, strength of mind is increased by which one can stand on one's own feet' [129]. This is by far the most practical definition to education.

In short, education has synthesis of many values and needs:

- Individual needs
- Social needs
- Environmental needs
- Political needs
- Cultural needs
- Intellectual needs

Institutions of today pay utmost attention to intellectual and individual needs. They are more concerned about the employability skills of their

students. Social, cultural and moral aspects are neglected in today's education. Education in the fullest sense of the term takes care of physical, intellectual and moral development of individuals. Moral life cannot grow in isolation. It has social relevance. The principle of moral development is the essence of any education as education itself is an ethical art.

Core Content:

The term 'Ethics' is derived from Latin word 'Ethica' which means moral philosophy. It is defined as the science of finding right and wrong. Character and morality is a crucial problem in education. People who are firmly grounded in values and morals become great inspiration to others and are looked upon by people from all walks of life and they become natural leaders with great quality. There are ethics for teachers. Teaching is a noble profession and hence a high sense of morality and pursuits of excellence is observed above everything else.

There are ethics for students as well. Sadly there is a lack of high ethical standards among the student community. This has become a burning question and there is a clear disregard for authorities, law and order, rules and regulations, punctuality and discipline among the students. Examination malpractices, neglect of duty, insubordination and lack of integrity must be viewed with sympathy. Teachers must make efforts to mould their character to be better individuals and explore their hidden talents and abilities.

Unfortunately, we are living in a world of chaos and the surroundings give us a strict warning that we are witnessing the degeneration of our values and morals. The reason behind this is that our society, institutions like schools, colleges and universities have not taught the young minds the values and morals in their formative years. We have forgotten our old values and no new ones have been coined so far. Terrorism, corruption, murders, scandals and

selfishness have become manifold. The environment in the institutions and outside the society must be congenial to save the students from mass moral degeneration.

Moral Instruction classes appear in the curriculum just to fill the time table and it is never taken seriously as a subject of study. Most often these Moral Instruction classes are often used by other subject teachers to complete their syllabus. The traditional Indian Curriculum of Gurukul only taught morals from ancient texts which gave them wisdom. The time to swap moral education can never come during one's life.

Moral instructions should not stop with school curriculum. The need for it is even more crucial at the tertiary level. In every subject taught at the universities or colleges, whether it is science and technology or research and development, values must be taught as an essential component. The course objectives and outcomes should

be based on values and life skills. Even in physical sciences, the teachers must throw light upon the life of scientists and researchers, their diligence, perseverance, sacrifice, dedication and simplicity. For e.g. the simplicity of Albert Einstein, the perseverance of Thomas Alva Edison, the sacrifice of Marie Curie, the dedication of Sir Isaac Newton can be explained with the excerpts from their life.

Important life skills such as social skills, interpersonal skills, patriotism and National integration, conservation of nature, cultivation of social values are never taught in schools or colleges. Instead subjects like Interview skills, employability skills, Group Discussion and soft skills are taught to make them rich. The proverb 'Riches adorn the dwelling, Values adorn a person' must be put into practice.

Character and morality must be imparted into them by the teachers who must set the stage for such kind of education.

Merely advising them to be morally upright cannot produce desirable results. It can be done through better activities like Morning Assemblies, Moral Instruction classes, Mass Prayers and Talks by/about Eminent Personalities. An idealistic concept of education is something that leads one from the highest moral conduct to the deepest spiritual insights. It is through the education that man is led to realise the higher values namely truth, beauty and goodness. As Ross, an educationist puts it:

‘The function of education is to help us in our exploration of the ultimate universal values, so that the truth of the universe may become our truth and give power to our life.’[66].

The industrial, technological and scientific revolutions are producing a society which is mechanically efficient to destroy itself. Albert Einstein a great physicist who was morally responsible for the

atomic warfare in the world wars, realised his mistake and gave a clarion call to the people when he said, ‘Try not to become a man of success but rather try to become a man of values’. The society assesses people by the moral standards that they live. Some of the typical values that are highly regarded are: honesty, compassion, integrity and patriotism.

In curriculum construction, there is a complete agreement regarding certain fundamental subjects like Humanities, History, Geography, Sciences, Arts and other activities. All philosophies of education recommend ethical principles from every field of activity. The aim of Indian Education has been the most flexible and broad based. They are:

- Infusion of piety and religiousness
- Formation of character
- Development of personality
- Promotion of social efficiency and happiness

- Preservation and spread of culture

Nearly every educational philosophy accepts these cardinal principles of Indian Educational system which prioritises the formation of character. Teaching methods can never remain the same and it keeps altering based on the needs and demands of the people using it. The premise 'one teaching style fits all' is not anymore working for a growing number of student's population. New challenges like corruption, violence, terrorism and cyber crimes prompt the teachers to look for an alternative.

Discussion:

Abraham Lincoln once remarked that the universities are not fulfilling their objectives. When he was asked whether the universities are efficient or effective, he replied that they are efficient but not effective. He stated the causes for the failure in three points:

- Universities did not focus on the students
- Rather their focus was only on management

satisfaction or fulfilment of client needs

- As a result the end user or learner was neglected.

Conclusion:

Today's educational institution at the tertiary level produces graduates and post graduates in Medicine, Engineering, Computers and Sciences. But are they producing good human beings? There are examinations and assignments to assess their knowledge in the subjects of specialisation. But are there any tests or exams to check whether they are humane and kind?

Are there any ways and means to test the integrity of their character at the end of the course? Are they coming out of their campus with a notion of compassion and patriotism? These are questions that every higher education institution must self-assess. But a small way of answering to these questions lies in the hands of teachers who design a value based curriculum.

A good curriculum must not confine itself with 'teaching,

learning, feedback and supervision'. It must go beyond this in making the students think critically, act responsibly, view globally and live purposefully and contribute their might to the development of the nation and the world.

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Using YouTube Videos as Supplementary Material for Teaching English Language in ESL Classrooms

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Abstract:

This paper aims to consider YouTube videos as supplementary material in teaching English courses and examines the usage of supplementary text found in many YouTube videos for teaching English. As there is a drastic shift in the method of teaching took place due to covid-19 in the education system, isolation has made compulsion on institution to run online classes and thus forcing teachers to adapt to teaching online, lack of face-to-face interaction with the teachers may not cater to all needs of students, this situation raised a new need to help students with supplementary material. It has been found that the use of material available in YouTube can play a vital role in helping learners to understand their English lessons, improve their performance, and advance their comprehension. This study concludes that YouTube content could be a good material to incorporate English lessons and can also help in understanding the lesson. Besides, the supplementary material available in YouTube can play a leading role in helping learners understand their English lessons. However, this paper includes a number of recommendations according to the study findings. It also recommended some future research particularly to explore students' attitudes towards the use of you tube and the negative concerns that pupil may have while learning new languages by using you tube or teachers experiences with using you tube videos.

Keywords: *YouTube, Multi modal text, Supplementary Material, Authentic videos, online material.*

Introduction:

Covid -19 pandemic has affected around 320 million learners in India. Many schools and colleges in India almost around 320 million learners have transitioned from offline teaching and learning to online teaching and learning. While the

student are digital natives and always explore various digital learning tools, for their assignments and projects, and teachers and academicians used it to prepare material related to the units they are teaching in the classroom. Still teachers are challenged to explore new ways

of teaching, including distance and online education due to pandemic as well as various indigenous problems such as problems related to power cut, less internet signals, and noisy environment are few among many problems the teachers and learner are facing. And these problems are affecting students learning. In order to overcome these problems teachers can use you tube videos, which are rich and exiting for the students. According to Çakir (2006), it is a well-known fact that audio-visual materials such as videos are a great help in stimulating and facilitating the learning of a foreign language. Additionally, their use can bring flexibility to language classroom, (Lindstrom, 1994) stated that the students understand better when they listen and watch simultaneously, his research observation gave him results are as follows. 75 percent information is comprehended and remembered by the students when they listen and watch the concerning topic simultaneously, however, when

the students were only listening to see the topic in the classroom, they comprehended only 40 percent and understood 40 percent only. However, when they are exposed only to lectures only 20 percent the students were able to comprehend. Thus, it is proved that learning with multimedia elements, such as videos, has shown to be effective to learn activities. You tube is most widely used online platform of students, they use you tube for searching various information related to educational, entertainment and recent updates on various topics students watch share upload and discuss freely, (Chhabra, 2012), stated that it facilitates learners to improve their vocabulary, accent, pronunciation, modulation of voice and many more things by facilitating them with authentic day to day examples which will sustain learners' interest.(Khalid & Muhammad,2012) stated that apart from that it will also facilitate teachers in the teaching environment. Thus, it makes the teaching and learning

more meaningful. Hence you tube is very suitable to be used as a medium to teach language as it makes learning more fun, interesting and interactive students can use these video's without limiting time and place, it can be used anytime and anywhere (Lightner, Bober & willi,2007) stated that World wide web offers teachers many tools and technology which helps teachers to create collaborative learning environment in the classroom but in the pandemic situation web and technology has become indispensable tool to teaching to learners to impart knowledge and skills to them.

Review of Literature:

You tube is a free channel where a student can use upload share and watch you tube video's, You tubes were started in the year 2005 and later was acquired by google in the year 2006, (Burnett, 2008) stated that You tube users are growing tremendously about one billion a day and there are more than 4 million youtuber are watched every day. Across the countries

the YouTube is very much favoured due to its availability for 24 hours in 39 countries and 54 languages. It is extensively used for the source of information, entertainment and education. You tube is most widely used online platform of students, they use you tube for searching various information related to educational, entertainment and recent updates on various topics. Students watch share upload and discuss information which is in YouTube freely. (Chhabra, 2012) stated that it facilitates learners to improve their vocabulary, accent, pronunciation, modulation of voice and many more things by facilitating them with authentic day to day examples which will sustain learners' interest. There are many more advantage with these you tubes is students and teachers firstly they can be access free of charge, secondly large range of video's are available on all areas of education.(Khalid & Muhammad,2012) stated that apart from that it will also

facilitate teachers in the teaching environment, thus, it makes the teaching and learning more meaningful, hence you tube is very suitable to be used as a medium to teach language, and it is a source which can be accessed by students any time free of charge. One more advantage it has is it makes learning more fun, interesting and interactive students can use these video's without limiting time and place, it can be used anytime and anywhere (Lightner, Bober & willi, 2007) stated that World wide web offers teachers many tools and technology which helps teachers to create collaborative learning environment in the classroom. (Duffy, 2008), stated that the pandemic situation has made web and technology asan indispensable tool to teachers to impart knowledge and skills to them and teachers can use is YouTube, which is a video sharing website that allows to upload, view, and share video clips to facilitate students.

Research questions:

1. What are students' perceptions on the use YouTube videos in the ESL classroom?
2. How effective is the use of YouTube videos as a supplementary material for learning language in ESL classroom?

Methodology:

A questionnaire based on Likert scale has been administered to I. B. Tech students to find out the perceptions of the students, the options varied from Strongly agree to strongly disagree, for this survey 44 students were selected from Computer science branch , all the 44 participants have answered the questionnaire .

Design of the study:

The questionnaire questions with fixed alternatives generated, and the questionnaire was administered to 40B.Tech I year students The participants were urged to read the questionnaire, and they asked questions for clarification. All the questionnaires distributed were sent back. While formulating interview

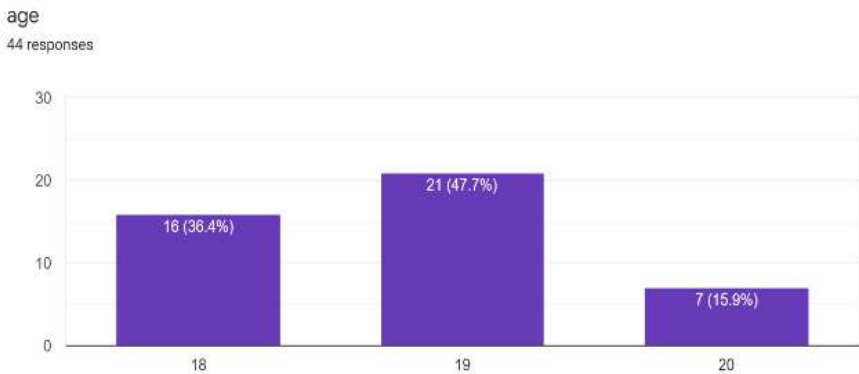
questions, I made sure that the questions were clear, precise, and motivating (Denzin, 1989).

Data collection:

A questionnaire based on Likert scale has been administered to I. B. Tech students to find out the perceptions of the students, the options varied from strongly

agree to strongly disagree, and the data was analysed based on Likert scale. In this survey 44 students were selected from Computer science branch; all the 44 participants have answered the questionnaire.

Findings and Discussion:

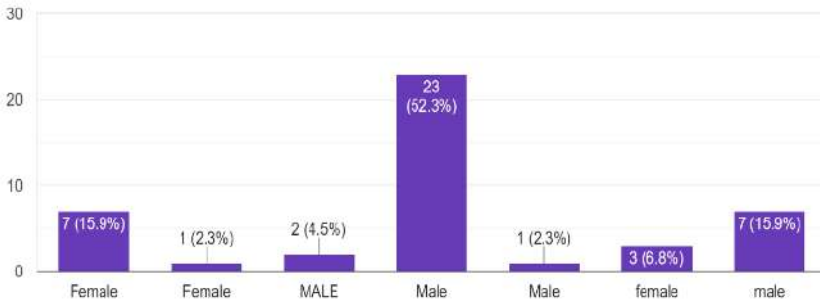


The above table illustrate that all the participants who have participated belongs to age group of 18 to 20 and out of

them 16 students who are around 18 years of age and 21 students are 19 years age and around 7 students are 20 years age.

Gender

44 responses

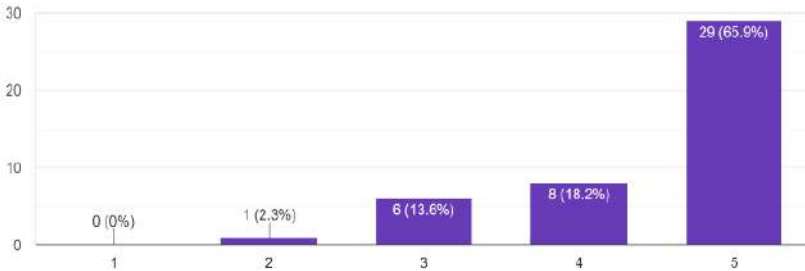


The above table illustrate that out of 44 B.Tech Ist year students participated and out of

them 11 are girls and 33 boys have participated in the research survey.

Do you usually use youtube

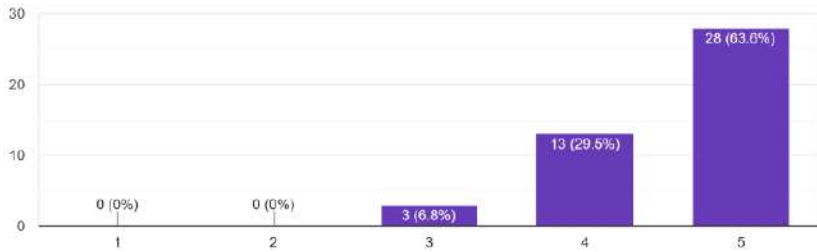
44 responses



For the question do students use you tube most of the respondents responded that they

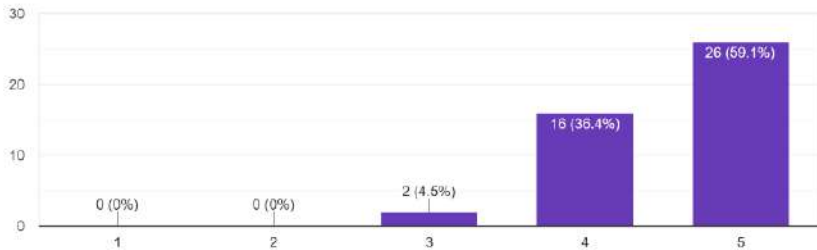
use you tube video's, however around 6 respondents were neutral and one student was against using it.

Do you think youtube is very useful for learning language
44 responses



When the respondents were asked whether they think YouTube is very useful for learning language maximum students responded that you tube is very much useful in learning YouTube is very useful for

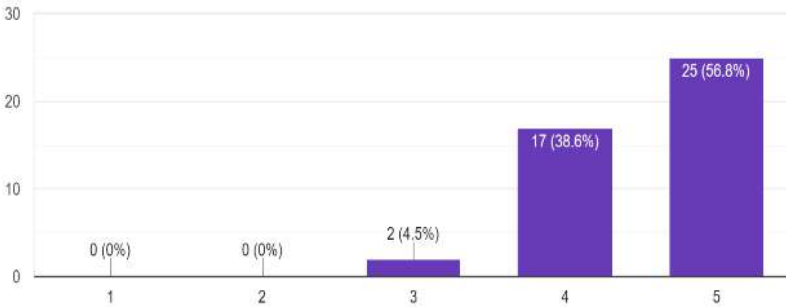
Do you think you tube as supplementary material for learning language interesting
44 responses



When the students were questioned whether you tube as a supplementary material for learning language interesting, out of 44 students almost 42 students responded that you tube material which is used as supplementary material is very useful.

Do you think you tube gives relevant information

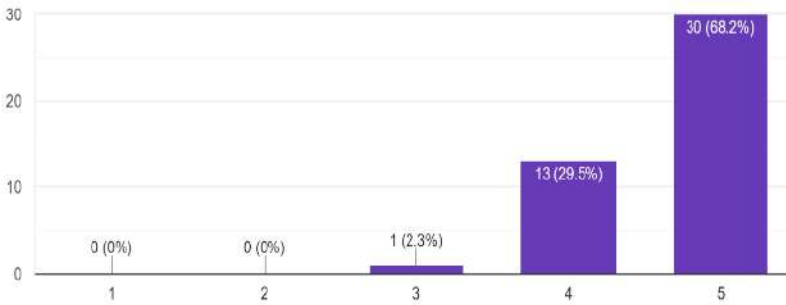
44 responses



When the students were asked whether you tube give relevant information to students for learning material related to language out of 44 students 42 students responded that yes YouTube give relevant information.

Do you think you tube lessons are beneficial in this pandemic

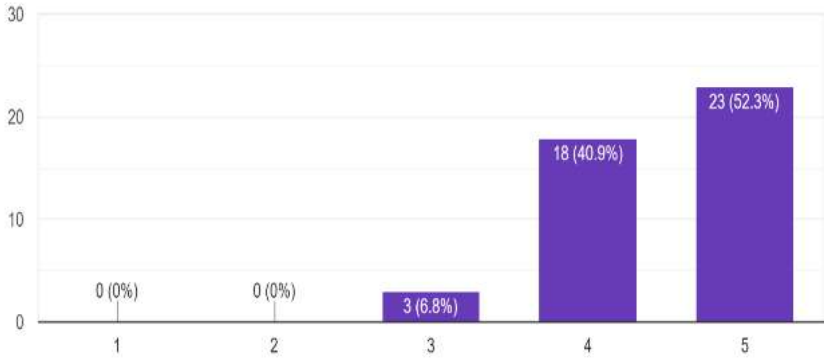
44 responses



The above table illustrates that you tube lessons are very beneficial in this pandemic situation.

Do you think you tube gives lessons are effective

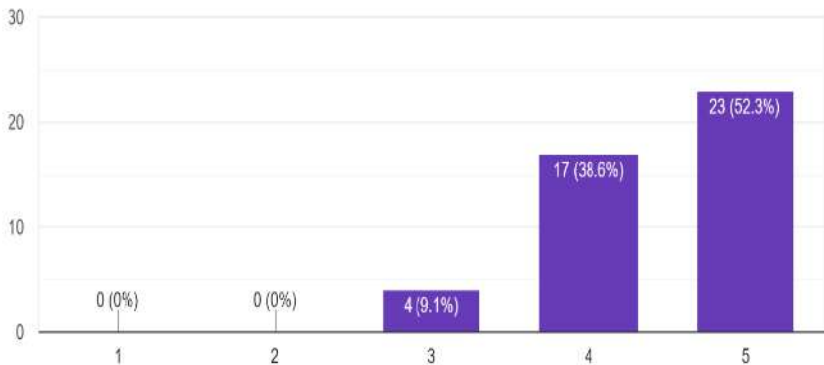
44 responses



The table illustrate that out of 44 students 41 students responded that you tube lessons are very effective.

Do you think you tube gives authentic material

44 responses



The above table illustrate that out of 44 students 40 students responded that you tube lessons are very effective.

Limitations

There are some limitations to the current study. The population in the study was limited to I. B. Tech students. The findings would have been more generalized if the experiment was conducted on a mixed gender population. Additionally, another limitation to the study was the time constraint. The study was carried out over a short time frame. Thereby, the experiment duration should be considered and a longer period could be applied.

Conclusions and Recommendations

Based on the above survey It is clearly indicated that, all the students are very comfortable using YouTube videos for their studies and entertainment, and it is high recommended that using YouTube video's will enhance students learning skills.

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Incorporating Language Games in Textbooks

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Abstract:

Textbooks are broadly divided into two types - Conventional Textbooks and Non-conventional Textbooks. Conventional Textbooks are used in the education system from the very beginning. They are mostly literature based and focus more on content than language skills. They promote rote method. On the contrary, Non-conventional Textbooks are modern in approach. They focus more on language skills than content. They aim at developing the learners' Linguistic Competence and Communicative Competence. Language is a skill subject. It is acquired through practice more effectively than theory. Hence, Language Activities or Language Games play a vital role in it. They create interest about learning in the mind of the learners and give the learners' direct exposure to a language. The Language Games such as Letter Chains, Sound Chains, the Shopping Basket, Word Associations, Word Sets, Guessing Games, Jigsaw Listening, Arranging Words, Picture-strip Stories, Crossword Puzzles and Tongue Twisters are effectively used to improve the learners' knowledge of language. Therefore, Language Games should be incorporated in the textbooks.

Keywords: *Language Games, Textbooks, Linguistic Competence, Communicative Competence, Letter Chains, Sound Chains, the Shopping Basket, Word Associations, Word Sets, Guessing Games, Jigsaw Listening, Arranging Words, Picture-strip Stories, Crossword Puzzles and Tongue Twiste.*

Introduction:

From the very beginning of education system, textbook is being used as a teaching material. Although the latest technological tools such as YouTube and others have brought about lots of

revolutionary changes in the teaching field, they cannot replace textbooks. They cannot banish textbooks from the classroom. Such is the importance of textbooks in the classroom. Basically, there are two types of textbooks. They are

- Conventional Textbooks and Non-conventional Textbooks. Conventional Textbooks are used from the very beginning in the education system. They have certain limitations. Yashwant Sharma points out their limitations in the words as:

They were literature based. Exercises aimed at promoting Rote learning. Conventional materials were primarily content based, they comprised prose, poetry, and non-detailed lessons followed by comprehension questions and grammar exercises. The themes of lessons were generally unfamiliar and fore removed from native culture and real life. (45)

In this way, the conventional textbooks laid stress on rote learning. They were literature based. They focused more on content than skills. The learners are introduced with the literature which keeps their Communicative Competence undeveloped. A. Antony

discourages the use of literature in the teaching of English in Indian context in the words as:

Now, the question is whether those who learn English language in colleges in India should be introduced to English literature. There are many who believe that it is unnecessary to introduce literature to our students. Our aim in teaching English is to develop language skills among the learners and so it is waste of time to make them learn literature. (105)

Thus, Conventional Textbooks give undue and unnecessary significance to the teaching of English literature to the learners, whereas the learners' need is language rather than literature.

Non-conventional textbooks, on the other hand, are modern in approach. They use the latest methods and techniques. They focus more on language skills. They give more importance to both Linguistic Competence

and Communicative Competence. They focus more on the actual use of language in real life situations.

Language is a skill subject. It is to be acquired rather than to be learnt. It is done effectively through practice and practice is done through activities or games. Language Games are the classroom games in which the actual use of language is made so as to improve the learners' language skills. According to A. Antony, "There are different types of word games. They can be very effectively used to revise or for practicing vocabulary items after they have been introduced to the class" (103).

Thus, Language Activities or Language Games are quite useful to improve the learners' language skills. Therefore, they should be incorporated in the textbooks. Language Games should be incorporated in the textbooks for the following purposes.

i) They create interest about learning in the mind of the learners.

ii) They develop linguistic competence of the learners.

iii) They develop communicative competence of the learners.

iv) They lay more stress on using the language in real life situations.

v) They make language learning a fun.

vi) They give learners direct exposure to language.

vii) They demand the learners' active participation in the teaching-learning process.

viii) They put the teacher in a new role of the facilitator.

In this way, it is necessary to incorporate Language Games in the textbooks. The following Language Games could be incorporated in the textbooks:

i) Letter Chains: The game - Letter Chains helps to develop the learner's vocabulary. This game is played in pairs or groups. Here, the learner has to know the last letter of the given word. Then, another learner has to give another word starting with the last letter of the word given by the earlier participant.

In this way, this chain continues for a long time. For example, light, telephone, egg, get, team, mat, tool, etc. This game improves the learners' vocabulary. It is also useful to activate the learners' passive vocabulary.

ii) Sound Chains: The game - Sound Chains is useful for the learners' ear training. It improves their pronunciation also. It is played in the same manner as Letter Chains is played, but in Sound Chains the focus is more on the 'sound' than the 'spelling'.

iii) The Shopping Basket: This game also improves the learners' vocabulary. In it, the first learner gives one item of shopping. The second learner repeats the same and adds one more item of the same category (e. g. vegetables, fruits, cloths, etc.) to the list. The next learner adds one more item of the same category to the list. The fourth one adds another item and so on. In this way, the series continues till the last participant and thus list of the words belonging to the

same category becomes ready. For example:

Student 1: We want cabbage..

Student 2: We want cabbage and potato.

Student 3: We want cabbage, potato and tomato.

Student 4: We want cabbage, potato, tomato and ladiesfingers.

There could be many participants in this game. More number of teams also can participate in this kind of activity. Different types of items such as vegetables, fruits, electronic equipments, milk products, etc. could be involved in this Language Game. In this way, the scope of the game could be enlarged.

iv) Word Associations: In the Language Game - Word Associations, the words related to each other are given by the learners. Thus, each learner contributes at least one word at one time.

v) Word Sets: Here, there is a set of words belonging to the same category such as furniture, vegetables, fruits, food, dress, flowers etc. They can be either written on the

blackboard or said orally by the learners.

vi) Guessing Games: In this game, the learners are asked to describe a place, a hidden object, a concept, a person or an event in detail on the basis of the given clues. The learners are asked to guess or to predict about what may happen after looking at a picture or after listening to the beginning part of the episode.

vii) Jigsaw: The linguists - Geddes and Sturbridge have developed a new and more innovative language activity. It is called 'jigsaw listening'. In 'jigsaw listening' the learners listen to various materials on tape-recorder. After listening, they communicate the same matter to other learners in the class.

viii) Arranging words alphabetically also is one of the best language activities which can be incorporated in a textbook.

ix) Picture-strip Stories: Picture-strip stories are best for Situational Learning. They can be incorporated in textbooks at

secondary school level. In this kind of activity, the learners are given a story, a letter, a dialogue, etc. in which the sentences are in scrambled order. The learners are asked to put them in proper order so that the sentences make sense. In this way, the whole story is built by the learners by putting the sentences in proper order.

x) Crossword Puzzles: Like many other Language Activity discussed above, Crossword Puzzles also help to improve the learners' vocabulary. This type of Language Activity is quite useful in advanced level of textbooks. Here, a table in which gaps crossing one another are left. The learners are asked to fill the gaps with the words crossing one another sharing a common letter.

xi) Tongue Twisters: Tongue Twisters are quite helpful for practising difficult sounds. They are also useful to give practice to the learners who stammer. Thus, they raise the learners' confidence in speaking. According to N. Krishnaswamy and Lalitha Krishnaswamy,

“they can be used for practising contrasts in sounds.” (85)

Thus, the Language Games such as Letter Chains, Sound Chains, the Shopping Basket, Word Associations, Word Sets, Guessing Games, Jigsaw Listening, Arranging Words, Picture-strip Stories, Crossword Puzzles and Tongue Twisters are effectively used to improve the learners’ knowledge of language. They help to develop the learners’ Linguistic Competence and Communicative Competence as well. They can be incorporated in the textbooks

to create interest about learning a language in the mind of the learners. They give the learners direct exposure to English language also.

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The Role of Textbook for Developing Grammar and Vocabulary in EFL Classrooms

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Abstract:

Textbooks occupy significant place during secondary, higher secondary and college education. Textbook is the source of support and information to many teachers and students. Textbooks are a key component in most language classrooms and programs. Textbooks serve as the basis for much of the language input and the language activities and practices that occur in EFL classrooms. Textbook is the most widely used teaching instrument. It is not only a course of study but a storehouse of information. It is a set of unit plans and teaching-learning guide. Textbooks help to receive the language content and material already taught. It is a basis of learning. Textbook is an important and valuable instrument or resource in the hands of a teacher. This research paper explores the activities and practices done via textbook in English language classroom. This paper presents the need of textbook in EFL classrooms for teaching and learning grammar and vocabulary activities via the textbook. Textbook is an effective and useful Print media which provides a "big picture" of the whole curriculum and guidelines for what to do. Thus, textbooks provide with a number of advantages in the EFL classrooms.

Keywords: *Textbook, Education, Teaching – learning guide, Grammar and Vocabulary, Print media, EFL classroom*

.Introduction:

Textbooks have an important and valuable place during primary, secondary, higher secondary and college education system. Much of the English language teaching that occurs in the world today could

not without the use of textbooks.

Textbook is the source of support and information to many teachers as well as students. Teachers use for a quick check of the answer key or ideas and suggestions about how to plan and implement lesson items in EEL classrooms. In

English language teaching and learning, textbooks have very much significance. Textbook is the most widely used teaching and learning source. It is a course of study and a set of unit plans. It is a teaching and learning guide. It helps and supports to reinforce and revise the language items and skills already taught. So, the teacher should understand the criteria of a textbook.

Textbooks are meant to serve as:

- Syllabus substitutes: What to teach and in what order to teach it.
- Available sources of tasks and text items.
- Different activities and tasks which teachers can use for selecting additional inputs.
- Primary source of support to students for preparation in view of examinations and tests.
- Model for language learner.
- Repositories of readable materials at the suitable level.

Textbook provides us various ideas on how to plan and

teach lessons as well as formats in EFL classrooms.

Trevedi, R. (1995:229) rightly observes: “In the absence of any other instructional material the textbook becomes a potent tool in the hands of a teacher to teach the skill of a language and the more so of a foreign language.” Thus, textbook touches all the elements of the practical usage of English language. It is a Print media. Textbooks have an important role for developing grammar and vocabulary items in EFL classrooms.

Importance of English Textbook:

Recent research in Education has made it clear that the textbook is the most vital element conducive to effective teaching and learning process. It is a valuable tool for preserving and diffusing the world’s storehouse of information, wisdom and knowledge. In our classroom teaching-learning depends on the textbook. The textbook serves as a basis for systematic learning, for review, reinforcement and further study.

The ultimate aim of a textbook is to encourage the learner to proceed on his own, by provides the basis concepts, ideas, facts and generalization required for further study. Textbooks transmit culture, reflect life skills and values and serve as springboards for the intellectual development of individuals and the nation.

- i) Textbook stabilizes, encourages and facilitates students' learning.
- ii) It helps to revise lessons at home for the students. A learner uses it constantly and continuously.
- iii) With the help of textbook, the limited syllabus of the language to be taught in a allocated time.
- iv) It is a concrete form. It makes our teaching-learning process of English language systematic.
- v) It helps the teachers from going astray.
- vi) In EFL classrooms, textbooks are very useful to do exercises. They are as summary, precise writing,

vocabulary and grammar work at home.

- vii) A good textbook has been always giving guidelines to the teachers. It is an aid for our memory.
- viii) Textbook helps students of English language in self-study and supplements students' learning experiences. It brings the students in contact with great literacy minds of English language.
- ix) It gives proper interaction in EFL classrooms between the teacher and the student and also between the student and other colleagues as a result of which learning occurs in a group.

According to **Billows, J. (1995 : 230)** "To make the best use of time in the classroom and to avoid unintended repetition or the neglect of essential language patterns, the teacher is wise to have a textbook, at least in the background of his mind."

Characteristics of a Good Text book in English Language:

A good textbook of English language should have the following characteristics.

i) Adequate Subject Matter :

- a) A good textbook should have a link with the Indian tradition and culture.
- b) It should be related to psychological needs and requirements of the learners.
- c) It should be concerned with students' environment.
- d) A good textbook should include varied topics, units as well as practical utility and information.

ii) Pictures and Illustrations:

- a) A good textbook should have pictures and illustrations which must be relevant and correct to the nature of topic of the lesson.
- b) These should be clear, colorful and attractive.

iii) Opportunity of Oral Comprehension:

- a) A good textbook should offer sufficient opportunity for oral comprehension.

iv) Suitable Structures and Vocabulary Items:

- a) A good textbook should be controlled and properly graded and selected in view of vocabulary items.
- b) It should include sufficient sentence structure pattern practice through experiences.
- c) The word pattern, phrase pattern and sentence pattern should also be graded and selected carefully.

v) Developing Language Skills:

A good textbook offers essential facilitates for developing language skills of reading, speaking and writing in the young students.

- a) The language material and the content in each lessons plan should be practiced and tested through graded exercises and a variety of

interesting activities at the end of each lesson or topic.

- b) A good textbook should have appealing style and the subject matter. It must be presented in a logical manner.
- vi) **Technical Issues:**
 - a) The paper used must be durable and white.
 - b) The print should not have any mistakes. It must be attractive. The size of the type should be bold.
 - c) Textbook should be handy and bound properly.
 - d) Margin and space should be proper. The headings and sub-headings should be in a bold type.

Advantages of Good Textbook:

A Good textbook has the following advantages.

- i) Textbooks provide a “big picture” of the complete curriculum and guidelines for what to do in teaching and learning process.
- ii) Textbooks give teachers and learners with a

complete language program. It is based on the latest research and maxims and strategies of teaching.

- iii) It gives us a balanced, chronological presentation of information.
- iv) It maintains quality and efficiency. It saves teacher’s time.
- v) Textbooks have a variety of learning resources, e.g. Workbooks, CDs, Cassettes and CD ROMs, comprehensive guides. It is a rich and varied tool for students and teachers.
- vi) Textbooks provide us an effective and practical language input and models. It can train teachers. It has been serving as a medium of initial teaching and training program.

Research in Usage of Textbooks:

No textbook is perfect. We should decide to use it an important tool in English language classrooms. Textbooks will depend on various aspects. A hammer in the hands of a good and efficient carpenter can

be used to create a great temple or attractive piece of furniture. We use the textbook as a guidebook; a blueprint or an outline. The textbook should be used judiciously.

Teachers of English language should consider the following points regarding the use of textbook in EFL classrooms.

- Use the textbook as a resource or Print media for language learners.
- Use a textbook as a guide.
- Modify, eliminate, change or add the material in the use of textbook.
- Outside readings should supplement the textbook.

As **Hutchinson R. and Torres, (1994:205)** stated that it has ‘disheartening’ to see the lack of keen interest and research in textbook use in English language teaching and learning; most of the studies the researcher have come across are non-ELT studies.

Regarding English as a second language (ESL), **Richard, J. and Mahoney, D. (1996 : 40)** pointed out that ESL

teachers’ use of textbooks in secondary schools by undertaking a survey of 362 English teachers who identified their views and practices with respect to textbooks through their responses to 100 items. Many teachers agreed with the given statements that textbooks helped and supported them teach efficiently. The study stated that teachers used the prescribed textbook to teach different language skills.

In short, good textbook of English language is a good support for the teachers. It is called as teachers’ handbook and guide. Teaching – learning of English language can be made more interactive, effective and valuable and the teachers can go long way in the development of linguistic skills and achievement of the learners with the help of teacher’s handbook.

Grammar Activities via the Textbook:

Teacher-learning of Grammar activities have been a controversial issue with the experts in the field. Grammar is

the practical analysis of a language. The object of teaching grammar should be to make the students think scientifically of language. There is difference between a school or college students' grammar and a grammarians' study of grammar. The Grammarian's aim is scientific while the aim of the school or college boy is mainly utilitarian.

We have various types of grammar. They are as follows:

- i) Perspective or Formal Grammar : It is known as theoretical grammar. It's main focus is on rules and forms.
- ii) Descriptive Grammar : It is called as functional grammar. It's main focus is on functional side of language.
- iii) Scholarly Traditional Grammar : It is developed by the scholars using bibliographic references, critical evolution of the work of predecessors.
- iv) Structural Grammar : It's focus on the structure of

sentences. It is an innovative approach to the discovery of knowledge about English.

v) Transformational-

Generative Grammar : It presents sentences of two kinds: a) basic sentence and b) transformed sentence.

An effective teaching methods and approaches may, where possible, build on this combination of induction and deduction to teach grammar with the help of the textbook as a starting point. In EFL classrooms where the textbook is the main instrument of language, this can be preferred because a) it doesn't require a separate grammar-teaching hours and b) It uses of text-based ready-made situations. It minimizes the requirement and the need for teachers to prepare their own materials.

The teacher should first introduce the differences between Active voice and Passive voice. He also introduces the differences between direct speech and indirect speech. The students will have exercises on

identifying various sub-items of the above grammar items.

Teaching grammar to English language students may sometimes involve mechanical drills, but even drills and exercises should need students to think. A small change to the lesson plan can maximize co-operative learning experiences in this lesson. Each student should use five of the ten verbs to rewrite the story of the Fisherman, which they had read earlier, is Passive voice or Direct speech.

The teacher will write the grammar structures on the board. He explains it. He gives various examples to the students. All the students will share the examples to each other. This activity focuses on structure and creativity because students have to provide their own words and their sentences which will not be the same as those made in other groups.

In fact, teachers have to make certain changes from time to time when delivering a lesson plan.

A Possible Lesson Plan in EFL Classrooms:

A lesson plan varies according to what is being taught or learnt, at what stage and to whom. It's size and shape will also change to suit the specified aims and objectives. A good plan should at least contain the following three elements.

i) A detailed Learner Profiled

:It is related to the students' ages, expectations, backgrounds, language abilities, preferred style and strategies and techniques of learning.

ii) Relevant Learning :

It is related to the statements about what the learners have been learning in the week or month before.

iii) Lesson Objectives:

- Provide a basis for relevant discussion.
- Silent reading of the passage – at individual level.
- Language items 'a', 'an', 'the' – study and use it in sentences.
- Study of words: regular or irregular verbs.

- Note-making, summary writing, essay writing.
- Dictionary work and skills.

The teacher acts as a facilitator in EFL classrooms. He tries to relate the several grammar items above to a possible plan by answering the basic questions of the language learners.

Vocabulary Activities Via Textbook:

We do vocabulary learning whenever we come into contact with a new language and try to use it. We have vocabulary teaching techniques with the help of the textbook in terms of their use in EFL Classrooms. Introducing words in ‘fields’ and ‘families’:

Many words can be taught and learnt as parts of words semantic fields or families. Examples: members of a company team or sports team, musical resources and instruments.

Building relationships:

Words can also be put together as **antonyms** (beautiful, ugly), **synonyms** (commence, begin, start),

homonyms (week, weak) and so on.

Collocations:

In English the words ‘error’ and ‘mistake’ go with ‘make’ and not ‘do’. Text-based descriptions of the company are providing many that are both useful and new.

Paraphrasing:

Use of two dictionaries – one that uses definition and another that gives an explanation of words.

Affixation exercises:

The use of prefixes and suffixes can add greatly to one’s word stock. **Prefixes** (e.g., anti, un, mis, non) and **Suffixes** (e.g. ful, y, ment, er).

Formation of Compound Words:

Understanding the ways in which compound words get formed is vital.

Verb Compounds: (e.g. waterproof, brainwashed)

Noun Compounds: (e.g. bedroom, motorcycle)

Adjective Compounds: (e.g. cold-blooded, red-hot pepper, fat-free etc.)

Developing good dictionary using habits:

A good dictionary is the richest source of word knowledge. A dictionary can be a reliable and significant storage of word meanings. We have many opportunities for dictionary work in the classroom with the help of textbook. Thus, the teacher should put and discover the many ideas and devices to improve students' language skills.

Textbook provides a basic exposure to learners. It is an important and valuable source in the hands of a teacher. It is an effective Print media. With the help of this Print media i.e. textbook teaching of English will be made more useful and effective and the teachers can go a long way in the improvement of linguistic skills of the students in EFL classrooms.

Conclusion:

A good textbook English language is a handbook which is supplementary in EFL classrooms. It is a guide and friend of the teacher. The role

and significance of teaching materials is marginalized with the help of the textbook. A textbook should be considered as a means and not an end in itself. It is a useful tool for the students of English language in their studies. A textbook plays as a basis of learning English languages skills. We have many opportunities for textbook work in the classroom. Many activities are based on the features of learners' textbook that have become standard: vocabulary, example sentences, grammar and usage information.

Teachers have to manipulate the language items and materials to their situation. Teachers should take proper decisions about what part of a textbook to use and how to use them. In order for textbooks to be able to serve as means for creative teaching and learning, teachers need to develop skills in evaluation and adapting, published materials. Thus, textbook is an effective tool for teaching and learning of grammar and vocabulary items in EFL classrooms. Textbook is

a very useful resource in creating and serving a better classroom climate. Textbook plays a vital role in EFL classrooms.

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Reflection of Human Values in English Language Textbooks

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Abstract:

The present study aims to find out the role of English Textbooks for inculcating human, social, moral, ethical etc. values among the students. English is considered to be one of the most significant languages understood by and used for communication purposes by entire world. Due to its wide spread status, it has been used in different areas such as business, education, travel, and science.

Textbooks transmit great value and effect in the practice of teaching and learning of English language. Textbooks assist teachers with guidelines relating to syllabi, teaching methodologies, and the resources to be taught. Now English language textbook comprises communication skills and reading for comprehension. Communication skills transfer the skills of grammar, communication, writing, note making, note taking, summarizing, narration, description etc. which impart linguistic and communication skills aspect. On the other hand, Reading comprehension section imparts various human values with the help of essays, short stories, one act plays, poems etc. The textbook includes skills that help students to learn human values as well as use of English in different formal and informal situations. This boosts their confidence to face life situations successfully.

In this paper, English Language Textbooks of B. Com. I and II English for Business Communication prescribed by Shivaji University, Kolhapur have been analysed to find out the human values inculcated through the various units in Reading Comprehension section.

Key Words: *Students, Textbook, Values, Skills, Ethics, Appreciation of Literary Work, tolerance, honesty, equity, justice etc.*

The present article studies the place of Textbooks in English Language Teaching in India.

Objectives of Course of English for Business Communication (Reading Comprehension):

- It inculcates human, social, moral, ethical etc. values among students.
- It develops literary competence among students.
- It develops literary competence for aesthetic pleasure.
- It develops critical approaches to literature.
- It helps to get intellectual, moral and linguistic pleasures.
- It helps the students to learn and practice both language and soft skills.
- It helps the students to involve actively in learning process.
- It nurtures a broad, humane and cultured outlook.

Above mentioned general objectives of English Language textbooks develop students in all directions. In short, English Language textbooks develop language, communication and professional skills and inculcate

multiple values, compassion, confidence etc. among students.

The purpose of the present study is to find out the degree English language textbooks facilitate acquisition, its meaningful application, and development of oral/spoken communicative competency. English is considered one of the most significant languages understood by and used for communication purposes by the entire world. Textbooks transmit great value and effect in the practice of teaching and learning of English language. Textbooks assist teachers with guidelines relating to syllabi, teaching methodologies, and the resources to be taught. Now, English is the most widely spoken language at the international level. Due to its wide spread status, it has been used in different areas such as business, education, travel, and science. Besides, societies all over the world have to learn English to reach their different goals.

Textbooks are crucial in each language classroom, and

they have many roles in English Language instruction set of courses and help the process of language teaching and learning. The textbook is the main resource to transmit the knowledge and information to the learners in an easy and organised way. Textbooks are a kind of support for both learners and teachers. Textbooks help students a kind of consistency. Furthermore, they have a significant influence on the instructional process. Textbooks are an almost worldwide element of English language teaching.

I am going to illustrate reflection of human values and applications of English Language Textbooks of B. Com. I and II English for Business Communication prescribed by Shivaji University, Kolhapur.

Justice in ‘Panch Parameshwar’ by remchand:

‘Panch Parameshwar’ or ‘Holy Panchayat’ is a short story of Munshi Premchand. The story narrates the friendship of the two best friends namely Jumman Shaikh and Algu

Chowdhry. They are friends and partners in farming activities. They are known as the best friends from their childhood days in the vicinity beyond their religions. But when this true friendship comes to an end due to the Panchayat’s decision, it is again the Panchayat’s decision that restores the bond of friendship between these two. In the end they came to know that while sitting on that seat of judgment you are no one’s friend or enemy. No one can think of anything except justice. They are convinced that God himself speaks through the voice of a ‘Panch’.

The above mentioned analysis of the story ‘Panch Parameshwar’ preaches to the readers that justice is impartial and objective. The theme of "Holy Panchayat" is the importance of giving justice above one's own interest. At different occasions, two best friends each work on the Panchayat and are asked to judge a matter that relates the other friend. The theme revolves around the relationship between

friendship and justice. The system of justice depends upon two concepts, justice should not be considered revenge and it should be for the greater social good, based on the principles of goodwill and fair play.

Spirituality in 'Offering in the Temple':

'Offering in the Temple' is a poem by Desika Vinayakam Pillai. The poet states firmly that the existence of God one can feel within one's heart and not in the world outside. His appearance can be seen everywhere.

The poem "Offering in the Temple" focuses on the fact that God is present, but we cannot see Him. Such search is useless unless one sees God within one's heart. The poet reveals that he failed to search God even after his long and persistent search. He was unsuccessful because he did not find it in his mind. The theme of the poem is that the dwelling place of God is the heart of human being and He lives in the heart of every human being. The poet mentions a long list of the

places he looked for the Divine presence of God. These are the temple, the spires, the prayers, the streets. But wherever he searched, he failed to find God/the Divine. The poet answers the question in the concluding part of the poem. He underscores that God is present in everybody's heart. The above analyzed poem clearly states the idea that God is in your heart not anywhere else.

Uprootedness in 'Felling of the Banyan Tree':

The poem 'Felling of the Banyan Tree' discusses about Dilip Chitre's concern and love for trees and nature. Chitre is depressing about trees being cut down from his house and compares it with the murder of humans. The central theme of the poem 'Felling of the Banyan Tree' is disorientation, the idea of leaving behind one's native place. The secondary theme is that of ecosystems and their destruction specifically that of felling trees for profit in the name of development.

In this poem, the poet focuses on the search of a

particular time in his life when his family roots were torn out, and they had to change their old way of life. At the point, the reader knows that the father made the decision. Grandmother speaks for nature and attaches a sanctified atmosphere to the trees. She adds a spiritual factor and says that, harming the trees is an offense as per the traditions. The poet names the trees that his father cut down. Poet discusses the tree's form; - he represents the centuries of livelihood and the association between heaven and earth.

In addition to this, the poet talks about the vulnerability of the tree, for it cannot oppose being hacked by dozens of woodcutters. It gives the thought of a fight and foretells the environmental struggles. The family shifts to a city and this has stroked the speaker really hard because he can only spot trees in his subconscious. The poem creates the feeling of affinity between the external nature and human beings. Old people had affection and love for the nature.

However, the modern generation ignores the significance of the ecosystem. The poem inculcates the universal value to keep the balance of ecosystem which old generation knew better.

Celebration of Negritude in 'I Thank You God':

The poem 'I Thank You God' is by Bernard Dadie. The poem is indeed a song of praise for Black pride. The poem powerfully recounts the offences of slavery and colonialism but considerably enough ends on a hopeful message prophesying conquest to the Blacks.

In "I thank you God", Dadie elaborates in his Black African pride poem the internal and external beauties of Black people. He further goes into deepness about his understanding of how God anticipated those beauties to be portrayed. Dadie's motivation behind his writing is encouraged by the cultural disorder happening in Africa in 1956. Through out the poem Dadie unfolds a slightly satiric manner,

mocking how the “White man” views the Black race. Every typecast that would be normally be meant to humiliate those of the Black race, is turned into something that expresses their true inner and outer beauty. Dadie begins and finishes with “I thank you God for creating me Black” because it highlights the perfect imperfections that no one else is willing to see.

Misery of married woman in ‘The Childless One’:

‘The Childless One’ is a short story by Jai Nimbkar which exposes the misery of a married woman’s life especially when she is childless and that she is not guilty in this. This story is about the woman’s quest for identity who struggles with all hurdles and the rigidity of the social system. Jai Nimbkar is a modern Indian female writer who shows a promising feministic line in portraying women characters reflecting her individual stand on male-female relationship. She determinedly presents her fight that woman has been given a humiliating

position in this patriarchal Indian society.

The protagonist, Radha in ‘The Childless One’ raises her voice against the rigid and humiliating system. Her mother-in-law represents the dominant patriarchal authority that has almost succeeded in dehumanizing women in many ways right from the beginning. Troubled about her life, Radha left her in-law’s house and found work as a farm labourer.

The story makes us understand that one must revolt against humiliating life. It focuses on the helpless place of the stereotypical Indian women. Unless they give birth to the heir of the family, she will not get her identity. This disgusted Radha and she left the house where her place remains no more. At least she need not endure humiliation and lead an independent life onwards.

Parental Sacrifice and Duty in ‘Those Winter Sundays’:

The poem ‘Those Winter Sundays’ is by Robert Hayden.

This poem is of discovery and definition. The central idea of the poem is parental sacrifice and duty. The poet becomes nostalgic about his father's care and affection for the family, especially the poet. His father used to rise early each Sunday to dutifully make a fire and polish his son's shoes. However, the poet became conscious of the sacrifice of his care taking and hardworking father very late in his life.

In the poem, a mature speaker reflects on how, when he was a child, his father would get up early on Sunday mornings during the wintry weather in order to light a fire and warm up the residence before anyone else get out of bed. At the moment, the speaker did not appreciate this sacrifice, and the other ways his father expressed care for his family. Only upon looking back at these reminiscences as an adult or mature, he understands the often selfless and thankless nature of love his father carried.

All the above analysed texts inculcate human values

among the students. They also make them understand the different attitudes to see the life and world. Besides, these texts broaden the perspectives of students. Literature works as a form of self-expression for each individual author. Some books reflect society and allow people to better understand the outside world we live in. However, literature also inculcates the need to understand present time issues like human conflict and problems. Literature reflects humanity and directs us to understand each other. By reading the views of characters, we can start to figure out how that individual thinks. Literature is important because of its application in a society, which is increasingly detached from human interaction.

Literature is the reflector of society and invokes students of all ages. Literature begins in delight but ends in understanding and insight. Literary works make students appreciate diverse cultures and universal values. Once the students get self-determined

control over their emotions and feelings, it will be useful for them in balancing their professional lives also. One can state that literature serves a double purpose, which would comprise acquisition of English language and inculcating values.

Literary works cultivate the abilities of society to have a set of core ethics and human values to live. The significance of inculcating these universal values in our next generation is accepted universally. The study of literature makes students to find moral learning everywhere. Students learn to ensure their behaviours by reading literary works having a moral behind them.

Poetry is one of the powerful instructional instruments and important art to study at any age and most worldwide medium of human expression. It helps to appreciate universal truths as well as civilising differences. Poetry provokes students to develop empathy and perceptive to view the complexities of the world in new customs.

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Story Telling: An Effective Tool in Pedagogy

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Abstract:

The technologically advanced world moving ahead with super-sonic speed has changed our lives in many ways today. However, there is one thing that has remained the same – our fondness for stories. It is indeed a tradition that generations of adults have passed on to the next generation. We, in India are especially lucky because we have the option of choosing our favourite books that have been produced both in our country and abroad. Well-written books having interesting plot line hold special appeal for us. They attract us with an almost magnetic pull, and encourage us to engage fully in the story. Perhaps it is this very feature that makes stories particularly useful in the classroom. This paper attempts to explore the usage of telling stories creatively and effectively in our classrooms to offer young minds a new kind of learning experience. My arguments apply to both school and college students.

Keywords: *Story-Telling, Holistic Development, Skills*

Objectives:

- To discuss the effectiveness of storytelling in the teaching-learning process.

Problem for the Study:

Schools or colleges are the places where in the holistic approach of students can be developed. However, it depends on the way the teachers use their pedagogical skills creatively and effectively. One of the pedagogical skills is story-

telling through which teachers can help students broaden their interests in reading books, acquire new knowledge and comprehend the valuable messages through reading and lay foundations for their future to accomplish their maximum potential in life. Considering today's youth who seems to have become increasingly scientific and techno-savvy, the paper attempts to explore the effectiveness of story-telling as a tool of pedagogy to develop the students' overall

understanding and to regenerate and revive their interest in reading.

Core Content:

India has rich cultural heritage that has endowed us with a veritable treasure trove of stories, songs and poems of all kinds – just waiting to be unlocked and utilized in the interest of education. However, the methods of instruction in India today are still fairly traditional. The system pays very little or no attention to reading and / or telling stories as an effective tool in the teaching-learning process. What is more, today, the need of reading and / or telling stories in the classroom has to be considered seriously due to the fact that people across the world are witnessing a catastrophic loss of eternal values at every step of their lives. The time is, therefore, just ripe to make sincere efforts to regenerate and revive the interest of reading or telling the stories to the students when the youth seems to have become increasingly scientific and relativistic and is

unfortunately going away from the beautiful world of books.

In order to do this, it is essential to gradually make the younger generation aware about a sound value system through books. Well-written books can enable both formal and informal education systems to promote ideals of rationalism, secularism, equality, integrity – so that multicultural India may succeed in building a rational, secular, democratic society based on modern technology as is proposed by the National Education Policy 2020. In order to realize this common national goal, parents, teachers, educationalists, policy makers, and the community in general need to nourish and mould the thinking and attitude of the youth right from their childhood. Undoubtedly, the world of stories can provide the best nourishment to the young minds, and promote their holistic development. Stories basically have two attributes. They aim to expand knowledge about the world, and they attempt to increase awareness of

values among their readers. Considering these attributes, we can always give students an opportunity to read anything outside of textbooks to nourish their minds.

As long back as 2000 years ago, Aristotle had urged the educators to carefully select literature and stories for students so that their learning is not fragmented. Aristotle's advice must be treated as timeless – as relevant even today - and much in keeping with it, the following factors should be considered while choosing books for students or guiding them to choose books for themselves:

- A book should explore language and images in a new and exciting way.
- A book should reflect contemporary realities in all their ethnic, cultural, and linguistic diversity.
- A book should contain text that reaches out to the rest of the world with cultural distinctiveness.
- A book should include previously excluded cultural experiences of the

marginalized. It must also question class, caste and gender hierarchies.

- A book should be able to act as an active socializing agent without compromising on creative integrity.
- A book should have the ability to enable students to get a taste of a variety of feelings and emotions that can be duly softened, polished and checked.
- A book should motivate and inspire students to think, evaluate, judge, imagine, and reason for themselves - as well as acquire an ability to solve problems.

Today, books are easily available on a variety of subjects. These books embody a wealth of knowledge, and can have considerable impact on young minds. Detailed studies have shown that stories help students acquire far more than a narrow range of literary skills. For example, a fantasy story does not simply show that the world is replete with good and bad people but the very characters can influence and

shape their socialization process. Hodges, et al, also point out that if stories are regularly used in the classroom, they can generate an awareness of the importance of oral and literary traditions, and help students develop listening, speaking, reading and writing skills.

If storytellers are regularly invited to classrooms, their examples can encourage teachers and students to tell and hear as many stories as they can, from as many genres as they can, for as wide a range of subject as possible. Apart from this, researching and telling stories can help define a locality, its people, its culture, its beliefs, and thereby connect them to the larger world. Keeping these key factors in mind, the educational institutions in India - whether urban or rural - should seriously consider the possibility of using stories in the classroom in order to offer students the exuberance of a live performance that will boost their imagination and echo in their ears till it is passed on to the next generation.

This said, one must also keep in mind the fact that using storytelling to improve teaching and learning would involve challenging traditional, established ways and means, and would be an exigent task. Teachers, however, need to accept this challenge. They need to step into the avatar of a storyteller to make the learning process enjoyable and exciting. Hodges, et al, ascribes certain qualities to a storyteller. These very qualities can be ascribed to a teacher too – if she / he become a storyteller in the classroom:

Memory:

A storyteller must have a good memory in order to recall the story. The process of storytelling becomes much more interesting if the story is told without being read from a book in hand. The eye contact thus established not only helps in developing a good rapport between the storyteller and the students, but also makes them more receptive to the story.

Thoughtfulness:

When a storyteller speaks, her/his words must demonstrate concern for each character, and must also give due importance to each character and action.

Accuracy:

A storyteller must know how to use language effectively and accurately. Clear, simple, language can communicate thought, feeling, and description to offer a pleasurable and lasting experience to a young audience.

Vividness:

A storyteller must carefully select words and expressions to portray images and sounds, and to enhance the beauty and essence of the story. As far as multilingual, multicultural India is concerned, a storyteller must use dialect or jargon typical of a particular region to add flavour to the story.

Constant Change of Mood:

A storyteller must go slow or fast, show exuberance or ennui to match the mood of the narrative, and to create interest.

Gestures:

A storyteller must use appropriate gestures and expressions to enact the narrative and thus enhance the effect of the story.

Delight:

A storyteller must choose to tell those stories that will generate interest and curiosity, and create a sense of suspense and excitement in young listeners.

Selection:

A storyteller must choose stories from a wide and versatile range. It is generally a good idea to narrate unfamiliar, scarcely known stories along with familiar and popular ones. It goes without saying, of course, that the age and interests of students must be kept in mind at all times while selecting stories. It has been found that younger students enjoy animal stories along with fairy and folk tales, while older students are interested in stories involving wit and humour, adventure and suspense.

Familiarity with the Culture:

A storyteller must have some knowledge of the culture

from which a particular tale comes. This will prevent misinterpretation of ideas, behaviours and terminology. It can also give the storyteller an opportunity to compare and contrast similar stories or themes belonging to different geographical locations or historical periods.

While a teacher can make classroom sessions very effective and interesting if she acts as a storyteller, it must be kept in mind that storytelling is not a task to be taken lightly. There are many responsibilities involved in telling tales in the classroom because the audience consists of young, easily impressionable minds. The responsibilities of a storyteller-teacher include, but are not limited to the following:

Respecting the Oral Tradition:

A storyteller must remember that the earliest origins of all stories were oral. Even if she takes a particular tale from a book, she should present it effectively orally. Alan Garner rightly states that the

essence of a story lies in “the music; it is in the language: not phonetics, grammar and syntax, but pitch and cadence and the colour of the word.”

Bridging the Gap between the Story and the Audience:

A storyteller may have to tell stories that do not portray contemporary or familiar settings, situations, or characters. In such cases, it might be difficult for the students to grasp the essence of the story. It thus becomes the responsibility of the storyteller to clearly explain the context and background of the story.

Being Truthful:

Difficult though sometimes it is, a storyteller must not pretend that there are no horrors in the world. She must not seek to pass off falsehood or exaggeration as truth to the students who rely mostly on her to help them understand the world. Though they lack experience, they have imagination and sensitivity, and have been exposed to the “real” world through the media. They are, therefore, already aware

that good and bad exist together. A fine balance has to be brought about here because while a storyteller should not regard any subject as taboo for students, she should try not to present situations solely of despair.

Becoming a Part of the Story:

The storyteller should, in essence, “become” the story, and examine it from every angle: What does it mean? Does it have multiple meanings? What did it mean to the original audience? Which parts of the action are structural, and which are incidental? This kind of pondering can allow a storyteller to remake the story for her audience, and allow her to communicate its strength and message.

Ending the Narrative Appropriately:

All narratives have to end, and some kind of a judgment is inevitably called for at the end. A storyteller must emphasize that endings matter. She must also ask herself if the story left students wanting to hear or read another one. What exactly did it communicate to them? Did it

sufficiently motivate them to think about the essential theme? Telling stories responsibly in the classroom can go a long way in communicating the right values to students, and can also add just the right touch of seriousness to balance the fun and amusement of storytelling sessions.

Scholars and researchers working towards incorporating storytelling in the classroom have outlined some exercises and activities that teachers can use effectively:

- Ask students to predict the ending of a story half-told to develop their ability to think logically and creatively.
- Use stories to enhance language skills by encouraging students to study character and plot, and by allowing them to practice descriptive and coherent writing.
- Encourage students to discuss stories in terms of cause and effect, right and wrong, social consequences, or religious beliefs. Motivate them to debate the existence of magic and the

supernatural or the power of names and numbers. Ask them to dwell upon the reasons behind certain actions in the story and the intentions of various characters. These exercises will help students develop and hone their verbal skills.

- To make the activity more intensive, students can be encouraged to do a role-play of characters in a story. Encouraging students to take part in the stories by firing their imagination and motivating them to participate in the living world of a story by being there.

The above exercises can also be modified and used creatively while making projects, reading plays, or even studying mathematics and science.

Essential Impact of Storytelling in the Classroom:

In light of work done by Hodges, et al, storytelling can be very beneficial to students by some of the following ways :

Students like the stories when they can relate to the characters and situations. These stories can inspire new ways of thinking in them, and can motivate them to see the world in new ways. Traditional stories, or even futuristic ones, can encourage them to think about worlds that are very different from their own. Many students today lack proper role models, but when they read good literature, they often find sources of inspiration and identification. Students may not be very familiar with the images used in stories, but these can definitely tickle the imagination and inspire creativity – while giving them intense pleasure and excitement.

Moving from easy to difficult stories can enhance a student's reading or listening comprehension. The attempt to remember complicated plots and difficult names can also help students to concentrate better, and to improve their memory.

Stories can also make history and historical events come alive for students, and

help them to remember facts and events better. Related to this is the fact that stories that have their roots in actual historical events can motivate them to make real connections with people from the past. This can lead to a fair knowledge and appreciation of people and events that have shaped the history of the world.

By listening to stories that come from diverse cultures, students can develop a broader view, and understand that the world comprises many different communities or nationalities, and is multicultural in nature. This important realization can not only help them to become better citizens of the world, but can also enable them to pass on the values of acceptance and tolerance to the next generation.

Proper engagement with stories can allow students to unleash the ideas, fantasies, and questions that crowd their minds. Asking questions and expressing ideas allows students to think logically and analytically, and also prompts them to interact freely with each

other in the classroom. This can help them to structure their language, think creatively, organize their ideas, present their point of view, make logical arguments, take initiative confidently, and participate better in discussions. These activities can inspire feelings of self-importance, and can also help students to cope better with subjects such as mathematics and science, which require logical thinking.

Students are sometimes shy, lack oral skills, and cannot voice their ideas coherently. Such students can be asked to retell their favourite stories or ones that their parents or grandparents have told them. This can gradually allow some students to come out of their shells and gain confidence.

The activities that follow a storytelling session can give students ample opportunity to practice pitch and intonation. If they are asked to play the role of a particular character, they can speak in the appropriate voice, and display appropriate facial

expressions. They can thus learn powerful linguistic rhythms.

If students are given an opportunity to treat a particular story as a model and write one of their own, they can learn to use language effectively to narrate and describe. They can also learn to embellish their language and use it figuratively. Such exercises can teach students to use event or situation-specific vocabulary.

Stories have a definite shape – a beginning, a crisis, a resolution, and an ending. Exercises relating to stories can, therefore, draw upon this feature and improve students' writing skills by teaching them to write a coherent piece of writing. This can help them organize their thoughts better, and to hone and shape their writing skills in general.

Students should be allowed to participate fully in the world of stories. They should be encouraged to integrate their imaginative and creative ideas into their own stories, and their contribution should be valued, but never

criticized. This approach can boost their self-esteem, and affect all spheres of learning.

All exercises based on storytelling are participatory in nature, and have a positive, non-competitive approach that encourages all students to get involved all of the time. The emphasis, moreover, is on interpretation rather than right and wrong answers or responses. This allows them, regardless of their previous (non)achievements, to have an opportunity to succeed. Once they become active participants in this process, they can confidently make the required personal and social adjustments.

Conclusion:

My aforementioned arguments and discussion thus reveal the fact that storytelling is not merely a means of entertainment, but can also become an effective and valuable pedagogical tool. In a multicultural nation like India, conditioning the young mind with right and just values can be accomplished if we succeed in implementing the story-related

activities in schools and colleges across the country. Apart from this, the Indian social structure is such that there are clearly two classes of students – the urban-elite and the underprivileged. The former is a favored socioeconomic group, and has access to both popular English and regional books. The latter group, on the other hand, has access to only a few, low quality books. While urban students are encouraged to read books and get involved in literary activities at home as well as at school, rural students seldom have these opportunities due to their poor socio-economic backgrounds, and their parents and guardians are often ignorant. Because of this bitter reality, it is often difficult to engage every student in an educational experience involving storytelling. To amend this situation, parents and educators need to be made aware of students' "non-textual" needs, and the educational institutions must be provided with the best possible reading material for students. In continuation of this, reading

should be encouraged as a pleasure activity outside the classroom, and as an educational activity inside the classroom. A concerted effort on part of every stake holder - parents, teachers, the administrators, etc. can definitely help to bring storytelling to the classroom, and thus enhance the quality of education provided to every Indian student.

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Vocabulary Development in ESL Class through Text Book: An Action Research Approach

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Abstract:

The reading is one of the basic language skills and is generally classified as an important activity in the ELT classroom and outside also. In the twenty first century teaching and mastering English language has become more important than literature. English speaking has become pre-requisite for every profession. In such situation reading is the most useful to acquire communication skills. The reading of textbooks can be the useful tool for inculcating the habit of reading among the students learning English as second language. The present paper is based on a short experiment of reading text book for vocabulary development in ESL classroom. It is a kind of action research project which will help students to improve spoken English. In Action Research, "Action refers to intervention in an existing practice in particular social contexts (for example classroom and school) to bring about improvement and change, whereas 'research' involves the systematic observation and analysis of the change that occurs as a result" (Rui, Icy. l). Action research is a distinctive research done by the teachers to improve their competency. According to Cohen and Manion, action research is done contextually to provide a solution to the current problem.

Origin of the Research Problem:

Reading aloud is a common practice in primary classrooms and is considered as useful tool for vocabulary development. Reading aloud is suggested for building oral language and means of developing vocabulary. Reading

exposes the reader to novel and unusual words and rich descriptive language. In the twenty first century teaching and mastering English language has become more important than literature. English speaking has become pre-requisite for every profession. In such situation reading text has to be used as

means of acquiring communication skills. Hence a short classroom project was undertaken for the selected students of B.A. Part I. The criterion of selection was regularity and willingness of students to read two lessons from textbook every day. The present paper is based on the implementation of the project and its findings.

Action Research Approach:

The present study is an action research project to help students to improve spoken English. In Action Research, “Action refers to intervention in an existing practice in particular social contexts (for example classroom and school) to bring about improvement and change, whereas ‘research’ involves the systematic observation and analysis of the change that occurs as a result” (Rui, Icy. 1). Action research is a distinctive research done by the teachers to improve their competency. According to Cohen and Manion, action research is done contextually to provide a solution to the current problem.

According to Harmer, action research is teacher’s personal study of their own teaching or of the students’ learning to address an immediate problem to improve it and help learning. By exercising action research approach the present study aims at proving how text reading and EFL instruction can work together to improve English speaking skill of undergraduate students. The main focus of the project is the usefulness of English text book in the acquisition of the vocabulary.

Vocabulary Development:

Vocabulary development is a process by which people acquire words. The size of person’s vocabulary is a strong indicator of their reading comprehension. That is why it is important to focus on building vocabulary skills throughout reading instruction. Educators often consider four types of vocabulary: listening, speaking, reading and writing. Most of the students acquire vocabulary through indirect exposure to words at home and by listening and talking at

school. They acquire vocabulary by listening to the books read aloud to them and later on by reading widely on their own. The amount of reading is important to long term vocabulary development. Hence the researcher has tried to inculcate the habit of reading text book in order to boost vocabulary building among the UG students through this short term project.

Significance of the Study:

This action research project aims at emphasizing the use of textbook as an important tool for development of vocabulary of Undergraduate students. The hypothesis of the study is that through development of vocabulary, grammar, pronunciation, the textbook reading promotes acquisition of spoken skills. By using action research approach, the project intends to evaluate the success of various methods of teaching text. Being a case study, the project will be beneficial for students involved in it. It is classroom research which tries to focus on change

and development in the vocabulary of the students after undergoing regular reading of the text. At the same time, it will enable the researcher to absorb new ideas about language teaching and learning and give opportunity to the students to improve their spoken English. Good spoken English skill is the prerequisite for many jobs. To create employable youth is the major challenge in today's India. As the present study intends to address the issue of spoken English of UG students, it can contribute to increase employability.

Objectives:

- 1) To find out innovative strategies of text reading in order to make reading interesting.
- 2) To stimulate and help students to improve their English speaking skills through various strategies of text reading.
- 3) To do systematic observation and analysis of the change that occurs as a result.

4) To improve rationality and justice of reading text in ESL classroom for acquisition of vocabulary.

Activities Conducted to Boost Vocabulary Development:

In order to boost vocabulary development, it is essential to incorporate text book for acquisition and usage of specific words. The students were encouraged to read aloud two lessons everyday and find the meaning of unfamiliar words by using various strategies. Apart from dictionary meaning of word, students were encouraged to focus on context of the unfamiliar word. They were encouraged to use the text surrounding the unfamiliar word as context to the meaning. There are four steps to find meaning in the context:

1. Reread and read ahead: Reading and rereading enhances understanding of text and helps to understand usage of words.
2. Identify text clues: Synonyms, antonyms work as text clues to assume the

meaning. Students were asked to find the meanings of difficult words with the help of clues and contexts.

3. Decide on meaning
4. Check that meaning in the context

The major focus was on providing five common kinds of clues, direct definition, and definition after comma, antonym, synonym and example. Then students were asked to determine meaning on the basis of clues given to them. The partner practice was conducted. The students were divided into pairs. They were told to read aloud passages from the text, record difficult words and find meaning by using contexts. They were encouraged to share the experience of how they reached the meaning through context. This type of peer collaboration is a fun way to incorporate speaking and listening into text reading activity and using clues to determine meaning. Fun activities were also conducted to create interest in reading among students. Word puzzles, poetry

recitation, storytelling activities were conducted for students.

Conclusion:

The present paper is based on the text reading activity conducted in ESL classroom for the UG students. The various strategies were used to encourage students to read aloud the text. They were encouraged to find meaning in the context by providing clues. They were encouraged to think on individual words and their parts such as prefix, root/base word, suffix and use dictionary, mobile dictionary to determine the word's meaning. These strategies would encourage flexible thinking and persistence among the students. The habits of mind they developed during this short project would benefit them beyond the classroom. Whenever they determine the meaning of the unfamiliar word, they come to know the value of reading as window to the world of knowledge. Sometimes they missed the target meaning but their interest and awareness about words and their meaning increased. And this is real

success of the activity conducted.

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Post-Colonial Trends and the Teaching of Indian English Poetry

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Abstract:

Today Indian English Literature is studied widely in and outside India. There is a need of the orientation of the teachers and the students in the area of Trends in the Post-Colonial Indian English Poetry. Such orientation is essential to get clarified certain concepts, trends and movements by teachers of languages and literatures as the university syllabi consist of the general topics related to the literary trends or the illustrative texts. The textbooks on trends in Indian English Poetry, Drama, and Novel etc. will help the students and the scholars for the systematic study of Indian English Literature. In Indian English Literature of the forties and early fifties, the preoccupation with social problems and political problems was predominant but thereafter the emphasis shifted from the public to the private, from social to the individual, i. e. to a sense of alienation, a propensity for resignation, a disbelief in values and a recourse to private sorrows and predicaments of the self. As such there is a greater variety and diversity in the Post-Colonial Indian English Poetry. The major trends of The Post-Colonial Poetry will be that of presenting a distinctively Indian substance in English or creating outstanding Indian writing in English. As such Indian English poetry projects an image of India abroad.

Introduction:

Today Indian English Literature is studied widely in and outside India. Therefore, an attempt is made here in this Research article to analyze the Post-Colonial trends in an Indian English Poetry.

There is a need of the orientation of the teachers and

the students in the area of Trends in the Post-Colonial Indian English Poetry. Such orientation is essential to get clarified certain concepts, trends and movements by teachers of languages and literatures as the university syllabi consist of the general topics related to the literary trends or the illustrative texts. The proper idea of these

topics or trends is must for every teacher and the student. This is true about teaching of English Literature in general and Indian English Literature in particular.

The major bulk of an Indian English literature papers at optional English level and at core paper level of Post graduation comprise of Indian English Poetry. Therefore, there should be a detail study of trends in the Post-colonial Indian English Poetry. This type of study will certainly enhance the teaching learning process in the classrooms. The textbooks on trends in Indian English Poetry, Drama, and Novel etc. will help the students and the scholars for the systematic study of Indian English Literature.

Indian English Literature forms almost an integral part of both English Literature on one hand and Indian Literature on the other. Indian English Literature is now more than two hundred years old. Indians have contributed to English Literature in such a quantity and quality that some of the literary works are included

in the world-classics. For example, M. K. Gandhiji's autobiography *My Experiments with Truth* is a hall-mark of Indian autobiography and a great contribution to the art of autobiography. Robindranath Tagore's *Gitanjali* was awarded Nobel Prize for Literature in 1913. Jawaharlal Nehru ranks as a superb writer in English. He has chaste expression and idiomatic style. His *Autobiography* and *Discovery of India* are indubitable masterpieces whose richness increases with each new reading. Mulk-Raj Anand, R. K. Narayan and Raja Rao -the Big three-stand as great novelists as any British novelists.

Post-colonial Indian Literature in English stands for certain literary discourses brought in by the historical process of decolonization of Indian life and Literature. Previously the colonial literature in English was produced by Indians by the spirit of 'colonialism' due to the encounter of Western and Eastern cultures on the advent of

British Empire in India. Then the process was of 'Anglicization' of Indian life and Indian literature. The superior image of the rulers and their culture compelled the native Indians to imitate the rulers in dress, manners and mannerisms, habits, reforms and in literary taste and literary forms. Colonialism, to be brief, was an imitation of colonisers in every walk of Life and Literature.

Post-colonialism and its Literature was the opposite process in the form of reaction. It's tendency is to break away from the coloniser's culture and search for native "Identity" in native culture. So Post-colonial Literature is an expression of the decolonization of the 'colonized self' of the native Indians. It is internal process and is related to the process of 'refining'; reformulating and restricting the colonized self into decolonized self. So the search of Indians for their native identity and original roots in Indian culture and literature is the Post-colonial discourse. This explanation

leads us to find out the exact trends of the post-colonial or Post Independence Indian English Poetry.

The explanation also leads to raise two literary issues related to the spirit of post-colonialism in English poetry. (1) Indian English poets do have firm ties with the western poetic movements. So how far they decolonized themselves and searched their identity in nativity and how far they went back to the native poetic forms, diction, rules of rhetoric's and themes and became more 'Indianized Self' in their poetry? (2) How far we can apply the native critical cannons of Indian poetics to their poetry? The Indo-Anglican poetry is poetry written by Indians in English. This was called as a strange adventure by some critics in the beginning of the 20th century.

It is under such limiting conditions; therefore, that Indian English poet produces his poetry in English. Henry Derozio, the half-Indian and half-Portuguese teacher of English at Hindu College

Calcutta was the father of Indian English Poetry.

Indian poetry as such was still traditional in its substance, style and rhythm. When there was an attempt of departure, there was hardly any notion of 'modernity'. Indian English poetry was born under a Romantic star. i. e.-influenced by British Romantic poetry and further by British Victorian poetry. We do not have to say that the history of Indian English poetry is a series of dutiful responses to whatever impulsions came to it from English poetry-Romantic, Victorian Decadent, Georgian, and Modernist and so on. In a way this is true of all Indian poetry, including Indian English poetry that was busy absorbing modern literary forms trends and movements from the west.

With the dawn of Independence, India has an established cultural contact with the United States and with Commonwealth countries like Australia and Canada. It has its effects on Indian creative writings in English. There are

two worlds of major themes of Indian English poetry. One consists of Nature, Love, Man and the heritage of Man, including the myth, legend, history and fine arts; and the second consists of metaphysical longing, devotion, mystical contemplation and spiritual illumination. Reflective and introspective poetry acts as a bridge between the two. Aurobindo reveals himself as a master in all directions, particularly in *Savitri*. But the other poets Romantic as well as Modernists have produced remarkable lyrics of Love, Nature, legendary beauty mystical insight, and poetry of satirical and ironical laughter. The Indian English poets have also made a significant contribution to the development of the poetic form.

Indian English Poetry, like The Indian English Fiction, has established itself as a genre which has made significant contribution to literature read in the English speaking world. Indian English poetry reveals

certain limitations in range and variety.

The Modern Indian Poet in English is truly Indian when he draws his artistic sustenance from his heritage. His Indianness may take several forms and shapes and may appear in a work of art in diverse ways. It is a quality which is present in the finest work of all Indian poets. Modern Indian poet is a synthesis of many cultural cross-currents. The most obvious and the most elementary is the use of Indian setting or the choice of specifically Indian subject matter. But local colour, used purely as an external device, is not enough. For example, A. K. Ramanujan's river in Madurai is very much authentic with "the wet stones glistening like sleepy crocodiles, the dry ones shaven water-buffaloes lounging in the sun. It is a river which carried off three village houses, one pregnant woman and a couple of cows named Gopi and Brinda." It is certainly not a piece of a conventional nature description. Similarly in a poem like "In

India" by Nissim Ezekiel we get an authentic picture of one aspect of modern urban Indian life. "Here among the beggars, hawkers, pavement sleepers, hutment dwellers, slums..." It is a perhaps a one-sided picture, but there is certainly greater authenticity in it.

The subjective element is the most significant characteristic of the Indian poetry in English written in the sixties and after. This new poetry is free from political and social consciousness and concentrates on the personal and realistic experiences of the poet themselves. The poet now does not fiddle with the high sounding themes of man's communion with eternity of his agitating concern for human predicament of his search for great ideals. He likes to look into himself and search for his answers there. Some of the post-colonial poets are self-revealing and confessional.

Kamala Das is the most prominent of this confessional group of Indian poets in English. She has emphasized the validity

of poet's preoccupation with his own self. She says in her "My Story", "A poet's raw material is not stone or clay it is her personality. I could escape from my predicament of her inner-self manifests itself in her poetry. Most of her poems are confessional in tone and deal with her interior life and subjective state. Through her poems she reveals her feminine sensibility in her diverse roles as granddaughter, daughter, sister, mother, wife, beloved and keep. These poems of self-exposure however transcend personal experience and acquire universal significance for they reveal the predicament of the contemporary woman.

The defining feature of Post-colonial literatures is the concern with the development or recovery of an effective identifying relationship between self and place. This concern can be seen in the poetry of A. K. Ramanujan. Gieve Patel, Jayant Mahapatra, Dilip Chitre, Vikram Seth, Agha Shahid Ali and Arun Kolatkar. Therefore Kolatkar's "Jejuri" can be read

as a narrative which deals with problems of place and displacement against the backdrop of nature and history embodied in the landscape of ruins. Similarly Jayant Mahapatra's Indian quality is most keenly felt in his poems about Orissa. His poems such as 'Indian Summer Poem', 'Three Indian Poems', 'The Orissa Poems' achieves the quality of Indianness. His famous poem 'Hunger' is an example of meeting of local and the universal as an art form. The simplicity and strength of his poem has made it one of the great peaks of Indian Poetry. R. Parthasarathy is yet another poet who has expressed his sense of exile in his poems. It is a sense of dislocation that an individual suffers because of alien environment. Keki Daruwalla's poetry is largely autobiographical that touches the depth of human experience. The poetry of Pritish Nandy, O. P. Bhatnagar and Gouri Deshpande articulate their emotions in their poems.

Loneliness, love, silence are the recurrent themes of their poetry.

The poets of the colonial period (1825 to 1900) Henry Derozio, Toru Dutt and Manmohan Ghose were inspired by the British Romantic poets. Their successors, the poets of Nationalism (1900-1950) Yogi Aurobindo, Sarojini Naidu and Rabindranath Tagore have shifting levels of achievements in poetic styles. Each of them has a distinct individual style in the period of modernism (1950-1980) poets like Nissim Ezekiel, Adil Jussawalla, P. Lal, A. K. Ramanujan, Gieve Patel, A. K. Mehrotra, R. Parthasarthy, Shiv K. Kumar, Keki N. Daruwalla, Jayant Mahapatra, Arun Kolatakar, Pritish Nandy and Dilip Chitre increasingly distanced from the main currents of national life especially since the fifties. There began a new era in Indian English poetry after 1950s. The postmodern poets like Agha Shahid Ali, Saleem Peeradina, Manohar Shetty, Vikram Seth and Imtiaz Dharker wrote the

poetry of many heterogeneous traditions and convention.

There began a new era of intense experimentation. The post-modern poet comes from the middle class, he has tended to withdraw into a sort of private seclusion, cut-off from the communal experiences and aspirations, and has turned into a detached scrutinizer of the self and the society. A well-known critic Bruce King has admired Nissim Ezekiel's "self-scrutinizing psychology." This shift in sensibility as reflected in poet's concerns is a pan-Indian experience. In Indian English Literature of the forties and early fifties, the preoccupation with social problems and political problems was predominant but thereafter the emphasis shifted from the public to the private, from social to the individual, i. e. to a sense of alienation, a propensity for resignation, a disbelief in values and a recourse to private sorrows and predicaments of the self. This shift in the attitude is more pronounced in the Indian English Poetry. This is because

of the social position of the poets, their easy susceptibility to western intellectual ideas and attitudes, their general apathy to mass movements and their overall universal orientations. As such there is a greater variety and diversity in the Post-Colonial Indian English Poetry.

The major trends of The Post-Colonial Poetry will be that of presenting a distinctively Indian substance in English or creating outstanding Indian writing in English. As such Indian English poetry projects an image of India abroad.

