

## **The Annual Quality Assurance Report (AQAR) of the IQAC**

### **Part – A**

#### **1. Details of the Institution**

**1.1 Name of the Institution** Pushpanjali College of Education

**1.2 Address Line 1** 50, M. G. Road,

**Address Line 2** Papdy, Vasai,

**City/Town** Dist. Thane.

**State** Maharashtra

**Pin Code** 401207

**Institution e-mail address** [pushpanjali1990@yahoo.co.in](mailto:pushpanjali1990@yahoo.co.in)

**Contact Nos.** 0250-2312025

**Name of the Head of the Institution:** Dr. Mariamma Joseph

**Tel. No. with STD Code:** 0250-2312025

**Mobile:** 9860322757

**Name of the IQAC Co-ordinator:** Dr. Sheetal S. Chaudhari

**Mobile:** 9820842968

**IQAC e-mail address:** [pushpanjali1990@yahoo.co.in](mailto:pushpanjali1990@yahoo.co.in)

**1.3 NAAC Track ID:** 09980

**1.4 NAAC Executive Committee No. & Date:** EC/56/RAR/05

**1.5 Website address:** College web address- [www.pushpanjalicollege.com](http://www.pushpanjalicollege.com)

IQAC web address- [www.pceiqac.webs.com](http://www.pceiqac.webs.com)

Web-link of the AQAR:

### 1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B++	-	2004	Upto 02/05/2009
2	2 <sup>nd</sup> Cycle	A	3.29	2011	Upto 15/09/2016

**1.7 Date of Establishment of IQAC:** 15/07/2004

**1.8 AQAR for the year :2013-14**

**1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC**

(i) AQAR 2011-12 submitted to NAAC on 7/08/2012

(ii) AQAR 2012-13 submitted to NAAC on 26/09/2013

**1.10 Institutional Status :** Affiliated College

Type of Institution : Women (Yes) Rural (Yes)

Financial Status : UGC 2(f) (Yes) UGC 12B (Yes)  
Totally Self-financing (Yes)

**1.11 Type of Faculty/Programme.** TEI (Edu) (Yes)

**1.12 Name of the Affiliating University (*for the Colleges*) :** Mumbai University

**1.13 Special status conferred by Central/ State Government--** UGC/CSIR/DST/DBT/ICMR  
etc None

## **2. IQAC Composition and Activities**

2.1 No. of Teachers : 6

2.2 No. of Administrative/Technical staff :2

2.3 No. of students : 1

2.4 No. of Management representatives: 1

2.5 No. of Alumni : 1

2. 6 No. of any other stakeholder and  
community representatives : 1

2.7 No. of Employers/ Industrialists 0

2.8 No. of other External Experts :1

**2.9 Total No. of members :** 14

**2.10 No. of IQAC meetings held** 5

**2.11 No. of meetings with various stakeholders:**

Faculty-2 Non-Teaching Staff -1 Students -1Alumni -1Others - 0

**2.12 Has IQAC received any funding from UGC during the year?** No

If yes, mention the amount : NA

**2.13 Seminars and Conferences (only quality related)**

**(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC**

Total Nos 4 International 0 National 0 State 0 Institution Level 4

**(ii) Themes :**

- Orientation to Perspective Planning.
- Seminar on Kaizen.
- Workshop on Transactional Analysis for staff to improve interpersonal relationships in the organization.
- Seminar on Role Clarification for non teaching and technical staff.

**2.14 Significant Activities and contributions made by IQAC :**

- Formation of benchmarks for various departments.
- Quality Audit: 360 degree feedback.
- Planning for up-gradation of ICT in the college.
- Planning for infrastructural facilities.
- Planning and implementation of curricular and co-curricular activities in the college.

**2.15 Plan of Action by IQAC/Outcome:**

No	Title of the Programme	Details	Proposed time
	<b>Academic Programmes</b>		
<b>i</b>	Teaching Learning Process	i. Planning for teaching learning in <u>using variety of techniques</u> ii. <u>complementary curriculum</u> to be integrated into individual courses as per need iii. Assure <u>integration of theory and practicum</u> to provide engagement with the curriculum. iv. Arrange input sessions for faculty to discuss innovative modes of curriculum transaction	Throughout the year
<b>ii</b>	Evaluation	i. Dept of Internal Assessment to arrange	As per activity



<b>viii</b>	Value oriented programmes	i. <u>Theme based assemblies</u> with focus on values ii. <u>Environmental awareness</u> projects through Environmental club Vasundhara iii. <u>Celebration of days</u> of national importance , Science Day, Literature Day, UNO day, Women's day	Throughout the year
	<b>Student Welfare programmes</b>		
<b>No</b>	Title of the Programme	Details	Proposed time
<b>i</b>	Preparation for the world of work	i. Inputs for TET in form of orientation ii. Generating MCQs for TET( in print and electronic format) iii. Orientation to appearing for interviews and writing CVs	January 2014
<b>ii</b>	Placement Services	i. Contacting schools for conducting campus placements ii. Arrangement of on campus placement interviews iii. Publicity to off campus placements through notice boards iv. Assistance to prepare for demonstration lessons	February 2013
<b>iii</b>	Counseling services	i. Orientation about counseling services in college	August 2013
<b>iv</b>	Empowerment through PUSHPADEEP	i. Organizing certificate courses through Pushpadeep ii. Arrangement of guest lectures and workshops	Jan 2014  Throughout the year

	Alumni Activities		
No	Title of the Programme	Details	Proposed time
i	Support to alumni seeking better job prospects	i. Dissemination of information about vacancies	As per the opportunity
ii	Support to alumni undergoing further education	i. Guidance to students pursuing M.Ed, M.A (Edu), Ph.D ii. Strengthening library resources to support higher education	Throughout the year
iii	Use of alumni resources	i. Inviting alumni to function as resource persons for seminars, guest lectures and workshops	Throughout the year
iv	Supporting Lifelong Learning among alumni	i. Dissemination of information about courses that alumni can pursue to upgrade their skills and knowledge ii. Encouraging interested alumni to pursue MOOCs	Throughout the year to be done as and when alumni approach
	Faculty Empowerment programmes		
No	Title of the Programme	Details	Proposed time
i	ICT skills	i. Encouraging faculty to learn new techniques in online learning	December 2013
ii	Institutional level workshops/ seminars for Quality Assurance	i. Organising inter institutional seminars to facilitate exchange of new ideas and share research findings ii. Organise intra institutional workshops for faculty development	March 2014  One per term

<b>iii</b>	Deputation to courses/ seminars for professional growth	i. Depute faculty to attend workshops, seminars and short term courses ii. Encourage faculty to present papers at seminars	Throughout the year
<b>iv</b>	Encouraging linkages with bodies of educational importance	i. Encourage faculty to collaborate with NCERT and other bodies in endeavours towards quality education	Throughout the year
<b>v</b>	Encouraging research and innovation	i. Disseminate information about calls for research proposal submission ii. Provide all feasible support to faculty undertaking research iii. Organize Paper Reading session through Anveshan Research Cell iv. Encourage faculty to carry out innovative experiments in Education v. Encourage faculty to publish articles, books and research findings either individually or through Abhivyakti Publication Unit	July 2013  March 2014  Throughout the year
	<b>Community building and extension activities</b>		
<b>i</b>	Sensitization programmes	i. Sensitization of students towards needs of people with disabilities ii. Sensitization of students towards children with learning difficulties iii. Sensitization towards needs of the aged, chemical dependents and other marginalized strata of society	Sept 2013  Jan 2014
<b>ii</b>	Community welfare activities	i. Organising interaction with inmates of orphanages, home for the aged, terminally ill, mentally challenged and handicapped ii. Collaborating with community centres	Throughout the year



		and offering services as per need(eg collection drive for Blind Relief, making greeting cards at Centre for Handicapped)	
<b>iii</b>	Faculty's service to society	i. Offering expertise to educational institutions ii. Functioning as members of interview panels for staff recruitment in schools & colleges	As per the need
	<b>Infrastructural and material resources</b>		
<b>i</b>	Physical structure maintenance	i. Ensuring maintenance of premises though proper housekeeping measures ii. Timely maintenance and repairs of non functioning amenities iii. Beautification of campus	Throughout the year
<b>ii</b>	Library services	i. Enhancing resources in form of books, e resources, magazines ii. Display of new books supported by a short summary of the same iii. Display of educationally relevant news on the notice board	Throughout the year
<b>iii</b>	Greening the premises	i. Minimising use of paper and plastic and using other viable options ii. Ban on thermocol or any other non eco friendly material iii. Maintenance of the greenery in the premises	Throughout the year
<b>iv</b>	ICT resources	i. Upgrading software to assist online learning ii. Regular upkeep and maintenance of ICT resources iii. Regular updates on website	At the start of the new term
	<b>Monitoring mechanism for Quality Culture</b>		
<b>i</b>	360 degree feedback	i. Seeking annual feedback from employers, parents, alumni, staff and students ii. Analysis and follow up on feedback	April - May 2014

