

**Pushpanjali College of Education, Vasai**  
**The Annual Quality Assurance Report (AQAR) of the IQAC**

**Part – A**

<b>1. Details of the Institution</b>	
<b>1.1 Name of the Institution</b>	<b>Pushpanjali College of Education</b>
<b>1.2 Address Line 1</b>	50, M. G. Road,
<b>Address Line 2</b>	Papdy, Vasai,
<b>City/Town</b>	Dist. Palghar.
<b>State</b>	Maharashtra
<b>Pin Code</b>	401207
<b>Institution e-mail address</b>	<a href="mailto:pushpanjali1990@yahoo.co.in">pushpanjali1990@yahoo.co.in</a>
<b>Contact Nos.</b>	0250-2312025
<b>Name of the Head of the Institution</b>	Dr.Mariamamma Joseph
<b>Tel. No. with STD Code:</b>	0250-2312025
<b>Mobile</b>	9860322757
<b>Name of the IQAC Co-ordinator</b>	Dr.Sheetal S. Chaudhari
<b>Mobile:</b>	9820842968
<b>IQAC e-mail address</b>	pushpanjali1990@yahoo.co.in
<b>1.3NAAC Track ID</b>	:09980
<b>1.4NAAC Executive Committee No.&amp; Date:</b>	EC/56/RAR/05
<b>1.5 Website address:</b>	<a href="http://www.pushpanjalicollege.com">www.pushpanjalicollege.com</a>
<b>IQAC web address-</b>	<a href="http://www.pceiqac.webs.com">www.pceiqac.webs.com</a>
<b>Web-link of the AQAR:</b>	

**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 :**2014-15

**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

(iii) AQAR 2013-14 submitted to NAAC on 27/08/2014

**1.10 Institutional Status :**

Affiliated College	
Type of Institution	Women, Rural
Financial Status	UGC 2(f) & UGC 12B Totally Self-financing

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

**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	1
2.8 No. of other External Experts	1
<b>2.9 Total No. of members :</b>	<b>14</b>

**2.10 No. of IQAC meetings held** 4

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

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

**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.0 International 0 National 0 State 0 Institution Level 3

**(ii) Themes : IQAC organized various seminars and workshops for staff and students. For teaching faculty following activities were organized.**

#### **Enrichment Programmes for Faculty**

We grow when we share. With this aim in mind, four special input sessions were organized for the faculty. Principal Dr Mariamma Joseph conducted a session on ‘Parent-Adult-Child and Upbringing of Children’. She elaborated upon the life positions and deliberated upon the role of family as a social structure to meet the emotional needs of children.

Ms Angelina Nunes conducted a workshop on ‘Understanding the Self through Transactional Analysis’ for the benefit of the faculty. Her inputs on assertiveness, accepting oneself and other topics helped to discern the positive role one can play to ensure a life that is balanced and productive to self and society.

Sr Bertha D’Mello conducted a session on ‘Legal Provisions for Women Empowerment’. She deliberated on various legal provisions that are formulated to uphold the dignity of women.

Sr Sushila D’Silva oriented the faculty towards important aspects of Income Tax rules.

Seminars and workshops organized for the students are mentioned under various related heads.

## 2.14 Significant Activities and contributions made by IQAC :

- Creating action plans and preparing reports 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.
- Organization of programmes for quality enhancement.
- IQAC newsletter- biannual newsletter of IQAC was started. This helped the members of IQAC and faculty and staff to be aware of activities of IQAC. Every edition of newsletter contained a book review of a book on quality or information about strategies for quality maintenance.

## 2.15 Plan of Action by IQAC/Outcome:

Plan of Action for IQAC in collaboration with various departments of the college.

1.Academic Programmes				
No	Title of the Programme	Details	Proposed time	Resources
i	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	Inputs to be provided by each faculty member  Faculty members will spell details in plan of action for each course
ii	Evaluation mechanisms	i. Dept of Internal Assessment to arrange schedule for evaluation ii. Provisions for <u>uploading online tests</u> for selected topics of each course iii. Organise <u>remedial sessions</u> for academically weak students	As per activity throughout the year	To be decided by Internal Assessment Dept