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Speech Act Analysis of Chetan Bhagat's *Five Point Someone*

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Abstract:

A text can be considered as a socio-linguistic act because it embodies institutional values. It is capable of performing certain functions within a given cultural set up. Moreover, it encapsulates culture-specific features of a speech community. It illustrates real life or imaginatively constructed situations to show how people observe and flout the principle of discourse. By discovering the culture-specificity of a text and thereby venturing into its linguistic nuances, we can bring-forth its formal diversity. The novel of Chetan Bhagat appears to have succeeded in absorbing the interiors of the language of our times. To be more specific, his tremendous popularity and appeal perhaps lies in his peculiar use of language. The researcher intends to make a speech act analysis of Chetan Bhagat's selected novel with this end in mind. Here an attempt is made to show how pragmatics is useful in interpretation and analysis of Chetan Bhagat's selected novel: Five Point Someone.

Keywords: *Speech act, discourse analysis, fictional discourse, pragmatics, etc.*

Austin introduced the theory of speech acts in his book '*How to Do Things with Words*' (1975). According to Austin, utterances are performatives i.e. the speaker is nearly always doing something by saying something. Normally, we perform verbal actions of different types through language such as requesting, commanding, questioning, informing, promising, greeting, complimenting, etc., and these

actions are carried out through utterances, which are called as speech acts. Based on the performative function of utterances, Austin divides an utterance into three acts: 1. Locutionary act 2. Illocutionary act 3. Perlocutionary act

A locutionary act is the act of uttering sounds, words and phrases in particular combinations. Such utterances follow traditional grammar and need to be meaningful. The

illocutionary act is the contextual meaning of an utterance; every utterance carries some intention and that intention is called illocution. A perlocutionary act implies change in the mind of the hearer and the effect produced by the utterance.

The present paper investigates the role of speech acts in fictional discourse. The core idea of the speech act theory is the notion that the speaker performs actions via utterances. Therefore, while interacting with each other people sometimes use direct speech acts and sometimes indirect speech acts. There are a number of actions performed through utterances such as requesting, promising, asking, answering, ordering, suggesting, and complaining and so on.

Now, let us look at the following example selected from *Five Point Someone*.

“Who knows? Maybe not,” Ryan rotated a shoulder, “But you can never tell when guys get into mob mentality. Trust me, I have lived in enough boarding schools.”

Ryan’s heroics were enough to make us all bond faster than Fevicol. Besides, we were hostelite neighbours and in the same engineering department. They say you should not get into a relationship with people you sleep with on the first date. (7)

The above conversation takes place between Ryan and Hari. They are living in the hostel. Hostel life is all about friendship, enjoying tricks with each other, teasing of juniors by seniors and so on. Anurag and Baku are senior to Ryan, Hari and Alok. On the very first day of college they try to rag their juniors including the trio. Ryan revolts against this system and becomes a hero in the eyes of his friends who decide to follow him. Hari the narrator of the novel draws an interesting parallel between sentiments and fevicol. Their commitment to relationships is so strong that they are ready to do anything for friendship. Ryan’s heroics which saved Alok and Hari from a dangerous ragging experience help the three of them to ‘bond faster than Fevicol.’ Hari exaggerates in order to express

his agreement with Ryan's heroics which makes their bond faster than Fevicol. Fevicol is used to stick two objects and to make them stay together for a long time. It's a glutinous substance, a bonding substance. The caring and sharing that happens in the life of friends also act as a glutinous substance. Sentiments, sacrifices and feelings strengthen the bond between friends. Fevicol keeps two or more things physically together all the time. Sacrifices and sentiments may not keep two or more friends physically together; they keep friends mentally together. Fevicol is a substance which is seen. On the other hand, sentiments cannot be seen; they are merely experienced and felt. So, there is some similarity between fevicol and sentiments, but there is some difference between the two as well. Here is one more simile from the same novel.

She placed her hand over my arm and self-respecting nitwitthat I am, I melted faster than the ice-cream; like the badmood bugs running through me suddenly got Baygon sprayed. (68)

The above action takes place at an ice-cream parlour. Hari and Neha are sitting together in the parlour. Neha takes an initiative in their romance. She expresses her love for Hari. She asks him to accompany her to a movie. On the other hand, Hari is passive and behaves as if he was a traditional Indian girl. When she puts her hand on his arm, he feels shy. He even thinks that he melts like an ice-cream. An ice-cream remains an ice-cream when kept in a freezer. There is no heat in a freezer. The extreme cold atmosphere inside a freezer is similar to lack of feelings, emotions, sentiments and fascination. It implies a frozen relationship. Neha places her hand on Hari's arm. Her physical touch and her expression of love for him act as heat. Hari feels thrilled; he feels physical and emotional warmth. He feels as if he is melting like an ice-cream. It is to be noted that there is a difference between the two types of melting. The melting of an ice-cream is the physical and

tangible phenomenon. On the other hand, the melting of the mind is an invisible phenomenon which can be simply felt and experienced. Let us discuss the following extract from the novel *Five Point Someone*.

A senior named Anurag leaned against a wall. Another senior, to my nervous eye, looked like a demon from cheap mythological TV shows-six feet tall, over a hundred kilos, dark, hairy, and huge teeth that were ten years late meeting an orthodontist. Although he inspired terror, he spoke little and was busy providing background for the boss, Baku, lungi-clad human toothpick, and just as smelly is my guess. (2)

Hari the narrator in the novel describes Anurag's and Baku's physical composition appearance rather sarcastically. Anurag looks like a demon from the mythological TV shows, overweight, dark, hairy and huge teethed. Baku is described as a lungi-clad smelly human tooth-pick. The very description is sarcastic. The main function of sarcasm is to express an unfavourable attitude and

evaluation. Sarcasm is a negative politeness strategy. One difference between irony and sarcasm is that the former usually makes use of negative language to express negative evaluation. On the other hand, the latter usually deploys positive language to convey negative assessment.

The present paper explains a few excerpts chosen from Chetan Bhagat's novel with reference to the theory of speech acts. However, the discussion of the chosen extracts has not been done along the lines of direct and indirect speech acts and along the lines of locutionary, illocutionary and perlocutionary force. The reason is quite obvious. Locution, illocution and perlocution are not as distinct from one another as maxims of quantity, quality, relation and manner are. Locution, illocution and perlocution are three facts of every speech act and they are inseparable from one another. Therefore, what the researcher has done is that he has discussed the chosen extracts under

headings such as simile, metaphor, hyperbole, and sarcasm which are forms of indirect speech acts.

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Plights of Jews: - A Reading of Bernard Malamud's 'The German Refugee'

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Abstract:

Bernard Malamud is an American Jewish Writer. Malamud depicts predicaments of Jews' in their own and foreign land. In the short story 'The German Refugee' Malamud depicts Jews' predicaments through the close quarter of his own experience. He authentically portrays the lives of the Jewish poor in New York. The terrible sense of beginning of the Second World War and its tragic consequences on humans, in general, has been subtly projected in the short story. The protagonist Oskar Gassner is a refugee in New York City, America. He tries his best, fruitlessly, to get settle in the foreign land – America. The Second World War and its consequences on these refugees brought an atrocious impact on their lives. Oskar Gassner's sudden and shocking uprootment from his own country, leaving his family behind, torments him and ultimately due to his own personal loss of identity, family and loss of morals, he commits suicide. The short story sketches the sufferings of Jew immigrants in America. Oskar Gassner, representative of such immigrants confronts the issues of assimilation, language barrier and his own personal, psychological trauma.

Keywords: *refugee, immigrant, expatriation, loss of identity and Second World War etc.*

Introduction:

“In tormented English he conveyed his intense and everlasting hatred of the Nazis for destroying his career; uprooting his life after half a century and flinging him like a piece of bleeding meat to hawks.” (The German Refugee, 443)

The above quote from the short story ‘The German Refugee’ depicts the severe; impossible to heal wounds and predicaments of Jews in their own native country- Germany, within no time, suddenly they are expelled from their own land during the Second World War. They became strangers in their own native country. The feeling

of being stranger and expelled from one's own country appalled their situation. The story depicts a stranger from Germany in the strange land in America - Oskar Gassner. Malamud writes for the sense of 'betterment of humanity; in general and 'brotherhood' in particular. His writings prove his belief that, 'the purpose of a writer is to keep Civilization from destroying itself' and 'The German Refugee' gives a lesson to learn through sufferings of the German refugee's life and cries for the loss of humanity and brotherhood. It is a personal story with a tragic ending, but it is based on personal experience.

Bernard Malamud is very well known author for his subtle use of allegory and the expertise in story telling art. Malamud has received prestigious Pulitzer Prize for his writings. Malamud has contributed a lot towards Jewish literature in America. He has witnessed and experienced the sufferings of Jewish immigrants in America from close quarters of his own life. He was son of

Jewish grocers and he grew up in a predominantly Jewish neighbourhood in Brooklyn. Few critics are of the opinion that, this he being Jewish is the reason for his stories setting as - "set in small, prisonlike stores of various kinds". The narrative is based on Malamud's fifty-five-year-old student, Dr. Friedrich Pinner, an economist and past financial editor of the *Berliner Tageblatt*, who, all his European clients gone, despaired of beginning again in a new country and with his wife, committed suicide by turning on the gas. This incident serves as the main plot for this story. We can say that the narrator Martin Goldberg resembles to the author Bernard Malamud.

Bernard Malamud's writings explore the issues of social realism, brotherhood, loss of humanity and ethnic identity in most of his short stories such as 'The Jew Bird,' 'Black is my Favourite Colour' and 'The German Refugee'. Malamud firmly advocates that, "I feel it's the writer's business to cry havoc, because silence can't

increase understanding or evoke mercy” (Page 28, Benedict, Helen). The short story under analysis intends to voice the plights, pain and predicaments of Jews during the mid-20th Century. Their lives have been brutally affected by the Holocaust and consequences of the World Wars. The World Wars have, almost, annihilated their existence from the Earth.

The short story ‘The German Refugee’ published in 1963, set somewhere in New York City in the summer of 1939. The setting is, just before the outbreak of World War II. It depicts the various themes like compassion, redemption, new life, the potential of meaningful suffering and self-sacrifice. The story “German Refugee depicts man’s struggle against destructive forces. The story is published in the Malamud’s second collection of short stories, *Idiots First* (1963).

The sufferings of the German Refugee – Oskar Gassner have been told through the first person narrator- his English language tutor- Martin

Goldberg. The narrator, Martin Goldberg, relates his attempts to teach English to Oskar Gassner, who is scheduled to give a lecture in English on ‘Walt Whitman’s impact on German poetry’. Gassner used to be a Berlin critic and journalist back in Germany. But now here in America, the intellectual strives hard to learn the language and deliver a lecture in English to earn his meagre livelihood and secure his job of being a lecturer. The narrator describes Gassner as “Oskar was may be fifty, his thick hair turning gray. He has a big face and heavy hands.” (The German Refugee 438) He seemed to be depressed from the situation.

Like any other immigrant to America, Gassner suffers the language barrier. He strives hard to learn the language. “... but the thought of giving the lecture in English just about paralyzed him.” (The German Refugee 440) , depicts his fear of learning and delivering a lecture in English Language "How is it possible? I cannot say two words. I cannot

pronounziare. I will make a fool of myself." His melancholy deepened." (The German Refugee 440) Oskar's anguish over his failure to comprehend English and the tutor's difficulty in understanding the pain of his student play a significant role in the development of the plot of the story. Martin teaches Oskar English during the hot summer. Oskar could not tolerate the natural heat in his room and the surrounding atmosphere and the pressure of preparing for the lecture. His own psychological tormented situation worsens the problem of the inflicting external physical environment.

Oskar Gassner, being expelled from his own country suffers the language barrier in America. He is torn between two languages his own German native language and the necessity to learn the English language. He all the time hates his native language but simultaneously he has to take help of his mother tongue to express his pains, angst and sufferings to Martin. His pronunciation of English

language has a huge impact of his native language which simply cannot exclude from his communication and thoughts. Language of the foreign land cannot be learned within a specific time period. It's, in fact, a life learning lesson. Many a times instead of teaching Martin sits by Oskar in quiet long silences. The silence helps Oskar to express and connect himself in broken English to Martin. Gradually he begins sharing his experiences with Martin. He tries to give an outlet to his suppressed emotions.

Oskar Gassner reveals his life, family to Martin. He says, "My wife was gentle. Her mother was an appalling anti-Semite. They returned to li~ in Stettin." I (Martin) asked no questions. Gentle is gentle, Germany is Germany. (The German Refugee 441). He loves his wife but leaves her behind in Germany. His wife suffers depression after he left her. In fact now in America, Gassner is tired of living and hence he tries to commit suicide as well. He feels all depressed. He suffers

the guilt of leaving his wife in Germany. But his communication with Martin apparently gives him a hope to survive. Martin proves himself a good tutor. Oskar shares his disappointments, shame, and depression in his own country.

Oskar Gassner delivers a lecture on the topic successfully. But after two days when Martin goes to visit him, Martin finds a crowd in his room. To his utter shock he finds, Oskar is dead. Oskar commits suicide after the lecture delivered. Martin the narrator finds a correspondence from Oskar's belongings which tells about his wife Frau Gassner's death. His wife has converted to Judaism by a vengeful rabbi, and had been seized by the Brown shirts along with other Jews in the apartment building, taken to a Polish border town, and shot in the head. She was then toppled into an open ditch with a naked Jewish man and their wife and children who were Polish gypsies and another countryman. The sense of guilt, leaving his wife in Germany

would have compelled him to commit suicide.

Bernard Malamud writes Jews' lives in transition; that is, of the sufferings of immigrants deprivation of home, family, career, income, language, friends, family, and often faith. The suffering of being a refugee is not merely a matter of geographic dislocation, but is acutely psychological. It is the consequence of trying to begin again in a state of 'displacement, alienation, financial insecurity, being in a strange land without friends or a speakable tongue' (*The German Refugee*, 444). Thus, as June turns to July, and having written "more than a hundred opening pages [in German, to be translated later, Oskar] flung his pen against the wall, shouting he could no longer write in that filthy tongue. He cursed the German language" (*The German Refugee*, 442). Thus, Gassner is not only landed in the foreign land but also suffers the language barrier. To conclude, Oskar Gassner, being a refugee, finds himself in

between the tormented situation of earning his livelihood, adopting a foreign land and language. He has to bear the sense of guilt of leaving his wife in Germany. He suffers the loss of his family and the personal integrity. Gassner being the intellectual seeks refuge not only from Hitler's holocaust but also from his human responsibility. The guilt-ridden Oskar commits suicide during the fourth week of September.

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Teaching of Dalit Literature to U.G. Students

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Abstract:

The word 'Dalit' means burst, split, broken or torn as under, crushed or destroyed. The word is first used by Mahatma Phule to describe the exploitation, suppression and marginalization of these people. Dalits have been misrepresented in Literature. In the mainstream literature, they have treated as subhuman. Teaching Dalit literature to college students should aim at debrahmanization and de-hinduization of knowledge. The basic challenge before Dalit studies is to recover, research and rediscover and to teach the true history of India. Discovering history is one of the major parts of Dalit studies.

Key words: Dalit, Literature, Brahmanism, untouchables, Dalit consciousness etc.

Introduction:

Not only the society is Brahmanical but also the education system. Till today, Dalit literature isn't being introduced in any of the varsities in India. Why? There is no denying fact that the education system in India has been quite Brahmanical. From the ancient time, the system has been continuously tried to marginalize an outsized section of people calling them untouchables or Dalits. And what about Dalit Literature? This paper will consider first of all, the concept of Dalit, then,

misrepresentation of Dalits in literature then, teaching of dalit literature in education.

Before discussing, Teaching of Dalit literature to Varsity students, it's essential to know what the word Dalit means and who are truly Dalits? The concept dalit springs from the Sanskrit word dal which suggests burst, split, broken or torn as under, down trodden, scattered, crushed, and destroyed. It's crystal clear that an area of people called Dalits has been torn as under, crushed and destroyed. The Dalits or untouchables are focused as

dasa, dasya, untouchables, achuta, scheduled castes, depressed classes, Harijan etc. Even the religious scriptures like Manusmriti were written to justify these terms. The conscious Dalits acknowledged that these words are the words of contempt, despise and paternalism. So, they were called as Dalits. The word 'Dalit' was first employed by Mahatma Phule. It refers to the state to which an area of people are reduced and now they're living therein predicament. According to Dr. Babasaheb Ambedkar in his book 'Ostracized India', "Dalithood could even be a quiet life condition that characterizes the exploitation, suppression and marginalization of Dalit people by the social, economic, cultural and political domination of the upper castes' Brahmanical ideology." (P.204) it isn't difficult to hunt out who could even be a Dalit.

R.K. Nayak's description reveals 'Dalit'. He writes,

"Almost every fourth Indian could even be a Dalit, and is certainly identified. He could even be a beggar near a temple or a church, a permanent squatter, a prematurely oldster in his forties, a toddler labourer during a factory... A rickshaw puller during a city, a bonded labourer, a migrant slum-dweller. And a Dalit woman is typically ill clad, a bag of bones, often with a malnourished child, a temple devdasi. Although they constitute an enormous number of the country's population, they still are unseen and unnoticed since unseeability and untouchability is the hallmarks of their identification". (P.19 The Fourth World: The Journal of Marginalised People)

While talking about their misrepresentation in literature, we should always start with their education. They have been deprived of the right to education for several years. Till recently, Sanskrit was an untouchable language for the Dalits. It is the particular undeniable fact that the ruling class historians and writers have

given little or no attention to the history of life and culture of Dalits. Historical evidences related to Dalits are either destroyed or simply neglected for lack of interest. Dalits were simply marked under slavery in India. The Dalits are presented as folks that do not have a history of their own that they had to easily accept what their opponents wrote about them. However, the truth cannot be suppressed for long. Educated and conscious Dalits have now started using the long denied weapon, the pen, to interrupt the citadel of the upper caste that had misrepresented their history and culture.

The Dalits have started reconstructing the history. The excavations during 1920s in Mohenjodaro and Hadappa civilization show that the indigenous people are called as Dasyus who lived with dignity. The Aryans defeated them. They weren't Dalits from the very beginning. Until they were defeated and oppressed they were nation with dignity, folks that had grown to be a

civilization equally powerful slightly a bit like the Egyptian civilization.

The mainstream literature has treated Dalits as subhuman. It's treated them as drunkards, criminals, thieves, quarrelsome etc. Thus the literature of this country also has gone Brahmanic. It's didn't recognize the rich culture and values of the Dalits. The evils of sati system which is so specific to Brahmanic culture never affected the Dalit society. Dalit community has never been affected by the evils of dowry system. The 'sustainable development and co-existence' could even be a component of Dalit culture which isn't accredited to them. These unique values of the Dalit communities haven't drawn the attention of the upper caste writers.

In the name of untouchability, they were often denied the privileged place within the system as they have no power. In the words of Michael Foucault (1984) Knowledge and Power are

interrelated. folks that have knowledge have power, therefore the alternatives and thus the understandings of the intellectual and powerful few seem to be serving better within the interests of the ignorant and thus the powerless who constitute the majority, “the other.” and thus the perception of these intellectual few wins credibility or legitimacy over other available meanings. This is often very true within the case of Hindu society.

Knowledge and Power are concentrated within the hands of the upper caste Hindus. Even the holy scriptures are so systematically written to justify the slavery and serfdom of the Dalits. for ex. The killing of Shudra Shambuka by Rama, the mutilation of Eklavya’s thumb by Dronacharya which justify even lowering the tongue or pouring melting lead within the ear of an ex untouchable if he dared to read or hear the so-called Holy Scriptures. Due to this manner, the privileged system are denied the knowledge and hence power to

them for several years, social organization in India has controlled, regulated and hierarchized knowledge. Brahmanism and its hegemony are responsible for it.

The Brahmanic education in India had seldom gone uncontested. It’s extremely true that power, status, values and attitudes towards writing and writer are closely interconnected. The Dalits are rejected by the system the same. So, we must know that when the powerless become merely the thing of another man’s thinking without being an area of the whole thought-process, that kind of thought builds a hegemonic model. According to Zakir Abedi,

“The professional historians have always consciously or unconsciously attempted at de-historicization of Dalits. The Dalits were always presented as history less people.” (P.266-67)

However, this process has now been identified by the Dalits and is being reversed by turning from passive objects to

active subjects engaged consciously in constructing their own histories and assert for a respectful social location in society.

Now we are going to deal with the most significant aspect of this paper is teaching of Dalit literature in University education or undergraduate students. The Dalit literature should be taught with sensitivity. One must realize that social organization is an evil which must be eradicated from the society. It's an evil perpetrated through the centuries by the upper caste. Without accepting this fact one cannot teach Dalit literature with truth spirit and true sensitivity.

Teaching Dalit Literature to under graduate students should aim at debrahmanization and dehinduization of knowledge. The essential challenge before Dalit studies is to recover research and rediscover and to means truth history of India. Discovering history is one of the foremost parts of Dalit studies. Paulo Freire wrote,

“In order for this struggle to possess meaning, the oppressed must not, seeking to regain their humanity (which could even be thanks to create it, become successively oppressors of the oppressors, but rather restores of the humanity of both.)” (P.26)

The teaching of Dalit literature is that the endeavour of restoration of humanity. It's possible only we readily de-learn the distorted facts and truth about the Dalits and willingly and humbly learn the truth about them.

The first essential characteristic of the Dalit literature is that it doesn't aim at achieving an aesthetic performance in literature as an art but it serves purpose of social intervention and accordingly carries strong militant connotations. The foremost concern is of self – assertion and protest, and thus the ways of an enquiry and construction of an identity of one's own, that are denied a full human dignity, and whose consciousness was made to forcibly internalize patterns

of cultural depreciation and social subalternity.

Dalit literature is certainly a kind of protest literature but all protest literature isn't dalit literature. There are differences between Dalit writers and non-dalit writers writing on Dalits. The difference isn't only in ideas but also in experience, content, material, style and language. Bama, a Tamil Dalit writer answers to a haul "should Dalit literature be written by Dalits only?"

In a nutshell, it's crystal clear that debrahmanization and de-hinduization are the two concepts which teacher should neatly understand who goes to means Dalit Literature. He should have the aim to rediscover the Indian history which is true and which is that the foremost explanation for Dalit's suffering, exploitation and subjugation. He shouldn't neglect the contribution of Dr. B.R. Ambedkar to the upliftment of Dalits.

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Digital Marketing the 21st century emerging Trends & Challenges

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Abstract:

There is demand for products due to digital marketing. Companies are shifting from analog to digital marketing. As Technology developing day by day the use of social marketing, digital marketing, Search engine marketing is also increasing. Therefore, internet users are increasing rapidly, It is very cost effective technique of marketing. The purpose of this review paper is to study the impact, types, and strategy used in digital marketing.

Introduction:

These days we can see that consumer expectation and their need their taste have formed a shape consumer also choose comfort & delight because has become vital criteria for product selection. It gives them a chance to choose goods from different sources. Several brands in market keep working to evaluate the challenges need of consumer develop suitable products finding market place is reach the right customer. The digital reform has paved a new market place on Internet where

everything and anything is available to explore. Customer can choose the things the way they want and as per their liking. India is a growing economy & country has been focusing on digital marketing.

Digital Marketing is deal with sharing of information to achieve social interaction. Shift from a one to many models to a many to many model. It is processes of building & maintaining customer relationship through online activities to generate a sales and capture customer that are searching on the internet for

answer. Through Digital Marketing more people getting converted every day. Therefore digital marketing has become a necessity for many organizations. It includes all types of businesses that want to trade online.

Digitization play important and crucial role in the fast advancement of global economy. Developed country has already accepted this platform. Organized digitization has a 75% -80% share in total marketing as compared with developing economies where BTL marketing activities has a dominant share.

Definition of Digital Marketing is marketing that uses electronic devices to convey the message to their customer. Digital marketing includes the use of search engines, media, emails, which helps customers to search for the right products.

Neil Patel, Digital marketing is the act of selling products and services through social media, channels SCO emails and mobile apps.

Social and Digital marketing offers significant opportunities through lower cost (Anjana 2019), improved brand awareness and sales. Billion of people are using Internet, Social Media & Mobile Apps.(statistic 2020 a) As per statistical data of Jan 2020 around 4.54 Billion people are active internet users encompass 59% of global population. (Statistic 2020b) around 2.95 billion people were active social media users worldwide. Businessmen s are using Twitter for their marketing (Lister 2017) For Political promotion people are using social media (Grover et al. 2017,Hussain et al 2018, Kapoor and Dwivedi 2015, Shareef et al 2015) Facebook pages have more than 50 million registered businessmen. Numbers of student are taking training of the digital market. Around 8000 students have taken these days' digital marketing tools helps to display advertising and more to accomplish marketing goals that intern help build brand awareness.

Research Methodology:

Author has used descriptive methodology research problem in marketing has been identified and selected. Secondary data method is used to collect the data. Systematic review method is used; Different research paper related to subject is used. Around 100 papers were selected and 40 papers from reference list of identified papers were evaluated for inclusion. Developed a comprehensive search strategy where inclusive and exclusive criteria are used. We have interpreted & synthesize result for publication.

Objectives:

- a) To study the concept of digital marketing.
- b) To identify the importance and need for Digitization.
- c) To study the channels and prospects of digital marketing.
- d) To study the impact of digital marketing and how important it is for both consumers and marketers.

Research Paper Review:

Highlight the scenario of digital marketing challenges using the fishbone model and ways to overcome it.- Satyabati Devi, 2005. The information is consumed but what about preserving information. The world is creating information about various aspects of life and business but it needs to be preserved and one way of doing it is making it digitized. This information carries value for generations to come and there comes the need for digitization.

Thomas Ritter ,2020, Business-to-business marketing is a conventional concept now with the help of digitization a new business-to-business information-sharing model has been developed and it works purely on data sharing. This model offers data-enabled growth and it has proved to have promising avenues.

Chaudhuri, 2020, Digital media has been a choice for business houses for the last two decades. But, digital media is not well received by end

customers. It is interesting to study which digital media channels customers choose to prefer. The study finds out digital media offer various opportunities to communicate, influence, and convert customers but with growing competition and proliferation of new media channels, it becomes more challenging for business houses to opt for investment for return on investment.

G. Gowsalya, 2020, Digital marketing has made a fundamental change in the Indian market. Everyone is connected with association with SEO and other tools. Social Media is expanding its horizons for social networking and connecting digital marketers and customers.

Joao Carlos Goncalves Dos Reis, 2020, Digitization is changing the business landscape and it is getting adapted by industry and customers. There are various technologies that are aimed to create value for businesses and customers.

Tiago, 2014, Digital Marketing – Can be identified

an activity of marketing based upon the internet and electronic media platforms. Internet and electronic gadgets are required for managing and executing it.

A. Tran, 2021, the usage of social media and digital marketing has connected people and industry but it has created two verticals of digital marketing and social media marketing. Social media is mainly run on user-generated content (UGC). The point of concern is when user-generated content is circulated on social media it creates social media influencers and social media users. There is no control of digital marketers over this content or social media platform. This is how word-of-mouth becomes more important in decision-making for customers. The scope and limitations of digital marketing are explored.

Afrina Yasmin, 2015, Marketers are finding new opportunities and challenges in digital media; Digital marketing is primarily used to promote the product or services with the

main objective of attracting the customer. Customers are allowed to interact with brands. As customers are interacting with brand or brand communication, the research was conducted to find out the effectiveness of digital marketing. The research suggests, companies should design and focus on customer experience. The need for special strategy finds out the best media platform and increase digital marketing performance.

Yamin, 2017, Digital marketing is a highly technology-based tool, It helps grow business at national and international level. It has an interpretative aspect for promoting goods or services. A study is made to understand the impact of digital marketing on customer buying behaviour. Marketing professionals are not fully aware of the usage and benefits of digital media. The customer segmentation, market targeting, and positioning of the product is required. Integrated marketing communication is required.

The increasing use of technology helps digital marketing to grow. It has become an important tool and it is used by customers and marketers. The study focused on finding the impact of digital marketing on customers and marketers in Maharashtra. The study finds out there is a direct connection between the monthly income of consumer and their purchase. Consumers prefer purchasing products online. There is a need for marketers to understand the need of customers. (PANCHAL, 2018)

Digital Marketing becomes a paid form of promotion for products and services. It becomes a tool of pursuing customers to convince them to buy. The impact of globalization has altered the consumer buying pattern. The work of advertising companies has gone beyond constructing an advertising message. From an Indian perspective, consumers have become aware of advertising patterns, offerings, publicity thus if digital marketing is not used properly it

gives only short-term gains. (Anbumani, 2017)

E-commerce has revolutionized the market and digital marketing has made a revolution. The business has transformed from brick and mortar to online. There is a change in operating business from the traditional model to e-commerce. It has some technical barriers but at the same time it has immense potential for marketing and business. Digital is a nonlinear process and so do its dynamic nature. (Bhojaraja1, 2018)

Digital Marketing is mostly done with the Internet, the messages and content is developed and shared. It creates a virtual world. Using the virtual space or deploying content in the virtual world creates the challenges of privacy, security issues, and another issue is of confidence. It has the advantage of the availability of 24X7, no geographical barriers, and input-driven marketing. (Maryam I.Y. Suleiman, 2020)

Internet is the main backbone of digital marketing and digital marketing is growing

business with leaps and bounds. There are challenges of funds, lack of trust, competitions, there is further scope for research in this domain. (Ms. Romica Bhat, 2016)

It has been observed that there is a lack of study on aspects like an adaptation of digital technologies for farming, its impact on farmer identity, farmer skills, and farm work, creating the value chain, economics and management of farm production. The study finds out digital agriculture has various opportunities and many research areas which has further research potential. (Laurens Klerkxa Emma Jakkub Pierre Labarthe, 2019)

There is growing awareness of organic products and green farming. A study focusing on Bandung, farmers with a qualitative approach suggests how these farmers used social media and their social network to connect, supplier, end customer, and marketplace. Now they need government support to further elaborate on

the importance of a healthy lifestyle. Ira Dwi Mayangsari, A. F. (2013)

While discussing Indian terrain and digital marketing, it is interesting to find the research on scope opportunities and challenges, India has welcomed digital platform with 350 million people using it, 93.91% make their presence on the digital world through the mobile device. AI is introduced to increase efficiency. Digital marketing is a process that helps consumers to Connect to the product, Create their own requirements. Communicate, Collaborate with the brand. Mishra, C. K. (2020)

It is interesting to explore the study which is focused upon consumer awareness and sustainable consumption. A polish study focusing on this aspect reveals communication should focus on environmental, social, and economic benefits in producing and consuming organic food. The study shows marketers and decision-makers should come together and the focus should be opportunities

for employment and development of the rural area. Wojciechowska-Solis, J. (2020)

There are small farms and there could be less than 15 people working on a farm to produce organic produce. There is a study done in Ukrain focusing on this issue and the study points out when such a small number of people are involved with their personal social media then state government need to create a digital marketing platform for such a small number of small farms. (Iryna Novytska, 2021)

Organization can be notably benefited from social media marketing an integral element of social media marketing. (Abed et al., 2015a;Abed et al; 2015b, Abed et al.,2015b;Abed et al 2016, Dwivedi et al., 2015a;flex et al., 2017; Kapoor et al.,2016;

Chandan Kumar Mishra, Consumer expectation & need have formed a shape where consumer expectation are import and it become vital criteria for product selection several brands in market keep

working to evaluate the challenges and need of consumers to develop suitable product and finding market place to reach the right customer. The digital reform has paved a new market place on internet where everything and anything is available to explore. India is growing country and has number of customer are buying product through digital market.

Digitization has played a crucial role in the fast advancement of global economy. In developing markets digital market is one of the established and prominent platform. Therefore organized digitization play important role and therefore it has captured 75% to 80% share in total marketing as compared with developing economies where BTL marketing activities has a dominant share. The digitization is also enabling brand to remain, where current customer stays in Facebook, Twitter, YouTube & Instagram. Digitization is maintaining its impressive growth in all market.

The effect of digital and social media marketing can result in a no of positive & negative outcomes for organization. Social media marketing has a positive effect on customer (Honeyshe 2018) & also has purchase intention in the context of hotel (Alansari et al., 2018; Luxury fashion brands (Horro et al., 2018)and universities (wong et al, 2018) Digital and social media marketing can have a possitive effect on a companys brand. This can take the form of aspects such as brand meaning (Tarnovskaya & Biedenbach 2011) brand equity (Stojanavic et al., 2018) Mishra 2019) brand loyalty Sharahar at el., 2019) & Brand sustainability (Ahmd et al 2019)

Consumers behaviour has significantly change drastically due to technology and adoption of mobile , people from different groups different category of bottom of the pyramids are using mobile. The increasing us of social media and digital marketing has positively influenced consumer

attitude toward online shopping with increasing market share for e-commerce centric organisations. (Abou-Elghet, 2018; Alam et al., 2019; Komogrp, ps et al.2018)

Silvia Cachero Martinex.2020. Before the pandemic there was a perceive increase in collective environmental concern and sustainability. Pandemic 2019 has changed mindset of consumers. The health crisis could trigger the consumption of organic foods, produced through environmentally friendly agricultural methods which is not artificially altered. Paper talked about attitude, satisfaction, trust, word of mouth .intention towards product word of month intention toward organic products,

Trust is influenced by satisfaction and attitude.

Motivation for consumption is also influenced by a consumers cultural orientation (Belk et al, 2003: Nicholls et al., 2003) It is very important for marketers to understand the difference in

motivation that exist between individuals from different countries and the difference in their nature.

O'cass and Frosts (2002) define that status consumption as "the processes of gaining status of social prestige from the acquisition and consumption of goods that the individual and significant others perceived to be high in status.

H. R. Mujumdar, s. (2006) The Indian class behaviour and economic resources distributions are different from western society where as we can see consumption culture. But now this has changed and we can see significant change in Indian consumption habit. Therefore Indian is very status conscious society (Kakkar 1981) (Venkatesh and Swamy 1994) successful Indian would always like to display their affluence through ostentatious exihibition of the goods they own (singh 1982)

Motivation for consumption is also influenced by a consumers cultural orientation (Belk et al, 2003:

Nicholls et al., 2003) It is very important for marketers to understand the difference in motivation that exist between individuals from different countries and the difference in their nature.

Schiffman, L.G., & Kanuk, L.L.(2000) Consumer Behaviour. International, Inc.: Prentice Hall

Marketing myopia is also a new concept where trader can try and attract the customer.

Different types of digital marketing platforms.

Sr No	Types of digital marketing	Sr. No	Types of digital marketing
1	Social Media	8	Pay per click
2	Email Marketing	9	Viral Marketing
3	Content marketing	10	Display Advertising
4	Affiliate Marketing	11	Marketing Automation
5	Search Engine Optimization	12	Online advertising
6	Influence Marketing	13	B2B Digital Marketing
7	Search Engine Marketing	14	B2C Digital Marketing

How to check effectiveness of digital marketing is we can normally used quantitative or qualitative. Quantitative metrics may include “Sales Volume and Revenue increase/Decrease

while qualitative metrics will focused on Brand Awareness, health and image as well as relationship with the customers”.

Most of the time we see that customer do likes, share and while final increase/decrease in sales volume is clearly from final category. Correlation between these two is required here otherwise we can see the disappointing result at the end.

Goals of Businesses:

1. Increase customer base
2. Generate leads
3. Drive sales
4. Build awareness
5. Make money from your content
6. Establish through leadership
7. Educate customer
8. Customer source part of your product development
9. Reach internal communication

These are the basic goal of digital marketing.

Social Media Strategy

Identify your goals

Identify your target audience

Create a profile or brand

Find the social media that's right for your

Plan a time frame

Include search Engine

Optimization (SEO)

Measure progress toward goals.

Conclusion:

Company is providing job opportunities through digital marketing ,Companies are using different tools and therefore we can see how digital marketing is one of the important part of marketing. We can reach to potential customers all over the world.It is cost efficient tool which will definitely increase the profit of the company. It help for brand develop.

Digital marketing and Humanity concept Models

Authors propose a humanity framework models. Various facets of individuals enacting humanity are depicted in clouds (certain ones are at the forefront); the lower level (such as information seekers) shows dimensions which are more tied to consumption while the upper level ones (such as knowledge creators) are more tied to creation.

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Commodity Market: New Trend of Investment

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Abstract:

These days commodities also has great value and by trading trader are earning good amount because Government of India and NCDEX has provided a facility to buy a product at reasonable rate and sell a product at expected rate. In commodity market there are risk and return go hand in hand therefore analysis is most important part of commodity market. Knowing risk, pricing and perception are important factor.

Keyword: *Commodity Market, Return, Volatility, pricing, earning.*

Introduction:

Commodity market is an exchange where various commodities are traded. Most of the Commodity market across the world trade in agricultural products. Commodity market is also exchange base market. In addition to the spot transaction forward deals also take place in these markets. However they too happen on a delivery basis and hence are restricted to the participants in the spot markets.

Exchange markets are essential only derivative markets and are similar to equity derivatives in their working, i.e. everything is standardized and a person can purchase a contract

by paying only a percentage of the contract value. A person can also go short on these exchanges. Also even though there is a provision for delivery most of the contracts are squared off before expiry and are settled in cash. As a result one can see an active participation by people who are not associated with the commodity.

Market has strong support system where government, trader, testing company warehousing system, MCX Spot Market, Lending System are there who play an important role in trading.

Kang and Mahajan, (2006) Price risk in agriculture

result from the volatility of crop prices after its harvest. Farmer cannot judge how much cost he has to pay for labour, equipment, fertilizer and other work because it is difficult to judge the possible return given the volatility of crop price at the time of harvest.

Commodity trading of cotton started in 1875. Commodity derivative trading began in 1900. Turnover of MCX US\$ 6 to 8 billions MCX is in 800 cities, 12600 trading terminals. MCX COMDEX India's first & only composite future price index.

Aditya Singh in his paper titled "The Indian farmer, middlemen & the APMCs examined the Agricultural Marketing system in India. The author concludes that there was a large price spread (difference between the Price paid by farmer & price paid by consumers) which was due to various marketing costs and margins of the intermediaries. But by creating regulated marketing the price paid by farmers by licensed middlemen

for their produce could be monitored & thereby ensuring that they were not exploited.

Pradeep kumar Mishra & Anhani Sinha in their paper titled "Supply chain Management of Agricultural commodities through Electronic Spot Exchanges: provide an overview of Agricultural Marketing in India. E-spot Trading & the concept of National Electronic Spot Market .Author concludes by saying that the supply chain from farm to fork consists of multiple layers of intermediation mostly without any qualitative value addition. This makes the chain inefficient result into costlier food product to the consumers. It is high time to have a fresh look at the supply chain management with a view to improve marketing effectiveness & enhance farmer's price realization without increasing price paid by the consumers. Electronic Spot exchanges are a unique model to achieve efficiency in management of supply chain for Agriculture commodities.

Author has mentioned in his paper that this model should use by to 1000 of location across the country for making This presence felt in agriculture supply chain at a mass scale. It is possible if large no of corporate & buyers start using this exchange, which will stimulate the agriculture economy in general & farmer in particular.

Dr (Mrs) N.V. Kavitha & Mrs N. Suma Reddy (2015) in their paper titled “ A study on the commodity Derivatives Market & Development in India-Towards sustainability”. Author has analyzed issues related to Indian Commodity Derivative market & its present status. The authors concludes that by saying that the growth is found with respect to its growing market network & also with respect to volume of trade previously there were only exchange functioning on the regional level now market expand & functioning till national & international level.

D. Rejnus (2006) in the study titled “The present

significance of Commodity exchange Trading in the study entitled “The present significance of commodity exchange trading in the conditions of the current world economies the rationale behind the bar finding says that commodity posses some qualities that financial instruments do not having resistance to inflation. In this paper author has mentioned that commodity trading will extend not only through growing share but also during increase number of commodity tradable on exchange.

Size of the commodities market grows many folds here on commodity related and dependent Industries constitute about 58%. Market share of MCX is 84.04% (FY 2014-15). MCX has 486,770 Trading terminals & total 2000 members are working with them. Currently the various commodities across the country clock on annual turnover of Rs 1,40,000 corer (Rs 140 billion) with the introduction of future trading of the size market grow

many fold hereon. Commodity future play important role in commodity market. It shares important the risk and pool the information from market. The market mediates between buyers and seller of the commodity & facilitates decisions related to storage & consumption of commodities.

There are three options:

The national Commodity & Derivative Exchanges (NCDEX)

1. The multi Commodity of Exchange of India.
2. The National Multi commodity Exchange of India

All three are electronic trading & settlement system & a national presence.

MCX.com (2015) Kotak Mahindra Bank Ltd acquired 15% equity stake in company. MCXs highest daily turnover is 1,19,941 crores achieved of April 15 2013 since inception.

It is world's 3rd largest commodity futures exchange in terms of number of contracts traded in 2012. It became India's first listed exchange on

March 2012. It is first exchange to report its first sustainability performance since FY 2009-10. Commodity future services are provided by Refeo Sify securities SSk (Sharekhan) & ICICI Commtrade (ICICI direct) ISj comdesk ISj securities) & Sunidhi Consultancy are already offering commodity future services you can also get a list of more members from the respective exchange & decide upon the broker you want to choose from you can have an amount as low Rs 5000 Here you need money for margin payable upfront to exchange through broker, margin can be 5-10 % of the value of commodity contract while you can start off trading at Rs 5000 with ISJ comm.. trade other broker like ICICI direct have 0.05 as broking Pune based broker charge 0.05 % as broking charges plus taxes. For trading in bullion that is in gold & silver. Minimum amount is Rs 650 for Rs 950.

For current price of approximately Rs 6500 for gold

for one trading unit (10 gm) & about Rs 9500 for silver (one kg). Here Agriculture trading is different for agriculture trading required Rs 5000 to start trading but price & lots are different for different commodities.

Chen & Firth 2004 checked the relationship between return & trading volume of four commodity futures in China they found that there is no correlation between volume & return but signifies the causality from trading volume & return via verse, they found correlation between absolute return & trading volume.

Research Methodology:

The research follows the descriptive method of research. The descriptive studies, in contrast to exploratory, relate to more formalized studies typically structured with clearly stated hypothesis or investigative questions. Secondary data have been used. Data is to be collected from different traders.

Objectives:

1. To study the commodity market and its development.
2. To study the volume of the market and its development.
3. To understand the benefits to other stakeholders which market is more preferable?

Price Risk Arises due to number of factors:

1. Uncertain output: Unlike other sectors, where producer can estimate the output as per input whereas farmer can do that because there is uncertainty of lack or excess rainfall, pest attacks and disease.
2. Inelastic supply and income inelastic demand for agricultural products (Sekhar, 2004): Cost for land and labour are fixed and prevent the farmer from adapting quickly to the economic environment. This coupled with an income inelastic demand from some agricultural produce result in a high fluctuation of prices.
3. Nature and agricultural planning process where production decisions for most farm products are

made in advance of the time the product is marketed (Starleaf, 1982) these decisions are based on prior demand and performance. However, the difference in the case of agricultural activity is the significant time lag between investments made and returns received.

4. Governments policies and Interventions: Additionally, the government trade policies, along with the procurement, distribution, and agenda of building buffer stocks has an impact on prices (Chand, 2003) Subsidized price at which the government offers to buy paddy.

Will Hedging reduce risk?

Vivek Rajvansh (2015) he explained about the challenges of future market, he has explained that the inception of commodity market & growth of commodity market. In commodity market future market dominate the spot market. Inefficiency also lead to increase the risk in the market

which can be controlled by use of heading of commodity future result suggest that commodity futures provide transparent price discovery for the traded commodity.

Jumah et al (1999) Evaluating commodity market efficiency is co integration of appropriate author has studied spot and lagged future rates. He has mentioned that spot & lagged future rates correctly for the UK Wheat future contract traded at LDFFE Bi Variate analysis shows that spot and lagged future rates are co integrated with the vector a necessary condition for market efficiency

Author has mentioned that a symptomic theory in a Variate VECM estimation the spot rate lagged future domestic interest rate as shown to be cointegrated with our vector “cointegration paradox is explained by investigating the relative magnitude of the forecast error and the domestic interest rate.

Carl & His POT measuring risk in commodity market. In present study author has focused on four

commodity namely west Texas intermediate crude oil, natural Gas , gold & corn for period of 2001-20017. Author has used Extreme Value Theory with a set of conditional Auto Regressive Log (CARL) model to predict risk measure for the futures return series of the considered commodities . Here author has used peal-Over Threshold (POT) method combined with indicator & absolute value. Carl models in order to predict the probability of tail events & value at risk & expected short fall risk measure for the selected commodities.

Price volatility of Castor Seed:

Price movement become clearer. Volatility where planting and sowing season lasts from July to October and harvest from Oct to April. NCDEX spot price data for castor seeds highlight that prices tends to firm up during the planting period and eases down during the harvesting period. Prices also tend to show inter – seasonal variation of almost Rs

200 to Rs 350 per quintal (MCX India, Commodity Brief)

Other than this in year 2012 we can see that prices saw a steep decline due to oversupply (Commodity online, 2012) over the last 4 years, prices have risen sharply in July/August (sowing season), by over 8% in each year. In the year 2012, the seasonal variation was about Rs 230 per 20 kilo gram which translates into Rs 862.5 per bag of castor seeds. This translates into an annualized difference of 72.9% considering the farmer sowed in June 2010 and harvested/sold the product in February 2011.

This price volatility drives demand for hedging, whether it is done via financial instruments, such as futures contracts or options, or through physical instruments, such as inventories.

Benefits of the Market

1. Benefits to Farmers:

Farmers and growers and trader also benefit through the price signals emitted by the futures markets even though they may not directly participate in the

futures market. The futures markets, through advance price discovery lead to a shift in sale-purchase patterns during harvest and lean seasons 2 and thereby facilitate reduction in the amplitude of seasonal price variation and help the farmer realize somewhat better price at the time of harvest. These price signals help the farmer in planning his cultivation in advance as well as to determine the kind of crop which he should prefer to raise. Here farmer will get an idea about the price. These signals also help him in fine tuning his marketing strategy after the harvest. Empowered with the price information, the farmer is able to avoid excess sale immediately after the harvest and is also able to bargain for better prices from trade in the mandi.

3. Benefits to other stakeholders:

There are other stakeholders like traders , hedgers , speculators and even manufacturer can hedge the risk and therefore farmer /growers

can get good price. So farmer get price which is more as compared to market. Future Market is have been giving good amount to farmers. Risk is also not there and The manufacturer can hedge their requirement of raw material as their finish product.

4. Suitability of commodity for future trading:

In this market demand and supply both should be at large order. The product or commodity must be standardized.

The commodity should be flow freely in the market and there should not be any kind of restraints either from government or private agency.

The commodity should be capable of storage over reasonable period of time.

There should be some degree of uncertainty either regarding the supply or the consumption or regarding both supply and consumption.

5. Collaboration with International Regulators:

FMC is associated with IOSCO International Organization of

Security and Commodity Market Regulator. FMC also signed Memorandum with United State Commodity Futures Trading Commission and China Security Regulatory Commission in January 2010.

6. Developmental Initiative taken by Forward Markets Commission:

As we know these particular markets are broad based and its benefits reach all the stakeholders of the commodity market.

Table: 1.1 Value in Rs and percent share of the Commodity Exchange to the total value of trade during the year 2012-13

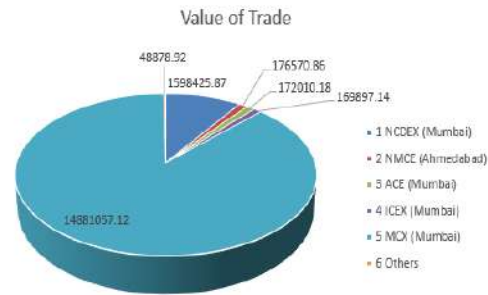
Sr . No.	Name of the Exchange	Value of Trade	%
1	NCDEX (Mumbai)	1598425.87	10%
2	NMCE (Ahmada bad)	176570.86	1%
3	ACE (Mumbai)	172010.18	1%

4	ICEX (Mumbai)	169897.14	1%
5	MCX (Mumbai)	1488105.712	87%
6	Others	48878.92	0.01%

Source: MCX

From the above table we can see that MCX Mumbai has highest share of trade it is 87% second market who have second highest market share is NCDEX. Value of MCX market is 148,81,05,712.

1.1 Value of Trade



Source : Own source

Source: Forward Market Commission, Ministry of Consumer Affairs, Forward & Public

Distribution, Department of Consumer Affairs, Annual Report 2012-13.

Table 1.2 Value of Trade in Commodities in India (2010-2013) (Rupees Lakh Crores)

Commodity Groups	2010-11	2011-12	2012-13
Bullion & Other Metals	81.82	630.79	111.2273
Agriculture	14.56	21.96	21.557
Energy	23.11	28.51	37.68409
Other	0	0	70.4684
Total	119.49	181.26	70.4684

Source: Forward Market Commission Annual Report. From the above figure we can see that Value of trade as per commodity Bullion and Metals has huge trading in commodity market,

Table 1.5 Economic Survey Global Commodity Derivative

& Future & Option (Rs in Crore)

Commodities	2009	2010	2011	2012
Agriculture	927,693,001	130,5384,722	996,837,283	137,0531,588

Above table shows the volume of commodity market derivative and future option market capture by agriculture commodities.

Reason to invest in Commodity Market :

Table 1.6 Reason to invest in Commodity Market

Reasons	%
Risk	20%
Return	19%
Liquidity	16%
Tax Rebate	15%
Marketability	16%
Tenure	14%

Own Source: Figure: 1.2 Preference for the investment:

Interpretation:

From the above criteria investor says that though they know there

is risk 20% investor invest in commodity market because high risk high return. 19% investor says they invest for return. 16% investor says that they invest in commodity because of liquidity. 15% investor say that they invest because they get Tax rebate. 16% investor says that they invest for marketability. 14% investor says that they invest for tenure.

Conclusion:

We found that farmer get much advantages since commodity market has started, commodity market farmers are getting proper price for their commodities. From the above figure we can see that Value of trade as per commodity Bullion and Metals has huge trading in commodity market, and commodities are second largest commodity which is traded through this market. We have also found that due to different benefit investor are invest in commodity market. Therefore we can conclude that though risk is there this particular market it beneficial for farmer, trader and investors.

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Ahuja N. L. (2006), “Commodity Derivatives Market in India: Development, Regulation, and Future Prospects”, IRJFE, Euro Journals Publishing, issue 2.



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AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA



TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that **Dr./Mr./Ms./Mrs.**..... **Dr. Ujjwala Tathe**, Associate Professor
of..... **Mahila College, Karad**..... has participated in Two Day
National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool
for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,
Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a
Chairperson for the Parallel Paper Reading Session at the conference on 3rd August, 2021.

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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This is to certify that **Dr./Mr./Ms./Mrs.** Dr. Joshi Abhijit Govindrao

of Sambhajirao Kendre Mahavidyalaya Jalkot Dist Latur has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled EXERCISE PATTERNS AND TYPES, REVISION, EXERCISE ASSESSMENT TOOLS

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Anil Nivrutti Dadas

of Dahiwadi College Dahiwadi has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled A TEXTBOOK: AN INDISPENSABLE TOOL IN TL PROCESS

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA



TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Ms. Mrs. Anu Filda Varghese

of *Carmel College*..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **IMPACT OF IMPLEMENTING SOCIAL VALUES IN TEXT BOOK**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that **Dr./Mr./Ms./Mrs.**.....

Ms. Bandana Sapam

of **Manipur University**.....

has participated in Two Day

National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool**

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the

paper entitled **LEARNER'S ATTITUDES TOWARDS THE LITERARY TEXTS USED IN AECC: A CASE STUDY ON DMU UNDERGRADUATE STUDENTS**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. CHINGTHAM DIANA DEVI

of *Manipur University*.....

has participated in Two Day

National Online Conference on *Place of Textbook in English Language Teaching in India: A Dependable Tool*

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on *2nd & 3rd August 2021*. She/ He presented the

paper entitled *A CRITICAL ANALYSIS OF THE PRESCRIBED ENGLISH TEXTBOOKS FOR HIGHER SECONDARY STUDENTS IN MANIPUR*

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA



TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that **Dr./Mr./Ms./Mrs. Dr. Anil N. Dadas**, Associate Professor and Head of **Dahiwadi College, Dahiwadi** has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a Chairperson for the Parallel Paper Reading Session at the conference on 3rd August, 2021.

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*..... **Dr. G.D. Ingale**, Associate Professor

of..... **Devchand College, Arjunnagar, Nipani**..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a Chairperson for the Parallel Paper Reading Session at the conference on 3rd August, 2021.

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. J.A. Mhetre, Principal.....

of Mohanrao Patangrao Patil College, Borgaon has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a Chairperson for the Parallel Paper Reading Session at the conference on 3rd August, 2021.

Dr. Sarangpani Shinde
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Dr. Dnyandeo Kale
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This is to certify that **Dr./Mr./Ms./Mrs. Dr. Rajendra R. Thorat**, Associate Professor & Head of **Venutai Chavan College, Karad** has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a Chairperson for the Parallel Paper Reading Session at the conference on 3rd August, 2021.

Dr. Sarangpani Shinde
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This is to certify that **Dr./Mr./Ms./Mrs.**..... **Dr. Sanjay G. Dixit**, Associate Professor
of..... **Mudhoji College, Phaltan**..... has participated in Two Day
National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool
for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,
Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a
Chairperson for the Parallel Paper Reading Session at the conference on 3rd August, 2021.

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
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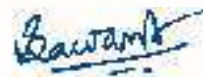
This is to certify that **Dr./Mr./Ms./Mrs.**..... **Dr. Satish Ghatage**, Professor
of..... **Sahakarmaharshi Bapuji Salunkhe College, Karad**..... has participated in Two Day
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Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He worked as a
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Dr. Sarangpani Shinde
Convener



Dr. Dnyandeo Kale
Head



Dr. Sunil Sawant
President, Satara Chapter



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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Ganesh V. Jadhav

of *Dhananjayrao Gadgil College of Commerce, Satara* has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **CREATION OF TEXTBOOK OF ENGLISH FOR BUSINESS COMMUNICATION AND MARKETING UNDER AUTONOMY**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*..... **Dr. Ghotekar Somnath Jairam**
of **MVP Samaj's Arts, Science and Commerce College, Ozar (Mig), Dist. Nashik M.S.**..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **THE ROLE OF TEXTBOOK FOR DEVELOPING GRAMMAR AND VOCABULARY IN EFL CLASSROOMS**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Ms. Hima Harry

of Carmel College, Mala has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled THE PRESENTATIONS OF LANGUAGE SKILLS AND COMMUNICATIONS IN NCERT ENGLISH TEXT BOOK, MARIGOLD IN ELEMENTARY EDUCATION

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. IRUM ALVI

of **RAJASTHAN TECHNICAL UNIVERSITY, KOTA**..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **STUDENTS' RECEPTION OF ELECTRONICS TEXT BOOK TECHNOLOGIES IN INDIA- AN EMPIRICAL STUDY**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
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This is to certify that **Dr./Mr./Ms./Mrs.**.....

Mrs. K Sunitha.....

of **EFLU**..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **USING YOUTUBE VIDEOS AS SUPPLEMENTARY MATERIAL FOR TEACHING ENGLISH LANGUAGE IN ESL CLASSROOMS OF ENGINEERING**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Kamlakar Gavane.....

of Maharashtra Udayagiri Mahavidyalaya Udgir Dist Latur Maharashtra..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **RELEVANCE OF TEXTBOOKS IN ENGLISH LANGUAGE CLASSROOM IN INDIA: AS A LEARNING TOOL**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Ms. Laishram Asholia Devi

of *Manipur University*.....

has participated in Two Day

National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool**

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the

paper entitled **IMPLEMENTATION OF TEXTBOOKS AND WASHBACK EFFECT ON THE SPEAKING SKILLS OF SECONDARY SCHOOL STUDENTS OF CBSE**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Leena Jadhav

of *College of Engineering Pune* has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **HOW TO PREPARE A LESSON PLAN IN THE ABSENCE OF A STANDARD TEXTBOOK IN LANGUAGE CLASSROOM**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mr. M M Sohil

of Govt High School Bohardar Ramsu Ramban J&K has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **ISSUES OF TEXTBOOKS DESIGN AND TEACHING LEARNING PROCESS IN RURAL MULTILINGUAL AREAS**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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Principal



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TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mrs. Manisha Yuvraj Chavan

of *Vidya pratishthan's English medium school Baramati*..... has participated in Two Day National Online Conference on *Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer* organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on *2nd & 3rd August 2021*. She/ He presented the paper entitled *TEXTBOOK – A TOOL TO INCULCATE SOCIAL VALUES*

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that **Dr./Mr./Ms./Mrs.** *Dr. Manisha Ghatage*

of Department of English, SNTD Women's University, Mumbai has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **SYLLABUS DESIGN AND CURRICULUM DEVELOPMENT CONCERNING - INCLUSION OF GENDER SPECIFIC CONTENT**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Mrinalini Ghatage

of *SNDT Arts and Commerce College for Women, Pune*..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **CLASSROOM ADAPTATION AND MODIFICATION OF TEXTBOOK: CHALLENGES FACED BY THE SLA TEACHERS**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
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CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mrs. Priyanka Kadam

of *Sardar Babasaheb Mane Mahavidyala, Rahimatpur.*..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **THEMATIC ANALYSIS & SKILL DEVELOPMENT OF COMMUNICATION SKILLS UNITS & COMPREHENSION UNITS OF B.COM 1**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



Two Day National Online Conference

on

**Place of Textbook in English Language Teaching in India:
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AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA



TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

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This is to certify that **Dr./Mr./Ms./Mrs.** *Mrs. Priyanka Abhijit Ozarde*

of *Vidya Pratishthan's English Medium School CBSE Baramati.* has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **ROLE OF TEXTBOOK IN ENGLISH LANGUAGE - "AN OPTIMUM RESOURCE OR AN OBSTACLE TOOL"**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Rameshwar Rathod

of L.B.S.College,Satara has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **THE DE-COMPOSITION OF WRITING IN A PASSAGE TO INDIA**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Kamble Sachin Gundurao

of *Dadasaheb Jotiram Godse Arts Commerce Science College Vaduj*.....

has participated in Two Day

National Online Conference on *Place of Textbook in English Language Teaching in India: A Dependable Tool*

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on *2nd & 3rd August 2021*. She/ He presented the

paper entitled

DALIT AND TEACHING OF DALIT LITERATURE

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.* **Mrs. Sadhna Shrinivas Hulyalkar**

of **Vidya Pratishthan English Medium School CBSE Vidyanagari Baramati** has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **MODIFICATION OF MATHEMATICS TEXTBOOK FOR THE ENGLISH MEDIUM LEARNERS**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Sakina Murtuza Lakdawala

of *Vidya Pratishthan's English Medium School, Vidyanagari, Baramati, Pune, Maharashtra, India.* has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **PLACE OF TEXTBOOK IN ENGLISH TEACHING IN INDIA: A DEPENDABLE TOOL OF KNOWLEDGE TRANSFER**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that Dr./Mr./Ms./Mrs. Other Sakina Murtuza Lakdawala
of Vidya Pratishthan's English Medium School, Vidyanagari, Baramati, Pune, Maharashtra, India. has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **PLACE OF TEXTBOOK IN ENGLISH TEACHING IN INDIA: A DEPENDABLE TOOL OF KNOWLEDGE TRANSFER**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Satish Govind Saykar

of *D. P. Bhosale College, Koregaon* has participated in Two Day National Online Conference on *Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer* organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on *2nd & 3rd August 2021*. She/ He presented the paper entitled *THE LOOPHOLES IN SYLLABUS DESIGN AND TEXTBOOK PRODUCTION*

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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A Dependable Tool of Knowledge Transfer**

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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mrs. Savita Vikramsinh Chavan

of *Vidya Pratishthan's English Medium School Vidyanagari, Baramati.*

has participated in Two Day

*National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool***

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

*Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021.** She/ He presented the*

*paper entitled **QUESTIONING AS A TOOL OF ASSESSMENT IN KNOWLEDGE CONSTRUCTION FOR VII STANDARD STUDENTS IN THE ENGLISH SUBJECT***

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mr. Shahnawaz Rasool

of *Barkatulla University, Bhopal*

..... has participated in Two Day

National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool**

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the

paper entitled

CHOICE OF CONTRIBUTORS TO WRITE A TEXTBOOK

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Sheetal Vinayakrav Gunjate

of *MDM College, Aurad Sha. Dist. Latur*.....

has participated in Two Day

National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool**

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the

paper entitled **RELEVANCE OF TEXTBOOKS IN ENGLISH LANGUAGE CLASSROOM IN INDIA: AS A LEARNING TOOL**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA



TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mr. SHOWKAT HUSSAIN WANI

of **Barkatullah University Bhopal Madhya Pradesh** has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **SYLLABUS DESIGN AND MODIFICATION TO SUIT TEXT PRODUCTION**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Shruti Tripathi

of Regional Institute of Education, NCERT, Bhopal has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled THE ENGLISH TEXTBOOK IN THE INDIAN CLASSROOM: THE CONSTRUCTIVIST FRAMEWORK OF LOOKING BEYOND THE TEXT

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mr. SURENDRA SINGH JADAUN

of **GLA University, Mathura**.....

has participated in Two Day

National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool**

for Knowledge Transfer organised by Department of English, Amdar Shashikant Shinde Mahavidyalay,

Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the

paper entitled **TEACHING OF ENGLISH LANGUAGE THROUGH RUTH PRAWAR JHABVALA'S SHORT FICTION**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

CERTIFICATE

This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Ujwala Vijay Patil

of Dr.Patangrao Kadam Mahavidyalay Ramanandnagar Burli..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **VOCABULARY DEVELOPMENT IN ESL CLASS THROUGH TEXT BOOK: AN ACTION RESEARCH APPROACH**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. V. MADHU

of **Justice Basheer Ahmed Sayeed College for women**..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **SOCIAL RESPONSIBILITY IN SYLLABUS FRAMING**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Ms. Vaishali Dengale

of *Vidya Pratishthan's English Medium School, Baramati* has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled *Analysis of Poems of CBSE 9TH std*

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
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2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Dr. Vijay Nagnath Mhamane

of **Mauli Mahavidyalaya Wadala**..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **APPROACHES TO SYLLABUS DESIGN OF ENGLISH AS SECOND/FOREIGN LANGUAGE**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

Dr. Pramod Ghatage
Principal



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TAL- JAWALI, DIST- SATARA 415012 (MH-INDIA)

2nd and 3rd August, 2021

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This is to certify that *Dr./Mr./Ms./Mrs.*.....

Mrs. Prof Vijaya Hake

of *Vishwakarma University*..... has participated in Two Day National Online Conference on **Place of Textbook in English Language Teaching in India: A Dependable Tool for Knowledge Transfer** organised by Department of English, Amdar Shashikant Shinde Mahavidyalay, Medha in collaboration with Satara Chapter of ELT@I, on **2nd & 3rd August 2021**. She/ He presented the paper entitled **SYLLABUS DESIGN & MODIFICATION TO SUIT TEXTBOOK PRODUCTION**

Dr. Sarangpani Shinde
Convener

Dr. Dnyandeo Kale
Head

Dr. Sunil Sawant
President, Satara Chapter

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Invoice Number	KS/2122/006	PO Number	KS/PI/21022/004
Date	28-10-2021	PO Date	22-10-2021
		Project Name	

Name	Aamdar Shashikant Shinde Mahavidyalay
Contact Person	
Email	accmedha@gmail.com
Address	Satara-Medha-Mahabaleshwar Rd Medha MAHARASHTRA INDIA
GSTIN	

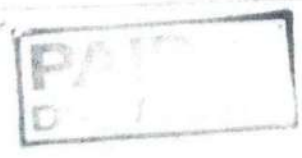
Name	Aamdar Shashikant Shinde Mahavidyalay
Contact Person	
Email	accmedha@gmail.com
Address	Satara-Medha-Mahabaleshwar Rd Medha MAHARASHTRA INDIA
GSTIN	

Sr No	Description	HSN Code	Quantity	UOM	Rate	Amount	Discount	Taxable Value	CGST		SGST		Total Amount	
									Rate	Amount	Rate	Amount		
1	Mobile app in college name	937331	1	1	5000	5000	0	5000	9%	450	9%	450	5900	
2	KidnSchool app	997331	1	1	50000	50000	0	50000	9%	4500	9%	4500	59000	
Total Amount (Rs.)										55000		4950	4950	64900

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Base Amount (Rs.)	55000
Discount (Rs.)	0
Sub Total (Rs.)	55000
Total Taxes (Rs.)	9900
Payable Amount (Rs.)	64900

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उद्यमेन हि सिध्यन्ति कार्याणि न मनोसुतैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.:

Date: / /

Our institute encourage the faculty members to pursue Ph.D. degree. Following assistant professor have registered for Ph. D. in this NAAC assessment period.

Sr. No.	Name of Assistant Professor	Subject	Registration Year	Name of guide	Name of University in which Registered for Ph. D.
1	Shri. Kemdarne S. G.	Chemistry	Oct. 2018	Dr. Sartape A. S.	Shivaji University, Kolhapur
2	Shri. Patil P. D.	Physics	Nov. 2021	Dr. Kulkarni S. N.	Shivaji University, Kolhapur
3	Shri. Chavan P. R.	Physical Education	Nov. 2017	Dr. Mane B. V.	S.R.T.M. U. Nanded
4	Shri. Jawal P. B.	English	Oct. 2021	Dr. Gharge S. S.	Shivaji University, Kolhapur
5	Smt. Deshmukh D. V.	Microbiology	April 2018	Dr. Deshmukh H. V.	Shivaji University, Kolhapur
6	Shri. Desai A. A.	Commerce	Jan. 2018	Dr. Shinde U. R.	Shivaji University, Kolhapur




Dr. Ghatage P. R.
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

SHIVAJI UNIVERSITY
DEPARTMENT OF MICROBIOLOGY



Tel- 0231 2609326
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E-mail: kds_biochem@unishivaji.ac.in

Prof. (Dr.) K. D. Sonawane
Professor and Coordinator
Vidyanagar, Kolhapur - 416 004.
Maharashtra, India

Ref.No.-Ph.D./17-18/465

Date: 05-04-2018

To,
Ms. Deshmukh Dhanashri Vinayak
Shri Sadaguru Nivas, Plot No. 19,
Sr. No. 187/1, Divyanagari
A/P Ambedare, Satara - 415002.



Subject : Provisional admission to Ph.D. (2017-2018).

Sir/Madam,

With reference to above, I am directed to inform that you have been provisionally admitted to the Ph.D. program in **Microbiology**. The Departmental Research Committee has assigned **Dr. H. V. Deshmukh** as your Research Supervisor.

This provisional admission letter is issued to you after receiving final approval from eligibility section and subject to compliance of necessary documents and remission of fee. You are hereby informed to pay fee of Rs. 1000/- (Provisional registration fee Rs. 500/- & Library deposit of Rs. 500/-) and submit eight copies of synopsis through the Research Supervisor to the undersigned within one month from the date of issue of this letter.

Final registration letter will be issued to you by the BUTR Section after the approval to your research synopsis by Research and Recognition committee.

I look forward to your immediate response, in view of the above.

Thanking you,

Yours faithfully,

Head and Chairperson,
Departmental Research Committee,
Department of Microbiology,
Shivaji University Kolhapur.
Co-ordinator
Department of Microbiology,
Shivaji University, Kolhapur

Copy f.w.es.to:-

- Research Supervisor, **Dr. H. V. Deshmukh**, Dept. of Microbiology, YCIS, Satara
- Dy. Registrar, PGBUTR Section, Shivaji University, Kolhapur.
- University Librarian, Barr. Balasaheb Khardekar Library, Shivaji University, Kolhapur.



NAAC 'A' Grade

SHIVAJI UNIVERSITY, KOLHAPUR-416 004. MAHARASHTRA
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FAX +91-0231-2691533 & 2692333 website: www.unishivaji.ac.in
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फॅक्स : +९१-०२३१-२६९१५३३ व २६९२३३३. e-mail

Ref.No. SU/PG/BUTR/Ph.D/4313

Date 25 APR 2019

To,
Smt.Dhanashree V. Deshmukh
Dept of Microbiology,
Shivaji University, Kolhapur.

Sub: Confirmation of admission to Ph.D. Degree Course.

Sir / Madam,

I am directed to inform you that you are hereby admitted to Ph.D. degree programme in Microbiology under the Faculty of Science & Technology w.e.f. 01/07/2017 under the guidance of Dr.H.V.Deshmukh on following conditions.

- 1 You will have to remit the yearly fee as mentioned below from the date of admission.
- 2 You will be imposed with the fine as per university rules, in case of your failure to remit prescribed fee in month of July, every year...

Sr. No.	Particulars	Regular Students & DRF	Forn JRF/UGC Teacher Fellow/Full Time Teacher at Jr./Sr.College,, Laboratory, Private & Govt.Organisation Employed Persons
i)	Tuition Fee	Rs. 6734	Rs.6736
ii)	Library Fee	Rs. 887	Rs. 1771
iii)	internet fees	Rs. 1771	Rs. 1771
iv)	Lab. Fees (Sci & Engg)	Rs. 2660	Rs.5314
v]	Lab. Development Fee	Rs. 1771	Rs.1771
vi]	Medical Charges	Rs. 177	Rs. 177
	Total	Rs. 14000	Rs.17540

Successful completion of M. Phil course / M.Phil. Theory course work / pre Ph.D. theory course work shall be pre-requisite for the submission of thesis as per R.R.D. 14. If you fail to pay the above fee from the date of receipt of this letter, your admission will be automatically cancelled.

Yours faithfully,

Dy. Registrar

Copy to:

- 1 The Head, Department of Microbiology Shivaji University, Kolhapur
- 2 Dr.H.V.Deshmukh (Guide), YC Institute of Science,Satara.
- 3 The Librarian, Barr.Balasaheb Khardekar Knowledge Research Center, Shivaji University, Kolhapur.

STUDIES ON BIOSURFACTANT MEDIATED COPPER AND SILVER NANOPARTICLES AND THEIR ROLE TO CONTROL BACTERIAL PLANT PATHOGENS



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SHIVAJI UNIVERSITY, KOLHAPUR - 416 004. MAHARASHTRA
PHONE : EPABX-2609000 PGBUTR - 2609139
FAX +91-0231-2691533 & 2692333 website: www.unishivaji.ac.in

शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र

दुरध्वनी (इंजीनियरिंग) २६०९००० पी.जी.बी.यु.टी.आर. २६०९१३९ फॅक्स : +९१-०२३१-२६९१५३३ व २६९२३३३. e-mail : pgbutr@unishivaji.ac.in

Estd : 1962
AC 'A' Grade

b. S.U./P.G.B.U.T.R./ Ph.D.-1920/5/7272

Date : 30 OCT 2021

Jawal Prakash Baburao
Jawalwadi
Medha
Jawali, Dist Satara

Sub : Confirmation of admission to Ph.D. Degree Course.

/ Madam,

I am directed to inform you that you are hereby admitted to Ph.D. degree programme in English in the faculty of **Humanities**, w.e.f. **1-Jan-2020** under the guidance of **Dr. Sunita Sarge**, **Chh. Shivaji College (Auto), Satara** on the following conditions.

- You will have to remit the yearly fee as mentioned below from the date of admission.
- If you fail to pay the fees in month of **July** of every year the fine will be imposed as per University rules.

Sr.No.	Particulars	Regular Students	JRF/UGC Teacher Fellow/Full Time Teacher at Jr./Sr.College,, Laboratory, Private & Govt. Organisation Employed Persons
i)	Ph.D. Annual Fee	Rs. 7405/-	Rs. 7405/-
ii)	Library Fee	Rs. 976/-	Rs. 1948/-
iii)	Internet fees	Rs. 1948/-	Rs. 1948/-
iv)	Medical Charges	Rs. 195/-	Rs. 195/-
	Total	Rs. 10524/-	Rs. 11496/-

Successful completion of M. Phil course / M.Phil. Theory course work / pre Ph.D. theory course work shall be pre-requisite for the submission of thesis as per R.R.D. 14. If you fail to pay the above fee within one month from the date of receipt of this letter, your admission will be automatically cancelled.

Yours faithfully,

Dy. Registrar



Notice : This office earlier letter No.SU.PGBUTR/PhD-1920/5/1472 Dated 6-Apr-2021 stand cancelled

- Copy to:
- The Head, Department of English, Shivaji University, Kolhapur
 - Dr. Sunita S. Gharoo, Chh. Shivaji College (Auto), Satara

Ref No: NI K Ph.D. 2018-19

Date 20/10/2018

Kemdhane Sunil Gangaram.

Subject: Provisional admission to Ph.D. (2018-19)

Sir Madam,

With reference to above, I am directed to inform that you have been provisionally admitted to the Ph.D. programme in ph.D. Chem. The Departmental Research Committee has assigned Prof. Dr. A.S. Sartape as your Research Supervisor.

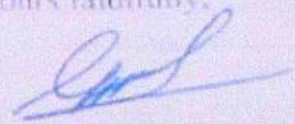
This provisional admission letter is issued do you after receiving final approval from eligibility section and subject to compliance of necessary documents and remission of fee. You are hereby informed to pay fee of Rs. 1000/- [Provisional registration fee Rs. 500/- & Library deposit of Rs. 500/-] and submit eight copies of synopsis through the Research Supervisor to the undersigned within one month from the date of issue of this letter.

Final registration letter will be issued to you by the BUTR Section after the approval to your research synopsis by Research and Recognition Committee.

I look forward to your immediate response in view of the above.

Thanking You

Yours faithfully,



Head & Chairperson,
Department Research Committee,
Department of Chemistry
Shivaji University, Kolhapur.
Professor and Head,
Department of Chemistry
Shivaji University, Kolhapur-416004.

Copy (w.c.s) to :-

- 1. Research Supervisor Dr. A. S. Sartape
- 2. Dy. Registrar, PGBUTR Section, Shivaji University, Kolhapur.
- 3. The Director, Barr. Balasahib Khardelar Knowledge Resource Centre, Shivaji University Kolhapur



Ref.No.: S.U./P.G.B.U.T.R./Ph.D./४१०७

Date: 21 AUG 2019

To,
Shri. Sunil Gangaram Kemdarne,
Department of Chemistry,
Balwant College, Vita,
Tal. Khanapur, Dist. Sangli.

Sub: Confirmation of admission to Ph.D. Degree Course.

Sir/Madam,

With reference to your application I am directed to inform you that you are hereby admitted to Ph.D. degree programme in Chemistry in the Faculty of Science & Technology w.e.f. 1/7/2018 under the guidance of Dr. A. S. Sartape on the following conditions.

- i. You will have to pay the yearly fees as mentioned below from the date of admission.
- ii. If you fail to pay the fees in month of July of every year the fine will be imposed as per University rules.

Sr. No.	Particular	Regular Students & DRF	Form JRF/UGC Teacher Fellow/Full Time Teacher at Jr./Sr. College, Laboratory, Private & Govt. Organisation Employed Persons
i)	Tution Fee	7405	7405
ii)	Library Fees	976	1948
iii)	Internet Fees	1948	1948
iv)	Lab Fees (Sci & Engg.)	2926	5845
v)	Lab. Dev. Fees	1948	1948
vi)	Medical Charges	195	195
Total Fees		15398	19289

Successful completion of M.Phil. Course/M.Phil theory course work / pre Ph.D. theory course work shall be pre-requisite for the submission of thesis as per R.R.D.14. If you fail to pay the above fees within one month from the receipt of this letter, your admission will be automatically cancelled.

Yours faithfully,



Dy. Registrar



Copy to:

1. Dr. A. S. Sartape, Balwant College, Vita.
 2. The Director, Barr. Balasaheb Khardekar knowledge Resource Centre, Shivaji University, Kolhapur.
 3. The Head, Department of Chemistry, Shivaji University, Kolhapur.
- Ps. The Approved title of your proposed research work is,

SYNTHESIS OF CARBON MATERIALS BASED ON AGRICULTURAL WASTE FOR WATER REMEDIATION



SHIVAJI UNIVERSITY, KOLHAPUR – 416 004 MAHARASHTRA

Phone : EPABX-2609000 PGBUTR-0231-2609139/2609296

Fax : 0091-231-2693294 website : www.unishivaji.ac.in

शिवाजी विद्यापीठ, कोल्हापूर ४१६ ००४, महाराष्ट्र

दूरध्वनी: (ईपीएबीएक्स)२६०९०० पी जी यू टी आर - ०२३१-२६०९१३९/२६०९२९६

फॅक्स : ००९१-२३१- २६९३२९४ E-Mail : pgbutr@unishivaji.ac.in

Ref.No. : S.U./P.G.B.U.T.R./Ph.D./927501

Date : 29 NOV 2021

To,

Shri. Patil Pandurang Dattatray,
A/P Mudal, Tal. Budargad,
Dist. Kolhapur. 416 208

Sub : Confirmation of admission to Ph.D. Degree Course.

Sir/Madam,

With reference to your application I am directed to inform you that you are hereby admitted to Ph.D. degree programme in **Physies** in the **Faculty of Science & Technology** w.e.f. 1/7/2019 under the guidance of **Dr. S. N. Kulkarni** on the following conditions

- You will have to pay the yearly fees as mentioned below from the date of admission.
- If you fail to pay the fees in month of July of every year the fine will be imposed as per University rules.

Sr. No.	Particular	Regular Students & DRF	Form JRF/UGC Teacher Fellow/Full Time Teacher at Jr./Sr. College, Laboratory, Private & Govt. Organisation Employed Persons
i)	Tution Fee	7405	7405
ii)	Library Fees	976	1948
iii)	Internet Fees	1948	1948
iv)	Lab Fees (Sci & Engg.)	2926	5845
v)	Lab. Dev. Fees	1948	1948
vi)	Medical Charges	195	195
Total Fees		15398	19289

Successful completion of M.Phil. Course/M.Phil theory course work / pre Ph.D. theory course work shall be pre-requisite for the submission of thesis as per R.R.D.14. If you fail to pay the above fees within one month from the receipt of this letter, your admission will be automatically cancelled.

Yours faithfully,

Dy. Registrar

Copy to :

- The Head, Department of Physies, Shivaji University, Kolhapur.
- Dr. S. N. Kulkarni, Department of Physies, Doodhsakhar Mahavidyalaya, Bidri
- Principal, Doodhsakhar Mahavidyalaya, Bidri
- The Director , Barr. Balasaheb Khardekar knowledge Resource Centre, Shivaji University, Kolhapur.
- Ps. The Approved title of your proposed research work is.
STUDIES ON SYNTHESIS OF Li-Cu AND Li-Co SPINEL NANOFERRITE BY SOL-GEL METHOD FOR SENSING APPLICATIONS

[Note: The student should verify the title of thesis and communicate this office (within 15 days) for technical/typographical errors, if any]



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Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: *सम/*

Date: *25/12/21*

NO OBJECTION CERTIFICATE

This is to certify that Mr. Patil P. D., M.Sc., SET has been working as an Assistant Professor in the Department of Physics from 01/09/2018 to till date. The college has no objection in pursuing Ph.D, in Physics under Shivaji University, Kolhapur



[Signature]
Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनेसुधैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: *12/11/2018*

Date: *12/11/2018*

NO OBJECTION CERTIFICATE

This is to certify that Mr. Kemdarne S. G. , M.Sc, B.Ed, NET, SET has been working as an Assistant Professor in the Department of Chemistry from 18/12/2013 to till date. The college has no objection in pursuing Ph.D, in Chemistry under Shivaji University, Kolhapur.



Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथै:
Jaywant Pratishthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: *सुसुसु*

Date: *10/09/18*

NO OBJECTION CERTIFICATE

This is to certify that Smt. Deshmukh D .V. M.Sc., SET has been working as an Assistant Professor in the Department of Microbiology from 01/09/2018 to till date. The college has no objection in pursuing Ph.D, in Microbiology under Shivaji University, Kolhapur



M.B. Waghmode
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथै:

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: *समष्टि*

Date: *15/10/2018*

NO OBJECTION CERTIFICATE

This is to certify that Shri. Chavan P. R., M. P. Ed has been working as a Director of Physical Education in the Department of Physical Education from 12/06/2006 to till date. The college has no objection in pursuing Ph.D, in Physical Education under S. R. T. M. U. Nanded.



M.B. Waghmode

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथै:

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: SET/18

Date: 2/2/2018

NO OBJECTION CERTIFICATE

This is to certify that Shri. Desai A. A., M. Com., SET has been working as a Assistant Professor in the Department of Physical Education from 23/06/2010 to till date. The college has no objection in pursuing Ph.D, in Physical Education under S. R. T. M. U. Nanded.



M.B. Waghmode

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Accredited by NAAC
with CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR-416 004 MAHARASHTRA

Colleges and University Development Section

PHONE :EPABX-2609000, 2609145

□ FAX :0091-231-2691533 & 0091-231-2692333

Website : www.unishivaji.ac.in E-mail: stats@unishivaji.ac.in

शिवाजी विद्यापीठ, कोल्हापूर - ४१६००४ महाराष्ट्र (महाविद्यालये व विद्यापीठ विकास विभाग)

दुरध्वनी: (ईपीएबीएक्स) २६०९०००, २६०९१४५

□ फॅक्स: ००९१-२३१-२६९१५३३, २६९२३३३, २६९३२९४

Ref No. : SU/C&U.D.Section/117/137

Date: 16 AUG 2021

To,
Dr. Omkar Vishnupant Yadav
Amdar Shashikant Shinde Mahavidyalay,
Medha, Tal.- Jawali, Dist.- Satara

Sub. :- Grants Release order under Research Initiation Scheme 2019-2020.

Sir/Madam,

With reference to above mentioned subject, I am directed to inform you that, the University authorities have approved your research proposal entitled "*Biodiversity of Land Snails and Slugs; Mollusea form Satara District.*" under Research Initiation Scheme 2019-2020.

- As per project guidelines, total grants of ₹. 80000/- has been sanctioned to your research project and out of grant ₹. 40000/- sending herewith as a first installment vide cheque bearing number 086941:26/07/2021.
- The second installment of remaining grants will be released after submission of Final Report, Utilization Certificate, Statement of Expenditure & Two Years Original Bills.
- The effective date of start of the project should be the date on which Cheque Issue. The total period of the project will be for two years and under no circumstances it will be extended further.

Thanking you,

Yours faithfully,

Deputy Registrar,
Colleges & Univeristy Development
Section
Shivaji University, Kolhapur.

Encl. : As above.

Copy to;
The Principal/Head of the Department,
Amdar Shashikant Shinde Mahavidyalay,
Medha, Tal.- Jawali, Dist.- Satara

JaywantPratisthanHumgaonSanchalit
AmdarShashikantShindeMahavidyalayaMedha



**Various Study Tour, Industrial Visit Organized Since -
 2017-2022**

Our Institute regularly organize the industrial visit, study tour to give practical knowledge to the students. Following industrial visit, study tour have been organized by respective departments.