<b>ii</b>	Suggestion box	i. Soliciting suggestions to improve the college ii. Timely addressing of grievances of students	Throughout the year
<b>iii</b>	TAQ	i. Seeking feedback from students wrt individual teacher's interaction, overall functioning of the college and functioning of library	April 2014
<b>iv</b>	Interaction with stakeholders	i. Organizing meetings with Parents ii. Faculty group meetings with students to ensure timely action wrt difficulties encountered	August 2013  One meeting every month
	<b>Special quality enhancement measures through IQAC</b>		
<b>i</b>	Benchmarking	i. Revisiting the benchmarks created by the college ii. Reflection exercises on extent to which benchmarks have been achieved iii. On the basis of experience revise benchmarks at the end of the year	
<b>ii</b>	Fostering Inter institutional linkages	i. Promote linkages with government and non government agencies involved in societal welfare eg Krupa	Jan 2014
<b>iii</b>	Documentation of activities for quality enhancement	i. IQAC to co ordinate with faculty to prepare perspective plans/ action plans at the start of the year ii. IQAC to scrutinize all reports at the end of the year iii. Preparation of AQAR	July 2013  April 2014  May 2014

<b>iv</b>	Dissemination of information on quality	i. Expectations of bodies like NAAC, NCTE, UGC, University, NCERT to be conveyed to faculty thro' <a href="http://www.pceiqac.webs.com">www.pceiqac.webs.com</a>  ii. Faculty inputs of new vistas in quality enhancement iii. Dissemination of information on various quality parameters of higher education thro' <a href="http://www.pceiqac.webs.com">www.pceiqac.webs.com</a>	Thro' out the year   at least two sessions per year
	<b>Meetings and Discussions</b>		
<b>i</b>	Staff Meetings	i. Arranging monthly meetings with the staff	Atleast 6 to 8 meetings
<b>ii</b>	LMC Meetings	i. Two meetings , one per term	Oct 2013 and March 2014
<b>iii</b>	IQAC Meetings	i. Two meetings per term	July 2013 Nov 2013 Feb 2014 May 2014
<b>iv</b>	Parent teacher Meetings	i. Orientation Meeting	August 2013

**Outcome / achievement** – All the above mentioned programmes were carried out meticulously. Feedback was solicited through different modes. The beneficiaries of the programme were students, alumni, stakeholders such as teachers of neighbouring schools and the community. Some of the specific outcomes of the above programmes are as follows-

- 99% results at the university examination
- Sensitization of students to the issues of local, national and global importance
- Strengthening of online resources

- Professional development of faculty
- Publication of research papers
- Participation at conference seminars workshops
- Successful completion of personality development and Yoga courses
- Achievement of seven individual prizes and one championship in inter institutional competitions
- Eighty percent placement of students in schools and colleges
- Development of skills required for the 21<sup>st</sup> century teachers.

Other details are subsequently mentioned in the discussion that follows.

**The Academic Calendar of the year 2013-14 is attached as Annexure (i).**

2.15 Whether the AQAR was placed in statutory body

The AQAR was placed before the Management

**The details of the action taken :**

- Faculty was encouraged to continue the good work.
- Equipments were provided.
- Financial support was provided.

**Part – B**  
**Criterion – I**  
**Curricular Aspects**

**1.1 Details about Academic Programmes**

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG				
UG	1		1	
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
<b>Total</b>	1		1	

**1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options**

**(ii) Pattern of programmes:**

Pattern	Number of programmes
Semester	1
Trimester	0
Annual	0

**1.3 Feedback from stakeholders:** Alumni (Yes) Parents (Yes) Employers (Yes) Students (Yes)

Mode of feedback :Online (Yes) Manual (Yes) Co-operating schools (for PEI) (Yes)

*Analysis of the feedback is provided in Annexure (ii)*

**1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.**

Syllabus was revised by University of Mumbai which was implemented by the faculty. Besides that Complementary and Supplementary curriculum was implemented by the faculty. Topics included in the complementary curriculum were: Brain Based Learning, Programme for development of academic self concept, Dale's Cone for educational experiences, Johari window, Flipped classroom.

**1.5 Any new Department/Centre introduced during the year. If yes, give details : No**

**Criterion – II**

**Teaching, Learning and Evaluation**

**2.1 Total No. of permanent faculty**

Total	Asst. Professors	Associate Professors	Professors	Others
7	1	6	0	0

**2.2 No. of permanent faculty with Ph.D. 5**

**2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year**

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	2	0	0	0	0	0	0	0	0

**2.4 No. of Guest faculty 1**

**Visiting faculty 1**

**Temporary faculty 1**

## 2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	-	10	-
Presented		2	-
Resource Persons	-	2	-

## 2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Use of Online LMS, Use of Online tests, training for creation of Web sites.
- Innovative techniques used for teaching- Field work, Maths trail, Local region trail, Constructive approach, Co-operative teaching, games, Case studies.

## 2.7 Total No. of actual teaching days during this academic year : 244

## 2.8 Examination/ Evaluation Reforms initiated by the Institution :

- Open Book Examination,
- Online Multiple Choice Questions.

## 2.9 No. of faculty members involved in Curriculum restructuring<sup>1</sup>

Curriculum revision 6

Syllabus development<sup>6</sup>

as member of Board of Study/Faculty/Curriculum Development workshop

## 2.10 Average percentage of attendance of students : 95%

## 2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed.	98	7.14%	54.08%	35.71%	1.02%	1.02%

## 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

- Planning and implementation of Academic Calendar
- Perspective Plans for curriculum transaction and Departmental work
- 360 degree Feedback
- Reflective practices
- Mentoring the faculty
- Sharing of best practices among the staff
- Leveraging the potential of online platform.

## 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme	
HRD programmes	1
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	1
Summer / Winter schools, Workshops, etc.	2
Others	

## 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	3	0	0	0
Technical Staff	4	0	0	0



## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution :

##### Research Cell Activities :

- Anweshan is the Research Cell of the college. A workshop on Research Methodology was conducted by the faculty for the students. This helped them to pursue their action Research Projects with the right perspective. The cell organised Paper Reading Sessions for the benefit of students and teacher educators.
- Workshop on Research Methodology for students.
- Action Research Projects undertaken by the students.
- Publishing research papers in peer reviewed journals.
- Faculty functioned as a resource person for validation of research tools.
- Faculty guided research projects for Dip. In Educational Management.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

#### 3.4 Details on research publications

	International	National	Others
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Peer Review Journals	0	2	0
Non-Peer Review Journals	0	0	0
e-Journals	0	0	0
Conference proceedings	0	2	0

### 3.5 Details on Impact factor of publications:

Range - --- Average - --- h-index - ---- Nos. in SCOPUS----

### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects	-	-	-	-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects ( <i>other than compulsory by the University</i> )	-	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	-	-

### 3.7 No. of books published

i) With ISBN No. 0 Chapters in Edited Books 0

ii) Without ISBN No. 0

**3.8 No. of University Departments receiving funds from** UGC-SAP, CAS , DST-FIST, DPE, DBT Scheme/funds : NA

### DBT Star Scheme -

Any Other (specify)-

**3.10 Revenue generated through consultancy :** Rs. 14,000/-

### 3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	0	0	0	0	0
Sponsoring agencies	0	0	0	0	0

**3.12 No. of faculty served as experts, chairpersons or resource persons: 6**

**3.13 No. of collaborations :** International 0 National 0 Any other 2

**3.14 No. of linkages created during this year:0**

**3.15 Total budget for research for current year in lakhs :**

From Funding agency 0

From Management of University/College 0

Total 0

### 3.16 No. of patents received this year

Type of Patent		Number
National	Applied	0
	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0

	Granted	0
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**3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year**

Total	International	National	State	University	Dist	College
0	0	0	0	0	0	0

**3.18 No. of faculty from the Institution who are Ph. D. Guides 0  
and students registered under them 0**

**3.19 No. of Ph.D. awarded by faculty from the Institution 0**

**3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)**

JRF 0 SRF 0 Project Fellows 0 Any other 0

**3.21 No. of students Participated in NSS events**

University level 0 State level 0 National level 0 International level 0

**3.22 No. of students participated in NCC events:**

University level 0 State level 0 National level 0 International level 0

**3.23 No. of Awards won in NSS:**

University level 0 State level 0 National level 0 International level 0

**3.24 No. of Awards won in NCC:**

University level 0 State level 0 National level 0 International level 0

**3.25 No. of Extension activities organized**

University forum 0 College forum 0 NCC 0 NSS 0 Any other 5

### 3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Following community oriented activities were organized by the college to sensitize students to social issues and encourage them for participation in social welfare.