<b>iii</b>	ICT in learning	i. Generate and strengthen <u>ICT resources</u> in form of ppts, videos ii. Develop and upload <u>OERs</u> for blended learning iii. <u>ICT Training</u> to students and teachers	Throughout the year	Resources to be prepared by each faculty member  Training to be arranged by  Faculty in charge of ICT
<b>iv</b>	Extension of learning spaces	i. <u>Visit to schools</u> practicing innovative/ student centric methods ii. <u>Strengthen existing web portals</u> for learning iii. Sensitization of students thro <u>visits to community centres</u> iv. <u>Strengthening library resources</u> by adding more titles v. <u>Promotesubject specific activities</u> through Pushpaganit Mathematics Club and Rucha Literature Club	Sept 2014   First Term  Throughout the year	All faculty members
<b>v</b>	Capacity building programmes for students	i. Organization of <u>talent search and other activities</u> to identify and promote talent ii. Interaction with experts in art, teaching, literature thro guest lectures and workshops	Sept 2014   Throughout the year	Faculty in charge of Co curricular activities & Guest lectures
<b>vi</b>	Promoting inclusion	i. Buddy system for those needing assistance to cope with any aspect of the course Co operative learning for select topics	Through out the year	
<b>vii</b>	Infusing research skills in student teachers	i. <u>Workshop</u> in research methodology	January , February 2015	All faculty

<b>vii i</b>	Value oriented programmes	i. <u>Theme based assemblies</u> with focus on values ii. <u>Environmental awareness</u> projects iii. through Vasundhara Environmental club <u>Celebration of days</u> of national importance , Science Day, Literature Day, UNO day, Women's day	Through out the year	Faculty and those in charge of Vasundhara Environmental Club
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## 2. Student Welfare programmes

No	Title of the Programme	Details	Proposed time	Resources
<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 2015	Faculty  Alumni placed in reputed schools
<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-March 2015	Faculty in charge of Placement  All faculty
<b>iii</b>	Counseling services	i. Orientation about counseling services in college	August 2014	Principal
<b>iv</b>	Empowerment through PUSHPADEEP	i. Organizing certificate courses through Pushpadeep ii. Arrangement of guest lectures and workshops	March 2015  Throughout the year	Faculty in charge of PUSHPADEEP

## 3. Alumni Activities

No	Title of the Programme	Details	Proposed time	Resources
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<b>i</b>	Support to alumniseeking better jobprospects	Dissemination of information about vacancies	As per the opportunity	Faculty in charge of Alumni Association
<b>ii</b>	Support to alumni undergoing further education	Guidance to students pursuing M.Ed, M.A (Edu), Ph.D  Strengthening library resources to support higher education	Throughout the year	Library & faculty
<b>iii</b>	Use of alumni resources	Inviting alumni to function as resource persons for seminars, guest lectures and workshops	Throughout the year	Faculty in charge of Alumni Association
<b>iv</b>	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

#### 4. Faculty Empowerment Programmmes

No	Title of the Programme	Details	Proposed time	Resources
<b>i</b>	ICT skills	i. Encouraging faculty to learn new techniques in online learning	Nov 2014	
<b>ii</b>	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 2015  April-May 2015	Experts among the faculty
<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	Through out the year	
<b>iv</b>	Encouraging linkages with bodies of educational	i. Encourage faculty to collaborate with NCERT and other bodies in endeavours towards quality education	Through out the year	

	importance			
<b>v</b>	Encouraging research and innovation	i. Provide all feasible support to faculty undertaking research ii. Organize Paper Reading session through Anveshan Research Cell iii. Encourage faculty to carry out innovative experiments in Education iv. Encourage faculty to publish articles, books and research findings either individually or through Abhivyakti Publication Unit	March 2015  Through out the year	Anveshan Research Cell

### 5. Community building and extension activities

No	Title of the Programme	Details	Proposed time	Resources
<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 chemical dependents	Sept 2014  October 2014  Feb 2015	Ms. Cynthia Baptista  Dr. Mabel Pimenta  Ms. Jean Pereira
<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 and offering services as per need (eg collection drive for Blind Relief, making greeting cards at Centre for Handicapped)	Throughout the year	Faculty in charge of Community Work
<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	faculty

### 6. Infrastructural and material resources

No	Title of the Programme	Details	Proposed time	Resources
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<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	Support staff
<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	Librarian
<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	Faculty in-charge

### 7. Monitoring mechanism for Quality Culture

<b>No.</b>	<b>Title of the Programme</b>	<b>Details</b>	<b>Proposed Time</b>	<b>Resources</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 2015	IQAC co-ordinator & Principal
<b>ii</b>	Suggestion box	i. Soliciting suggestions to improve the college ii. Timely addressing of grievances of students	Throughout the year	Grievance Cell in-charge & Principal
<b>iii</b>	TAQ	i. Seeking feedback from students wrt individual teacher's interaction, overall functioning of the college and functioning of library	April 2015	