Sr. No.	Name of Study tour/Industrial Visit	Dates of Visit	Number of Students Participated	Organizing Department
1	Botanical Tour To Ekiv	21/8/2017	8	Botany
2	Biotech Dept. Y. C. I. S. Satara	22/8/2017	9	Botany
3	Botanical Tour Amba – Radhanagari	7/9/2017	29	Botany
	Visit to PratapgadhCo-Operative Sugar Factory, Soangaon	20/02/2018	26	Chemistry
	TatyasahebKoreWarana Co-Op Sugar Factory, Warananagar	21/02/2018	44	Commerce
4	DCC Bank Satara	09/03/2018	28	Commerce
5	Botanical Excursion at Mankumbare Point	25/6/2018	7	Botany
6	Botanical Excursion at Ekiv	7/8/2018	13	Botany
7	Botanical Excursion at Merulin	21/8/2018	40	Botany
	Angel Agro Food and Beverages, Jawalwadi	05/02/2019	20	Chemistry
8	SBI, Branch -Medha	05/03/2019	25	Commerce
9	Department of	06/03/2019	12	Chemistry

	Chemistry, Shivaji University, Kolhapur			
10	Department of Microbiology, Shivaji University, Kolhapur	06/03/2019	7	Microbiology
11	Department of Botany, Shivaji University, Kolhapur	06/03/2019	4	Botany
	Nandini Silk Industrial, Wathar Station	08/03/2019	37	Commerce
12	Tissue Culture and Biotech Lab Y. C. I. S. Satara	16/3/2019	10	Botany
13	Field Visit At Mankumbare Point	11/9/2019	10	Botany
14	Pratapgad Fort	21/12/2019	15	History
15	Botanical Tour Mukhavali	23/9/2019	45	Botany
16	Botanical Tour at Kas Plateau	11/10/2019	26	Botany
17	Insta Vision Laboratory, Satara	17/12/2019	14	Chemistry
	Mapro Garden, Shendurjane	10/02/2020	26	Chemistry & Microbiology
18	ChandanVandan Fort	18/12/2020	09	History
19	BhalariRopvatika Botanical Visit	16/3/2021	4	Botany
20	Satara DCC –Medha Branch	13/03/2021	38	Commerce
21	Botanical Garden SUK	17/12/2021	3	Botany
22	ArkshalaSatara	19/5/2022	22	Botany & Microbiology
23	Raigad Fort	27/05/2022	13	History
24	Tax Consultation, Karad	14/06/2022	39	Commerce



Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya, Medha



Department of Chemistry

Date- 15/02/2018

Notice

All the students of B.Sc- III are hereby informed that, department has organized industrial study visit to Pratapgadh sahakari Sakhar karkhana, Songav on **18/02/2018**. This industrial visit is important for understanding of process of sugar production. This study tour is compulsory for all students, be present in college premises at 9.30 am.

Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalaya, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645

Email: accmedha@yahoo.com

Web: www.assmedha.edu.in

Ref. No.:

श.प्र.एन

Date: 13/02/2018



To,

Director

Pratapgad Sahkari Sakhar Karkhana,

Karandi- Songaon

Tal -Jawali, Dist -Satara.

Pin -415012.

Sub: Permission Letter for Industrial Visit.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya Medha, where I serve as the Principal, I wish to request for permission to conduct an industrial visit Pratapgadh Sahkari Sakhar Karkhana, Karandi- Songaon. Our college is reputed at providing quality education in the various courses in Medha.

We wish to undertake an industrial visit at your company on 20 February 2018 on 11.15 AM to acquire practical knowledge of process of sugar production. We believe that your company will give our students relevant knowledge during this visit. B.Sc. -III (Chemistry) students and faculty members intend to participate in this industrial visit. Kindly make arrangements for a tour in the relevant departments in your company.


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha

Department of Chemistry

Class – B.Sc. III

Academic Year – 2017- 18

Attendance Sheet

Visit to Pratapgad Sahakari Sakhar Karkhana, Songaon



Date -20/02/2018

Sr.	Name of Student	Signature
1	Babar Akshay Shripati	B. Babar.
2	Chikane Priyanka Satish	P. Chikane.
3	Chikane Shweta Santosh	S. Shweta.
4	Chikane Swapnil Raghunath	Chikane S.R.
5	Dashrath Aditya Bhanudas	A.B. Dashrath
6	Dhanawade Ajay Dattatray	Dhanawade A.P.
7	Dhanawade Akshay Suresh	A.S.
8	Gurav Suraj Krushna	A.S. Dhanawade.
9	Jadhav Akshay Dnayneshwar	J. Jadhav.
10	Kadam Ketaki Popat	K. Kadam.
11	Kadam Netesh Bhau	N. Kadam.
12	Kamble Geeta Dilip	G.D. Kamble.
13	Mane Suraj Ramdas	M. Mane.
14	Ombale Suraj Shamrao	O. Ombale.
15	Ombale Valmik Ganpat	V. Ombale.
16	Padagal Shrikant Sampat	S.S.P.
17	Pathan Alfiya Jafar	A. Pathan.
18	Patil Akash Avinash	A. Patil.
19	Pawar Jprashant Dilip	J. Pawar.
20	Pawar Kajal Tukaram	K. Pawar.
21	Rokade Sushant Ravindra	S.R. Rokade.
22	Shedage Nikhil Shridhar	N. Shedage.
23	Shelar Ganesh Suresh	G. Shelar.
24	Shelar Sushant Madhukar	S.M. Shelar.
25	Shingare Komal Dilip	K. Shingare.
26	Surve Ankita Shantaram	A. Surve.


Head

Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha

Jaywant Pratisthan, Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha
Department of Chemistry

Report of Industrial Study Tour

**Visit to Pratapgad Sahakari Sakhar Karkhana,
Songaon,**

A report on industrial visit organized by Department of Chemistry, Amdar Shashikant Shinde Mahavidyalaya, Medha for the students of B.Sc. – III Chemistry in order to get the practical knowledge about “Process of Sugar production” carried out by Sugar Mill.





DETAILS OF JOURNEY

Amdar Shashikant Shinde Mahavidyalaya, Medha had organized an industrial visit on 20 February, 2018 to Pratapgad Sahakari Sakhar Karkhana, Songaon for the students of B.Sc. – III Chemistry. The visit was organized by HOD of Chemistry Prof. Kemdarne S. G. he was coordinator for the industrial visit. We started travelling from the college campus at 10:30 am via local Vehicle booked. Totally 26 students along with 2 lab attendant were there in the journey.

Information about Company Working

Department of Chemistry arranged study tour to Pratapgad Sahakari Sakhar Karkhana, Songaon for B.Sc-III Year student. We reach at the destination by the private taxi at the 11.30 AM. In that sugar mill the plant operator Mr. Shinde G.M. gave detail information of working of sugar mill. At that time sugar mill's regular working was going on, so plant operator show & explain the working of sugar mill. He elaborate the process of obtaining the sugar from sugar cane.

Outcome of Industrial Visit

- Student Got practical knowledge about the working of sugar Mill.
- Student got the knowledge on different types of machines used in sugar mill.


Head

Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalay, Medha




Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya, Medha



Department of Chemistry

Date- 01/02/2019

Notice

All the students of B.Sc- III are hereby informed that, department has organized industrial study tour to Angel Agro Food Beverage, Jawalwadi on 05/02/2019. This study tour is necessary to enhance knowledge about water testing & how production of bottled water is done. This study visit is compulsory to all students, be present in college premises at 10.00 am.

A handwritten signature in black ink, appearing to be "K. S. Shinde".

Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M. B. Waghmode

NAAC 'B+' Grade

M.A., M.Phil., Ph.D., G.D.C. & A.

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Rel. No.: 12 मध

Date: 5/02/2019

ASSM

To,

Shri. Amar Patil

Angel Agro food & Beverages, Jawalwadi

Tal -Jawali, Dist- Satara

Pin. 415012

Sub: Permission Letter for Industrial Visit.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya Medha, where I serve as the Principal, I wish to request for permission to conduct an industrial visit **Angel Agro food & Beverages, Jawalwadi**. Our college is reputed at providing quality education in the various courses in Medha.

We wish to undertake an industrial visit at your company on 05 February 2019 on 11.30 AM to acquire practical knowledge of process of production of bottled water. We believe that your company will give our students relevant knowledge during this visit. B.Sc. -III (Chemistry) students and faculty members intend to participate in this industrial visit. Kindly make arrangements for a tour in the relevant departments in your company.



Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Amdar Shashikant Shinde Mahavidyalya Medha

Department of Chemistry

Attendance Sheet

Visit to Angel Agro Food Beverage, Jawalwadi



Date - 05/02/2019

Sr. No.	Name of Student	Signature of Student
1	BHANAGE KAJAL MARUTI	<u>KBhange</u>
2	BHANAGE KAJAL RAGENDRA	<u>K.R.B</u>
3	BHANAGE KANCHAN PANDURANG	<u>kanchan</u>
4	BHOSALE POOJA DNYANDEV	<u>PDB</u>
5	CHIKANE ASWIN ROHIDAS	<u>CAR</u>
6	CHIKANE RUSHIKESH VASANT	<u>CRNDSant</u>
7	DHANAWADE KOMAL DEEPAK	<u>Komal</u>
8	DHANAWADE POOJA SUNIL	<u>sphanawade</u>
9	DHANAWADE SURAJ SAMPAT	<u>susajD</u>
10	DHANAWADE VISHAI DILIP	<u>V. Dhanaude</u>
11	DHANAWDE ADITYA VIJAY	<u>A.V.D</u>
12	DUNDLE MANOJ VISHWANATH	<u>Mdunde</u>
13	GANGAWANE SAISH SHARAD	<u>Sgangawane</u>
14	INDALKAR ANIKET BHIVAJI	<u>A. Bindkar</u>
15	INDALKAR SANIL SANIL	<u>sindkar</u>
16	JADHAV NIKETAN SURYKANT	<u>NBjadhav</u>
17	JADHAV SANDESH SHANTAR	<u>Sjadhav</u>
18	KAMBLE DIPALI DILID	<u>DKamble</u>
19	KASRDE AJAY SURESH	<u>Akasrde</u>
20	KASURDE VIKRAM PRAKASH	<u>VPR</u>
21	MAHAMUIKAR SHUBHAM DHAIRYASHIL	<u>SDM</u>
22	MAHAMULKAR SUPRIYA MOHAN	<u>SM</u>
23	MARDHEKAR RAJESH PARBATI	<u>Rajesh</u>
24	MHASKAR AKASH ANIL	<u>A.S. Maskar</u>
25	MORE ABHISHEK SURESH	<u>M.B.S</u>
26	NIGADE ASWMITA TULSHIDAS	<u>Anigade</u>
27	NIKAM PRAJAKTA NATHU	<u>P.NA</u>
28	OMBALE NILESH PRAKASH	<u>Nombale</u>
	PARTE GANESH RAMESH	<u>giparte</u>

29		
30	PARTE SWAPNIL GANESH	S. Parthe
31	PARTE VIKAS ARVIND	Parthe V
32	PAWAR PRASAD SITARAM	Prasad
33	SHELAR AKSHADA ANANDA	Ashelar
34	SHELAR NIKITA DATTATRAY	Nikita
35	SHELAR SAINATH MARUTE	S. Sainath
36	SHELAR SIDDHANT VASANT	S.S.V
37	SHELAR VICKY ANAND	V.A.
38	SURVE KARAN SHAMRAO	Karan Surve
39	SURVE YOGITA BHA	Yogita
40	UTEKAR AKASH SAHEBRAO	A.S.U
41	VENDE ARATI PANDURANG	<u>V.A.P.</u>



(Handwritten signature)

Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha

Jaywant Pratisthan Humgaon Sanchalit

Jaywant Pratisthan, Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha

Department of Chemistry
Report of Industrial Study Tour

Visit to Angel Agro Food Beverage, Jawalwadi

A report on industrial visit organized by Department of Chemistry, Amdar Shashikant Shinde Mahavidyalaya, Medha for the students of B.Sc. – III Chemistry in order to get the practical knowledge about “How to produce Bottled Drinking Water”



DETAILS OF JOURNEY

Amdar Shashikant Shinde Mahavidyalaya, Medha had organized an industrial visit on 05 February, 2019 to Angel Agro Food Beverage, Jawalwadi for the students of B.Sc. – III Chemistry. The visit was organized by HOD of Chemistry Prof. Kemdarne S. G. he was coordinator for the industrial visit. We started travelling from the college campus at 11.00 am by walk as the industry was in vicinity of college. Totally 20 students along with 2 teaching staff were visited the plant.

Information about Company Working

Department of Chemistry arranged study tour to Angel Agro Food Beverage, Jawalwadi for B. Sc. -III Year student. Plant owner Shri Amar Patil greeted all student & Staff. Miss Priya Surve our ex- student was working as Plant operator Priya Surve explained about how plastic bottles are prepared in plant. Then she explained role of various machinery in producing potable water. Priya also gave information about use of various chemicals required to check the quality of water produced in plant. She also gave information about important of clean water of our health. Priya also explained how to check water quality.

Outcome of Industrial Visit

- Student got knowledge about how bottled water is produced.
- Student got practical knowledge about how to check water quality.
- Students learned how machinery works in industry.




Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha


Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha Tal. Jalgaon Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalaya, Medha



Department of Chemistry

Date- 01/03/2019

Notice

All the students of B.Sc.- III are hereby informed that, department has organized study tour to Department of Chemistry, Shivaji University Kolhapur on 06/03/2019. This study tour is necessary to enhance knowledge about working of analytical instruments used in research laboratory. This study visit is compulsory to all students, be present in college premises at 7.30 am.


Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Date: 23/2019



मा. आगारप्रमुख,

मेढा आगार, मेढा

ता. जावळी, जि. सातारा

विषय- शैक्षणिक सहलीकरिता एस. टी. बस मिळणेबाबत

महोदय,

वरील विषयास अनुसरून आमच्या महाविद्यालयाची शैक्षणिक सहलदि.
०६/०३/२०१९ रोजी आयोजित केली आहे. सहलीचे ठिकाण शिवाजी विद्यापीठ कोल्हापूर व
कणेरी मठ असे आहे. तरी सदर सहलीकरिता एस. टी. बस उपलब्ध करून द्यावी हि विनंती.

कळावे,

आपला विश्वासु,


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara

Received on
02.02/03/19
J.A. Medha



सामाजिक, शैक्षणिक, वैद्यकीय,

जयवंत प्रतिष्ठा

हुमगांव, ता. जावली, जि. सातारा.

जावक क्र. : १०५/०३

दिनांक ०२/०३/२०१९

मा. आ. शशिकांत शिंदे
अध्यक्ष

To whomsoever it may concern

As per requirement of syllabae of Shivaji University, Kohapur, it is necessary to arrange study tour for the completion of degree requirements. There is no any objection from institute to carry a necessary study tour for B.Sc. Students of our college Amdar Shashikant Shinde Mahavidyalaya, Medha, Tal-Jaoli, Dist-Satara.

Received on 02/03/19
J.A. Medha




सचिव
जयवंत प्रतिष्ठा



Estd. 2002

उद्यमेन हि सिध्यति कार्याणि मनेनसैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: २४१८१

Date: 05/03/2019



To,

Head

Department of Chemistry,

Shivaji University, Kolhapur

Subject:- Regarding visit to Department of Chemistry(SUK).....

Respected Sir,

We planned to visit Department of Chemistry, Shivaji University, Kolhapur on 6th March 2019 as study tour is required for syllabus. So, please grant us permission to visit your department.

Thanking you,

Yours faithfully,


read

Department Of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya Medha

FWD through,


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara


Professor and Head,
Department of Chemistry
Shivaji University, Kolhapur-413004.

Jaywant Pratisthan, Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha
Department of Chemistry

Report of Study Tour

**Visit to Department of Chemistry,
Shivaji University, Kolhapur**

A report on study tour organized by Department of Chemistry, Amdar Shashikant Shinde Mahavidyalaya, Medha for the students of B.Sc. – III Chemistry in order to get the knowledge about 'how Major research instruments like FTIR, SEM, TEM, UV- Visible Spectrophotometer, Atomic absorption spectrometer work'



DETAILS OF JOURNEY

Department of Chemistry, Amdar Shashikant Shinde Mahavidyalaya, Medha had organized Study tour on 06 March 2019 to Department of Chemistry, Shivaji University, Kolhapur for the students of B.Sc. – III Chemistry. The visit was organized by HOD of Chemistry Prof. Kemdarne S. G. he was coordinator for the Study tour. We started travelling from the college campus at 8.00 am via MSRTC bus booked. Totally 12 students along with 2 teaching staff were there in the journey.

About Department of Chemistry, Shivaji University, Kohapur

Shivaji University was established in 1962. Shivaji University is one of well-known university in India. Department of chemistry is leading department in area of innovative teaching, research. Department has many good quality & expensive equipment needed for research like FTIR, SEM, TEM, UV- Visible Spectrophotometer, Atomic absorption spectrometer . Chemistry department organizes various program to promote research activity.

Information & Demo of Instrument working

We researched at Department of Chemistry, Shivaji University, Kolhapur at 11.30 AM. We completed initial formality of documentation & Head of department gave us permission to visit various research laboratory. Prof. Dr. Valekar N. J. was giving information about laboratory used for M.Sc. student. Dr. Valekar gave us information of various research equipment like FTIR, SEM, TEM, UV- Visible Spectrophotometer, Atomic absorption spectrometer & he also gave demo of working these equipment's.

Outcome of Study Visit

- Student get chance to see all these expensive equipment.
- Student knowledge of working these equipment.

Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalay, Medha



Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha

Department of Chemistry

Class – B.Sc. III

Academic Year – ~~2017-18~~ 2018-19

Attendance Sheet

Visit to Department of Chemistry, Shivaji University Kolhapur

Date -06/03/2019

Sr .No.	Name of Student	Signature
1	BHANAGE KAJAL MARUTI	BKM
2	BHANAGE KAJAL RAGENDRA	(Kajal)
3	BHANAGE KANCHAN PANDURANG	BKanchan
4	BHOSALE POOJA DNYANDEV	BPD
5	DHANAWADE KOMAL DEEPAK	Komal
6	DHANAWADE POOJA SUNIL	Pooja
7	KAMBLE DIPALI DILID	D.P.S
8	MAHAMULKAR SUPRIYA MOHAN	Supriya
9	NIGADE ASWMITA TULSHIDAS	Nikam PN
10	NIKAM PRAJAKTA NATHU	(NPraketa)
11	SHELAR AKSHADA ANANDA	(Saurmel)
12	VENDE ARATI PANDURANG	VA

Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha

Jaywant Pratisthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalaya, Medha



Department of Chemistry

Date- 05/02/2020

Notice

All the students of B.Sc- III are hereby informed that, department has organized industrial study tour to Mapro Garden, Shendurjane on 10/02/2020. This study tour is necessary to enhance knowledge about 'Industrial Process of production of jelly chocolates & other products of mapro'. This study visit is compulsory to all students. be present in college premises at 08.00 am.

Head

Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalaya, Medha



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.

2/18/20

Date: 9/02/2020

ASSM

To,

General Manager

Mapro Food Pvt. Ltd

Wai -Surur Road

Wai -412803

Sub: - Regarding Permission to Visit Mapro Food Pvt. Ltd.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya Medha, where I serve as the Principal, I wish to request you for permission to conduct visit to Mapro Food Pvt. Ltd. Our college is reputed at providing quality education in the various courses in Medha.

We wish to undertake a visit to Mapro Food Pvt. Ltd on 10 February 2020 on 11.30 AM to acquire practical knowledge of working of industry. We believe that your staff will give our students relevant knowledge during this visit. Kindly make arrangements for a tour in the relevant departments in your company.

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalya Medha

Department of Chemistry
Attendance Sheet
 Visit to Mapro Garden, Shendurjane



Date- 10/02/2020

Sr. No.	Name of Student	Signature
1	BHOSALE SAMEER HANMANT	<u>SHBhosale</u>
2	CHAVHAN GOURAV NANDKUMAR	<u>@.Chavhan</u>
3	CHIKANE KOMAL NAVANATH	K.N.Chikane
4	CHIKANE PRIYANKA YASHWANT	<u>PChikane</u>
5	CHIKANE SNEHAL VITTHAL	<u>Schikane</u>
6	DHANAWADE ABHISHEK SHANTARAM	A.S.Dhanwade
7	DUNDLE MADHURI DNYANDEO	<u>Mundle</u>
8	INDALKAR SIDDHESH SUNIL	<u>S.S.Indalkar</u>
9	JADHAV RAVIRAJ TANAJI	R.T.J
10	JAWAL AACHAL ANANDA	<u>A.A.Jawal</u>
11	LOHAR AKASH EKNATH	<u>Alohar</u>
12	LOHAR SOMNATH JAGANNATH	<u>Lohar.SJ</u>
13	MAHAMULKAR SUPRIYA	<u>S.B.Mane</u>
14	MANE SOURABH BABURAO	<u>S.A.M</u>
15	MORE SONALI ARJUN	<u>Natan Ankiti</u>
16	NIKAM ANKITA SUDHAKAR	<u>Paste</u>
17	PARTE UMESH NARAYAN	<u>Rauale</u>
18	RAWALE NILESH SANTOSH	<u>@mahe</u>
19	SHELAR OMKAR SHAMRAO	<u>O.S.Shelar</u>
20	SHELAR PUJA RAMESH	<u>Shelar</u>
21	SHELAR ROHIT BHAGWAT	<u>Shelar.R.B</u>
22	SHELAR SHANKAR BHAURAO	<u>SShelar</u>
23	SHINDE AKSHAY SANJAY	<u>Shinde</u>
24	SURVE JAYESH SHAMRAO	<u>J.S.Surve</u>

Head

Department of Chemistry
 Amdar Shashikant Shinde
 Mahavidyalay, Medha

DETAILS OF JOURNEY

Department of Chemistry & Microbiology, had organized an industrial visit on 10 February, 2020 to Mapro Garden, Shendurjane for the students of B.Sc. – III Chemistry. The visit was organized by HOD of Chemistry Prof. Kemdarne S. G. & HOD of Microbiology prof. Deshmukh D. V. Both of them were coordinator for the industrial visit. We started travelling from the college campus at 8:30 am via local Vehicle booked. Totally 26 students, 3 teaching staff along with 2 lab attendant were there in the journey.

About Mapro

In 1959, Kishore Vora started mapro in hilly area of panchgani. Mapro Foods manufactures Fruit Jams; Fruit beverage concentrates – Crushes and Squashes; and Fruit Bars. With an annual processing capacity of around 30 thousand MT, Mapro is a market leader in Western India. The company has grown organically over the last five decades with sustained profitability. Known for its quality and innovation, Mapro has been built on its founder's philosophy of developing products that are wholesome, nutritious, value-for-money, and imaginative.

About Factory Visit

During visit Mapro Industry all the students along with lecturers gain lot of information about all raw material processing, manufacturing processes, product quality control etc. Well Trained guide from the Mapro Industry presented so many aspects of all about industrial processing to the students. During the visit, all the students practically come to know well about raw material processing, manufacturing processes, product quality control etc

Outcome of Industrial Visit

- Student Got practical knowledge about the working of Mapro Garden.
- Student got the knowledge on different types raw materials required, processing of raw material for production of chocolates & other products.

Jaywant Pratisthan, Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha
Department of Chemistry

Report of Industrial Study Tour

Visit to Mapro Garden, Shendurjane

A report on industrial visit organized by Department of Chemistry & Microbiology, Amdar Shashikant Shinde Mahavidyalaya, Medha for the students of B.Sc. – III in order to get the practical knowledge about “Industrial Process of production of jelly chocolates & other products of mapro”




Head
Department of Chemistry
Amdar Shashikant Shinde
Mahavidyalay, Medha




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

NAAC 'B' Grade

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: 71

Date: 1/1/2018

Memorandum of Understanding

This memorandum is signed between the Department of Commerce, **Amdar Shashikant Shinde Mahavidyalaya, Medha. Tal. Jawali, Dist. - Satara.**

And

Consumer Guidance Society of India, Mumbai – 400001

The above parties in the memorandum of understanding (MoU) agree to the following.

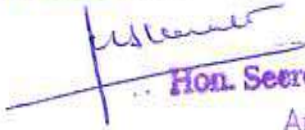
The Department of Commerce, Amdar Shashikant Shinde Mahavidyalaya, Medha and Consumer Guidance Society of India, Mumbai will organize One day seminar on Consumer Awareness & Financial Literacy for Faculty & Students every year.

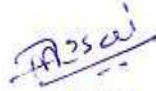
There will be exchange of basic amenities from both sides which are necessary for the organization of Seminar.

Amdar Shashikant Shinde Mahavidyalaya, Medha is agreed to conduct Seminars & workshops concern to the activities of Consumer Guidance Society of India, Mumbai in the area of Jawali Taluka. The college will provide the infrastructure and human resource and in the similar way the Consumer Guidance Society of India, Mumbai is also agreed to convey the support to this college by providing financial resources and expertise for compliance of such activity. This MoU is shall be valid until termination by one of the parties singing.

Mr. Amey Atmaram Desai (Asst. Professor & Head, Department of Commerce) will take charge as the Nodal Officer / Coordinator for discharging such duty with response to this MoU for Academic Institution in the Shivaji University, Kolhapur.

For Consumer Guidance Society of India


Hon. Secretary



Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara





PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara

Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2021-22)

Date: Tuesday, 25/01/2022

Notice

All the students of B.Com.I, II and III are hereby informed that the Department of Commerce is organizing One Day Workshop on “Consumer Guidance & Financial Literacy” and “Milk Testing Camp” at 10.00 AM on Friday, 28/01/2022. All the students should attend the programme in the seminar hall.

सूचना

आमदार शशिकांत शिंदे महाविद्यालयातील B.Com.I, II आणि III या वर्गात शिकणाऱ्या सर्व विद्यार्थ्यांना कळविण्यात येते की, वाणिज्य विभागामार्फत शुक्रवार दिनांक 28/01/2022 रोजी “Consumer Guidance & Financial Literacy” या विषयावर एकदिवसीय कार्यशाळा तसेच “Milk Testing Camp” चे आयोजन करण्यात आले आहे तरी सर्व विद्यार्थ्यांनी सकाळी 10.00 वाजता सेमिनार हॉल मध्ये उपस्थित रहावे.

टीप- ज्या विद्यार्थ्यांना घरून दुध घेऊन येणे शक्य आहे त्या विद्यार्थ्यांनी कार्यशाळेसाठी येताना दुध घेऊन यावे.



Head

Department of Commerce
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara

One Day Workshop on Consumer Guidance & Financial Literacy (28/01/2022)

On 28th January, 2022 Dept. of Commerce arranged one day workshop on "Consumer Guidance & Financial Literacy", under lead college scheme. Mrs. Prachi Mayekar (Certified Financial Planner) & Mrs. Milan Mistry (Assistant Manager, Consumer Guidance Society of India) were the resource persons for the workshop.

Mrs. Prachi Mayekar delivered lecture on financial literacy, she explained how to manage money & how to be a smart investor. She highlighted the need of money management for Individuals. She also explained important tricks to become Smart Investor. She defined financial literacy as a ability to understand and effectively use various financial skills, including personal financial management, budgeting, and investing. Financial literacy is the foundation of your relationship with money, and it is a lifelong journey of learning. She stated that, finance is the management of money and it includes activities like savings, investing, borrowing, lending, budgeting, and forecasting. Finance has three main categories, namely personal finance, corporate finance, and public finance.

Mrs. Milan Mistry delivered lecture on Consumer Guidance. She explained various consumer rights & consumer protection act 1986 in short. She described the eight rights of consumer -the right to equality in the consumer market, privacy, choice, disclosure and information; fair and responsible marketing; fair and honest dealing; fair, just and reasonable terms and conditions; and fair value, good quality and safety. She also explained the procedure to file complaint in consumer court. She has given helpline number of Consumer Guidance Society of India to the participants and assured them that the society will help them in any consumer rights related issues.

Total 172 students of Arts, Science and commerce were participated in this workshop. Prin. Dr. P.R. Ghatage was the chairperson for this programme. Prof. Desai A.A. introduced the theme of workshop and Mr. Nalawade S. V. expressed vote of thanks.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोमयैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: 381/22

Date: 24/10/2022

To,

Mrs. Milan Mistry,
Assistant Manager,
Consumer Guidance Society of India, Mumbai.

Subject: Invitation as a Resource Person

Respected Madam,

We are pleased to inform you that, as per our telephonic conversation, we are arranging guest lecture on "Consumer Guidance" at 11.00 am on 28th January, 2022. We will be honoured if you accept our invitation as recourse person.

We request you to convey inconvenience if any.

Waiting for your reply,

Thank you.

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: स्मक

Date: 28/01/2022

To,

Mrs. Milan Mistry.
Assistant Manager,
Consumer Guidance Society of India, Mumbai.

Respected Madam,

We are grateful to you for your motivational and valuable guidance on "Consumer Guidance" on 28th January, 2022. Organized by Dept. of Commerce Amdar Shashikant Shinde Mahavidyalaya, Medha. Our staff & students enlightened by your presentation, full of references & experiences. We shall remain indebted to you for the time you spared for us.

We expect similar cooperation in the future.

Thank you.

Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmedha.edu.in

Ref. No.: 884/22

Date: 24/01/2022

To,

Mrs. Prachi Mayekar.

Certified Financial Planner,

Consumer Guidance Society of India, Mumbai.

Subject: Invitation as a Resource Person

Respected Madam,

We are pleased to inform you that, as per our telephonic conversation, we are arranging guest lecture on "**Financial Literacy**" at 10.00 am on 28th January, 2022. We will be honoured if you accept our invitation as recourse person.

We request you to convey inconvenience if any.

Waiting for your reply,

Thank you.

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmedha.edu.in

Ref. No.: समक
To,

Date: 28/01/2022

Mrs. Prachi Mayekar.
Certified Financial Planner,
Consumer Guidance Society of India, Mumbai.

Respected Madam,

We are grateful to you for your motivational and valuable guidance on "Financial Literacy" on 28th January, 2022. Organized by Dept. of Commerce Amdar Shashikant Shinde Mahavidyalaya, Medha. Our staff & students enlightened by your presentation, full of references & experiences. We shall remain indebted to you for the time you spared for us.

We expect similar cooperation in the future.

Thank you.

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Milk Testing Camp (28/01/2022)



Date: 28/01/2022

CERTIFICATE

This is to certify that the Consumer Guidance Society of India Conducted a Program on "How to Manage Money and be a Smart Investor" in

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha, Tal. Jaoli,

Session 1st: Dist. Satara.

Class: F.Y. B.Com.

Dated: 28/01/2022 & Time: from 8.30am am/pm to 10.30am am/pm

Session 2nd:

Class: S.Y. B.Com.

Dated: 28/01/2022 & Time: from 10.30am am/pm to 12.30pm am/pm

Session 3rd:

Class: F.Y. B.Sc.

Dated: 28/01/2022 & Time: from 12.30pm am/pm to 2.30pm am/pm

The Program was appreciated by those who attended it.

Sign

(Principal)


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Date: 28/01/2022

To,
Consumer Guidance Society of India
Block J, Azad Maidan,
Mahapalika road,
Mumbai- 400001

BILL:

To Charges for Room Rent & other Facilities for holding Program on

“How to Manage Money and be a Smart Investor” in;

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha, Tal. Jaooli,

Date: Dist. Satara,
28/01/2022

Time: 1) 8.30am to 10.30am
2) 10.30am to 12.30pm,
3) 12.30pm to 2.30pm,

Class:

Amount in Rs. 3,000/-

Amount in Words: Rs. Three Thousand only

Sign

Stamp

(Principal)

Received the above amount by NEFT/ Cheque No. 001709 of Bank of Baroda, Mumbai
Name), Dated: 28/01/2022 (Bank

Sign

Stamp

(Principal)


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara





बैंक ऑफ़ बड़ोदा
Bank of Baroda

सर पी.एम. रोड, मुंबई ४०००२३
SIR P.M. ROAD, Mumbai 400 001
RTGS/NEFT IFSC CODE : BARB0SIRPIMR

जारी की गई तारीख से तीन माह के लिए वैध / VALID FOR THREE MONTHS FROM THE DATE OF ISSUE
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₹ 3000/- अदा करें

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Speaker - Mrs. Poochi Mayekar.

(11)

CGSI Staff! - Mrs. Milan Meshy & Mr. Dhrupad Galwad,
Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Anashikant Shinde Mahavidyalaya, Medha,
Tal - Jawale; Dist - Kolhapur.

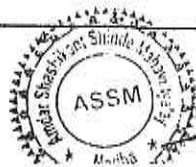
ASELTD

Class: F.Y. B.Sc.

Date: 28/01/2022

Time: 12.30 pm to 2.30 pm.

S. N.	Name	Telephone	Email	Signature
1.	Swapnali Kadam	8263890225		<u>S.Kadam</u>
2.	Pranali Lakade	8149105920		<u>Zakade</u>
3.	Suhani Phadtare	9370793311		<u>SPhadtare</u>
4.	Pratiksha Kadam	8605595877		<u>S.Kadam</u>
5.	Manasi Pawar	9623840289		<u>M.Pawar</u>
6.	Reshma Chavan	9209211066		<u>RHAVAN</u>
7.	Suhani Shinde	7083922351		<u>Shinde</u>
8.	Shraddha Amblekar	7414959855		<u>S.Amblekar</u>
9.	Sanika Jadhav	85540073049		<u>S.P.Jadhav</u>
10.	Neha Tanaji Jadhav	9175137819	0824112@gmail.com	<u>N.Jadhav</u>
11.	Shraddha Vitthal Wagh	7666932103		<u>S.V.Wagh</u>
12.	Shreya Sanjay Nikam	9511727745		<u>S.Nikam</u>
13.	Diksha Santosh Shinde	8761865893		<u>D.S.Shinde</u>
14.	Chikane Yashoda Bhanude	8262968688		<u>Chikane</u>
15.	Bainkar Shraddha Ashok	9529194733		<u>Bainkar</u>
16.	Indalkar Pratiksha Vijay	9657197853		<u>P.Indalkar</u>
17.	Jambhale Arati Pandurang	9372739506		<u>A.P.</u>
18.	Bhavana Ravindra Sapkal	9405866214		<u>B.Sapkal</u>
19.	Riddhi Santosh Ingulkar	9322586827		<u>R.Ingulkar</u>
20.	Sneha Vinod Surve	9209114152	surve.sneha2004@gmail.com	<u>S.Surve</u>
21.	Sanika Ramesh Surve	9107561070	Sanikasurve2811@gmail.com	<u>S.Surve</u>
22.	Pratiksha Jambhale	9322795389		<u>P.Jambhale</u>
23.	Aishwarya Jambhale	9322905446		<u>A.Jambhale</u>
24.	Sanika Bhanage	9699933060		<u>S.Bhanage</u>



Speaker - Mrs. Poachi Mayekar. (1)

CGSI STAFF - Mrs. Milan Meshy & Mr. Dhruwad Gaikwad

Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shaikhani Shinde Mahavidyalaya, Medha, Tal. Javale

Class: Dist. Satara

0256170

F.Y.B.Sc.

Date: 28/01/2022

Time: 12.30pm to 2.30pm.

S. N.	Name	Telephone	Email	Signature
1	Swayam Shantaram Pote	8591884560	swayampote412@gmail.com	S. Pote
2	Krish Bhusan Mane	84465092580	maneshreshma39@gmail.com	Krish
3	Paras Prakash Bhanghade	8767908734	bhanghadeparas@gmail.com	P. Bhanghade
4	Prem Surykant Gaikwad	9325962829	Premg238@gmail.com	Prem
5	Rishikesh Vijay Bhalerao	729303155	bhaleraorushi02@gmail.com	R.V. Bhalerao
6	Krushmesh Uttam Pawar	9404405440		P. Pawar
7	Kshitiy Dattatray Padale	8552985051	kshitiypadale02@gmail.com	K. Padale
8	Aditya Balkam Mandhakar	9579804655	mandhakaraditya53@gmail.com	A. Mandhakar
9	Pratham Vijay Mandhakar	9066478080	mandhakar.pv9214@gmail.com	P. Mandhakar
10	Audhut Tanaji Mandhakar	7558763573	mandhakarraudhut5@gmail.com	A. Mandhakar
11	Sarvesh Ravindra Kumbhar	9067625788	kumbhar.sarvesh@gmail.com	S. Kumbhar
12	Saathak Umbarkar	9867635613	saathakumbarkar25@gmail.com	S. Umbarkar
13	Kensale Jyeshth Parthasarthy	7667892638	kensalejyeshth@gmail.com	J. Kensale
14	Chavan Akshay Narayan	8999905956	ac26470@gmail.com	A. Chavan
15	Karanjekar Sanket Yashwanth	9623944484	sanketkaranjekar@gmail.com	S. Karanjekar
16	Jadhav Ganesh Vilas	9146873198	ganeshjadhav05098@gmail.com	G. Jadhav
17	Jadhav Kiran Sudhir	8177842329	kiransjadhav29@gmail.com	K. Jadhav
18	Kadam Amruta Santosh	9421221521	amrutak168@gmail.com	A. Kadam
19	Biramane Bhagyashri Pandurang	9356141150	bhagyashribiramane63@gmail.com	B. Biramane
20	Shelar Ankita Namdev	7517067879	ankitashelar27@gmail.com	A. Shelar
21	Shelar Payal Santosh	7378437587	shelarpayal1001@gmail.com	P. Shelar
22	Vhugade Rajashri Narayan	9322386885	vhugaderajashri@gmail.com	R. Vhugade
23	Ombale Rupale Tukaram	9784833456	rupalombale@gmail.com	R. Ombale



II

Speaker - Mrs.Prachi Mayekar
CGSI Staff- Ms. Milan Mestry.

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue - Amdar Shashikant Shinde Mahavidyalaya, Medha,
Tal-Jawali, Dist-Satara.

Class: S.Y. B.com
Date: 28/01/2022

BSE LTD.

Time: 10.30am TO 12.30am.

S. N.	Name	Telephone	Email	Signature
1	Lakshi Shankar parte	8799892042		Lakshi
2	Shivani suryakant parte	7218295747		S.S.parte
3	Ashwini pandurang Mahamud	7218047341		A.P.M.
4	Nikita Navanath chavan	7741891652		Nm
5	Divya Kisan Shinde	9356499670		D.K.shinde
6	Sakshi Dinkar Bhilane	9172492014		Bhilane
7	Gita Sanjay shinde	9623263995		G.S.shinde
8	Nisha Vijay Maradhekar	7709496536		N.V.Maradhekar
9	Shravani Dilip wamagade	9623264182		S.D.wamagade
10	Karekhi Nandev maradhekar	7219241462		Maradhekar
11	Shivani Daxmath Keskar	9561341128		S.D.Keskar
12	Sujata Pandurang dalavi	7021209898		S.P.Dalavi
13	Shruti shivram utekar	7447647912		Utekar
14	Vaijnnavi Vishwas shelar	8590727028		Shelar
15	Sanika Chandrakant Dhawade	888080547058		Dhawade
16	Sejal Ramesh Khankar	7558669812		Khankar
17	Avantika Ankush Sawant	9172603594		Sawant
18	Pradya Sanjay Junghade	7822082676		Pradya
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SM

J

Speaker - Mrs.Prachi Mayekar
CGSI Staff- Ms. Milan Mestry.

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue - Amdar Bhashikant Shinde Mahavidyalaya, Medha;
Tal. Jawale, Dist. Satara.

Class: P.Y. S.Y. B.Com.

BSE LTD.

Date: 28/01/2022

Time: 10.30am To 12.30pm.

S. N.	Name	Telephone	Email	Signature
1	Sakshi Rajendra Junghare	9834665944	Sakshijunghare1637@gmail.com	<i>Junghare</i>
2	Sanika Vitthal Chikane	9370233982		<i>S.V.C</i>
3	Aarati Dnyandev Sutar	8308956809		<i>Dutas</i>
4	Ishwari Baban Dhanawade	9967951840	ishwaridhanawade68@gmail.com	<i>Dhanawade</i>
5	Rekha Shivram dundale	8308697960	rekhadundale@gmail.com	<i>Dundale</i>
6	Pratiksha Vitthal Bhosale	9373871881	Pratikshabhosale39@gmail.com	<i>Bhosale</i>
7	Jinal Chandrakant Bhosale.	9527976924		<i>Bhosale</i>
8	Shreya Vaman Bhosle	9987897938	Shreyab498@gmail.com	<i>Shreya</i>
9	Divya Satish Konde	9359861278	kandedivya02@gmail.com	<i>D.S.Konde</i>
10	Anisha Raghunath Deshmukh	7219183464	anishadeshmukh02@gmail.com	<i>Deshmukh.A.R</i>
11	Sonali Baburao Zore	8380806982		<i>Zore</i>
12	Riya maruti shinde	7666682001		<i>P.M. Shinde</i>
13				
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ASSM
Medha
Shinde

Speaker - Mrs.Prachi Mayekar
CGSI Staff- Ms. Milan Mestry.

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue - Amdar Shashikant Shinde Mahavidyalaya, Medha,
Tal. Jawali ; Dist. Solapur.

Class: F.F. B. 80m
Date: 28/11/2022

BSE LTD.

Time: 8.30am to 10.30am

S. N.	Name	Telephone	Email	Signature
1	Jangam Riddhi Suresh	7276490432		Riddhi
2	Jangam Siddhi Suresh	7276490432		Siddhi
3	Dhanawade pratiksha Ananda	7972520813		P.A. Dhanawade
4	Shelar Niya Mahadev	9405317363		Niye
5	Junghare Durga Santosh	9356961040		Junghare
6	Akanksha Shantaram Padale	9373795022		Padale
7	Pranali Phandiram Padale	8766941720		Pranali
8	Sejal Anun Shelar	9307522887		Shelar
9	Dhanashri Sameer vende	7741072610		D.S. vende
10	Shelar Pallavi Ramesh	7066929286		P.R. Shelar
11	Soniya Vishnu Dhanawade	8468833522		Dhanawade
12	Sakshi Dattatray Padale	7030771310		Padale
13	Priya Narayan Pawar	8177877924		Pawar
14	Gauji Shaheed Jawal	9765894828		Jawal
15	Divya Shankar Wangade	9356469463		Wangade
16	Vaishnavi Haribhai Deshmukh	7821012822		Deshmukh
17	Avantika Shrikant Pawar	9096303670		Pawar
18	Aditi Yashwant Beloshe	9403288830		Beloshe
19	Sejal Prakash Surve	8010043470		Surve
20	Prachi Santosh Beloshe	9049229562		Beloshe
21	Darshna Mahan Shelar	7385634588		Shelar
22	Moudula Santosh Mahamulkar	9284279488	mahamulkar moudula@ggn.com	M.M.
23	Pratiksha Sanjivan Dhanawade	8767576265	PratikshaDhanawade19@ggn.com	Dhanawade
24	Divya Dilip Shelar	8699826373	shelardivya628@gmail.com	Shelar
25				



su

Speaker - Mrs. Prachi Mayekar
CGSI Staff- Ms. Milan Mestry.

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue - Amdar Shaohilcant Ghinde Mahavidyalaya, Medha,
Tal. Jawali, Dist. Satara.

Class: F.Y. B.Com
Date: 28/1/2022

BSE LTD.

Time: 8:30am to 10:30am.

S. N.	Name	Telephone	Email	Signature
1	Aradhna Bhagoji Daiphode	9403937704		A.B. Daiphode
2	Pranali Navanath Sapkal	9022619549		Pranali
3	Vijaya Ananda Jadhav	9067943396		V. Jadhav
4	Pratiksha Santosh Kasurde	8010512727		Pratiksha
5	Vrushali Vijay Khade	7743954662		V. Khade
6	Shweta Dattatray Shelar	9890369599	shelar.shweta307@gmail.com	Shweta
7	Sayali Shantaram Patil	9529485690	sayali092003@gmail.com	S. Patil
8	Shraddha Subhash Jawal	9421081405	shraddhajawal@gmail.com	S. Jawal
9	Poonam Ananda Kumbhar	7620423434		P. Kumbhar
10	Vaibhavi Sandip Shedge	9884445657	vaibhavisledge@gmail.com	V.S. Shedge
11	Urmila Bajirao Beloshe	9766355658	belosheurmila@gmail.com	U. Beloshe
12	Sejal Satish Konde	7385634639	konde.sejal91@gmail.com	S.S. Konde
13	Sanika Nimish Wamgade	9420213938	sanikasawamsgade03@gmail.com	S. Wamgade
14	Pawar Meghana Prakash	7498343046	Pawarmeghnas@gmail.com	M. Pawar
15	Beloshe Alita Rajay	8767520870	alibeloshe88@gmail.com	A. Beloshe
16	Dnyaneshwari Namdev Mandhekar.	8856949195	mandhekar.dnyaneshwari88@gmail.com	D. Mandhekar
17	Jadhav Kalyani Santaji	7410069880	kalyanijadhav@soo@gmail.com	K. Jadhav
18	Jadhav Vijaya Dnyaneshwar	7219183699	Jadhavvijaya633@gmail.com	V. Jadhav
19	Jadhav Shraddha Ravindar	9860482203	shraddhajadhav98@gmail.com	S. Jadhav
20	Nikam Rohini Arjun	8767818670	nikamrohini8670@gmail.com	R. Nikam
21	Pawar Satvashila Dattatray	8669099892		S. Pawar
22	DHANAWADE pratiksha santosh	8208493133	pratikshadhanawade95@gmail.com	D. Hanawade
23	Vaishnavi Vishnu Dalvi	9405550413	dalvi.vaishnavi27@gmail.com	V. Dalvi
24	Pallavi Dilip Chavan	9028625361	pallavichavan2002@gmail.com	P. Chavan
25				



Speaker - Mrs. Prachi Mayekar
CGSI Staff- Ms. Milan Mestry.

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue - Amdar Shashikant Shinde Mahavidyalaya, Medha,
Tal-Jawale; Dist. Satara.

Class: B.Com (I)

BSE LTD.

Date: 28-1-2022

Time: 8.30am to 10.30am.

S. N.	Name	Telephone	Email	Signature
1	SHITOLE KARAN MANIKRAO	7276261035	Shitolekaran.g@ mail.com	
2	Kamble Sheshank Vijay	9881013140	sheshankkmb124@	
3	Patil Rakesh Ramdas	9595255005	rakeshpceitil1819@	
4	Kamble Rahul Sanjay	7083988211	rahulkamble433@gmail.com	
5	Pawar Rohan Vinayak	9699575815	rohenvp7177@gonail.com	
6	Kamble Ganesh Sudhakar	7745020656	GK1056510@gmail.com	
7	Phanswade Pragwal Vijay	9322687361	PragwalPhanswade@ gmail.com	
8	Sankpal Shil Rajendra	7887351762	shilsankpal2508@gmail.com	
9	Omble Suraj Narayan	8928312168	surajomble93@gmail.com	
10	Bhoyare Omkar Shankar	7666634775	omkarbhoyare@gmail.com	
11				
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13				
14				
15				
16				
17				
18				
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23				
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25				



One Day Workshop on Consumer Guidance & Financial Literacy (28/01/2022)



QRMV+78W, Bibhavi, Maharashtra 415012, India
Bibhavi
Maharashtra
India
2022-01-28(Fri) 11:38(AM)
23°C
73°F



QRMQ+RWX, Bibhavi, Maharashtra 415012, India
Bibhavi
Maharashtra
India
2022-01-28(Fri) 10:08(AM)
21°C
70°F

Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2020-21)

Date: Saturday, 19/12/2020

Notice

All the students of B.Com.I, II and III class are hereby informed that the Department of Commerce is organizing One Day Workshop on “**Consumer Guidance & Financial Literacy**” at 10.00 AM on Tuesday, **22/12/2020**. All the students should attend the programme in the seminar hall.

सूचना

आमदार शशिकांत शिंदे महाविद्यालयात B.Com. I,II, आणि III या वर्गात शिकणाऱ्या सर्व विद्यार्थ्यांना कळविण्यात येते की ,वाणिज्य विभागामार्फत मंगळवार दिनांक 22/12/2020 रोजी “**Consumer Guidance & Financial Literacy**” या विषयावर एकदिवसीय कार्यशाळेचे आयोजन करण्यात आले आहे तरी या कार्यशाळेसाठी सर्व विद्यार्थ्यांनी सकाळी 10.00 वाजता सेमिनार हॉल मध्ये उपस्थित रहावे.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

सूचना

महाविद्यालयातील सर्व विद्यार्थ्यांना सूचित करण्यात येते की, दिनांक २२/१२/२०२० रोजी आपल्या महाविद्यालयात अग्रणी महाविद्यालय योजने अंतर्गत, वाणिज्य विभागातर्फे "ग्राहक संरक्षण व वित्तीय साक्षरता" या विषयावर एकदिवसीय कार्यशाळा आयोजित करण्यात आली आहे. सदर कार्यशाळेत श्री. प्रफुल्ल पवार व श्री. मनोज पवार हे मार्गदर्शन करणार आहेत. तरी सर्व विद्यार्थ्यांनी सकाळी ठीक ९.०० वाजता सेमिनार हॉलमध्ये उपस्थित राहावे.




PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

NAAC 'B+' Grade

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 1412/12
To,

Date: 14/12/2020



Mr. Prafulla Pawar.
Certified Financial Planner,
Mumbai.

Subject: Invitation as a Resource Person.

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on **"Financial Literacy"** at 9.30 pm dated **22nd December, 2020**. We will be honored if you accept our invitation as resource person.

We request you to communicate inconvenience if any.

Thank you.


I/C PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara



Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Estd. 2002

Office: 02378-285645,

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: 1412/12

Date: 14/12/2020



To,

Mr. Manoj Pawar.
Assistance Manager,
Consumer Guidance Society of India,
Mumbai.

Subject: Invitation as a Resource Person.

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on "Consumer Guidance" at 9.00 am dated **22nd December, 2020**. We will be honored if you accept our invitation as resource person.

We request you to communicate inconvenience if any.

Thank you.

I/C PRINCIPAL

**Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**



Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Office: 02378-285645.

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: *समक्षा*

Date: 22/12/2020

To,

Mr. Manoj Pawar.
Assistance Manager,
Consumer Guidance Society of India,
Mumbai.

Respected Sir,

We are grateful to you for your simple and lucid speech on "Consumer Guidance" at 9.00 am on **22nd December, 2020** at our College. Our students got enlightened by your presentation full of references and experiences. We shall remain indebted to you for the time you spared for us and our students.

We expect similar cooperation in the future.

Thank you.

H. G.
I/C PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोसतैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: ११५५ To,

Date: 29/12/2020

Mr. Prafulla Pawar.
Certified Financial Planner,
Mumbai.

Respected Sir,

We are grateful to you for your simple and lucid speech on "Financial Literacy" at 9.30 pm dated 22nd December, 2020 at our College. Our students got enlightened by your presentation full of references and experiences. We shall remain indebted to you for the time you spared for us and our students.

We expect similar cooperation in the future.

Thank you.


I/C PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Amdar Shashikant Shinde Mahavidyalay, Medha.

Academic year- 2020-21

Department of Commerce & Accountancy

Annual Report

One day workshop on “Consumer Guidance & Financial Literacy”

On 22nd December, 2020 Dept. of Commerce arranged one day workshop on “Consumer Guidance & Financial Literacy”, under lead college scheme. Mr. Prafulla Pawar (Certified Financial Planner) & Mr. Manoj Pawar (Assistant Manager, Consumer Guidance Society of India) were the resource persons for the workshop.

Mr. Prafulla Pawar delivered lecture on financial literacy, he explained how to manage money & how to be a smart investor. He highlighted the need of money management for Individuals. He also explained important tricks to become Smart Investor. He defined financial literacy as a ability to understand and effectively use various financial skills, including personal financial management, budgeting, and investing. Financial literacy is the foundation of your relationship with money, and it is a lifelong journey of learning. He stated that, finance is the management of money and It includes activities like savings, investing, borrowing, lending, budgeting, and forecasting. Finance has three main categories, namely personal finance, corporate finance, and public finance.

Mr. Manoj Pawar delivered lecture on Consumer Guidance. He explained various consumer rights & consumer protection act 1986 in short. He described the eight rights of consumer - the right to equality in the consumer market, privacy, choice, disclosure and information; fair and responsible marketing; fair and honest dealing; fair, just and reasonable terms and conditions; and fair value, good quality and safety. He also explained the procedure to file complaint in consumer court. He has given helpline number of Consumer Guidance Society of India to the participants and assured them that the society will help them in any consumer rights related issues.

Total 152 students of Arts, Science and commerce were participated in this workshop. Prin. Dr. P.R. Ghatage was the chairperson for this programme. Prof. Desai A.A. introduced the theme of workshop and Dr. Dhonde S. V. expressed vote of thanks.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

One day workshop on “Consumer Guidance & Financial Literacy” Date – 22/12/2020



Guidance by Mr. Prafulla Pawar. (Certified Financial Planner)



Guidance by Mr. Manoj Pawar. (Assistant Manager, CGSI)

One day workshop on “Consumer Guidance & Financial Literacy” Date – 22/12/2020



Guidance by Mr. Prafulla Pawar. (Certified Financial Planner)



Guidance by Mr. Manoj Pawar. (Assistant Manager, CGSI)

Seminar on "How to Manage Money & How to be a Smart Investor"

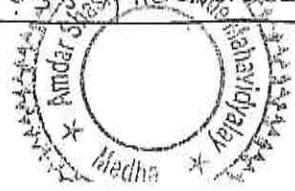
Venue: ^{PRINCIPAL}
Andar Shikhar Sridha Mahavidyalay
Medha, Tal. Jaeli, Dist. Satara

Class: Ecom III

Date: 22/12/2020

Time: 10:30 am to 12: pm

S. N.	Name	Telephone	Email	Signature
1	DUNDE ANKITA	7066073830		<u>Dunde</u>
2	Vende Mayuri	9356960721		<u>Vende</u>
3	maedhekar Rutuja	8855984197		<u>Maedhekar</u>
4	chikane Peili Ashok	9527980635		<u>Chikane</u>
5	Kumbhar Rani Shankar	8888713069		<u>Kumbhar</u>
6	Kumbhar Yogita Dnyaneshwar	9763527973		<u>Kumbhar</u>
7	chikane Akshada Namdal	7083615897		<u>Chikane</u>
8	Satar Damini Sopan	7741088457		<u>Satar</u>
9	Jawal Ankita Sanjiv	9322994882	ankitajawal123@gmail.com	<u>Jawal</u>
10	Jadhav Pranita Chandrakant	7028460992		<u>Jadhav</u>
11	Chikane Sonali Shankar	7350089897	sonalichikane81@gmail.com	<u>Chikane</u>
12	Shelar Mayuri prakash	9404644800	shelarmayuri159.com	<u>M. P. Shelar</u>
13	Salunke Kail Rajendra	7775068376	Kail.Salunke80@gmail.com	<u>K.R. Salunke</u>
14	Dhonde Akanksha Baliram	9373099913	akankshadhonde7@gmail.com	<u>Dhonde</u>
15	Mahamulkar Rasika Uttam	9763801571	Rasikamulkar15@gmail.com	<u>Rasika</u>
16	mahamulkar Rutuja sandosh	928429488	rutujamahamulkar@gmail.com	<u>Rutuja</u>
17	shinde Nilam sanjay	9623263995	shindenilam@gmail.com	<u>Shinde</u>
18	Junghare Nikita Hkanath	9137079191		<u>Junghare</u>
19	Pawar Samika Prakash	8459157033		<u>S. P. Pawar</u>
20	Junghare Smita Ganpat	7744997411	smitajunghare2001@gmail.com	<u>S. G. Junghare</u>
21	Karande Sanchali Vitthal	7823874054	sanchalikarande1@gmail.com	<u>Karande</u>
22	Jadhav Pratiksha Nathuram	9175431320	Pratikshajadhav2001@gmail.com	<u>Jadhav</u>
23	Jadhav Tejal Bhawal	9890845725	tejaljadhav092001@gmail.com	<u>Jadhav</u>
24	Kokaje Prajakta Prasad	7507039444	prajaktaojgaonkar175@gmail.com	<u>Kokaje</u>
25	Vende Neha Subhash	9594956355	nehavende29@gmail.com	<u>Vende</u>



BSE

CCSI - Mr. Manoj Pawar
CCP - Mr. Pratik Pawar

2

Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha.

Class: B. 1000 III

PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Solapur, Dist. Solapur

Date: 22/12/2020

(64)

Time: 10:30am to 12:00 pm

S. N.	Name	Telephone	Email	Signature
1	Gawade Vijay	9112350371		
2	Dhebe Akshay	8308269677		
3	Goore Nitin	9075182936		
4	Dalvi Vaibhav	9422535754		
5	Shelar Pratik Shamrao	8369825576		
6	Waghmare Gaurav Bhogavant	7400221210		
7	Lakade Prashant Prakash	9021479694		
8	Shinde Saurabh Vishnu	9404405666		
9	Deshmukh Suraj Vilas	7743966987		S.V. Deshmukh
10	Pawar Aniket Sunil	7028741680		
11	Ombale Yash Bajirao	9373139831		
12	Shelar Shubham Shamrao	9307411127		S.S. Shelar
13	Shinde Tejaswi Mohan	9881022495		
14	Pawar Nikita Suresh	7498559005		
15	Shinde Reshma Anand	8265078852		
16	Kadam Pratiksha Dnyaneshwar	8010259324		
17	Sapkal Snehal Shankar	9421387372		
18	Deshmukh Harshada Ravindra	9021833387		H.R. Deshmukh
19	Jangam Vatsavani Dilip	9373129743		V. Jangam
20	Sapkal Trupti Vijay	9923739336		
21	Gole Nirya Rohidas	7517976618		
22	Mardhetkar Komal Pandurang	7414930814		
23	Gole MAYURJ PANDURANG	7721019859		
24	Sawant Shradha Dhananjay	8378864219		S.D. Sawant
25	Sawant Akshada Vijay	9021755104		A.V. Sawant

BSE

CESI - Mr. Manoj Pawar
CFP - Mr. Prafull PawarSeminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha

Class: B.Com - II

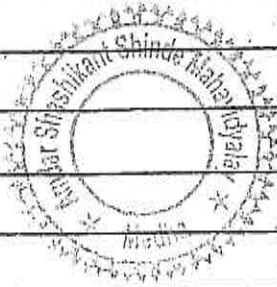
PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jalji, Dist. Satara

Date: 22/12/20

Time: 9.00 am to 10.30 am

56

S. N.	Name	Telephone	Email	Signature
1)	Dhanawade Akanksha Pandurang	9112600899	akankshadhnanawade1511@gmail.com	Dhanawade
2)	Pawar Pallavi Sudhir	9359819736	Pallavi.pawar64@gmail.com	Pawar
3)	Sapsal Akshada Pandurang	7897940631	AkshadaSapsal@gmail.com	A.P. Sapsal
4)	Sawant Nikita Ananda	8080250953	SawantNikita@gmail.com	Sawant
5)	Gejage Reshma Deepak	7798277191	GejageReshma19@gmail.com	Gejage
6)	Shete Vaishnavi Ashok	8010828011	V.shete71@gmail.com	Shete
7)	Karanjekar Rutuja Yashwant	9926710045	Karanjekar2017@gmail.com	R.J. Karanjekar
8)	Pandit Pratiksha Pramod	7709911527	Pratiksha.Pandit@gmail.com	P.P. Pandit
9)	Khamte Sakshie Santosh	9011932565	sakshiekhante23@gmail.com	S. Khante
10)	Dhanawade Pratiksha Sampat	9423481812	dhanawadepratiksha@gmail.com	Dhanawade
11)	Dhanawade Prachi Deviram	9520604056	dhanawadeprachi@gmail.com	Prachi Dhanawade
12)	Pawar Shivani Dhananjay	7875110164	Shivanipawar2632@gmail.com	Pawar
13)	Potale Dipali Chandrakant	8421027051	dipali.potale@gmail.com	Potale
14)	Sawale Ankita Ramesh	9307466995	ankitasawale8@gmail.com	Sawale
15)	Gahine Diya Sanjay	8888335230	diyagahine2002@gmail.com	Gahine
16)	Kenjale Rutuja Baban	9049299507	kenjalerutuja44@gmail.com	Rutuja
17)	Diya Divaneshwar Chitware	9604276907	chitwarediya07@gmail.com	Diya
18)	Shivani Pandurang vende	8104300761	vende.shivani24@gmail.com	Shivani



Seminar on "How to Manage Money & How to be a Smart Investor"

Venue:

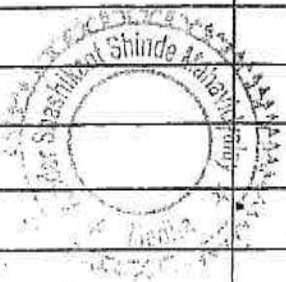
Class:

Date:

Andar Shreshthant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Solapur

Time:

S. N.	Name	Telephone	Email	Signature
	Surve Aditi Sanjay	9623936020	Aditisure.18@gmail.com	Surve
	Junghare Swati Ekanath	9373793590	SwatiJunghare244@gmail.com	Junghare
	Kale Priyanka Mohan	9146739929	priyankakale4823@gmail.com	Kale
	Junghare Poonam Sanbosh	8007511537	Poonamjunghare2002@gmail.com	Junghare
	Kenjale pooja Mahesh	7219412598	RKenjale81@gmail.com	P.M./Kenjale
	Kumbhar Gauri Dnyanesh	9764506130	gaurikumbhar813@gmail.com	K
	Suree Gauri Ankush	7385634452	gaurisuree815@gmail.com	Suree
	Jadhav Bhakti Vijay	7219521587	bhaktijadhav456@gmail.com	Bhakti
	Sapkal Priya Narayan	9022619549	Priyasapkal456@gmail.com	P.N. Sapkal
	Dudyskar Pratiksha Ankush	8921026186	Pratikshadudyskar@gmail.com	P.A. Dudyskar
	Gade Yugandhara Deepak	9494073200	YugandharaDeepakGade@gmail.com	Gade
	Jadhav Vishranti Sachin	7900107266	VishrantiJadhav@gmail.com	V.S. Jadhav
	Raule Purva Sahadev	9345493451	PoojaRaule735@gmail.com	Raule
	Sejal Guinessh Kenjale	7972324200	Sejal@Em232.com	Sejal
	Namrata Rajendra Salunkhe	7057118312	KajalSalunkhe19@gmail.com	Namrata
	Divya Dnyaneshwar Chivane	9604276907	chivaneDivya07@gmail.com	Divya
	Shivani Pandurang Vende	8104300751	vende.shivani14Aug@gmail.com	Shivani



Seminar on "How to Manage Money & How to be a Smart Investor"

Venue:

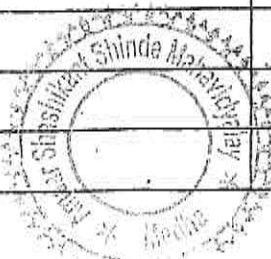
PRINCIPAL
Ambar Shashikant Shinde Mahavidyalaya
Madha, Tal. Jaoli, Dist. Satara

Class:

Date: 22/12/20

Time: 9.00am to 10.30am

S. N.	Name	Telephone	Email	Signature
1)	Sandesh Suresh Lakade	7517702358		<i>Sandesh</i>
2)	Alpesh Chamalazikant Shedge	9370559018	alpeshshedge2006@gmail.com	<i>Alpesh</i>
3)	Aniket Ashok More	9405446804	Maniket271@gmail.com	<i>A More</i>
4)	Nikhil Anil Kamble	9527716080	NikhilKamble85@gmail.com	<i>N Kamble</i>
5)	Aditya bhaskar Mardhetkar	9423046003	Adityamardhetkar26@gmail.com	<i>A Mardhetkar</i>
6)	Abhishek Dattatray Pawar	7028451700	AbhishekPawar132001@gmail.com	<i>A Pawar</i>
7)	Omkar Laxman Lakade	4075485373	omkarlakade@gmail.com	<i>Omkar</i>
8)	Salunkhe Harish Sunil	7410536672	harishsalunkhe90968@gmail.com	<i>Salunkhe</i>
9)	Kisav Suraj Dattatray	9146411108	SurajKisav2001@gmail.com	<i>Kisav</i>
10)	Shelar Vishal Jagannath	9329988773	vshelaros2@gmail.com	<i>V Shelar</i>
11)	Vandana Omkar Ramesh	9405265488	Omkarvandana@gmail.com	<i>O. R. Vandana</i>
12)	Parte Atul Hanmant	9405264629	atulparte110@gmail.com	<i>A Parte</i>
13)	Vijay Vijay Kharat	8530773091	vijaykharat82@gmail.com	<i>Vijay</i>
14)	Sapkal Jeevan Ravindra	9309923726	devsapkal01@gmail.com	<i>Sapkal</i>
15)	Sapkal Jyoti Vishwas	9763814781	JyotiSapkal88@gmail.com	<i>Jyoti</i>
16)	Shinde Akash Anand	7219412997	aakashshinde.2882@gmail.com	<i>A Shinde</i>
17)	Shaikh Arman Pirmahamad	9146404748	armanshaikh47484748@gmail.com	<i>A Shaikh</i>
18)	Bendal Sandip Subhash	8637707692	Sandipbendal@gmail.com	<i>S Bendal</i>
19)	Pritham Prakash Kamble	7883506390	pritham11@gmail.com	<i>P Kamble</i>
20)	Ruphikesh Baban Kamble	8421881414	kambler11@gmail.com	<i>R Kamble</i>
21)	Akash Prakash Kamble	9925782117		<i>A Kamble</i>



Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Ambedkar Shiksha Bhavan, Bhausaheb Mahavidyalaya
Medha, Tal. Jagli, Dist. Satara

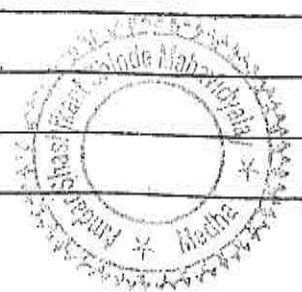
Class: Bcom I

Date: 22/12/2020

(51)

Time: 12.00pm to 3.30pm

S. N.	Name	Telephone	Email	Signature
1.	vibhute sakshi sunil	9322482623		<u>Sakshi</u>
2.	Sapkal Mangal Yashwan	8080124006		<u>Sapkal</u>
3.	Shirke Kajal prakash	8080251426		K.P. Shirke
4.	Shinde Lezemi Shankar	8652344735		<u>Shinde</u>
5.	Dhonde Akshada Baliram	93113099913		A.B. Dhonde
6.	Shelar poonam shankar	9130985889		<u>Shelar</u>
7.	Raje shubhangi shankar	9923928993		<u>Raje</u>
8.	sawale sandhya Dipak	9321072597		<u>Sawale</u>
9.	sawale Tejal sunil	9884099828		<u>Sawale</u>
10.	Bhilare Rutuja sanjay	7875476342		<u>R. S. Bhilare</u>
11.	Vende nikita ananda	8381062343		<u>Vende</u>
12.	Taggar vijaya shankar	4429172304052		<u>Taggar</u>
13.	Dhanawade sakshi suresh	9765287075		<u>Dhanawade</u>
14.	Junghe Vaishnavi Eknath	9405317922		V.E. Junghe
15.	Kamble swapnali sanjay	9322703983		<u>Kamble</u>
16.	Kadam Dnyaneshwaris	9309710512		<u>Kadam</u>
17.	shinde Rutuja kondiba	9049076474		R.K. shinde
18.	Dalvi Akanksha Vijay	9022994468		<u>Dalvi</u>
19.	Dalvi Disha sanjay	9860549847		<u>Disha D</u>
20.	Lohar Sanskranti Rajendra	8888721633		<u>S. R. Lohar</u>
21.	Jadhav Sayali Sunil	8007698056		<u>S. Jadhav</u>
22.	Dhanawade pratiksha Dattatray	8975899825		P.D. Dhanawade
23.	Kadam Vaibhavi Taraji	7709794675		<u>Kadam</u>
24.	Jadhav Vaishnavi Santosh	7499578619		V.S. Jadhav



Seminar on "How to Manage Money & How to be a Smart Investor"

PRINCIPAL

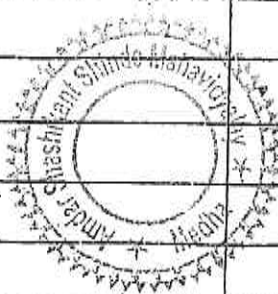
Venue: Amdar Sheshikant Shinde Mahavidyalay
Madha, Tal. Jagli, Dist. Satara

Class:

Date: 22/12/20

Time: 12:00 pm to 1:30 pm

S. N.	Name	Telephone	Email	Signature
1.	dhuruwade Aditya murah	7218043515	dhuruwadeaditya76	
2.	Nalawade Harshavandhan Rajendra	7887846100	nalawadeharsh.68@gmail.	
3	Jadhav Pratham Ganesh	9284921080	jadhavprathamj012	P. G. Jadhav
4	Sapkal Pram Santosh	9326885016	PramSapkal0.	P. S. Sapkal
5	Gaikwad Rahul Dinkar	8421516156	gaikwad02rajnil	
6)	Sapkal Rukh Ananda	9370319340	rukhsapkal86	R. A. Sapkal
7)	Surve Abhijit Kashant	9607260119	surveabhijit96	A. Y. Surve
8)	Dhuruwade Akulsh. Santosh	92123516013	akulshduruwade450@gmail.	
9)	Chikane Saurabh Ramesh	7744895751	Chikanesaurabh61	
10)	Chikane Saurabh Rajendra	9175988698	saurabhchikane@gmail.com	
11)	Junghare Sahil Suryakant	9307654856	SahilJunghare03@gmail	
12)	Pawar Sujit Vilas	9022749293	SujitPawar9294@gmail	
13)	Sapkal Pankaj Shankar	8275661213	B. Sapkal pankaj24@gmail	P. S. Sapkal
14)	Sawant Omkar Rajendra	9163278934	omkar@gmail.com	O. R. Sawant
15	Mahamulkar prathamesh	8378950424	PMahamulkar@gmail	
16)	shinde Rushikesh	8928895625	Rushikesh@ssg.com	
17)	Dalvi Rushikesh Bapu	8788704879	Rushikesh1234@gmail	
18)	Junghare Abhay Sanjay	954585640	AbhayJunghare1@gmail.com	
19)	Mistry Shrinivas Prasad	8378917595	shrikadam128@gmail.com	



Mangal Technologies Limited - New Mumbai / CTS-2010

बैंक ऑफ़ बड़ोदा
Bank of Baroda

सर पी.एम.रोड, मुंबई ४०००२३
SIR P M ROAD, Mumbai 400 001
RTGS/NEFT IFSC CODE : BARB0SIRPMR

जारी की गई तारीख से तीन माह के लिए वैध / VALID FOR THREE MONTHS FROM THE DATE OF ISSUE

CBS

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सेविंग्स खाता | SAVINGS ACCOUNT

D D M M Y Y Y Y

Pay Principal, Amdar Shashikant Shinde college, medha Or Bearer
या धारक को

Rupees रुपये Three thousand rupees only

अदा करें

₹ 3000/-

खा. सं.
A/c. No.

04170100010412

Not Over ₹ 5,000/-

FOR CONSUMER GUIDANCE SOCIETY OF INDIA

SB/2012/MT

भारत की सभी शाखाओं पर सममूल्य पर देय
Payable at par at all branches in India

SPM

Signature
TRUSTEE
Please sign above

⑈000353⑈ 400012063⑈ 010412⑈ 31

Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2019-20)

Date: Wednesday, 15/01/2020

Notice

All the students of B.Com. I, II and III class of Amdar Shashikant Shinde Mahavidyalay, Medha are hereby informed that the Department of Commerce is organizing One day workshop on “**Consumer Guidance & Financial Literacy**” at 10.00 AM on Friday **17/01/2020**. All the students should attend the programme in the seminar hall.

सूचना

आमदार शशिकांत शिंदे महाविद्यालयातील B.Com. I, II and III या वर्गात शिकणाऱ्या सर्व विद्यार्थ्यांना कळविण्यात येते की, वाणिज्य विभागामार्फत शुक्रवार दिनांक 17/01/2020 रोजी “**Consumer Guidance & Financial Literacy**” या विषयावरील एकदिवसीय कार्यशाळेचे आयोजन करण्यात आले आहे तरी या कार्यशाळेसाठी सर्व विद्यार्थ्यांनी सकाळी 10.00 वाजता सेमिनार हॉल मध्ये उपस्थित रहावे.



Head

Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

Accredited by NAAC with B+

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645.

Email: acemedha@yahoo.com.

Web: www.assmmedha.edu.in



Date: 18/01/2020

Mr. Nanadkumar Menon.
Certified Financial Planner,
Consumer Guidance Society of India, Mumbai.

Subject: Invitation as a Resource Person

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging guest lecture on “**How to manage money & How to be a smart Investor**” at 10.00 am on 17th January, 2020. We will be honoured if you accept our invitation as recourse person.

We request you to convey inconvenience if any.

Waiting for your reply,

Thank you.


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

Accredited by NAAC with B+

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: acmedha@yahoo.com,

Web: www.assmmedha.edu.in



Date: 17/01/2020

Mr. Nanadkumar Menon.

Certified Financial Planner,

Consumer Guidance Society of India, Mumbai

Respected Sir,

We are grateful to you for your motivational and valuable guidance on "How to manage money & How to be a smart Investor" on 17th January, 2020. Organized by Dept. of Commerce Amdar Shashikant Shinde Mahavidyalaya, Medha. Our staff & students enlightened by your presentation, full of references & experiences. We shall remain indebted to you for the time you spared for us.

We expect similar cooperation in the future.

Thank you.


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

Accredited by NAAC with B+

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office No: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in



Date: 13/01/2020

To,

Mr. Dhruvad Gaikwad.

Certified Financial Planner,

Consumer Guidance Society of India, Mumbai.

Subject: Invitation as a Resource Person

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging guest lecture on “Consumer Guidance” at 11.00 am on 17th January, 2020. We will be honoured if you accept our invitation as recourse person.

We request you to convey inconvenience if any.

Waiting for your reply,

Thank you.

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

Accredited by NAAC with B+

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02374-285645.

Email: acemedha@yahoo.com,

Web: www.assmmedha.edu.in



Date: 17/01/2020

Mr. Dhruvad Gaikwad.

Assistant Manager,

Consumer Guidance Society of India, Mumbai

Respected Sir,

We are grateful to you for your motivational and valuable guidance on “Consumer Guidance” on 17th January, 2020. Organized by Dept. of Commerce Amdar Shashikant Shinde Mahavidyalaya, Medha. Our staff & students enlightened by your presentation, full of references & experiences. We shall remain indebted to you for the time you spared for us.

We expect similar cooperation in the future.

Thank you.


Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2019-20)


- **One Day Workshop on Consumer Guidance & Financial Literacy (17/01/2020)**

On 17th January, 2020 Dept. of Commerce arranged one day workshop on “Consumer Guidance & Financial Literacy”, under lead college scheme. Mr. Nanadakumar Menon (Certified Financial Planner) & Mr. Manoj Pawar (Assistant Manager, Consumer Guidance Society of India) were the resource persons for the workshop.

Mr. Nanadakumar Menon delivered lecture on financial literacy, he explained how to manage money & how to be a smart investor. He highlighted the need of money management for Individuals. He also explained important tricks to become Smart Investor.. He stated that, finance is the management of money and it includes activities like savings, investing, borrowing, lending, budgeting, and forecasting.

Mr. Manoj Pawar delivered lecture on Consumer Guidance. He explained various consumer rights & consumer protection act 1986 in short. He also explained the procedure to file complaint in consumer court. He has given helpline number of Consumer Guidance Society of India to the participants and assured them that the society will help them in any consumer rights related issues.

Total 157 students of Arts, Science and commerce were participated in this workshop. Prin. Dr. M.B. Waghmode was the chairperson for this programme. Prof. Desai A.A. introduced the theme of workshop and Dr. Dhonde S. V. expressed vote of thanks.



Head

**Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**



उद्यमेन हि सिध्यति कार्याणि मनेस्यै:

NAAC 'B' Grade

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: 11/14

Date: 17/01/2020

CERTIFICATE

This is to certify that the Consumer Guidance Society of India Conducted a Program on **“How to Manage Money and be a Smart Investor”** in

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha, Taluka- Jawali, Dist. Satara Pin-415012

Session 1:

Participants: B.com I & B.A. I, II, III

Dated: 17/01/2020 & Time: from 9.00 am to 11.00 am

Session 2:

Participants: B.com II & III

Dated: 17/01/2020 & Time: from 11.00 am to 1.00 pm

Session 3:

Participants: B.sc I, II & III

Dated: 17/01/2020 & Time: from 1.30 pm to 3.30 pm

The Program was appreciated by those who attended it.

Sign 
PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara



व्यक्तं हि सिध्यति: कार्याणि मनोस्यै:

NAAC 'B+' Grade

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: स्मद

Date: 17/01/2020

To,

Consumer Guidance Society of India

Mahapalika Road, Azad Maidan,

Mumbai 400001

BILL

To charges for Room Rent & others Facilities for holding Program on

“How to Manage Money and be a Smart Investor” in

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha, Taluka- Jawali, Dist. Satara Pin-415012

Session 1:

Participants: B.com I & B.A. I, II, III

Dated: 17/01/2020 & Time: from 9.00 am to 11.00 am

Session 2:

Participants: B.com II & III

Dated: 17/01/2020 & Time: from 11.00 am to 1.00 pm


Session 3:

Participants: B.sc I, II & III

Dated: 17/01/2020 & Time: from 1.30 pm to 3.30 pm

AMOUNT: Rs. 3,000/- (Rupees Three Thousand Only)


Sign


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

- Received the above amount by Cheque No.001312 of Kotak Mahindra Bank,
Dated: 17/01/2020

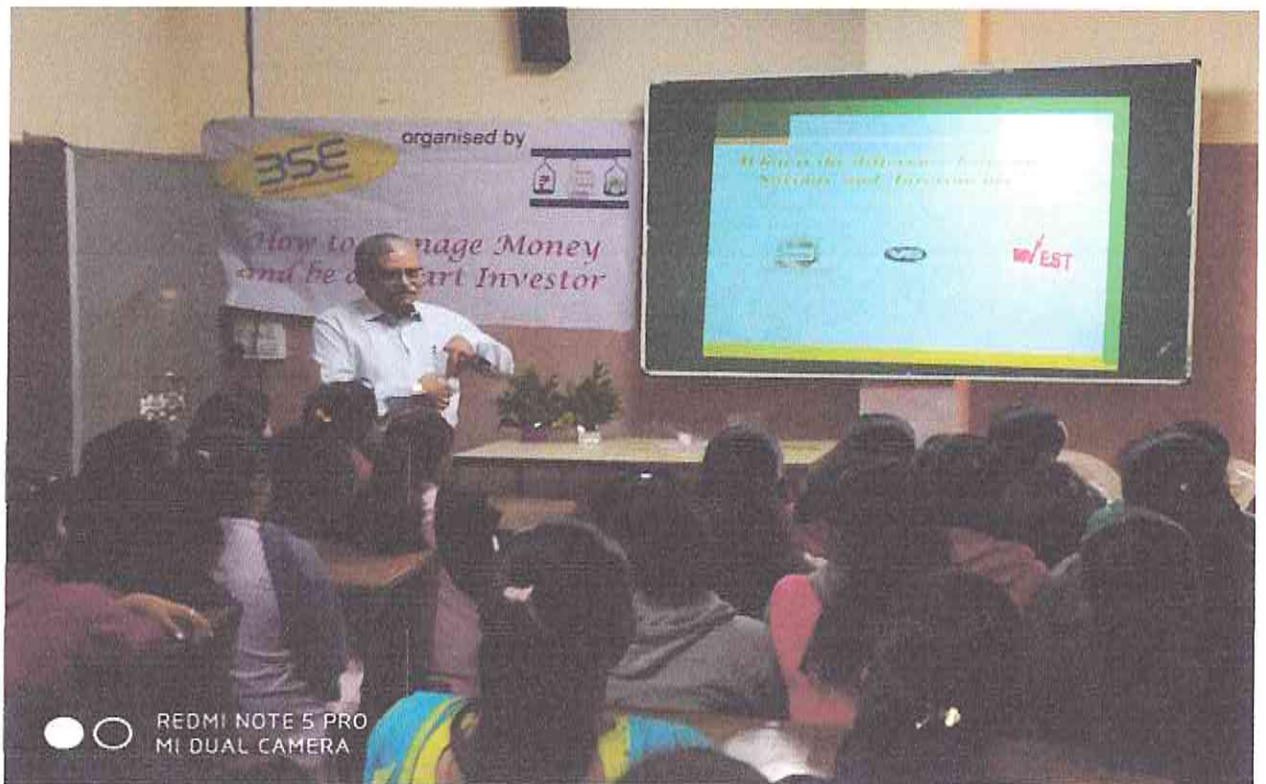
Sign


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

One Day Workshop on – “Consumer Guidance & Financial Literacy”

Date- 05/02/2019



One Day Workshop on "Consumer Awareness and Financial Literacy"



One Day Workshop on Consumer Awareness and Financial Literacy on 17/01/20



4918 A/C. CHS



7 - Sun Chambers, Dhobi Talao, Opp. Liberty Cinema, New Marine Lines Mumbai - 400020 Maharashtra India IFSC : KKBK0001350

Valid for three months from date of issue
दिनांक Date 17 01 2020
D D M M Y Y Y Y

Pay Principal, Amdar Shashikant Shinde Mahavidyalaya, या धारक को Or Bearer
रुपये Rupees Three thousand rupees only.

₹ 3000/-

खाता सं. A/c No. 4911558056

KOTAK PRO SAVINGS ACCOUNT
CBS

For Consumer Guidance Society Of India

[Signature]
Authorized signatory
Please sign above

20-12-2019

Payable At-par at all branch locations of Kotak Mahindra Bank Ltd.