1. Street play training programme
2. Rendering assistance to sick and needy
3. Preparation of greeting cards for a centre for handicapped children.
4. Visit to Kripa Foundation for understanding 'Chemical dependence'.
5. Organization of various educational and extension programmes for tribal students.

## Criterion – IV Infrastructure and Learning Resources

### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	Approx 2.5 acres	-	-	-
Class rooms	4	-		
Laboratories	3	-	-	-
Seminar Halls	1	-	-	-
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.		9		9
Value of the equipment purchased during the year		Rs.93,895/-	Tuition fees	
Others				

### 4.2 Computerization of administration and library :

Computerization of library using in-house software for

- Cataloguing, classification, issue and return of books for faculty and students.
- Stock taking
- Checking books record
- To search for availability of a particular book in the library
- Claiming books
- List of lost and discarded books

### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	2981	Rs 6,96,923/-	143	Rs. 21,615/-	3124	Rs. 7,18,538/ -
Reference Books	2752		82		2834	
e-Books	8		2		10	
Journals	18		01		19	
e-Journals	2		-		2	
Digital Database	Open source database	-	-	-	Open source database	-
CD & Video	600	-	100	-	700	-
Others (specify)	B.Ed. projects-300	-	100	-	400	-
	Ph.D. thesis-7		3		10	
	M.Ed. projects - 37		2		39	

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	19	1	Broad Band and TATA DOCOMO	3	5	1	-	-
Added	-	-	-	-	-	-	-	-
Total	19	1	2	3	5	1	-	-

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Orientation to OERs,
- MOODLE,
- Orientation to online learning resources,
- Training for preparation of power point presentation, blogs, websites

#### 4.6 Amount spent on maintenance :

i) ICT	Rs.18,595/-
ii) Campus Infrastructure and facilities	Rs.10,000/-
iii) Equipments	Rs. 5850/-
iv) Others	Rs.3220/-
<b>Total :</b>	Rs.37,665/-

## Criterion – V

### Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services :

IQAC ensures student support through following activities-

In the beginning of the academic year students are oriented to B.Ed curriculum and overall functioning of the college. Through- out the year personal and group counselling facility is provided. Students are mentored by faculty –every month faculty meeting is held. Book bank facility is provided. At the beginning of the year parents are oriented to the nature of B.Ed. course so that they can be more supportive of their ward.

#### 5.2 Efforts made by the institution for tracking the progression :

Continual evaluation and feedback for all aspects of teaching learning process.

#### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	-	-	-

	No.	%
Men	6	6%
Women	94	94%

(b) No. of students outside the state      21

(c) No. of international students      0

Last Year						This Year					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total
86	4	3	4	0	97	98	1	0	1	0	100

Demand ratio

Dropout %   0



#### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

A session was conducted on 'Preparing for Teacher Eligibility Test'. To prepare students for Teacher Eligibility Test' Multiple Choice Questions were prepared and uploaded online . See <http://www.wiziq.com/online-tests/58123-teacher-eligibility-test-1>  
<http://www.wiziq.com/online-tests/24553-educational-evaluation>  
<http://www.wiziq.com/online-tests/8994-psychology-of-learning>

**No. of students beneficiaries >100**

#### 5.5 No. of students qualified in these examinations

NET	1	SET/SLET	0	GATE	0	CAT	0
IAS/IPS etc0		State PSC	0	UPSC	0	Others	1

#### 5.6 Details of student counselling and career guidance

The College has a counselling cell named 'Solace'. The principal holds a degree in psychological counselling and is in-charge of this cell. This year 9 students were counselled for various issues such as grief due to sudden death of parents. Some students were counselled regarding marital adjustment. One student who failed to clear first semester examination was helped to deal with the depression induced due to failure.

The Placement Cell of the college made arrangements for heads of schools to interact with those seeking jobs. The students were oriented regarding the opportunities in teaching. They were also briefed on how to face an interview.

**No. of students benefitted by counselling 9**

**No. of students benefitted from placement cell activities 100**

#### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
06	50	10	80

## 5.8 Details of gender sensitization programmes

College has a Women's Cell named 'Streevani'. It organizes activities for sensitization of students and society towards socially relevant topics and issues :

- Awareness programme and Action research project on 'Safety of Girl Child'. About 150 adolescent school girls benefitted
- Seminar for women on 'Issues and Challenges before Women of Today'. Attended by over 300 women
- Assemblies based on the theme 'Girl child'
- Seminar for students on 'Gender Discrimination and Role of Education'
- Incorporation of value of 'equality of sexes' during practice teaching.

## 5.9 Students Activities

### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level 0      National level      0      International level      0

No. of students participated in cultural events

State/ University level      0      National level      0      International level      0

### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level      0      National level      0      International level      0

Cultural: State/ University level      0      National level      0      International level      0

## 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	-	-
Financial support from other sources	2	Rs.15,000/-
Number of students who received International/ National recognitions	-	-

### 5.11 Student organised / initiatives

Fairs : State/ University level 0 National level 0 International level 0

Exhibition: State/ University level 0 National level 0 International level 0

### 5.12 No. of social initiatives undertaken by the students 6

### 5.13 Major grievances of students (if any) redressed:

- Replacement of old fans in the class room
- Provision of two recesses in the time table

## Criterion – VI

### Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

Vision of the college-

**‘Education for the Life of the World’**

Mission of the college-

**‘Imparting Liberating, Inspiring, Formative, Empowering Education’**

#### 6.2 Does the Institution has a management Information System: No

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

- Development and deployment of complementary curriculum to support the University Curriculum
- Analysis and discussion of NCFTE 2009
- Series of faculty meetings to discuss the University curriculum against the background of important documents such as NCF 2005 and 12<sup>th</sup> Five year plan

- Use of online portal for uploading material for reflection (See [www.pceiqac.webs.com](http://www.pceiqac.webs.com))

### **6.3.2 Teaching and Learning**

- Use of variety of learning techniques incorporating principles of andragogy and constructivism
- development of learning resources such as lesson plans with innovative strategies
- Use of blogs, specially developed websites, online LMS( Edmodo, wiziq and wikieducator)
- Buddy system to help those achieving below potential
- Cognitive Apprenticeship during Internship
- Use of case studies, researches and Open Education Resources by faculty and students
- College has various clubs such as Vasundhara Environmental Club, Pushpganit Mathematics Club, Rucha Literature Club. These clubs organize subject specific activities to supplement the regular curriculum prescribed by the University of Mumbai.

### **6.3.3 Examination and Evaluation :**

- Use of online platforms such as edmodo and wiziq to upload quizzes
- Remedial Teaching for underachievers
- Emphasis on self reflection of one's performance

### **6.3.4 Research and Development :**

- Research Methodology Workshop for students
- Encouraging students to undertake research on social issues
- Encouraging Research publications by faculty in magazines
- Encouraging staff to participate in research paper presentations
- Conducting Research paper Reading through the College Research Cell
- Two faculty members were awarded Ph.D by University of Mumbai. Three members of alumni also completed their Ph.D and regularly benefitted from the resources in the college. One faculty member guided a research student pursuing Diploma in Educational Management from SNDT University.