⑈001312⑈ 400485061⑈ 002041⑈ 3⑈

CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara

BSE/LTD

Class:

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Kamble Simantani Ananda	9112319469	Simantanik@gmail.com	
2	Tambe pooja valmik	9359558247	Poojatambe@gmail.com	P. V. Tambe
3	Dhebe Meghali sanjay	9421790427	meghali@gmail.com	M. S. Dhebe
4	Sapkal Priya Navanath	9022619549		P. N. Sapkal
5	DUDUSKAR Pratiksha Anand	9970060772	Pratiksha2001@gmail.com	P. A. DUDUSKAR
6	Kamble Tejashree Pradip	9767459935	Tejashreekamble@gmail.com	
7	Sande Ananti Gajanan	7219557278	Anantisande@gmail.com	A. C. Sande
8	Jawal Kamal Beipuran	9421121875	KamalJawal1998@gmail.com	
9	Surve Aditi Sanjay	7719817064		
10	Junghare Suriti Ekanath	9405317922		
11	Kenjale Rutuja Baban	9738301686		
12	Gahine Diya Sanjay	8888335230		
13	Shelar kejal Tukaram	9049825440	shelarkajal2000@gmail.com	
14	Saale Swati Namdev	7796533846	swatisaale@gmail.com	
15	Shelar Sumitra Shankar			
16	Jawal Sanchita Arvind			
17	Kale Priyanka Mohan	9146739929	priyankakale2842@gmail.com	
18	Surve Sadhana Dnyaneshwar	8421652032	SadhanaSurve2000@gmail.com	
19	Patane Ujjwala Subhash	8669231668	UjjwalaPatane@gmail.com	
20	Shelar Pooja Ravindra	8605628843	poojashelar@gmail.com	
21	Mahamulkar kamal subhash	8669089789	KamalMahamulkar2001@gmail.com	
22	Kenjale Pooja Mahesh	7219412598	poojakenjale813@gmail.com	
23	Khumbar Sakshree Sandesh	9970182972	sakshreekhumbar2329@gmail.com	
24	Kumbar Gauri Anjaneshwar	9764506130	gaurikumbar812@gmail.com	
25				



CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Sheshikant Shinde Mahavidyalay
Medha, Tal. Jooli, Dist. Satara

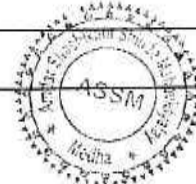
BSE/LTD.

Class:

Date: 17/09/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Gade Yugandhara Dipak	7499073200		
2	Jadhav Vishranti sachin	7219522001		
3	Pandit pratiksha pramod	7709911527		
4	Pawar Aishwarya Navanath	7420821146		
5	Wanagale Snehal Vishwanath	7741004342		
6	Sapkal Tejal Bhikaji	7604540853		
7	Shelke Ankita Ananta	9372545022		
8	Dhanawade Pratiksha Sampat	9423481812		
9	Dhanawade Prachi Devanand	8080362752		
10	Pawar Samika Pralcash	8459157033		
11	Junghare Nileeta Ekanath	9657877049		
12	Dhanawade Akanksha Pandurang	9112600899		
13	Pawar Pallavi Sudhik	9359819736		
14	Suave Kavita Vittal	7766928433		
15	Chikwad Pradnyu Dhananjay	9066412450		
16	Guzar Komal Subhash	9639179360		
17	Vende Kajal Sampat	7757886509		
18	Chikane Samika Dnyanesh	7498152504		
19	Pawar Manali Eknath	8100130381		
20	Chikane Shila Pandurang	7447652917		
21	Pawar Komal Vijay	9527471793		
22	Suave Gauri Ankush	9623521574		
23	Jadhav Bhakti Vijay	7219521587		
24	Junghare Rohini Ashob	9921062367		
25	Bhilare Gauri Rajendra	7028872621		



CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"


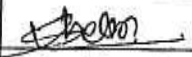
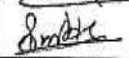
Venue: Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

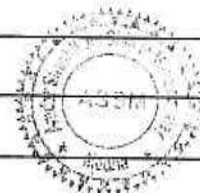
BSE/LTD

Class:

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Shinde Monish Dattatray	9067521563		
2	Relekar Akshay Rajendra	9168926031		A.R. Relekar
3	Bhange Nitin Vitthal	7447508936		Dillu
4	Palande Shubham Satish	7821988869		S.S. Palande
5	Shelar Vishal Jagannath	9829 888723		
6	Salunke Harish Sunil	7410536672		Salunke Hrs
7	Pore Yogesh Pandurang	9404726408		Pore
8	Kamble Shashwat Rajendra	7796485031		
9	Mame Satish Sampat	9923632465		SMAME
10	Ghadage Sowabh Sitaran	8329690547		S.S. Ghadage
11	Salunke Akash Prashant	7219 8329690547		A.A. Salunke
12				
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CGSI Staff:- Mr. Manoj Pawar

CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"Venue: Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

BSE/LTD

Class:

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Vende Namrata Vishnu	9529546007	namratavende171999@gmail.com	Nvende!
2	Salunkhe Amruta Santosh	7744946047	salunkheamrutacs@gmail.com	Salunkhe
3	Jangam Varsharathi Dilip	9373129743	varshayanijangam2000@gmail.com	Vjangam
4	Mardhekar Rutuja Mahadev	8855984197	mardhekarrutuja@gmail.com	Rudhekar
5	Jadhav Pranita Chandrakant	7028440992	jadhavpranita2001@gmail.com	PJadhav
6	Dundale Yogita Vitthal	9673216342	yogitadundale@gmail.com	Dundale
7	Bhosale Pooja Sachin	7030816071	poojabhosale@gmail.com	Bhosale
8	Shinde Nilam Sanjay	9623263995	shindenilam66@gmail.com	Shinde
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10	Pawar Priyanka Suresh	7427848278	priyankapawar@gmail.com	Pawar
11	Dhanawade Sunita Suresh	9146395528	sunita.dhanawade@gmail.com	Sunita
12	Mahamulkar Rusika Uttam	9763801571	Rusikamahamulkar@gmail.com	Rusika
13	Ghorpade Anita Vitthal	9765424115	anitagharpade@gmail.com	Anita
14	Patel Kanchan Baban	9359405019	kanchan.90.17.Patel@gmail.com	Kanchan
15	Bharamane Vijaylax Rajendra	8308791296	vijaylaxbharamane@gmail.com	Bharamane
16	Mardhekar Shubhangi Narayan	7620469222	mardhekarshubhangi2000@gmail.com	Mardhekar
17	Mahamulkar Rutuja Santosh	9284279688	rutujamahamulkar25@gmail.com	Rutuja
18	Kamble Sachita Tanaji	7498036838	sachitakamble14999@gmail.com	Kamble
19	Dhanawade Shweta Prabhakar	7039488235	shwetadhnanawade@gmail.com	Shweta
20	Jadhav Sayali Sanjay	9021820268	sayalijadhav@gmail.com	SJadhav
21				
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CGSI Staff:- Mr. Manoj Pawar

CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalay
Mudhe, Tal. Jaoli, Dist. Satara

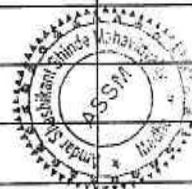
BSE/LTD

Class:

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Jadhav Pratiksha Nathuram	9175431320	jadhav.pratiksha.200102@gmail.com	
2	Jadhav Tejaji Bhuzal	9890845725	jadhav+tejaji2001@gmail.com	
3	Kumbhar Rani Shankar	9545428954	rani.kumbhar488@gmail.com	
4	Bhilare Kirati Ashok	9892787923	BhilarerKirati@gmail.com	
5	Kadam shreya vitthal.	8956440564	shreyakadam4405@gmail.com	
6	Sawant shroddha Dhananjay	9326274860	shroddhasawant1999@gmail.com	
7	Sawant Akshada vijay	9021755104	Akshadasawant2000@gmail.com	
8	Kadam Akshada vilas	8552090129	Akshada.kadam0929@gmail.com	
9	Dundale Pooja Sadashiv	8806357452	Pooja.dundale@gmail.com	
10	sarde tyoti vijay	8956840569	Tyoti.sarde7699@gmail.com	
11	Bachal Pallavi Shamkar	9529100160	Pallavi.Bachal@gmail.com	
12	Rawale Gauri Dnyanadeo	7958743558	gauri.rawale1916@gmail.com	
13	Jawal Poonam vijay	7218725213	Poonam.jawal@gmail.com	
14	Gauri Sunil Sapkal	7218706986	Gauri.sapkal@gmail.com	
15	Pooja Vitthal Jawal	9130607921	Pooja.jawal@gmail.com	
16	Gauri Vasanti Shreegje	7796196858	Gaurishreegje@gmail.com	
17	Shelar Shweta Bajirao	7083729067	Shweta.shelar1999@gmail.com	
18	Sallak Shivani Ravindra	9921640415	Shivani.sallak2@gmail.com	
19	Kumbhar Yogita Dnyaneshwar	9763527973	yogitakumbhar91@gmail.com	
20	Adhav Trupti Sitaram	9309836670	trupti.adhav79@gmail.com	
21	Kadam Damini Nathuram	7414998213	Kadamdamini99@gmail.com	
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CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

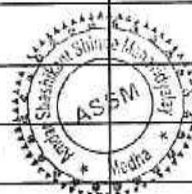
"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha, Tal. Jaoli, Dist. Satara
Class: Amdar Shashikant Shinde Mahavidyalaya, Medha, Tal. Jaoli, Dist. Satara
BSE/LTD

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Shinde Rushikesh Dipak	8080098604	rushishinde77200@gmail	Rshinde
2	Shelar Pratik Shamrao	8369825576	pratikshelar198	Pshelar
3	Chikane Rahul Ramchandra	9767464036	rahulchikane1713@gmail	Rchikane
4	Dhebe Akshay Maruti	8380936246	akshaydhebe@gmail.com	Adhebe
5	Shinde Kunal Kantaram	8329599380	kunalshinde111@gmail	Kshinde
6	Dundale Vivek Vasant	7057298081	vivekdundale@gmail.com	Vundale
7	Dalvi Jayesh Ramchandra	9423770758	jayeshdalvi2000@gmail.com	Dalvi
8	Karurde Suresh Ushawas	7264994504	sureshkarurde@gmail.com	Skarurde
9	Chikane Siddhesh Sampal	7261929417	siddheshchikane149@gmail.com	Schikane
10	Surve Sushant Suresh	9021180318	Sushantsurve@gmail.com	Ssurve
11	Chikane Lalite Yeshwant	8104055470	lalitchikane@gmail.com	Lchikane
12	Gore Nitin Ghondiba	9075182996	gorenitin8415@gmail.com	Ngore
13	Dhabe Akshay Narayan	8908269677	akshaydhabe@gmail.com	Adhabe
14	Gawade Vijay Ramchandra	8483909109	gawadevijay@gmail.com	Vgawade
15	Ombale Yash Bajirao	7030236149	yashombale2000@gmail.com	Yombale
16	Dalvi Vaibhav Ushnu	9422535754	vaibhavadalvi456@gmail.com	Vdalvi
17	Lakde Prashant Prakash	9021479694	prashantlakde309@gmail.com	Plakde
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CGSI Staff:- Mr. Manoj Pawar

CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue:

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

BSE/LTD

Class:

Date:

Time:

S. N.	Name	Telephone	Email	Signature
1	Ankita Sarjeraso Jawal	8698467929	ankitajawal123@gmail.com	
2	Komal Pandurang mardhekar	8308979387	komalmardekar@gmail.com	
3	Sonali Shonkar Chikane	7350089897	sonalichikane@gmail.com	
4	Pratiksha Rajesh Surve	9834075961	Pratikshasurve07056@gmail.com	
5	Poonam Bajirao Dahi	9764486207	dahivpoonam10@gmail.com	
6	chikane Priti Ashok	9527980635	pritiachikane@gmail.com	
7	surve Dipali Rajesh	9067822078	dipalisurve2000@gmail.com	
8	surve Rutuja shantaram	9096248964	rutujasurve@gmail.com	
9	Patne Akshada Ramesh	7219522650	akshadaPatne@gmail.com	
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11	Gaikwad Renuka Dattatray	9552992823	renukgaikwad51195@gmail.com	
12	Jangam Nikita Prakash	7397895269	nikitajangam456@gmail.com	
13	Deshmukh Rutuja Bharamet	9107119108	rutujadeshmukh943@gmail.com	
14	Jadhav Prajakta Popat	7757886507	PrajaktaJadhav46@gmail.com	
15				
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CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jachi, Dist. Satara

BSE/LTD

Class:

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Junghare Neha Rajan	7397896203	nehajunghare773@gmail.com	NJunghare
2	Sapkal Madhavi Baijiso	9011897131	maddysapkal077@gmail.com	Sapkal
3	Kadam Tejal Sadashiv	9503681174	tejal.kadam.095@gmail.com	Tejal
4	Karandkar Mayuri Anil	7620302479	karandkar.m@gmail.com	Karandkar
5	Mujawar Aasma Liyakat	7775921324	aasmamujawar1775@gmail.com	Mujawar
6	Lohar Snehal Ramchandra	9096246490	snehallohar5@gmail.com	Snehal
7	Kadam Komal Lakshman	9324571282	Kadamkomal275@gmail.com	Kadam
8	Shelar Ankita Gangaram	7822934282	ankitashelar2001@gmail.com	Shelar
9	Kasurde Rutuja Dhonanjay	9588117024	rutujakasurde147@gmail.com	Kasurde
10	Phalke Amruta Vitthal	9830799456	amrutaphalke12@gmail.com	Aphalke
11	Rokade Rutuja Manikrao	9172078327	rutuja.rokade0@gmail.com	Rokade
12	Mahamulkar Shivani Ekanath	8975526609	shivani.mahamulkar302@gmail.com	Shivani
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14	Vichare Priyanka Dattatray	9309902795	Priyankavichare215@gmail.com	Vichare
15	Moadhekar Mithila Babarao	9359977353	mithilamoadhekar29@gmail.com	Moadhekar
16	Mahamulkar Gitanjali Dayarao	7444864171	Gitumahamulkar@gmail.com	Git
17	Kumbhar Pratiksha Dilip	8805163276	Pratikshakumbhar@gmail.com	Pratiksha
18	Pawar Priyanka Tanaji	9702155486	pawarpriyanka009@gmail.com	Pawar
19	Jawal Aachal Ananda	7709694182	aachaljawal@gmail.com	Achal
20	Dundle Madhusi Dayandeo	8806749116	madhusidundle@gmail.com	Dundle
21	Indalkar Pratiksha Vijay	9857197353	PratikshaIndalkar@gmail.com	Pratiksha
22	Kharat Snehal Anil	7414926718	snehal.kharat.2001@gmail.com	Snehal
23	Pawar Gauri Sanjay	9307645605	gauripawar6321@gmail.com	Gauri
24	Chikane Yashoda Bhanudas	9373574664	YashodaChikane2004@gmail.com	Chikane
25	Jambhale Arati Pandurao	7499338618	AratiJambhale009@gmail.com	Arati



CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Ambar Shashikant Shinde Mahavidyalay
Medha, Tal. Jalga, Dist. Solapur

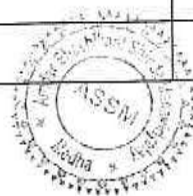
BSE/LTD

Class:

Date: 17/01/2020

Time:

S. N.	Name	Telephone	Email	Signature
1	SHELAR OMKAR SHAMRAO	8169735581	shelaromkar96@gmail.com	
2	Bhosale Sameer Hanmant	9850615010	bhosalesameer962@gmail.com	
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4	Shelar Suraj Tukaram	7028796680	Surajshelar628@gmail.com	
5	Shelar Prasad Ramchandrar	9859686033	shelarprasad698@gmail.com	
6	Lohar Prakash Eknath	7522943307	Prakash.lohar145@gmail.com	
7	Dhanawade Aniket Dattatray	8828920391	Aniket1Dhanawade@gmail.com	
8	Khamkar Gaurav Sanjay	9370432058	gauravkhamkar11@gmail.com	
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11	Pawar Yash Hindurao	7262987007	yash47597@gmail.com	
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CGSI Staff:- Mr. Manoj Pawar
CFP:- Mr. Nandkumar Menon

"Seminar on "How to Manage Money & How to be a Smart Investor"

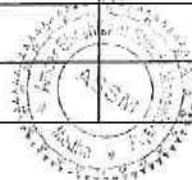
Venue: Aamdar Shashikant Shinde Mahavidyalaya, Medha ^{BSE/LTD}

Class: B.Sc. <sup>Aamdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jalgaon, Dist. Satara</sup>

Date: 17-01-2020

Time:

S. N.	Name	Telephone	Email	Signature
1	Shelar Puja Ramesh	9373487661	puju2611@gmail.com	Shelar
2	Sutas Rutan Sampat	9307373588	rutansubhat2000@gmail.com	Rutan
3	Biramane Akanksha Dattatray	7218325155	biramaneakanksha00@gmail.com	Akanksha
4	Jambhale Rutuja Sunil	7796376823	Rutujajambhale00@gmail.com	Rambhale
5	Dhanawade Vishakha Rajendra	9822032461	Vishakhadhanawade909@gmail.com	Dhanawade
6	Shelar Sonali Vishnu	7666435771	sonalishelar2905@gmail.com	Shelar
7	Jawal Ankita Ashok	8928707127	ankitajawal700@gmail.com	Ajawal
8	Nikom Pooja Vilas	7498322136	PoojaNikamPooja933@gmail.com	P.NIKAM
9				
10	Pawar Aarti Mohan	7350662017	aampawar192@gmail.com	A.Pawar
11	Jadhav Ankita gulabrao	7038110700	Ankitajadhav105@gmail.com	A.Jadhav
12	Jadhav Darashana Ramesh	7057733349	Jadhavdarashana593@gmail.com	Darashana
13	Biramane Mayuraj pandurang	87498866285	mayurajbiramane903764@gmail.com	Mayuraj
14	Mahamulkar supriya Hinduraj	7620976805	supriyamahamulkar422@gmail.com	Supriya
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16	Gulambe Rutuja Vitthal	7820976220	Rutujagulambe23@gmail.com	Rutuja
17	Pawar Sonika Bajirao	8605182183	SonikaPawar122@gmail.com	Sonika
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Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2018-19)

Date: Saturday, 02/02/2019

Notice

All the students of B.Com.I, II and III class are hereby informed that the Department of Commerce is organizing One Day Workshop on “**Consumer Guidance & Financial Literacy**” at **10.00 AM** on Tuesday, **05/02/2019**. All the students should attend the programme in the seminar hall.

सूचना

आमदार शशिकांत शिंदे महाविद्यालयातील B.Com.I, II and III या वर्गात शिकणाऱ्या सर्व विद्यार्थ्यांना कळविण्यात येते की, वाणिज्य विभागामार्फत दिनांक 05/02/2019 रोजी “**Consumer Guidance & Financial Literacy**” या विषयावर एकदिवसीय कार्यशाळेचे आयोजन करण्यात आले आहे तरी या कार्यशाळेसाठी सर्व विद्यार्थ्यांनी सकाळी 10.00 वाजता सेमिनार हॉल मध्ये उपस्थित रहावे.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

सूचना



महाविद्यालयातील सर्व विद्यार्थ्यांना सूचित करण्यात येते की, दिनांक ०५/०२/२०१९ रोजी आपल्या महाविद्यालयात अग्रणी महाविद्यालय योजने अंतर्गत, वाणिज्य विभागातर्फे "ग्राहक संरक्षण व वित्तीय साक्षरता" या विषयावर एकदिवसीय कार्यशाळा आयोजित करण्यात आली आहे. सदर कार्यशाळेत श्री. ध्रुवपद गायकवाड व श्री. नंदकुमार मेनन हे मार्गदर्शन करणार आहेत. तरी सर्व विद्यार्थ्यांनी सकाळी ठीक ९.३० वाजता सेमिनार हॉलमध्ये उपस्थित राहावे.


PRINCIPAL
Ambar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaothi, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 12/02

Date: 22/12/19

To,

Mr. Dhurpad Gaikwad.
Program Coordinator,
Consumer Guidance Society of India ,
Mumbai.

Subject: Invitation as a Resource Person.

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on "Consumer Guidance" at 9.30 am dated 5th February, 2019. We will be honored if you accept our invitation as resource person.

We request you to communicate inconvenience if any.

Thank you.

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay



Estd. 2002

उद्यमेन हि सिध्यति कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

NAAC 'B' Grade

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 12/12

Date: 2/2/2019

To,

Mr. Nandakumar Menon.
Certified Financial Planner,
Mumbai.

Subject: Invitation as a Resource Person.

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on "Financial Literacy" at 12.30 pm dated 5th February, 2019. We will be honored if you accept our invitation as resource person.

We request you to communicate inconvenience if any.

Thank you.


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि मनोरथै:
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: २-११६

Date: 5/2/2019

To,

Mr. Nandakumar Menon,
Certified Financial Planner,
Mumbai.

Respected Sir,

We are grateful to you for your simple and lucid speech on
"Financial Literacy" at 12.30 pm on 5th February, 2019 at our College.
Our students got enlightened by your presentation full of references and
experiences. We shall remain indebted to you for the time you spared for
us and our students.

We expect similar cooperation in the future.

Thank you.


Amdar Shashikant Shinde
Principal, Amdar Shashikant Shinde Mahavidyalay, Medha



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथै:
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: ५११८७

Date: 5/2/2019

To,

Mr. Dhurpad Gaikwad,
Program Coordinator,
Consumer Guidance Society of India ,
Mumbai.

Respected Sir,

We are grateful to you for your simple and lucid speech on “**Consumer Guidance**” at 9.30 am on 5th February, 2019 at our College. Our students got enlightened by your presentation full of references and experiences. We shall remain indebted to you for the time you spared for us and our students.

We expect similar cooperation in the future.

Thank you.


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara

One Day Workshop on – Consumer Guidance & Financial Literacy

Date- 05/02/2019

On 5th January, 2019 Department of Commerce arranged one day workshop on “Consumer Guidance & Financial Literacy”, under lead college scheme. Mr. Dhurpad Gaikwad (Program Coordinator, Consumer Guidance Society of India) & Mr. Nandakumar Menon (Certified Financial Planner) were the resource persons for the workshop. Mr. Nandakumar Menon delivered lecture on how to manage Money & How to be a smart Investor. He explained need of money management for Individuals. He also explained important tricks to become Smart Investor. Mr. Dhurpad Gaikwad delivered lecture on Consumer Guidance. He explained various consumer rights & consumer protection act 1986 in short. He also described the procedure to file complaint in consumer court. At the end of workshop Mr. Dhurpad Gaikwad shows experiments of testing Milk taken by various dairies & displayed the results about purity & fat of the Milk.

Total 152 students of Arts, Commerce & Science were participated in this workshop. Vice Prin. Dr. P. R. Ghatage was the chairperson for this program. Prof. Desai A.A. introduced the theme of workshop and Prof. Gejage S. N. expressed vote of thanks.



Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

One day workshop on "Consumer Guidance & Financial Literacy" - 5th February, 2019





Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोस्यै:

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 1402/2

Date: 5/2/2019

To,
Consumer Guidance Society of India,
Block J, Azad Maidan,
Mahapalika Road,
Mumbai-400001

BILL

To Charges for Room Rent & other Facilities for holding Program on " How to Manage Money and be a Smart Investor" in

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha.

Session 1st:

Class: B.com. III & B.A. III

Dated: 05/02/2019 & Time: from 9 am to 10.30 am

Session 2nd:

Class: B.com. I

Dated: 05/02/2019 & Time: from 10.30 am to 12.00 pm

Session 3rd:

Class: B.com. II

Dated: 05/02/2019 & Time: from 12.00 pm to 1.30 pm

Amount in Rs.: 3000/-

Amount in Words: RUPEES THREE THOUSAND ONLY

Stamp & Sign


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist.Satara



Received the above amount by NEFT/Cheque No.001025 Of (Kotak Mahindra Bank)
Date: 05/02/19

Stamp & Sign


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist.Satara





Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोषुभिः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 1402/2

Date: 5/2/2019

CERTIFICATE

This is to certify that the Consumer Guidance Society of India Conducted a Program on "How to Manage Money and be a Smart Investor" in

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha.

Session 1st, 2nd & 3rd.

Class: Session 1st -- B.com III and B.A. III. (Timing 9 am to 10.30 am)

Session 2nd -- B.com I (Timing 10.30 am to 12 am)

Session 3rd -- B.com II (Timing 12 pm to 1.30 pm)

Dated: 5th February, 2019

The Program was appreciated by those who attended it.

Sign & Stamp

(Principal Stamp & Seal)


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



BSE

CSTI Staff: 1) Harpat Gallewad
CFP: Mandkumar MenonSeminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amolai Shalikerat Shinde Mahavidyalay, Medha

BSE I.P.F

Class: B.Com. III, B.A. II Tal-Jawali, dist: Satara

Date: 05/02/2019

Time: 9.00am to 10.30am

Total No. of Participants: 21+20+18+17=76

S. N.	Name	Telephone	Email	Signature
1)	Kumbhar Kiran Praduram	8380864702	Kiran Kumbhar-1998@jinh.com	
2)	Kamble Akshay Prakash	7378770921	akshaykamble7378	
3)	Dhancewade susephal. Ganpat	7620151185	susephal Dhancewade1900@jinh.com	
4)	Jayesh Tukaram Dalavi	9420757102	Jayeshdalavi5610@gmail.com	
5)	Dhanawade Ganesh Manohar	7038323126	ganeshdhanawade123@gmail.com	
6)	chikane vishal ncelip	9309125757	vishalchikane107@gmail.com	
7)	Londhe Omkar Vijay	7721094036	OmkarLondhe06@gmail.com	
8)	Majumkar Shrikant C.	7083952940	—	
9)	Kokere Marchindan Vittal	8329945177	—	
10)	Kenjale Shankar Ganesh	8766703646	—	
11)	Indalkar Pravin Dilip	9637204978	—	
12)	bandal Umesh Baburaj	8698744799	—	
13)	shingate Akash Ramchandra	9404834765	—	
14)	Wadkar Aniket Ramesh	7350058593	—	
15)	Shinde Manish Dattatraya	9359962421	—	
16)	Jadhav Kunul Sunil	7775000879	Jadhavkunal34@gmail.com	
17)	Sapkal Sudhir Dnyandeo	9404749587	Sapkalsudhir772001@gmail.com	
18)	Relekar Akshay Rajendra	9168926081	akshayrelekar7818@gmail.com	
19)	Ombale Pravin maruti	8806884798	—	
20)	Nisaj Narayan Bodake	8888498379	NisajBodake007@gmail.com	
21)	Gade Suresh Balkrishna	7028737903	Sgade730@gmail.com	

Seminar on "How to Manage Money & How to be a Smart Investor"

C/SI Staff: Dhurpal

Venue: Amdar Shashikant Shinde Mahavidyalay, Medha (T.P: Mandkumar Tal. Jawal, dist: Satara)

Class: B.com III, B.A III

Menon

BSE IPF

Date: 05/02/2019

Time: 9.00 am to 10.30 am

S. N.	Name	Telephone	Email	Signature
1)	Valvi Jayshree Jagan	9420209107	jayshreevalvi25@gmail.com	<u>Valvi</u>
2)	Tambe Pooja Valmik	9545512590	poojatambeg9@gmail.com	<u>P.V. Tambe</u>
3)	Jawal Komal Bapurao	9421121875	KomalJawal1995@gmail.com	<u>Komal</u>
4)	Shinde Suvarra Tukaram	7038399147	suvarraShinde121997@gmail.com	<u>Suvarra</u>
5)	Saede Swati Namdev	7796533846	swatisaede32@gmail.com	<u>Saede</u>
6)	Mardhekar Komal Anilush	9112844264	komalmardhekar1995@gmail.com	<u>Komal</u>
7)	Shinde Ruchita Purushottam	8669497434	RuchitaShinde@gmail.com	<u>RShinde</u>
8)	Shelar Ashwini Jagannath	9021050231	ashwiniShelar@gmail.com	<u>Ashwini</u>
9)	Gole Dhanashri Narayan	7219524594	DhanashriGole@gmail.com	<u>Dhanashri</u>
10)	Dhanawade Ankita Abhinav	9673842672	ankitadhanawade@gmail.com	<u>Ankita</u>
11)	Gore Pratiksha Narayan	9975701262	PratikshaGore226@gmail.com	<u>Pratiksha</u>
12)	Wanjale Pooja Rajendra	7507505249	Poojawanjale@gmail.com	<u>Pooja</u>
13)	Sable Tejwini Harmandev	7447631705	Tejwinisable@gmail.com	<u>Sable</u>
14)	Shelar Pratiksha Suresh	9921631859	Pratiksha@gmail.com	<u>Pratiksha</u>
15)	Dhanawade Prati Vishnu	8975587613	Pratidhanawade@gmail.com	<u>Prati</u>
16)	Pudale SaverPrachi Sunil	7798136883	SaverPrachi2018@gmail.com	<u>Pudale</u>
17)	Mane Kajal Abhanda	7507641588	kajal1@gmail.com	<u>Kajal</u>
18)	Vende Kajal Sampat	7757886509	kajal@gmail.com	<u>Vende</u>
19)	Sawant Shraddha Krushna	9552291403	shraddha@gmail.com	<u>Sawant</u>
20)	Chikane Sanjiv Dnyandev	7498152604	sanjivchikane@gmail.com	<u>Chikane</u>

Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Sheshikant Shinde Mahavidyalay, Medha BSE I.P.F
Tal. Jawali Dist. Satara.

Class: B.Com III, B.A III

Date: 05/02/2019

Time: 9.00am to 10.30am

S.N.	Name	Telephone	Email	Signature
1)	हामावडे निरुपा अठान्णाए	7875476205	nirupad199@gmail.com	Nirupad
2)	चव्हाण लक्ष्मी नारायण	7796472029	-	T.Y.chavan
3)	महेंकर प्रतिक्षा बबल	8600628667	pratiksha@gmail.com	Pratiksha
4)	हेंबर प्रतिक्षा कलिन	9561770264	pratiksh11@gmail.com	Pratiksha
5)	लक्ष्मयी मोहन शिंदे	8805381493	aishwarya@gmail.com	Ashwari
6)	देवे लविता लक्ष्मी	7499995780	lallitadhed@gmail.com	Lalita
7)	देवे निलम राजदेव	737836043	nilamdhede98@gmail.com	Nilam
8)	वांगडे अश्विनी रामदास	7517082942	ashwinicangade@gmail.com	Ashwinicangade
9)	शुभे अहदा आत्माराम	8308479064	shraachai@gmail.com	Shraachai
10)	जाधव देवराजी बाबेंद	9423264307	devyanijadhav@gmail.com	Devyanijadhav
11)	सावंत श्रेयशी आनंद	7741994596	sawantAishwarya@gmail.com	Sawant
12)	शुतार शिवाजी नामदेव	9545797315	shutashitcel31@gmail.com	Shutashitcel
13)	देशमुख सीताम विलास	8890154648	sirameshmeshki710@gmail.com	Siramesh
14)	कांबळे वृषाली प्रविण	9421047795	trushalikambhale@gmail.com	Trushalikambhale
15)	दळवी अमृता सुभाष	9403836918	amrutadali98@gmail.com	Amrutadali
16)	देशमुख अपेक्षा राजेश्वर	9922090428	apeksha009@gmail.com	Apeksha
17)	पवार आश्वती लक्ष्मी	7517217810	AshatiPawar854@gmail.com	AshatiPawar
18)	सुरते सारदा राजानंद	9021614633	ArzitiSarad@gmail.com	ArzitiSarad

Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalaya, Medha

CIS I Staff: Dhurpat

Tali, Jawali Dist. Satara

C.F.I: Nandkumar
N. Lemon

Class: F.Y.B.Com

Date: 5-2-2019 Total No. of Participants: 25+17+16=58

Time:

S. N.	Name	Telephone	Email	Signature
1	Shelar Mayuri Prakash	9405249319	-	M.P. Shelar
2	Deshmukh Harshada Ravindra	7709145374	-	H.R. Deshmukh
3	Vende Neha Subhash	9594956354	-	Vende
4	Vende Mayuri Vijay	9325035353	-	Vende
5	Chikane Purnam Ankusha	9767047213	-	Chikane
6	Karande Sonali Vitthal	9421464522	-	Karande
7	Gangaram Nisha Sambhaji	8888976667	-	Gangaram
8	Nikam Pallavi Sudhir	99313874341	-	P.S. Nikam
9	Rawale Gauri Daynadar	7558743558	-	Rawale
10	Shinde Divya Arun	7083922351	-	Shinde
11	Gole Divya Rohidas	7517668169	-	Gole
12	Jangam Parsharani Dilip	7558394051	-	Jangam
13	Pawar Smita Satish	7218015003	-	S.S. Pawar
14	Saplunke Amruta Santosh	7749966047	-	Saplunke
15	Chikane Akshada Namdev	7083615897	-	Chikane
16	Sutar Damini Sopan	8379874367	-	Sutar
17	Pratishtha Nathuram Jadhav	9175431320	-	Pratishtha
18	Panita Chandrakant Jadhav	7028490992	-	Panita
19	Sapkar Shivani Prakash	7350750075	-	Sapkar
20	Pawar Sheetal Tanaji	8692848681	-	Pawar
21	Jadhav Janjivani Deepak	9112497403	-	Jadhav
22	Sawale Ankita Ramesh	7720803393	-	Sawale
23	Akshada Vijay Sawant	9029755104	-	A.V. Sawant
24	Sawant Shradha Dhananjay	9326274860	-	S.D. Sawant
25	VENDE NAMRATA VISHNU	9011980915	namrata17@gmail.com	Vende

3 Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Jhaskilpant Jindole ↑

Class: B.Com II

Date: 05/02/2019

Time: 12.00 Pm to 1.30 Pm

S. N.	Name	Telephone	Email	Signature
1	shirraj padale	8508070310		
2	Tushar Dhanawade	9075231596		
3	Saifan Shaikh	9604618870		
4	Vishwajit Nikam	8788134764		
5	Moin Firoj Khan	8275786784		
6	Zaid Attar	949404886611		
7	Ganesh Pawar	7083124472		
8	Kunal Kantaram Shinde	8329599380	kunalshinde111999@gmail.com	
9	Dalvi Jayesh Ramchandra	9423770758	Jayeshdalvi2000@gmail.com	
10	Abhishek Guxav	8605596176		
11	Shankar Kadam	8879275298	shankarkadam11@gmail.com	
12	Dundale Vivek Vasant	7057298081	vivekdundalegg@gmail.com	
13	Dhebe Akshay Maruti	8380936246		
14	shubhanikarshankarombale	7030068806		
15	RAJANAND HUME	8808877563		
16	chikane Siddhesh Sampat	7261929417	siddheshchikane198@gmail.com	
17	Padale Gaurav Naradav	9094412207		
18	Gole mahesh Anarita	7145034619		
19	Bhosale krushnant narayan	8530688174		
20	Kirve Rudvik Dattatray	8766920473	rudvikkirve6688@gmail.com	
21	Nikam Anuj Vilas	9766211540		
22	Nikam Aniket Subhash	7083150121	aniketnikam506@gmail.com	

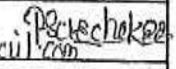
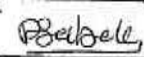
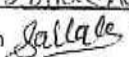
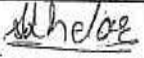
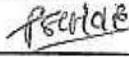

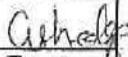
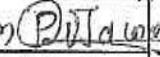
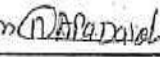

Seminar on "How to Manage Money & How to be a Smart Investor"

Venue:

Class:

Date:

Time:

S. N.	Name	Telephone	Email	Signature
1.	Marechekar Ritika Shivaji	7219481809	ritikamarechekar@gmail.com	
2.	Deshmukh Roshni Abhishek	9921808254	deshmukh.roshni99@gmail.com	R.B. Deshmukh
3.	Tadkar Pratikta Poprat	7757886507	Pratikta048@gmail.com	P.P. tadkar
4.	Sabale Rupali Manoj	8275617492	rupali@gmail.com	
5.	Dhanawade Shweta Prabhakar	9552949173	shweta@gmail.com	Dhanawade
6.	Tadkar sayali sanjay	9021820268	sayali02@gmail.com	S.S. Tadkar
7.	Sallale Shivani Ravindra	9921640415	shivani.sallale22@gmail.com	
8.	shelar shweta Bajirao	7083729067	shwetashelar100@gmail.com	
9.	Sutar pavina Dinkar	9325326596	sutar.pavina199@gmail.com	
10.	Panwar Anuradha Mansing	9623472665	anuradha.panwar@gmail.com	
11.	Shedje Caumi Vasant	8208929173	shedje.caumi@gmail.com	
12.	Jawal Pooja Vitthal	9130607921	Jawal Pooja@gmail.com	
13.	padwal Neha Ashok	8600332496	padwal.Neha@gmail.com	
14.	Bachal Pallavi Shankar	9959131310	PallaviBachal@gmail.com	

Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2017-18)

Date: Tuesday, 09/01/2018

Notice

All the students of B.Com.I, II and III class are hereby informed that the Department of Commerce is organizing One Day Workshop on “**Consumer Guidance & Financial Literacy**” at **10.00 AM** on Thursday, **11/01/2018**. All the students should attend the programme in the seminar hall.

सूचना

आमदार शशिकांत शिंदे महाविद्यालयातील B.Com.I, II and III या वर्गात शिकणाऱ्या सर्व विद्यार्थ्यांना कळविण्यात येते की, वाणिज्य विभागामार्फत गुरुवार दिनांक **11/01/2018** रोजी “**Consumer Guidance & Financial Literacy**” या विषयावर एकदिवसीय कार्यशाळेचे आयोजन करण्यात आले आहे तरी या कार्यशाळेसाठी सर्व विद्यार्थ्यांनी सकाळी 10.00 वाजता सेमिनार हॉल मध्ये उपस्थित रहावे.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

One Day Workshop on “Consumer Guidance & Financial Literacy” on 11th January, 2018



CGSI Staff:- Mrs. Milan Mestry & Rasika Jadhav
Financial Advisor:- Mrs. Prachi Maykar

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue:Amdar Shashikant Shinde Mahavidyalay, Satara - Medha Mahabaleshwar Road,
Medha, Dist.- Satara.-415206. NSE

Class:

Date: 11.01.2018

Time:

S. N.	Name	Telephone	Email	Signature
1	Beloshe Sushma Bayirao	8806608136		
2	Ghorpade Anita Vitthal	9765424115		
3	Sabale Rupali Maruti	8275617442		
4	Trapori Sunil Sapkal	865211 1283		
5	Kamble Mamsi Sumil	8308434107		
6	Jadhav Prajaketa Popat	7709055423		
7	Deshmukh Rutuja Bhaskar	9921 808254		
8	Graikwad Renuka Dattatray	9552992823		
9	Wangade Rutuja Ramchandra	9637959189		
10	Mardhekar Ritika Shivaji	8698468597		
11	Ombale Nameeta Tukaram	7743852920		
12	Sutar Pearina Dinkar	8554854972		
13	Patre Akshada Ramesh	8806564792		
14	Surre Mohini Bharat	8828621246		
15	Adhav Truphi Sitaram	7775963226		
16	Dhembade Pratiksha Kisan	8805226689		
17	Shinde Aishwarya Mohan	8805981489		
18	Shedje Vidya Yashwantrao	9657647089		
19	Chavhan Prachi Jitendra	7744895997		
20	Gode Prajita Guntam	9850031926		
21	Pawar Manisha Shashikant	9421966192		
22	Sable Dipali Maruti	9404759173		
23	Patte Jyotsna Shankar	9319119495		
24	Kadam Sonali Ramesh	7887692978		
25	Jadhav Priyanka Ashok	9172308287		



CGSI Staff:- Mrs. Milan Mestry & Rasika Jadhav
Financial Advisor:- Mrs. Prachi Maykar

"Seminar on "How to Manage Money & How to be a Smart Investor"

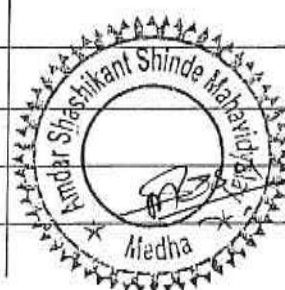
Venue:Amdar Shashikant Shinde Mahavidyalay, Satara - Medha Mahabaleshwar Road,
Medha, Dist.- Satara.-415206. NSE

Class:

Date: 11.01.2018

Time:

S. N.	Name	Telephone	Email	Signature
1	Belahe Ashwini Dhonraj	9975792845		Belahe
2	Shinde Ruchita Puushottam	8664494434		R Shinde
3	Mardhekar Komal Ankush	7057206575		Komal
4	Mardhekar gauai Reghunath	8605123497		Reghunath
5	Jadhav Anuradha Laxman	9271537138		Anuradha
6	Kamble Simantani Ananda	9834717566		Simantani
7	Dhanawade Gaunichondrakant	7775963173		Gaunichondrakant
8	Dhanawade Nirupa Jagannath	7875476205		Dhanawade
9	Shelar Pratiksha Gangaram	9158748657		Pratiksha
10	Kadam Pranali vilas	9860130557		Kadam
11	Rauale Aishwarya Pralhad	9220749701		A Rauale
12	Kadam Akshada Vilas	8552090129		Akadam
13	pathan Naziya Jafar	9921110972		Pathan
14	shelar Mamata shrirang	7038530760		Shelar
15	Desai Priyanka Ananda	7030444212		P.A. Desai
16	mardhekar Pooja shivaji	9172519065		P. mardhekar
17	Mardhekar Pratiksha Baban	8600628667		Mardhekar
18	CHAVAN TRUPTI YASHAVANT	7758824260		T.Y. CHAVAN
19	Dhanawade Harshada Ananda	9067731652		H.A. Dhanawade
20	kaswade Pallavi Subhash	9673776014		Kaswade
21	Suve Shradha Atmaraj	8806106328		Suve
22	wangode Ashvini Ramdas	7517082942		Wangode
23	Sawant Shradha Balkrushna	9552291409		Sawant
24	Dhebe Nilam Dnyandev	7878360469		Dhebe
25	Shelar Shweta Bajirao	7083729067		Shelar



CGSI Staff:- Mrs. Milan Mestry & Rasika Jadhav
Financial Advisor:- Mrs. Prachi Maykar

"Seminar on "How to Manage Money & How to be a Smart Investor"

Venue: Amdar Shashikant Shinde Mahavidyalay, Satara - Medha Mahabaleshwar Road,
Medha, Dist.- Satara.-415206. NSE

Class:

Date: 11.01.2018

Time:

S. N.	Name	Telephone	Email	Signature
1	Ghelae Ashwini	7350668150		Ghelae
2	Gole Dharmeshri Narayan	8424814778		D. Gole
3	Sawale Balidhaya Prakash	204033		P. Sawale
4	Parate Kajal Sampat	9819587398		K. S. Parate
5	Bhilare Jyoti Laxman	8698789305		J. L. Bhilare
6	Senawane Ashwini Laxman	2038014955		Senawane
7	Gade Pranali Paras	9503994432		Pranali
8	Bhilare Varsha Rajendra	9067249858		V. Bhilare
9	Dhanawade Ankita Pandurang	9119451040		Dhanawade
10	Dhanawade Sunita Suresh	9763817653		Dhanawade
11	Poonam Vijay Jawal	7850752781		P. V. Jawal
12	Sarde Tyoti Vijay	7350599426		S. Sarde
13	Shedje Gauri Vasant	8308929173		Shedje
14	Parate Kanchan Baban	8390678859		Parate
15	Jawal Pooja Vitthal	9130607921		P. V. Jawal
16	Wangade Swappali Nandkumar	9867156900		Wangade
17	More Yogita Anil	7522996459		More
18	Jadhav Sayali Sanjay	8308640265		S. S. Jadhav
19	More Nikita Arun	9503438697		More
20	Dhanawade Shweta Prabhakar	7744048745		Dhanawade
21	Bhosale Pooja Sadashiv	8806381489		Bhosale
22	Panikar Pratiksha Subhash	9860527881		P. S. Panikar
23	Mane Kajal Vijay	9702882385		Mane
24	Sallale Shivani Ravindra	9921640415		Sallale
25	Dahi Poonam Bajirao	7775944462		P. B. Dahi



CGSI Staff:- Mrs. Milan Mestry & Rasika Jadhav
Financial Advisor:- Mrs. Prachi Maykar

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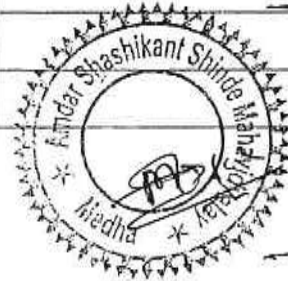
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Class:

Date: 11.01.2018

Time:

S. N.	Name	Telephone	Email	Signature
1	Jambhale Rohit Laxman	7770091056		Rambhale
2	Shelar Sujay vitthal	8275857835		Shelar
3	Yadav Amol Sanjay	9764685590		Amol
4	Shelar Sopan Sahebrao	9421086572		S.S.Shelar
5	Bailkar Mayur Suresh	8551821218		mbailk
6	Nikam Lakhan Sunil	7741977762		Nikam
7	chilcane siddhesh sampal	91261929417		Chilcane
8	shinde kunal bhantaram	8329599380		Rshinde
9	Junghare Abhishek Ganpat	7744997411		Junghare
10	Dhanawade Swapnil Ganpat	8275660879		Swapnil
11	Bhilare Nehan Rajendra	9130815569		Bhilare
12	Indalkar Ganesh Madhukar	9673865922		Indalkar
13	Kadam Ajay Suresh	8308328134		Kadam
14	Shinde Rutik Suryakant	7083192681		Rshinde
15	Shinde Aditya Suresh	9552092895		Shinde
16	Jawal Akshay Ganpat	9165859988		Jawal
17	Gogawale Akshay Sitaram	9405381427		Gogawale
18	Vidhate Shubham Yiswal	9096162547		Vidhate
19	Kumbhar Kisan Pandurang	8380864702		Kumbhar
20	Kamble Akshay Prakash	7372770921		Kamble
21	Junghare Peafull Jagannath	9057858070		Peafull
22	Dhanawade Ganesh Maruti	7038323126		Dhanawade
23	Dalvi Jayesh Ramchandra	9423770758		Dalvi
24	Dundale vivek Vasant	7057298081		Dundale
25	Bandal Umesh Baburao	9698744799		U.B.Bandal
26	Jadhav Kunal Sunil	9775000879		Jadhav



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Class:

Date: 11.01.2018

Time:

S. N.	Name	Telephone	Email	Signature
1	Kole Tejaswini Chandrakant	7721957246		Kole
2	Ratne Namrata Ramesh	8806564792		Ratne
3	Tadhav Pooja Laxman	9594024380		Pooja
4	Shedge Jayshri Santosh	9850485589		Shedge
5	Dhanawade Ankita Arjun	9673842672		A.Dhanawade
6	Dhanawade Nikita Dilip	9823914852		Dhanawade
7	Shelar Kajal Tukaram	9029825440		Shelar
8	Shinde Priyanka Namda	7507887540		P.N. Shinde
9	Jawal Kamal Bapurao	9421121875		B.Jawal
10	Dhebe Meghali Sanjay	9404656276		M. S. Dhebe
11	Dhebe Rupali Ananda	8412942424		R. A. Dhebe
12	Valvi Jayshree Jagan	9420209107		Valvi
13	Tambe Pooja Valmik	9545512590		P.V. Tambe
14	Wangde Aarti Dipak.	8888202355		Wangde
15	Shelar Divyami Sudhir	7745845212		Shelar
16	Bhosale Nikita Shamrao	9423464717		Bhosale
17	Kharat Purnim Balakrishna	9730768622		Kharat
18	Sorde Swati Namdev	9850957196		Sorde
19	Kamcel Vitthal Dalavi	9637179681		Kamcel
20	Aarti Ramdas Jadhav	9067291156		A.A. Jadhav
21	Kadam Anita Ashok	2561572429		Kadam
22	Sapkale Amruta Chandrakant	9405317346		Sapkale
23	Raoihar Swati Shankar	7038944289		Raoihar
24	Jagtap Swati Vittal	8605081719		Jagtap
25	Ombale Priyanka Anamela	9404522004		Ombale
26	shinde suvarna Tukaram	9011390547		Shinde



①

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e-mail: cgsibom@gmail.com website: www.cgsiindia.org

MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address श्री. कामदार बाबिकान्त शिंदे, महाविद्यालय रोड, ता. जावली
VENUE जि. वातका.
 Milk Sample Tested **BRAND** कस्तूरी उमरी
 Payment Receipt No / Date 11/1/2018

PARAMETERS	LACTO-SCAN VALUES
Fat %	4.56
Solid Not Fat (SNF) %	5.38
*Density	16.89
Proteins %	1.74
Lactose %	2.70
Water content % (Added)	40.96
Temperature of milk °C	28.30
**Freezing point (°ve)°C	0.307
Salts %	00.42

* Density data value is in an abbreviated form. To determine the milk density, write down the result from the display and add 1000. Unit is kg/m³. For example, understand density of 27.3 as 1027.3 kg/m³.

** Association of Official Analytical Chemists recommends an upper limit freezing point, value - 0.525°C. If the freezing point is - 0.525°C or below, milk may be presumed to be free of water or may be confirmed as water free by other officially specified tests. If the freezing point is above value - 0.525°C, milk we can designate it as "presumptive added water" and will be confirmed as added water or added water free by other officially specified tests.

WE DETERMINE THE QUALITY OF MILK FROM FAT AND SNF PERCENTAGE (%).

The minimum standards as per FSSAI (Food Safety and Standards Authority of India) are as given below. We are mentioning the other parameter and values only for your reference and better understanding.

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For Basic information on 'Milk Chemistry', please visit our CGSI website, www.cgsiindia.org. You may also send your Email to mah.helpline@gmail.com or CALL CGSI TOLL FREE HELPLINE 1800-222262 for any further clarifications.

FSSAI - MILK STANDARDS - FOR MAHARASHTRA

CLASS OF MILK	DESIGNATION	MINIMUM %	
		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

(2)

DATE



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e-mail: cgsibom@gmail.com website: www.cgsiindia.org

MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address मा. कामदार बाबिकोट खोरे महाविद्यालय, गेदा, ता. जावली
VENUE जि. सातारा
 Milk Sample Tested **BRAND** करकती / उजरी
 Payment Receipt No / Date 11/1/2018

PARAMETERS	LACTO-SCAN VALUES
Fat %	4.90
Solid Not Fat (SNF) %	6.04
*Density	19.13
Proteins %	1.99
Lactose %	3.08
Water content % (Added)	31.73
Temperature of milk °C	28.20
**Freezing point (°ve)°C	0.355
Salts %	00.48

* Density data value is in an abbreviated form. To determine the milk density, write down the result from the display and add 1000. Unit is kg/m³. For example, understand density of 27.3 as 1027.3 kg/m³.

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FSSAI - MILK STANDARDS - FOR MAHARASHTRA

CLASS OF MILK	DESIGNATION	MINIMUM %	
		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

2

DATE



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MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address मा. आमदाव बाबिकोट खिले महाविद्यालय, गेडा, जावली
VENUE जि. सातारा

Milk Sample Tested **BRAND**

Payment Receipt No / Date 11-1-2018

PARAMETERS	LACTO-SCAN VALUES
Fat %	5.16
Solid Not Fat (SNF) %	4.90
*Density	14.65
Proteins %	1.43
Lactose %	2.22
Water content % (Added)	51.15
Temperature of milk °C	28.40
**Freezing point (°ve)°C	0.254
Salts %	00.34

* Density data value is in an abbreviated form. To determine the milk density, write down the result from the display and add 1000. Unit is kg/m³. For example, understand density of 27.3 as 1027.3 kg/m³.

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FSSAI - MILK STANDARDS - FOR MAHARASHTRA

CLASS OF MILK	DESIGNATION	MINIMUM %	
		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

4

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MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address मा. कामदाद शाशिकान्त शिंदे महाविद्यालय, भेदा ना. जावली, सातारा
VENUE शे. सातारा
 Milk Sample Tested **BRAND** डेबरी
 Payment Receipt No / Date 11-1-2018

PARAMETERS	LACTO-SCAN VALUES
Fat %	5.17
Solid Not Fat (SNF) %	6.04
*Density	18.93
Proteins %	1.95
Lactose %	3.02
Water content % (Added)	32.88
Temperature of milk °C	28.1
**Freezing point (°ve)°C	0.349
Salts %	00.47

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FSSAI - MILK STANDARDS - FOR MAHARASHTRA

CLASS OF MILK	DESIGNATION	MINIMUM %	
		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

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MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address डा. शाबिकोत विठ्ठे महाविद्यालय, मेडा, जावली
VENUE शाविक
 Milk Sample Tested **BRAND** डेबरी
 Payment Receipt No / Date 11.1.2018

PARAMETERS	LACTO-SCAN VALUES
Fat %	6.07
Solid Not Fat (SNF) %	6.54
*Density	20.15
Proteins %	2.04
Lactose %	3.16
Water content % (Added)	28.84
Temperature of milk °C	28.00
**Freezing point (°ve)°C	0.370
Salts %	00.49

* Density data value is in an abbreviated form. To determine the milk density, write down the result from the display and add 1000. Unit is kg/m³. For example, understand density of 27.3 as 1027.3 kg/m³.

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FSSAI - MILK STANDARDS - FOR MAHARASHTRA

CLASS OF MILK	DESIGNATION	MINIMUM %	
		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

(6)

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MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address

मा. आनंद झाडीकांत शिंदे महाविद्यालय, मेडा,
ला. जावली, जि. सातारा

VENUE

Milk Sample Tested

BRAND

Payment Receipt No / Date

PARAMETERS	LACTO-SCAN VALUES
Fat %	4.68
Solid Not Fat (SNF) %	7.13
*Density	23.43
Proteins %	2.52
Lactose %	3.90
Water content % (Added)	12.88
Temperature of milk °C	28.30
**Freezing point (°ve)°C	0.453
Salts %	7.13 0.61

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FSSAI - MILK STANDARDS - FOR MAHARASHTRA

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		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

(7)

DATE



Consumer Guidance Society of India

India's first NGO in the consumer sector Established: 1966

Block 'J', Azad Maidan, Opp. Cama Hospital, Mahapalika Marg, Mumbai - 400 001.

Tel.: 91-22-2262 1612 / 2265 9715 Telefax : 2265 9715

e-mail: cgsibom@gmail.com website: www.cgsiindia.org

MILK ANALYZER (LACTO-SCAN) REPORT

Consumer Name / Address

श्री. आमदार खात्रीकांत खिरी महाविद्यालय, गैदा, ता. जावली

VENUE

श्री. खातारा

Milk Sample Tested

BRAND

चरभृती

Payment Receipt No / Date

PARAMETERS	LACTO-SCAN VALUES
Fat %	3.99
Solid Not Fat (SNF) %	7.70
*Density	26.13
Proteins %	2.88
Lactose %	4.47
Water content % (Added)	00.19
Temperature of milk °C	27.10
**Freezing point (°ve)°C	0.519
Salts %	00.69

* Density data value is in an abbreviated form. To determine the milk density, write down the result from the display and add 1000. Unit is kg/m³. For example, understand density of 27.3 as 1027.3 kg/m³.

** Association of Official Analytical Chemists recommends an upper limit freezing point, value - 0.525°C. If the freezing point is - 0.525°C or below, milk may be presumed to be free of water or may be confirmed as water free by other officially specified tests. If the freezing point is above value - 0.525°C, milk we can designate it as "presumptive added water" and will be confirmed as added water or added water free by other officially specified tests.

WE DETERMINE THE QUALITY OF MILK FROM FAT AND SNF PERCENTAGE (%).

The minimum standards as per FSSAI (Food Safety and Standards Authority of India) are as given below. We are mentioning the other parameter and values only for your reference and better understanding.

For Basic information on 'Milk Chemistry', please visit our CGSI website, www.cgsiindia.org. You may also send your Email to mah.helpline@gmail.com or CALL CGSI TOLL FREE HELPLINE 1800-222262 for any further clarifications.

To identify chemical adulteration, it is necessary to carry out qualitative milk adulteration chemical tests. For details of these tests, please visit our CGSI website, www.cgsiindia.org

FSSAI - MILK STANDARDS - FOR MAHARASHTRA


CLASS OF MILK	DESIGNATION	MINIMUM %	
		Milk Fat	Milk Solids Not Fat (S. N. F)
Cow Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	8.5
Buffalo Milk	Raw, Pasteurized, boiled, flavored, sterilized	6.0	9.0
Goat or Sheep Milk	Raw, Pasteurized, boiled, flavored, and sterilized	3.5	9.0
Mixed Milk	Raw, Pasteurized, boiled, flavored, and sterilized	4.5	8.5
Standardized Milk	Pasteurized, flavored, and sterilized	4.5	8.5
Recombined Milk	Pasteurized, flavored, and sterilized	3.0	8.5
Toned	Pasteurized, flavored, and sterilized	3.0	8.5
Double Toned	Pasteurized, flavored, and sterilized	1.5	9.0
Skimmed	Raw, Pasteurized, boiled, flavored, and sterilized	Not more than 0.5	8.7
Full Cream Milk	Pasteurized, and sterilized	6.0	9.0

IF CLASS OF MILK IS NOT INDICATED THEN THE STANDARDS OF BUFFALO MILK SHALL APPLY

536

TAX INVOICE

(ORIGINAL FOR RECIPIENT)

 <p>Olympus Computers (2020-21) - (From 1-Apr-2020) Regd. Off.: 1A Sadanand Apt. 977/A/3 Shivajinagar, Opp. Dr. Homi Bhabha Hospital Near Deep Banglow Chowk, Pune - 411 016 Tel: 020 25677834/ 25677934 GSTIN/UIN: 27ABBP0183D1ZB E-Mail : accounts@olympuscomputers.com</p>	Invoice No. 2103045	Dated 27-Mar-2021
	Delivery Note	Mode/Terms of Payment Immediate
	Supplier's Ref.	Other Reference(s)
Buyer Fleetguard Filters Pvt. Ltd. Gat No. 87/1, 87/2, Villege Nandur, Tal Daund, Dist Pune State Name : Maharashtra, Code : 27 GSTIN/UIN : 27AAACF3125C1Z9	Buyer's Order No. 2040020095	Dated 19-Mar-2021
	Despatch Document No.	Delivery Note Date
	Despatched through	Destination
	Terms of Delivery	

SI No.	Description of Goods	HSN/SAC	Quantity	Rate	per	Disc. %	Amount
1	Printer HP All in One Prinler Lasertank 1200W S/No:CNBRP14DV7 S/NO:CNBRP14FHO	8443	2.00 No.	16,750.00	No.		33,500.00
2	Desktop- Hp HP Desktop Pro G3 MT Core 15-9500 8GB, 1TB NO ODD,18.5" LED,Win10 S/No: INA039SY2W S/No: INA039SYOS S/No: INA039SY1F S/No: INA039SY2Q S/No: INA039SY00 S/No: INA039SY0B S/No: INA039SY55 S/No: INA039SXZM S/No: INA039SY3G	84715000	9.00 No.	46,500.00	No.		4,18,500.00
3	Desktop- Hp Core i7-9700U, 16GB,1TB,NO ODD 18.5"LED Win 10 S/No:4CE1023VJ6	84715000	1.00 No.	56,750.00	No.		56,750.00
4	MIC Studio Master XR-4OLL Microphone	85182200	2.00 No.	6,250.00	No.		12,500.00

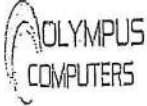
continued ...

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TAX INVOICE(Page 2)

(ORIGINAL FOR RECIPIENT)

 <p>Olympus Computers (2020-21) - (From 1-Apr-2020) Regd. Off.: 1A Sadanand Apt. 977/A/3 Shivajinagar, Opp. Dr. Homi Bhabha Hospital Near Deep Banglow Chowk, Pune - 411 016 Tel: 020 25677834/ 25677934 GSTIN/UIN: 27ABBP0183D1ZB E-Mail : accounts@olympuscomputers.com</p>	Invoice No. 2103045	Dated 27-Mar-2021
	Delivery Note	Mode/Terms of Payment Immediate
	Supplier's Ref.	Other Reference(s)
Buyer Fleetguard Filters Pvt. Ltd. Gat No. 87/1, 87/2, Villege Nandur, Tal Daund, Dist Pune State Name : Maharashtra, Code : 27 GSTIN/UIN : 27AAACF3125C1Z9	Buyer's Order No. 2040020095	Dated 19-Mar-2021
	Despatch Document No.	Delivery Note Date
	Despatched through	Destination
	Terms of Delivery	

SI No.	Description of Goods	HSN/SAC	Quantity	Rate	per	Disc. %	Amount
5	Podium With Built In MIC AHUJA WSL 25000R PODIUM WITH BUILT IN MIC/AMPLIFIER Speaker System(WSL2500R)	85182200	1.00 No.	34,980.00	No.		34,980.00
6	Projector EPSON PROJECTOR EB S41 Model: H842C	8528	3.00 No.	29,500.00	No.		88,500.00
7	ViewSonic Display MYVIEWBOARD IFP6550-2		1.00 No.	1,13,500.00	No.		1,13,500.00
8	Scanner HONEYWELL MK 7120 ORBIT Handsfree S/No: 2S20452208 Barcode Scanner	84716050	1.00 No.	8,450.00	No.		8,450.00
							7,66,680.00
					9 %		69,001.20
					9 %		69,001.20
Total			20.00 No.				₹ 9,04,682.40

E. & O.E

Amount Chargeable (in words)
 INR Nine Lakh Four Thousand Six Hundred Eighty Two and
 Forty paise Only

Company's PAN : ABBPD0183D

Declaration
 I/We hereby certify that my/our registration-certificate under the
 Maharashtra Value Added Tax Act 2002 is in force on which the
 sale of the goods specified in this tax invoice is made by me/us.
 Ans that the transaction of sale covered by this tax invoice has
 been affected by me/us and it shall be accounted for in the
 turnover of sales while filling and the due tax, if any payable on
 the sale has been paid or shall be paid. (PMC LBT NO -
 PMC-LBT-073-0031776)



for Olympus Computers (2020-21) - (From 1-Apr-2020)

Authorised Signatory

TAX INVOICE
(Tax Analysis)

(ORIGINAL FOR RECIPIENT)

Dated 27-Mar-2021

Invoice No. 2103045

Olympus Computers (2020-21) - (From 1-Apr-2020)
 Regd. Off.: 1A Sadanand Apt. 977/A/3
 Shivajinagar, Opp. Dr. Homi Bhabha Hospital
 Near Deep Banglow Chowk, Pune - 411 016
 Tel: 020 25677834/ 25677934
 GSTIN/UIN: 27ABBPD0183D1ZB
 E-Mail : accounts@olympuscomputers.com

Party : Fleetguard Filters Pvt. Ltd.
 Gat No. 87/1, 87/2
 Villege Nandur
 Tal Daund
 Dist Pune

GSTIN/UIN : 27AAACF3125C1Z9
 State Name : Maharashtra, Code : 27

HSN/SAC	Taxable Value	Central Tax		State Tax		Total Tax Amount
		Rate	Amount	Rate	Amount	
8443	33,500.00	9%	3,015.00	9%	3,015.00	6,030.00
84715000	4,75,250.00	9%	42,772.50	9%	42,772.50	85,545.00
85182200	47,480.00	9%	4,273.20	9%	4,273.20	8,546.40
8528	88,500.00	9%	7,965.00	9%	7,965.00	15,930.00
	1,13,500.00	9%	10,215.00	9%	10,215.00	20,430.00
84716050	8,450.00	9%	760.50	9%	760.50	1,521.00
Total	7,66,680.00		69,001.20		69,001.20	1,38,002.40

Tax Amount (in words) : INR One Lakh Thirty Eight Thousand Two and Forty paise Only



Jyoti Recd



for Olympus Computers (2020-21) - (From 1-Apr-2020)
 Authorised Signatory

Amdar Shashikant Shinde Mahavidyalay, Medha.

Employment & Self Employment Cell (Placement Cell)

One Day Workshop on Entrepreneurial Skill Development (08/02/2018)

On 8th February, 2018 Dept. of Commerce in collaboration with Placement Cell organized Megha Event- "One day workshop on Entrepreneurial Skill Development", under lead college scheme. Dr. UdayLokhande (Asst. Professor, Arts & Commerce College, Satara)& Mr. Vijay Adsul (Trainer, IDBI RSETI) were the resource persons for the workshop. Dr. Uday Lokhande delivered lecture on "Entrepreneurial opportunities for Youth". He explained need of entrepreneurs for development of Nation. He also explained various innovative opportunities as well as government schemes for Entrepreneurship Development. He motivated students to become an Entrepreneur. Mr. Vijay Adsul delivered lecture on "Development of Entrepreneurial Competences". He explained various skills & qualities required to become a successful entrepreneur. He also gave the information about various courses taken by IDBI, Rural Self Employment Training Institute, Satara for encouraging self-employment.

Total 115 students of Commerce & Economics Department were participated in this workshop. Also 15 students with 3 teachers of various colleges also participated in the workshop. Prin. Dr. C.G Yevele (Kisan Veer Mahavidyaya, Wai) was the chairperson for this programme. Prof. Desai A.A. introduced the theme of workshop and Prof. Dhonde S. V. expressed vote of thanks.



**Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**

Amdar Shashikant Shinde Mahavidyalaya, Medha

Department of Commerce

(Academic Year- 2017-18)

Date: Monday, 05/02/2018

Notice

All the students of B.Com. I, II and III are hereby informed that the Department of Commerce and Department of Economics is jointly organizing One Day workshop on “**Entrepreneurial Skill Development**” at 10.00 AM on Thursday, **08/02/2018**. All the students should attend the programme in seminar hall.

सूचना

आमदार शशिकांत शिंदे महाविद्यालयातील B.Com. I, II and III या वर्गात शिकणाऱ्या सर्व विद्यार्थ्यांना कळविण्यात येते की, वाणिज्य व अर्थशास्त्र विभागामार्फत गुरुवार, दिनांक **08/02/2018** रोजी “**Entrepreneurial Skill Development**” या विषयावरील एकदिवसीय कार्यशाळेचे आयोजन करण्यात आले आहे तरी या कार्यशाळेसाठी सर्व विद्यार्थ्यांनी सकाळी 10.00 वाजता सेमिनार हॉल मध्ये उपस्थित रहावे.


Department of Commerce
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



स्थापना
जून २००२

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः
जयवंत प्रतिष्ठान हुमगांव, संचलित

आमदार शशिकांत शिंदे महाविद्यालय, मेढा

ता. जावली, जि. सातारा.

अध्यक्ष :- मा. आमदार शशिकांत ज. शिंदे

प्राचार्य :- डॉ. एम. बी. वाघमोडे (एम.ए., एम.फिल., पीएच.डी., जी.डी.सी. अॅन्ड ए.)

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कार्यालय फोन :- (०२३७८) २८५६४५ Email - accmedha@yahoo.com medha170.cl@gmail.com Website : www.assmedha.edu.in

जा.क्र. 675/1

दिनांक :- ३० | १२०१८

प्रति,

मा. संचालक,

आय.डी.बी.आय. ग्रामिण स्वयंरोजगार प्रशिक्षण संस्था,
सातारा.

विषय :- उद्योजकिय कौशल्य विकास कार्यशाळेबाबत.

महोदय,

उपरोक्त विषयास अनुसरुन आमच्या महाविद्यालयात दि. ८ फेब्रुवारी २०१८ रोजी सकाळी ९.३० वा. एकदिवशीय "उद्योजकिय कौशल्य विकास" कार्यशाळेचे आयोजन करण्यात आले आहे. सदर कार्यशाळेस जावळी, महाबळेश्वर व वाई तालुक्यातील महाविद्यालयीन विद्यार्थी उपस्थित राहणार आहेत.

तरी या कार्यशाळेत विद्यार्थ्यांना उद्योजकिय सक्षमता विकास या विषयावर मार्गदर्शन करण्यासाठी आपल्या संस्थेतील तज्ञ मार्गदर्शक मिळावेत ही विनंती.

कळावे,

आपला,

प्राचार्य

आमदार शशिकांत शिंदे महाविद्यालय
मेढा ता. जावली जि. सातारा २५५०२२



स्थापना
जून २००२

उद्यमेन हि सिध्यन्ति: कार्याणि न मनोरथैः
जयवंत प्रतिष्ठान हुमगांव, संचलित

आमदार शशिकांत शिंदे महाविद्यालय, मेढा

ता. जावली, जि. सातारा.

अध्यक्ष :- मा. आमदार शशिकांत ज. शिंदे

प्राचार्य :- डॉ. एम. बी. वाघमोडे (एम.ए., एम.फिल., पीएच.डी., जी.डी.सी. अॅंड ए.)

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कार्यालय फोन :- (023366) 224684 Email - accmedha@yahoo.com medha170.cl@gmail.com Website : www.assmmedha.edu.in

दिनांक :- 03/02/2018

जा.क्र. 690/2

To,

Dr. Uday Lokhande.
Assistant Professor,
Arts & Commerce College, Satara.

Subject: Invitation as a Resource Person

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on “**Entrepreneurial Opportunities for Youth**” at 11.00 am on 8th February, 2018. We will be honoured if you accept our invitation as recourse person.

We request you to convey inconvenience if any.

Thank you.


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal.- Jaoli Dist.- Satara



स्थापना
जून २००२

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः
जयवंत प्रतिष्ठान हुमगांव, संचलित

आमदार शशिकांत शिंदे महाविद्यालय, मेढा

ता. जावली, जि. सातारा.

अध्यक्ष :- मा. आमदार शशिकांत ज. शिंदे

प्राचार्य :- डॉ. एम. बी. वाघमोडे (एम.ए., एम.फिल., पीएच.डी., जी.डी.सी. अॅन्ड ए.)

कार्यालय फोन :- (०२३७८) २८५६४५ Email - accmedha@yahoo.com medha170.cl@gmail.com Website : www.assmedha.edu.in

जा.क्र. रागपत.

दिनांक :- ०८ १० २०१९



To,

Dr. Uday Lokhande.
Assistant Professor,
Arts & Commerce College, Satara

Respected Sir,

We are grateful to you for your simple & lucid speech on “**Entrepreneurial Opportunities for Youth**” at 11.00 am on 8th February, 2018 at our college. Our staff & students got enlightened by our presentation, full of references. We shall remain indebted to you for the time you spared for us.

We expect similar cooperation in the future.

Thank you.


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal.- Jaoli Dist.-Satara

Megha Event- One day workshop on Entrepreneurial Skill Development



Amdar Shashikant Shinde Mahavidyalay, Medha.

Employment & Self Employment Cell (Placement Cell)

Three day workshop on Entrepreneurship Awareness (17th to 19th January, 2019)

Department of Commerce in collaboration with Placement cell and SVS IMCON, Satara organized 3 day workshop on Entrepreneurship Awareness from 17th January, 2019 to 19th January, 2019. The Workshop aimed to provide opportunities to the undergraduate students to enrich their entrepreneur development skills in starting a business. The Workshop also intended to develop the knowledge among the commerce and arts students as how to be an entrepreneur at the initial stages of their career.

On first day of workshop Mr. Dilip Prabhune guided students about Entrepreneur, Entrepreneurship – Historical background and present scenario in first session. In second session Mrs. Prachi Shinde guided participants about Identification of Business opportunities and Mechanism of product selection.

On second day Mr. Dilip Prabhune guided students on identification of Business opportunities and Mechanism of product selection in session I and in session II Mr. Uday Lokhande guided participants about How to start a SSI unit (General concept about the Govt. formalities, rules & regulation, location, and different aspect of an industrial venture.)

On third day of workshop Mr. Dilip Prabhune guided participants on Scheme of assistance and Support available From Govt. agencies, banks, financial institutions, SFCs etc. in his first session. In second session Dr. Uday Lokhande guided students about Creativity and business- the man behind the venture –the behavioral scientist's approach.

For valedictory function Mr. Dilip Prabhune was the chief guest and Prin. Dr. M.B. Waghmode was the chairperson. Mr. Pramod Chavan expressed vote of thanks. Total 86 students were participated in three day workshop.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

Accredited by NAAC with B+

Jaywant Pratisthan Humgaon Sanchalit.

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office No.: 285645.

Email: acemedha@yahoo.com.

Web: www.assmmedha.edu.in



Date: 08/01/2019

To,

Mr. Dilip Prabhune.

Chairman,

SVS IMCON, Satara.

Subject: Organizing of Entrepreneurship Awareness Workshop

Respected Sir,

With reference to our conversation on telephone, we hereby request you to organize Entrepreneurship Awareness Workshop from 17th January to 19th January, 2019 for the students of our College. All the necessary support for the workshop will be provided through our college. We request you to cooperate.

Waiting for your reply,

Thank you.


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

Accredited by NAAC with B+

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

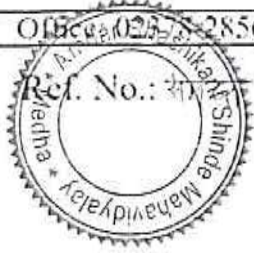
Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office No.: 285645.

Email: acemedha@vahoo.com.

Web: www.assmmedha.edu.in



Date: 19/01/2019

To,

Mr. Dilip Prabhune.

Chairman,

SVS IMCON, Satara.

Respected Sir,

We are grateful to you for organizing three day workshop on Entrepreneurship Awareness for our college students from 17th January to 19th January, 2019 organized by Dept. of Commerce & Placement Cell, Amdar Shashikant Shinde Mahavidyalaya, Medha. Our staff & students are enlightened by presentation of your able Resource Persons. The presentations were full of references and practical experiences. We shall remain indebted to you for the time you spared for us.

We expect similar cooperation in the future.

Thank you.


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Annexure - III

DST NIMAT Project

Year - 2018/19

PROFORMA FOR STATEMENT OF PROGRAMME COMPLETION
(Submit within a week after completion of each programme)

1.	Name of the Organization	:	Siddhi Vikas Santha's IMCON - SATARA
2.	Programme	:	EAC
3.	Programme Location	:	Amdar Shashikant Shinde Collage Medha . Dist Satara .
4.	Name of Trainer Motivator / Coordinator	:	Miss. Prachi Shinde
5.	Date of Launching Promotional Activities	:	--
6.	Date of Selection (Interviews)	:	--
7.	Date of Commencement of the Programme	:	17/01/2019
8.	Date of Completion of the Program	:	19/01/2019
9.	Number of Participants	:	100
	Male	:	35
	Female	:	65
10.	Trade (For TEDP Only)	:	NA

Date - 25/01/2019

SVS's
IMCON SATARA

Signature Of Programme
Coordinator



DST – NIMAT PROJECT
PROFORMA FOR POST PROGRAMME REPORT

Sr. no	Particulars		Page no
1.	Name & Address Programme : Implementing Agency (with Tel/fax/ E-mail)	Siddhi Vikas Santha's IMCON - SATARA	1
2.	Programme Location	Amdar Shashikant Shinde Collage Medha .	
3.	Programme Date	17/01/2019 to 19/01/2019	
4.	Name of the Coordinator :	Mr .Dilip Arvind Prabhune	
5.	No. Of candidate attended the programme	100 (Male –35 Female – 65)	
6.	List of Participants: ANNEXURE-I	Copy Enclosed	2 to 4
7.	Programme Schedule: ANNEXURE-II	Copy Enclosed	5
8.	List of resource person: ANNEXURE-III	Copy Enclosed	6
9.	List of industries visited: ANNEXURE- IV	Copy Enclosed	7
10.	Participant feedback : ANNEXUTURE-V	Copy Enclosed	8
	Photographs Of Programme :		
	Attach one group photo , one classroom photo and one industrial/ institute visit photo	Copy Enclosed	9to14



Name & Address Implementing Agency

1.	Name of SANSTHA	SIDDHI VIKAS SANSTHA 'S IMCON - SATARA
2.	Registered Address	1103, Bhrahmanshahi , Wai . Tal - Wai . , Dist - Satara . Ph . No = (02167) - 221159
3.	Office Address	Banglow no . 73 , Deshmukh Colony , Civil Hospital Road, Sadar Bazaar Satara - 415001. Maharashtra Ph . No & Fax No - (02162) 235973 Email- svsimconsatara@gmail.com , dapwai@gmail.com



40	Thite Amruta Suresh/814566475779	20	Female	BSC	SC
41	Mane Omkar shankar/707788402923	20	Female	BSC	Open
42	Ahire harshada Bhaskar/337513700251	20	Female	BSC	Open
43	Kamble Namita Mohan/937601674799	21	Female	BSC	Open
44	Patil Vruahali Balkrushna/302985330714	21	Female	BSC	Open
45	Kadam asmita Dilip/901028264332	20	Female	BSC	Open
46	Nigade Megha Shashikant/572929282775	20	Female	BSC	Open
47	Jadhav Mayuri Sanjay/901028864332	20	Female	BSC	Open
48	Jadhav Archana Dilip/715508003832	20	Female	BSC	Open
49	Patil Varsharani Bajirao/8308201191	20	Female	BSC	Open
50	Shinde Priyanka Pratap/8308623832	20	Female	BSC	Open
51	Walwade Harshada Tukaram/85528171121	21	Female	BSC	Open
52	Pawar Amit Suraj/S16190304898	21	Female	BSC	Open
53	Jangam Sourabh Pramod/ 670998238307	21	male	BSC	Open
54	Kadam Rutuja Bapurao/ 7184801641	20	male	BSC	Open
55	Gore Tejshri Vilas/5664867839395	20	Female	BSC	Open
56	Sathe Priyanka Dinkar /808467384046	20	Female	BSC	Open
57	Bandekar Amruta Vesant / 554101610392	20	Female	BSC	Open
58	Kulkarni Dipali Vilas / 902042064012	20	Female	BSC	Open
59	Mali Ashwini Narayan/ 923883067391	20	male	BSC	Open
60	Patil Asmita Adhiraj/ 467649779436	20	male	BSC	Open
61	Patnekar Shraddha Sharad/ 414808541875	20	male	BSC	Open
62	Mohite Mayuri Shivaji/ 743195178667	20	Female	BSC	Open
63	Mohite dipali sanjay/919640990296	21	Female	BSC	SC
64	Mohite saurbha Vikas/ 530440275831	20	male	BSC	OBC
65	Yadav Ashish Mahendra/ 270108881092	20	male	BSC	OBC
67	Yadav Ankita Gautam/748646309975	20	male	BSC	OBC
68	Karale Omkar Chandrakant/ 823698436073	21	Female	BSC	Open
69	Ombale Akshada Bharat / 665525498134	21	Female	BSC	NT
70	Jadhav Sandhya Prakash/ 724853868962	22	Female	BSC	NT
71	Jadhav akankhsa ArvinD/ 27010984341	21	Female	BSC	Open
72	Dubai Anuja Yashvant/ 972482313255	21	Female	BSC	Open
73	Devarnekar Abhishek Ashok / 67875412458252	20	Female	BSC	Open
74	Jangam Mangesh Bharat / 54154878522154	20	Female	BSC	Open
75	khambri Vaibhav Ganesh / 444665798521	22	Female	BSC	Open
76	Lad Sumeet Prakash / 58844926226011	20	Female	BSC	open
77	Lambe Rutik Keshav / 716777875421	20	male	BSC	Open
78	Manjarekar swaonil santosh / 453649237214	20	Female	BSC	open
79	Manjrekar Tejas Ravindra / 58812236905845	21	Female	BSC	Open
80	Pandav rahul madhukar / 81547154895421	20	Female	BSC	NT
81	Panadav Rohit sanjay / 81547852146352	21	male	BSC	OBC
82	Sagavekar Sushnat Arvind / 753937942525	20	Female	BSC	OBC
83	Salavi manish Mahindra / 287906854872	20	Female	BSC	Open
84	Sangamiskar Santosh Rajaram / 21549653214	20	Female	BSC	Open
85	Savantshreeneel sandeep / 5487524632148	20	Female	BSC	Open
86	Sawant Shubham Sunil / 380390180073	20	Female	BSC	Open
87	Sayyad Malikarehan Khail / 711382611642	21	Female	BSC	Open
88	Sayyad Murad Nasik / 961382911642	21	Female	BSC	Open
89	Jade sanskar Santosh / 893033085565	20	Female	BSC	Open
90	Kadam Divyesh sanjay 552166316879	20	Female	BSC	Open



91	Kadam Siddhesh Sunil / 371452852602	20	Female	BSC	Open
92	Sutar Abhishek Vilas / 317799447036	21	Female	BSC	Open
93	Sangale shubham Sham / 216701875642	21	male	BSC	Open
94	Nachare Shubham Nitin / 32545155783	21	Female	BSC	Open
95	Burate Chaitanya Mohan / 6336052548785	20	Female	BSC	Open
96	Gurav Shubham ganesh / 873431850621	21	Female	BSC	OBC
97	Shaikh asif Usman / 744063212807	21	Female	BSC	OBC
98	Jadhav Omar Bhausaheb / 517854879632	21	Female	BSC	OBC
99	Falake Sunil sonitosh // 267450535478	21	Female	BSC	Open
100	Mohite Sahil Sunil / 954589451369	20	Female	BSC	OBC

[Signature]
Project Co-Ordinator
SVS's
IMCON SATARA

SVS's
IMCON SATARA
[Signature]
Executive Director



**ANNEXATURE - II
PROGRAMME SCHEDULE**

Date and Day 1	Session 2	Subject /Topic 3	Faculty 4
17/01/2019	I	Inauguration camp objective Entrepreneurship Why Entrepreneurship (General Concept)	Principal Dr. Vaghmode Amdar Shashikant shinde Collage Medha Tal - Jawali Dist - Satara Mr. Dilip Arvind Prabhune, Executive Director, SVS's IMCON - Satara
	II	Historical background Indian Values Vis - a - vice Entrepreneurship A perfect scenario	Prof - Mr. Amey Desai Amdar Shashikant shinde Collage Medha Tal - Jawali Dist - Satara
	III	Identification of Business Opportunities and Mechanism of Product selection	Mr. D.A. Prabhune Executive Director, SVS's - IMCON - satara
	IV	Technology assistance from F&D Lab Others institutions on choice of technology etc.	Prof. Mrs. Summaiyya Mulla Amdar Shashikant shinde Collage Medha Tal - Jawali Dist - Satara
18/01/2019	I	How to start SSI Unit (General Concept about the Govt. Formalities, rules & regulation, And different aspect of an Industrial venture)	Miss Priya Dalavi Entrepreneur Satara
	II	Technical & commercial aspect of SSI unit. (General Concept only)	
	III	Financial aspect of SSI unit Including salient features of Project Report.	Mr. Sagar Ambike Entrepreneur Satara
	IV	Scheme of assistance and support Available from Govt. agencies, Bank, Financial institutions, SFC's etc.	Miss Prachi Rajesh Shinde, Training Programme Coordinator.
19/01/2019	I	Creativity and Business the man Behind the venture - the behaviora Iscentist approach	Mr. Dilip Bhatiya, Entrepreneur , Satara
	III	Communication skill for better result in business	Miss Prachi Shinde Training Coordinator
	IV	Feedback & Discussion on the camp & Factory Visit	1) Tatyasaheb Kore Varana sahkari Sakhar Karkhana 2) Shri Varana Sahakari Milk Production Group



ANNEXURE - III

LIST OF FACULTY / RESOURCE PERSON

Sr. No	Name and Address	Designation	Organization
1	2	3	4
1	Mr. D.A Prabhune 1103, Bhrahmanshahi, Wai, Tal. Wai, Dist. Satara	Executive Director	SVS's IMCON - SATARA
2	Miss. Shinde Prachi rajesh	Trainig Coordinator	SVS's IMCON - SATARA
3	Dr. Vaghmode sir	Principle	Amdar shashikant Shinde Collage Medha, Dist - Satara
4	Prof. Mr. Amey Desai	Professor	Amdar Shashikant Shinde Collage Medha, Dist - Satara
5	Prof. Mr. Amey Desai	Professor	Amdar Shashikant shinde Collage Medha, Dist - Satara
6	Miss. Priyanka Dalavi	Training Coordinator	SVS's IMCON - SATARA.
7	Mr. Sagar Ambike	Entrepreneur	Satara
8	Mr. Sandeep Bhatiya	Entrepreneur	Satara



ANNEXUTRE - IV

LIST OF INDUSTRIES VISITED

Sr.no	Name , address and contact details	Product / service
1	2	3
1	1)Tatyasaheb Kore Varana sahkari Sakhar Karkhana 2) Shri Varana Sahakari Milk Production Group	1) Sugar Making & Jaggery 2) Milk Products



ANNEXURE-V
FEED BACK ANALYSIS OF PARTICIPANT

Programme location: Amdar shashikant Shinde Collage Medha .

At post – Medha . Tal – Jawali Dist-Satara

Date :17/01/2019 to 19/01/2019

Q.1) From where you got the information about this progare ?

- a) Pamphlets /Breoach b) News paper Advertisement
c) Posters /hand Bill d) other (Pleas Specify)

Collage Contact (98%)

Q.2) What is your opinion about the duration of Programme ?

- a) short b) Adequate c) Long
65% 35%

Q.3) Did you find the Programme useful?

- a) Very much b) To some extent c) Not useful
75% 15% 10%

Q.4) Did it fulfill your expectation

- a) Yes b) To some extent c) No
85% 15%

Q.5) Planning of the Programme

- Excellent c) Very good c) Good d) Satisfactor Poore
25 % 25% 20% 10% 20%















Three day workshop on Entrepreneurship Awareness - 17/01/ 2019 to 19/01/2019




Amdar Shashikant Shinde Mahavidyalay, Medha.

Employment & Self Employment Cell (Placement Cell)

One day Workshop on Entrepreneurship Awareness (07/02/2020)

On 7th February, 2020 Department of Commerce and placement cell organized one day workshop on Entrepreneurship Awareness. Mr. Laxmikant Velekar (Assistant Professor, Mudhoji College Phaltan) was the recourse person for the program. He delivered an expert speech on "Entrepreneurship Awareness". He briefly introduced the evolution of entrepreneurship concept. He explained the history of entrepreneurship development in India. He elaborated the need & importance of MSME in development of Indian economy. He also guided students about various government schemes for entrepreneurship development. He highlighted need of young entrepreneurs for nation building. He encourages students to become entrepreneur by giving them examples of successful entrepreneurs. Prin. Dr. M.B. Waghmode was the chairperson for this programme. Prof. Nalavade S. V. introduced the theme of workshop and Prof. Desai A.A. expressed vote of thanks.



**Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 2139/1

Date: 31/01/2020

To,

Mr. Velekar L.C.

Assistant Professor,

Mudhoji College, Phaltan

Subject: Invitation as a Resource Person.

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on "Entrepreneurship Awareness" at 9.00 am on 7th February, 2020. We will be honored if you accept our invitation as resource person.

We request you to communicate inconvenience if any.

Thank you.

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: २११८६

Date: 7 / 2 / 2020

To,

Mr. Velekar L.C.
Assistant Professor,
Mudhoji College, Phaltan

Dear Sir,

We are grateful to you for your simple and perspicuous speech on "Entrepreneurship Awareness" at our college on 7th February, 2020. Our students got enlightened by your presentation full of references and experiences. We shall remain indebted to you for the time you spared for us and our students.

We expect similar cooperation in the future.

Thank you.

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Concept of Commerce




Guest Lecture by Mr. V.L. Velekar



**Amdar Shashikant Shinde Mahavidyalay,
Medha.
Employment & Self Employment Cell (Placement Cell)**

Workshop on Entrepreneurship Development (16/02/2019)

On 16th February, 2019 Department of Commerce and Placement Cell organized workshop on Entrepreneurship Development. Dr. D.T. Chaware (Associate Professor, Dhanajayrao Gadgil College of Commerce, Satara) was the recourse person for the program. He delivered an expert speech on "Entrepreneurship Development". He briefly introduced the evolution of entrepreneurship concept. He explained the history of entrepreneurship development in India. He elaborated the need & importance of MSME in development of Indian economy. He also guided students about various government schemes for entrepreneurship development. He highlighted need of young entrepreneurs for nation building. He encourages students to become entrepreneur by giving them examples of successful entrepreneurs. Prin. Dr. M.B. Waghmode was the chairperson for this programme. Prof. Desai A.A. introduced the theme of workshop and Prof. Nalavade S. V. expressed vote of thanks.


Head
Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaiti, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति कार्याणि मनेरथैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.:

Date: 13 /02 /2019

To,

Dr. Chavare D.T.

Associate Professor,
Dhananjayrao Gadgil College of Commerce,
Satara.

Subject: Invitation as a Resource Person.

Respected Sir,

We are pleased to inform you that, as per our telephonic conversation, we are arranging your guest lecture on "**Entrepreneurship Development**" at 9.00 am on **16th February, 2019**. We will be honored if you accept our invitation as resource person.

We request you to communicate inconvenience if any.

Thank you.

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

(M.A., M.Phil., Ph.D., G.D.C. & A)

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: १५५५

Date: 16/02/2019

To,

Dr. Chavare D.T.

Associate Professor,

Dhananjayrao Gadgil College of Commerce,
Satara.

Respected Sir,

We are grateful to you for your simple and lucid speech on
“**Entrepreneurship Development**” at 9 am on 16th February, 2019 at our
College. Our students got enlightened by your presentation full of references
and experiences. We shall remain indebted to you for the time you spared
for us and our students.

We expect similar cooperation in the future.

Thank you.


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara

Commerce Day – 16th February, 2019

Concept of Commerce



Guest Lecture by Dr. D.T. Chavare




Amdar Shashikant Shinde Mahavidyalay, Medha.

Employment & Self Employment Cell (Placement Cell)

One day workshop on Entrepreneurship: A Career Opportunity (25/05/2022)

On 25th May 2022 Department of Commerce and placement cell organized one day workshop on Entrepreneurship: A Career Opportunity. Dr. Uday Lokhande (Asst. Professor, Arts & Commerce College, Satara) was the resource persons for the workshop. He delivered an expert speech on "Entrepreneurship: A Career Opportunity". He explained need of entrepreneurs for development of Nation. He also explained various innovative opportunities as well as government schemes for Entrepreneurship Development. He motivated students to become an Entrepreneur. He stated various skills & qualities required to become a successful entrepreneur.

Prin. Dr. P.R. Ghatage was the chairperson for this programme. Prof. Desai A.A. introduced the theme of the worksop and Dr. Kasabe S.M. expressed vote of thanks.



Head

**Department of Commerce
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage
(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.: 760/25

Date: 21/05/2022

To,

Dr. Uday Lokhande.
Assistant Professor,
Department of Commerce,
Arts and Commerce College, Satara.

Subject: Invitation for Guest Lecture.

Respected Sir,

It gives us immense pleasure to inform you that our college has organized a lecture on “**Entrepreneurship : A Career Opportunity**” under lead college scheme. We request you to deliver a guest lecture for the said program. The lecture is organized commerce students in Commerce Day program. This program is scheduled on 25/05/2022 at 9.00 am.

Thanking you,

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist.Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywānt Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage
(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: समक

Date: 25/05/2022

Letter of Gratitude

To,

Dr. Uday Lokhande.
Assistant Professor,
Department of Commerce,
Arts and Commerce College, Satara.

Respected Sir,

We are really grateful to spent time for guest lecture on “**Entrepreneurship : A Career Opportunity**” for commerce students organized by Commerce Department on 25/05/2022. Your lecture was most useful for our students. We are thankful to you for your enlightened lecture.

We hope similar cooperation in the future.

Thank you,


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

JAYWANT PRATHISHTAN HUMGAON SANCHALIT
AMDAR SHASHIKANT SHINDE MAHAVIDYALAY, MEDHA

Department of Commerce

* Commerce Day *

Workshop on Entrepreneurship: A Career Opportunity.

Academic Year- 2021-2022

Class: B.Com - I, II & III

Date: 25/5/2022

Attendance Sheet

Sr. No.	Name of the Students	Class	Signature
1.	Shinde Tejaswi Mohan	B.Com III	Shinde
2.	Dalvi Disha Sanjay	-1-	Disha
3.	Rutuja Sanjay Chitambar	-1-	R.S. Chitambar
4.	Pawar Pratiksha Tomaji	-1-	Pawar
5.	Dhonde Akshada Baliram	-1-	AB. Dhonde
6.	Shinde Shruti Gorakhamath	-1-	S.G. Shinde
7.	Pawar Nikita Suresh	-1-	Pawar
8.	Shinde Karumi Shankar	-1-	Shinde
9.	Keskar Pallavi Prakash	-1-	Keskar
10.	Vende Nikita Ananda	-1-	Vende
11.	Sapkal Vaishnavi Sunil	-1-	Sapkal
12.	Sanika Anil Chavan	-1-	S.A. Chavan
13.	Nikam Mamata Vitthal	-1-	M.V. Nikam
14.	Dalvi Akanksha Vijay	-1-	Dalvi
15.	Kamble Swapnali Sanjay	-1-	Kamble
16.	Kadam Dnyaneshwari Shantaram	-1-	D.S. Kadam
17.	Nikam Sanika Santosh	-1-	Nikam
18.	Sapkal Mangal Yashwant	-1-	Sapkal
19.	Vihate Sakshi Sunil	-1-	Vihate
20.	Shinde Kajal Prakash	-1-	K.P. Shinde
21.	Jawal Divya Vishnu	-1-	Jawal
22.	Jadhav Jeehal Dattatray	-1-	Jadhav
23.	Junghare Vaishnavi Eknath	-1-	V.E. Junghare
24.	Dhanawade Sakshi Suresh	-1-	Dhanawade
25.	Bhosale Poojanka Suryakant	-1-	Bhosale
26.	Dhanawade Kajal Chandrakant	-1-	Kajal
27.	Chavan Kajal Dilip	-1-	K.Chavan
28.	Chavan Rupali Mansing	-1-	R.M. Chavan
29.	Agunde Pradnya Yashwant	-1-	Agunde
30.	Gore Archana Namdev	-1-	Gore
31.	Raje Shubhangi Shankar	-1-	Raje
32.	Sawale Sandhya Dipak	-1-	Sawale
33.	Dhanawade Bharati Suresh	-1-	Dhanawade
34.	Shelar Poojita Shankar	-1-	Shelar

Celebration of Commerce Day (25/05/2022)

Workshop on Entrepreneurship: A Career Opportunity





3. Amount spent on purchase of books, journals.



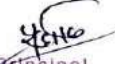
Library & KRC Last Five Year Expenditure :

Particulars	2017-18	2018-19	2019-20	2020-21	2021-22
Books	34085	110984	47303	57067	16353
Newspaper	15563	17953	19200	3495	5934
Periodicals/Journals	27300	23130	18921	17667	19847
NLIST	5900	5900	5900	5900	5900
Total	82848	157967	91324	84129	48034

Total 5 Year Exp. = 464302


LIBRARIAN
Amdar Shashikant Shinde
Mahavidyalaya, Medha,
Tal. Jaoli, Dist. Satara




Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan, Humgaon

Amdar Shashikant Shinde Mahavidyalaya (Sr)

A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Library Books

Date :From : 01/04/2017 To : 31/03/2018

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2017			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
8/4/2017	Contra	C61	Library Books Chq.No.834353, Best Book Suppliers	8657.00		8657.00	Dr
8/4/2017	Contra	C62	Library Books Chq.No.834354, Book Purches Mawli book Receipt	2040.00		10697.00	Dr
			Days Total :	10697.00		10697.00	Dr
19/7/2017	Payment	P138	Library Books Alankar Book Stationers Receipt	160.00		10857.00	Dr
			Days Total :	160.00		10857.00	Dr
24/10/2017	Contra	C295	Library Books Chq.No.834548, Library books purchase as per Ajay Publication receipt	1648.00		12505.00	Dr
			Days Total :	1648.00		12505.00	Dr
22/2/2018	Contra	C457	Library Books Chq.No.834359, Best Book Sppliers Books purches as per bill No.3988 to 3990,3934,4449,4271	20530.00		33035.00	Dr
22/2/2018	Contra	C458	Library Books Chq.No.834360, l card purches Spfech bill & book purches as per Surya books stwall as per bill	1050.00		34085.00	Dr
			Days Total :	21580.00		34085.00	Dr
			Grand Total :	34085.00	0.00	34085.00	



(Signature)
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)

A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Library Books

Date : From : 01/04/2018 To : 31/03/2019

Page 1 of 2

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2018			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
21/7/2018	Contra	C730	Library Books Chq.No.009508,Library Books Purchase M/S Tejas Prakashan as per bill	900.00		900.00	Dr
			Days Total :	900.00		900.00	Dr
10/8/2018	Contra	C745	Library Books Chq.No.009511,Book purches as per Shivaji University receipt	3740.00		4640.00	Dr
			Days Total :	3740.00		4640.00	Dr
6/9/2018	Payment	P1658	Library Books Amruteshar Prakashan as per receipt	640.00		5280.00	Dr
			Days Total :	640.00		5280.00	Dr
18/9/2018	Contra	C811	Library Books Chq.No.009513,Book Purches as per Shubham Prakashan Bill No.36	2160.00		7440.00	Dr
			Days Total :	2160.00		7440.00	Dr
22/9/2018	Contra	C813	Library Books Chq.No.009515,Books Purches as per Educational Book suppliers bill	780.00		8220.00	Dr
22/9/2018	Contra	C814	Library Books Chq.No.009516,Books Purches as per Shivaji University bill	298.00		8518.00	Dr
22/9/2018	Contra	C815	Library Books Chq.No.009517,Books Purches as per Best Books Suppliers Invoice Ni.3022,21,22,23,24 & 2958 as per receipt	29093.00		37611.00	Dr
			Days Total :	30171.00		37611.00	Dr
25/10/2018	Payment	P1776	Library Books Book purchase as per voucher	349.00		37960.00	Dr
25/10/2018	Contra	C916	Library Books Chq.No.009518,Shri.Mavali book selars bill no.99 dt,16/10/18	900.00		38860.00	Dr
			Days Total :	1249.00		38860.00	Dr
26/10/2018	Contra	C917	Library Books Chq.No.009519,Govt.Prakashan Library Books purches as per bill Dr.Nagarkar	4866.00		43726.00	Dr
			Days Total :	4866.00		43726.00	Dr
31/1/2019	Contra	C926	Library Books Chq.No.11842,Environmental Studies books purchase as per University bill	22200.00		65926.00	Dr
			Days Total :	22200.00		65926.00	Dr
25/2/2019	Payment	P1838	Library Books Book Purches as per Arvind Palke as per voucher	360.00		66286.00	Dr
			Days Total :	360.00		66286.00	Dr
30/3/2019	Contra	C1010	Library Books Chq.No.009595,Books purchase as per Vinay Prakashan bill	8596.00		74882.00	Dr
30/3/2019	Contra	C1011	Library Books	29123.00		104005.00	Dr



Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Library Books

Date :From : 01/04/2018 To : 31/03/2019

Page 2 of 2

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
30/3/2019	Payment	P1954	Chq.No.009595,Books purchase as per Best Books Suppliers bill Library Books books Purchase as per bill	6979.00		110984.00	Dr
			Days Total :	44698.00		110984.00	Dr
			Grand Total :	110984.00	0.00	110984.00	




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jao'li, Dist. Satara



AMDAR SHAHIKANT SHINDE MAHAVIDYALAYA, MEDHA (SATARA): LIBRARY & KRC

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
 A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Library Books

Date :From : 01/04/2019 To : 31/03/2022

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2019			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
5/10/2019	Contra	C1393	Library Books Chq.No.009531,Books purches as per BEST BOOK SUPPLIERS bill no.6500 to 6247	39633.00		39633.00	Dr
			Days Total :	39633.00		39633.00	Dr
19/11/2019	Contra	C1390	Library Books Chq.No.009532 Books purches as per Tejas Prakashan Kolhapur Recelpt	1600.00		41233.00	Dr
19/11/2019	Contra	C1391	Library Books Chq.No.009533,Books purches as per BEST BOOKS SUPPLIERS bill no.7122,68506946,6947	6070.00		47303.00	Dr
			Days Total :	7670.00		47303.00	Dr
			Grand Total :	47303.00	0.00	47303.00	




 Principal
 Amdar Shashikant Shinde Mahavidyalay
 Medha, Tal. Jaoli, Dist. Satara



AMDAR SHAHIKANT SHINDE MAHAVIDYALAYA, MEDHA (SATARA): LIBRARY & KRC

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Library Books

Date :From : 01/04/2020 To : 31/03/2021

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2020			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
23/6/2020	Contra	C1820	Library Books Chq.No.0093635,Library Books as per Pragati book agency receipt	675.00		675.00	Dr
			Days Total :	675.00		675.00	Dr
7/8/2020	Contra	C1822	Library Books Chq.No.021832,Best books Suppliers bill No.7748,7749,7602,7603,7400,7362,7361,7094,7096,7100 bill	21330.00		22005.00	Dr
			Days Total :	21330.00		22005.00	Dr
8/10/2020	Contra	C1823	Library Books Chq.No.021833,Best books Suppliers bill No.7974 receipt	8031.00		30036.00	Dr
			Days Total :	8031.00		30036.00	Dr
9/11/2020	Contra	C1891	Library Books Chq.No.021835,Book Purches as per receipt	260.00		30296.00	Dr
			Days Total :	260.00		30296.00	Dr
26/2/2021	Contra	C1975	Library Books Chq.No.021838,Library Books as per BEST BOOK SUPPLIERS receipt	25818.00		56114.00	Dr
			Days Total :	25818.00		56114.00	Dr
31/3/2021	Contra	C2005	Library Books Chq.No.021839,I Card expenses as per Siddhant Info Tech receipt & Books purches as per Accurate features as per receipt	953.00		57067.00	Dr
			Days Total :	953.00		57067.00	Dr
			Grand Total :	57067.00	0.00	57067.00	




Principal
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Medha, Tal. Jaoji, Dist. Satara



AMDAR SHAHIKANT SHINDE MAHAVIDYALAYA, MEDHA (SATARA): LIBRARY & KRC

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara
Ledger Name : Library Books

Date :From : 01/04/2021 To : 31/03/2022

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2021			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
25/8/2021	Contra	C2151	Library Books Chq.No.021843,Best Books Suppliers as per receipt	13033.00		13033.00	Dr
			Days Total :	13033.00		13033.00	Dr
8/10/2021	Contra	C2152	Library Books Chq.No.021845,Book Purchases as per Surya book Shoal receipt	1120.00		14153.00	Dr
			Days Total :	1120.00		14153.00	Dr
26/10/2021	Contra	C2195	Library Books Chq.No.021846,Books purches as per Educational Book Suppliers bill	2000.00		16153.00	Dr
			Days Total :	2000.00		16153.00	Dr
4/1/2022	Payment	P3649	Library Books book purchase as per bill	200.00		16353.00	Dr
			Days Total :	200.00		16353.00	Dr
			Grand Total :	16353.00	0.00	16353.00	




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal.Jawali, Dist.Satara



Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Magazine Journals

Date : From : 01/04/2017 To : 31/03/2018

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2017			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
31/3/2018	Contra	C533	Magazine Journals Magazine journals as per receipt	25741.00		25741.00	Dr
31/3/2018	Contra	C692	Magazine Journals Magazine Journals as per bill	37000.00		62741.00	Dr
			Days Total :	62741.00		62741.00	Dr
			Grand Total :	62741.00	0.00	62741.00	

Xlagarkab
LIBRARIAN
Amdar Shashikant Shinde
Mahavidyalaya, Medha
Tal. Jaoli, Dist. Satara



[Signature]
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan, Humgaon

Amdar Shashikant Shinde Mahavidyalaya (Sr)

A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Magazine Journals

Date :From : 01/04/2018 To : 31/03/2019

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2018			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
22/9/2018	Payment	P1691	Magazine Journals Magazine & Journals purches as per receipt	22031.00		22031.00	Dr
			Days Total :	22031.00		22031.00	Dr
			Grand Total :	22031.00	0.00	22031.00	


LIBRARIAN
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Mahavidyalaya, Medha
Tal. Jaoli, Dist. Satara




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Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
 A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Magazine Subscription

Date :From : 01/04/2020 To : 31/03/2021

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2020			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
11/8/2020	Contra	C1792	Magazine Subscription Chq.No.021265,NNFLIBNET NLIST,Magazine Subscription as per receipt	5900.00		5900.00	Dr
			Days Total :	5900.00		5900.00	Dr
29/12/2020	Payment	P3054	Magazine Subscription Magazine Subscription as per receipt	725.00		6625.00	Dr
			Days Total :	725.00		6625.00	Dr
31/3/2021	Payment	P3253	Magazine Subscription Magazine Purchase as per receipt	16777.00		23402.00	Dr
			Days Total :	16777.00		23402.00	Dr
			Grand Total :	23402.00	0.00	23402.00	

Hagaribodk
LIBRARIAN
 Amdar Shashikant Shinde
 Mahavidyalaya, Medha
 Tal. Jaoli, Dist. Satara



Shinde
Principal
 Amdar Shashikant Shinde Mahavidyalay
 Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
 A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Magazine Subscription

Date : From : 01/04/2021 To : 31/08/2022


Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2021			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
12/7/2021	Contra	C2117	Magazine Subscription Chq.No.021842,Infibnet Nlist as per receipt	5900.00		5900.00	Dr
			Days Total :	5900.00		5900.00	Dr
25/1/2022	Contra	C2350	Magazine Subscription Chq.No.021850, Magazine Subscription as per APEX Subscription Pvt.LTD. Mumbai	18534.00		24434.00	Dr
25/1/2022	Contra	C2351	Magazine Subscription Chq.No.021851, University News Subscription as per receipt	1350.00		25784.00	Dr
			Days Total :	19884.00		25784.00	Dr
			Grand Total :	25784.00	0.00	25784.00	

Kagarkar
 LIBRARIAN
 Amdar Shashikant Shinde
 Mahavidyalaya, Medha
 Tal..Jaoli, Dist. Satara



Yate
 Principal
 Amdar Shashikant Shinde Mahavidyalay
 Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan Humgaon Sanchlit,
Amdar Shashikant Shinde Mahavidyalaya, Medha
(Affiliated to Shivaji University, Kolhapur)

Staff Academy & IQAC
Jointly organize
One Day Seminar
on
INTELLECTUAL PROPERTY RIGHTS AWARENESS

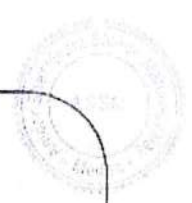
Program Schedule

Date: 07th December 2018

Time: 11.00 am

Venue: Audio Visual Hall

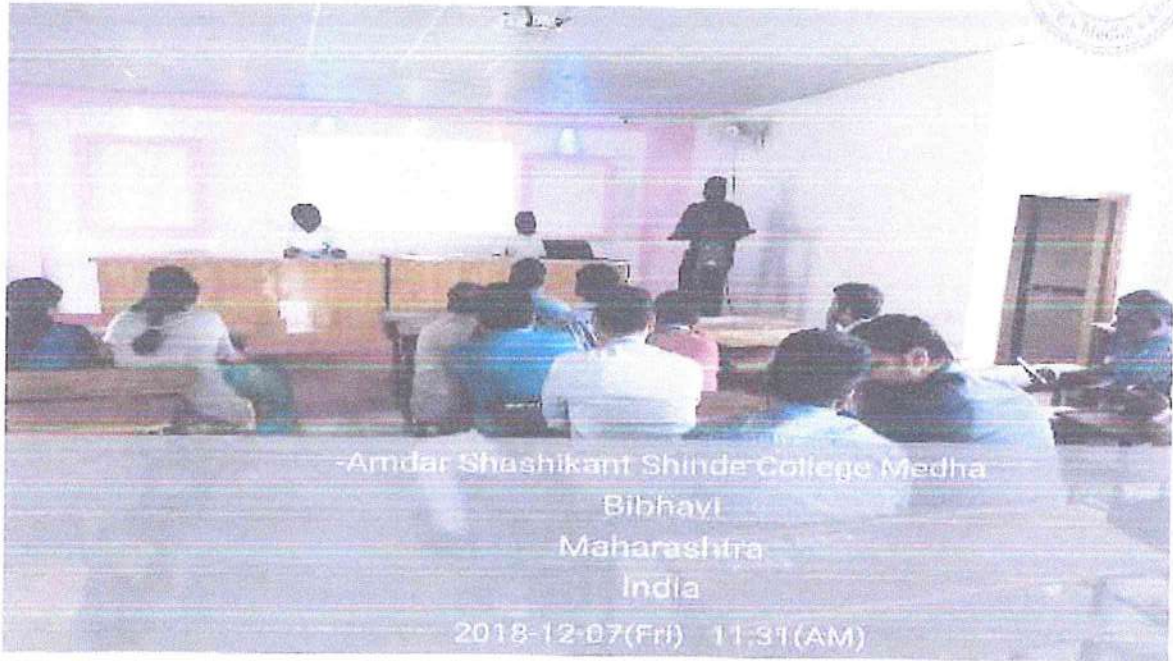
- Convener:** **Dr. Sarangpani R. Shinde**
Coordinator, Staff Academy,
Assistant Professor, Dept. of English
Amdar Shashikant Shinde Mahavidyalaya, Medha.
- Resource Person:** **Mr. Ninad Kadam,**
Assistant Professor, Department of Microbiology,
Lal Bahadur Shastri College, Satara.
- President:** **Dr. M. B. Waghmode**
Principal,
Amdar Shashikant Shinde Mahavidyalaya, Medha
- Chief Guest:** **Dr. Pramod R. Ghatage**
Vice Principal,
Amdar Shashikant Shinde Mahavidyalaya, Medha
- Introduction of Resource Person:** **Mr. Sunil Gaikwad**
Department of Political Science,
Amdar Shashikant Shinde Mahavidyalaya, Medha
- Vote of thanks:** **Dr. Sudhir R. Nagarkar**
Librarian, A S S Mahavidyalaya, Medha.



2018-19
A Brief Report
on
One Day Seminar
on
INTELLECTUAL PROPERTY RIGHTS AWARENESS
Organized by
Staff Academy,
Amdar Shashikant Shinde Mahavidyalaya, Medha
07th December 2018, 11 am

IPR (Intellectual Property Rights) is one of the key concern areas for India as the new economy is globalised, competition is not confined to national boundaries and with web based global marketing competitiveness is shifting to knowledge based production (High Technology and Specialist skills). Understanding the global need and importance of IPR, Staff Academy, Amdar Shashikant Shinde Mahavidyalaya, Medha organized a One Day Seminar on IPR Awareness on **07th December 2018** in Audio Visual Hall. The main aim was to give an overview on IPR, importance of innovative ideas and procedure of filing a patent. For this seminar, Mr. Ninad Kadam, Assistant Professor, Department of Microbiology, Lal Bahadur Shastri College, Satara was invited as a resource person. He delivered his key note speech in two sessions: in the first session, he explained theoretical preliminaries of IPR and in the second session, he explained patent, its types and patent applications.

Staff Academy Coordinator, and convener of the seminar Dr. Sarangpani Shinde delivered his opening remarks by welcoming all the delegates and participants. He also explained the rationale behind organizing the seminar. Mr. Sunil Gaikwad, Cooordinator introduced the **resource person Mr. Ninad Kadam**. The seminar was inaugurated by the Principal Dr. M B Waghmode, in the chair of were Dr. P R Ghatage, HoD, Department of Economics, Mr. Sunil Gaikwad, Asst. Professor, Department of Political Science. Mr. Ninad Kadam was the resource person and he handled the topic effectively. All the teaching and non teaching staff as well as all the Final year B. A., B.Com. & B. Sc. students actively participated in the seminar. After both the sessions, the resource person clarified the doubts apart from the students. At the end of the session Dr. Sarangpani R. Shinde, the convener of the Seminar expresses the vote of thanks.



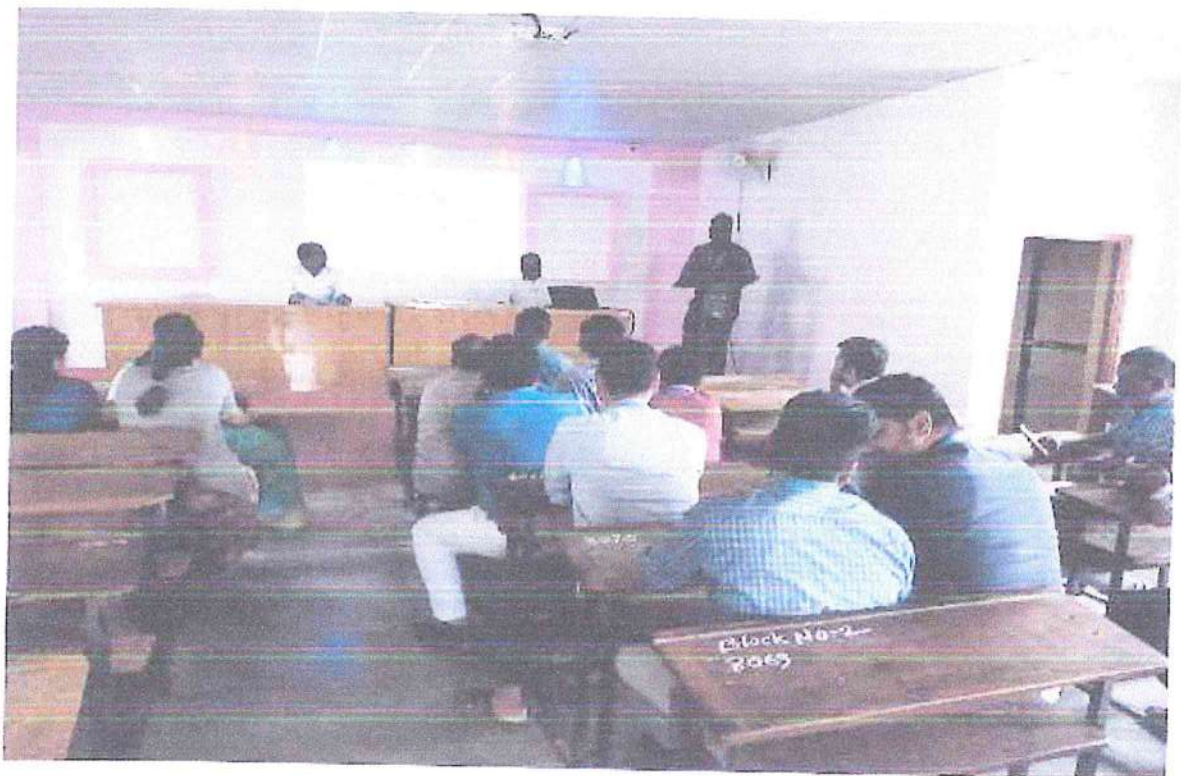
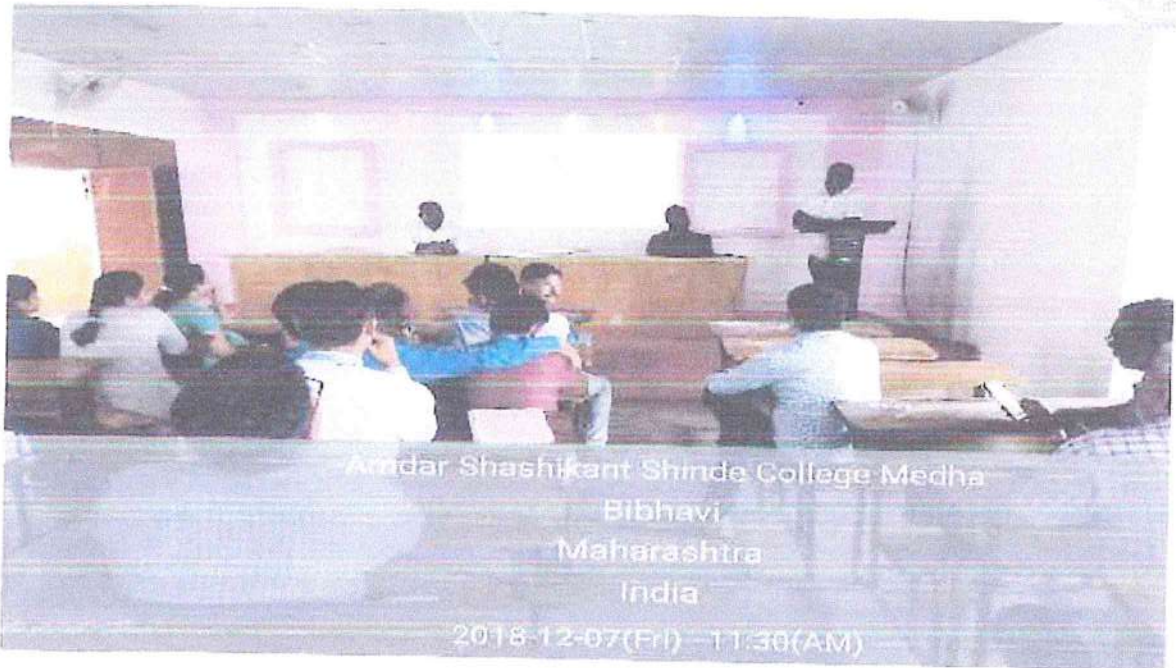
-Amdar Shashikant Shinde College Medha
Bibhavi
Maharashtra
India

2018-12-07(Fri) 11:31(AM)

Convener Dr. S. R. Shinde explained the rationale behind organizing seminar



Mr. Ninad Kadam delivering his address to the staff





उद्यमेन हि सिध्यति: कार्याणि न मनोरथै: :

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.E. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No. To,

Mr. Ninad Kadam,
Assistant Professor,
Department of Microbiology,
Lal Bahadur Shastri College, Satara.

Date: 1/12/2018

Subject: Invitation to deliver a guest lecture.

Dear Sir,

We cordially request you to accept this invitation for being a Key Note Speaker at a One Day seminar on IPR Intellectual Property Rights. The workshop is organized by Stall Academy, Amdar Shashikant Shinde Mahavidyalaya, Medha. You are requested to deliver a special talk on IPR Awareness on 07th December, 2018 at 11.00 am. The workshop is specially organized for all the teaching and non teaching staff as well as the final students from all the discipline.

Kindly accept this invitation.

We hereby request you to communicate inconvenience if any.

Waiting for your reply.

With regards,

Yours Sincerely,


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara





उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः
Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde
Principal: Dr. M.B. Waghmode

M.A., M.Phil., Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com

www: assmmedha.in

Ref. No. To,
Mr. Ninad Kadam,
Assistant Professor,
Department of Microbiology,
Lal Bahadur Shastri College, Satara.

Date: 7/12/2018

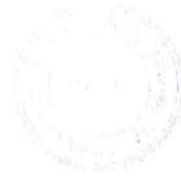
Subject: Letter of gratitude.

Sir,

On behalf of the Staff Academy, Amdar Shashikant Shinde Mahavidyalaya, Medha, we express our honest appreciation for the key note address which you delivered at **One Day Seminar on IPR Intellectual Property Rights** on the topic, **IPR Awareness** on 07th December, 2018. The lecture was extremely informative and the active involvement of all the recipients irrespective of their intellectual background proved to be a successful one. Once again, thank you for your scholarly lecture and we expect your continued support to us in coming academic endeavour.

Yours Sincerely,

Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara



**One Day Seminar
on
IPR (Intellectual Property Rights) Awareness
2018-19**



Resource Person: Mr. Ninad Kadam

Friday, 07th December 2018

ATTENDANCE SHEET

No	Name of the Participant	Faculty/Student	Department	Sign
	Dr. M. B. Waghmare	Principal		
	Dr. P. L. Ghoshale	Faculty	Eco	
	Dr. Bhatnagar Sanjay	Faculty	History	
	Jadhav G.P.	Pol. Sci faculty	Pol. Sci.	
	Dr. Sudhir R. Nayarkar	Library faculty	Library	
	Mr. Paul P. D.	Faculty	Physics	
	Dr. D. S. Kale	Faculty	English	
	Dr. Sujit M. Kosale	Economics		
	Mr. Rajendra D. Thakur	Hindi	Hindi	
	Kemkar S. G.	Faculty	Chemistry	
	Deshmukh D. V.	Faculty	Maths	
	Desai A.A.	Faculty	Commerce	
	Chavan P. D.	Faculty	Sports	
	Joural P. A.	Faculty	English	
	Dr. O. V. Yadav	Faculty	Zoology	
	Mr. Nalawade S. V.	Faculty	Commerce	
	Dr. S. V. Phande	Faculty	Economics	
	Mr. Gardewad S. M.	Faculty	Pol. Sci.	
	Shri. Sathyan V. B.	Office Clerk	Office	
	Shri. Deshmukh P. M.	Clerk	Office	
	Jadhav S. V.	Clerk	Office	
	Jadhav D. D.	Faculty	Mathematics	
	Dhanawade N. V.	Faculty	Statistics	
30				

Report
One Day Virtual Workshop
On
IPR (Intellectual Property Rights)
2020-21

Staff Academy, Amdar Shashikant Shinde Mahavidyalaya, Medha, organized "A One Day Virtual Workshop on IPR (Intellectual Property Rights)". This workshop was arranged in joint venture with IQAC. The objective of this workshop was to spread awareness about Intellectual rights and to demonstrate the very procedure to file a patent.

The workshop took place on Friday, 16th July, 2021 virtually by using ZOOM platform. Since it was an online workshop, time had to be specified. For the said workshop Mr. Mangesh Ghodke, Librarian, N G Acharya & D K Marathe College, Chembur, Mumbai was invited to deliver a key note address as a resource person.

The workshop started exactly at 11.00 am. The convener of the workshop Dr. Sarangpani R Shinde introduced the concept and reason behind organizing this workshop. Mr. Sunil Gaikwad introduced the resource person in a brief rather precise manner. After all the initial formalities Mr. Mangesh Ghodke delivered a very resourceful talk on the theme in two distinct sessions. Initially, in his first session, he highlighted the importance of research and innovation and explained the importance of preservation of intellectual property. He also explained in a very effective way the concept on intellectual property. In the second session he demonstrated how to file a patent. He gave a thorough procedure regarding it and also showed his own applications. After his talk, Principal, Dr. Pramod Ghatage presented his presidential talk, he summarized Mr Ghodke's important points and also thanked him for delivering such a talk. Dr. Sudhir Nagarkar proposed vote of thanks for the workshop. In spite of scarcity of technological aids, the said workshop was a success.

All the teaching and non teaching faculty from college, students from final year of all streams were present for the workshop and majority of students gave satisfactory feedback to the organizers which is well documented in googleforms format.

A google form was created for registration. The link for the registration was:

Registration

Link:

https://docs.google.com/forms/d/e/1FAIpQLScKQuxNMH15qKvF_V6xjAFINgyOckszVjvmcJWO9pCV72mxg/viewform?usp=sf_link

E-certificates have been distributed online only after submitting the feedback form. The link for the feedback form was:

https://docs.google.com/forms/d/e/1FAIpQLScKQuxNMH15qKvF_V6xjAFINgyOckszVjvmcJWO9pCV72mxg/viewform?usp=sf_link

The whole recording of the workshop is recorded and it has been upload to the college YOUTUBE channel. The link to get access to the video is [\(225\) IPR \(Intellectual Property Rights\) By Mr.Mangesh Ghodke - YouTube.](#)



Mr. Mangesh Ghodke delivering his lecture



Dr. P R Ghatage's presidential remarks on the workshop

GLIMPSES OF THE WORKSHOP

IPR (Intellectual Property Rights) By Mr.Mangesh Ghodke

Patent Grant In INDIA

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    graph TD
      A[Conceptualizing an invention] --> B[Filing of application]
      B --> C[With provisional specification]
      B --> D[With complete specification]
      C --> E[Filing complete within 12 months after provisional]
      E --> F{YES}
      E --> G{NO}
      G --> H[Application ABANDONED]
      F --> I[REQUEST for EXAMINATION on Form-18 within 48 months from date of priority.]
      D --> J[Publication u/s 11A (early or post 18-months )]
      J --> K[Pre-grant opposition U/s 25(1)]
      I --> L[EXAMINATION (for patentability & other requirements)]
      K --> L
      L --> M[F.E.R. Issued]
  
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1:17:23 / 1:40:56

Scroll for details

IPR (Intellectual Property Rights) By Mr.Mangesh Ghodke

INTELLECTUAL PROPERTY RIGHT(IPR)

16th July, 2021

Mangesh Janardan Ghodke
Librarian

N.G. Acharya & D.K. Marathe College
Of Arts, Science & Commerce
Chembur, Mumbai

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    graph TD
      IP((Intellectual Property)) --- TS(Trade Secret)
      IP --- TM(Trade Marks)
      IP --- P(Patent)
      IP --- C(Copyright)
      IP --- ID(Industrial Design)
      IP --- LD(Layout Design)
  
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11:44 / 1:40:56

Scroll for details

समितीचे सभापती राजापाळ जगदाळे इत्यादींनी कौतुक केले.

शशिकांत शिंदे महाविद्यालयात कार्यशाळा

- केळघर : जयवंत प्रतिष्ठान, हुमगाव संचलित मेढा येथील आमदार शशिकांत शिंदे महाविद्यालयात स्टाफ अॅकॅडमी अंतर्गत एकदिवसीय कार्यशाळा झाली. या कार्यशाळेत 'इंटेलेक्च्युअल प्रॉपर्टी राइट्स' या विषयावर चेंबूर (मुंबई) येथील आचार्य मराठे कॉलेजचे प्रबंधपाल प्रा. मंगेश घोडके यांचे व्याख्यान झाले. त्यांनी 'आईपीआर आणि सद्यःस्थिती' या विषयावर मांडणी करताना आयपीआरसंदर्भातील महत्त्वाच्या तरतुदींवर प्रकाश टाकला. आयपीआरचे महत्त्व विशद केले. अध्यक्षस्थानी महाविद्यालयाचे प्राचार्य डॉ. प्रमोद घाटगे होते. प्राध्यापकांनी नवीन संशोधन करून आयपीआर व पेटंटचा उपयोग आपल्या संशोधनात करून देशाच्या विकासासाठी हातभार लावावा, असे प्रोत्साहनपर मार्गदर्शन केले. अकादमीचे समन्वयक प्रा. डॉ. सारंगपाणी शिंदे यांनी केले. प्रा. डॉ. सुधीर नगरकर यांनी तांत्रिक सहायक करून आधार मानले. या वेळी प्रा. सुनील गायकवाड यांच्यासह कॉलेजातील प्राध्यापक, तसेच बीए, बीकॉम, बीएससीच्या फायनल वर्षाचे सर्व विद्यार्थ्यांनी सहभाग नोंदवला.

» ...

News paper cutting of Sakal dated 17th July, 2021

Jaywant Pratishan Humgaon Sanchalit,
Amdar Shashikant Shinde Mahavidyalaya, Medha
(Affiliated to Shivaji University, Kolhapur)
Staff Academy & IQAC
jointly organize
One Day Virtual Workshop
on
IPR (Intellectual Property Rights)

Program Schedule

Friday, 16th July, 2021

Time: 11.00 am

Platform: Zoom

- Introduction and Welcome:** **Dr. Sarangpani R. Shinde**
coordinator, Staff Academy,
Assistant Prof., Dept. of English,
A.S.S. Mahavidyalaya, Medha
- Resource Person:** **Mr. Mangesh Ghodke,**
Librarian,
N G Acharya & D K Marathe College of Arts Science &
Commerce, Chembur, Mumbai.
- President:** **Dr. Pramod R. Ghatage,**
Principlal, A.S.S. Mahavidyalaya, Medha
- Introduction of Resource Person:** **Mr. Sunil Gaikwad**
Co-cordinator, Staff Academy,
Assistant Prof. Dept. of Political Science,
A.S.S. Mahavidyalaya, Medha.
- Presidential Remark:** **Dr. Pramod R. Ghatage,**
Principlal, A.S.S. Mahavidyalaya, Medha
- Vote of Thanks:** **Dr. Sudhir R. Nagarkar**
Librarian, A. S. S. Mahavidyalaya, Medha

**(All the faculties are hereby requested to register for the workshop and kindly
persuade all the final year students to participate.)**



Estd. 2002

उद्यमेन हि सिध्यति कार्याणि मनेषुभिः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

No.: 373/7

Date: 15/07/2021



To,

Mr. Mangesh Ghodke,

Librarian,

N G Acharya & D K Marathe College of arts, Science & Commerce,
Chembur, Mumbai.

Subject: Invitation to deliver a key note address at One Day Workshop.

Sir,

On behalf of Staff Academy, Amdar Shashikant Shinde Mahavidyalaya, Medha, I would like to cordially invite you to deliver a key note address on IPR (Intellectual Property Rights) at One Day Virtual Workshop on IPR being organized by our institution on Friday, 16th July, 2021.

We hereby request you to communicate any inconvenience if any.

Waiting for your reply.

Regards.

Yours Sincerely,

PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोमथैः
Jaywant Pratisthan Humgaon Sanchalit,

NAAC 'B+' Grade

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

REF No.: 374/7

Date: 16/07/2021

To,

Mr. Mangesh Ghodke,

Librarian,

N G Acharya & D K Marathe College of arts, Science & Commerce,
Chembur, Mumbai.

Subject: Letter of Appreciation.

Sir,

On behalf of Staff Academy & IQAC, Amdar Shashikant Shinde Mahavidyalaya, Medha, we appreciate your key note address which you delivered at One Day Workshop on IPR organized on 16th July, 2021 at our institution. We express our heartfelt gratitude to you for accepting our invitation at a very short notice of time and for delivering a resourceful talk on the theme of IPR.

Thank you once again and we expect the same cooperation in future from you.

Regards.



PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www.assmmedha.in

Ref. No. 735/1

Date : 13/01/2018

Invitation Letter

To

Dr. Kajal Vibhute

Maitra Clinic 599 rajpath,

guruwar peth Satara

415003

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha. I would like to invite you to be our guest speaker for the two day training program, on topic 'Life Skill – Stress Management' scheduled on 15 & 16 Jan. 2018. Your lecture on stress management has been organized on 15th January at 11 am in Jaywant Auditorium hall. With your expertise in the field of Psychology & counselling, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथै: :

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

**Estd.
2002**

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www.assmmedha.in

Ref. No. 73611

Date: 13/1/2018

Invitation Letter

To
Dr. Schita Rokade
Manoday Psychiatry Clinic
Radhika Road, Satara
Pin- 415001.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic 'Life Skill – Stress Management' scheduled on 15 & 16 Jan. 2018. Your lecture on stress management has been organized on 15th January at 02 pm in Jaywant auditorium hall. With your expertise in the field of Psychology & counselling, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A., M.Phil., Ph.D., G.D.C. & A.

Office: 02378-285645, E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No. १३७११

Date 13/1/2018

Invitation Letter

To
Dr. Aishwarya Varande
Radhey Clinic,
Medha

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic 'Life Skill – Stress Management' scheduled on 15 & 16 Jan. 2018. Your lecture on stress management has been organized on 16th January at 11 am in Jaywant Auditorium hall. With your expertise in the field of Psychology & counselling, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645, E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www.assmmedha.in

Ref. No. 73811

Date: 21/1/2018

Invitation Letter

To
Dr. Sudhir Pawar
Pawar Hospital, Bazar Chowk
Medha.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic 'Life Skill – Stress Management' scheduled on 15 & 16 Jan. 2018. Your lecture on stress management has been organized on 16th January at 2 pm in Jaywant Auditorium hall. With your expertise in the field of Psychology & counselling, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan Humgao, Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha

Tal – Jawali, Dist - Satara

Two Day's faculty Development Training Program

Organized by IQAC

For

Teaching and Non -Teaching Staff

“Life Skill- Stress management”

Academic Year 2017-18

Schedule

First Day

Monday, 15th January 2018, 10.30am

Inauguration: By Principal Dr. Waghmode M.B.

Resource Person: - Dr. Mahesh Sabale

Session I

11.00 To 2.00 pm

‘Life Skill- Stress management’

Resource Person: - Dr. Kajal Vibhute

1.30 pm to 2.00 pm Lunch Break

Session II

2.30 to 4.00

‘Life Skill- Stress management’

Resource Person: - Dr. Suchita Rokade

4.30pm

Conclusion and vote of thanks

By

Mr. Sunil Kemdarne



Jaywant Pratishthan Hungao, Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha

Tal – Jawali, Dist - Satara

Two Day's faculty Development Training Program

Organized by IQAC

For

Teaching and Non -Teaching Staff

“Life Skill- Stress management”

Academic Year 2017-18

Schedule

First Day

Tuesday, 16th January 2018, 10.30am

Session I

11.00 To 2.00 pm

‘Life Skill- Stress management’

Resource Person: - Dr. Aishwarya Varande

1.30 pm to 2.00 pm Lunch Break

Session II

2.30 to 4.00

‘Life Skill- Stress management’

Resource Person: - Dr. Sudhir Pawar

4.30pm

Conclusion and vote of thanks

By

Mr. Sunil Kemdarne

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha

Life Skill – Stress Management

Program Report

Through Joint collaboration of Internal Quality Assurance cell & Staff Academy has organized two day training program named 'Life Skill –Stress Management' on 15th & 16th Jan. 2018 in Jaywant Auditorium hall of college. The invited speakers were well known psychologists & counsellors. Dr. Kajal Vibhute of Maitra Clinic, Satara & Dr. Suchita Rokade of Manoday psychiatry clinic, satara were the speaker for first day of training sessions. The speakers of second day were well doctors from medha named Dr. Aishwarya Varande of Radhey clinic & Dr . Sudhir pawar of Pawar hospital. All speakers explained that, stress is inevitable in today's life & if stress is not managed well, it can leads to many psychological problems in future. Speaker's even highlighted that one need priorities the work in order to avoid stress. All speakers trained the staff of college, how to manage stress level in day to day life so that efficiency of person will not hamper in professional & personal life. All faculty memberes learnt a lot & enjoyed the two day training program organized by college. Almost all teaching & non- teaching staff attended the all sessions.




Principal

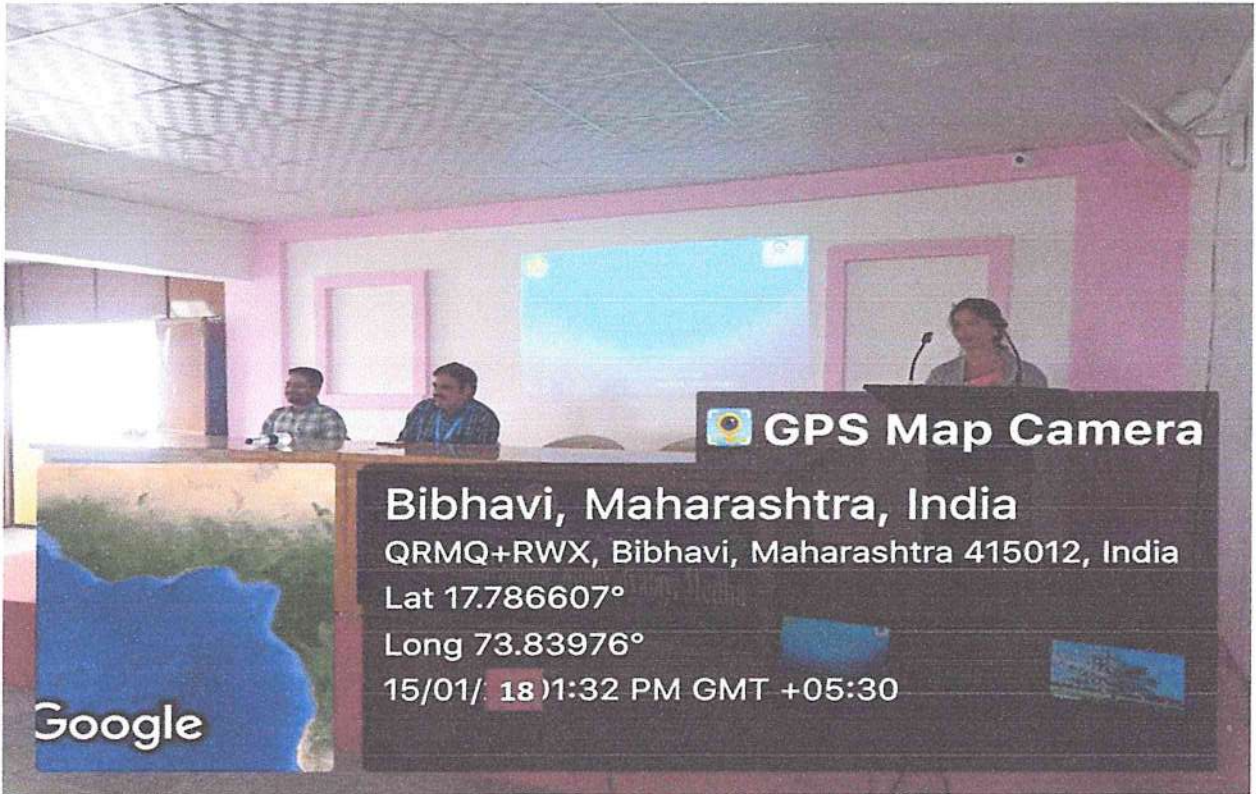
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara


Co-ordinator
IQAC

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara-415012


Photographs of Program.






Co-ordinator
IQAC
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara-415012




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara


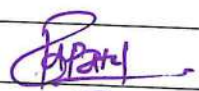

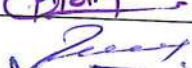


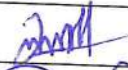

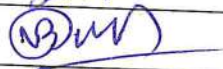
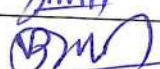
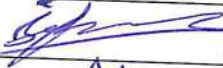
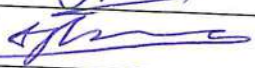




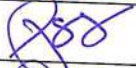


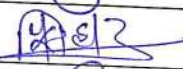

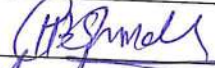


Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha



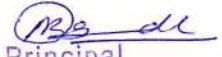
Life Skill – Stress Management
Attendance Sheet

Date -15 Jan. 2018.

Sr. No.	Name of Employee	Session -I	Session -II
1	Dr. Waghmode Mayyapa Baburao		
2	Dr. Ghatage Pramod Raghunathrao		
3	Shri. Chavan Pramod Ramchandra		
4	Shri. Shinde Sangram Yashwant		
5	Shri. Gejage Shankar Namdeo		
6	Shri. Sathe Anand Sadhu		
7	Dr. Dhonde Sanjay Vitthal		
8	Shri. Pawar Vinod Vitthal		
9	Shri. Bhosale Sanjay Hanmant		
10	Smt. Jadhav Gayatri Pratap		
11	Shri. Nanaware Rajendra Dnyandeo		
12	Shri. Gaikwad Sunil Mandal		
13	Shri. Desai Amay Atmaram		
14	Shri. Nalawade Sangramsing Vijayram		
15	Shri. Kasabe Sujit Manohar		
16	Dr. Kale Dnyandeo Salu		
17	Dr. Shinde Sarangpani Ramchandra		
18	Shri. Kemdarne Sunil Gangaram		
19	Dr Pawar Uday Sidu		
20	Dr. Nagarkar Sudhir Ramdas		

21	Shri. Patil Pandurang Dattatray		
22	Shri. Jawal Prakash Baburao		
23	Shri. Kokare Vitthal Balu		
24	Shri. Deshmukh Pravin Ramdas		
25	Shri. Jadhav Vinod Bhiku		
26	Shri. Junghare Shailesh Vishnu		
27	Shri. Jadhav Abhijit Suresh		
28	Shri. Dhanawade Vasant Laxman		
29	Shri. Deshmukh Abasaheb Raosaheb		
30	Shri. Parihar Prashant Siddharth		
31	Shri. Shinde Hiranman Babulal		
32	Shri. Ombale Jagdish Balkrushna		




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

**Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha**



**Life Skill – Stress Management
Attendance Sheet**

Date -16 Jan. 2018.

Sr.No	Name of Employee	Session -III	Session -IV
1	Dr. Waghmode Mayyapa Baburao		
2	Dr. Ghatage Pramod Raghunathrao		
3	Shri. Chavan Pramod Ramchandra		
4	Shri. Shinde Sangram Yashwant		
5	Shri. Gejage Shankar Namdeo		
6	Shri. Sathe Anand Sadhu		
7	Dr. Dhonde Sanjay Vitthal		
8	Shri. Pawar Vinod Vitthal		
9	Shri. Bhosale Sanjay Hanmant		
10	Smt. Jadhav Gayatri Pratap		
11	Shri. Nanaware Rajendra Dnyandeo		
12	Shri. Gaikwad Sunil Mandal		
13	Shri. Desai Amay Atmaram		
14	Shri. Nalawade Sangramsing Vijayram		
15	Shri. Kasabe Sujit Manohar		
16	Dr. Kale Dnyandeo Salu		
17	Dr. Shinde Sarangpani Ramchandra		
18	Shri. Kemdarne Sunil Gangaram		
19	Dr Pawar Uday Sidu		
20	Dr. Nagarkar Sudhir Ramdas		
21	Shri. Patil Pandurang Dattatray		

22	Shri. Jawal Prakash Baburao	<i>Jawal</i>	<i>Jawal</i>
23	Shri. Kokare Vitthal Balu	<i>V2</i>	<i>V2</i>
24	Shri. Deshmukh Pravin Ramdas	<i>Pravin</i>	<i>Pravin</i>
25	Shri. Jadhav Vinod Bhiku	<i>(VNB)</i>	<i>(VNB)</i>
26	Shri. Junghare Shailesh Vishnu	<i>Shailesh</i>	<i>Shailesh</i>
27	Shri. Jadhav Abhijit Suresh	<i>Abh</i>	<i>Abh</i>
28	Shri. Dhanawade Vasant Laxman	<i>(DL)</i>	<i>(DL)</i>
29	Shri. Deshmukh Abasaheb Raosaheb	<i>Raosaheb</i>	<i>Raosaheb</i>
30	Shri. Parihar Prashant Siddharth	<i>Prashant</i>	<i>Prashant</i>
31	Shri. Shinde Hiranman Babulal	<i>Hiranman</i>	<i>Hiranman</i>
32	Shri. Ombale Jagdish Balkrushna	<i>Balkrushna</i>	<i>Balkrushna</i>



Prashant
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

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2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

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Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

[www: assmmedha.in](http://www.assmmedha.in)

Ref. No. सत/१५

Date: 15/1/2019

Gratitude Letter

To
Dr. Sudhir Pawar
Pawar Hospital, Bazar Chowk
Medha.

Dear Sir,

I want to express my sincere appreciation for the time you spent discussing the topic stress management. Our staff has enjoyed your session very much. Through your session my colleagues learnt that one cannot avoid stress completely in day to day life but they need manage it so well that, it will not hamper their efficiency in professional & personal life. The time which you spent for delivering a lecture was very valuable.

I look forward for same co-operation in future too.




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No. ६१५५

Date : 15/1/2018

Gratitude Letter

To
Dr. Kajal Vibhute
Maitra Clinic 599 rajpath,
guruwar peth Satara
415003.

Dear Sir,

I want to express my sincere appreciation for the time you spent discussing the topic stress management. Our staff has enjoyed your session very much. Through your session my colleagues learnt that one cannot avoid stress completely in day to day life but they need manage it so well that, it will not hamper their efficiency in professional & personal life. The time which you spent for delivering a lecture was very valuable

I look forward for same co-operation in future too.




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No. *6/15/2018*

Date: *15/1/2018*

Gratitude Letter

To
Dr. Schita Rokade
Manoday Psychiatry Clinic
Radhika Road, Satara
Pin- 415001.

Dear Sir,

I want to express my sincere appreciation for the time you spent discussing the topic stress management. Our staff has enjoyed your session very much. Through your session my colleagues learnt that one cannot avoid stress completely in day to day life but they need manage it so well that, it will not hamper their efficiency in professional & personal life. The time which you spent for delivering a lecture was very valuable.

I look forward for same co-operation in future too.



M.B. Waghmode
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645, E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com www: assmedha.in

Ref. No. ४१५

Date: 16/1/2018

Gratitude Letter


To
Dr. Aishwarya Varande
Radhey Clinic,
Medha

Dear Sir,

I want to express my sincere appreciation for the time you spent discussing the topic stress management. Our staff has enjoyed your session very much. Through your session my colleagues learnt that one cannot avoid stress completely in day to day life but they need manage it so well that, it will not hamper their efficiency in professional & personal life. The time which you spent for delivering a lecture was very valuable.

I look forward for same co-operation in future too.




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Date - 10/01/2019

Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalay , Medha

Tal- Jawali Dist- Satara

IQAC

Academic Year 2018-19

Notice

Two Day's faculty Development Training Program

Organized by IQAC

For

Non -Teaching Staff

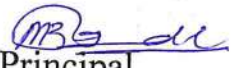
On Advanced Computer Training Program for Non-Teaching Staff

All the Non-teaching staff of the college is here by informed that the IQAC is organizing two days *faculty Development Training Program* for the Non-teaching staff on dated 18/01/2019 and 19/01/2019 "*On Advanced Computer Training Program*" for *Non-Teaching Staff*. All are requested to join the same.


Coordinator
Co-ordinator
IQAC

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara-415012




Principal
Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd.
2002

उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishtan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalaya, Medha

Tal. - Jawali, Dist. - Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A., M.Phil., Ph.D., G.D.C. & A.

Office: 02378-285645, E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Date: 14/1/2019

Ref. No. 82A/11

Invitation Letter

To,

Dr. Vinod Pawar

Amdar Shashikant Shinde Mahavidyalaya, Medha.

Tal. Jawali, Dist. Satara.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic 'New technology in Microsoft excel' scheduled on 18th & 19th Jan. 2019. Your lecture on 'new technology in Microsoft excel' has been organized on 18th January at 11 am in Jaywant Auditorium hall. With your expertise in the field of Microsoft Excel, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645, E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com

www.assmedha.in

Ref. No. १२०/१

Date : 14/1/2019

Invitation Letter

To,
Mr. Somnath Patil,
Aditya Infotech Ltd,
Satara.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic **"Presenting Data in Microsoft Excel and Its Working"** scheduled on 18th & 19th Jan. 2019. Your lecture on **"Presenting Data in Microsoft Excel and Its Working"** has been organized on 19th January at 02 pm in Jaywant Auditorium hall. With your expertise in the field of Microsoft Excel and its working, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



Estd.
2002

उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A., M.Phil., Ph.D., G.D.C. & A.

Office: 02378-285645, E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No. 83/1

Date: 14/1/2019

Invitation Letter

To,
Dr. Manikrao Mane,
Brilliant Institute,
Satara.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic '**Handling of Microsoft Excel and Its Working**' scheduled on 18th & 19th Jan. 2019. Your lecture on '**Handling of Microsoft Excel and Its Working**' has been organized on 18th January at 02 pm in Jaywant Auditorium hall. With your expertise in the field of Microsoft Excel and its working, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



Estd.
2002

उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com

www: assmedha.in

Ref. No. 83711

Date: 14/1/2019


Invitation Letter

To,
Mr. Vijay Lawand,
Sakshi Computer Institute,
Medha.

Dear Sir,

On behalf of Amdar Shashikant Shinde Mahavidyalaya, Medha I would like to invite you to be our guest speaker for the two day training program, on topic "New Fetchers in Microsoft Excel" scheduled on 18th & 19th Jan. 2019. Your lecture on "New Fetchers in Microsoft Excel" has been organized on 19th January at 11 am in Jaywant Auditorium hall. With your expertise in the field of Microsoft Excel and its working, we are confident that you will be able to impart numerous valuable knowledge and insights pertaining to the theme. We hope you would be able to come for very important training program organized by our college.




Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratishthan Humgao, Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal – Jawali, Dist - Satara

Two Day's faculty Development Training Program

Organized by IQAC

For

Non -Teaching Staff

On Advanced Computer Training Program for Non-Teaching Staff

Academic Year 2018-19

Schedule

First Day

Friday, 18th January 2019, 10.30am

Inauguration: By Principal Dr. Pramod Ghatage

Resource Person: - Dr. Vinod Pawar

Session I

11.00 To 12.30 pm

'New Technology in Microsoft Excel'

Resource Person: - Dr. Vinod Pawar

1.30 pm to 2.00 pm Lunch Break

Session II

2.30 to 4.00

'Handling of Microsoft Excel and its Working'

Resource Person: - Dr. Manikrao Mane

4.30pm

Conclusion and vote of thanks

By

Dr.Sanjay Bhosale



Jaywant Pratishthan Hungao, Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha
Tal – Jawali, Dist - Satara
Two Day's faculty Development Training Program
Organized by IQAC
For
Non -Teaching Staff
'On Advanced Computer Training Program for Non-Teaching Staff'
Academic Year 2018-19
Schedule

Second Day

Saturday, 19th January 2019, 10.30am

Inauguration: By Principal Dr. Pramod Ghatage

Resource Person: - Mr. Vijay Lawand

Session I

11.00 To 12.30 pm

'New fetchers in Microsoft excel'

Resource Person: - Mr. Vijay Lawand

1.30 pm to 2.00 pm Lunch Break

Session II

2.30 to 4.00

'Presenting data in Microsoft excel and it's working'

Resource Person: - Mr. Somnath patil

4.30pm

Conclusion and vote of thanks

By

Mr. Praksh Jawal



**Jaywant Pratisthan Humgaon,
Amdar Shashikant Shinde Mahavidyalaya, Medha**

IQAC Organizes

Two Day FDP on Advanced Computer Training Programme

for

Non-Teaching Staff

(18th and 19th Jan 2019

2018-19

IQAC Committee of Amdar Shashikant Shinde Mahavidyalaya, Medha inaugurated Two Day FDP for Non-teaching staff on **18th January, 2019**. The **chief guest** for the inauguration programme was **Principal of college Dr. Pramod Ghatge**. He stated the importance of such FDP for the overall development of non-teaching staff. He declared that such programmes will be conducted for teaching staff. Mr Sunil Kemdarne introduced the chief guest.

Dr. Vinod Pawar was the resource person for the first session. He delivered his speech on “New Technology in Microsoft Excel”. The second session began at 2.30 with the lecture on “Handling of Microsoft Excel and its Working” by Dr. Manikrao Mane. It was a fruitful and studious lecture delivered by Dr. Mane. In his speech Dr. Mane teaches various techniques of Microsoft Excel techniques to the participants. The first day concludes at 4:30 with the vote of thanks by Dr. Sanjay Bhosale.

19th January was the second day of the FDP. Mr. Prakash Lawand was the resource person for the inaugural session and second day inaugurated by Dr. Pramod Ghatge. Mr. Sarangpani Shinde introduced the chief guest. Mr Lawand stated the importance of IT in the office work. He stated that the office work will be facilitated with the new techniques of Microsoft Word and Excel.

In the first session Mr. Lawand delivered the lecture on the “New Fetches in Microsoft Excel” He elaborated the topic with several examples. He explained his topic with practical. It was very fruitful lecture.

After the lunch break the second session started with the very important lecture on the topic “Presenting Data in Microsoft and its Working” Mr Somnat Patil was the speaker of the last session. Dr Pramod Ghatge delivered a very short yet useful speech on the occasion about participation and involvement of the Non-teaching staff. Finally, Programme concluded at 4.30 with the vote of thanks by Mr. Prakash Jawal.


Co-ordinator
IQAC

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara-415012




Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645,

Email: accmedha@yahoo.com,

Web: www.assmedha.edu.in

Ref. No.: ६१५

Date: 18/1/19

To,

Dr. Vinod Pawar,

Amdar Shashikant Shinde Mahavidyalaya, Medha.

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Resource Person on "New technology in Microsoft excel " held on 18th Jan 2019 at Amdar Shashikant Shinde Mahavidyalay, Medha.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,




Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: 18/1/19

Date: 18/1/19

To,

Dr. Manikrao Mane,
Brilliant Institute,
Satara.

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Reseource Person on "Handling of Microsoft Excel and Its Working "held on 18th Jan 2019 at Amdar Shashikant Shinde Mahavidyalay, Medha.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,



Dr. Pramod Ghatage
Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: ५१५

Date: 19/1/19

To,

Mr. Vijay Lawand,
Sakshi Computer Institute,
Medha.

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Reseource Person on "New Fetchers In Micrsoft Excel" held on 19th Jan 2019 at Amdar Shashikant Shinde Mahavidyalay, Medha.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,




Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmmedha.edu.in

Ref. No.: AS/19/1/2019
To,

Date: 19/1/2019

**Mr. Somnath Patil,
Aditya Infotech Ltd,
Satara.**

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Reseource Person on "Presenting Data In Microsoft Excel and Its Working " held on 19th Jan 2019 at Amdar Shashikant Shinde Mahavidyalay, Medha.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,




Principal

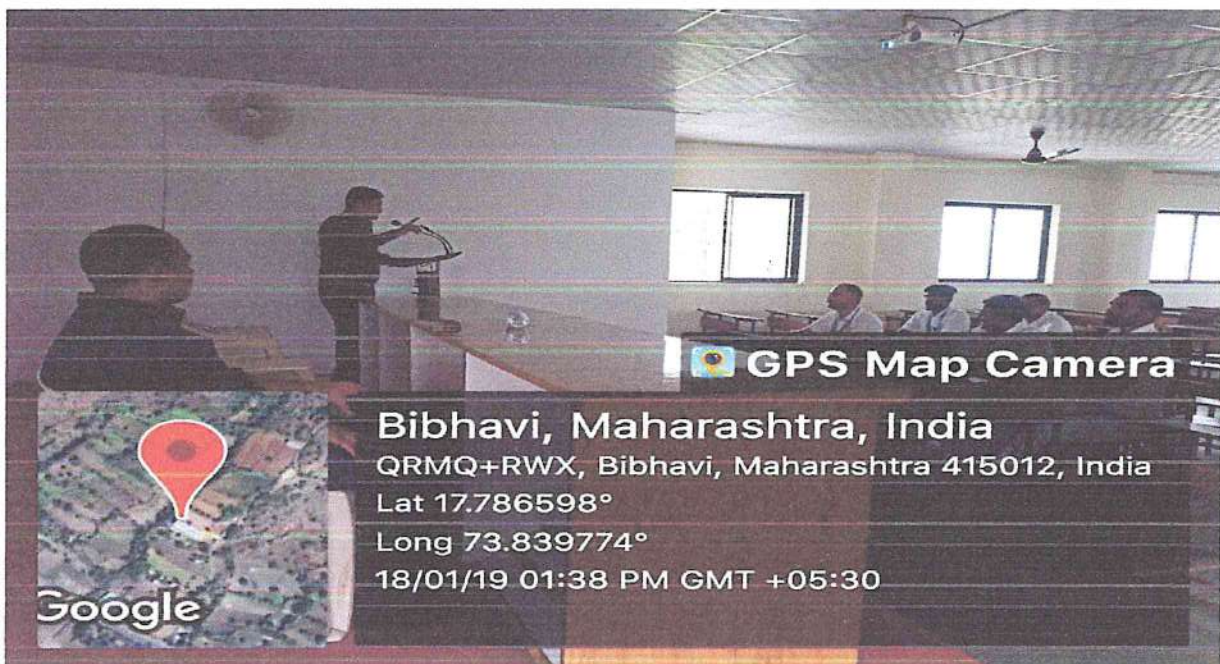
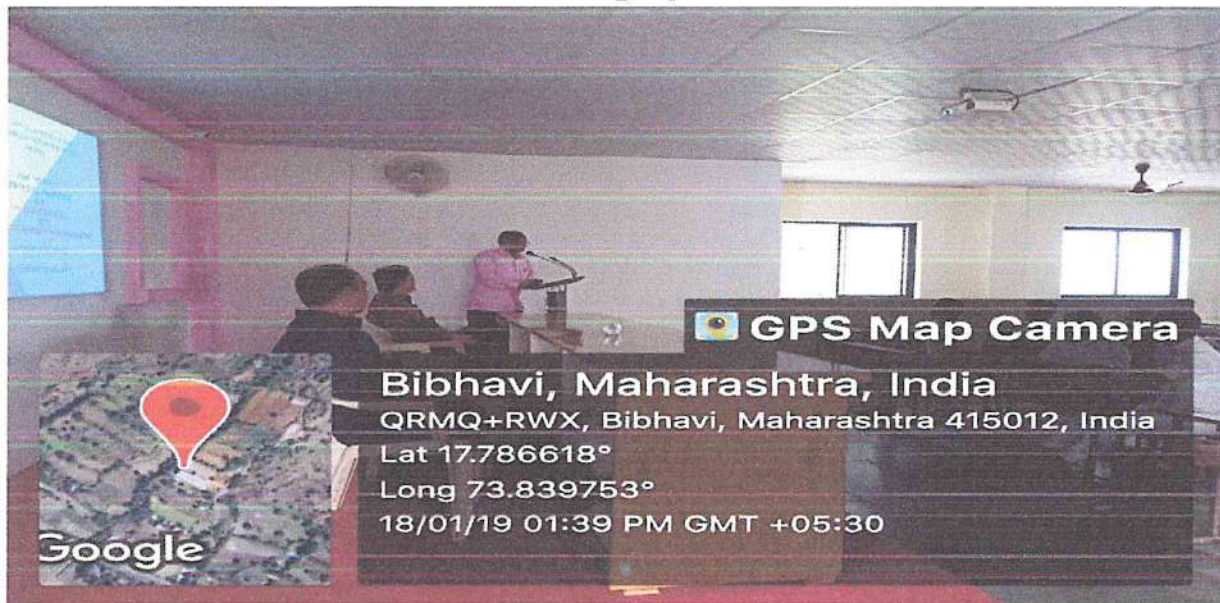
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



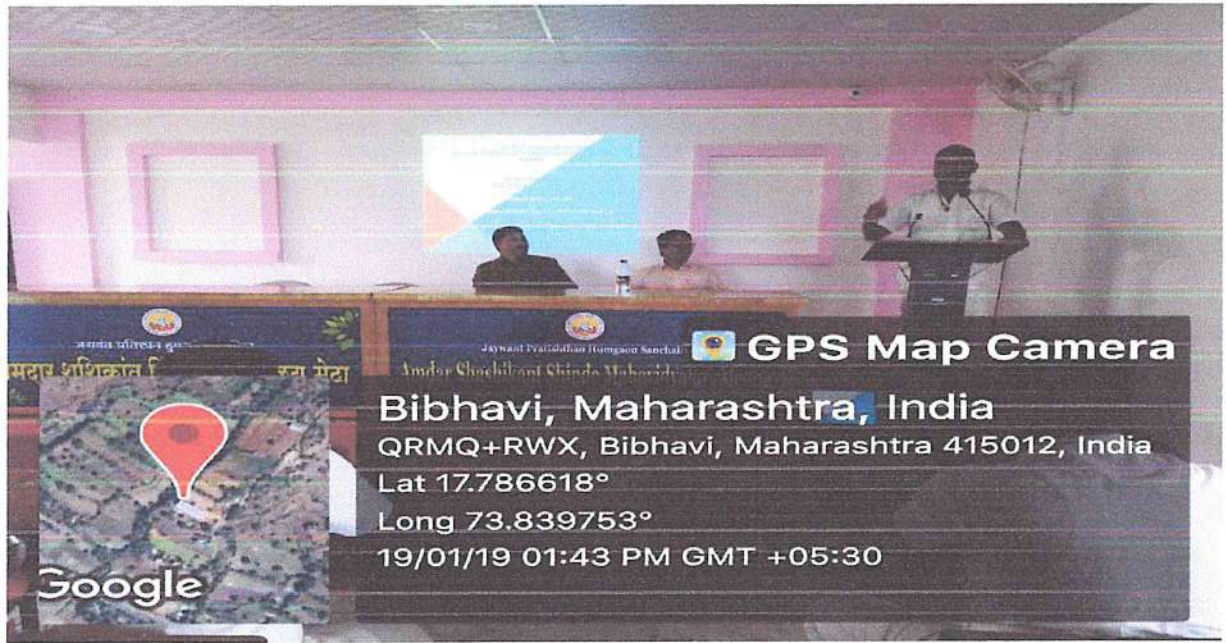
**Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya Medha**

Two Day FDP on Advanced Computer Training Programme

Photographs








Co-ordinator
IQAC

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara-415012




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalay , Medha Tal- Jawali Dist- Satara

Department of Staff Academy

Academic Year 2020-21

Notice

A Two Day's Training Program

For

Teaching and Non-Teaching Staff On Online Exams and Evaluation

All the teaching and non- teaching staff of the college is here by informed that the department of the Staff Academy of the college is organizing two days training program on 6th and 7th January 2020 on ***Online Exams and Evaluation***. Kindly contact to the said department and join the said program and. Venue : ICT Hall

Coordinator

Staff Academy



Principal

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com

www: assmedha.in

Ref. No.

Date 4/1/20 20

To,

Dr. Dntyandeo Kale

Head Dept. Of English ,

Amdar Shashikant Shinde Mahavidyalay , Medha

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Reseource Person on "Online Exam And Evaluation ." Our workshop is on FDP for two days. This workshop will take place at our collage on 6th & 7th January, 2020.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,

M.B. Waghmode
Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara





उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

**Estd.
2002**

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com

www: assmmedha.in



Ref. No. **Dr. Sarang Shinde**

Dept. Of English ,

Amdar Shashikant Shinde Mahavidyalay , Medha

Subject: Letter of Invitation for a Guest Lecture.

Date 4/1/2020

Respected Sir,

We are delighted having the opportunity to invite you as a guest speaker in our collage to enlighten our Non-teaching staff regarding the subject on "Online Exam And Evaluation ." Our workshop is on FDP for two days. This workshop will take place at our collage on 6th & 7th January, 2020.

We hope you will accept our request for this invitation and help our staff to gather knowledge. We hope that we will benefit a lot from your presence.

Thank you Very much,

Your Faithfully,



(Signature)
Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No.

Date 7 / 1 / 20 20



To,

Dr. Sudhir Nagarkar ,

Librarian

Amdar Shashikant Shinde Mahavidyalay , Medha

Subject: Letter of Invitation for a Guest Lecture.


Respected Sir,

We are delighted having the opportunity to invite you as a guest speaker in our collage to enlighten our Non-teaching staff regarding the subject on **"Online Exam And Evaluation ."** Our workshop is on FDP for two days. This workshop will take place at our collage on 6th & 7th January, 2020.

We hope you will accept our request for this invitation and help our staff to gather knowledge. We hope that we will benefit a lot from your presence.

Thank you Very much,

Your Faithfully,


Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalay , Medha Tal- Jawali Dist- Satara
Department of Staff Academy
Academic Year 2020-21

A Two Day's Training Program

***For
Teaching and Non-Teaching Staff On Online Exams and Evaluation
Schedule***

Day One

Monday 6th January 2020

10.30am

Inauguration : **Dr. Pramod Ghatage**
Resource Person :- **Dr. Dnayndeo Kale**

Session I

11.00 to 12.30 pm

New trends and techniques in Online Examination and Evaluation

Resource Person : - Dr. Dnayndeo Kale

1.30 pm to 2.00 pm Lunch Break

Session II

2.30 to 4.00

Handling Of SRPD And its Working

Resource Person : - Dr. Sarang Shinde

4.30pm

Conclusion and vote of thanks

By

Mr. Sunil Gaikwad

Coordinator

Staff Academy



Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara



Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalay , Medha Tal- Jawali Dist- Satara
Department of Staff Academy
Academic Year 2020-21

A Two Day's Training Program

For
Teaching and Non-Teaching Staff On Online Exams and Evaluation

Schedule

Day Two

Monday 7th January 2020

10.30am

Session I

11.00 to 12.30 pm

Online Exam and its smooth function

Resource Person : - Dr. Sudhir Nagarkar

1.30 pm to 2.00 pm

Lunch Break

Session II

2.30 to 4.00

Communication with the CAP center and Functioning of exam.

Resource Person : - Mr. Pravin Deshmukh

Coordinator

Staff Academy

Principal

**Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara**



Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalaya , Medha Tal- Jawali Dist- Satara
Department of Staff Academy
Academic Year 2020-21

A Two Day's Training Program

***For
Teaching and Non-Teaching Staff On Online Exams and Evaluation***

Report

A two day program on online exam and evaluation was organized by the department of staff academy on 6th & 7th January 2020. The prime aim behind organizing such training program was to make familiar all the teaching and non-teaching staff of the college to newly introduced model of examination. As an online exam and evaluation is the newly introduced mode of exam. For this particular training program university exam department has also organized district wise training program for the staff. Three members of the college exam committee have participated in the training program organized by the university at Chh. Shivaji College, Satara. For exploring the given knowledge of online exam the department of Staff Academy of the college has planned to organize a two day training program. The program has planned in four sessions in two working days. On 11th January program started with inaugural function in presence of the Vice – Principal of the college. Dr. Pramod Ghatage. Coordinator of the staff academy Mr. Sunil Gaikwad put forth the aim behind organizing the training program and placed the welcome and introductory note.

In the first session of the program Dr. Dnyandeo kale talked on the new form of Online exam and evaluation methods. He also elaborated in details the new trends and techniques in online exam and evaluation. Session second conducted by Dr. Vinod Pawar on handling of SRPD and the functioning of the online exam.