### 6.3.5 Library, ICT and physical infrastructure / instrumentation :

#### Library

- display of new arrivals on the notice board
- Book Reviews and group discussion of books of Educational importance ]
- Exhibition of books in collaboration with publishing houses

#### ICT

- Training to students in preparing presentations and computer aided lessons
- Training in use of MOODLE
- Training in webpage creation
- Exclusive website for IQAC to disseminate information about Quality Measures ( see [www.pceiqa.webs.com](http://www.pceiqa.webs.com))
- Designing a 24 X 7 learning mechanism through display of OERs on wikieducator and specially prepared web pages (see [www.wikieducator.org/User:Agnes](http://www.wikieducator.org/User:Agnes) , [www.cdcosta.webs.com](http://www.cdcosta.webs.com))
- Physical infrastructure: Regular upkeep and maintenance, purchase of new equipment,
- Optimal use of resources with emphasis on eco sensitivity
- Encouraging wise use of resources as water, paper

### 6.3.6 Human Resource Management :

- **For Students** :Promoting talents among students by offering them an opportunity to function as resource persons
- Organising of Certificate Courses in Yoga, Personality Development
- Deputing students to represent the college in inter institutional competitions (Secured seven prizes and one championship )
- Arranging guest lectures and workshops for students
- **For Faculty**: deputing faculty for seminars, conferences, courses and workshops
- Organising workshop on Transactional Analysis, Kaizen and Perspective Planning for Staff
- **For non teaching staff**: Role clarification exercise

### **6.3.7 Faculty and Staff recruitment :**

No new faculty was appointed on a permanent basis during 2013-14. However one appointment was made on Clock Hour Basis. The appointed person was regularly mentored by the permanent faculty.

### **6.3.8 Industry Interaction / Collaboration :**

In case of Teacher Education Institutes, the societal stakeholders include practice teaching schools/colleges and institutions where the students seek employment. Quality improvement strategies are geared to developing healthy reciprocal relationship with these institutions.

- (i) Relationship with Practising Schools: Quality improvement strategies include soliciting feedback, collaborating with the school faculty to facilitate effective cognitive apprenticeship, organising programmes of educational relevance for school teachers
- (ii) Relationships with prospective employers: Strengthening of ties between the college and schools to give students the right platform to launch into their teaching careers. This is done via the Placement Cell of the college. Organizing interaction between employers and students so that students are aware of the expected job profile in individual institutions.

### **6.3.9 Admission of Students:**

Admission is conducted through the Common Entrance Test and stringently follows all rules of the Association of Non aided Colleges. Since students have to appear for a competitive CET, guidance regarding the CET is given to students through a seminar.

### **6.4 Welfare schemes for**

Teaching	0
Non teaching	1
Students	0

### **6.5 Total corpus fund generated :Rs. 14,70,000/-**

### **6.6 Whether annual financial audit has been done                      Yes**

**6.7 Whether Academic and Administrative Audit (AAA) has been done?**

Audit Type	External		Internal	
	Yes/No	Agency	Yes	Authority
Academic	Yes	Carmelite Convent Religious.	Yes	Faculty, Principal
Administrative	Yes	Rao and Ashok, Chartered Accountant Registration no. 119932 W	Yes	Manager, Principal

**6.8 Does the University/ Autonomous College declares results within 30 days?**

For UG Programmes NA

For PG Programmes NA

**6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?**

NA

**6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?**

NA

**6.11 Activities and support from the Alumni Association**

Regular contact maintained with members of the Alumni association through online groups. Alumni are supported for Teacher Eligibility Test preparation through online mode. Alumni are encouraged to share their expertise with the students through special interaction sessions.

### **6.12 Activities and support from the Parent – Teacher Association**

In the beginning of the academic year parents are oriented to the B.Ed. curriculum and functioning of the college. College has an ‘Open Door Policy’ for the parents so that they can approach the faculty and Principal according to the requirement.

### **6.13 Development programmes for support staff**

Session on ‘Role Clarification’ was conducted for the support staff.

Technical staff was trained for use and maintenance of new equipment such as LCD, CCTV cameras, Fire extinguisher.

### **6.14 Initiatives taken by the institution to make the campus eco-friendly**

- Tree plantation drive
- Minimising use of paper
- Ban on use of Thermocol
- ‘Say No to Plastic’ policy
- Segregation of dry and wet waste
- Compost pit.
- Maintenance of the greenery in the premise



## Criterion – VII

### Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

#### I. Curricular Planning :

##### Activity: Planning for Perfection

Details: Workshop for faculty on ‘Perspective Planning’, Workshop on ‘Kaizen approach to progress’ were conducted

#### II. Teaching Learning and Evaluation

##### Activity: Nurturing Teachers for the 21<sup>st</sup> Century

- Details: The University curriculum was augmented with a complementary curriculum which included training sessions in MOODLE and creation of websites. Online platforms like edmodo, wiziq and wikieducator were used extensively to promote 24 x 7 learning opportunities. Online testing was introduced to help students evaluate their own progress. The college has various clubs as Vasundhara Environmental Club, Pushpaganit Mathematics Club, Rucha Literature Club and Streevani Women’s Cell. These clubs organised activities that were dovetailed in the curriculum and thus helped the student-teachers to imbibe skills and attitudes required for 21<sup>st</sup> century teachers.

**Pushpaganit mathematics club organized** Seminar on Ramanujan’s contribution to mathematics, Visit to maths exhibition in school, Seminar on virtual manipulatives :Geogebra and maths laboratory, Sessions for teaching and learning of disadvantaged students and Seminar on new paths in mathematics.

**Rucha literature club organized** Poetry Recitation, Extempore elocution and Debate competitions.

### **III. Research, Consultancy and Extension**

#### **Activity: Enriching minds, Empowering all**

Details: The various activities under the Research Cell ‘Anweshan’ and the Dept of Community Work helped to sensitize students, empower inservice and pre service teachers. Research Paper reading sessions and dissemination of research findings enabled us to expand the horizons of our understanding . The faculty shared their expertise through consultancy programmes. Online platforms were also used to reach out to alumni and inservice teachers.

### **IV. Infrastructure and Learning Resources**

Details: Regular upkeep of existing resources, use of resources to the optimum level are encouraged. The college has generated many Open Educational Resources (OERs) and uploaded them for the benefit of global learners.

### **V. Student Support and Progression**

#### **Activity: Collaborate and co-operate**

Details: PUSHPADEEP (Pushpanjali’s Dept of Extension and Education Programmes) organised Certificate Courses in Yoga and Personality Development.

#### **7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year**

Plan of Action for the year is given in the question 2.15. The subsequent outcomes were discussed. The staff reviewed the achievements for further improvement.

#### **7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)**

1. E-Power to Empower (ICT for Knowledge Management)
2. Certificate Courses for Wholistic Development

**Detail outline of the best practices of the college is attached as annexure (iii)**

#### **7.4 Contribution to environmental awareness / protection :**

College has ‘Vasundhara Environmental Club’ which organizes various activities for awareness regarding environmental issues and its upgradation.

- Tree plantation drive
- Minimising use of paper
- Ban on Thermocol
- ‘Say No to Plastic’ policy
- Segregation of dry and wet waste
- Compost pit.
- Maintenance of the greenery in the premises
- Seminars on environmental issues

**7.5 Whether environmental audit was conducted?** No

**7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)**

**SWOT Analysis :**

**Identified strengths -**

- Curriculum transaction supplemented with variety of co-curricular activities to promote all round growth of the students.
- Integration of ICT in teaching learning process- use of online learning modes, creation of OERs.
- Training in life skill education.

**Identified weaknesses-**

- Limited publications at international & national level .
- Financial constraints.
- Lack of linkages with professional bodies

**Opportunities identified-**

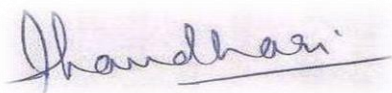
- Qualified faculty to guide research work.
- Availability of experts who can contribute to quality programmes

**Identified threats-**

- Government policies towards self financing institutions.

## **8.Plans of institution for next year**

- Assure integration of theory and practicum to provide engagement with the curriculum.
- Increase use of ICT in every sphere of functioning of college by training staff and students to use online and offline resources.
- Enhance the quality of teaching learning processes by incorporating new trends and innovative techniques in the curriculum transaction.
- Collaborate with the community centres to increase student participation in extension and out-reach programmes.
- Use online platform for evaluation and feedback.
- Strengthen library resources.
- Organize capacity building programmes for the faculty, support staff and students.
- Infuse research skills in students.
- Increase student involvement and participation in environment related programmes.
- Organize orientation programmes to prepare students for jobs in schools and provide placement services.
- Provide counselling services.
- Support alumni and school teachers by organizing in-service teacher enrichment programmes.
- Organize National Level Seminar.
- Promote inter institutional linkages.