Day two program was began with session first the lecture on online exam and its smooth functioning by Dr. Omkar Yadav. And the second and concluding session was engaged by Mr. Pravin Deshmuk office bearer of exam at the college. Who

deals with the university and CAP center communication he elaborated the functioning of the exam and CAP center working in details.

With these sessions the two day training program on online exam and evaluation was concluded. All the staff have energetically and enthusiastically participated the same. Staff Academy of the college has successfully conducted and executed the program the committee members of the staff academy have coordinated in well manner the overall training program.


Coordinator
Staff Academy




Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



**Two Day's Training Program
For**

Teaching and non-teaching staff on Online Exams and Evaluation

List of Participants

6th Monday & 7th Tuesday January 2020

Sr. No	Name of the Participant	Signature			
		6th January 2020		7th January 2020	
		Session I	Session II	Session I	Session II
1	Dr. Ghatage Pramod Raghunathrao				
2	Shri. Chavan Pramod Ramchandra				
3	Dr. Shinde Sangram Yashwant				
4	Shri. Gejage Shankar Namdeo				
5	Shri. Sathe Anand Sadhu				
6	Dr. Dhonde Sanjay Vitthal				
7	Shri. Pawar Vinod Vitthal				
8	Shri. Bhosale Sanjay Hanmant				
9	Smt. Jadhav Gayatri Pratap				
10	Shri. Nanaware Rajendra Dnyandeo				
11	Shri. Gaikwad Sunil Mandal				
12	Shri. Desai Amay Atmaram				
13	Shri. Nalawade Sangramsing Vijayram				
14	Shri. Kasabe Sujit Manohar				
15	Dr. Kale Dnyandeo Salu				
16	Dr. Shinde Sarangpani Ramchandra				
17	Shri. Kemdarne Sunil Gangaram				
18	Dr. Pawar Uday Sidu				
19	Dr. Nagarkar Sudhir Ramdas				
20	Shri. Patil Pandurang Dattatray				
21	Dr. Yadav Omkar Vishnupant				
22	Smt. Deshmukh Dhanashri Vinayak				
23	Shri. Kokare Vitthal Balu				
24	Shri. Deshmukh Pravin Ramdas				
25	Shri. Jadhav Vinod Bhiku				
26	Shri. Junghare Shailesh Vishnu				
27	Shri. Jadhav Abhijit Suresh				
28	Shri. Dhanawade Vasant Laxman				
29	Shri. Deshmukh Abasaheb Raosaheb				
30	Shri. Parihar Prashant Siddharth				
31	Shri. Shinde Hiranman Babulal				
32	Shri. Ombale Jagdish Balkrushna				
33	Shri. Jadhav Hindurao Ankush				

Coordinator

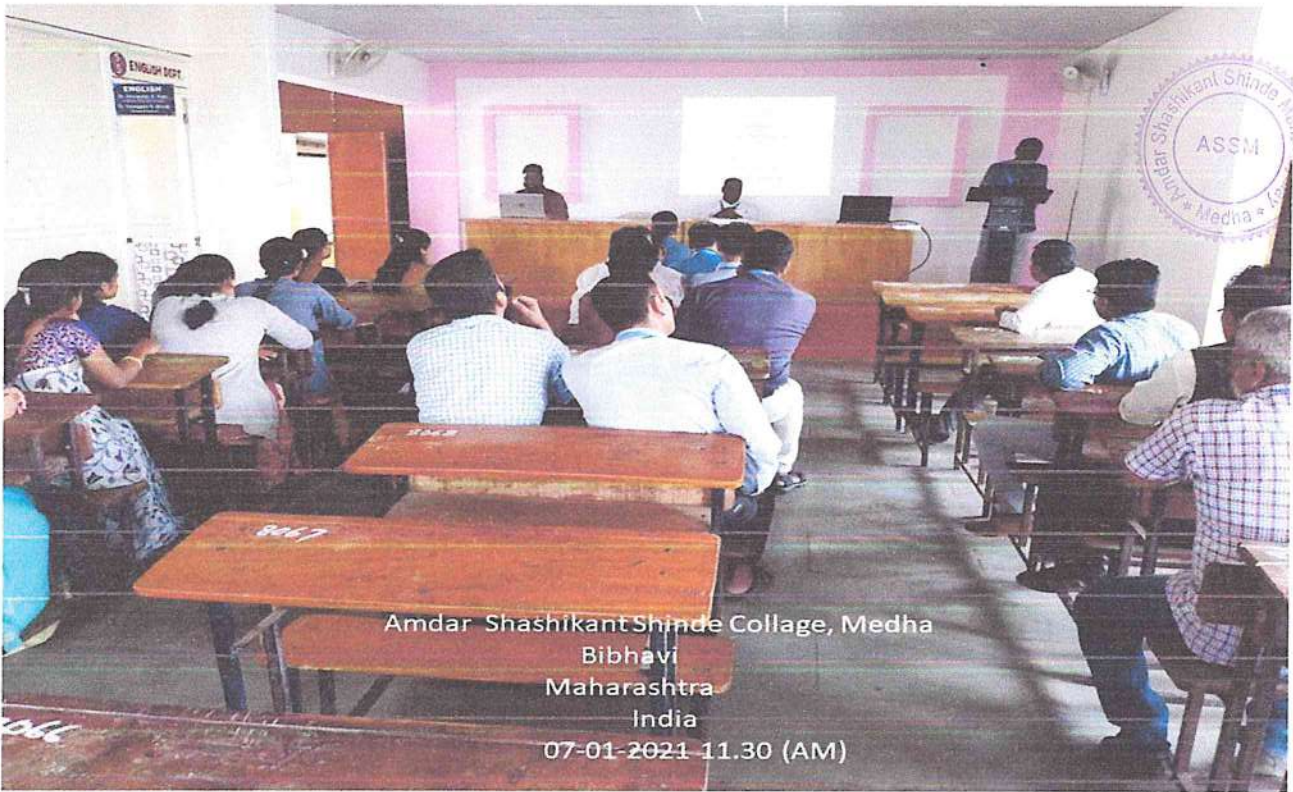
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

34	Mr Jawal Prakash B.	Jawal	Jawal	Jawal	Jawal
35	Shri. Kulkarni P.S	Kulkarni	Kulkarni	Kulkarni	Kulkarni
36	Shri Chakravar A.V	Chakravar	Chakravar	Chakravar	Chakravar
37	Shri. Naikode M. S	Naikode	Naikode	Naikode	Naikode
38	Shri. Pratapue S.S	Pratapue	Pratapue	Pratapue	Pratapue
39	Smt. Lagad P.M	Lagad	Lagad	Lagad	Lagad
40	Dr. Mirgal A. B	Mirgal	Mirgal	Mirgal	Mirgal
41	Dr. Zimare S. B	Zimare	Zimare	Zimare	Zimare
42	Dr. Zimare P.S	P.S.2	P.S.2	P.S.2	P.S.2
43	Smt. Devarshi A.A	Devarshi	Devarshi	Devarshi	Devarshi

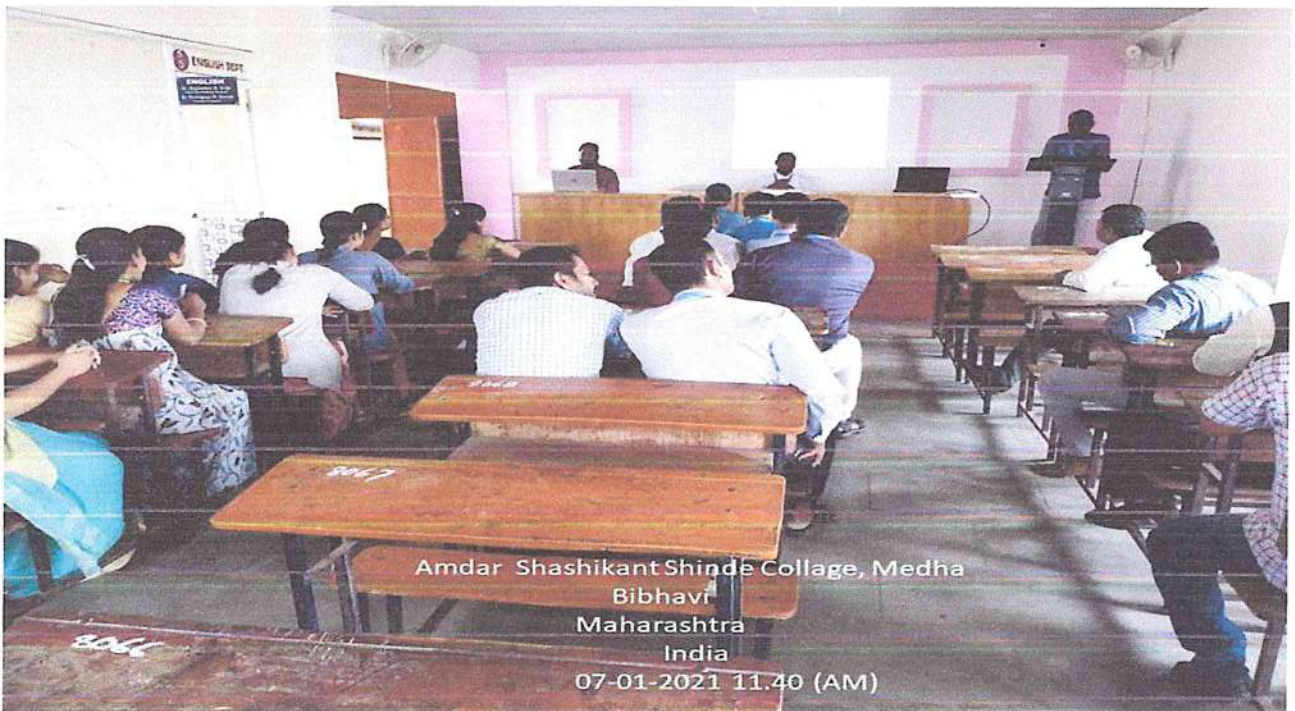


[Signature]
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

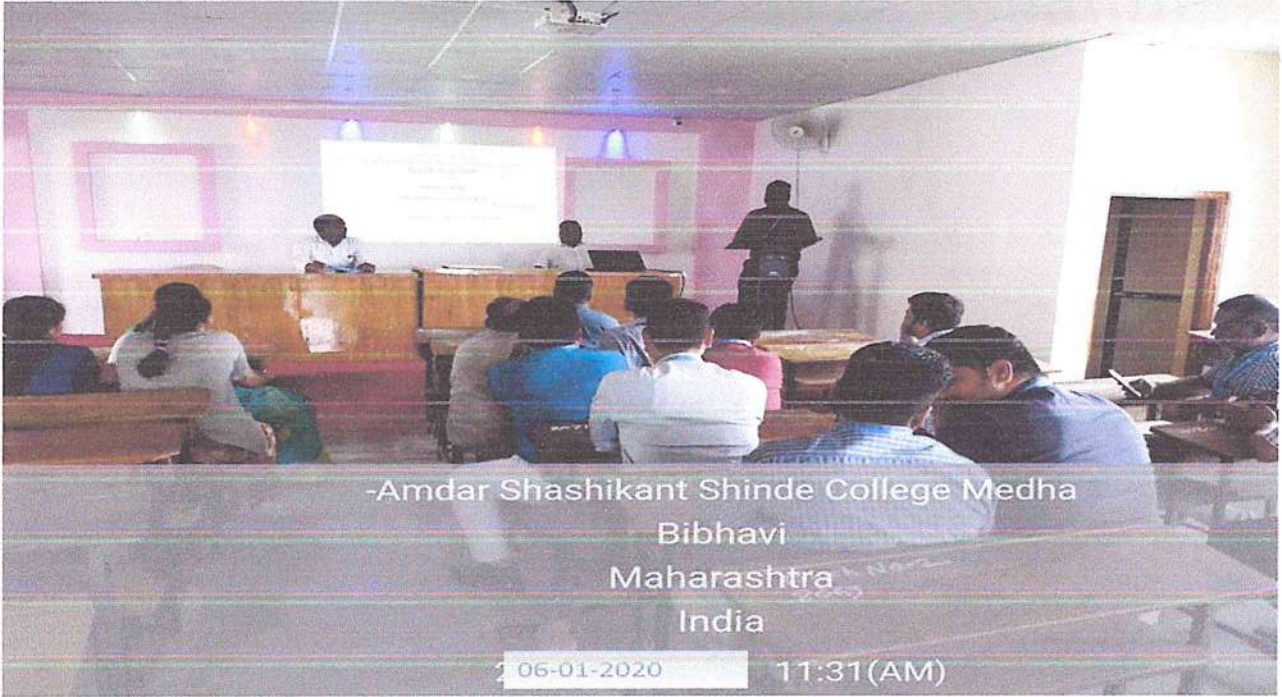
Glimpses of Training on Online Exam & Evaluation



Dr. D. S. Kale Inaugural Speech



Dr. Kale addressing at Second Session



Dr. Sarang Shinde Speech on Handling of SRPD



Dr. Sudhir Nagarkar Speech on Online Exam





उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No,

Date 7/1/2020



Dr. Dntyandeo Kale

Head Dept. Of English ,

Amdar Shashikant Shinde Mahavidyalay , Medha

Subject: Letter of Invitation for a Guest Lecture.

Respected Sir,

We are delighted having the opportunity to invite you as a guest speaker in our collage to enlighten our Non-teaching staff regarding the subject on "Online Exam And Evaluation ." Our workshop is on FDP for two days. This workshop will take place at our collage on 6th & 7th January, 2020.

We hope you will accept our request for this invitation and help our staff to gather knowledge. We hope that we will benefit a lot from your presence.

Thank you Very much,

Your Faithfully,


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal. - Jawali, Dist. - Satara

**Estd.
2002**

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmmedha@rediffmail.com

www: assmmedha.in

Ref. No,

Date 7/1/20 20

Dr. Sarang Shinde

Dept. Of English ,

Amdar Shashikant Shinde Mahavidyalay , Medha

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Reseource Person on **"Online Exam And Evaluation ."** Our workshop is on FDP for two days. This workshop will take place at our collage on 6th & 7th January, 2020.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



उद्यमेन हि सिध्यति: कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha
Tal. - Jawali, Dist. - Satara

Estd.
2002

President: Hon. M.L.A. Shashikant J. Shinde

Principal: Dr. M.B. Waghmode

M.A.,M.Phil.,Ph.D., G.D.C. & A.

Office: 02378-285645,

E-Mail: accmedha@yahoo.com, accmedha@rediffmail.com

www: assmmedha.in

Ref. No.

Date: 7/1/2020



To,
Dr. Sudhir Nagarkar ,
Librarian

Amdar Shashikant Shinde Mahavidyalay , Medha

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Reseource Person on "Online Exam And Evaluation ." Our workshop is on FDP for two days. This workshop will take place at our collage on 6th & 7th January, 2020.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratisthan Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha Tal- Jawali Dist- Satara

Department of Staff Academy

Academic Year 2020-21

Notice

A Two Day's Training Program

For

Teaching Staff

On Use of ICT for Effective TLE (Teaching Learning & Evaluation.)

All the teaching staff of the college is here by informed that the Department of the Staff Academy is organizing two days training program for the teaching staff on 11th & 12th January 2021 on *Use of ICT for Effective TLE (Teaching Learning and Evaluation)*. All are requested to join the same program. Venue : ICT Hall

Coordinator
Staff Academy

Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmedha.edu.in

Ref. No.: 432/1*

Date: 10 / 1 / 21



To,

**Mr. Anil Sapate ,
Anil Computer Institute , Satara**

Subject: Letter of Invitation for a Guest Lecture.

Respected Sir,

We are delighted having the opportunity to invite you as a guest speaker in our collage to enlighten our Non-teaching staff regarding the subject on **“Use of ICT in Effective Teaching learning and Evaluation .”** Our workshop is on FDP for two days. This workshop will take place at our collage on 11th & 12th January, 2021.

We hope you will accept our request for this invitation and help our staff to gather knowledge. We hope that we will benefit a lot from your presence.

Thank you Very much,

Your Faithfully,

Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalay , Medha Tal- Jawali Dist- Satara
Department of Staff Academy
Academic Year 2020-21

*A Two Day's Training Program
For
Teaching Staff
On Use of ICT for Effective TLE (Teaching Learning & Evaluation.)*

Schedule

Day One

Monday 11th January 2021

10.30am

Inauguration : **By Principal Dr. Pramod Ghatage**

Resource Person :- Mr. Anil Sapate

Director , Anil Computer Institute , Satara

Session I

11.00 to 12.30 pm

Use of ICT in Teaching Methods

Resource Person : - **Mr. Anil Sapate**

1.30 pm to 2.00 pm Lunch Break

Session II

2.30 to 4.00

Working on preparing the worksheet and implementation of teaching methods

Resource Person : - **Mr. Anil Sapate**

4.30pm

Conclusion and vote of thanks

By

Mr. Sunil Gaikwad


Coordinator

Staff Academy


Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Jaywant Pratisthan Sanchalit
Amdar Shashikant Shinde Mahavidyalay , Medha Tal- Jawali Dist- Satara
Department of Staff Academy
Academic Year 2020-21

A Two Day's Training Program

***For
Teaching and Non-Teaching Staff On Online Exams and Evaluation***

Schedule

Day Two

Monday 12th January 2021

10.30am

***Resource Person :- Mr. Anil Sapate
Director , Anil Computer Institute , Satara***

Session I

11.00 to 12.30 pm

Use of ICT in Teaching Methods Learning Evaluation

Resource Person : - Mr. Anil Sapate

1.30 pm to 2.00 pm

Lunch Break

Session II

2.30 to 4.00

Different methods of Teaching Learning and Evaluation

Resource Person : - Mr. Anil Sapate

4.30pm

Conclusion and vote of thanks

By

Dr. Sarangpani Shinde


Coordinator

Staff Academy


Principal

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



A Two Day's Training Program

For

Teaching Staff

On Use Of ICT For Effective TLE (Teaching Learning & Evaluation.) List of Participants

11th & 12 January 2021

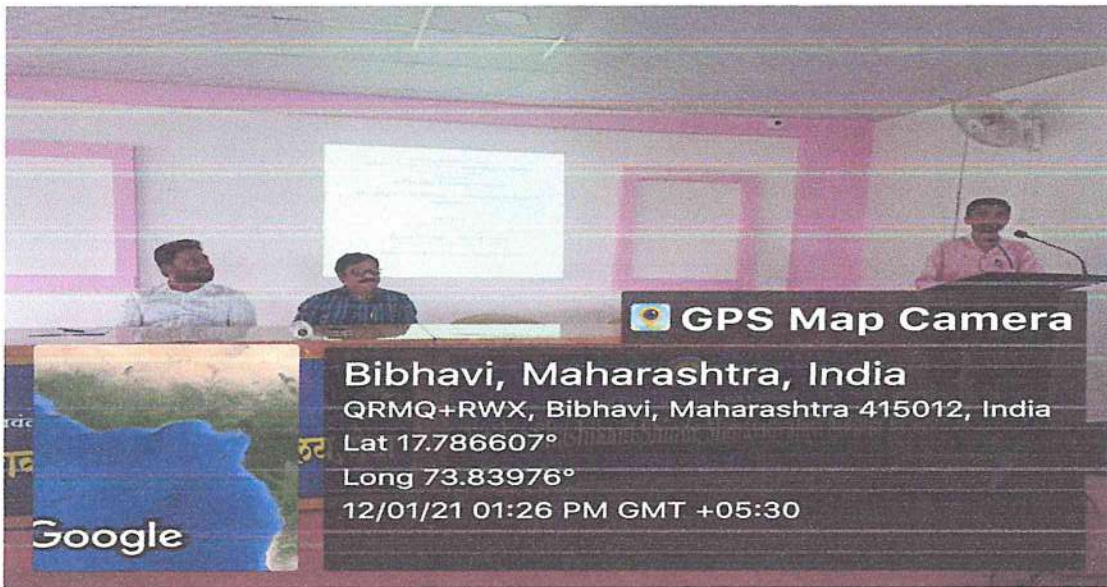
Participants Attendance

Sr. No.	Name Of The Participant	Signature			
		11 th Monday		12 th Tuesday	
		Session I	Session II	Session I	Session II
1	Dr. Ghatage Pramod Raghunathrao				
2	Shri. Chavan Pramod Ramchandra				
3	Dr. Shinde Sangram Yashwant				
4	Shri. Gejage Shankar Namdeo				
5	Shri. Sathe Anand Sadhu				
6	Dr. Dhonde Sanjay Vitthal				
7	Dr. Pawar Vinod Vitthal				
8	Dr. . Bhosale Sanjay Hanmant				
9	Smt. Jadhav Gayatri Pratap				
10	Shri. Nanaware Rajendra Dnyandeo				
11	Shri. Gaikwad Sunil Mandal				
12	Shri. Desai Amay Atmaram				
13	Shri. Nalawade Sangramsing Vijayram				
14	Dr. Kasabe Sujit Manohar				
15	Dr. Kale Dnyandeo Salu				
16	Dr. Shinde Sarangpani Ramchandra				
17	Shri. Kemdarne Sunil Gangaram				
18	Dr Pawar Uday Sidu				
19	Dr. Nagarkar Sudhir Ramdas				
20	Shri. Patil Pandurang Dattatray				
21	Dr. Yadav Omkar Vishnupant				
22	Smt. Deshmukh Dhanashri Vinayak				
23	Mr Jawal Prakash B.				
24	Shri. Kulkarni P.S				
25	Shri Chakravar A.V				
26	Shri. Naikode M. S				
27	Shri. Pratapue S.S				
28	Smt. Lagad P.M				
29	Dr. Mirgal A. B				
30	Dr. Zimare S. B				
31	Dr. Zimare P.S				
32	Smt. Devarshi A.A				

Coordinator

Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Use of ICT for effective teaching and learning inagural function



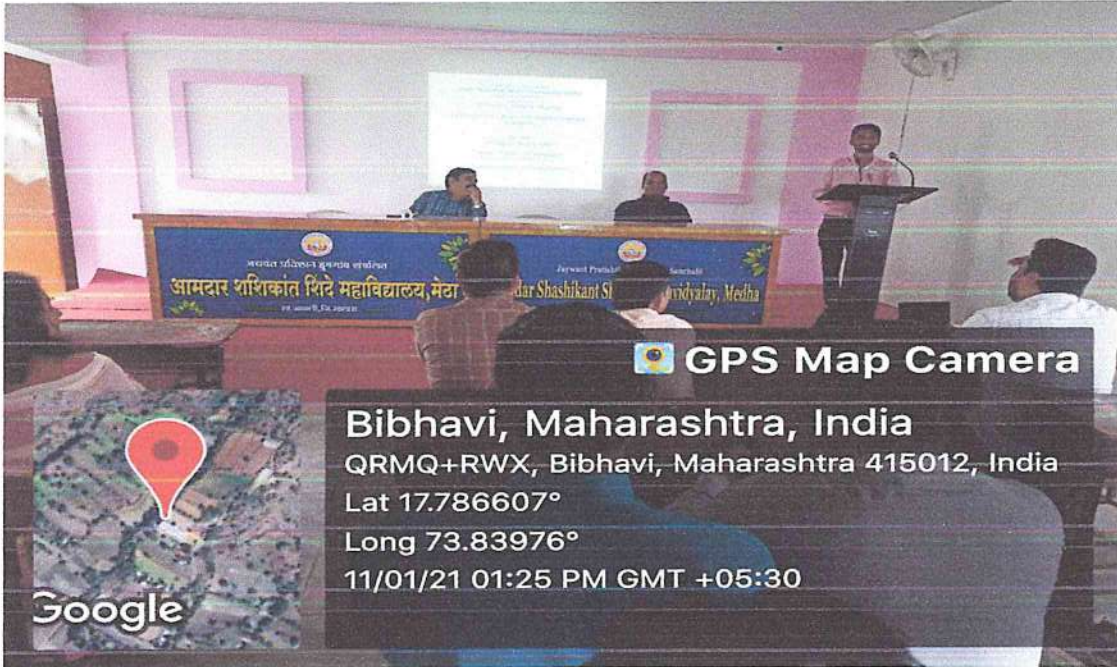
Mr. Anil Sapate

Director Anil Computers , Satara deleviring lecture on use of ICT in Effective Learning and evaluation .

Working on preparing the worksheet and implementation in teaching.

Concluding session day Two and Vote of thanks





Day Two Session first



Session II





Estd. 2002

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr. Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B+' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com.

Web: www.assmedha.edu.in

Ref. No.: सप्तदश

Date: 10/1/2021



To,

**Mr. Anil Sapate ,
Anil Computer Institute , Satara**

Subject: Letter of Appreciation.

Dear Sir,

Thank you very much for delivering an informative and thought provoking lecture as Resource Person on "Use of ICT in Effective Teaching learning and Evaluation ." held on 11th Jan and 12th January 2021 at Amdar Shashikant Shinde Mahavidyalay, Medha.

It was really a splendid presentation which exposed participants to the field practices. All the Participants appreciated and got benefited from your views on the subject. Looking forward for your cooperation for the professional education in future as well.

Please accept our sincerest appreciation for the fine job you are doing in our college.

Your Sincerely,

Dr. Pramod Ghatage
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



Proposal for the Webinar

To

Aamdar Shashikant Shinde College, Medha

Submitted By

White Code Technology Solutions Pvt. Ltd.

Title: Webinar Collaboration

Prepared by: Sandip Nanaware

Verified by: Ghanshyam Nanaware

Period of Performance: June 2021

Date Submitted: 12 June 2021

Proposal No: 3114

ABOUT THE COMPANY

Founded in 2010 by highly experienced and expert IT software professionals, it vowed to offer a world-class platform for different technologies and software solutions to global business leaders and facilitators.

WhiteCode is a pioneer Information Technology agency serving dedicatedly to full fill the needs of clients with respect to software entails. For a decade we have successfully achieved one of the strong support in grooming the education sector. Being a technology partner for various educational organizations we have boosted uniqueness by bridging various gaps in the educational process.

WhiteCode Technology Solutions offers a range of expertise aimed at helping customers re-engineer and re-invent their presence to compete successfully in an ever-changing market and hold their image as an educational leader.

PRODUCTS AND SERVICES OFFERED

Studying your expectations to give bespoke work
Being a strong player in the education domain in terms of Analysis and Technology implementation, We provide the following professional products and services.

- > QAQS Consulting and implementation
- > SSR Consulting
- > Gestalt Online Test
- > Mobile Library
- > Broadcast Application
- > Quality Analysts
- > Application Support and Maintenance
- > Webinar and FDP

Tentative webinar program schedule:

No	Date	Topic	Duration
1	28/6/2021 to 1/7/2021	Marathi webinar on 'NAAC for Rural Colleges'	3 PM to 5 PM

Webinar Deliverables

Attendee Plan

#	Webinar capacity in numbers	500
1	Maximum number of attendees	495
2	Maximum number of dignitaries, guests, speaker, and panelists	05

Price

#	Particulars	Price in INR
1	4 Days Cost	10,000
2	Per attendee cost from attendees	605

Program features

Features	Details
Landing page	Webinar details (Date, time, title, speaker) on WhiteCode & Client's website
Online registration	Attendee information gathering form for the registration and for sharing webinar info.
Certificate	All attendees will get a Certificate with the logo of IAPT, RC-08, MAHARASHTRA & it will contain a unique participant ID
Email reminder	Emails to Attendees & Panelists: Registration, Invitation, Confirmation, Reminder, Follow up.
Host	Host during the Webinar and possibly a co-host on the need basis to handle technical responsibilities and coordination.
Technical team for support	Technical support and coordination with attendees & panelists.
Post webinar support	The attendees will get after webinar support for any correction in the certificate.
Recording	Attendees and panelists can get the recording of the Webinar on-demand.

Contact Details for the coordination:

Aamdar Shashikant Shinde College,
Medha

White Code Technology Solutions Pvt. Ltd.

Contact Person: Mr. Ameya Desai

Contact Person: Sandip Nanaware

Mobile: 9096302943

Mobile: 9022439335

Email: accmedha@yahoo.com

Email: webinar@whitecode.co.in

College is requested to provide:

- List of guests, dignitaries, panelists at least 1 day prior to the scheduled start of the webinar.
- Soft copy of the College Logo.
- A soft copy of the signature to be printed on the certificate.

Terms & Conditions:

Particular	Terms & condition
Online registration	<ol style="list-style-type: none">1. Registration will be closed one day prior to the webinar date or when it reaches the maximum attendee capacity, whichever may come earlier.2. Acceptance of last-minute requests to add guests, attendees are at the sole discretion of WhiteCode. WhiteCode can reject, remove attendees, and panelists from the webinar.3. "Unfortunate cancellation of webinars in part or full can be settled with the due return of collected fees to the attendees/college after deduction of taxes and respective service fee."4. WhiteCode shall not be held responsible for the inability of attendees to join the webinar due to a lack of technology awareness and knowledge of the required tools.5. Cancellation of registration from participants/College after payment will attract tax and processing fee deductions.6. All attendee cancellation requests will be rejected if not raised 24 hours before the webinar start time.
Data	<ol style="list-style-type: none">1. WhiteCode will provide all the links for PPT which the speaker will present during the webinar As well all the recordings will also be provided by WhiteCode (Recording quality will depend upon the connectivity of the host and the speakers). The loss of recordings due to technical issues is expected.2. On request, The respected college will get the list of registered and present attendee reports.
Technical support during the webinar	<ol style="list-style-type: none">1. WhiteCode reserves a right to handle all technical activities during the live webinar session such as but not limited to allow attendees to speak, chat with panelists, chat with attendees, unmute panelists, unmute attendees, mute panelists, mute attendees, stop video sharing of panelists, request to start the video sharing of panelists, the lower hand of panelists, loser hand of attendee, answer the raised questions, enabled poll, showcase poll results, share required links and information with attendees.

Certificate	<ol style="list-style-type: none"> 1. After compilation of the webinar, WhiteCode will issue the certificate to the attendees, there could be a delay in sending the certificates due to unknown technical issues. 2. The certificate will be issued as per information provided by the attendee at the time of registration i.e. Name, Surname, and College name. 3. Handling of corrections in the certificate upon requests from attendees will be at the sole discretion of WhiteCode.
Webinar Management	<ol style="list-style-type: none"> 1. WhiteCode is allowed to use the name and logo of the College for the entire process of the webinar, to showcase it on their website under past webinars conducted and for other showcasing purposes. 2. The effect of major changes, additional services, and delays cannot be determined until a final direction has been established. If requirements arise for additional work or scheduling changes not reflected in this estimate, we will provide an updated estimate when the final direction has been approved. 3. Cost and expense estimates are appropriate for 30 days from the date of this proposal. 4. A stable internet connection is required for the better use of the webinar. The organizing team is not responsible for the attendee's inability to access the webinar. 5. The Zoom software/app is to be used for the webinar. The selection zoom application for this webinar is taken with the best of our knowledge and good intent to provide a better video sharing facility. Any issue/s occurring due to the installation of a zoom application on attendees' local devices is their sole responsibility. 6. WhiteCode is allowed to use third-party software and services for better delivery of the webinar program.
Email	<p>WhiteCode uses SendGrid for the better delivery of emails to the attendees and panelists.</p>

Collaboration agreement

This Collaboration shall be effective as of the time frame set forth on the Order date. This Collaboration may be terminated by either party upon written notice to the other if the other party breaches any material obligation provided hereunder and the breaching party fails to cure such breach within thirty (30) days of receipt of the notice. This Agreement may be terminated by Company

- (i) If the Customer fails to cooperate with the Company or Company's ability to perform the above-mentioned services.

WhiteCode agrees to provide the Customer with Webinar Services as described in the above proposal and this Agreement.

The undersigned parties have executed this Agreement thereby making it effective:

**Aamdar Shashikant Shinde College,
Medha**

**White Code Technology Solutions Pvt.
Ltd.**

Signed:

Signed:

Title:

Title:

Date:

Date:



Estd. 2002

उद्यमेन हि सिध्यति: कार्याणि मनोरथैः

Jaywant Pratisthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal- Jawali, Dist- Satara

President: Hon. M.L.A. Shashikant J. Shinde

I/C Principal: Dr.Pramod Ghatage

(M.A., Ph.D.)

NAAC 'B' Grade

Office: 02378-285645.

Email: accmedha@yahoo.com,

Web: www.assmmedha.edu.in

Ref. No.:

Date: 9/06/2021

To,
Hon. Piyush Pahade,
President, IQAC (Cluster India).

Respected Sir,

As per the virtual meeting held on Monday, 7/6/2021 through zoom platform, our institution, Amdar Shashikant Shinde Mahavidyalaya, Medha and your esteemed organisation i.e. IQAC CLUSTER INDIA both of us have agreed to conduct a 4 Day workshop entitled ' NAAC for Rural Colleges' from 28/06/2021 to 01/07/2021. It is also agreed to pay Rs. 10000 as honorarium to you and to the White Code Tech. Solutions Pvt. Ltd for providing the technical support for the said workshop.

There shall be no fees charged for the faculty from our institution and the faculty from our lead college which come under our cluster.

Kindly discuss with the college authority to prepare the draft the brochure and the schedule for the said workshop.

Thank you,

Yours faithfully


PRINCIPAL

Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jawali, Dist. Satara

Amdar Shashikant Shinde Mahavidyalaya, Medha.

Internal Quality Assurance Cell (IQAC)

In collaboration with

IQAC Cluster India

Organizes

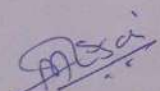
Four Days National Marathi Webinar on

Assessment and Accreditation: A revised accreditation framework for affiliated colleges


Date :- 28-06-2021 to 01-07-2021

Date & Time	Programme Schedule	Introduction & Vote of Thanks
28/06/2021	Inaugural Ceremony	
3.00 pm to 3.15 pm	Chief Guest : Dr. Bhalchandra Bhole. (Founder Member IQAC Cluster, India. Retired Associate Professor and Head, Dept. of Microbiology, Abasaheb Garware College Pune)	Mr. Amey Atmaram Desai. Head, Department of Commerce, ASSM Medha.
	President : Dr. Pramod Ghatage (I/C Principal, ASSM Medha.)	
3.15 pm to 4.15 pm	Session I : Institutionalization of IQAC Resource Person : Mrs. Gauri Devasthale. (Associate Committee Member, IQAC Cluster, India Assistant Professor, Abeda Inamdar Senior college, Pune)	
4.15 pm to 5.15 pm	Session II : Criterion 1 – Curricular Aspects Resource Person : Dr. Santosh Karvande (Professor, Dept. of English, Ankushrao Tope College, Jalana)	
29/06/2021		
3.00 pm to 4.00 pm	Session I : Criterion 2 – Teaching-Learning & Evaluation Resource Person : Dr. Bharat Kangude (Associate Professor and Head, Dept. of Physics, Baburaoji Gholap College, Sangvi Pune)	Dr. Sanjay Dhonde. Assistant Professor, Dept. of Economics, ASSM, Medha.
4.00 pm to 5.00 pm	Session II: Criterion 3 – Research Innovation and Extension Resource Person : Dr. Peeyush Pahade. (Founder Member IQAC Cluster, India Head, Dept. of Zoology, H.V. Desai College Pune)	Dr. Sarangpani Shinde Assistant Professor, Dept. of English, ASSM, Medha

<p>30/06/2021 3.00 pm to 4.00 pm</p>	<p>Session I : Criterion 5 – Student Support and Progression. Resource Person : Mr. Parag Shah. (Co-Founder, IQAC Cluster, India Coordinator, IQAC Modern College, Pune)</p>	<p>Dr. Uday Pawar. Head, Dept. of Botany, ASSM, Medha</p>
<p>4.00 pm to 5.00 pm</p>	<p>Session II: Criterion 7- Institutional Values & Best Practices Resource Person : Dr. Sanjay Gaiwad. (Associate Professor and Head, Dept. of Chemistry, Baburaoji Gholap College, Sangvi Pune)</p>	<p>Mrs. Gayatri Jadhav. Head, Dept. of Political Science, ASSM, Medha.</p>
<p>01/07/2021 3.00 pm to 4.00 pm</p>	<p>Session I: Criterion 4 – Infrastructure & Learning Resources Resource Person : Dr. Deepak Nanaware (Professor and Head, Department of English, DAV Velankar College of Commerce, Solapur)</p>	<p>Dr. Sudhir Nagarkar Liberian, ASSM, Medha.</p>
<p>4.00 pm to 5.00 pm</p>	<p>Session II: Criterion 6 – Governance, Leadership & Management Resource Person : Dr. Shrihari Pingale. (Assistant Professor and Coordinator IQAC, B.N. Sarada Science College, Sangamner)</p>	<p>Dr. Sanjay Bhosale. Assistant Professor, Dept. of History, ASSM, Medha</p>
<p>01/07/2021 5.00 pm to 5.30 pm</p>	<p style="text-align: center;"><u>Valedictory Function</u></p> <p>Chief Guest : Mr. Peeyush Pahade (Founder Member IQAC Cluster, India Head, Dept. of Zoology, H.V. Desai College Pune)</p> <p>Hon. Presence : Mr. Ashokrao Navale (Bapu) (Trustee, Jaywant Pratishthan, Humgaon)</p> <p>President : Dr. Pramod Ghatage (I/C Principal, ASSM Medha.)</p>	<p>Mr. Pramod Chavan. Director of Physical Education, ASSM, Medha.</p>


Co-ordinator
IQAC
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara-415012




Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara

Amdar Shashikant shinde Mahavidyalay, Medha, Tal- Jawali, Dist- Satara**List of Participants.**

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Kisan Veer Mahavidyalaya Wai.

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S.B.R. College Mhaswad

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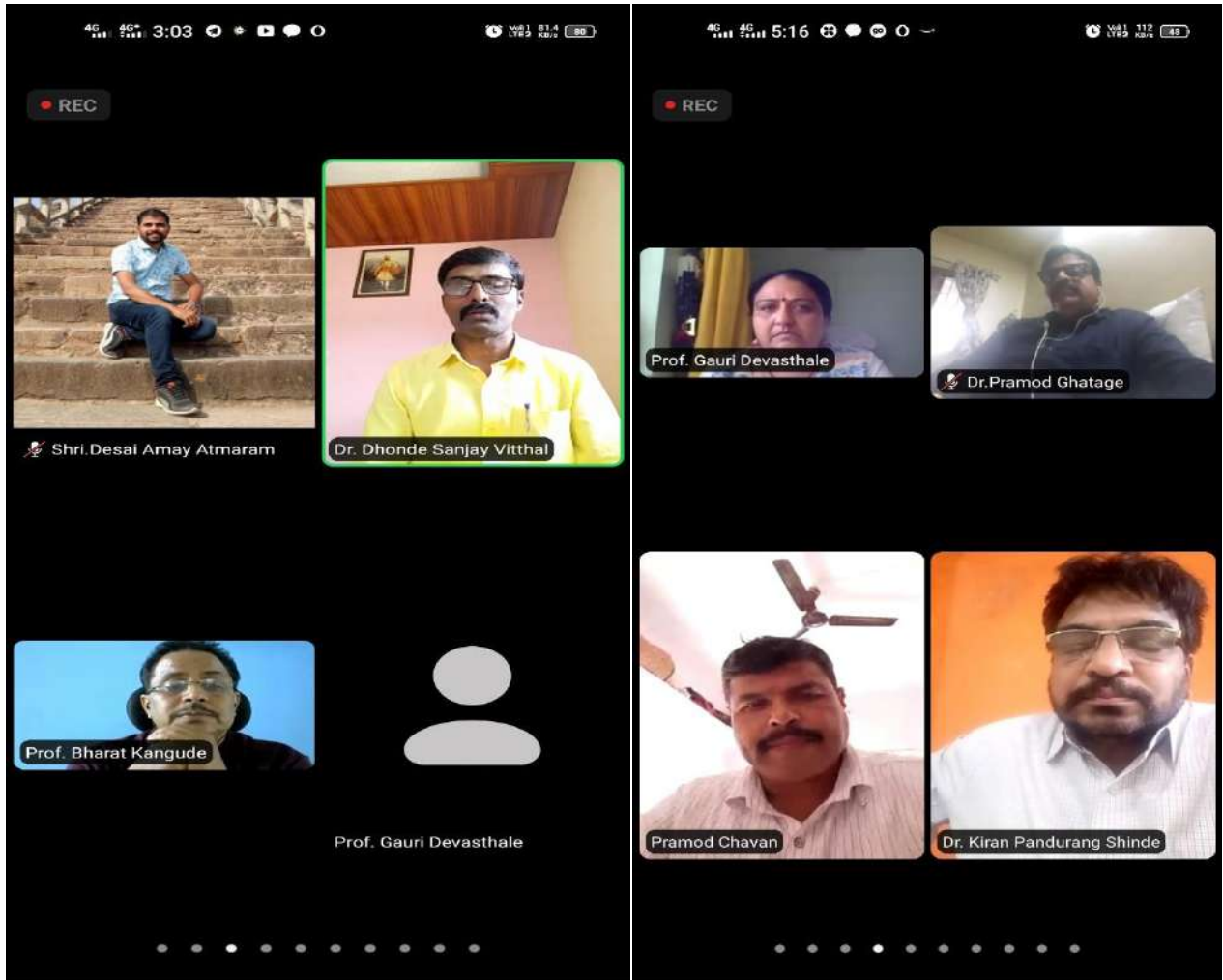
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Guidance by Dr. Bharat Kangude

Environmental Consciousness and Sustainability

7.1. The Institution has facilities to promote sources of energy and energy conservation measures (5)

Q_n M 1. Solar energy 2. Biogas plant 3. Wheeling 4. Sensor-based energy conservation 5. Use of LED bulbs/ power equipment

Options:
 A. 4 or All of the above B. Any 3 of the above C. Any 2 of the above
 D. Any 1 of the above E. None of the above

Upload:

- Geotagged Photographs
- Any other relevant information

Unmute Start Video Share Participants 48 More

Guidance by Dr. Sanjay Gaikwad

Zoom

KI- 2.3. Teaching-Learning Process (50)

Leave

REC

2.3.2 Teachers use ICT enabled tools (including online resources) for effective teaching-learning process. Q1M 15

Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.

Unmute Start Video Share Participants 53 More

Close Participants (43)

- Shri.Desai Amay Atmaram (me)
- Amit (Host)
- Prof. Bharat Kangude (Co-host)
- Prof. Gauri Devasthale (Co-host)
- Prof. Kangude - Mobile (Co-host)
- Dr Pawar
- Dr. Bhaurav T. Dangat
- Dr. Bhosale Sanjay Hanmant
- Dr. Deepak Nanaware
- Dr. Deshmukh R. K.
- Dr. Deshmukh R. K.
- Dr. Dhonde Sanjay Vitthal

Invite

Close Participants (43)


- Dr.Pramod Ghatage
- Dr.Sudhir Nagarkar
- Miss Sunita Sadashiv Amrut...
- Mr. Ajitkumar Neminath Cho...
- Mr. Makrand Sakate
- Mr. R.M. Pathan
- Mr. Rahul Waliv
- Mr. Santosh Nilakhe
- Mr. Shivaji Tate
- Mr. Sunil Niwrutti Nawghare
- Mr. Vijay V. Ghadge
- Mr.Sanjay Ramchandra Salu...

Invite

Zoom

KI- 2.3. Teaching-Learning Process (50) Leave

2.3.2 Teachers use ICT enabled tools (including online resources) for effective teaching-learning process. Q₁M 15



Television	Radio	Computers	Printers	Scanners
Mobile phones	Cameras	Wi-Fi	The internet	Flash drives/memory cards
CDs/DVDs	Tablets	E-book readers	Interactive whiteboard	...


LMS, moodle, YT
Google classroom
Internet supported learning, virtual laboratory, infolibnet
Blogs, etc.

Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.

Unmute Start Video Share Participants 53 More 2

6.4.3

Q₁M Institutional strategies for mobilization of funds and utilization of resources- Resource mobilization procedures



- 1 • Preparing a resource mobilizing strategy: SWOC , Needs, Targets, Plan
- 2 • Identifying and broadening the stakeholder group-Connection, Capability and Concern
- 3 • Developing Key Message: Organization's cause
- 4 • Selecting Resource Mobilizing Vehicles: Exploring funding sources
- 5 • Resource Mobilization monitoring and evaluation


Shrihari Pingle's screen up for resource mobilization: Team work, Fund Proposal writing

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

Lead College Scheme

Activities – 2017-2018

Name Of The Activity	Resource Person	Date
Lecture on career opportunities in homeopathy	Dr.vinayak sadavarte (Sukhakarta clinic, Medha)	11/08/2017
Lecture on GST & Indian Economy	Dr.Santosh Pharande (Chintamanrav College, Sangali)	19/12/2017
Lecture on Research career Opportunities in Forestry	Mr.Sunil bhoite (Forest Department, Satara)	20/12/2017
Workshop on Govt. Recruitment Vacancies awareness Programme	Mr.S.D.chaugule Mr.Ram Hegade Recruitment awareness programme Gov.of India , Sangali)	04/01/2018
Workshop on stress & yoga	Dr.Prema Yadav (Kisan Veer College, Wai)	09/01/2018
Workshop On Consumer Guidance & Financial Literacy	Mrs.Milan Mestry Mrs.Prachi Mayekar (Financial Advisor, Consumer guidance Society, Pune)	10/01/2018
Workshop On Entrepreneurial skill development	Mr.vijay adsul (Trainer IDBI RESTI) Dr.Uday Lokhande (Arts & commerce College, Satara)	08/02/2018


(Mr. Gejase S.N.)
Co-ordinator
Lead college scheme.





Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

Lead College Scheme
Activities – 2018-2019

Name Of The Activity	Resource Person	Date
व्याख्यान स्पर्धापरीक्षा – समजगैरसमज स्पर्धापरीक्षेतील आव्हाने	श्री.अजितटिके (डी.वाय.एस.पी.वाई) श्री.जीवनमाने (सहा.पोलीसनिरीक्षक,मेढा)	14/08/2018
Lecture on Career in Fire & safety	Pankaj Anil Mankar Head Training & Marketing , Premanand college of Fire engineering &safety Management ,kasarwadi ,Pune	08/09/2018
एकदिवशीयकार्यशाळा – जादूटोणाविरोधीकायदाजन जागृती	प्रा.विलासखंडाईत, किसनवीरमहाविद्यालय,वाई	16/10/2018
शिवकालीनयुधकौशल्य	श्री.किरणबोराटे, शौर्यकलामंचआनेवाडी , ता.जि.सातारा	03/01/2019
Lecture on Career Opportunities in Management	Dr.GaneshPathak, Associate Professor, Rajeev Business School,Pune	21/12/2019
One Day Workshop On Consumer Guidance & Financial Literacy	Mr.DhurpadGaikwad Program Coordinator, Consumer Guidance Society Of India, Mumbai. Mr,NandkumarMenon, Certified Financial Planner, Mumbai	05/02/2019
One Day Workshop On Career in Mushroom Cultivation	VinayakMankumbare At/po – Bhuteghar, Tal – Jaoli,Dist – satara	22/02/2019


(Mr. Gejage S.M.)
co-ordinator
Lead college scheme




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Medha, Tal. Jaoli, Dist. Satara

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Tal- Jawali, Dist- Satara


Lead College Scheme
Activities – 2019-2020

Name Of The Activity	Resource Person	Date
Lecture on world population day	Mr. Vishal Relekar (Graminrugnalay, Kelghar)	11/07/2019
Exhibition on wild vegetables	Mrs. pratibhapawar	10/08/2019
Scope and research in zoology (State level workshop)	Dr. G.S. Jadhav (Dahiwadicollege, Dahiwadi) Dr. R.B. Yadav (Mudhojicollege, Phaltan) Dr. A.R. Bhusnar (yashwantravchavanvaranacollege, Varana)	20/09/2019
Abhinay Kaushalya v vikas	Mr. Jayant Langade	21/09/2019
Lecture on future in pharma industries	Mr. Rahul Nikam (Goa) Mr. Atul Hirve	21/12/2019
Workshop on Employment in enhancement in skills	Dr. M.B. Bhosale (K.B. college, Satara) Dr. Sarang Bhola (K.B. college, Satara)	08/01/2020
Science Festival	Dr. B.A. Kore Mr. Sunil Bhoite Mr. S.C. Gaikwad Dr. D.D. Dhumal Mr. A.M. Lakeri Mr. Vijayrao Mokashi	10/01/2020
Workshop on How to command a Job	Mr. Rahul Kulkarni Mrs. Gauri Kulkarni	16/01/2020
Workshop on Consumer awareness and financial literacy	Mr. Manoj Pawar Mr. Nandkumar menon	17/01/2020
Lecture on communication ethics in age of ICT	Dr. Bhagvanrao Salunkhe (D.P. Bhosale college, Koregaon)	


(Mr. Geetanjali S.H.)

Co-ordinator
Lead college scheme




Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara

Lead College Scheme

Activities – 2020 -2021

Name Of The Activity	Resource Person	Date
Exhibition on wild vegetables	Dr.swapnaja Deshpande Dept.Of Botany, Y.C.I.S. Satara	28/07/2020
Lecture On Job Opportunities For Chemistry Graduates after Covid -19	Dr.Ajit Ekal Director, Insta Vision Laboratory & Service,Satara	13/09/2020
One Day Workshop On Consumer Guidance & Financial Litrecy.	Mr.Manoj Pawar, Assistance Manager,Consumer Guidance Society Of India ,Mumbai. Mr.Prafulla Pawar, Certified Financial Planner,Mumbai.	22/12/2020
One day State Level Workshop On Scope & Research In Zoology.	Dr.G.S.Jadhav Asst.Prof., Dept.Of Zoology Y.C.I.S.satara	13/01/2021
Workshop On Mushroom Seeds Production	Vinayak Mankumbare At/po – Bhuteghar, Tal – Jaoli,Dist – satara	18/02/2021
One Day Workshop on Preparation for Competitive Exams.	Dr.Harshal Lawanghare, Professor, Unique Academy,Pune	06/03/2021
One Day Workshop On Career In Higher Education	Dr.Sarang Bhola, K.B.P. Satara	08/03/2021
Workshop on a Critical Appraisal Of santigo In Old Man And The Sea.	Dr.Ujjwala Tathe, Mahila Mahavidyalay,Karad	18/03/2021
One Day Workshop On Agribusiness Management	Dr.Ganesh Pathak Lotus Institute,Pune	22/03/2021


(Mr. Gejage S.M.)
co-ordinator
Lead College Scheme



(Principal)
Principal
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Medha, Tal.Jaoli, Dist.Satara

Jaywant Pratisthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalay, Medha
Tal- Jawali, Dist- Satara
Lead College Scheme
Activities – 2021-2022

Name Of The Activity	Resource Person	Date
पर्यावरण आणि पश्चिम घाट जैवविविधता	Dr.Markand Aitawade Sharadchandra Pawar Mahavidyalay, Lonand	05/06/2021
शाश्वत विकासासाठी जैवविविधता	Prof.Kishor Sutar Chh.shivaji college, Satara	08/09/2021
संशोधन गरज आणि संधी	Dr. V.N. shinde Shivaji University, Kolhapur	12/09/2021
Wild vegetables exhibition	Dr.swapnaja Deshpande D.P.Bhosale college koregoan	16/10/2021
राष्ट्रीय ग्राहक दिन	Mrs. Sunitaraje Ghatage	24/12/2021
Analytical techniques and methods for crud drugs.	Mrs.Pallavi Salve & Mrs.Pournima Shelar Arvind Gavali College Of Pharmcy	30/12/2021
Formented food festival	Students	27/01/2022
Workshop on consumer awareness and financial literacy.	Mrs.Milan Mistry & Mrs.Prachi Mayekar, Pune	28/01/2022
Soft skill development	Mrs.Sharad Gole Giristhan Mahavidyalay, Mahabaleshwar	08/03/2022
Job fair and guest lecture on career guidance	Miss. Rinku Patil , Pune	30/03/2022


(Mr. Gerasok S.N.)
Co-ordinator
Lead college Scheme




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Medha, Tal. Jaoli, Dist. Satara

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal.Jawali, Dist. Satara (MS) Pin-415012

President : Hon. M.L.A. Shashikant J. Shinde

Principal : Major Dr. Ashok V. Giri

M.Com.,B.Ed.,M.Phil.,GDC & A.,Ph.D., DMC & J

Cell :- 9822296596

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

NAAC : 'B+' Grade



स्थापना : २००२

जयवंत प्रतिष्ठान हुमगांव संचलित,

आमदार शशिकांत शिंदे महाविद्यालय, मेढा

ता.जावली, जि.सातारा(महाराष्ट्र) पिन - ४१५०१२

अध्यक्ष - मा.आमदार शशिकांत शिंदे

प्राचार्य - मेजर डॉ. अशोक वि. गिरी

M.Com.,B.Ed.,M.Phil.,GDC & A.,Ph.D., DMC & J

भ्रमणध्वनी क्र. ९८२२२९६५९६

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Ref. No. :

Date:



**Purchase of Equipment's, glassware's and Chemicals for Science
Laboratories since
2017-2022**

Institute purchase laboratory equipment's, chemicals and glassware's every year in order to strengthen the science laboratory. Following is list of expenses institute incurred for purchase of lab wares every year.

Sr. No.	Academic Year	Name of Distributor	Purchase amount
1	2017-18	Eagle Scientific Company, Kolhapur	252767
2	2018-19	Ajinkya Enterprises, Pune	56947
		Eagle Scientific Company, Kolhapur	259410
3	2019-20	Ajinkya Enterprises, Pune (Donated by Century Enka) In-Kind	10,12,108
4	2021-22	Eagle Scientific Company, Kolhapur	262928
		SNS Enterprises, Kolhapur	50529
Total			1894689

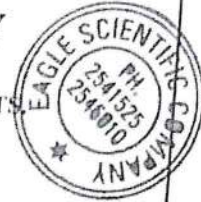
Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal.Jaoli, Dist.Satara

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS
509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com
mobile no : 9326467474, 9822451787



TO,
PRINCIPAL ,
AMDAR SHASHIKANT SHINDE COLLGE,
MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 225

DATE 12-6-2022

ORIGINAL

Description	Quantity	Rate Rs	Amount Rs.
DEPARMENT: CHEMISTRY			
1 Measuring cyliner plastic 10ML	5NO	35/-1NO	175.00
2 Measuring cyliner plastic 50ML	5NO	40/-1NO	200.00
3 Beaker plastic 100ML	6NO	20/-1NO	120.00
4 Beaker plastic 250ML	6NO	35/-1NO	210.00
5 funnel plastic	12NO	15/-1NO	180.00
6 Burette 25 ml j-sil	12NO	350/-1NO	4,200.00
7 THERMOMETER 100 degree	12NO	40/-1NO	480.00
8 THERMOMETER 360degree	6NO	100/-1NO	600.00
9 Conical flask J-SIL250 ml	12 NO	115/-1NO	1,380.00
10 eudiometer tube	12 NO	100/-1NO	1,200.00
11 glass rod	25NO	10/-1NO	250.00
12 Magnetic needle	3NO	150/-1NO	450.00
13 pair of tongue	24NO	20/-1NO	480.00
14 Ph meter EQUIPTRIONCS	1NO		9,000.00
15 DIGITAL CALAROMETER ELICO	1NO		13,500.00
16 reagent bottles 250ML	24NO	100/-1NO	2,400.00
17 Test tube box	2BOX	1700/-1BOX	3,400.00
18 test tune holder	25NO	20/-1NO	500.00
19 asbestos sheet	15NO	10/-1NO	150.00
20 test tube stand plastic	15NO	40/-1NO	600.00
21 Whatmann No . 41	2 PKT	2300/-1PKT	4,600.00
22 Whatmann No. 42	2PKT	2300/-1PKT	4,600.00
23 watch glass	24NO	8/-1NO	192.00
24 glass Dropper	24NO	10/-1NO	240.00
25 glass Dropper 8"	25NO	15/-1NO	375.00
26 silica crucible 25ML	10NO	350/-1NO	3,500.00

EAGLE SCIENTIFIC CO.



27 Filter paper FULL REEM
 28 red litmus paper
 29 tripod stand



2REEM	1000/-1REEM	2,000.00
2pkt	40/-1pkt	80.00
15no	120/-1no	1,800.00
		56,862.00
CGST 9%		5,117.58
SGST 9 %		5,117.58
		67,097.16
round off +		(0.16)
TOTAL		67,097.00

RS.SIXTY SEVEN THOUSAND NINETY SEVEN ONLY.

I/We, hereby certify that My/Our Registration certificate under the Maharashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale be transaction accounted for in the turnover of sales while filing of returns & due to tax if any payable on the sale has been paid or shall be paid

GSTIN /UIN :27AB0PP2584FZ7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

[Signature]
 PROP.

EAGLE SCIENTIFIC CO.



TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
 APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITES
 509 D, GANGAWESH, KOLHAPUR -----416002
 PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com
 mobile no : 9326467474, 9822451787



TO,
 PRINCIPAL,
 AMDAR SHASHIKANT SHINDE COLLGE,
 MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 226 DATE 12-6-2022

ORIGINAL

Description	Quantity	Rate Rs	Amount Rs.
DEPARMENT: CHEMISTRY			
1 8-hydroxy quinoline	100 gm		790.00
2 acetamide	500 gm		820.00
3 acetanilide	500 gm		810.00
4 Acetic acid	5 lit.	980/-2.5LIT	1,960.00
5 Acetone	5 lit.	1050/-2.5LIT	2,100.00
6 acetophenone	500 ml		510.00
7 Ammonia	5 lit.		800.00
8 ammonium sulphate	500 gm		130.00
9 Ammonium thiocyanate	500 gm		330.00
10 barium chloride	500 gm		205.00
11 Barium Nitrate	500 gm		240.00
12 bita naphthol	500GM		280.00
13 Boric acid	500 gm		140.00
14 bromine VIAL	100 ml		150.00
15 Cabaltous chloride	500 gm		3,150.00
16 calcium chloride	500 gm		130.00
17 carbon tetrachloride	1000 ml	1300/-500ML	2,600.00
18 chloroform	1000 ml	210/-500ML	420.00
19 cinnamic acid	500 gm		1,235.00
20 Cobalt nitrate	500 gm		2,760.00
21 Copper chloride	500 gm		670.00
22 copper sulphate	1000 gm	340/-500GM	680.00
23 Diphenylamine indicator	250gm	140/-100GM	420.00
24 Diammonium hydrogen phosphate	500GM		290.00
25 disodium salt of EDTA	1000 gm	370/-500GM	740.00
26 DMG	200 gm	300/-100GM	600.00
27 EDTA	500 gm		475.00
28 eriochrome black t	50 gm	130/-25GM	260.00
29 Ethanol	5LIT	3500/-5LIT	3,500.00
30 ethyl acetoacetate	500 ml		570.00
31 ferric chloride	500 gm		150.00
32 ferrous ammonium sulphate	1000 gm	120/-500GM	240.00
33 ferrous sulphate	500 gm		195.00
34 furan	500 ml		5,000.00
35 Hdrogen peroxide	500 ml		220.00
36 Hydrochloric acid	4x500ml	63/-500ml	252.00
37 iodine	250 gm	1000/-100GM	2,500.00
38 lead acetato	500gm		300.00
39 lithium hydroxide	250 gm		2,100.00
40 m -dinitrobenzono	500 gm		1,050.00
41 m -nitroaniline	500 gm		2,120.00
42 Malachite green	100 gm		300.00

EAGLE SCIENTIFIC CO



43 maleic acid	500 gm		430.00	
44 malonic acid	500 gm		1,290.00	
45 Methyl acetate	1000 ml	300/-500ML	600.00	
46 Methyl orange	200 gm	260/-100GM	520.00	
47 Metylone blue	25 gm		290.00	
48 monochloro acetic acid	500 gm		420.00	
49 n- hexane	500 ml		500.00	
50 naphthalene	500 gm		290.00	
51 Nitric acid	5 lit.		2,050.00	
52 Oxalic acid	500 gm		200.00	
53 paraffin liq.	500 ml		250.00	
54 phenolphthalein	100 gm		490.00	
55 potassium bromate	500 gm		770.00	
56 potassium bromide	500 gm		580.00	
57 potassium chloride	500 gm		130.00	
58 Potassium chromate	500GM	330/-250gm	660.00	
59 potassium dichromate	500GM	370/-250gm	740.00	
60 potassium ferrocyanide	500GM	290/-250gm	580.00	
61 Potassium hydroxide	1000 gm	200/-500GM	400.00	
62 Potassium Iodide	500 gm		3,800.00	
63 Potassium Permanganate	500 gm		440.00	
64 potassium persulphate	500 gm		330.00	
65 Potassum nitrite	500 gm		200.00	
66 quinhdrone powder	100 gm		950.00	
67 resorcinol	250 gm		1,090.00	
68 silver nitrate	25 gm		2,900.00	
69 sodium acetate	1000 gm	210/-500GM	420.00	
70 Sodium bicarbonate	1000 gm	110/-500GM	220.00	
71 sodium carbonate	1000 gm	160/-500gm	320.00	
72 sodium hydroxide	1000 gm	140/-500gm	280.00	
73 sodium nitroprusside	2x100 gm	452/-100gm	904.00	
74 sodium potassium tartarate	500 gm		600.00	
75 sodium thiosulphate	500 gm		140.00	
76 Succinic acid	500 gm		470.00	
77 Sulfuric acid	5 lit.		2,500.00	
78 Thiourea	500 gm		480.00	
79 urea	500 gm		150.00	
80 xylene	500 ml		230.00	
81 Zinc chloride	500 gm	100/-100gm	500.00	
82 zinc sulphate	500 gm		290.00	
83				
			70,596.00	
			CGST 9%	6,353.64
			SGST 9 %	6,353.64
				83,303.28
			round off-	(0.28)
			TOTAL	83,303.00

RS. EIGHTY THREE THOUSAND THREE HUNDRED THREE ONLY.

I/We, hereby certify that this/Our Registration certificate under the Maharashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale be transaction accounted for in the turnover of sales while filing of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584FZ7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

PROP.

EAGLE SCIENTIFIC CO.



TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no : 9326467474, 9822451787

TO,
PRINCIPAL,
AMDAR SHASHIKANT SHINDE COLLEGE,
MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 227

DATE 12-6-2022

ORIGINAL

Description	Quantity	Rate Rs	Amount Rs.
DEPARTMENT: MICROBIOLOGY			
1 Potato Dextrose Agar	500gm		540.00
2 Nutrint Agar	500gm		600.00
3 Mac-Conkeys Broth	500gm		1,600.00
4 Mac-Conkeys Agar	1000gm	650/-500gm	1,300.00
5 Agar -agar	500gm		2,700.00
6 Nacl	500gm		90.00
7 Potassium Iodide	500gm		4,100.00
8 congo red	500gm		220.00
9 crystal violet	2x25gm	110/-25GM	380.00
10 siffranIne	25gm		420.00
11 Murexide Indicator	25gm		1,800.00
12 Erichrome black T Indicator	50gm		275.00
13 Grams Iodine	50gm		1,980.00
14 sodium lauryl sulphate	100gm	990/-100GM	1,700.00
15 Isopropinol	500GM		420.00
16 yeast Extract Mannitol salt agar	500GM	210/-250GM	3,400.00
17 n-butanol(AR)	500GM	1700/-250GM	270.00
18 n-heptane(AR)	500ml		540.00
19 AgNO3	500ml		1,400.00
20 Sodium Borohydrite (AR)	10gm		1,210.00
21 Ammonia Solution(AR)	100gm		675.00
22 copper chloride dihydrate(AG)	500ml	135/-100ML	3,450.00
23 Centrifuge Tube (15ml) Abdose	500GM	690/-100GM	2,500.00
24 Micropipete 1000ul	100Nos	25/-1no	975.00
25 MANITOL SALT AGAR	1Nos		3,200.00
	500GM		
			35,745.00
			CGST 9%
			3,217.05
			SGST 9 %
			3,217.05
			42,179.10
			round off-
			(0.10)
			TOTAL
			42,179.00

RS. FOURTY TWO THOUSAND ONE HUNDRED SEVENTY NINE ONLY.

We, hereby certify that My/Our Registration certificate under the Maharashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale be transaction accounted for in the turnover of sales while filing of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN : 27ABQPP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

EAGLE SCIENTIFIC CO.



TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITES
509 D, GANGAWESH, KOLHAPUR -----416002
PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com
mobile no : 9326467474, 9822451787

TO,
PRINCIPAL ,
AMDAR SHASHIKANT SHINDE COLLGE,
MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 228

DATE 12-6-2022

ORIGINAL

Description	Quantity	Rate Rs	Amount Rs.
DEPARMENT: PHYSICS			
1 Verification of De Morgan's theorem	1no		3,100.00
2 Photovoltaic cell on board diagram	2no	5200/-1no	10,400.00
3 Y by searl's method	1no		2,300.00
4 Convex lens 10 cm focal length	5no	40/-1no	200.00
5 Convex lens 20 cm focal length	5no	40/-1no	200.00
6 Telescope	1no		1,600.00
9 Bar pendulum	1no		2,500.00
10 Prism quartz	2no	1275/-1no	2,550.00
11 Plane diffraction grating	2no	800/-1no	1,600.00
12 Laser source (10 mW)	1no		8,200.00
			32,650.00
			CGST 9%
			2,938.50
			SGST 9 %
			2,938.50
			38,527.00
			round off-
			TOTAL 38,527.00

RS. THIRTY EIGHT THOUSAND FIVE HUNDRED TWENTY SEVEN ONLY.

We, hereby certify that My/Our Registration certificate under the Maharashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale transaction accounted for in the turnover of sales while filing of returns & due to tax if any payable on the sale has been paid or shall be paid.

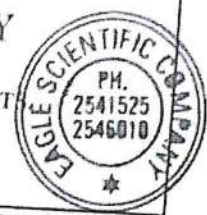
GSTIN / UIN : 27ABQPP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

[Signature]
PROP.

EAGLE SCIENTIFIC CO.



TAX INVOICE
EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
 APP., CHEMICALS, SPORTS GOODS & OTHER REQUISIT
 509 D, GANGAWESH, KOLHAPUR -----416002
 PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com
 mobile no :9326467474, 9822451787

TO,
 PRINCIPAL,
 AMDAR SHASHIKANT SHINDE COLLGE,
 MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 229 DATE: 12-6-2022

ORIGINAL

Description	Quantity	Rate Rs	Amount Rs.
DEPARMENT: BOTANY			
1 Carnoys acetocarmine	25 gm		1,300.00
2 silica gel for TLC	2X500GM	350/-500GM	700.00
3 nitric acid	2.5LIT	430/-1lit	1,075.00
4 MgCO3	500 gm		580.00
5 POTASSIUM HYDROXIDE	500 gm		260.00
6 H2so4	5 lit		754.00
7 Hcl 1N	2LIT	176/-1LIT	352.00
8 calcium chloride	500 gm		130.00
9 Nacl	500 gm		87.00
10 Citric acid	100 gm	156/-100GM	780.00
11 absolute ethanol	5 lit		3,900.00
12 Isoproponol	5 lit	500/-1lit	2,500.00
13 sodlum hypochloride	500 ml		105.00
14 hydrogen peroxide	500 ml		110.00
15 agar agar powder	500 gm		2,470.00
16 Oxalic acid	500 gm		240.00
17 Sodium thiosulphate	500 gm		140.00
18 Formalin	5 lit		715.00
19 Haldryer Philips	1NO		600.00
20 Blotting paper	1000 nons		1,300.00
21 Test tube	100NO	10/-1no	1,000.00
22 filter paper Whatman 1 for paper chromatography	1pkt		900.00
23 petri dish plastic	80NO	15/-1no	1,200.00
24 cotton role	500GM		500.00
25 XYLENE	500ML		400.00
26 TTC POWDER	25GM		4,570.00
27 KOVAX INDAOL	100ML		300.00
			26,968.00
		CGST 9%	2,427.12
		SGST 9 %	2,427.12
			31,822.24
		round off-	(0.24)
		TOTAL	31,822.00

RS. THIRTY ONE THOUSAND EIGHT HUNDRED TWENTY TWO ONLY.

We hereby certify that My/Dur Registration certificate under the Maharashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale by transaction accounted for in the turnover of sales while filing of returns & due to tax thereon/therein on the sale has been paid or shall be paid.

GSTIN / UIN : 27AB0PP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

For EAGLE SCIENTIFIC CO.

[Signature]
 Proprietor



SnS Enterprises

Distributors of Scientific Equipment's, Chemicals, Glassware's, Educational Stationary and Industrial Chemicals

Dealers of Besto, INCO, INSIF, Micron, Acculab, Jlab, Remi, Equiptronics, Loba Chemie, Molychem, Sigma Aldrich, Glassco, Borosil, etc

Other Services - Website Design, App Development, Moodle Services

GST : 27CRAPP6362H1ZK



TAX INVOICE

QTN/BILL NO:		228		STATE CODE		MH	DATE		01/10/2022		
SHIP TO:						Bill From:					
Aamdar Shashikant Shinde College ,Medha								SnS Enterprises E' Ward, New Shahupuri, Kolhapur Maharashtra-416001 Email: snskolhapur@gmail.com			
Sr. No.	Name of Chemical	HSN	Pack	Oty	Rate	Disc%	Net Value	GST	GST Amt	Total amt	
1	2:4 DNP	2908	100gm	5	600	25	2550	18%	459	3009	
2	Aniline	29214110	500ml	1	750	25	637.5	18%	114.75	752.25	
3	Ammonium chloride	28271000	500gm	1	250	25	212.5	18%	38.25	250.75	
4	Ammonium acetate	2915990	500gm	1	420	25	357	18%	64.26	421.26	
5	anhydrous aluminium chloride	2827	250gm	1	220	25	187	18%	33.66	220.66	
6	benzene	29022000	500ml	1	430	25	365.5	18%	65.79	431.29	
7	benzoic acid	29163110	500gm	1	450	25	382.5	18%	68.85	451.35	
8	ethyl acetate	29153100	500ml	2	450	25	765	18%	137.7	902.7	
9	ethyl benzoate	29163190	500ml	1	950	25	807.5	18%	145.35	952.85	
10	glucose	17023031	500gm	1	400	25	340	18%	61.2	401.2	
11	Hydroxyl amine	28251090	500gm	1	1500	25	1275	18%	229.5	1504.5	
12	magnesium metal	81041900	500gm	1	1600	25	1360	18%	244.8	1604.8	
13	Methyl red indicator	29270090	100gm	1	900	25	765	18%	137.7	902.7	
14	Nickel sulphate	28332400	500gm	1	1700	25	1445	18%	260.1	1705.1	
15	toluene	29023000	500ml	1	350	25	297.5	18%	53.55	351.05	
16	stannous chloride	28273990	250gm	1	2200	25	1870	18%	336.6	2206.6	
17	starch powder	35051090	500gm	1	960	25	816	18%	146.88	962.88	
18	Glacial Acetic Acid	2915	500ml	1	350	25	297.5	18%	53.55	351.05	
19	Xylene	29024400	500ml	2	270	25	459	18%	82.62	541.62	
20	Sodium metabisulphate	28321090	500gm	2	280	25	476	18%	85.68	561.68	
21	EDTA	29212100	500gm	1	1150	25	977.5	18%	175.95	1153.45	
22	Sodium azide	2850030	100gm	1	720	25	612	18%	110.16	722.16	
23	H2SO4	38220090	500ml	2	365	25	620.5	18%	111.69	732.19	
24	Manassium Sulphate	283321200	500gm	1	240	25	204	18%	36.72	240.72	

Second Floor, Abhangvani Vastu, New Shahupuri, Kolhapur-416002, 9960182552 / 9850137150 snskolhapur@gmail.com

25	Methyl amine hydrochloride	2921	250gm	1	460	25	391	18%	70.38	461.38
26	Vanillin	2912	25gm	1	350	25	297.5	18%	53.55	351.05
27	dimethyl sulfoxide	29309099	500ml	1	1700	25	1445	18%	260.1	1705.1
	Total			35			20213		3638.3	23851.34
	Taxable Value	Central Tax		State Tax		Total Tax Amt				
		Rate	Amt	Rate	Amt					
	20213	9%	1819.2	9%	1819		3638.3			
	Invoice amount in word:	INR Twenty Three Thousand Eight Hundred fifty one only								

Bank Name State bank of India
A/C No. 409041344713
Branch New Shahupuri, Kolhapur
IFSC Code SBIN0015087
SUBJECT TO KOLHAPUR JURISDICTION

For SNS ENTERPRISES

Mr. A.A. patil
Propriator

Receivers Signature





SnS Enterprises

Distributors of Scientific Equipment's, Chemicals, Glassware's, Educational Stationary and Industrial Chemicals

Dealers of Besto, INCO, INSIF, Micron, Acculab, Jlab, Remi, Equiptronics, Loba Chemie, Molychem, Sigma Aldrich, Glassco, Borosil, etc

Other Services - Website Design, App Development, Moodle Services

GST : 27CRAPP6362H1ZK

TAX INVOICE

QTN/BILL NO:		227		STATE CODE	MH	DATE	01/10/2022			
SHIP TO:					Bill From:					
Aamdar Shashikant Shinde College, Medha					SnS Enterprises E' Ward, New Shahupuri, Kolhapur Maharashtra-416001 Email: snskolhapur@gmail.com					
Sr. No.	Item Name	HSN	Pack	Oty	Rate	Disc%	Net Value	GST	GST Amt	Total amt
1	Beaker 50 ml	7017	1 No	6	72	15	367.2	18%	66.096	433.296
2	Beaker 100 ml	7017	1 No	12	78	15	795.6	18%	143.208	938.808
3	Beaker 250 ml	7017	1 No	12	95	15	969	18%	174.42	1143.42
4	Beaker 500 ml	7017	1 No	12	145	15	1479	18%	266.22	1745.22
5	Pipette 5 ml	7017	1 No	12	145	15	1479	18%	266.22	1745.22
6	Pipette 10 ml	7017	1 No	12	160	15	1632	18%	293.76	1925.76
7	Pipette 25 ml	7017	1 No	12	240	15	2448	18%	440.64	2888.64
8	Volumetric flask 100 ml	7017	1 No	12	180	15	1836	18%	330.48	2166.48
9	Volumetric flask 250 ml	7017	1 No	12	270	15	2754	18%	495.72	3249.72
10	Volumetric flask 50 ml	7017	1 No	6	170	15	867	18%	156.06	1023.06
11	Volumetric flask 1000 ml	7017	1 No	2	725	15	1232.5	18%	221.85	1454.35
12	Volumetric flask 500 ml	7017	1No	1	440	15	374	18%	67.32	441.32
13	Burette 50 ml	7017	1 No	12	460	15	4692	18%	844.56	5536.56
14	Conical Flask 100ml	7017	1 No	12	90	15	918	18%	165.24	1083.24
15	Gauch crucible	7017	1 No	5	180	15	765	18%	137.7	902.7
Total				140			22608.3		4069.494	26677.79
Taxable Value		central Tax		State Tax		Total Tax Amt				
		Rate	Amt	Rate	Amt					
22608.3		9%	2034.7	9%	2035	4069.5				

Invoice amount in word:

INR Twenty Six Thousand Six Hundred Seventy Seven only

Bank Name

A/c No:

Branch

IFSC Code

State bank of India

409041344713

New Shahupuri,

Kolhapur

SBIN0015087



For SNS ENTERPRISES

Mr. A.A. Patil

Proprietor



Ajinkya Enterprises

Authorised Distributors & Suppliers of : Merck Chemical, Glasswares, Biosciences Product (Bangalore Genei Kits), Imported Chemical & Instruments.

Chemicals : Research Lab, Qualigen, SRL, Loba, Himedia, Acros, Sigma.
All type of Lab Equipments & Instruments.

Date: 16/03/2023

To,
The Principle
Jaywant Pratishthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya,
Medha



Sub. : Material Supply against donation

Dear Sir/Mam,

We received Lab Material Purchase Order from Century Enka Ltd. Against this Purchase Order We Supply all Material to Jaywant Pratishthan Humgaon Sanchalit, Amdar Shashikant Shinde Mahavidyalaya Medha,
Invoice No. : AE - 1340, AE - 1291, AE - 1287, AE - 1339, AE - 1349, AE - 1288, AE - 1338, AE - 1290, AE - 1341, AE - 1342, AE - 1343, AE - 1289 in March 2020. Also we received all payment from Century Enka ltd. in March 2020.

Total Billing Amt. : 10,12,108/-
Total Received Amt. : 10,12,108/-

Thanking You,

For- Ajinkya Enterprises



Proprietor

(Mr. Bharat D. Deshmukh)

www.ajinkyaent.com

Tax Invoice
Delivery Challan Cum Tax Invoice

(ORIGINAL FOR RECIPIENT)

Ajinkya Enterprises Jai Ganesh Vision, Shop No 53 B - Wing, Akurdi, Pune 411035 Ph. No. (020) 27241613, 46703927 9922008565/63 GSTIN/UIN: 27AAQPD9910L1Z8 State Name : Maharashtra, Code : 27 E-Mail : ajinkyaent@yahoo.com, ajinkyaent2008@yahoo.com Buyer Jaywant Pratishthan Humgaon Sanchalit Amdar Shashikant Shinde Mahavidyalay Medha, Tal. : Jawali, Dist. : Satara 415012 State Name : Maharashtra, Code : 27	Invoice No.	Dated
	AE - 889	25-Jan-2019
	Delivery Note	
	Supplier's Ref.	Other Reference(s)
	AE - 889	
	Buyer's Order No.	Dated
Despatch Document No.	Delivery Note Date	
Despatched through	Destination	

Sl No.	Description of Goods	HSN/SAC	GST Rate	Quantity	Rate	per	Disc. %	Amount
1	EMB Agar 100gm, SRL	38210000	18 %	2 Nos	636.00	Nos	18 %	1,043.04
2	Grams Iodine 125ml, Loba	38220090	12 %	1.00 No	180.00	No	30 %	126.00
3	Maltose 100gm, Loba	17029020	18 %	1 Nos	270.00	Nos	30 %	189.00
4	Tri Sodium Citrate Di. 500gm, Loba	29181520	18 %	1 Nos	300.00	Nos	30 %	210.00
5	Glass Spreader	7017	18 %	6.00 No	60.00	No	10 %	324.00
6	Widal Test Kit 4*5ml,	3002	12 %	2 kit	420.00	kit	10 %	756.00
7	RPR Kit, Tulip	3002	18 %	1 kit	574.00	kit	10 %	516.60
8	Pipette 5ml	7017	18 %	12.00 No	110.00	No	20 %	1,056.00
9	Pipette 10ml	7017	18 %	4.00 No	130.00	No	20 %	416.00
10	Test Tube 15x125mm, Borosilicate	7017	18 %	300 Nos	11.00	Nos	20 %	2,640.00
11	Volumetric Flask 100ml, Borosilicate	7017	18 %	20 Nos	135.00	Nos	20 %	2,160.00
12	Measuring Cylinder 10ml, Polylab 80001	39269099	18 %	6.00 No	16.00	No	20 %	76.80
13	N-Hexane 500ml, Loba	29012990	18 %	1 Nos	560.00	Nos	30 %	392.00
14	Ammonium Ferrous Sulphate 1kg, Loba	28429090	18 %	1 Nos	300.00	Nos	30 %	210.00
15	Tetraamincopper (II) Sulfate 5gm, Sigma	28539090	18 %	1 Nos	5,773.00	Nos		5,773.00
16	Fuchsin Basic 100gm, Loba	32041343	18 %	5 Nos	600.00	Nos	30 %	2,100.00
								17,988.44
	SGST 9%					9 %		1,539.57
	CGST 9%					9 %		1,539.57
	SGST 6%					6 %		52.92
	CGST 6%					6 %		52.92
Less :	Round Off							(-0.42)
Total								₹ 21,173.00

Amount Chargeable (in words)

Indian Rupees Twenty One Thousand One Hundred Seventy Three Only

E. & O.E

Company's LBT No. : PCMC-LBT-0004894
 Buyer's LBT No. :
 Company's PAN : AAQPD9910L

Company's Bank Details
 Bank Name : Bank of Maharashtra
 A/c No. : 60133496475
 Branch & IFS Code : Indrayani Nagar & MAHB0001610

for Ajinkya Enterprises

Declaration

We declare that this invoice shows the actual price of the goods described and that all particulars are true and correct.

Authorized Signatory



SUBJECT TO PUNE JURISDICTION
 This is a Computer Generated Invoice

Received
 28/01/2019

Tax Invoice
Delivery Challan Cum Tax Invoice

(DUPLICATE FOR TRANSPORTER)

Ajinkya Enterprises
Jai Ganesh Vision, Shop No 53
B - Wing, Akurdi, Pune 411035
Ph. No. (020) 27241613, 46703927
9922008565/63
GSTIN/UIN: 27AAQPD9910L1Z8
State Name : Maharashtra, Code : 27
E-Mail : ajinkyaent@yahoo.com, ajinkyaent2008@yahoo.com

Buyer
Jaywant Pratishthan Humgaon Sanchalit
Arts & Commerce College, Medha
Tal. : Jawali, Dist. : Satara
State Name : Maharashtra, Code : 27

Invoice No. AE - 941	Dated 12-Feb-2019
Delivery Note	
Supplier's Ref. AE - 941	Other Reference(s)
Buyer's Order No.	Dated
Despatch Document No.	Delivery Note Date
Despatched through	Destination

Sl No.	Description of Goods	HSN/SAC	GST Rate	Quantity	Rate	per	Disc. %	Amount
1	Knife Edge For Kater Pendulum	9027	18 %	4 Nos	150.00	Nos	10 %	540.00
2	Y by Koenig's Method	9027	18 %	1 Nos	2,550.00	Nos	10 %	2,295.00
3	Travelling Microscope Bridge From 6 Position	9011	18 %	1.00 No	5,510.00	No	10 %	4,959.00
4	Lens Stand Wooden V Shape	9002	18 %	6 Nos	80.00	Nos	10 %	432.00
5	Sodium Lamp (Complete Set)	9027	18 %	1 Nos	6,900.00	Nos	10 %	6,210.00
6	Mercury Lamp Without Transformer	9027	18 %	1 Nos	2,625.00	Nos	10 %	2,362.50
7	Turn Table App.	9027	18 %	1 Nos	1,425.00	Nos	10 %	1,282.50
8	Single Slit	9027	18 %	2 Nos	825.00	Nos	10 %	1,485.00
9	Photovoltaic Cell on CH.	9027	18 %	1 Nos	2,550.00	Nos	10 %	2,295.00
10	UJT As Swip Generator	9027	18 %	1 Nos	3,020.00	Nos	10 %	2,718.00
11	Crystal Oscillator	9027	18 %	1 Nos	3,225.00	Nos	10 %	2,902.50
12	FET CH App.	9027.	18 %	1 Nos	3,150.00	Nos	10 %	2,835.00
								30,316.50
						SGST 9%		2,728.50
						CGST 9%		2,728.50
						Round Off		0.50
Total								₹ 35,774.00

Sanku
19/2/19

Amount Chargeable (in words) **Indian Rupees Thirty Five Thousand Seven Hundred Seventy Four Only** E. & O.E

HSN/SAC	Taxable Value	Central Tax		State Tax		Total Tax Amount
		Rate	Amount	Rate	Amount	
9027	24,925.50	9%	2,243.31	9%	2,243.31	4,486.62
9011	4,959.00	9%	446.31	9%	446.31	892.62
9002	432.00	9%	38.88	9%	38.88	77.76
Total	30,316.50		2,728.50		2,728.50	5,457.00

Tax Amount (in words) : **Indian Rupees Five Thousand Four Hundred Fifty Seven Only**

Company's LBT No. : PCMC-LBT-0004894
Buyer's LBT No. :
Company's PAN : AAQPD9910L

Declaration
We declare that this invoice shows the actual price of the goods described and that all particulars are true and correct.

Company's Bank Details
Bank Name : **Bank of Maharashtra**
A/c No. : **60133496475**
Branch & IFS Code: **Indrayani Nagar & MAHB0001610**

for Ajinkya Enterprises
Fr. Vaidya
Authorized Signatory



SUBJECT TO PUNE JURISDICTION
This is a Computer Generated Invoice

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no :9326467474, 9822451787



TO,
PRINCIPAL ,
AMDAR SHASHIKANT SHINDE COLLGE,
MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO:57/ESCO

DATE

DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
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DEPARMENT: CHEMISTRY

1 PH METER ELECTRODE	2NO	750/-1NO	1500=00
2 DROPPING BOTTLE 125ML PLASTIC	12NO	28/-1NO	336=00
3 ETHENOL	4x5LIT	975/-5LIT	3900=00
5 POTASSIUM SULPHATE	500GM		270=00
6 AMMONIA SOLUTION	5LIT		690=00
7 CUPRIC SULPHATE	500GM		560=00
8 PIPETTE 10ML BOROSILR	12NO	120/-1NO	1440=00
9 BENZOYL CHLORIDE	500ML		670=00
10 BROMINE VIALS	1PKT		450=00
11 OXALIC ACID	500GM		260=00
12 FERROUS SULPHATE	500GM		150=00
13 TEST TUBE 5"x 5/8" BOROSILR	100NO	12.50/-1NO	1250=00
15 ASBESTOES SHEET	6NO	20/-1NO	120=00
16 GOOCH CURCIBLE GII	2NO	460/-1NO	920=00
17 FILTER PAPER REEM (250 SHEET)	1REEM		750=00
19 FILTER PAPER NO.41	1PKT		3320=00
20 THERMOMETER 360 C	3NO	35/-1NO	105=00
21 TEST TUBE HOLDER	6NO	18/-1NO	108=00
22 PARAFFIN LIQUID	500ML		380=00
23 B- NAPTHOL	500GM		700=00
24 a- NAPTHOL	500GM		1510=00
25 PETROLEUM ETHER	2x500ML	450/-500ML	900=00
26 ETHYL ACETATE	500ML		280=00
27 LITMUS PAPER PACKET	5PKT	25/-1PKT	125=00
28 MACCONKEY'S AGAR HI-MEDIA	500GM		2635=00
29 ZNCF	125ML		105=00
31 ALPHA-NAPHTHALAMINE	1GM		725=00
32 SILVER NITRATE	25GM		3750=00
33 CHLOROFORM	500ML		270=00
34 SODIUM NITRITE	500GM		320=00
35 PETRI PLATES 4" BOROSILR	50 PAIR	105/-1NO	5250=00
36 CLOVE OIL	200ML		1340=00
37 TEST TUBE STAND	5NO	30/-1NO	150=00

EAGLE SCIENTIFIC CO.

- 38 ML METH ACETATE
- 39 WASH BOTTLE 250ML PLASTIC
- 40 SOLID LIQUID MIS SEPARATING ASSEMBLY
- 41 RETORT STAND WITH FISHER CLAMP
- 42 RUBBER CORK ONE HOLE
- 43 BEAKER 25ML BOROSILR

500ML		425=00
12NO	80/-1NO	960=00
2SET	1300/-1SET	2600=00
6SET	425/-1SET	2550=00
2NO	40/-1NO	80=00
12NO	105/-1NO	1260=00



	43114=00
CGST 9%	3880=00
SGST 9 %	3880=00
TOTAL	50874=00

RS.FIFTY THOUSAND EIGHT HUNDRED SEVENTY FOUR ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaeashtra Value Added Tax Act,2005 is in force on the date on which the sale of the goods specified in this tax .Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us& its sale be transaction accounted for in the turnpver of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584F1Z7
ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

Salil
 PROP.

EAGLE SCIENTIFIC CO.

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL

APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no : 9326467474, 9822451787



TO, PRINCIPAL , AMDAR SHASHIKANT SHINDE COLLGE, MEDHA, TA: JAWALI DIST SATARA.	INVOICE NO: 164/ESCO DATE
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DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
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DEPARMENT: BOTANY

1 BEAKER PLASTIC 100 ML	10 NO	28/-1NO	280=00
2 BEAKER PLASTIC 250 ML	10 NO	45/-1NO	450=00
3 BEAKER PLASTIC 500 ML	10 NO	80/-1NO	800=00
4 BEAKER PLASTIC 1000 ML	5 NO	90/-1NO	450=00
5 CONICAL FLASK 50 ML GLASS	5 NO	68/-1NO	340=00
6 CONICAL FLASK 100 ML GLASS	10 NO	70/-1NO	700=00
7 CONICAL FLASK 250 ML GLASS	10 NO	106/-1NO	1600=00
8 CONICAL FLASK 500 ML GLASS	8NO	148/-1NO	1184=00
9 CONICAL FLASK 1000 ML GLASS	5 NO	260/-1NO	1300=00
10 MEASURING CYLINDER PLASTIC 100 ML	5 NO	45/-1NO	225=00

	7329=00
CGST 9%	660=00
SGST 9 %	660=00
TOTAL	8649=00

RS.EIGHT THOUSAND SIX HUNDRED FORTY NINE ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaaashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax .Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us& its sale be transaction accounted for in the turnover of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

(Signature)
PROP.

EAGLE SCIENTIFIC CO.

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL

APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no :9326467474, 9822451787



TO, PRINCIPAL , AMDAR SHASHIKANT SHINDE COLLGE, MEDHA, TA: JAWALI DIST SATARA.	INVOICE NO:163/ESCO DATE
---	-------------------------------

DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
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DEPARMENT: BOTANY

1 ALCOHOL	3x 5 LIT	590/-5LIT	1770=00
2 PARAFIN WAX	2 KG	420/-500GM	1680=00
3 ACETIC ACID	5 LIT	622/-2.5LIT	1244=00
4 N-BUTANOL	5 LIT	847/-2.5LIT	1694=00
5 NITRIC ACID	2 LIT	240/-500ML	960=00
6 GLYCERINE	500 ML		277=00
7 ACETONE	5 LIT	697/-2.5LIT	1394=00
8 PETROLEUM ETHER	5 LIT	670/-2.5LIT	1340=00
9 FILTER PAPER REEM	2REEM	1700/-1REEM	3400=00
			13759=00
CGST 9%			1238=00
SGST 9 %			1238=00
TOTAL			16235=00

RS. SIXTEEN THOUSAND TWO HUNDRED THIRTY FIVE ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaaashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax .Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us& its sale be transaction accounted for in the turnover of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

PROP.

EAGLE SCIENTIFIC CO.

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL

APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no : 9326467474, 9822451787



TO,
PRINCIPAL ,
AMDAR SHASHIKANT SHINDE COLLGE,
MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 56/ESCO

DATE

DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
DEPARMENT: PHYSICS			
1 CONVEX LENS	4NO	35/-1NO	140=00
2 AC AMMETER 0-10mA	3NO	375/-1NO	1125=00
3 DC AMMETER 0-10mA	3NO	275/-1NO	825=00
4 AC VOLTMETER 10V	2NO	375/-1NO	750=00
5 DC VOLTMETER 10V	2NO	275/-1NO	550=00
6 GALVONOMETER	2NO	275/-1NO	550=00
7 DIGITAL MULTIMETER	1NO		350=00
8 FOUR WAY KEY	4NO	400/-1NO	1600=00
9 VARIABLE DC POWER SUPPLY	1NO		4200=00
10 RESISTANCE BOX	2NO	1600/-1NO	3200=00
11 PLUG KEY	4NO	80/-1NO	320=00
12 METER SCALE	3NO	120/-1NO	360=00
13 COLPITT'S OXILLATOR KIT	1KIT		2600=00
14 RHEOSTAT 1500 OHM 0.6 AMP	2NO	1300/-1NO	2600=00
15 STOP CLOCK	1NO		575=00
16 SOLAR CELL	1NO		3500=00
17 SINGLE SLIT	2NO	350/-1NO	700=00
			23945=00
		CGST 9%	2155=00
		SGST 9 %	2155=00
		TOTAL	26315=00

RS.TWENTY SIX THOUSAND THREE HUNDRED FIFTEEN ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaaashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax .Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale be transaction accounted for in the turnpver of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

PROP.

EAGLE SCIENTIFIC CO.

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no : 9326467474, 9822451787



TO, PRINCIPAL , AMDAR SHASHIKANT SHINDE COLLGE, MEDHA, TA: JAWALI DIST SATARA.	INVOICE NO: 162/ESCO DATE
---	--------------------------------

DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
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DEPARMENT: PHYSICS			
1 Y BY SEARL'S METHOD	1NO		1260=00
2 READING TELESCOPE	1NO		2100=00
3 FLAT SPIRAL SPRING APPARATUS	1NO		1400=00
4 CONVEX LENS 3" 10 CM FL	5NO	250/-1NO	1250=00
5 TABLE LAMP	3NO	275/-1NO	825=00
6 FRACTIONAL RESISTANCE BOX 0.1 TO 5000OHM	2NO	1300/-1NO	2600=00
7 RESISTANCE BOX 10000 OHMS	6NO	1100/-1NO	6600=00
8 RHOSTAT 6000 OHM	2NO	700/-1NO	1400=00
9 DUAL POWER SUPPLY DIGITAL	1NO		7500=00
10 AUDIO FREQUENCY GENERATOR DIGITAL	1NO		7000=00
11 SPOT GALVANOMETER	2NO	5400/-1NO	10800=00
12 CRO TECHPLUS	1NO		20500=00

	63235=00
CGST 9%	5691=00
SGST 9 %	5691=00
TOTAL	74617=00

RS. SEVENTY FOUR THOUSAND SIX HUNDRED SEVETEEN ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaeashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax. Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale be transaction accounted for in the turnpver of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN : 27ABQPP2584F1Z7
 ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

 PROP.

EAGLE SCIENTIFIC CO.

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
 APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITES
 509 D, GANGAWESH, KOLHAPUR -----416002
 PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com
 mobile no :9326467474, 9822451787



TO,
 PRINCIPAL ,
 AMDAR SHASHIKANT SHINDE COLLGE,
 MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO:59/ESCO DATE

DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
DEPARMENT: ZOOLOGY			
1 CALCIUM ACETATE	500GM		400=00
2 NESSERS REAGENT	125ML		270=00
3 SULPHO SAICYLIC ACID	250GM		480=00
4 MILLON'S REAGENT	125ML		1050=00
5 ACETIC ACID	500ML		200=00
6 PERIODIC ACID	25GM		680=00
7 FRUCTOSE	500GM		550=00
8 SODIUM CITRATE	500GM		270=00
9 LEISHMAN STAIN	250ML		245=00
10 HEMATOXYLENE	5GM		12125=00
11 SCHIFF'S REAGENT	500ML		330=00
12 ACETOCARMINE	250ML		830=00
13 NEUBAR'S CHAMBER GERMEN	2NO	1100/-1NO	2200=00
14 HAYEM'S FLUID	500ML		320=00
15 HEAMOMETER GERMEN	3NO	1100/-1NO	3300=00
16 WINTROBE TUBE	10NO	40/-1NO	400=00
17 COUPLING JAR PLASTIC	15NO	60/-1NO	900=00
18 DPX	500ML		900=00
			15450=00
CGST 9%			1391=00
SGST 9 %			1391=00
TOTAL			18232=00

RS.EIGHTEEN THOUSAND TWO HUNDRED THIRTY TWO ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaeshtra Value Added Tax Act,2005 is in force on the date on which the sale of the goods specified in this tax .Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us& its sale be transaction accounted for in the turnpver of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584F1Z7
 ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO
[Signature]
 PROP.

EAGLE SCIENTIFIC CO 705

TAX INVOICE

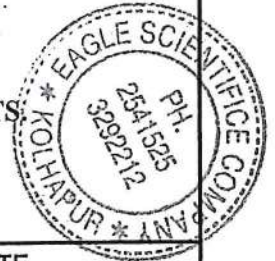
EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no : 9326467474, 9822451787



TO, PRINCIPAL , AMDAR SHASHIKANT SHINDE COLLGE, MEDHA, TA: JAWALI DIST SATARA.	INVOICE NO: 58/ESCO DATE <div style="text-align: right; font-size: 2em; font-weight: bold;">DUPLICATE</div>
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Description	Quantity	Rate Rs	Amount Rs.
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DEPARMENT: MICROBIOLOGY			
1 AMMONIUM FERROUS SULPHATE	4x500GM	280/-500GM	1120=00
2 BAKERS YEST	500GM		325=00
3 PIPETTE 0.1ML BOROSILR MEASURING	10NO	155/-1NO	1550=00
4 PIPETTE 1ML BOROSILR MEASURING	10NO	145/-1NO	1450=00
5 PIPETTE 10ML BOROSILR MEASURING	10NO	180/-1NO	1800=00
6 TEST TUBE BOROSILR	100NO	12.50/-1NO	1250=00
7 LANCET	1BOX		350=00
8 NICROME LOOP	12NO	80/-1NO	960=00
9 XYLENE	500ML		250=00
10 KOVAC'S REAGENT	2x100ML	155/-100ML	310=00
11 a-NAPHTHOL	2x100GM	473/-100GM	946=00
12 CEDAR WOOD OIL HIMEDIA	30GM		920=00
13 CRYSTAL VILOT	25GM		270=00
14 SAFFRAINE	25GM		575=00
15 BASIC FUSHIN	25GM		250=00
16 PHENOL	500ML		450=00
17 PEPTONE	500GM		950=00
18 IODINE CRYSTAL	100GM		882=00
19 HYDROGEN PEROXIDE	500ML		305=00
20 ANDREDES INDICATOR HI-MEDIA	125ML		145=00
21 MERCURIC CHLORIDE	100GM		3060=00
22 NESSLER'S REAGENT	250ML		540=00
23 BEEF EXTRAET	500GM		1065=00
			19723=00
CGST 9%			1775=00
SGST 9 %			1775=00
TOTAL			23273=00

RS.TWENTY THREE THOUSAND TWO HUNDRED SEVENTY THREE ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaeshtra Value Added Tax Act,2005 is in force on the date on which the sale of the goods specified in this tax .Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us& its sale be transaction accounted for in the tumpver of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN :27ABQPP2584F1Z7
ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

 PROP.

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL

APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.

509 D, GANGAWESH, KOLHAPUR -----416002

PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com

mobile no : 9326467474, 9822451787



TO, PRINCIPAL , AMDAR SHASHIKANT SHINDE COLLGE, MEDHA, TA: JAWALI DIST SATARA.	INVOICE NO: 166/ESCO DATE
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DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
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DEPARMENT: MICROBIOLOGY

✓ 1 BOD BOTTLE BORO 300ML	12 NO	220/-1NO	2640=00
✓ 2 PIPETTES 1ML	5NO	145/-1NO	725=00
✓ 3 PIPETTES 2ML	5NO	155/-1NO	775=00
✓ 4 PIPETTES 0.1ML	5NO	155/-1NO	775=00
✓ 5 CORCK BORER	2 NO	200/-1NO	400=00
✓ 6 NICROME WIRE LOOP	10NO	90/-1NO	900=00
✓ 7 UV TUBE WITH ADAPOTOR	1NO		1800=00

	8015=00
CGST 9%	721=00
SGST 9 %	721=00
TOTAL	9457=00

RS.NINE THOUSAND FOUR HUNDRED FIFTY SEVEN ONLY.

I/We, hereby certify that My/Our Registration certificate under the Mahaeashtra Value Added Tax Act, 2005 is in force on the date on which the sale of the goods specified in this tax. Invoice is made by me/us and that of the sale covered by this tax invoice has been effected by me/us & its sale be transaction accounted for in the turnover of sales while filling of returns & due to tax if any payable on the sale has been paid or shall be paid.

GSTIN /UIN : 27ABQPP2584F1Z7

ALL TRANSACTIONS ARE SUBJECT TO KOLHAPUR JURISDICTION ONLY.

FOR EAGLE SCI CO

[Signature]
PROP.

EAGLE SCIENTIFIC CO.

500GM
500GM

2524=
726=
629=
489=

TAX INVOICE

EAGLE SCIENTIFIC COMPANY

DEALER IN: SCIENTIFIC, LABORATORY, INDUSTRIAL
APP., CHEMICALS, SPORTS GOODS & OTHER REQUISITS.
509 D, GANGAWESH, KOLHAPUR -----416002
PHONE NO: 0231-2541525, 3292212 EMAIL: eaglescico@gmail.com
mobile no : 9326467474, 9822451787



TO,
PRINCIPAL,
AMDAR SHASHIKANT SHINDE COLLEGE,
MEDHA, TA: JAWALI DIST SATARA.

INVOICE NO: 165/ESCO DATE

DUPLICATE

Description	Quantity	Rate Rs	Amount Rs.
DEPARTMENT: MICROBIOLOGY			
1 AGAR AGAR	500GM		3159=00
2 AMMONIA BUFFER	500ML		122=00
3 AMMONIUM ACETATE	500GM		214=00
4 AMMONIUM CHLORIDE	500GM		179=00
5 AMMONIUM HYDROXIDE	500ML		860=00
6 AMMONIUM PURPURATE	25GM		1012=00
7 AMMONIUM SULPHATE	500GM		122=00
8 BRILLIANT GREEN	25GM		141=00
9 CALCIUM CARBONATE	500GM		130=00
10 CALCIUM SULPHATE	500GM		179=00
11 CASEIN ENZYMIC HYDROLYSATE	100ML		1109=00
12 CEDAR WOOD OIL LOBA	500ML		1440=00
13 CHLOROFORM	25GM		198=00
14 CRYSTAL VIOLET	100GM		1606=00
15 DINITROSALICYCLIC ACID 3,5	250ML		1071=00
16 DIPHENYL AMINE INDICATOR	500GM		367=00
17 DIPOTASSIUM HYDROPHOSPHATE	500GM		306=00
18 DISODIUM HYDROPHOSPHATE	500GM		382=00
19 EDTA	25GM		459=00
20 ERICHROME BLACK T	500GM		160=00
21 FERRIC CHLORIDE	500GM		175=00
22 FERROIN INDICATOR	500GM		566=00
23 FERROUS AMMONIUM SULPHATE	100GM		122=00
24 FERROUS SULPHATE	500GM		110=00
25 L -LYSIN	500GM		190=00
26 MAGNESIUM CHLORIDE	500GM		137=00
27 MAGNESIUM SULFATE	500ML		122=00
28 MANGANASE SULPHATE	500ML		244=00
29 NEWMANS STAIN	500ML		410=00
30 PHENOL	500ML		382=00
31 BUFFER TABLET 4/9,2/7	82/-100ML		390=00
32 PYRIDOXAL	130/-1BOTTLE		540=00
33 SILVER SULPHATE	270/-5GM		3098=00
34 SODIUM ACETATE			209=00
35 SODIUM CARBONATE			160=00
36 SODIUM DIHYDROGEN PHOSPHATE			290=00
37 SODIUM MOLYBDATE			1500=00

N^o 000210



नोंदणी प्रमाणपत्र

संस्था नोंदणी अधिनियम, १८६०

(१८६० चा अधिनियम २१)

नोंदणी क्रमांक : महा/१६२३८/सा.

याद्वारे असे प्रमाणित करण्यात येते की, आमदार शाशिकांत शिंदे

महाविद्यालय माजी विद्यार्थी मंडळ, मेहा, ता. जावळी.

खालील तारखेस संस्था नोंदणी अधिनियम, १८६० (सन १८६० चा अधिनियम २१) अन्वये योग्यरित्या नोंदणी करण्यात आली.

तारीख : १५/१/२०१८

रोजी माझ्या सहीनिशी दिले.




Shrey
15-1-18
संस्थांचे सहाय्यक निबंधक,
सातारा विभाग सातारा विभाग.

दि.०९/१०/२०१९

सूचना

महाविद्यालयातील सर्व विद्यार्थी- विद्यार्थिनींना कळविण्यात येते की,राष्ट्रीय सेवा योजना व रेड रिबन क्लब ग्रामीण रुग्णालय,मेढा यांच्या संयुक्त विद्यमाने पौगंडावस्थेतील आरोग्य अभियानांतर्गत महाविद्यालयात शनिवार दि.१२/१०/२०१९ रोजी सकाळी ११.०० वा. हिमोग्लोबिन तपासणी शिबिराचे आयोजन करण्यात आले आहे तरी सर्व विद्यार्थ्यांनी वेळेवर उपस्थित रहावे.


कार्यवाही अधिकारी
रुग्णालय योजना
आमदार सशिकंत शिंदे महाविद्यालय,
मेढा ता. जावली, जि. सातारा


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara



जयवंत प्रतिष्ठान संचलित
आमदार शशिकांत शिंदे महाविद्यालय, मेढा

ता. जावली, जि. सातारा
राष्ट्रीय सेवा योजना व रेड रिबन क्लब ग्रामीण रुग्णालय, मेढा

यांच्या संयुक्त विद्यमाने
आयोजित

हिमोग्लोबिन तपासणी शिबिर

अहवाल

महाविद्यालयातील राष्ट्रीय सेवा योजना व रेड रिबन क्लब ग्रामीण रुग्णालय, मेढा यांच्या संयुक्त विद्यमाने पौगंडावस्थेतील आरोग्य अभियानांतर्गत महाविद्यालयात शनिवार दि.१२/१०/२०१९ रोजी सकाळी ११.०० वा. हिमोग्लोबिन तपासणी शिबिराचे आयोजन करण्यात आले होते. या शिबिरात महाविद्यालयातील १२० विद्यार्थी-विद्यार्थिनींचे हिमोग्लोबिन तपासणी करण्यात आली. या शिबिराकरिता श्री.मारुती ढाणे समन्वयक, आय.सी.टी.सी, व श्रीमती.एस.एस.महामुने इल.टी. ग्रामीण रुग्णालय, मेढा यांचे सहकार्य लाभले. या शिबिरास महाविद्यालयाचे, प्राचार्य डॉ.एम.बी.वाघमोडे, उपप्राचार्य डॉ.प्रमोद घाटगे, सर्व शिक्षक-शिक्षकेत्तर कर्मचारी यांचे सहकार्य लाभले.

कार्यक्रम अधिकारी
राष्ट्रीय सेवा योजना
आमदार शशिकांत शिंदे महाविद्यालय,
मेढा ता. जावली, जि. सातारा




PRINCIPAL
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara





कार्यक्रम अधिकारी
 राष्ट्रीय सेवा योजना
 आमदार शशिकान्त शिंदे महाविद्यालय,
 मेढा ता. जावली, जि. सातारा

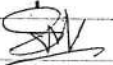


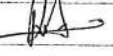
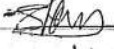
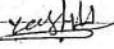
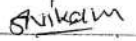

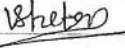

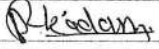
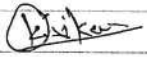
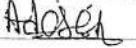


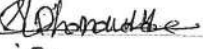




 PRINCIPAL
 Amdar Shashikant Shinde Mahavidyalay
 Medha, Tal. Jaoli, Dist. Satara

- 1) Pallavi Dilip Chavan 17/12
9673251602 Karandi Pethaver
- 2) Rekha Shivan Shivaram Dumdale 17/12 Pandke
8308697960 Karandi
- 3) Manali Ankuh Mandhelkar 17/12 Mandhelkar
9657180434 Karandi
- 4) Rohini Arjun Nikam 15/12 Nikam
Karandi 901192364
- 5) Mayumi Ankuh Mandhelkar Mandhelkar
Karandi 9657180434
- 6) Priya Govind Chikane 16/12 Chikane
7768070090 Chikane Wadi
- 7) Shejal Prakash Surve 16/12 Surve
9960329583 Dangeleshwar
- 8) Aditi Yashwant Belashe Belashe
Kelshar 7005751998
- 9) Sayli Shantaram Patte Patte
8098094728 Varushi
- 10) Rutuja Kishan Surve Surve
Dangeleshwar 7887863316
- 11) Priya Bharat Sawant Sawant
Aglanewadi 9834929360
- 12) Shweta Dattay Shelar Shelar
Ambeleshwar 7038977054
- 13) Alisha Sanjay Belashe A.S. Belashe
Kelshar 9561515060
- 14) Priyanka Bharat Jadhav P.B. Jadhav
9011829112 Marambdi
- 15) Vanila Bajirao Belashe Belashe
9579692811 Kelshar
- 16) Priyanka Kuldip Pawar Pawar
9168915468 Alenadi
- 17) Anmeshana Sahsh Pawar Pawar
7620497086 Alenadi
- 18) Aniket Ramesh Wadkar 21/12 Wadkar
7350088593 Medha

- 1) Shubham Vithal Sapkal 2e/m
902160210 mhat Shubh
- 20) Akashi Ramchandra Shigate 2/m
94048381275 mhat (B) Shigate
- 21) Kamlesh Shankar Sapkal 2e/m
mhat (B) 8225269066 Kan
- 22) Prasad Raju Padale 2/m
9404823600 mhat (B) Padale
- 23) Pratiksha Santosh Kasande
varushi 9632482439 Kasande
- 24) Kajal Krunal Pawar
Khamkarwadi 9766051287 Pawar
- 25) Sayli Chandrakant Jadhav
Bhang. 9766570386 Jadhav
- 26) Sh. Sejal Sabish ~~Wade~~ Konde
9659861278 Bhang. S.S.Konde
- 27) Shradha Ravindra Jadhav
9890912087 Bhang. S.R.Jadhav
- 28) Vijaya Dhanashree Jadhav
7387939979 Bhang. V.D.Jadhav
- 29) Sonali Vasant Jadhav
8882985097 Bhavale Jadhav
- 30) Shradha Santosh Manjunore
Bhutehar 9632129676 Manjunore
- 31) Dhanashree Manoj Manjunore
Bittkawadi 7219241462 Manjunore
- 32) Aishwarya Chandrakant Manjunore
Bhutehar 7378411338 Manjunore
- 33) Kalyani Santaji Jadhav
Bhang. 7410089880 Jadhav
- 34) Sonika Anant Nimish Narayade
medha 7774900836 Narayade
- 35) Vaibhavi Sandip Hedge
Jawalwadi 9890558334 V.S.Hedge
- 36) Ananya Ramchandra She. He
Jawalwadi 9766210552 She.

- 37) Sankhya Vilas Shinde
Sorsuan 8805303067 S.V.S
- 38) Nikita Pradip Wagh.
Sorsuan 7219393190 Wagh
- 39) Mahamulka Mudula Santosh.
Dase 7030137021 Mudula
- 40) Shubhaji Rajendra Deshuleh.
Nerekarwadi 9007103230 Deshuleh
- 41) Sakshi Dawlat Bhursale
Bhang. 7219503944 S.D.B
- 42) Shravani Sabish Jadhav
Kerkarwadi 8600492471 S.S.Jadhav
- 43) Gauri Bhavant Washmore
Bhang. 8104676713 G.P.W
- 44) Nikita Dilip Sawant
chichani 9763527987 N.D.Sawant
- 45) Shradha Mahendra Jadhav
Bhang. 9309925089 S.M.Jadhav
- 46) Neha Dilip Sawant
chichani 9763527987 N.D.Sawant
- 47) Akshada Sabish Jadhav
Kerkarwadi 8600492471 A.S.Jadhav
- 48) Basika Anant Sutar
Kedambe 9764490740 Sutar
- 49) Piya Narayan Gale
Khamkarwadi 7231524594 P.N.Gale
- 50) Sandhya Jaygopal Sutar
Alhavadi 888871789 S.J.Sutar

- 1) Mayur Dyanshuwar Jadhav 18/11/21
8387009808 Dhankwadi 
- 2) Nalin Laxman Dhebe
medha 949307494504 
- 3) Yash Shivaji Dhanavade
9420762410 mamandi 
- 4) Dilwan Imbiyar Dange
7498065954 washedhar 
- 5) Yogesh Jitendra Awarde
9807091042 medha Y.T. Awarde
- 6) ~~Kiran~~ Karan Manikrao Shitule
9372177607 Akale 
- 7) Yash Dipak Kambale
medha 7588633254 
- 8) Om Samil Nikam
9766240350 medha 
- 9) Raj Raghurave
Daryarshar 7499169546 
- 10) Vajbhav Vishnu Shelar
9545487313 Ambeshar 
- 11) Rajik Shivram Utakar
7066039186 Ambeshar 
- 12) Prabik Laxman Kadam
9359532425 malchandi 
- 13) Kamal Anil Chikame
9119453989 Soregan 
- 14) Adash Dattajy Sawant
9702892247 Ambeshar 
- 15) Vikram Vitthal Parate
9372677159 malchandi 
- 16) Sanjay Kisan Vambhale
9022301172 ~~W~~ Vahite 
- 17) Sanjay Lahu Dhanavade
9623953600 karamdi 
- 18) ~~Prasa~~ Pradip Jaywant Gade
9309112571 medha 

- 19) Sahil Tanaji Jadhav
9552507819 Bibhavi Sahil
- 20) Kiran Bhima Dhale
8459043409 medha Kiran
- 21) Aniket Aniksh chikane
9924319532 Mishra Aniket
- 22) Sandesh Dyaneshwar Surve
aharshwar 869184544 Anur
- 23) Ganesh Bhaat Pawar
9834866185 Bibhavi Ganesh
- 24) Aniket Raghunath Bandal
8975103403 Bibhavi ARBandal
- 25) Shubham Suresh Akhade
8806419389 malekar S.S.Akhade
- 26) Sahil Chandrakant Dalavi
9404661861 mhate(k) Sahil
- 27) Prateesh Dhanoo Kadam
8108819623 malchandi Prateesh
- 28) Ketan Pravin Pawar
9175295097 Alewad Ketan
- 29) Anirudha Dyaneshwar chikane
8855984465 Aharshwar Anur
- 30) Anand Brijendra Pawar
8605182183 Alewad Anand
- 31) Rushikesh Uttam Sapkal
9822123896 Kamlesh Rushikesh
- 32) Sahil Vasant Yadav
9527521860 Ambekar Sahil
- 33) Somvir Balh Bandal
8104289117 Alewad S.V.B
- 34) Chetan Pravin Pawar
9011980852 Alewad chetan
- 35) Akash Rajendra Kadam
8855984419 Ozare Radam

- 36) Rohit Shivaji Nikam
8080159984 Karandi R.S.Nikam
- 37) Amol Anil Jadhav
8356968072 Bhay A.A.Jadhav
- 38) Ajay A Jay Arvind Shinde
7620524528 Sonwan shinde
- 39) Kiran Devidas Agunde
7666060986 Agundewadi K.D.Agunde
- 40) Rohit An Rohan Anil Jadhav
8956679283 Nilare R.A.Jadhav
- 41) Simi Kondiba Gore
9503659193 Dum Simi
- 42) Naresh Baburao Jawal
9424121875 Jawalwadi Naresh
- 43) Prasad Baburao Jawal
9264480734 Jawalwadi P.b.Jawal
- 44) Ritesh Rajendra Pandit
7768999965 Mishra R.R.pandit
- 45) Anit Aditya Jaysing Ahropade
7447316041 Ambekar Anit
- 46)

जिल्हा क्रीडा अधिकारी कार्यालय, सातारा.

श्रीमंत छत्रपती शाहू जिल्हा क्रीडा संकुल, रविवार पेठ, सातारा-०१.

दूरध्वनी: ०२१६२-२३७४३८

blog:sataradso.blogspot.in

Email :dssoff.satara@dssys.maharashtra.gov.in

क्र.अजाउयो/व्याशावि/अवि/२०१७-१८/का-१/३८

दिनांक: ०७.०४.२०१८

प्रति,

मा. मा. आमदार शशिकान्त शिंदे
विद्यालय व स्पोर्ट्स कॉम्प्लेक्स मंडळ
ता. जावळी जि. सातारा

विषय: अनुसूचित जाती उपयोजना, २०१७-१८

व्यायामशाळा विकास अनुदान, अनुसूचित जाती उपयोजनेतर्गत

संदर्भ : १) शासन निर्णय शालेय शिक्षण व क्रीडा विभाग क्र.क्रीडाघो-

३११३/प्र.क्र.३९/क्रीयुसे-३, दिनांक : २२ जानेवारी, २०१४.

२) संचालनालयाचे पत्र क्र.अर्थसं/माकॅशफलो/२०१४-१५/२/का-८,

दिनांक : २७ ऑक्टोबर, २०१४.

३) या कार्यालयाचे समक्रमाकाचे आदेश व पत्र दि. १४.०३.२०१८

अनुसूचित जाती उप-योजना, २०१६-१७ अंतर्गत व्यायामशाळा विकास अनुदान या योजनेतर्गत व्यायामशाळा बांधकाम या प्रयोजनांतर्गत आपणांस रक्कम ₹ ७,००,०००/- (अक्षरी ₹ सात लाख फक्त) तत्त्वतः मंजूर करुन, वितरित करण्यात आलेली होती. आपण सदर कामाच्या द्वितीय व अंतिम हप्त्यासाठी काम पूर्णत्वाचा दाखला सह प्रस्ताव या कार्यालयास सादर केलेला आहे. अनुसूचित जाती उप-योजनेतर्गत, २०१७-१८ अंतर्गत या कार्यालयाचे संदर्भ क्र. ०३ येथील मंजूरी आदेशान्वये (प्रत सोबत जोडली आहे) द्वितीय व अंतिम हप्ता ₹/- (अक्षरी ₹) वितरित करण्यासाठी खालील नमूद कागदपत्रांची पूर्तता करावी.

सदरची रक्कम प्राप्त करुन घेण्यासाठी सोबत जोडलेला अग्रीम पावती (दोन प्रतीत), करारनामा व हमीपत्र भरुन त्वरीत या कार्यालयास सादर करावे, तसेच सदरची रक्कम ऑनलाईन ट्रान्स्फरसाठी सोबत जोडलेला विहित नमुन्यातील फॉर्म बँकेची स्वाक्षरी व आपली स्वाक्षरी करुन भरुन द्यावा. सदर बाब हे पत्र प्राप्त झाल्यापासून आठ दिवसांच्या आंत पूर्ण करुन अनुदान प्राप्त करुन घ्यावे.


(सुहास पाटील)

जिल्हा क्रीडा अधिकारी, सातारा.

Prof. Chavan P.C.

आमदार शशिकान्त शिंदे महाविद्यालय
मंडळ, सा. जावळी जि. सातारा

आवक क्रमांक - 1186

दिनांक - 17/5/18

दिनांक 12/5/2018

D:\Woshi Sir\विक्रम अनुदान योजना\विधाननी.वृत्त\2017-18\Order 2017-18\व्यायामशाळा मंजूरी आदेश (विशेष घटक) 14.03.2018.doc


PRINCIPAL

Anant Shashikant Shinde Mahavidyalay
Medha, Tal. Jauli, Dist. Satara

Jaywant Pratisthan Humgaon, Sanchalit

Amdar Shashikant Shinde Mahavidyalay, Medha

2.3.1. Student centric methods, such as experimental learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools.

Blogs:

Department of Commerce	https://assmcom.blogspot.com/
Department of Library and Knowledge Resource Center	https://assmlibrarymedha.blogspot.com/
Department of History	https://deptofhistoryassm.blogspot.com/?m=1
Department of Political Science	https://assmthepolitics.blogspot.com/

Faculty Name: Dr. Dnyandeo Salu Kale

Department: English

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. A. I Optional English	Indian Literature in English Translation	Laptop, Smartphone, Internet, Audio-video	YouTube Channel https://www.youtube.com/channel/UCFd9zHxFAZ1v0Yb9sJ47kdQ	https://www.youtube.com/watch?v=MxnKzmBdPw&t=221s https://www.youtube.com/watch?v=mubJ8Gpi1SM&t=336s https://www.youtube.com/watch?v=zQCuFaLHm40 https://www.youtube.com/watch?v=tRz5I-gJJw0 https://www.youtube.com/watch?v=uNAfrqCEVzg&t=15s https://www.youtube.com/watch?v=uNAfrqCEVzg&t=15s https://www.youtube.com/watch?v=Ih6W06SLna0&t=356s

					https://www.youtube.com/watch?v=fjaDx3j5Mi8&t=59s https://www.youtube.com/watch?v=PI2IIt28p0k&t=220s
2			Laptop, Smartphone, Internet	Zoom Meeting Link	https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgyK3h1Z3dxdUNaN0VjclMwZz09
3			Laptop, Smartphone, Internet, Printer, Scanner	Google Drive Link for Material dnyasakale@gmail.com	https://drive.google.com/file/d/1d0s7FIUjvadrmdlnH-ujJTCB-nKkk_pU/view?usp=drivesdk https://drive.google.com/file/d/1uJ6SVH_pPv-wx-fL08EJCKU6mVWPfZq/view?usp=drivesdk https://drive.google.com/file/d/1rdkJ4En5aHpc0goZAAg2X580G4N6xfPK/view?usp=drivesdk https://drive.google.com/file/d/1RiiU2nRGLIc4oFycLLAqL9O47QrCPxhq/view?usp=drivesdk https://drive.google.com/file/d/1g1-fEpuAQc-7Lm5S96seZ6m0WAeX2idx/view?usp=drivesdk https://drive.google.com/file/d/1YTDLcHuzNLYN-6YiUnm8h3SxQM-VIpeo/view?usp=drivesdk https://drive.google.com/file/d/16PTvmGKQUyMXVQvL0-HVlzK3nkj7ztzJ/view?usp=drivesdk

4	B. Com. I Compulsory English	English for Business Communica tion	Laptop, Smartphone, Internet, Audio-video	YouTube Channel No Grammar Approach https://www.youtube.com/channel/UCFd9zHxFAZ1v0Yb9sJ47kdQ	https://www.youtube.com/watch?v=_MxnKzmBdPw&t=221s https://www.youtube.com/watch?v=mubJ8Gpi1SM&t=336s https://www.youtube.com/watch?v=zQCuFaLHm40 https://www.youtube.com/watch?v=tRz5I-gJJw0 https://www.youtube.com/watch?v=uNAfrqCEVzg&t=15s https://www.youtube.com/watch?v=uNAfrqCEVzg&t=15s https://www.youtube.com/watch?v=Ih6W06SLna0&t=356s https://www.youtube.com/watch?v=fjaDx3j5Mi8&t=59s https://www.youtube.com/watch?v=Pl2IIt28p0k&t=220s
5			Laptop, Smartphone, Internet, Audio-video	Zoom Meeting Link	https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgyK3h1Z3dxduNAN0VjclMwZz09
6			Laptop, Smartphone, Internet, Printer, Scanner	Google Drive Link for Study Material dnyasakale@gmail.com	https://drive.google.com/file/d/1d0s7FIUjvadrmdlnH-ujJTCB-nKkk_pU/view?usp=drivesdk https://drive.google.com/file/d/1uJ6SVH_pPv-wx-FL08EJCKU6mVWPfZq/view?usp=drivesdk https://drive.google.com/file/d/1rdkJ4En5aHpc0goZAAG2X580G4N6xfPK/view?usp=drivesdk

					https://drive.google.com/file/d/1RiiU2nRGLIc4oFycLLAqL9O47QrCPxhq/view?usp=drivesdk https://drive.google.com/file/d/1g1-fEpuAQc-7Lm5S96seZ6m0WAeX2idx/view?usp=drivesdk https://drive.google.com/file/d/1YTDLcHuzNLYN-6YiUnm8h3SxQM-VIpeo/view?usp=drivesdk https://drive.google.com/file/d/16PTvmGKQUyMXVQvL0-HVlzK3nkj7ztzJ/view?usp=drivesdk
7	B.A. III Paper VIII/ XIII	English Poetry	Laptop, Smartphone, Internet	Zoom Meeting Link	https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgyK3h1Z3dxdUNaN0VjclMwZz09
8	B.A. III Paper XI/ XVI	Language and Linguistics	Laptop, Smartphone, Internet	Zoom Meeting Link	https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgyK3h1Z3dxdUNaN0VjclMwZz09
9	B.A. III Compulsory English	English for Communica tion	Laptop, Smartphone, Internet, Audio-video	YouTube Channel No Grammar Approach https://www.youtube.com/channel/UCFd9zHxFAZ1v0Yb9sJ47kdQ	https://www.youtube.com/watch?v=_MxnKzmBdPw&t=221s https://www.youtube.com/watch?v=mubJ8Gpi1SM&t=336s https://www.youtube.com/watch?v=zQCuFaLHm40 https://www.youtube.com/watch?v=tRz5I-gJJw0 https://www.youtube.com/watch?v=uNAfrqCEVzg&t=15s https://www.youtube.com/watch?v=uNAfrqCEVzg&t=15s https://www.youtube.com/watch?v=Ih6W06SLna0&t=356s

					https://www.youtube.com/watch?v=fjaDx3j5Mi8&t=59s https://www.youtube.com/watch?v=Pl2IIt28p0k&t=220s
10				Zoom Meeting Link	https://us04web.zoom.us/j/4839863937?pwd=K2ZmcmgyK3h1Z3dxUNaNOVjclMwZz09
11			Laptop, Smartphone, Internet, Printer, Scanner	Google Drive Link for Study Material dnyasakale@gmail.com	https://drive.google.com/file/d/1d0s7FIUjvadrmdlnH-ujJTCB-nKkk_pU/view?usp=drivesdk https://drive.google.com/file/d/1uJ6SVH_pPv-wx-fL08EJCKU6mVWPfZq/view?usp=drivesdk https://drive.google.com/file/d/1rdkJ4En5aHpc0goZAAg2X580G4N6xfPK/view?usp=drivesdk https://drive.google.com/file/d/1RiiU2nRGLIc4oFycLLAqL9O47QrCPxhq/view?usp=drivesdk https://drive.google.com/file/d/1g1-fEpuAQc-7Lm5S96seZ6m0WAeX2idx/view?usp=drivesdk https://drive.google.com/file/d/1YTDLcHuzNLYN-6YiUnm8h3SxQM-VIpeo/view?usp=drivesdk https://drive.google.com/file/d/16PTvmGKQUyMXVQvL0-HVlzK3nkj7ztzJ/view?usp=drivesdk

Faculty Name: Dr. Sarangpani Ramchandra Shinde

Department: English

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. A. II English Opt	William Shakespeare's- Comedy of Errors	Laptop, Smartphone, Internet, Audio-Video	Video lectures	https://www.youtube.com/watch?v=xLq1rCvVQlo
2	B.A. III English Spl	Types of Criticism- Critical Approaches		Video lectures	https://www.youtube.com/watch?v=hgBesUts7lc
3	B.A. III English Spl	Nature and Functions of Criticism		Video lectures	https://www.youtube.com/watch?v=LYC4uk3HI0w
4	B.A. III English Spl	What is a Drama?		Video lectures	https://www.youtube.com/watch?v=LZHx9Ktd4iY
5	B.A. III English Spl	William Wordsworth's Theory of Poetic Diction		Video lectures	https://www.youtube.com/watch?v=IVGwOeBP00E
6	B. A. II English Comp	Introduction to the Syllabus		Video lectures	https://www.youtube.com/watch?v=A-v48A6YU_s
7	B. A. II English Comp	Developing Vocabulary		Video lectures	https://www.youtube.com/watch?v=YQoQ_hgqDiU
8	B. A. II English Comp	E- Communication		Video lectures	https://www.youtube.com/watch?v=2PaVcnxLyTg
9	B.A. III English Spl	Introduction to English drama		Laptop, Smartphone, Internet,	Video lectures

10	B. A. II English Comp	Information Transfer and Interpretation of data	Audio-Video	Video lectures	https://www.youtube.com/watch?v=V0bzeo37w5k
11	B. A. II English Comp	Oral Skills		Video lectures	https://www.youtube.com/watch?v=T0A7a5ziXt8
12	B. A. II English Opt	Theories of Adaptation		Video lectures	https://www.youtube.com/watch?v=Fqtf3Wyk5HI
13	B. A. I English Comp	Developing Vocabulary- Affixations		Video lectures	https://www.youtube.com/watch?v=YQoQ_hgqDiU
14	B.A. III English Spl	Functions of Criticism	Laptop, Smartphone, Internet, Audio-Video	Video lectures	https://www.youtube.com/watch?v=fMW_oJYcCQQ
15	B.A. III English Spl	Elements of Drama I		Video lectures	https://www.youtube.com/watch?v=kmvDiaYFbHY
16	B.A. III English Spl	Nature and Functions of Criticism- II		Video lectures	https://www.youtube.com/watch?v=ZryyCArtbCQ
17	B.A. III English Spl	Elements of Drama II		Video lectures	https://www.youtube.com/watch?v=yBDqLQZyqjI&t=653s
18	B A III English Spl	How to appreciate a poem		Video lectures	https://www.youtube.com/watch?v=yuBtBoEQeb8&t=523s
19	B A III English Spl	Practical criticism		Video lectures	https://www.youtube.com/watch?v=oMGiXgZCzqE&t=262s
20	B A III	Orientation		Video lectures	https://www.youtube.com/watch?v=eQl8WxwuhAY

	English Spl	Lecture on Online Exams			
21	B A III English Spl	Instructions to students appearing for online university exam		Video lectures	https://www.youtube.com/watch?v=-w3kIXa-k_Q&t=39s
	B A III English Spl	Language and Globalization		Video lectures	https://www.youtube.com/watch?v=ccpMGfBWJiM&t=223s
22	B A III English Spl	How to write a critical appreciation of a poem?	LCD Projector, Laptop	PPT	https://www.slideshare.net/sarangshinde12/interview-skills-255168008
23	B A III English Spl	Practical criticism		PPT	https://www.slideshare.net/sarangshinde12/practical-criticism-for-students-autosavedpptx
24	B A III English Spl	Introduction to Drama		PPT	https://www.slideshare.net/sarangshinde12/intro-drama-part-2-pptppt
25	B A III English Spl	UGC NET Exam		PPT	https://www.slideshare.net/sarangshinde12/ugc-net-preparation-for-wai-workshoppptx
26	B A III English Comp	Interview Techniques	LCD Projector, Laptop, Smart TV	PPT	https://www.slideshare.net/sarangshinde12/interview-techniquespptx
27	B A I English Comp	Importance of English		PPT	https://www.slideshare.net/sarangshinde12/importance-of-english-lecture-for-rahimatpur-collegepptx
28	B. A. II English Opt	Theories of Adaptation		PPT	https://www.slideshare.net/sarangshinde12/theories-of-adaptationpptx

29.	B A III English Spl	Nature and Function of Criticism		PPT	https://www.slideshare.net/sarangshinde12/introduction-to-criticism-copypptx
30	B. A. II English Comp		Laptop, Computer, Smartphone, Internet	Google Classroom	https://classroom.google.com/u/0/c/MzU4MDMyMzUwODcz
31	B A III English Spl	Introduction to Literary Criticism			https://classroom.google.com/u/0/c/NDQzNzc4MDk1NDMx
32	B. A. II English Opt	Literature and Cinema			https://classroom.google.com/u/0/c/NDQzNzc4MDk1Mzc0
33	B A III English Comp				https://classroom.google.com/u/0/c/MTk4NzIzMzM0OTFa
34		Whistling Words: ASSM			Facebook Page

Faculty Name: Mr. Amey Atmara Desai

Department: Commerce

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. Com. III Modern Management Practices	Performance Management	Laptop,	Video	https://youtu.be/Tdxv9JXKQeg
2	B. Com. III Modern Management Practices	Chinese Management		Video	https://youtu.be/dQrbVmbs22w
3	B. Com. III Modern Management	Revised syllabus of MMP		Video	https://youtu.be/Q-FmMEUncvg

	Practices		Smartphone, Internet, Audio-Video, Whatsaap, Youtube		
4	B. Com. I Insurance	Revised Syllabus of Insurance Paper I		Video	https://youtu.be/x7LWDisuwGM
5	B. Com. I Insurance	Introduction to Insurance -I		Video	https://youtu.be/6TzhvuXWF6o
6	B. Com. I Insurance	Introduction to Insurance -II		Video	https://youtu.be/OA1no5Xfl60
7	B. Com. I Insurance	Introduction to Insurance -III		Video	https://youtu.be/JVnSgAS-8LQ
8	B. Com. I Insurance	Revised Syllabus of Insurance Paper II		Video	https://youtu.be/L945-U1v5nQ
9	B. Com. II Fundamentals of Entrepreneurship	Revised Syllabus of Fundamentals of Entrepreneurship	Video	https://youtu.be/SJTc7tUsaTU	
10	B.com III Modern Management Practices	Tools of Lean Management	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1IoNsYJsSabd_KXiQyn36sMqubeELD3VR/edit?usp=share_link&oid=109678097925120851195&rtopof=true&sd=true
11	B.com III Modern Management Practices	Social Intelligence		PPT	https://docs.google.com/presentation/d/1E39Wh8L-EJaVsj0MnWi6ArjHXhRcdLU0/edit?usp=share_link&oid=109678097925120851195&rtpof=true&sd=true
12	B.com III Modern Management Practices	Talent Management	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1mN3c5iVsltQ2MY9jnnXNjh3iktYD5WmZ/edit?usp=share_link&oid=109678097925120851195&rtopof=true&sd=true
13	B.com III Modern Management Practices	Contribution of Vijay Govindrajan		PPT	https://docs.google.com/presentation/d/1vUiH3fgJWaaXNRBTfX500GfbvIadB4sJ/edit?usp=share_link&oid=109678097925120851195&rtpof=true&sd=true
14	B.com III	Models of Social		PPT	https://docs.google.com/presentation/d/1iConSi

	Modern Management Practices	Intelligence			GPCwkMwuVS_IJQcPH5ioemQ0on/edit?usp=share_link&oid=109678097925120851195&rtipof=true&sd=true
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Faculty Name: Dr. Sangramsing Vijayram Nalawade

Department: Commerce (Accountancy)

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. Com. III (Advanced Accountancy Paper - I)	Bank Final Accounts	Laptop, Smartphone, Internet, Audio-Video, Telegram, Whatsaap	Video	https://t.me/+RO2uX6TLERdFofZ7
2	B. Com. III (Advanced Accountancy Paper - II)	Objective of Audit (Part- I)		Video	https://t.me/+RO2uX6TLERdFofZ7
		Objective of Audit (Part- II)			
		Nature and Scope of Audit			
		Types of Audit			
		Relationship of Audit with other disciplines			
		Difference between Accounting and Auditing			
3	B. Com. III (Advanced	Nature and	Laptop, Smartphone,	Video	https://www.youtube.com/watch?v=8thEkMj2TW4

	Accountancy Paper - II)	Scope of Audit	Internet, Audio-Video, Telegram, Whatsaap, Youtube		
4	B. Com. III (Advanced Accountancy Paper - II)	Relationship of Audit with other disciplines		Video	https://www.youtube.com/watch?v=mP33xKY3-Ns&t=157s
5	B. Com. III (2020-21)	Advanced Accountancy- I	Laptop, Smartphone, Internet	Google Classroom	https://classroom.google.com/c/MTQzMDkyODcwMTA1
6	B. Com. III (2022-23)	Advanced Accountancy- I		Google Classroom	https://classroom.google.com/c/NTAyMjQwMjc5NTIx?cjc=qn1ft4f
7	B. Com. I (Financial Accounting - I)	Basics of Accounting	LCD Projector, Laptop, Smart TV	PPT	https://docs.google.com/presentation/d/1haf12fLxne8IYAEL2GMAwPAmgfKvtl6b/edit?usp=sharing&oid=111410645339549982580&rtpof=true&sd=true
8	B. Com. I (Financial Accounting - I)	Introduction to Accounting		PPT	https://docs.google.com/presentation/d/1dzBDpd70fYStSim1Mv44l1DVygM6K7SO/edit?usp=sharing&oid=111410645339549982580&rtpof=true&sd=true
9	B. Com. III	Syllabus of Advanced Accountancy - I		PPT	https://docs.google.com/presentation/d/1Tzs7sBWRqluyWpLG8EW61sjije5yyHEl/edit?usp=sharing&oid=111410645339549982580&rtpof=true&sd=true
10	B. Com. III	Syllabus of Advanced Accountancy - II		PPT	https://docs.google.com/presentation/d/1aM_z5EtDFNVhfGaNnMwbTYnpsk1d3z61/edit?usp=sharing&oid=111410645339549982580&rtpof=true&sd=true
11	B. Com. III	Syllabus of Financial Accounting – I (As per NEP - 2020)		PPT	https://docs.google.com/presentation/d/1y3snOuppDhGaX6A_wJqeSHTDkVaMjfbg/edit?usp=sharing&oid=111410645339549982580&rtpof=true&sd=true
12	B. Com. I (Principles of	Unit- I Product	LCD Projector,	PPT	https://docs.google.com/presentation/d/1COFMiiLybBPwWw86Mr_Nq4159HEP_DK5/edit?usp=share_link&oid

	Marketing- II)		Laptop, Smart TV		=111410645339549982580&rtpof=true&sd=true
13	B. Com. I (Principles of Marketing- II)	Introduction to Marketing		PPT	https://docs.google.com/presentation/d/16tjRZH18vP8LksFRXkhuLxUo_5GMgukQ/edit?usp=share_link&oid=111410645339549982580&rtpof=true&sd=true
14	B. Com. III (Advanced Accountancy- I)	Bank Final Accounts		PPT	https://docs.google.com/presentation/d/1rNH4HQMMTnNYZo1CPanUvDPsiDIP1KhF/edit?usp=share_link&oid=111410645339549982580&rtpof=true&sd=true
15	B. Com. III (Advanced Accountancy- II)	Introduction to Auditing		PPT	https://docs.google.com/presentation/d/13HRouBgabCiu3WYOy58h4jwGe_koIkbY/edit?usp=share_link&oid=111410645339549982580&rtpof=true&sd=true
16	B. Com. I (Financial Accounting - I)	Accounts of Professionals		PPT	https://docs.google.com/presentation/d/1ACCLqgsdC0-z3tFaIzt7DyIeQwzy_r/edit?usp=share_link&oid=111410645339549982580&rtpof=true&sd=true
17	B. Com. I	Syllabus of Principles of Marketing- I (As per NEP 2020)		PPT	https://docs.google.com/presentation/d/1zJhSiJ8fQmSIEbsWRs-u-2an9gmJXxeS/edit?usp=share_link&oid=111410645339549982580&rtpof=true&sd=true

Faculty Name: Dr. Sujit Manohar Kasabe

Department: Economics

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Com – II (Business Economics)	-	Laptop, Smartphone, Whatsaap	Google Classroom	https://classroom.google.com/c/MTE4NzM1NzE4NzIz?cjc=do6uwzl
2	B.Com – III (Business Environment)	Farmers Suicide	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1tCj_RYJ3EtOZ_JZz9IeSQ54d88QZryef4Pvxogb_ZQ/edit?usp=sharing
3	B.Com – II	Function of	LCD	PPT	https://docs.google.com/presentation/d/1tCj_RYJ3EtOZ_J

	(Money and Financial System)	Money	Projector, Laptop		Zz9IeSQ54d88QZryef4PvxoGb_ZQ/edit?usp=sharing
4	B.Com – II (Business Economics)	National Income	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1tCj_RYJ3EtOZ_JZz9IeSQ54d88QZryef4PvxoGb_ZQ/edit?usp=sharing
5	B.A. – III (International Economics)	Tariff and Quotas	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1y8hsYJbwFqV0hjFrGsrCHv58UUt5WVn4BmLOWdwL_Yg/edit?usp=sharing
6	B.A. – III (Economics of Development & Planning)	Basic concept of Economic Development	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1y8hsYJbwFqV0hjFrGsrCHv58UUt5WVn4BmLOWdwL_Yg/edit?usp=sharing

Faculty Name: Dr. Sangram Yashwant Shinde
Department: Hindi

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.A.I	Sunighatikasuraj	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/19dscJKhOX9W-Dj0yhnLU5n2kt4iInpSBh/edit?usp=sharing&oid=116707728863243564379&rtf=true&sd=true
2	B.A.I	Vyakran	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/12feb2Z8kZgci-mez361dLARI4yHemlsH5/edit?usp=sharing&oid=116707728863243564379&rtf=true&sd=true
3	B.A.II	Tulsidaslambika vita	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1OhgthN5PvyE-VSUr0r_VPJSZxPdQzDeiY/edit?usp=sharing&oid=116707728863243564379&rtf=true&sd=true
4	B.A.II	Sairandhri Khandkavya	Laptop, Smartphone, Internet, Audio-Video,	Video	https://youtu.be/SNLoXb03X1g

			Whatsaap, Youtube		
5	B.A.III	Prayojanmulakh indi	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1gPY03qatNBmuLsxCiJfa3F7ATHp1Pel0/edit?usp=sharing&ouid=116707728863243564379&rtpof=true&sd=true
6	B.A.I	Bhikshuk kavita	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Youtube	Video	https://youtu.be/46idemrGI60
7	B.A.II	JitiBajikiHaar	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Youtube	Video	https://youtu.be/0LE4Emgb0AA
8	B.A.I	Hindi Online Test	Laptop, Smartphone, Internet, Whatsaap	Google form	https://docs.google.com/forms/d/e/1FAIpQLSfketaPHXTYuLS0TI_cVYmDvwgydghfCnRc_4d9ccPf-K7kVw/viewform?usp=sf_link
9	B.A.II	Paper 3 sem 3 online test	Laptop, Smartphone, Internet, Whatsaap	Google form	https://docs.google.com/forms/d/e/1FAIpQLScSmkq-z5OwctpZANsN5MHFLJm10ZnU0oG2xFQ6a1JfdkxBcQ/viewform?usp=sf_link
10	B.A.I	Hindi paper I	Laptop, Smartphone, Internet,	Zoom Meeting	https://us04web.zoom.us/j/72079657362?pwd=U0d3Uzhtd3hrSEExScFR1bU1hSWlwdz09
11	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/79826233000?pwd=TW5zR0EyaGMxdVhxRmxaWFFwd2gyQT09
12	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/72408388675?pwd=ajQ1WHpqUzFMTG1YTmdxZVRZekhQQT09
13	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/74123639528?pwd=ejQ4K1I

			Audio-Video, Whatsaap		3azJ3WWpDNk9kSWFoTzJ1dz09
14	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/74665843281?pwd=VTRVbGIQWS84UmRvZE9Lbmc4b09Ndz09
15	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/74665843281?pwd=VTRVbGIQWS84UmRvZE9Lbmc4b09Ndz09
16	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/78243971345?pwd=UUw0RDA5Qy9BQ0dxVkJpSUFhRWFYdz09
17	B.A.II	Hindi paper III		Zoom Meeting	https://us04web.zoom.us/j/78559769532?pwd=N001N01pdnJhR0xRUThYekF1Sk5DQT09
18	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/74593105089?pwd=UXNHMTB1UnlPV1JpSC9wWGdJblU1Zz09
19	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/74593105089?pwd=UXNHMTB1UnlPV1JpSC9wWGdJblU1Zz09
21	B.A.I	Hindi paper I		Zoom Meeting	https://us04web.zoom.us/j/73236361451?pwd=Um1FdlZwNDNsWDYvazVsdzRQdTBIQT09
22	B.A.III	Paper XV		Zoom Meeting	https://us04web.zoom.us/j/78159827793?pwd=eUhKd1NpbzRsVW8zWXRbWHZzekViZz09
23	B.A.III	Paper XIII		Zoom Meeting	https://us04web.zoom.us/j/72068563742?pwd=am9vWkJRdHRtUFZTTmF2MS9uQm40QT09

Faculty Name: Mr. Rajendra Dnyandeo Nanaware

Department: Hindi

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.A III विधा विशेष का अध्ययन	विधा विशेष का अध्ययन VII/ XII	Laptop, Smartphone,	Zoom Meeting	http://us04web.zoom.us/j/75371327143?pwd=OU91RUJyNm9VL1N4TUZLSkFjTDYwQT09
2	B. A II हिंदी साहित्य का	हिंदी साहित्य का	Internet, Audio-Video,	Zoom Meeting	https://us04web.zoom.us/j/77541289689?pwd=a0U5czFDdnBML2huWEtiVFiwS2VMUT09

	इतिहास	इतिहास IX/XIV	Whatsaap		
3	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI		Zoom Meeting	https://us04web.zoom.us/j/77651235229?pwd=eTImV2ITeXUydGZ0aFI0SG5HZWpoUT09
4	B.A II मध्य कालीन एवं आधुनिक काव्य	मध्य कालीन एवं आधुनिक काव्य IV/VI		Zoom Meeting	https://us04web.zoom.us/j/73707604674?pwd=SkRuZ2g5NndKc0hLVVNJVjV0MjgvUT09
5	B.A.I साहित्य विविधा	साहित्य विविधा I/II		Zoom Meeting	https://us04web.zoom.us/j/75371327143?pwd=OU91RUJyNm9VL1N4TUZLSkFjTDYwQT09
6	B.A III विधा विशेष का अध्ययन	विधा विशेष का अध्ययन VII/ XII	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1LN7Ju0BKrp7HoTVk9PV3w1rdQ_ZKtLl3/edit?usp=sharing&oid=115758431747263436001&rtpof=true&sd=true
7	B. A III हिंदी साहित्य का इतिहास B.A II मध्य कालीन एवं आधुनिक काव्य	हिंदी साहित्य का इतिहास IX/XIV	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1LN7Ju0BKrp7HoTVk9PV3w1rdQ_ZKtLl3/edit?usp=sharing&oid=115758431747263436001&rtpof=true&sd=true
8	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1MR2Ih7hRmFijgpgfS2JWH--I1E2fn9kS/edit?usp=sharing&oid=115758431747263436001&rtpof=true&sd=true
9	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI		PPT	https://docs.google.com/presentation/d/18XN9jsicLHILbb3Etfkc5X6_1sqa9FIL/edit?usp=sharing&oid=115758431747263436001&rtpof=true&sd=true
10	B.A III	भाषा विज्ञान		PPT	https://docs.google.com/presentation/d/1othYOQriudysApDwl0JoCj3nSNWN092q/edit?usp=sharing&oid=11

	भाषा विज्ञान	XI/XVI	LCD Projector, Laptop		5758431747263436001&rtpof=true&sd=true
11	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI		PPT	https://docs.google.com/presentation/d/1FicV3YYaSNT0JFFCyG6Yaal5AEJz7iaH/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true
12	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI		PPT	https://docs.google.com/presentation/d/1fVRkcG-Lw_aPEz84u0HULxpMWAManTz8/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true
13	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI		PPT	https://docs.google.com/presentation/d/1jlpaoY5JGKEaObhufmhe9s3ZUzxcTKf/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true
14	B.A III भाषा विज्ञान	भाषा विज्ञान XI/XVI		PPT	https://docs.google.com/presentation/d/1u7hdHMLm6UeGt_16Pa-IDNeDb25sMzfv/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true
15	B. A III हिंदी साहित्य का इतिहास	हिंदी साहित्य का इतिहास IX/XIV		PPT	https://docs.google.com/presentation/d/1lc8VYjxt8Y98UXvs8hOOygSUsleVIq-3/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true
16	B. A III हिंदी साहित्य का इतिहास B.A II मध्य कालीन एवं आधुनिक काव्य	हिंदी साहित्य का इतिहास IX/XIV		PPT	https://docs.google.com/presentation/d/1qZrd_WHAZ5U9gDfCdZuP9OSHR5-8h7-v/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true https://docs.google.com/presentation/d/1KxEBk2Hyheju7kuWMexjYs-rbIqyuSG8/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true
17	B.A II मध्य कालीन एवं आधुनिक काव्य	भाषा विज्ञान XI/XVI		PPT	https://docs.google.com/presentation/d/1By0YBbcRmbkjCfFcxsEWnIw6l5K1Cswa/edit?usp=sharing&ouid=115758431747263436001&rtpof=true&sd=true

Faculty Name: Dr. Omkar Vishnupant Yadav

Department: Zoology

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. Sc. I	Excretory System	Laptop, Smartphone,	Videos	https://youtu.be/Dcxg6hpAVbc
2	B. Sc. III	Integumentary System	Internet, Audio-Video, Whatsaap	Videos	https://youtu.be/qndT3tfKjU
3	B. Sc. III	Types of eggs	LCD Proector, Laptop	PPT	https://docs.google.com/presentation/d/1spyGLFQKrHWbX-wxPPs2CZ5WAADG05uj/edit?usp=share_link&ouid=118300182421768715979&rtpof=true&sd=true
4	B. Sc. III	Respiratory System		PPT	https://docs.google.com/presentation/d/1-bFBqnOqgby7QIMHGHenjjuciea4VRxq/edit?usp=share_link&ouid=118300182421768715979&rtpof=true&sd=true
5	B. Sc. III	Comparative anatomy of Brain		PPT	https://docs.google.com/presentation/d/1zRYyB0d5_WH9tnWhQspiBDwKZgMnJ3n3/edit?usp=share_link&ouid=118300182421768715979&rtpof=true&sd=true
6	B. Sc. II	Reptiles	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Lecture on Zoom Platform	https://us04web.zoom.us/j/79669449831?pwd=TVhmMGliNGg5Sm1KcEVIWHc5ZDhsQT09 Meeting ID: 796 6944 9831 Passcode: Y0q8h2
7	B. Sc. II	Aves		Lecture on Zoom Platform	https://us04web.zoom.us/j/79519611347?pwd=blgxa2FxdUVXcHp0T2JuOS9kUnJXdz09 Meeting ID: 795 1961 1347 Passcode: drqP95
	B. Sc. II	β oxidation of		Lecture on	https://us04web.zoom.us/j/72313812943?pwd=RkV0Wn

8		fatty acids		Zoom Platform	Zpb3QzdnJ3VElqa2xvN0NkZz09 Meeting ID: 723 1381 2943 Passcode: QHn3z6
9	B. Sc. II	Carbohydrate Metabolism		Lecture on Zoom Platform	https://us04web.zoom.us/j/74989946770?pwd=eG5tdUY3RkcZ3ZIWE1ObTBZTG5vdz09 Meeting ID: 749 8994 6770 Passcode: N4S2nA
10	B.Sc.	Classification & Taxonomy	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1H70AO7afDMrzP7ERlznC952r8YqidRIY/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true
11	B.Sc. II	Respiration		PPT	https://docs.google.com/presentation/d/1NsPV5LofkyWfRkO9h79PyL2d88A3YO8k/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true
12	B.Sc. III	DNA replication		PPT	https://docs.google.com/presentation/d/1rPHAEhm6VkuDal1dXbn3KZPt2n5OI9os/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true
13	B.Sc. III	DNA replication		PPT	https://docs.google.com/presentation/d/1lsbs8C0adx0YVfKlGJH5VhvWzdIDWgts/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true
14	B.Sc. III	DNA damage and repair		PPT	https://docs.google.com/presentation/d/1_y6C0sv33Ia87kBzN-DrMvVL3ggbZVT/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true
15	B.Sc. III	DNA damage and repair		PPT	https://docs.google.com/presentation/d/1Y2BJ90G1Sj7Yco2k2Iixn9PA7I4xc8U9/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true
16	B.Sc. III	Operon concept		PPT	https://docs.google.com/presentation/d/19K2ij5m7iVyliLYmJEcMwGeA5JIw70WL/edit?usp=share_link&oid=118300182421768715979&rtpof=true&sd=true

Faculty Name: Mr. Sunil Gangaram Kemdarne

Department: Chemistry

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
7	B.Sc. –I	Physical Chemistry	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Zoom	https://us04web.zoom.us/j/4716430002?pwd=MXgrUms5T1JQTXQ1NmtaNnlPNWFKZz09
8	B.Sc. –I	Physical Chemistry		Zoom	https://us04web.zoom.us/j/4716430002?pwd=MXgrUms5T1JQTXQ1NmtaNnlPNWFKZz09
9	B.Sc. –I	Physical Chemistry		Zoom	https://us04web.zoom.us/j/4716430002?pwd=MXgrUms5T1JQTXQ1NmtaNnlPNWFKZz09
10	B.Sc. –I	Physical Chemistry		Zoom	https://us04web.zoom.us/j/4716430002?pwd=MXgrUms5T1JQTXQ1NmtaNnlPNWFKZz09
11	B.Sc. –I	Physical Chemistry- Kinetic Theory of Gases	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/15REWMOIEg5NQbkmIdLSd518Dqs_QPnK/edit#slide=id.p1
12	B.Sc. –III	Analytical Chemistry – Flame Photometry	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1IdKgaDGam_TdnT3uJgASStxzPtSGdRY3/edit?usp=drive_web&oid=109846447657590334467&rtpof=true
13	B.Sc. –II	Inorganic Chemistry- Chemistry of Transition Series Elements	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/188l_hZ3WY05jIEief66vKAevrH3DS_LZ/edit?usp=drive_web&oid=109846447657590334467&rtpof=true
14		Physical Chemistry –	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1Eu8TjgifgCu0G

		Surface Chemistry			Aie-jZnuuZ9vFEyB_Ij/edit#slide=id.pl
15	B.Sc. –III	Thermodynamics	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1bFtR8TaPfr6_JYui5MjTrKC7lvXKn32/edit#slide=id.pl

Faculty Name: Mr. Pandurang D. Patil

Department: Physics

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Sc. I	Faraday's laws of Electromagnetic induction	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Video	https://www.youtube.com/watch?v=GRsxL59BuVE&t=156s
		Electromagnetic induction		Video	https://www.youtube.com/watch?v=Npi1mxCBAM&t=10s
		Electromagnetic induction		Video	https://www.youtube.com/watch?v=Npi1mxCBAM&t=10s
		Faraday's laws of Electromagnetic induction		Video	https://www.youtube.com/watch?v=GRsxL59BuVE&t=156s
		Basics of gradient, divergence and curl of vector		Video	https://www.youtube.com/watch?v=j0ZaiLUpaoY&t=1209s
		scalar product		Video	https://www.youtube.com/watch?v=txkgf17-Gz0&t=1154s
		vector product / cross product		Video	https://www.youtube.com/watch?v=ZSbHFpckJZ8&t=762s
		vector triple product – scalar triple product, vector triple product		Video	https://www.youtube.com/watch?v=AhBulahnIHc&t=295s
			Google classroom	https://classroom.google.com/u/0/c/Njc0MDMzODg4MDBa	

		self-inductance of a coil	Laptop, Smartphone,	Video	https://www.youtube.com/watch?v=QTGsPUSI_bc&t=7s
		Lenz's law	Internet, Audio-Video, Whatsaap	Video	https://www.youtube.com/watch?v=0ddxp3h8RX0&t=118s
2	B. Sc. II	Examples	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Video	https://www.youtube.com/watch?v=KhbSmQwa0Pw&t=38s
		TdS Equations		Video	https://www.youtube.com/watch?v=VXDukRr91Gk&t=14s
		Specific Heat Equation		Video	https://www.youtube.com/watch?v=bPzXeNSOYas&t=2s
		Clausius – Clapeyron Equation		Video	https://www.youtube.com/watch?v=eArWj7bdiVc&t=44s
		Joule Thomson Effect for real gas		Video	https://www.youtube.com/watch?v=rCsQuHhFN3k&t=19s
		thermodynamical potentials	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Quiz	https://forms.gle/ubsSTVsv3BwrGho56 .
		Joule Thomson Effect		Video	https://www.youtube.com/watch?v=K9r9HX-IjSA&t=115s
		syllabus and brief information of syllabus		Video	https://www.youtube.com/watch?v=H-YbMhe64_w
		Maxwell's thermodynamical relations		Video	https://www.youtube.com/watch?v=1_hj8SvsMCo&t=485s
		Thermodynamic potential		Video	https://www.youtube.com/watch?v=6_HHDs-rN_I&t=16s
		thermodynamic potential		Quiz	https://forms.gle/bhjiYFbczqbE2nhC6
				Google Classroom	https://classroom.google.com/u/0/c/NTU4ODA4NTYzNDVa

3	B. Sc. III	properties of nuclei		Quiz	https://forms.gle/DcNh5PHstD5EeprS6
				Google Classroom	https://classroom.google.com/u/0/c/MzQwMDA2MzIyMzI5

Faculty Name: Smt. Dhanashri Vinayak Deshmukh

Department: Microbiology

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Sc. I	Elemental cycle	LCD Projector, Laptop, Computer	PPT	https://docs.google.com/presentation/d/111RXZ450Ldv-7T3XTjXYU7_pU4eRNWVrB3JnenFDLo/edit?usp=sharing
2	B. Sc II	Conjugation		PPT	https://docs.google.com/presentation/d/1UWZNiDAfe7Ssko1CWsJGR_modN1e2MJVrtV4Xi59_bs/edit?usp=sharing
3	B. Sc I	Glycolysis		PPT	https://docs.google.com/presentation/d/1jSUane82LgJBkriNJ3426ZAuW-yPSvGTe55V75NchSg/edit?usp=sharing
4	B.SC I	TCA		PPT	https://docs.google.com/presentation/d/1hICUZJxrI38E7eOZI9ea1f3VOQJogNDruQwYc6XCF28/edit?usp=sharing
5	B. Sc III	P3ntose phosphate pathway		PPT	https://docs.google.com/presentation/d/1DVyL8lzhcsaGCPDL99gHaQX1RKpgcH231sHDE4ko2Go/edit?usp=sharing
6	B. Sc II	Gluconeogenesis		PPT	https://docs.google.com/presentation/d/1fTUTNfH2HuDwCfv7lxLJmEZRLKlCWfA-JaNMaigtMmU/edit?usp=sharing
8	B.SC II	Glycogen metabolism		PPT	https://docs.google.com/presentation/d/1Ww1JaCv3uBKUfiDCfMi4IM9m8WeKC77uS2_G8_gQ-

					Tc/edit?usp=sharing
9	B. Sc I	Instrumentation	LCD Projector, Laptop, Computer	PPT	https://docs.google.com/presentation/d/1AP-TaXsd72uaH53x1taK2jTCpRPAoEE_YvTRYOfilUY/edit?usp=sharing
10	B. Sc III	Glyoxylate Cycle		PPT	https://docs.google.com/presentation/d/1775Gg8ellcMde4LtY-9IYSIhggrW08yp90KPEF0HXsM/edit?usp=sharing
11	B. Sc III	Glyoxylate Pathway		PPT	https://docs.google.com/presentation/d/1ivuikfZDp_He7PPEwuk3UbQPLK3cdcqnSO_8v0eEl68/edit?usp=sharing
12	B. Sc III	Glyoxylate pathway and ED pathway		PPT	https://docs.google.com/presentation/d/1fyfhWGBpTbuWUvS_PkfU7FJrDCgAyVnE0LU9ADSttKU/edit?usp=sharing
13	B. Sc III	downstream processing		PPT	https://docs.google.com/presentation/d/1nIsMv5ZGbTgxRRfZ7p4AuI8UHpldhKZbKo0paf_UQL4/edit?usp=sharing
14	B. Sc III	enzyme		PPT	https://docs.google.com/presentation/d/19aldXPkZEatXCMKkc03kbrIEEztPw-WdUH-bYwbp8hs/edit?usp=sharing
15	B.Sc I	Milk Microbiology		PPT	https://docs.google.com/presentation/d/1TryDhkSnCHrsLNiCh9ObZfvk2JZRTdiGZKf0rjm2zGA/edit?usp=sharing

Faculty Name: Smt. Gaytri Pratap Jadhav
Department: Political Science

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.A Part I	विषयाची ओळख	Laptop, Smartphone, Internet, Audio-Video, Whatsap	Lecture on Zoom Meeting	https://us04web.zoom.us/j/74875703208?pwd=TC9rYXkzTVExbmlUdTd1ZVkvNXNKUT09
2	B.A Part I	भारतीय राज्यघटना –पार्श्वभूमी		Lecture on Zoom Meeting	https://us04web.zoom.us/j/74730420393?pwd=WVBZNDJZcTZyb0FDNlpYa2w1Q1N6dz09
3	B.A Part I	भारतीय राज्यघटनेची ऐतिहासिक पार्श्वभूमी		Lecture on Zoom Meeting	
4	B.A Part I	भारतीय राज्यघटनेची ऐतिहासिक पार्श्वभूमी १९०९ व १९१९ चा कायदा		Lecture on Zoom Meeting	https://us04web.zoom.us/j/76884199245?pwd=ajNVb0hQdlpXaVZvZ0xDMk5oM1czUT09
5	B.A Part III	स्त्रीवाद		Lecture on Zoom Meeting	https://us04web.zoom.us/j/76705817473?pwd=c1NpOGY1VWtpaEhZeWNKV1BzSkFqZz09
6	B.A Part III	बहुसांस्कृतिकतावाद		Lecture on Zoom Meeting	https://us04web.zoom.us/j/76705817473?pwd=c1NpOGY1VWtpaEhZeWNKV1BzSkFqZz09
7	B.A Part III			YouTube Channel	https://www.linkedin.com/feed?trk=p_mwlite_me_notifications-primary_nav
8	B.A Part I	भारतीय राज्यघटनेची ऐतिहासिक पार्श्वभूमी	LCD Projector, Laptop, Smart TV	Power Point Presentation	https://docs.google.com/presentation/d/1s2Vpwdd36yg8IbIm0teh1KaVvfMwPphL/edit?usp=drivesdk&oid=103623498984492516810&rtpof=true&sd=true
9	B.A Part I	सर्वोच्च न्यायालय		Power Point	https://docs.google.com/presentation/d/1s22cQC8Usnnr

				Presentation	rFT089t_OxQnRLg_by_W/edit?usp=drivesdk&oid=103623498984492516810&rtpof=true&sd=true
10	B.A Part I	सर्वोच्च न्यायालय २	LCD Projector, Laptop, Smart TV	Power Point Presentation	https://docs.google.com/presentation/d/1s1o_uu1QTdBu8PUBPyTdKslUUEmcKQqr/edit?usp=drivesdk&oid=103623498984492516810&rtpof=true&sd=true
11	B.A Part I	भारतीय राज्यघटनेचा सरनामा		Power Point Presentation	https://docs.google.com/presentation/d/1rla0m--Ja9BEzogO_7QB5hLlalfpGGAA/edit?usp=drivesdk&oid=103623498984492516810&rtpof=true&sd=true
12	B.A Part I	Preamble to Indian Constitution		Power Point Presentation	https://docs.google.com/presentation/d/10oN4gYNjAQ2008Hak_SHBBjT6Pp0z-y4rF1303vXO5M/edit?usp=drivesdk
13	B.A Part I	भारतीय संसद		Power Point Presentation	https://docs.google.com/presentation/d/1b9ztuA4O6eFOElu4XsoopXYOk7OFMAr_iun0oaNR9IQ/edit?usp=drivesdk

Name of the Faculty: Dr. Vinod Vitthal Pawar
Department: Geography

Sr. No.	Subject	Class	ICT Tools	E-Resources & Techniques Used	Link
1	Oceanography Paper-V	B.A. II	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Video	https://studio.youtube.com/channel/UCrkK9rzCBAzF-F31r-2T9KA/livestreaming
2	SEM-IV	B.A. II		Zoom	ZOOM Meeting B.A. II SEM-IV Subject: Oceanography Chapter-I Introduction of Oceanography https://us04web.zoom.us/j/77155211988/edit?listType=upcoming
3		B.A. II		Zoom	Zoom Meeting. Topic: B.A. II Oceanography Time: Apr 19, 2021 10:00 AM India

					Join Zoom Meeting https://us04web.zoom.us/j/76639128624?pwd=K2FVOUVJTFNIV0ZFVGhqQINKbmdpQT09 Meeting ID: 766 3912 8624 Passcode: 123456
4		B.A. II	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Zoom	Zoom Meeting. Topic: B.A. II Oceanography Time: Apr 20, 2021 10:00 AM India Join Zoom Meeting https://us04web.zoom.us/j/72667185521?pwd=enpPeXk3SXkreG1sdjFSdzRISWhWQT09 Meeting ID: 726 6718 5521 Passcode: 123456
5		B.A. II		Video	Oceanography- Properties of Oceanography Video link https://youtu.be/yObaRmiCt5w
6	Human Geography Paper- IV SEM- IV	B.A. II		Video	Human Geography Video link https://youtu.be/qgN061aAe-g
8		B.A. II		Video	Human Geography Video link https://youtu.be/eTnUuJnQuE0
9	Physical Geography B.A.- I	B.A. I		Video	Physical Geography Video link https://youtu.be/en8B_cRcBs8
10	SEM-I	B.A. I			Zoom Meeting. Topic: B.A. I Physical Geography Time: Apr 22, 2021 10:00 AM India Join Zoom Meeting https://us04web.zoom.us/j/72667185521?pwd=enpPeXk3SXkreG1sdjFSdzRISWhWQT09 Meeting ID: 726 6718 5539

					Passcode: 123456
11		B.A. I		Video	Physical Geography- Introduction of Physical Geography Video link https://youtu.be/ZxCAVQaxi00
12		B.A. I	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Video	Physical Geography- Volcanoes Video link https://youtu.be/KkJgaG_Y0yQ
13		B.A. I		Video	Physical Geography- Earthquake Video link https://youtu.be/ssGxOCvL8Bw
14		B.A. I		Video	Physical Geography- Continental Drift Theory Video link https://youtu.be/VT3QFrASqxI
15		B.A. I		Video	Physical Geography- Air Pressure Video link https://youtu.be/v-axmvqTXXU
16		B.A. I			Video
17		B.A. I	Laptop, Smartphone, Internet, Audio-Video, Whatsaap	Video	Physical Geography- Atmosphere Video link https://youtu.be/QcCYKEDsKCo
18	Soil Geography Paper- III SEM- III	B.A. II		Video	Soil Geography- Introduction of Soil Geography Video link https://youtu.be/ThnJXIn5NNU
19		B.A. II		Video	Soil Geography- Management of Soil Video link https://youtu.be/YsUvNIKaBEU
20		B.A. II		Video	Soil Geography- Classification of Soil Video link

					https://youtu.be/KZQbmBVy-1A
21		B.A. II		Video	Soil Geography- Soil Formation Process Video link https://youtu.be/VHYHBb_wh0w