*Name - Dr.SheetalChaudhari*

*Signature of the Coordinator, IQAC*



*Name – Dr.Mariamamma Joseph*

*Signature of the Chairperson, IQAC*

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**Annexures (i)**

**PUSHPANJALI COLLEGE OF EDUCATION, PAPDY, VASAI**  
**ACADEMIC CALENDAR 2013-2014**  
**JULY - 2013**

<b>Dates</b>	<b>Events</b>
1.7.2013	V A C A T I O N
2.7.2013	
3.7.2013	
4.7.2013	
5.7.2013	
6.7.2013	
7.7.2013	<b>SUNDAY</b>
8.7.2013	
9.7.2013	
10.7.2013	
11.7.2013	
12.7.2013	
13.7.2013	
14.7.2013	<b>SUNDAY</b>
15.7.2013	College Reopening. Planning Meetings.
16.7.2013	<b>Holiday - Feast of Our Lady of Mt. Carmel</b>
17.7.2013	Preparation of Learning Resources
18.7.2013	Translation of Syllabus
19.7.2013	Staff Meeting

20.7.2013	Staff Meeting
21.7.2013	<b>SUNDAY</b>
22.7.2013	PUSHPADEEP Teacher Enrichment programme
23.7.2013	Orientation towards New Syllabus - Hindi, ICT
24.7.2013	Orientation towards New Syllabus - Educational Management
25.7.2013	Visit to schools for permission for Practice Teaching
26.7.2013	Visit to schools for permission for Practice Teaching
27.7.2013	Issue of B.Ed. CET Exam Hall Ticket& Orientation towards New Syllabus- Environmental Education, Educational Evaluation
28.7.2013	B.Ed. CET Exam - 2013
29.7.2013	Oral Exam +Interview & Orientation towards New Syllabus - Geography , Commerce, Psychology of Learning
30.7.2013	Oral Exam. Orientation towards New Syllabus - Science Method.
31.7.2013	Orientation towards New Syllabus - Mathematics Method .

### AUGUST - 2013

<b>Dates</b>	<b>Events</b>
1.8.2013	Orientation towards New Syllabus - Guidance and Counseling, Geography Method.
2.8.2013	Staff Meeting
3.8.2013	Preparation for new syllabus
4.8.2013	<b>SUNDAY</b>
5.8.2013	Orientation toward New Syllabus - English Method

6.8.2013	IQAC meeting
7.8.2013	IQAC meeting
8.8.2013	Display of CET Results, Admission First Round, Inaugural Prayer and Mass, Orientation toward Micro Lessons
9.8.2013	<b>Holiday-</b> Ramzan Id.
10.8.2013	Educational Visit to National School.
11.8.2013	<b>SUNDAY</b>
12.8.2013	Micro Teaching Workshop
13.8.2013	Micro Teaching, Admission Second Round
14.8.2013	Micro Teaching Workshop
15.8.2013	<b>Independence Day Celebrations.</b>
16.8.2013	Micro Teaching Workshop
17.8.2013	Micro Teaching Workshop
18.8.2013	<b>SUNDAY</b>
19.8.2013	Theory & Lesson Guidance and Input for Simulated Lesson. Demonstration lessons.
20.8.2013	Theory & Lesson Guidance for Simulated Lesson.
21.8.2013	Workshop on instructional Objectives and Lesson Planning.
22.8.2013	Theory & Guidance for Simulated Lesson
23.8.2013	Workshop on instructional Objectives and Lesson Planning, Audio Visual Aids Workshop.  Admission Third Round
24.8.2013	Audio Visual Workshop
25.8.2013	<b>SUNDAY</b>
26.8.2013	Demonstration of Model Lessons

27.8.2013	Visit to Practice teaching schools for Units
28.8.2013	Theory & Lesson Planning Workshop
29.8.2013	Lesson Planning Workshop
30.8.2013	Lesson Guidance
31.8.2013	Lesson Guidance

### September - 2013

Dates	Events
1.9.2013	<b>SUNDAY</b>
2.9.2013	Practice Teaching, Community work
3.9.2013	Theory & Lesson Guidance
4.9.2013	Practice Teaching, Community work
5.9.2013	Theory & Teacher's Day Celebration, Talent Search programme and Student Council election.
6.9.2013	Practice Teaching, Community work
7.9.2013	Theory & Lesson Guidance
8.9.2013	<b>SUNDAY</b>
9.9.2013	<b>Holiday - Ganesh Chaturthi</b>
10.9.2013	Practice Teaching, Community work
11.9.2013	Theory & Lesson Guidance
12.9.2013	Practice Teaching , Community work
13.9.2013	Practice Teaching, Community work
14.9.2013	Theory & Lesson Guidance



15.9.2013	<b>SUNDAY</b>
16.9.2013	Practice Teaching, Community work
17.9.2013	Theory & Lesson Guidance
18.9.2013	<b>Holiday – Anant Chaturdashi</b>
19.9.2013	Practice Teaching, Community work
20.9.2013	Practice Teaching, Community work
21.9.2013	Theory & Lesson Guidance
22.9.2013	<b>SUNDAY</b>
23.9.2013	Practice Teaching, Community work
24.9.2013	Theory & Lesson Guidance
25.9.2013	Practice Teaching, Community work
26.9.2013	Theory & Lesson Guidance
27.9.2013	Practice Teaching, Community work
28.9.2013	Theory & Lesson Guidance
29.9.2013	<b>SUNDAY</b>
30.9.2013	Theory & Preparation for Pushpanjali Day Celebration

### October - 2013

<b>Dates</b>	<b>Events</b>
1.10.2013	Pushpanjali Day (Feast of St. Therese)
2.10.2013	<b>Holiday - Gandhi Jayanti</b>
3.10.2013	Theory

4.10.2013	Theory
5.10.2013	Theory
6.10.2013	<b>SUNDAY</b>
7.10.2013	Theory & Essay test
8.10.2013	Theory
9.10.2013	Theory
10.10.2013	Theory & Community Work
11.10.2013	Theory & Essay test
12.10.2013	Theory
13.10.2013	<b>SUNDAY</b>
14.10.2013	Theory
15.10.2013	Theory & Essay test
16.10.2013	<b>Holiday –Bakri Id</b>
17.10.2013	Theory
18.10.2013	Theory
19.10.2013	Theory
20.10.2013	<b>SUNDAY</b>
21.10.2013	Theory & Essay test
22.10.2013	Theory
23.10.2013	Theory
24.10.2013	Theory
25.10.2013	Theory
26.10.2013	Theory , Content test

27.10.2013	<b>SUNDAY</b>
28.10.2013	Theory & Preparation for Diwali, Rangoli Competition.
29.10.2013	Theory & Diwali Celebration, Aarti decoration competition and Food stall competition.
30.10.2013	<b>Diwali vacation</b>
31.10.2013	<b>Diwali vacation</b>

### November - 2013

<b>Dates</b>	<b>Events</b>
1.11.2013	<b>Diwali Vacation</b>
2.11.2013	<b>Diwali Vacation</b>
3.11.2013	<b>SUNDAY</b>
4.11.2013	<b>Holiday - Balipratipada</b>
5.11.2013	<b>Holiday - Bhaubeej</b>
6.11.2013	<b>Diwali Vacation</b>
7.11.2013	<b>Diwali Vacation</b>
8.11.2013	<b>Diwali Vacation</b>
9.11.2013	<b>Diwali Vacation</b>
10.11.2013	<b>SUNDAY</b>
11.11.2013	Class Test
12.11.2013	Class Test
13.11.2013	Class Test
14.11.2013	<b>Holiday - MoharramTajiya</b>

15.11.2013	Class Test
16.11.2013	Class Test
17.11.2013	<b>SUNDAY</b>
18.11.2013	College Re-opens (after Diwali Vacation)
19.11.2013	Unit planning and Unit testing workshop
20.11.2013	Unit planning and Unit testing workshop
21.11.2013	Unit planning and Unit testing workshop
22.11.2013	Remedial Teaching & Tutorials
23.11.2013	Remedial Teaching & Tutorials
24.11.2013	<b>SUNDAY</b>
25.11.2013	Study Leave
26.11.2013	Preliminary Exam ,Course - 1
27.11.2013	Preliminary Exam, Course - 2
28.11.2013	Preliminary Exam, Course - 3
29.11.2013	Preliminary Exam, Course - 4
30.11.2013	Preliminary Exam, Course - 5

### **December - 2013**

<b>Dates</b>	<b>Events</b>
1.12.2013	<b>SUNDAY</b>
2.12.2013	Remedial Teaching & Tutorials
3.12.2013	Remedial Teaching & Tutorials