Faculty Name: Mr. Shankar Namdev Gejage

Department: History

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.A Part I	Sem - II Introduction & Syllabus	LCD Projector, Laptop		https://drive.google.com/drive/folders/1b2BPWPRoHAcdfVX39AMIToM5nIrCi573
2	B.A Part I	Module 1 Polity			
3	B.A Part I	Module 2 Economy			
4	B.A Part I	Module 3 Society and Religion			
5	B.A Part I	Module 4 ChhatrapatiShivajiMaharaj: Policy and Contribution			
6	B.A Part I	MODULE-1 Rise and Growth of Nationalism			
7	B.A Part I	MODULE -2 Role of Maharashtra in the National Movement			
8	B.A Part I	MODULE -3 Social Movements			
9	B.A Part I	MODULE -4 Samyukta Maharashtra Movement			

10	B.A Part I	MODULE -1 Leaders
11	B.A Part I	MODULE -2 Major Issues and Events
12	B.A Part I	MODULE -3 Social Movements
13	B.A Part I	MODULE -4 Educational Development
14	B.A Part I	Module I: The Beginning
15	B.A Part I	Module II: The Vedic Age and Epics
16	B.A Part I	Module III: The Second Urbanization
17	B.A Part I	Module IV: The Mauryan Empire
18	B.A Part I	Module I: Early Historic India
19	B.A Part I	Module II: The Classical Age
21	B.A Part I	Module III: The Post-Gupta Period
22	B.A Part I	Module IV: Society and Culture
23	B.A Part I	B.A.III Paper XI
24	B.A Part I	Module I: Glorious Revolution
25	B.A Part I	Module II: Nationalism
26	B.A Part I	Module III : Imperialism

LCD
Projector,
Laptop

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27	B.A Part I	Module IV: Important Personalities			
28	B.A Part I	Module I: History: Definition and Scope			
29	B.A Part I	Module II: Acquisition of Historical Data			
30	B.A Part I	Module III: Process of presenting and writing history			
31	B.A Part I	Module IV: Methods of History writing			
32	B.A.III Paper XVI	B.A.III Paper XI			
33	B.A.III Paper XVI	Module I: Archival Sources	LCD Projector, Laptop		
34	B.A.III Paper XVI	Module II: Recent Trends in History			
35	B.A.III Paper XVI	Module III: Museology			
36	B.A.III Paper XVI	Module IV – Understanding Heritage Tourism			
37	B.A.III	Numismatics			
38	B.A.I	छ.शिवाजीमहाराजांनी जावली का जिंकून घेतली.			<a href="https://www.youtube.com/channel/UCA
X_QMkDt7sX-KY2cwW-aCg">https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg
39	B.A.I	जावली विजयाचे महत्व	Laptop,	Video	
40	B.A.I	अफजल खान वध	Smartphone,		
41	B.A.I	अफजल खान वधाची राजकीय बाजू	Internet,		

42	B.A.I	अफजल खान वधाची नैतिक बाजू	Audio-Video,		
43	B.A.I	प्रतापगडच्या युद्धात छ.शिवाजीमहाराज विजयी का झाले.	Whatsaap		
44	B.A.I	शाहिस्तेखानावरील रात्रीचा छापा			
45	B.A.I	छ.शिवाजी महाराजांनी सुरतेची लुट का केली?			https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg
46	B.A.I	छ.शिवाजी महाराजांनी सुरत अशी लुटली			
47	B.A.I	छ.शिवाजी महाराजांची पन्हाळ्याच्या वेढ्यातून सुटका	Laptop,		
48	B.A.I	शाहिस्तेखानावरील रात्रीचा छापा	Smartphone,		
49	B.A.I	छ.शिवाजी महाराजांनी सुरतेची लुट का केली?	Internet,		
50	B.A.I	छ.शिवाजी महाराजांनी सुरत अशी लुटली.	Audio-Video,		
51	B.A.I	सुरतलुटीचे महत्व	Whatsaap,	Video	
52	B.A.I	छ.शिवाजी महाराज लुटारू होते का?			
53	B.A.I	मिर्झाराजा जयसिंग स्वराज्यावर चालू नका आला.			https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg
54	B.A.I	मिर्झाराजा जयसिंग याचे स्वराज्यावर आक्रमण व पुरंदरचा तह			

55	B.A.I	पुरंदरचा तह म्हणजे छ.शिवाजी महाराजांचे अपयश .		
56	B.A.I	नेताजी पालकरची कथा		
57	B.A.I	छ.शिवाजी महाराज आग्र्याला का गेले?		
58	B.A.I	छ.शिवाजी महाराजांची आग्र्याच्या कैदेतून सुटका		
59	B.A.I	आग्राभेटीचे महत्व		
60	B.A.I	नरवीर तानाजी मालुसरे यांचा पराक्रम		
61	B.A.I	सरसेनापती प्रतापराव गुजर यांचे हौतात्म्य		https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg
62	B.A.I	छ.शिवाजी महाराजांनी स्वतःचा राज्याभिषेक का करून घेतला?	Laptop,	
63	B.A.I	छ.शिवाजी महाराजांचा राज्याभिषेक सोहळा.	Smartphone,	
64	B.A.I	छ.शिवाजी महाराजांनी दुसरा राज्याभिषेक का करून घेतला?	Internet,	
65	B.A.I	छ.शिवाजी महाराजांच्या राज्याभिषेक समारंभाचे महत्व	Audio-Video,	https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg
66	B.A.I	गांधीजींना महात्मा आणि राष्ट्रपिता का संबोधले जाते?	Whatsaap,	
67	B.A.I	महात्मा गांधीनी देशासाठी काय केले?		https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg
68	B.A.I	फाशी पूर्वी भगतसिंग यांनी वडिलांना		https://www.youtube.com/channel/UCA X_QMkDt7sX-KY2cwW-aCg

		लिहिलेले पत्र		
69	B.A.I	छ.शिवाजी महाराजांनी कर्नाटक वर स्वारी का केली?		
70	B.A.I	छ.शिवाजी महाराजांची कर्नाटक मोहीम		
71	B.A.I	छ.शिवाजी महाराजांच्या कर्नाटक स्वारीचे महत्व		
72	B.A.II	म.गांधी,सरदार पटेल,पंडित नेहरू आणि भारताचे पंतप्रधानपद		
73	B.A.II	सशस्त्र क्रांतिकारी देशाला स्वातंत्र्य का मिळवून देऊ शकले नाहीत?		
74	B.A.I	महाराष्ट्रातील वारकरी संप्रदाय	Laptop,	
75	B.A.I	छ.राजाराम आणि मुघल यांचा कर्नाटकातील संघर्ष.	Smartphone,	
76	B.A.I	छ.राजाराम महाराज यांच्या काळातील संताजी,धनाजीचा पराक्रम	Internet,	Video
77	B.A.I	महाराणी ताराबाई आणि औरंगजेब संघर्ष.	Audio-Video,	
78	B.A.II	रेग्युलेटिंग कायदा (१७७३)	Whatsaap,	
79	B.A.II	पिटचा भारत विषयक कायदा (१७८४)		
80	B.A.II	इंग्रजांनी म्हैसूर कसा जिंकून घेतला?		
81	B.A.II	इंग्लंडच्या राणीचा जाहीरनामा		

Faculty Name: Mr. Sunil Mandal Gaikwad

Department: Political Science

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.A III Public Administration	Public Administration Paper VII/ XI	Laptop, Smartphone, Internet,	Google lecture	https://us04web.zoom.us/j/75829490675?pwd=dTZXBjN21OcGR3dzVjNFRDTXpFdz09
2	B. A II Indian Political Thought III	Indian Political Thought I Paper-III	Audio-Video, Whatsaap, Youtube	Zoom lecture	https://us04web.zoom.us/j/75829490675?pwd=dTZXBjN21OcGR3dzVjNFRDTXpFdz09
3	B.A III Comparative Politics	Comparative Politics Constitution of United State of America Paper- IX/XV	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Youtube	Zoom lecture You Tube Lecture	https://presenter.jivrus.com/p/1NdKh7BdICJQiXT9Am9FFUSFTcVQy6i5vMfWQyYgsN3c https://us04web.zoom.us/j/75829490675?pwd=dTZXBjN21OcGR3dzVjNFRDTXpFdz09 https://www.youtube.com/playlist?list=PLA22fvisksHWQck3cb31Uwq6JGxc4QAcn
4	B.A III	Western Political Thought Part-1 Paper- X/XVI Neo Marxist Thinker Antonio Gramsci Hannah Ardent Karl Marx	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Youtube	Zoom lecture	https://us04web.zoom.us/j/75829490675?pwd=dTZXBjN21OcGR3dzVjNFRDTXpFdz09 https://presenter.jivrus.com/p/1NdKh7BdICJQiXT9Am9FFUSFTcVQy6i5vMfWQyYgsN3c https://us04web.zoom.us/j/75829490675?pwd=dTZXBjN21OcGR3dzVjNFRDTXpFdz09 https://www.youtube.com/playlist?list=PLA22fvisksHVDn65tN0ZYekoMSliNhE6g

		John Stuart Mill		You Tube Lecture	https://www.youtube.com/playlist?list=PLA22fvisksHVxZkTv47HT7KVe6kaVBwmQ https://www.youtube.com/playlist?list=PLA22fvisksHVBPMYPonq0L_IqnSCcStGQ
5	B. A II	Indian Political Thought II Paper – V Kautilya M.G Ranade B.G Tilk Mahatma Phule	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Youtube	Zoom lecture	https://us04web.zoom.us/j/75829490675?pwd=dTZXBjNlN21OcGR3dzVjNFRDlXpFdz09 https://presenter.jivrus.com/p/1NdKh7BdICJQiXT9Am9FFUSFTcVQy6i5vMfWQyYgsN3c https://us04web.zoom.us/j/75829490675?pwd=dTZXBjNlN21OcGR3dzVjNFRDlXpFdz09 https://presenter.jivrus.com/p/1NdKh7BdICJQiXT9Am9FFUSFTcVQy6i5vMfWQyYgsN3c https://us04web.zoom.us/j/75829490675?pwd=dTZXBjNlN21OcGR3dzVjNFRDlXpFdz09 https://presenter.jivrus.com/p/1NdKh7BdICJQiXT9Am9FFUSFTcVQy6i5vMfWQyYgsN3c https://us04web.zoom.us/j/75829490675?pwd=dTZXBjNlN21OcGR3dzVjNFRDlXpFdz09

Faculty Name: Dr. Pawar Uday Sidhu

Department: Botany

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. Sc. II	Calvin cycle		PPT	https://docs.google.com/presentation/d/10D7U61CTjJQBpAaczMD9EMaquyerxtiR/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
2	B. Sc. II	enzyme	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/1soDaFiN40QjntVqGQ1BLx0Wh5NL-

					MppG/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
3	B. Sc. I	Cell organs		PPT	https://docs.google.com/presentation/d/1WNHQyeq7EuD5173wB6oaa_3AuLWGta7o/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
4	B. Sc. III	Cell		PPT	https://docs.google.com/presentation/d/1WNHQyeq7EuD5173wB6oaa_3AuLWGta7o/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
5	B. Sc. III	Protein	LCD Projector, Laptop	PPT	https://docs.google.com/presentation/d/11nk9nWAd0j20mpgasoa6SRKqTJ5N-oRS/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
6	B. Sc. III	Fungi		PPT	https://docs.google.com/presentation/d/1Mls7osmUWshO_EnbeWQXrSLv4LPWRBtK/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
7	B. Sc. III	Biological oxidation		PPT	https://docs.google.com/presentation/d/1Fh8OyVibVnc7KROM3rcpgDn1rMTMo4DN/edit?usp=share_link&oid=110390400488928892407&rtpof=true&sd=true
8	B. Sc. III	Diversity of Angiosperms	Laptop, Internet, Smartphone, Whatsaap	Canva link	https://www.canva.com/design/DAEfxCIMOcE/5iwuYXh6Zcysv-pcGt6Kg/view?utm_content=DAEfxCIMOcE&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu https://www.canva.com/design/DAEfxCIMOcE/cdOFSwflpPm2lr3DwMy8BQ/edit

9	B. Sc. I	Botany Taxonomy Botanical garden		Canva link	https://www.canva.com/design/DAEfv3PH7rU/J_RN3smc83pbedIDoPuAiw/edit?utm_content=DAEfv3PH7rU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton https://drive.google.com/file/d/1WJXhOc37Ms8Ej4EkdojhdK5BCq6LH4h7/view?usp=sharing https://www.canva.com/design/DAEfo59-S_U/4RwqCZ3-wA_EqPCLWYLO-w/edit
10	B. Sc. II	Anatomy Tissue system		Canva link	https://www.canva.com/design/DAEfwZUQI5s/PPRgJoF5gIr67YgUh5zlOw/edit https://www.canva.com/design/DAEfpCHYsJ4/K4qngN_xDbtjSYCj5cTU3g/edit

Faculty Name: Mr. Anand Sadhu Sathe
Department: Marathi

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	बी. ए. भाग 1 (आवश्यक मराठी)	शब्दसंहिता	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Youtube	Video	https://youtu.be/_wY0KjyPT18
2	बी. ए. भाग 1 (आवश्यक मराठी)	शब्दसंहिता		Video	https://youtu.be/q7HL_ufLZug
3	मराठी	परिक्षा सुचना		Video	https://youtu.be/QRecwlyY5jc
4	बी. ए. भाग 1	अक्षरबंध		Video	https://youtu.be/CEBar3K8JbM

Faculty Name: Dr. Chakrawar A. V.

Department: Chemistry

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Sc. -I	Introduction to Organic Chemistry	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1BX_kFN0d155Zr7xRfBKbZy_m7kCNywnw/edit?rtfpof=true
2	B.Sc. -I	Chemical Bond		PPT	https://docs.google.com/presentation/d/1JSNIoNe-E3t08k92w_1qCqMzKqbfaD_/edit?usp=drive_web&ouid=109846447657590334467&rtfpof=true
3	B.Sc. -II	Transition elements & their co-ordination compounds		PPT	https://docs.google.com/presentation/d/1mN5h2mOnpdx4F8UU0g5YWZHYThzqYYSW/edit#slide=id.p1
4	B.Sc. -I	Aromaticity		PPT	https://docs.google.com/presentation/d/1IFwyOW8Q4ZL8X3yEojsvYKkt8uLPIQRy/edit#slide=id.p1

Faculty Name: Dr. Naykode M. S.

Department: Chemistry

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Sc. -II	D –Block elements	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1pXBYzFmP6GNA1rFSKm94wz-tnCFCXIEq/edit
2	B.Sc. -II	Electrochemistry		PPT	https://docs.google.com/presentation/d/1fAX9-otSgoxY44oYqfH6rx1oGg9vymE0/edit#slide=id.p1
3	B.Sc. -II	Error Analysis		PPT	https://docs.google.com/presentation/d/19_8MNcbX17Wr3BWoTAB0I_GDrtizrcy/edit#slid

					e=id.pl
4	B.Sc. -II	Gravimetric Estimation		PPT	https://docs.google.com/presentation/d/1_gXc2Y4Y9wqeAby7IrvMe8vo9h484osD/edit#slide=id.pl

Faculty Name: Miss. Lagad P. M

Department: Chemistry

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Sc. -I	The Periodic Table	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1tz7yPudD05eW2nWOw0IdvYHFMYFIEvp/edit
2	B.Sc. -III	Phase Rule		PPT	https://docs.google.com/presentation/d/17ZGh79WUifd1qnGSYPLKiyuTuMn7HXZE/edit#slide=id.pl
3	B.Sc. -I	Stereochemistry		PPT	https://docs.google.com/presentation/d/1Jgpkb1JEdr50oLYZHHJUHf_K0Av_hQX/edit#slide=id.pl
4	B.Sc. -III	Sugar Industry		PPT	https://docs.google.com/document/d/1xrwv7g4bGo97-nJH7CSYLMjfYOzn1Ue_/edit
5	B.Sc. -II	Titration		PPT	https://docs.google.com/presentation/d/1WwBUn34Uc89sPfh_wC1TSUD1x7NyJ6UC/edit#slide=id.pl

Faculty Name: Mr. Kulkarni P. M.

Department: Chemistry

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B.Sc. -III	Nuclear Chemistry	LCD Projector,	PPT	https://docs.google.com/presentation/d/18FC6Bdc62KTfByoYQYqPlhwXP5ZfSzVG/edit#slide=id.pl

2	B.Sc. -I	Lab Equipment	Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1kigHF Ppa_ivu92yMFCUv0cdRoa_z3Xzm/edit#slide=id.p1
3	B.Sc. -III	Chemical Kinetics		PPT	https://docs.google.com/presentation/d/1a8nUff K5xFQKQTM CNBerKJ2ar-6ajxNC/edit#slide=id.p1
4	B.Sc. -I	Hybridisation		PPT	https://docs.google.com/presentation/d/17zL02 kwz7h_OITi_1eZ6UBZBhD5i0nYt/edit#slide=id.p1

Faculty Name: Dr. Sanjay Hanmant Bhosale

Department: History

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. A.I	Introduction & Syllabus	LCD Projector, Laptop, Computer, Internet,	PPT	https://drive.google.com/drive/folders/1b2BPW PRoHAcdfVX39AMIToM5nIrCi573
2	B. A.I	Module 1 Chhatrapati Shivaji Maharaja's achievement till 1664		PPT	
3	B. A.I	Module 2 Chhatrapati Shivaji Maharaja's achievement till 1680		PPT	
4	B. A.I	Module 3 Maratha War of Independence (1681-1707)		PPT	
5	B. A.I	Module 4 Importance of Sources for understanding Maratha history		PPT	
6	B. A.II Paper III	MODULE-1 Rise and Growth of Nationalism		PPT	

7	B. A.II Paper III	MODULE -2 Role of Maharashtra in the National Movement	LCD Projector, Laptop, Computer, Internet	PPT	https://drive.google.com/drive/folders/1b2BPWPROHAcdfVX39AMIToM5nIrCi573
8	B. A.II Paper III	MODULE -3 Social Movements		PPT	
9	B. A.II Paper III	MODULE -4 Samyukta Maharashtra Movement		PPT	
10	B. A.II Paper VI	MODULE -1 Leaders		PPT	

Faculty Name: Dr. Devarshi A.A.

Department: Zoology

Sr. No.	Class	Subject	ICT Tools	E-Resources & Techniques Used	Link
1	B. Sc. I	Canal System in <i>Sycon</i>	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1H70kbeA0oXI0ij63PZfqMd2gsrEg-baK/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true
2	B. Sc. I	Polymorphism in Hydrozoa		PPT	https://docs.google.com/presentation/d/106KpaSIfYNINC8QsSxpN6Q245eCFasr/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true
3	B. Sc. I	Life history of <i>Taenia solium</i>		PPT	https://docs.google.com/presentation/d/1tnAJ2P0RXv0FdPRu6Ed3v-h2oz0QwJC5/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true
4	B. Sc. I	Parasitic adaptations of Tapeworm		PPT	https://docs.google.com/presentation/d/1nAudY4Zm0JXMAPHwvVKq1kfwRzUMjKm/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true

5	B. Sc. I	Life history of <i>Ascaris lumbricoides</i>	LCD Projector, Laptop, Computer, Internet,	PPT	https://docs.google.com/presentation/d/1ZO3rOED0aUlJcQjwOB94gOyT AJbIXCGt/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true
6	B. Sc. II	General characters of Agnatha		PPT	https://docs.google.com/presentation/d/1q4XLx4Ib6OtvYRboyzqaz1oSvycuKbu/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true
7	B. Sc. II	Parental care in Amphibia		PPT	https://docs.google.com/presentation/d/1AuTCVMWZK0mwR1bvJ6298WfHwrgDS_Sy/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true
8	B. Sc. II	Biting mechanism of Snakes		PPT	https://docs.google.com/presentation/d/15qbhEgRR_1WW80nsrhju-j3Jn5w9hj1/edit?usp=share_link&oid=101050269914795513569&rtpof=true&sd=true

Use of ICT by Library

Librarian: Dr. Nagarkar S. R.

Sr. No.	Library Services	ICT Tools	E-Resources & Techniques Used	Link
1	ASSM Library & Knowledge Resource Center	Laptop, Smartphone, Internet, Audio-Video, Whatsaap, Telegram, Youtube,	Library Website	https://sites.google.com/site/assmlibrarymedha/home?authuser=0
2	Library Science and Competitive Exam		YouTube	https://www.youtube.com/channel/UCMQxRvISU-K2CMfiYGPwnMQ
3	Competitive Exam Center & KRC		Telegram Group	https://t.me/+VdbhHOUDRMw2MzdI
4	About College &		Whatsapp Group	https://chat.whatsapp.com/I3rdda34yp64q8LSieen0U
			Facebook Page	AMDAR ShashikantShindeMahavidyalay Library & KRC Medha

	Library	Computer, LCD Projector		Facebook
5	Shivaji University Question Paper (All Subject Link)		URL of QP	https://sites.google.com/site/assmlibrarymedha/question-papers-b-a-b-com-b-sc?authuser=0
6	ASSM Library & KRC		BLOG	https://assmlibrarymedha.blogspot.com/
7	Library Science NET/SET Guidance		PPT	https://www.slideshare.net/sudhirnagarkar7

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

NAAC : 'B+' Grade

Jaywant Pratishthan Humgaon Sanchalit,

Amdar Shashikant Shinde Mahavidyalay, Medha

Tal.Jawali, Dist. Satara (MS) Pin-415012

President : Hon. M.L.A. Shashikant J. Shinde

Principal : Major Dr. Ashok V. Giri

M.Com.,B.Ed.,M.Phil.,GDC & A.,Ph.D., DMC & J

Cell :- 9822296596

जयवंत प्रतिष्ठान हुमगांव संचलित,

आमदार शशिकांत शिंदे महाविद्यालय, मेढा

ता.जावली, जि.सातारा(महाराष्ट्र) पिन - ४१५०१२

अध्यक्ष - मा.आमदार शशिकांत शिंदे

प्राचार्य - मेजर डॉ. अशोक वि. गिरी

M.Com.,B.Ed.,M.Phil.,GDC & A.,Ph.D., DMC & J

भ्रमणध्वनी क्र. ९८२२२९६५९६

Office :- 02378-285645

Email Id: accmedha@yahoo.com, medha170.cl@unishivaji.ac.in, principalassm2022@gmail.com

Website: www.assmmedha.edu.in

Date:

Ref.No. :

6.4.1: Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external).

Institute received following donations and grant in last five year.

Sr .No.	Name of Institute	Amount received	Academic Year
1	Jaywant Pratisthan, Humgaon	15,03,934	2017-18
2	Z. P. Gymasium construction Grant.	3,00,000	2018-19
3	Jaywant Pratisthan, Humgaon	5,49,548	2018-19
4	Govt. Grant for workshop	4000	2019-20
5	Jaywant Pratisthan, Humgaon	2,41,372	
6	Century enka Pvt. Ltd.	10,12,108 (In-Kind)	
7	Satara Zonal Sport Grant	4300	2020-21
8	Hall Rent Received from CGS of India, Mumbai	3000	
9	Tree plantation grant from state government	17,800	
10	Jaywant Pratisthan, Humgaon	20,79,625	
11	Hall Rent Received from CGS of India, Mumbai	3000	2021-22
12	Satara Zonal sports grant	4300	
13	Jaywant Pratisthan, Humgaon	2,46,271	
14	Govt. of Maharashtra typing exam	2580	
	Total	59,71,829	



Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal.Jaoli, Dist.Satara



Jayawant Pratishthan, Humgaon
Jayawant Pratishthan, Humgaon
A/P- Humgaon, Tal- Jawali, Dist- Satara
Ledger Name : Donation

2

Date :From : 01/04/2021 To : 31/03/2022

Page 1 of :

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2021			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
10/5/2021	Contra	C2501	Donation NEOSYM INDUSTAR NEFT DONATAN as per bank passbook		500000.00	500000.00	Cr
			Days Total :		500000.00	500000.00	Cr
15/5/2021	Contra	C2502	Donation JOTUN INDIA NEFT DONATAN as per bank passbook		150000.00	650000.00	Cr
			Days Total :		150000.00	650000.00	Cr
17/5/2021	Contra	C2503	Donation RIETER INDIA NEFT DONATAN as per bank passbook		200000.00	850000.00	Cr
			Days Total :		200000.00	850000.00	Cr
26/5/2021	Contra	C2504	Donation ACG CARES F NEFT DONATAN as per bank passbook		100000.00	950000.00	Cr
			Days Total :		100000.00	950000.00	Cr
29/5/2021	Contra	C2505	Donation TBK INDIA P NEFT DONATAN as per bank passbook		100000.00	1050000.00	Cr
			Days Total :		100000.00	1050000.00	Cr
8/6/2021	Contra	C2506	Donation Donation as per Mr.Satish Tukaram Pisal		25000.00	1075000.00	Cr
			Days Total :		25000.00	1075000.00	Cr
14/6/2021	Contra	C2507	Donation Donation Shri.Pandurang Chandrakant Bhosale Chq.Deposit		10000.00	1085000.00	Cr
			Days Total :		10000.00	1085000.00	Cr
7/7/2021	Contra	C2536	Donation Donation as Sanika School Bus Tours and Travels Chq.Deposit as per receipt		500000.00	1585000.00	Cr
			Days Total :		500000.00	1585000.00	Cr
28/7/2021	Contra	C2540	Donation Donation as per NEOSYM INDUSTRY LIMITED bank Statement		200000.00	1785000.00	Cr
			Days Total :		200000.00	1785000.00	Cr
31/3/2022	Contra	C2556	Donation Transfer amount Senior College Kird		187477.00	1972477.00	Cr
			Days Total :		187477.00	1972477.00	Cr
			Grand Total :	0.00	1972477.00	1972477.00	


Principal

Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara

3

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)

A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Govt.Of Maha.Typing Exam

Date :From : 01/04/2021 To : 31/03/2022



Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2021			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
29/5/2021	Contra	C2174	Govt.Of Maha.Typing Exam Typing Exam Winner Soft. Online Deposit		2080.00	2080.00	Cr
29/5/2021	Contra	C2175	Govt.Of Maha.Typing Exam Typing Exam Winner Soft. Online Deposit		500.00	2580.00	Cr
			Days Total :		2580.00	2580.00	Cr
			Grand Total :	0.00	2580.00	2580.00	

Principal
Amdar Shashikant Shinde Mahavidyalay
Medha, Tal. Jaoli, Dist. Satara

4

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Satara Zonal Sports Grant

Date :From : 01/04/2020 To : 15/03/2023



Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2020			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
7/9/2020	Contra	C1827	Satara Zonal Sports Grant Satara Zonal Sports Kabbadi Contests grant Chq.No.793410 received as per bank Statement		4300.00	4300.00	Cr
			Days Total :		4300.00	4300.00	Cr
			Grand Total :	0.00	4300.00	4300.00	

PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara



5

Ledger Name : Tree Plantation grant

Date :From : 01/04/2020 To : 15/03/2023

Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2020			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
25/6/2020	Contra	C1832	Tree Plantation grant Tree plantation grant as per bank statement		17800.00	17800.00	Cr
			Days Total :		17800.00	17800.00	Cr
			Grand Total :	0.00	17800.00	17800.00	

PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara

6

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Satara Zonal Sports Grant

Date :From : 01/04/2020 To : 15/03/2023



Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2020			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
7/9/2020	Contra	C1827	Satara Zonal Sports Grant Satara Zonal Sports Kabbadi Contests grant Chq.No.793410 received as per bank Statement		4300.00	4300.00	Cr
			Days Total :		4300.00	4300.00	Cr
			Grand Total :	0.00	4300.00	4300.00	

PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara

7

Jaywant Pratishthan, Humgaon
Amdar Shashikant Shinde Mahavidyalaya (Sr)
A/P- Medha, Tal- Jawali, Dist- Satara

Ledger Name : Govt. Grant Workshop

Date : From : 01/04/2019 To : 15/03/2023



Page 1 of 1

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2019			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
9/12/2019	Contra	C1634	Govt. Grant Workshop Govt. Grant AIDS Din as per bank statement		4000.00	4000.00	Cr
			Days Total :		4000.00	4000.00	Cr
			Grand Total :	0.00	4000.00	4000.00	


PRINCIPAL
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jawali, Dist. Satara

Jayawant Pratishthan, Humgaon
Jayawant Pratishthan, Humgaon
A/P- Humgaon, Tal- Jawali, Dist- Satara

8

Ledger Name : Donation

Date :From : 01/04/2017 To : 31/03/2018

Page 1 of 2

Date	Voucher Type	Vou No.	Particulars	Debit (Rs.)	Credit (Rs.)	Cl. Balance (Rs.)	
1/4/2017			Opening Balance	0.00	0.00	0.00	Dr
			Days Total :	0	0	0.00	Dr
8/8/2017	Contra	C649	Donation Senior College Krid expenses as per voucher		5300.00	5300.00	Cr
			Days Total :		5300.00	5300.00	Cr
7/9/2017	Contra	C652	Donation Senior College expenses as per vouche		10273.00	15573.00	Cr
			Days Total :		10273.00	15573.00	Cr
18/9/2017	Contra	C653	Donation Senior College expenses as per vouche		50000.00	65573.00	Cr
			Days Total :		50000.00	65573.00	Cr
11/10/2017	Contra	C654	Donation Senior College expenses as per vouche		103680.00	169253.00	Cr
			Days Total :		103680.00	169253.00	Cr
31/10/2017	Contra	C655	Donation Senior College expenses as per vouche		25000.00	194253.00	Cr
			Days Total :		25000.00	194253.00	Cr
23/11/2017	Contra	C656	Donation Senior College expenses as per vouche		95000.00	289253.00	Cr
			Days Total :		95000.00	289253.00	Cr
7/12/2017	Contra	C659	Donation Senior College expenses as per voucher		10000.00	299253.00	Cr
			Days Total :		10000.00	299253.00	Cr
15/1/2018	Contra	C657	Donation Junior College expenses as per voucher		41272.00	340525.00	Cr
			Days Total :		41272.00	340525.00	Cr
1/2/2018	Contra	C669	Donation Cash Deposit		1000000.00	1340525.00	Cr
			Days Total :		1000000.00	1340525.00	Cr
3/2/2018	Contra	C670	Donation Cash Deposit		500000.00	1840525.00	Cr
			Days Total :		500000.00	1840525.00	Cr
22/2/2018	Contra	C658	Donation Junior College expenses as per voucher		55449.00	1895974.00	Cr
			Days Total :		55449.00	1895974.00	Cr
28/3/2018	Contra	C663	Donation Junior College expenses as per voucher		25000.00	1920974.00	Cr
			Days Total :		25000.00	1920974.00	Cr
31/3/2018	Contra	C665	Donation Senior College Kird as per voucher		18661.00	1939635.00	Cr
31/3/2018	Contra	C757	Donation Audit fee as per Receipt		8260.00	1947895.00	Cr
			Days Total :		26921.00	1947895.00	Cr



Ajinkya Enterprises

9

Authorised Distributers & Suppliers of : Merck Chemical, Glasswares, Biosciences Product (Bangalore Genei Kits), Imported Chemical & Instruments.

Chemicals : Research Lab, Qualigen, SRL, Loba, Himedia, Acros, Sigma. All type of Lab Equipments & Instruments.

Date: 16/03/2023

To,
The Principle
Jaywant Pratishthan Humgaon Sanchalit
Amdar Shashikant Shinde Mahavidyalaya,
Medha



Sub. : Material Supply against donation

Dear Sir/Mam,

We received Lab Material Purchase Order from Century Enka Ltd. Against this Purchase Order We Supply all Material to Jaywant Pratishthan Humgaon Sanchalit, Amdar Shashikant Shinde Mahavidyalaya Medha,
Invoice No. : AE - 1340, AE - 1291, AE - 1287, AE - 1339, AE - 1349, AE - 1288, AE - 1338, AE - 1290, AE - 1341, AE - 1342, AE - 1343, AE - 1289 in March 2020. Also we received all payment from Century Enka Ltd. in March 2020.

Total Billing Amt. : 10,12,108/-
Total Received Amt. : 10,12,108/-

Thanking You,

For- Ajinkya Enterprises



Proprietor

(Mr. Bharat D. Deshmukh)

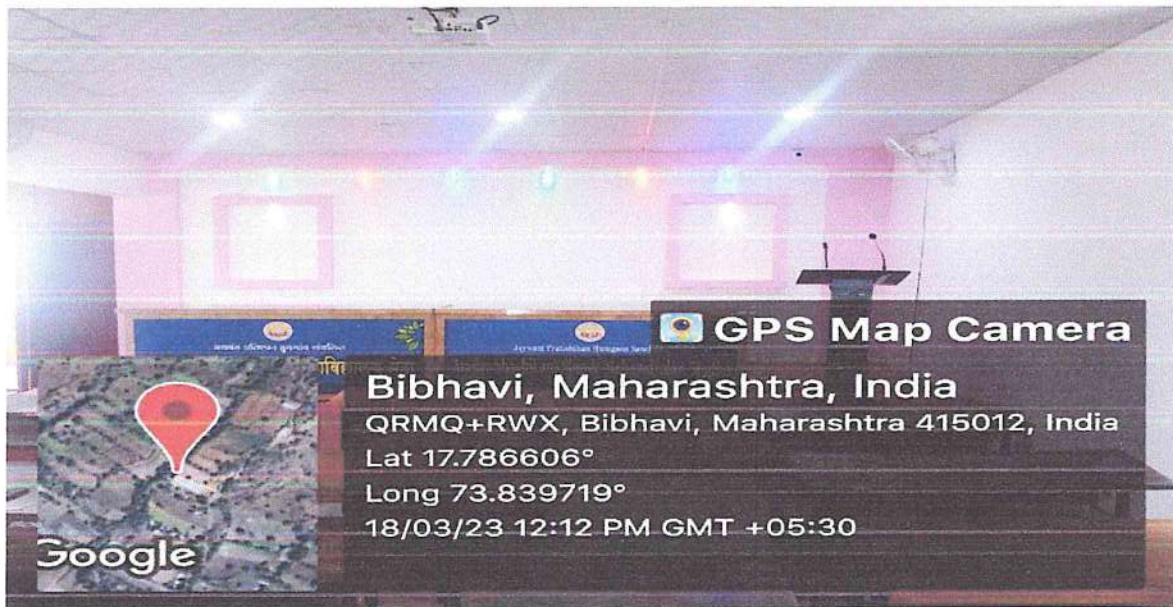
www.ajinkyaent.com



**Jaywant Pratisthan Humgaon Samchalit
Amdar Shashikant Shinde Mahavidyalaya Medha**

Strategic Plan Effectively Deployed

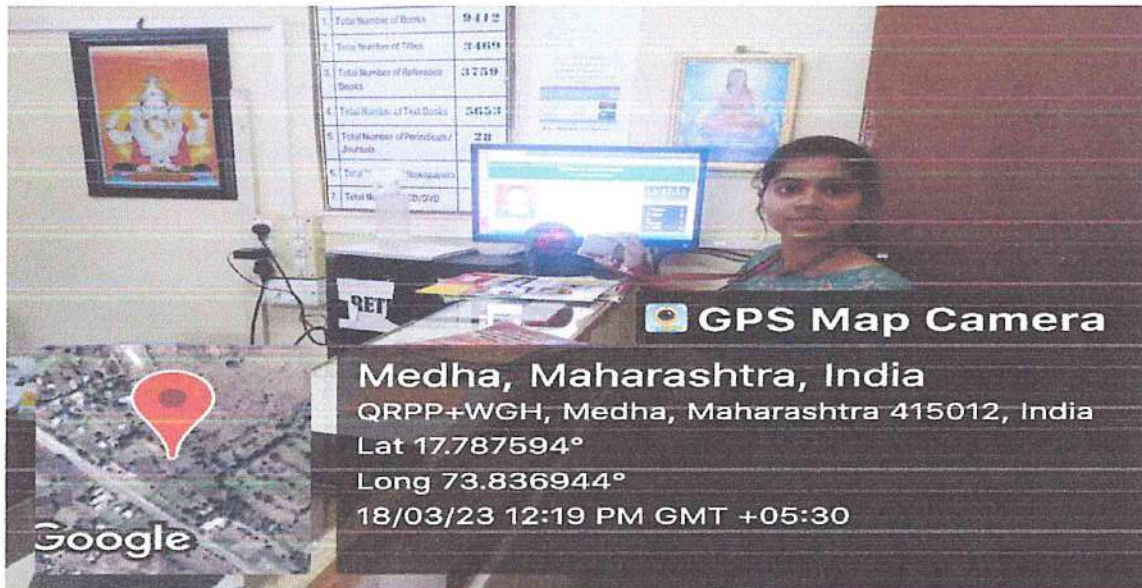
- ❖ Institute has modernize the auditorium Hall by installing projectors, sound systems and other necessary furniture.



- ❖ As institute has more girl's student, college build additional washrooms for girl students and staff.



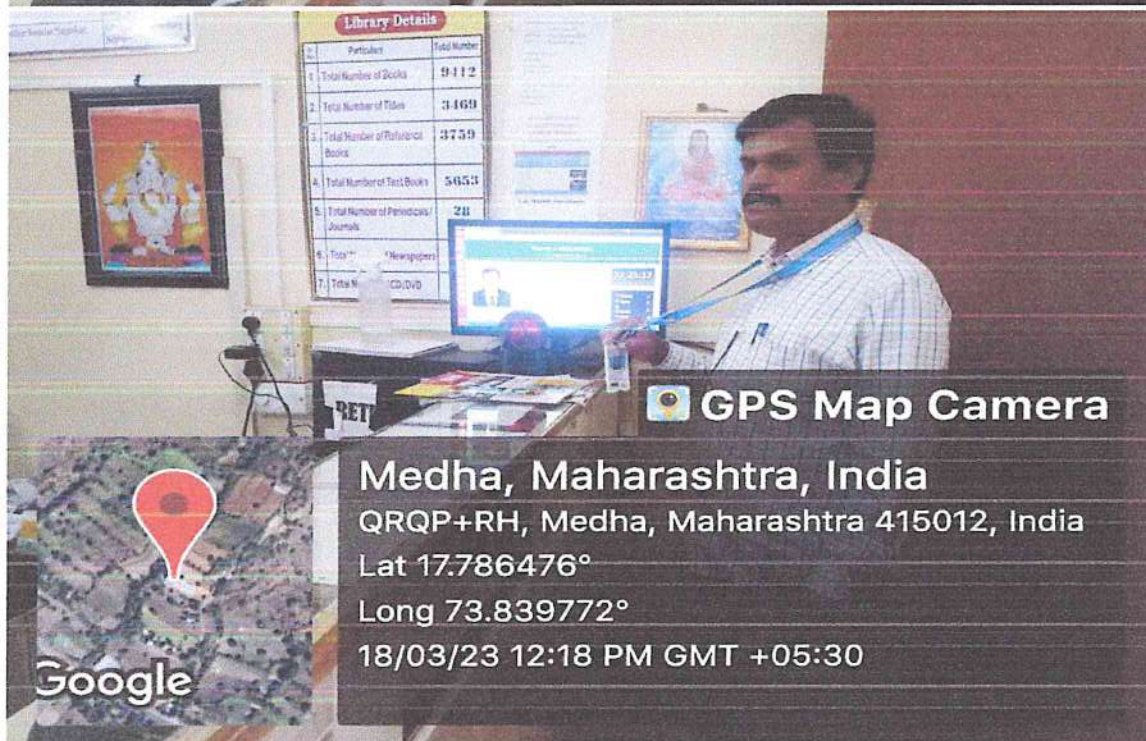
❖ Institute has fully computerize library Services.



GPS Map Camera

Medha, Maharashtra, India
QRPP+WGH, Medha, Maharashtra 415012, India
Lat 17.787594°
Long 73.836944°
18/03/23 12:19 PM GMT +05:30

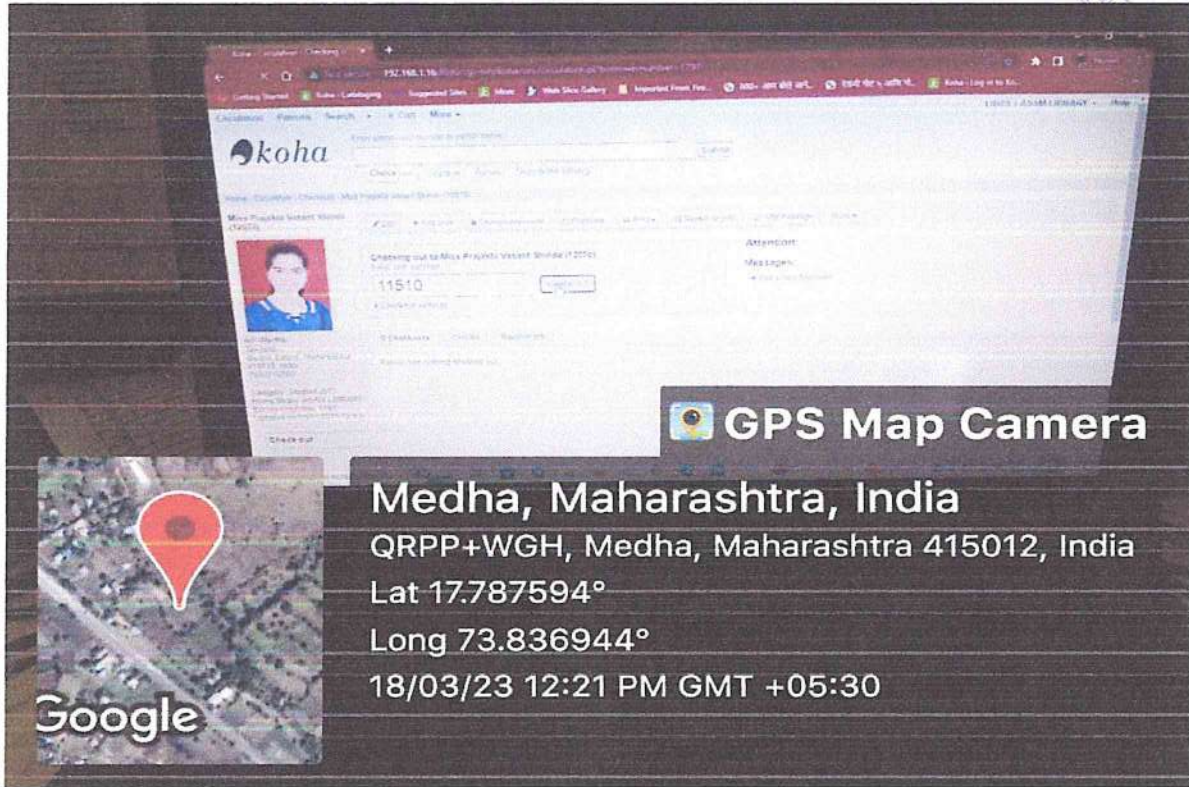
Particulars	Total Number
1. Total Number of Books	9112
2. Total Number of Titles	3469
3. Total Number of Reference Books	3759
4. Total Number of Text Books	5653
5. Total Number of Periodicals / Journals	28
6. Total " " Newspapers	
7. Total " " CD/DVD	



GPS Map Camera

Medha, Maharashtra, India
QRQP+RH, Medha, Maharashtra 415012, India
Lat 17.786476°
Long 73.839772°
18/03/23 12:18 PM GMT +05:30

Particulars	Total Number
1. Total Number of Books	9112
2. Total Number of Titles	3469
3. Total Number of Reference Books	3759
4. Total Number of Text Books	5653
5. Total Number of Periodicals / Journals	28
6. Total " " Newspapers	
7. Total " " CD/DVD	



 **GPS Map Camera**



Medha, Maharashtra, India
QRPP+WGH, Medha, Maharashtra 415012, India
Lat 17.787594°
Long 73.836944°
18/03/23 12:21 PM GMT +05:30



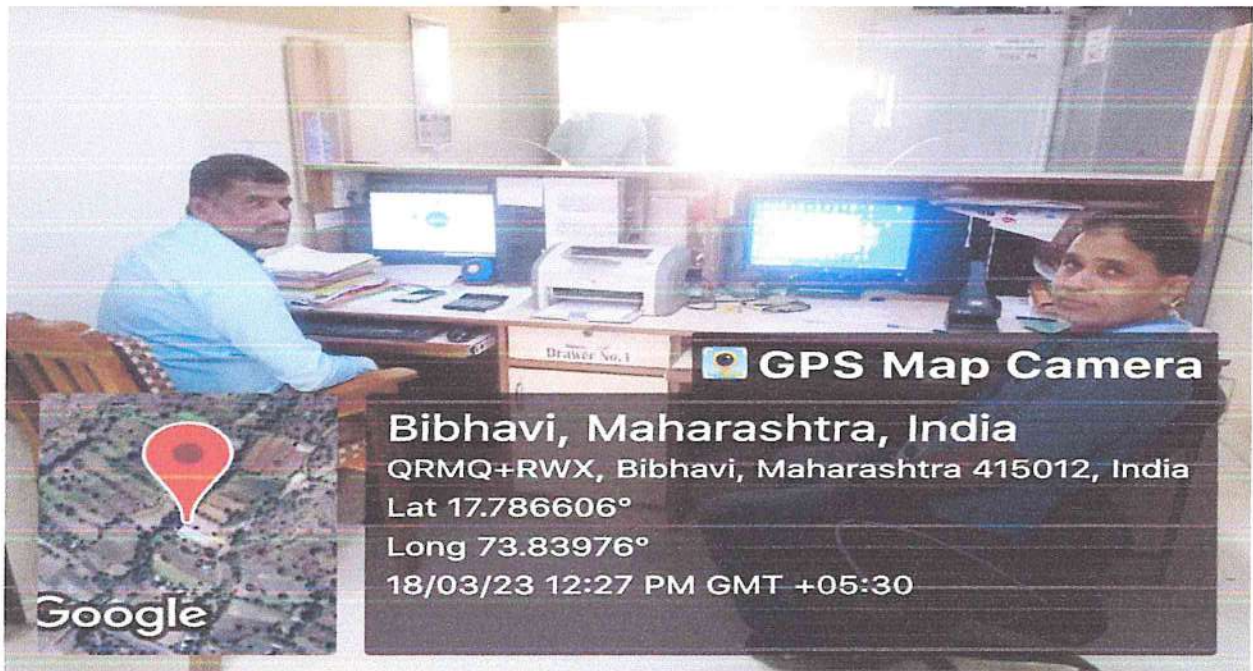
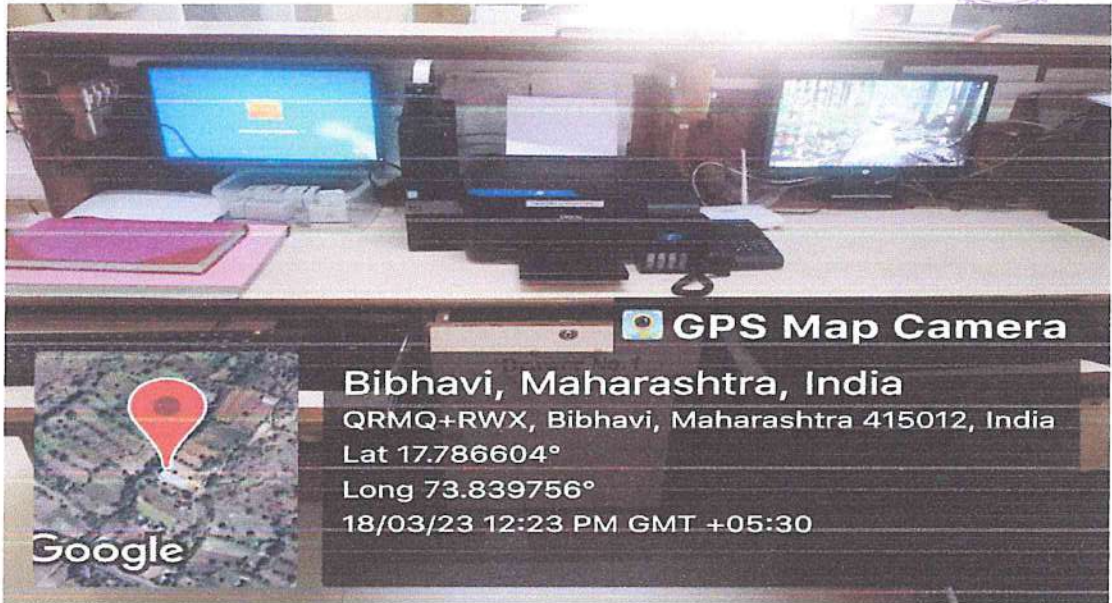
 **GPS Map Camera**



Medha, Maharashtra, India
QRPP+WGH, Medha, Maharashtra 415012, India
Lat 17.787594°
Long 73.836944°
18/03/23 12:21 PM GMT +05:30



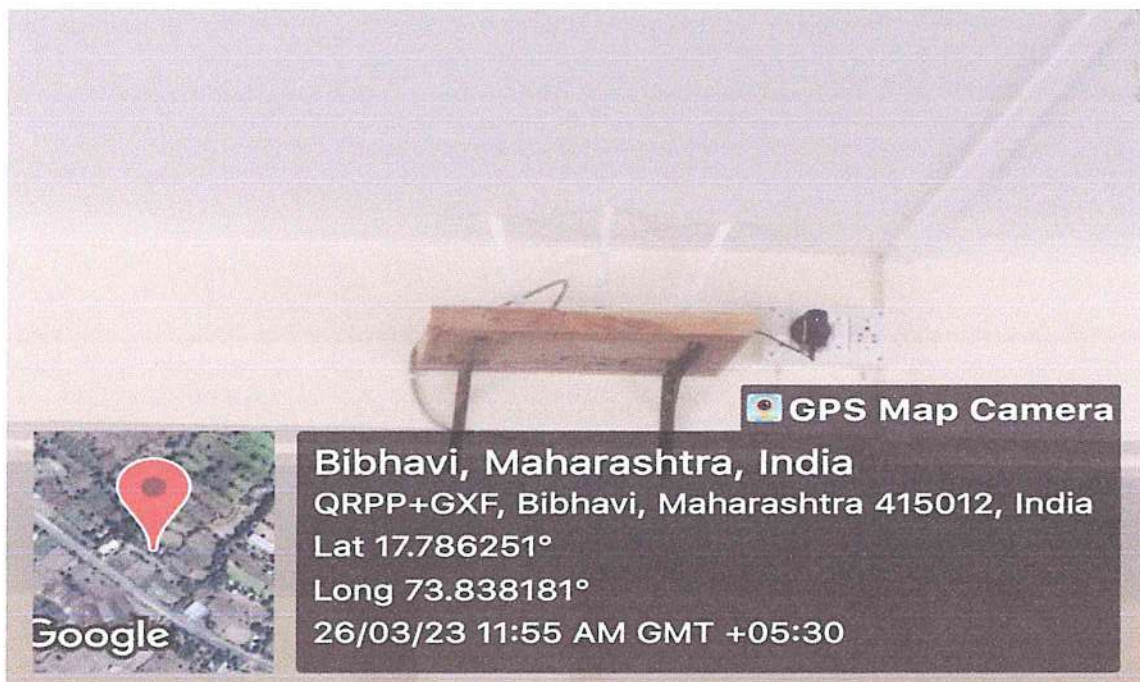
❖ Institute has fully computerize Office.



- Institute provide free Wi-Fi and internet to all teaching and non-teaching staff in the office as well as in their respective departments.
 - Wi- fi Facility at Second floor of Institute Building



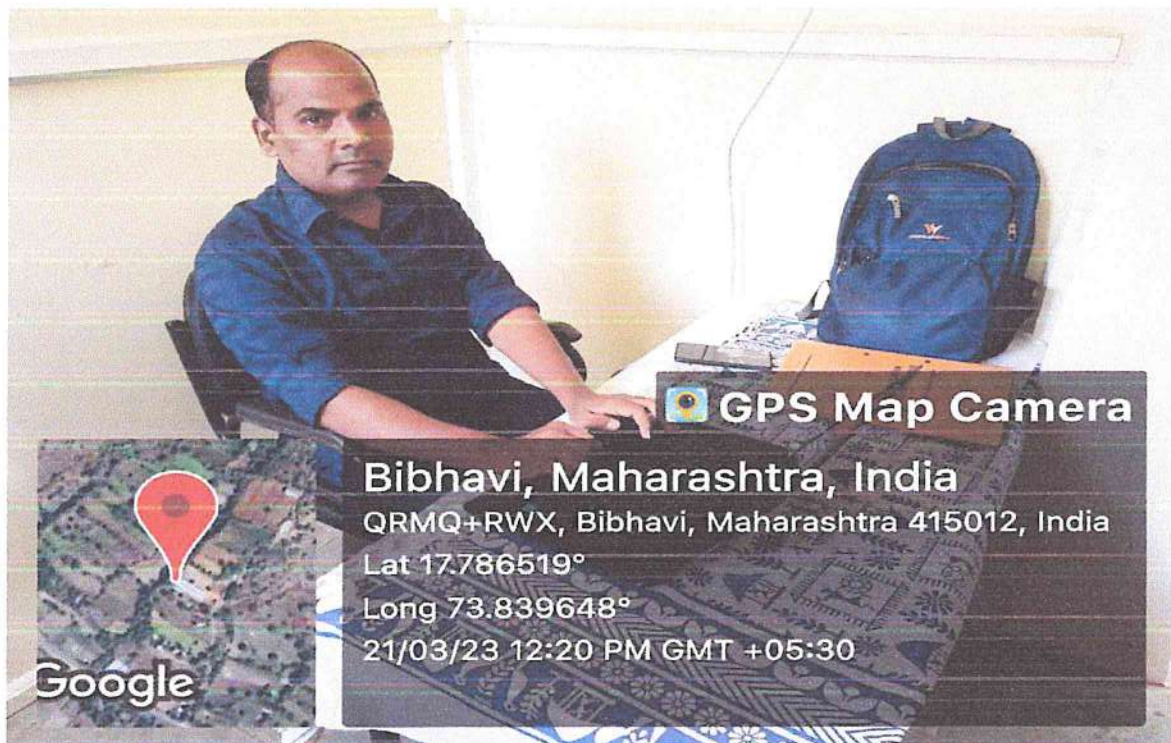
Wi- fi Facility at First floor floor of Institute Building



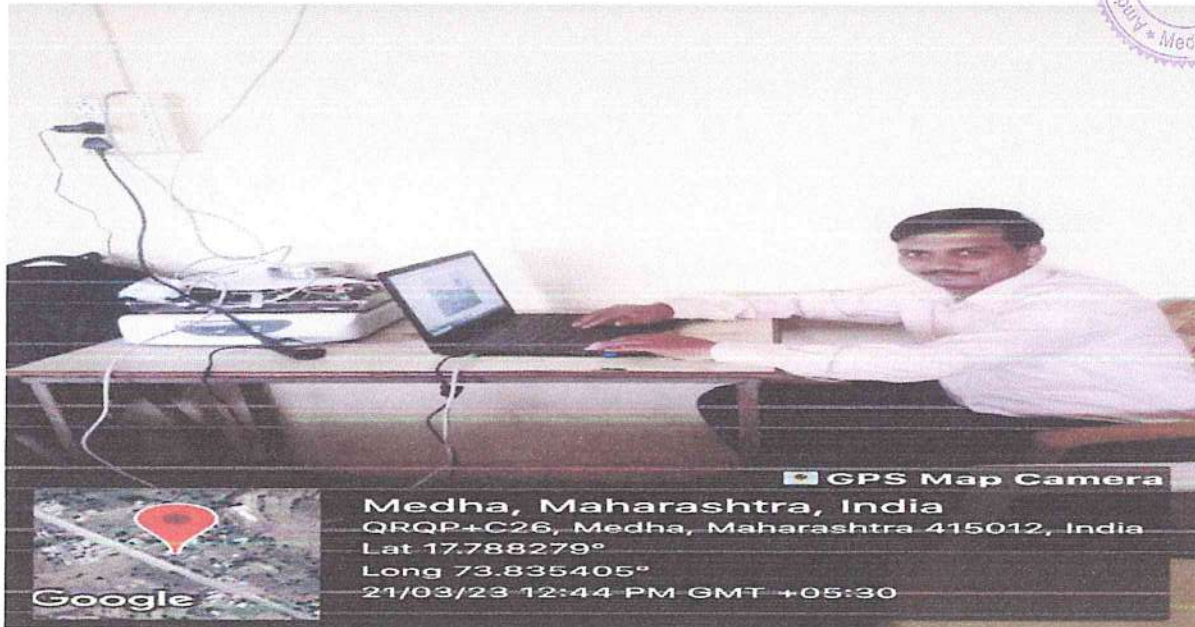
❖ Institute provided internet facility to all departments & laboratory.



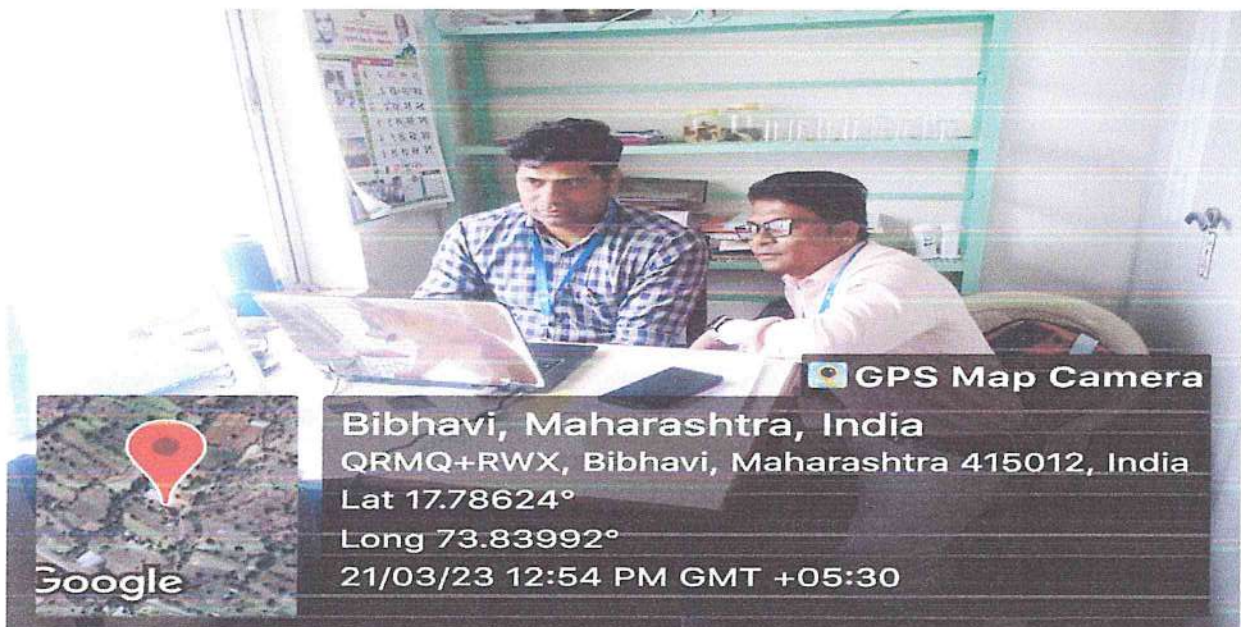
Dr. Sarangpani Shinde while Working in English Department.



Shri. Gaikwad S. M. while working in Political Science department.



Shri. Sunil Kemdarne While working in Chemistry Laboratory.



Dr. Omkar Yadav & Dr. Sujit Kasabe while working in Zoology laboratory.

Principal
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Medha, Tal. Jaoli, Dist. Satara

❖ To invite renowned scientists to mentor the students.

Institute has invited Scientist from Center for Cell and Molecular Biology, Hyderabad. The Name of renowned scientist was Dr. Kartikeyan Vasudevan. He explained about career in research in cell and molecular biology.

सातारा 10/05/2022
सकाळ सातारा
» अवतीभवती

मैथिली मर्ढेकर यांची न्यायाधीशपदी निवड



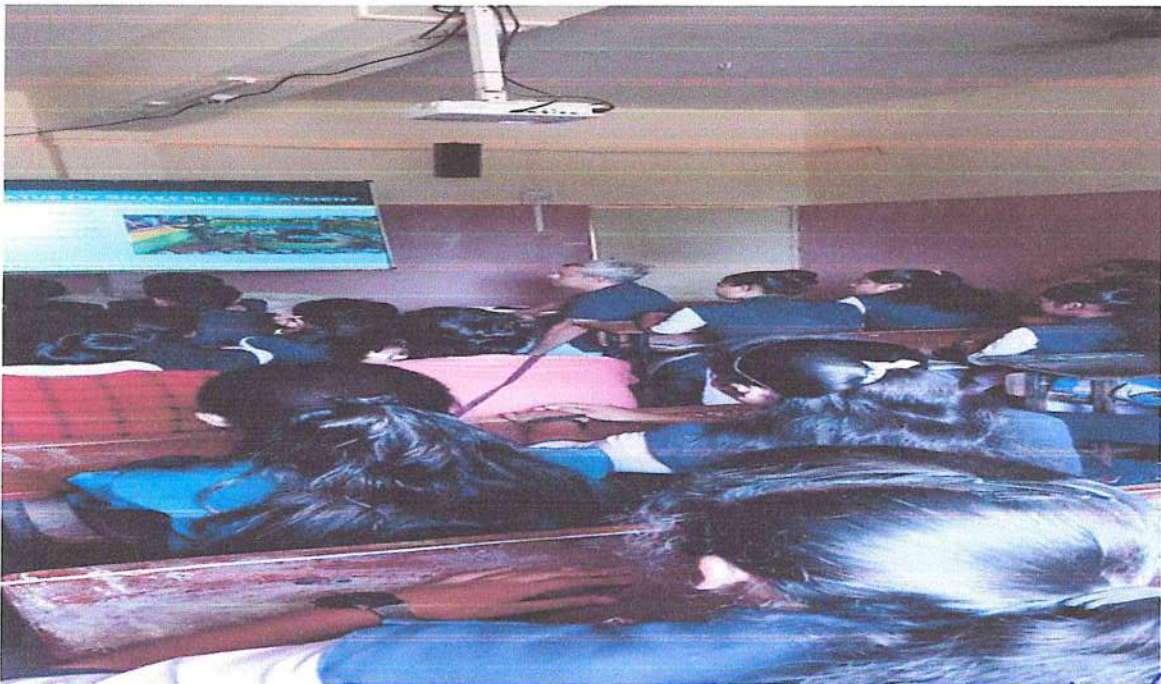
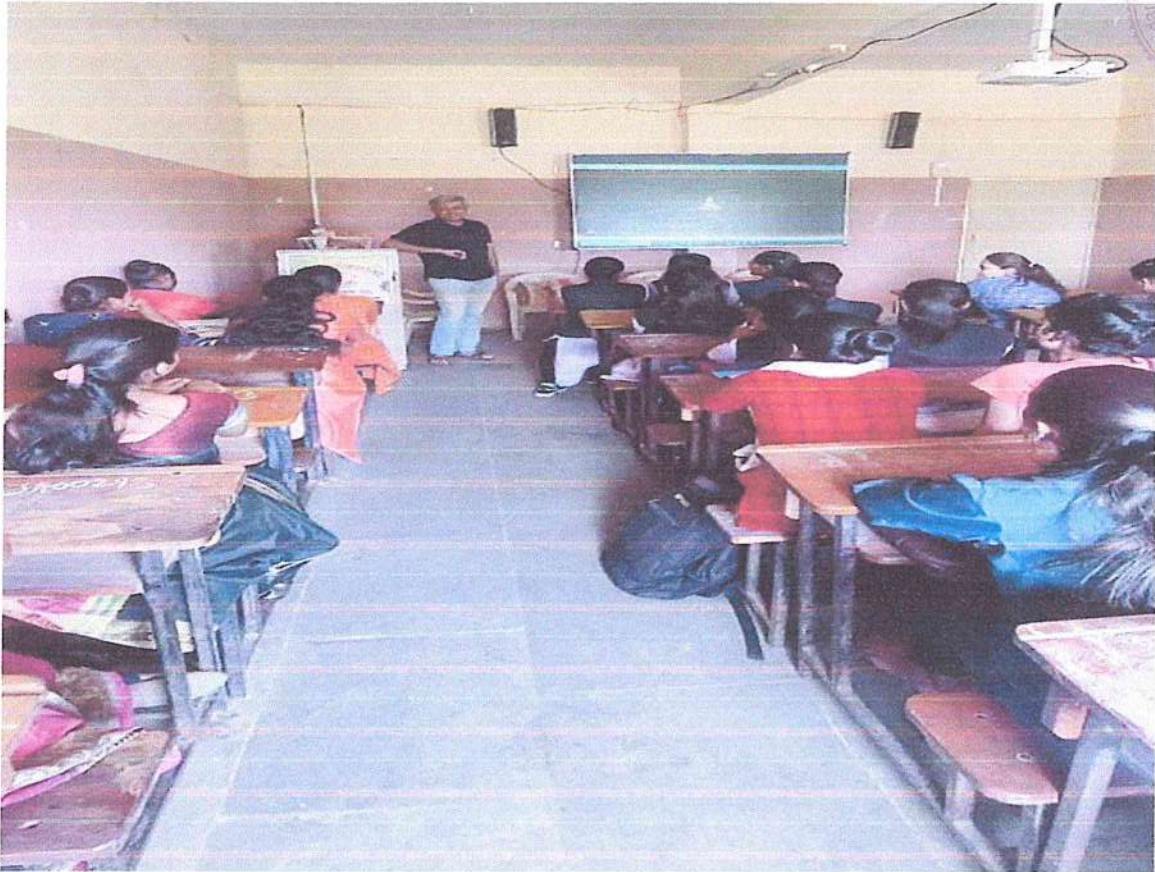
वाई : एमपीएससी परीक्षेत उज्वल यश मिळवून येथील मैथिली प्रकाश मर्ढेकर यांची न्यायाधीशपदासाठी निवड झाली. पुणे विद्यापीठात त्यांचे शिक्षण झाले. सहा वर्षांहून अधिक काळ वकिली करताना न्यायाधीश परीक्षेची तयारी केली. यशदातही शिकविण्याचे काम त्यांनी केले होते. पाटबंधारेतील सेवानिवृत्त लेखापाल प्रकाश मर्ढेकर व सेवानिवृत्त विक्रीकर अधिकारी सविता मर्ढेकर यांच्या त्या कन्या आहेत. जिव्हेश्वर प्रतिष्ठानचे संस्थापक डॉ. चंद्रशेखर बारगजे, पुणे स्वकुळ साळी समाजाचे विश्वस्त सुधाकर जाळिंद्रे, पंडित मर्ढेकर, मोहन टपळे, बजरंग आकडे, पुणे ग्रामीणचे अतिरिक्त पोलिस अधीक्षक मितेश घट्टे, जिल्हा मराठी पत्रकार संघाचे उपाध्यक्ष दत्ता मर्ढेकर आदींनी त्यांचे अभिनंदन केले.



मेढा : डॉ. कार्तिकेयन वासुदेवन यांचा सत्कार करताना प्रमोद घाटगे.

मेढ्यात डॉ. वासुदेवन यांचे व्याख्यान

केळघर : मेढा येथील आमदार शशिकांत शिंदे महाविद्यालयात हैदराबाद येथील सीएसआईआरच्या सेंटर फॉर सेल अँड मोलेक्युलर बायॉलॉजी संस्थेतील ज्येष्ठ संशोधक डॉ. कार्तिकेयन वासुदेवन यांचे व्याख्यान झाले. प्राचार्य डॉ. प्रमोद घाटगे अध्यक्षस्थानी होते. या वेळी डॉ. उदय पवार, धनश्री देशमुख, प्रा. पांडुरंग पाटील, प्रा. सुनील केमदारणे, आश्विनी भिलारे, प्राध्यापक उपस्थित होते. डॉ. ओमकार यादव यांनी प्रास्ताविक केले. अनिकेत परिहार याने आभार मानले.



Principal
Amdar Shashikant Shinde Mahavidyalaya
Medha, Tal. Jaoli, Dist. Satara



ARIIA

ATAL RANKING OF INSTITUTIONS ON INNOVATION ACHIEVEMENTS



MHRD
Ministry of Human
Resource Development
Government of India

Submitted Institute Data for Atal Ranking of Institutions on Innovation Achievements (ARIIA)

Institute Name: Amdar Shashikant Shinde Mahavidyalaya [ARI-C-11137]

Awareness / Training / Programmes organized by the Institute

Total Annual Expenditure Incurred towards Organizing Awareness, Workshop, Seminars, Training programs etc. related to promote innovation, IPR and Entrepreneurship Development

Financial Year	Program Type	Name of Program	Program Theme	Program Duration	Program Conducted	Participants Details			Expenditure Incurred		
						Number of Internal Participants	Number of External Participants	Total Number of Participants	Institute Own / Internal Fund (in Rs.)	Sponsorship / External Fund	Total Expenditure Incurred
2015-16	Awareness / Motivational Programs	SELF EMPLOYMENT OPPORTUNITIES AFTER GRADUATION	Entrepreneurship/ Startup	15-Dec-2015 to 15-Dec-2015 (1 Days)	Within Campus	68	0	68	2000.00	0.00	2000.00
2016-17	Workshops / Training / Seminars / Conferences	HOMEMADE DIWALI PRODUCTS	Entrepreneurship/ Startup	07-Oct-2016 to 13-Oct-2016 (7 Days)	Outside Campus	11	0	11	1200.00	0.00	1200.00
2016-17	Awareness / Motivational Programs	ENTREPRENEURSHIP DEVELOPMENT PROGRAM	Entrepreneurship/ Startup	14-Dec-2016 to 14-Dec-2016 (1 Days)	Outside Campus	7	248	255	2500.00	0.00	2500.00
2017-18	Awareness / Motivational Programs	ENTREPRENEURIAL SKILL DEVELOPMENT	Entrepreneurship/ Startup	08-Feb-2018 to 08-Feb-2018 (1 Days)	Within Campus	115	15	130	2000.00	5000.00	7000.00

Institute's Participation in Events / Programmes organized by the External Agencies

Total Annual Expenditure Incurred towards Supporting Students and Faculties to Participate/Present in National and International Level Innovation and Start-up Events/Competitions/Hackathons etc.

Not Applicable!

Pre-Incubation and Incubation facilities exist in-campus

Total Annual Expenditure Incurred towards Creation of Pre-Incubation and Incubation Facilities in Campus

Not Applicable!

Fund supported to convert ideas to Innovations & Start-ups

Total Annual Fund Supported towards Conversion of Ideas to Innovative Solutions and Start-ups at the Institute Level

Not Applicable!

Intellectual Properties Filed

Total Annual Expenditure Spent towards Patent filing of Innovative Technologies with Institute having Ownership

Not Applicable!**Innovations Commercialized and IP Licensed**

Total Annual Expenditure Incurred and Revenue Generated from IP Commercialization and Licensing at Institute Level (Excluding Consultancy and Testing Services)

Not Applicable!**Grant / Fund Generated / Received by Institute to support Innovation & Start-up**

Total Annual Grant / Fund Generated / Received / Mobilized from Govt., Non Govt. and Private Agencies towards Creation of Pre-Incubation and Incubation Infrastructure and Facilities in Campus

Not Applicable!**Venture Fund / Investment mobilized to support Innovation & Start-up**

Total Angel/Venture Fund Mobilized Annually towards Investment Commitment/Support Innovators/Start-ups incubated at Institute

Financial Year	Investor Type	Amount Committed / Lined Up (in Rs.)	Total Number of Successful Investments in Ideas / Innovation / Start-ups	Total Amount Invested
2015-16	Institute / Incubator's Own Investment Fund, if any	0.00	0	0.00
2016-17	Institute / Incubator's Own Investment Fund, if any	10000.00	1	10000.00
2017-18	Institute / Incubator's Own Investment Fund, if any	0.00	0	0.00

Revenue Generated from Incubation Services offered by the Institute

Total Revenue Generated Annually from the Incubation Services offered and Equity/Share hold in Incubatees/Spinoffs

Not Applicable!**Student Projects recognized at National / International Level**

No of Innovative Student Projects Recognized Nationally/Internationally with Prestigious renowned Agencies/Awards

Not Applicable!**Innovations to Startups**

No of Successful Conversion of Innovations initiated by Students/Alumni/Faculties converted to Enterprise/Start-ups made at Institute

Not Applicable!**Co-Incubation Partnership**

Co-incubation Partnership made with other Institutions either to offer incubation support (or) to receive incubation support

Not Applicable!**Courses on Innovation, IPR and Entrepreneurship Development**

Short Term Certificate Courses, Regular Academic Programs and Courses offered at Institute on Innovation, IPR and Entrepreneurship Development for Students, Faculties and Start-ups

Not Applicable!

Faculty with Entrepreneurial Experience

Regular Faculties Engaged in Teaching with Experience in Innovation Design, IPR, Business Modelling, Entrepreneurship Development, Start-up, etc.

Not Applicable!

Innovation in Governance

Best Innovative Solutions Developed In-house for Improving Governance of Your Institution

Not Applicable!

Responsibility for accuracy and authenticity of data lies with the concerned institution.

National Institutional Ranking Framework

Ministry of Human Resource Development

Government of India

Welcome to Data Capturing System: COLLEGE

Submitted Institute Data for NIRF'2020'

Institute Name: Amdar Shashikant Shinde Mahavidyalaya [IR-C-C-11137]

Sanctioned (Approved) Intake

Academic Year	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
UG [3 Years Program(s)]	600	600	600	-	-	-

Total Actual Student Strength (Program(s) Offered by Your Institution)

(All programs of all years)	No. of Male Students	No. of Female Students	Total Students	Within State (Including male & female)	Outside State (Including male & female)	Outside Country (Including male & female)	Economically Backward (Including male & female)	Socially Challenged (SC+ST+OBC Including male & female)	No. of students receiving full tuition fee reimbursement from the State and Central Government	No. of students receiving full tuition fee reimbursement from Institution Funds	No. of students receiving full tuition fee reimbursement from the Private Bodies	No. of students who are not receiving full tuition fee reimbursement
UG [3 Years Program(s)]	509	495	1004	1004	0	0	747	257	318	10	0	676

Placement & Higher Studies

UG [3 Years Program(s)]: Placement & higher studies for previous 3 years

Academic Year	No. of first year students intake in the year	No. of first year students admitted in the year	Academic Year	No. of students graduating in minimum stipulated time	No. of students placed	Median salary of placed graduates(Amount in Rs.)	No. of students selected for Higher Studies
2014-15	600	470	2016-17	150	62	115000(one lakh fifteen thousand)	36
2015-16	600	518	2017-18	149	58	120000(one lakh twenty thousand)	20
2016-17	600	507	2018-19	175	46	105000(one lakh five thousand)	54

Financial Resources: Utilised Amount for the Capital expenditure for previous 3 years

Academic Year	2018-19	2017-18	2016-17
	Utilised Amount	Utilised Amount	Utilised Amount
Annual Capital Expenditure on Academic Activities and Resources (excluding expenditure on buildings)			
Library	110984 (one lakh ten thousand nine hundred eighty four)	81139 (eighty one thousand one hundred thirty nine)	33006 (thirty three thousand six)
New Equipment for Laboratories	0 (zero)	282767 (two lakh eighty two thousand seven hundred sixty seven)	0 (zero)
Other expenditure on creation of Capital Assets (excluding expenditure on Land and Building)	107986 (one lakh seven thousand nine hundred eighty six)	536306 (five lakh thirty six thousand three hundred six)	880621 (eight lakh eighty thousand six hundred twenty one)

Financial Resources: Utilised Amount for the Operational expenditure for previous 3 years

Academic Year	2018-19	2017-18	2016-17
	Utilised Amount	Utilised Amount	Utilised Amount
Annual Operational Expenditure			
Salaries (Teaching and Non Teaching staff)	26813401 (two crore sixty eight lakh thirteen thousand four hundred one)	28218144 (two crore eighty two lakh eighteen thousand one hundred forty four)	24145361 (two crore forty one lakh fortyfive thousand three hundred sixty one)
Maintenance of Academic Infrastructure or consumables and other running expenditures(excluding maintenance of hostels and allied services,rent of the building, depreciation cost, etc)	677164 (six lakh seventy seven thousand one hundred sixty four)	1254123 (twelve lakh fifty four thousand one hundred twenty three)	594587 (five lakh ninety four thousand five hundred eighty seven)
Seminars/Conferences/Workshops	430 (four hundred thirty)	11456 (eleven thousand four hundred fifty six)	1200 (twelve hundred)

PCS Facilities: Facilities of physically challenged students

1. Do your institution buildings have Lifts/Ramps?	Yes, less than 40% of the buildings
2. Do your institution have provision for walking aids, includingwheelchairs and transportation from one building to another for handicapped students?	Yes
3. Do your institution buildings have specially designed toilets for handicapped students?	Not available

Awards Details

1.How many faculty member of your institution have received highly reputed national/international awards/recognition from central government agencies in the previous academic year 2018-19	0
2.How many students of your institution have won international awards in the previous academic year 2018-19	0

Faculty Details

Srno	Name	Age	Designation	Gender	Qualification	Experience (In Months)	Is Associated Last Year	Currently working with institution?	Joining Date	Leaving Date	Association type
1	Dr Mayappa Baburao Waghmode	61	Dean / Principal / Director / Vice Chancellor	Male	Ph.D	465	Yes	Yes	03-08-2010	--	Regular
2	Dr PRAMOD RAGHUNATHRA O GHATAGE	52	Assistant Professor	Male	Ph.D	298	Yes	Yes	20-06-1994	--	Adhoc / Contractual
3	Mr PRAMOD RAMCHANDRA CHAVAN	47	Other	Male	MP.Ed.	161	Yes	Yes	12-06-2006	--	Regular
4	Dr SANGRAM YASHWANT SHINDE	48	Assistant Professor	Male	Ph.D	274	Yes	Yes	20-07-1995	--	Adhoc / Contractual
5	Mr SHANKAR NAMDEV GEJAGE	43	Assistant Professor	Male	SET	161	Yes	Yes	12-06-2006	--	Regular
6	Dr SANJAY VITTHAL DHONDE	43	Assistant Professor	Male	Ph.D	124	Yes	Yes	01-08-2009	--	Regular
7	Mr ANAND SADHU SATHE	52	Assistant Professor	Male	SET	161	Yes	Yes	12-06-2006	--	Regular
8	Mrs GAYATRI PRATAP JADHAV	36	Assistant Professor	Female	M. Phil	124	Yes	Yes	01-08-2009	--	Regular

9	Dr SANJAY HANMANT BHOSALE	39	Assistant Professor	Male	Ph.D	124	Yes	Yes	01-08-2009	--	Regular
10	Dr VINOD VITTHAL PAWAR	38	Assistant Professor	Male	Ph.D	124	Yes	Yes	01-08-2009	--	Regular
11	Mr RAJENDRA DNYANDEO NANAWARE	37	Assistant Professor	Male	NET	124	Yes	Yes	01-08-2009	--	Regular
12	Mr SUNIL GANGARAM KEMDARNE	32	Assistant Professor	Male	NET	71	Yes	Yes	18-12-2013	--	Regular
13	Dr UDAY SIDU PAWAR	36	Assistant Professor	Male	Ph.D	78	Yes	Yes	31-12-2013	--	Regular
14	MR SUJIT MANOHAR KASABE	32	Assistant Professor	Male	Ph.D	112	Yes	Yes	25-06-2010	--	Regular
15	Dr DNYANDEO SALU KALE	39	Assistant Professor	Male	Ph.D	134	Yes	Yes	29-09-2008	--	Regular
16	Mr SANGRAMSINH VIJAYRAM NALAWADE	33	Assistant Professor	Male	SET	112	Yes	Yes	24-06-2010	--	Regular
17	Mr SUNIL MANDAL GAIKWAD	39	Assistant Professor	Male	SET	124	Yes	Yes	01-08-2009	--	Regular
18	Dr SUDHIR RAMDAS NAGARKAR	42	Other	Male	Ph.D	108	Yes	Yes	16-11-2011	--	Regular
19	Ms DHANASHRI VINAYAK DESHMUKH	32	Assistant Professor	Female	SET	15	No	Yes	01-09-2018	--	Regular
20	Dr SARANGPANI RAMCHANDRA SHINDE	34	Assistant Professor	Male	Ph.D	78	Yes	Yes	29-01-2013	--	Regular
21	Dr OMKAR VISHNUPANT YADAV	32	Assistant Professor	Male	Ph.D	15	No	Yes	01-09-2018	--	Regular
22	Mr PANDURANG DATTATRAY PATIL	30	Assistant Professor	Male	SET	15	No	Yes	01-09-2018	--	Regular
23	Mr AMEY ATMARAM DESAI	33	Assistant Professor	Male	SET	112	Yes	Yes	23-06-2010	--	Regular



CERTIFICATE

This is to certify that the
QUALITY MANAGEMENT SYSTEM

of

**JAYWANT PRATISTHAN HUMGAON SANCHALIT,
AMDAR SHASHIKANT SHINDE MAHAVIDHYALAY, MEDHA**

A/P. Medha, Tal. Jawali, Dist. Satara- 415012, Maharashtra, India

has been assessed and found to be in conformance to the requirements of

ISO 9001:2015

This certificate is valid for the following activity:

Providing Educational Services for under Graduate,
Degrees and Certificate Courses in Arts, Commerce & Science Disciplines

Certificate No.: IQ-23012502

Date of initial registration	25-01-2023
Date of this certificate	25-01-2023
1st Surv. Due Before	17-01-2024*
2nd Surv. Due Before	17-01-2025
Recertification Due	24-02-2026

S. K. Singh

Auth Sign

*Registration is subject to the system being continually maintained to the above standard under regular surveillance.
To check the certification validity please visit our website- www.isplcert.com or contact at- isplcert@gmail.com



Indraprastha SystemCert Pvt. Ltd.

Accredited by EGAC, A Member of International Accreditation Forum

For updated information of Certification, visit- www.isplcert.com, or E Mail: info@isplcert.com, isplcert@gmail.com

201, Jaina Tower-3, A-1, Janak Puri, New Delhi-110058, India, Ph +91 9990 477 631