4.12.2013	Study Leave
5.12.2013	Study Leave
6.12.2013	Study Leave
7.12.2013	Study Leave
8.12.2013	<b>SUNDAY</b>
9.12.2013	Study Leave
10.12.2013	Study Leave
11.12.2013	Study Leave
12.12.2013	Study Leave
13.12.2013	Study Leave
14.12.2013	Study Leave
15.12.2013	<b>SUNDAY</b>
16.12.2013	Study Leave
17.12.2013	University Exam (Sem -I), Course - 1
18.12.2013	University Exam (Sem -I), Course - 2
19.12.2013	University Exam (Sem -I), Course - 3
20.12.2013	University Exam (Sem -I), Course - 4
21.12.2013	University Exam (Sem -I), Course - 5
22.12.2013	Preparation for Christmas Celebration
23.12.2013	Christmas Celebration
24.12.2013	Christmas Celebration at community centres
25.12.2013	<b>Holiday - Christmas</b>

26.12.2013	<b>Christmas Vacation</b>
27.12.2013	<b>Christmas Vacation</b>
28.12.2013	<b>Christmas Vacation</b>
29.12.2013	<b>SUNDAY</b>
30.12.2013	<b>Christmas Vacation</b>
31.12.2013	<b>Christmas Vacation</b>

**Semester II  
January - 2014**

<b>Dates</b>	<b>Events</b>
1.1.2014	College Re-opens (after Christmas Vacation)
2.1.2014	Theory & Personality Development workshop
3.1.2014	Theory & Personality Development workshop
4.1.2014	Theory & Personality Development workshop
5.1.2014	<b>SUNDAY</b>
6.1.2014	Preparation for TET – (Resource person Mr.Prakash Almeida)
7.1.2014	Theory & Personality Development workshop
8.1.2014	Theory & Personality Development workshop
9.1.2014	Talk on Joyful Learning by Fr. Nileshtuscano
10.1.2014	Theory & Personality Development workshop
11.1.2014	Theory & lesson Guidance
12.1.2014	<b>SUNDAY</b>
13.1.2014	Practice Teaching

14.1.2014	<b>Holiday - Id - E- Milad</b>
15.1.2014	Theory and lesson guidance
16.1.2014	Practice Teaching
17.1.2014	Practice Teaching
18.1.2014	Theory & lesson Guidance
19.1.2014	<b>SUNDAY</b>
20.1.2014	Theory & lesson Guidance
21.1.2014	Practice Teaching
22.1.2014	Theory & lesson Guidance
23.1.2014	Internship Programme & Practice Teaching
24.1.2014	Internship Programme & Practice Teaching
25.1.2014	Visit to Krupa Foundation. 'Substance Abuse' Talk by Ms. Jean Pereira.
26.1.2014	<b>SUNDAY- Republic Day Celebrations</b>
27.1.2014	Internship Programme
28.1.2014	Internship Programme
29.1.2014	Internship Programme
30.1.2014	Internship Programme
31.1.2014	Internship Programme

### February - 2014

<b>Dates</b>	<b>Events</b>
1.2.2014	Demonstration lessons for Simulated Lessons & Theory
2.2.2014	<b>SUNDAY</b>

3.2.2014	Lesson Guidance & Theory
4.2.2014	Simulated Lessons
5.2.2014	Theory & Orientation to Project work- 'Research Methodology Course 1'
6.2.2014	Simulated Lessons
7.2.2014	Theory
8.2.2014	Theory
9.2.2014	<b>SUNDAY</b>
10.2.2014	Theory & 'Research Methodology course 2'
11.2.2014	Theory
12.2.2014	Theory
13.2.2014	Theory & Essay test
14.2.2014	Theory
15.2.2014	Theory& 'Research Methodology course 3'
16.2.2014	<b>SUNDAY</b>
17.2.2014	Theory
18.2.2014	Computer Assisted Presentation Lessons
19.2.2014	Computer Assisted Presentation Lessons
20.2.2014	Theory
21.2.2014	Essay test& Theory
22.2.2014	Educational Excursion to Alibag
23.2.2014	<b>SUNDAY</b> .Educational Excursion to Alibag
24.2.2014	Theory
25.2.2014	Theory & 'Research Methodology course 4'



26.2.2014	Theory
27.2.2014	<b>Holiday - Mahashivratri</b>
28.2.2014	Essay test & Theory

### March - 2014

<b>Dates</b>	<b>Events</b>
1.3.2014	Essay test & Theory
2.3.2014	<b>SUNDAY</b>
3.3.2014	Theory & Book Exhibition.
4.3.2014	Theory & orientation to Book Review.
5.3.2014	Theory
6.3.2014	Theory
7.3.2014	Theory & 'Research Methodology course 5'
8.3.2014	Essay test & Theory
9.3.2014	<b>SUNDAY</b>
10.3.2014	Theory
11.3.2014	Theory
12.3.2014	Theory
13.3.2014	Theory
14.3.2014	Theory
15.3.2014	Theory

16.3.2014	<b>SUNDAY</b>
17.3.2014	Study leave
18.3.2014	Class Test
19.3.2014	Class Test
20.3.2014	Class Test
21.3.2014	Class Test
22.3.2014	Class Test
23.3.2014	<b>SUNDAY</b>
24.3.2014	Theory
25.3.2014	Theory
26.3.2014	Theory
27.3.2014	Theory
28.3.2014	Theory
29.3.2014	Theory
30.3.2014	<b>SUNDAY</b>
31.3.2014	Theory

### April - 2014

<b>Dates</b>	<b>Events</b>
1.4.2014	Theory
2.4.2014	Theory

3.4.2014	Theory
4.4.2014	Study leave
5.4.2014	Class Test
6.4.2014	<b>SUNDAY</b>
7.4.2014	Class Test
8.4.2014	<b>Holiday - Shri Ram Navami</b>
9.4.2014	Class Test
10.4.2014	Class Test
11.4.2014	Class Test
12.4.2014	Class Test
13.4.2014	<b>SUNDAY</b>
14.4.2014	<b>Holiday - Ambedkar Jayanti</b>
15.4.2014	Class Test & Anweshan Research Cell Activity
16.4.2014	Book Review – oral presentations
17.4.2014	<b>Maundy Thursday</b>
18.4.2014	<b>Good Friday</b>
19.4.2014	<b>Holy Saturday</b>
20.4.2014	<b>SUNDAY - Easter</b>
21.4.2014	Remedial teaching and Tutorials
22.4.2014	Remedial teaching and Tutorials
23.34.2014	Valedictory Function

24.4.2014	<b>Holiday</b>
25.4.2014	Study Leave
26.4.2014	Study Leave
27.4.2014	<b>SUNDAY</b>
28.4.2014	Study Leave
29.4.2014	"
30.4.2014	"

### May - 2014

<b>Date</b>	<b>Events</b>
1.5.2014	Study Leave
2.5.2014	"
3.5.2014	"
4.5.2014	<b>SUNDAY</b>
5.5.2014	"
6.5.2014	"
7.5.2014	University Exam (Sem - II), Course - 6
8.5.2014	University Exam (Sem - II), Course - 7
9.5.2014	University Exam (Sem - II), Course - 8
10.5.2014	Study Leave
11.5.2014	<b>SUNDAY</b>
12.5.2014	University Exam (Sem - II), Course - 6

13.5.2014	University Exam (Sem - II), Course - 10
14.5.2014	Teachers engaged in Centralized Assessment programme
15.5.2014	"
16.5.2014	"
17.5.2014	"
18.5.2014	<b>SUNDAY</b>
19.5.2014	"
20.5.2014	"
21.5.2014	"
22.5.2014	"
23.5.2014	"
24.5.2014	"
25.5.2014	<b>SUNDAY</b>
26.5.2014	Orientation to Perspective planning for faculty
27.5.2014	Orientation to Kaizen for faculty
28.5.2014	Planning meetings
29.5.2014	Role clarification for support staff
30.5.2014	Workshop on transactional analysis
31.5.2014	Planning meetings

**Annexure (ii)**  
**Analysis of the 360 degree feedback**

Feedback about various aspects of functioning of college was obtained from parents, students, alumni and heads of practice teaching schools.

**I )Analysis of feedback obtained from parents** -80% parents strongly agree and 20 % parents agree that they are happy to have chosen Pushpanjali College of education for their son / daughter. 75% parents strongly agree and 25 % parents agree that the management and faculty of this college are committed to bringing about quality in education. 50% parents strongly agree and 50 % parents agree that the college has adequate infrastructural facilities. 75% parents strongly agree and 25 % parents agree that the activities of college have helped their son / daughter to develop his /her personality in all round manner. 70 % parents strongly agree and 30% parents agree that the training gained in this college has helped their son / daughter to realize his /her potential as a teacher. 75% parents strongly agree and 25% parents agree that the principal and faculty of this college is concerned about the well being of students. 75% parents strongly agree and 25% parents agree that the college ensures that students are regular in their attendance. 100 % parents strongly agree that in this college students are provided with enriching experiences which enable them to be effective teachers. 75% parents strongly agree and 25 % parents agree that the training acquired in this college will help their son / daughter to secure a job in school. 100 % parents strongly agree that they are assured that this college will support their son / daughter in his /her future educational endeavours.

**II) Analysis of feedback obtained from students-**

Feedback from students was obtained on the following areas-

**Area 1: Curricular Aspects Theory:** 88% students strongly agree and 12 % students agree that theory part of curriculum was well organised

**Area 2: Curricular Aspects Practicum :** 82 % students strongly agree and 16.3% students agree and 1.7 % students disagree practicum was well conducted and useful.

**Area 3: Internal Assessment:** 84 % students strongly agree and 15.3% students agree and 1.7 % students disagree that internal assessment activities were conducted effectively.

**Area 4: Co-curricular Aspects:** 83% students strongly agree and 15 % students agree and 2 % students disagree that co-curricular activities were well organised.

**Area 5: Infrastructure and Learning Resources:** 78 % students strongly agree and 18.3 % students agree and 3.7 % students disagree that infrastructure and learning resources are well maintained and adequate.

**Area 6: Support System:** 59.4 % students strongly agree and 34.9% students agree and 5.6 % students disagree that the support system is effective.

**Google Forms** were used to solicit students' feedback about Practice Teaching. The experience in use of Google Forms was quite rewarding as we can solicit feedback without the respondent needing to reveal his/ her identity. Also analysis and graphical representation are automatically done.

### **1.TheB.Ed syllabus was appropriately distributed in the two semesters**

Strongly Agree	67%
Agree	33%
Disagree	0%
Strongly Disagree	0%

### **2.Each course at B.Ed had its own relevance**

Strongly Agree	67%
Agree	33%
Disagree	0%
Strongly Disagree	0%

### **3.Twenty lessons for practice teaching is adequate**

Strongly Agree	67%
Agree	33%

Disagree	0%
Strongly Disagree	0%

**4.Four skills for Micro teaching is adequate**

Strongly Agree	22%
Agree	33%
Disagree	33%
Strongly Disagree	11%

**5.Enough innovative techniques are done through Simulated lessons**

Strongly Agree	22%
Agree	56%
Disagree	22%
Strongly Disagree	0%

**6.It must be compulsory to give Practice teaching lessons using different techniques**

Strongly Agree	89%
Agree	11%
Disagree	0%
Strongly Disagree	0%

**7.Some practice lessons at B.Ed should be done using online platforms.**

Strongly Agree	0%
Agree	100%
Disagree	0%
Strongly Disagree	0%



**8.Student-teachers must conduct at least one lesson with students who are academically backward.**

Strongly Agree	44%
Agree	56%
Disagree	0%
Strongly Disagree	0%

**9.Few lessons at B.Ed should be observed by an external supervisor.**

Strongly Agree	44%
Agree	56%
Disagree	0%
Strongly Disagree	0%

**10.Student-teachers must have the freedom to devise lesson plans using their own format**

Strongly Agree	56%
Agree	33%
Disagree	0%
Strongly Disagree	11%

**11.Number of practice lessons should be flexible. Eg: A good student can give less than 20 lessons and a student who is not effective should be made to give more than 20 lessons**

Strongly Agree	11%
Agree	33%
Disagree	11%
Strongly Disagree	44%

**12. More than one demonstration lesson per method should be given to the student teachers.**

Strongly Agree	44%
Agree	33%
Disagree	22%
Strongly Disagree	0%

**13. Student teachers should be made to do the complete lesson spread over 3 to 4 periods rather than just doing a subunit**

Strongly Agree	11%
Agree	33%
Disagree	22%
Strongly Disagree	33%

**III) Analysis of feedback obtained from practice teaching schools-**

**1. The time of practice teaching lessons was suitable to the school.**

<b>yes</b>	<b>no</b>
<b>94%</b>	<b>6%</b>

**2. The number of lessons given each day hindered the functioning of the school.**

<b>yes</b>	<b>no</b>
<b>33%</b>	<b>67%</b>

**3. The topics handled by teacher trainees**

<b>were effectively taught</b>	<b>had to be repeated by the subject teacher</b>
<b>83%</b>	<b>17 %</b>

**4. The quality of lessons was**

<b>Very good</b>	<b>good</b>	<b>average</b>	<b>Not satisfactory</b>
<b>33%</b>	<b>67 %</b>	<b>0%</b>	<b>0%</b>

**5. Discipline maintained by the teacher trainees was**

<b>Very good</b>	<b>good</b>	<b>average</b>	<b>Not satisfactory</b>
<b>0%</b>	<b>78%</b>	<b>22%</b>	<b>0%</b>

The schools where Internship Programme was organized were very satisfied with the performance of the trainee teachers.

**IV) Analysis of feedback obtained from alumni-**

A five point rating scale comprising of 15 items was sent to about 50 alumni. While some were contacted in person others were contacted through email. Their responses are collated below.

100% agreed that B.Ed course has helped them plan their daily lessons and helped them learn different teaching learning techniques

94% opined that they have got sound knowledge of evaluation procedures during B.Ed

94% opined that B.Ed has helped them manage the classroom well

100% report that B.Ed has helped them use technology effectively in the classroom

100 % report that B.Ed helped them enhance their guidance skills adequately

75% report that the B.Ed course has helped them deal effectively with slow learners and gifted students.

100% report that their confidence has been boosted due to the B.Ed course

100 % report that their organizational skills have improved due to B.Ed

100 % report that B.Ed course has helped them organize co curricular activities  
100% report that they have been motivated to become lifelong learners due to B.Ed

Conclusions drawn and initiatives to be taken: We continue the good practices with respect to planning, teaching learning techniques, ICT training. We need to plan some extra inputs with respect to dealing with slow learners and the gifted.

### **Annexure (iii)**

#### **Details of two best practices**

##### **Best Practice One:**

**1. Title of the practice :** Certificate Courses for Wholistic Development

**2. The context that required initiation of the practice**

The College believes in 'Liberating, Inspiring, Formative and Empowering Education'. While conferring with Principals of different schools in connection with the curricular planning for the college, it was found that Principals want their staff to be equipped with skills beyond those facilitating classroom teaching. To initiate these skills in aspirant teachers and in service teachers, the college launched a programme of conducting various certificate courses to ensure empowerment of the teachers.

**3. Objectives of the practice**

- To propagate values held in high esteem by Indian culture
- To generate action oriented teachers who will be committed to achieving desirable outcomes
- To produce professional teachers, who have the theoretical knowledge and understanding, combined with practical skills, competencies and commitment to teach

- To ensure the sustenance and enhancement of teaching skills in keeping with the curriculum
- To enable the teachers to develop a deep insight into various needs of students at secondary level

#### **4. The Practice**

- a) **The College organizes the following Certificate Courses for the benefit of the students:** Certificate Course in Personality Development, Certificate course in Computers, Courses in Yoga, Dance, Music, Dramatics and Physical Education. A certificate Course is of twenty to thirty hours duration spread over a number of days. An evaluation exercise is conducted at the end of the course. The Certificate Course in Personality Development is conducted by a psychologist. The content covers Rational Emotive Behavioral Therapy, Handling Emotions wisely and discernment of one's capabilities. The Course is conducted partly in Workshop mode ensuring the active participation of all students. The Course in Computers involves learning various aspects of Information technology like e-learning, open education resources, use of social educational networking etc. that are useful in the classroom. This course is practical in nature. Certificate Course in Yoga is conducted by Shri AmbikaYogashram. The focus is on various aspects of Yoga that will help to maintain holistic wellbeing. Special attention is paid to job related ailments faced by teachers.

The courses in Dance and Music include Indian folk dances and Indian Vocal Music respectively. The resource person for Dramatics Mr. Juran Lopes been a pioneer in the area and knew how to feel the street pulse and strike a chord with them. The output was in the form of street plays that were performed on various current issues like environmental hazards, women empowerment, awareness about education in open schools etc. The Certificate Course in Physical Education includes knowledge and skills of games and physical exercises. All Courses are spread during the academic year. While the course in Personality Development is a compulsory course, with respect to the other

Courses the students have an option of choosing one course of their liking. All these courses are conducted under the aegis of PUSHPADEEP.

**b) The College organizes Certificate and Enrichment Courses for in service teachers:**

Annual courses in Teacher Enrichment are organized for the benefit of teachers with a view to reach out to the teachers of local schools. The course helps to update and refresh them with new inputs and insights from various fields of knowledge. It strengthens the teachers' abilities to face challenges of modern era like inclusive classrooms; ICT based teaching learning etc. In the tenure of 10 years of PUSHPADEEP five week long Certificate Courses were organized for in service teachers. It included workshops on Self Discovery, Enneagram, Know your Emotional Quotient, Creativity in Teaching, Web designing, Making scientific toys using material in the surrounding, Whole brain learning. Field work sessions included Educational visits, Exploring the beach and Know your Universe (observation of the skies at night with the help of a resource person from Marathi VidnyanParishad). Some sessions had more emphasis on teacher development like Teacher's profile, Safeguard your voice and Music Therapy. Some programmes had special emphasis on Inclusive Education - Barrier free classroom, Include the Excluded, Understanding the chemically dependent, know your child.

**c) Action Research Project:** 'PUSHPADEEP' has adopted St. Aloysius Primary School which is a Marathi medium school. The student community comprised of marginalized learners who belong to fisher folk, daily wage earners and tribal communities. The school also has orphan students. Every year a group of 10 students undertake an action research to develop mathematical competencies of students of class VII. Single group experimental method is used for this project. Discrepancies in mathematical skills are diagnosed with the help of pre test. Action plan includes games, activities, concept attainment model and other participatory approaches.

## **5. Obstacles faced and strategies adopted to overcome them**

There are no obstacles in the organization and execution of these courses. In fact students and teachers look forward to these courses with enthusiasm. The nature of the courses being activity based, the students are wholly involved in the same. The only obstacle is fitting these courses in the time bound B.Ed schedule. However, since these are activity based, students are ready to wait beyond college hours and participate. Thus stretching the timetable during the days of Certificate Course helps to accommodate the courses in the schedule. Since the past two years due to Credit Based Semester System the college could not organize a week long Certificate Course. But Teacher Enrichment programmes termed as 'Pushpamala' are organized in both the semesters for in service teachers.

## **6. Impact of the practice**

The benefits of the courses are overwhelming. The Course in Personality Development is conducted at the commencement of the academic year and it helps to overcome shyness, inhibitions and pessimism. Students are slowly led into an atmosphere of self discovery and this helps to unlock potential, to recognize latent talents and accept oneself. The sessions on Rational Emotive Behavioral Therapy are especially beneficial to teach students to think more rationally, to feel more appropriately, and to behave more adaptively. Coping strategies are imbibed by the students. Managing of stress and emotions becomes easier. The Course in Computers is of practical importance both during the B.Ed year and later in the teaching career. The Certificate Course in Yoga brings about benefits for those with minor ailments. A more disciplined lifestyle, better concentration and an optimistic attitude ensue. Alumni report that regular practice of Yoga has helped them in their jobs to deal with physical discomfort. Many alumni teach basic practices like dhyan and pranayam to their students.

Courses in Dance, Music, Dramatics and Physical Education are useful to in organizing co curricular activities. Immediate impact of the practice is that students use knowledge and skills derived from the Courses to cope with different challenges they face. Their organization skills

are reflected in the way they handle co-curricular programmes. Long term benefits are also noted when alumni report that they are better equipped to handle various programmes in schools. Self benefits are also reported terms of better coping strategies, efficient handling of health issues and job related stressors. In a nutshell, it can be said that these Certificate Courses enhance the effectiveness of the B.Ed Programme.

The Certificate Courses for in service teachers have ensured sustenance and enhancement of teaching skills in keeping with the curriculum. Due to goodwill that is developed through PUSHPADEEP the faculty is invited to organize need based programmes for in service teachers. Since past two years such programmes are organized under the aegis of PUSHPADEEP for groups of teachers from various schools on their request.

## **7. Resources required**

Human Resources: Students, in service teachers, principals of the schools, resource persons, Co-ordinator of PUSHPADEEP

Non human resources: ICT facilities, Equipment for Physical Education, books, CDs on Yoga and Dance, Musical instruments and CD player.

## **Best Practice Two**

1. **Title of the Practice :** E-Power to Empower (ICT for Knowledge Management)
2. **Context that required initiation of the practice:** Over the past few years the faculty has noticed the transition in the student population. Most of those who seek entry to the B.Ed course are digital natives. They live in a connected world. Networking, online presence and connectivity are terms that are part of their daily vocabulary. It is therefore necessary that the potential of e-platforms be leveraged in order to reach out to students. The availability of such platforms ensures a 24 X 7 connectivity. This helps to go beyond the set curriculum, expand the horizons of knowledge and interact with experts in the field of education.



### 3. **Objectives of the Practice:**

- i. To manage knowledge effectively through offline and online platforms
- ii. To disseminate information and develop knowledge bases thereby presenting opportunities to change traditional organizational structures, inspire intellectual interaction and promote social networks.
- iii. To reach out to alumni and inservice teachers and share updates on educational issues

4. **The Practice:** The college uses ICT to support the face to face interaction with the students. The college has a strong online presence in form of online fora including blogs, websites and Learning Management Systems(LMS). To augment what has been done in class and encourage students to indulge in knowledge construction and reflection, the faculty uses online platforms. Students can evaluate themselves through online quizzes uploaded on wiziq.com , interact with one another in an asynchronous manner through LMS such as Edmodo. Training sessions are organized to help students prepare effective presentations. Training session in MOODLE has helped them to learn the features of the same. Open Educational Resources are created and uploaded on wikieducator. Alumni also benefit from online quizzes uploaded for competitive exams like Teacher Eligibility Test. One advantage of the practice is that by creating both online and offline learning resources, the repository of learning resources is expanding. Students can access these resources and come to the class with sound knowledge about the topic. This saves time and helps to utilize time for more discussion on the topic. Students can solve their doubts through the online discussion board [www.pushpanjali.proboards.com](http://www.pushpanjali.proboards.com) . This discussion board has promoted co-operative online learning in students. The practice has exposed the students to the world of online learning and truly equipped them with skills needed for 21<sup>st</sup> century classrooms. Knowledge management is becoming easier and more organized due to the use of ICT.

5. **Obstacles faced if any and strategies to overcome them:** ICT enabled Knowledge Management has been a learning process for the faculty. As all the online platforms used are nonpayment platforms, virtually no monetary expenses were incurred on the exercise.

In fact this has been an economically viable means to solve doubts, foster interaction and provide personal attention to students. One challenge faced was that all learners do not have the same level of entry behaviour where ICT skills and knowledge are concerned. To combat this, students go through a training session to equip them with some basic ICT skills. Maintaining the websites or online platforms need efforts on part of the teacher-educators. This is sometimes hampered due to lack of time. All the same, the faculty finds time to regularly update the knowledge repositories. One major challenge is the difficulty faced in procuring good resources in vernacular language. This is one challenge we hope to address in the coming years as it will benefit several inservice teachers who teach in vernacular schools.

6. **Impact of the Practice:** Use of ICT in Knowledge Management is a practice that was initiated around 2010 and since then it has, in the past three to four years, progressed exponentially. Contribution from faculty and students has been instrumental in shaping and sustaining the various avenues explored for Knowledge Management. Some direct evidences of impact of the practice are:

- (a) The practices followed in Knowledge Management have helped to build a repository of Learning Resources. The resources have been useful to all students and faculty. It has also won recognition from NCERT.
- (b) Student teachers become proficient in use of ICT in the class
- (c) Student teachers pursue asynchronous learning at their own time and pace. Doubts are cleared online. They learn from the sources beyond what are available in the college.
- (d) Many students/ alumni have now started creating their own blogs, webpages and thus are creating a strong online presence as teachers. (Some examples of work done by our students <http://theignitinglamp.wordpress.com/> , <http://www.slideshare.net/AnthonyGonsalves1/a-study-of-well-being-of-the-academic-faculty-of-colleges-of-education> , [http://infinitestudent.com/courses/icse\\_biology](http://infinitestudent.com/courses/icse_biology) )

The practice **e-power to empower** is in synchronization with our vision 'Education for the life of the world' as we aim at nurturing those skills in student-teachers that will enable them to use the best resources available globally and also give to the world the potential that lies within themselves.

## **7. Resources required**

Material Resources :Computer laboratory, relevant software, internet connection

Human Resources: Faculty