<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 2014  One meeting every month	Principal  Faculty
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### 8.Special quality enhancement measures through IQAC

	Title of the Programme	Details	Proposed time	Resources
<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		IQAC
<b>ii</b>	Fostering Inter institutional linkages	i. Promote linkages with government and non government agencies involved in societal welfare egKrupa Foundation	Jan 2015	
<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 2014  April 2015  May 2015	
<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>  iv. IQAC newsletter	Thro' out the year  at least two sessions per year	

		<b>9. Meetings and Discussions</b>		
<b>i</b>	Staff Meetings	i. Arranging monthly meetings with the staff	Approx. 6 to 8 meetings in a year	
<b>ii</b>	LMC Meetings	i. Two meetings , one per term	Oct 2014 March 2015	Office staff
<b>iii</b>	IQAC Meetings	i. Two meetings per term	July 2014  Nov 2013  Feb 2014  May2014	IQAC co-ordinator
<b>iv</b>	Parent teacher Meetings	i. Orientation Meeting	August 2014	Principal

**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-

- 97% 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 and presentation of research papers.
- Successful completion of Computer Literacy and Yoga courses
- Achievement of three individual prizes and second place for overall championship in inter institutional competitions
- Approximately fifty 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 2014-15 is attached as Annexure (i).**

2.15 Whether the AQAR was placed in statutory body Management ☐ Yes ☐

**The details of the action taken :**

- Faculty was encouraged to continue the good work.
- Financial support was provided.
- Infrastructural and ICT facilities were upgraded.

## Part – B

### Criterion – I

#### **1. 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	
Annual	

##### 1.3 Feedback from stakeholders: Alumni ☐ Parents ☐ Employers ☐ Students ☐

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

***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- Brain Based Learning, Case studies, Programme for development of academic self concept, Dale's Cone for educational experiences, Johari window, Flipped classroom, Displays on Family Farming, Micro Greens, Vertical Gardening.

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

**Criterion – II**

**2. 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	1	0	0	0	0	0	0	0	0

**2.4 No. of Guest faculty 1**

**Visiting faculty 1**

**Temporary faculty 1\***

**(\* librarian)**

**2.5 Faculty participation in conferences and symposia:**

No. of Faculty	International level	National level	State level
Attended	6	8	1
Presented	6	4	-
Resource Persons	-	-	-

**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, Review of Movies, Poster Presentation, Gallery Walk, Concept Maps Etc.

**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.
- Poster Presentation.

**2.9 No. of faculty members involved in Curriculum restructuring-**  
**Curriculum revision 6**  
**Syllabus development 6**

**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				
		A Gr. %	B Gr. %	C Gr. %	D Gr. %	F Gr. %
B.Ed.	100	34	39	19	05	03

**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	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	4
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.
- Workshop on Research Methodology was conducted by the faculty for students.
- 100 Action Research Projects undertaken by the students.

- Four research papers and five other articles were published in peer reviewed journals.
- Faculty functioned as a resource person for Research Methodology course organized by St. Teresa's institute of Education (Dr. Agnes Cynthia D'Costa) and Gokhale college of Education (Dr. Mabel Pimenta).
- Faculty functioned as a resource person for validation of research tools.
- A member of faculty guided one student in her research for the Masters Degree in Education Management awarded by Janakidevi Bajaj Institute of Management, SNDT University.

### 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
Peer Review Journals	5	2	0
Non-Peer Review Journals	0	0	0
e-Journals	0	0	0
Conference proceedings	1	4	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 (other than compulsory by the University)	-	-	-	-
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

**3.9 For colleges** Autonomy - CPE - DBT Star Scheme -

INSPIRE - CE - Any Other (specify)-

**3.10 Revenue generated through consultancy :** Rs. 4800/-

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

Level	International	National	State	University	College
Number	0	0	0	0	6
Sponsoring agencies	0	0	0	0	internal

**3.12 No. of faculty served as experts, chairpersons or resource persons:** 5

Dr SheetalChaudhari was the Chief Guest for the Annual Day programme and prize distribution at National English School, Virar.

Dr Mabel Pimenta was resource person for the pre Ph.D course conducted by Gokhale College of Education and Research, Parel. She was the chief guest and moderator for a skit display on 'Eradication of Alcohol Addiction' organized at JeevanDarshan Kendra, Giriz. She also participated in an orientation for placement services for physically handicapped at Abhang organized by an NGO TRRAIN.

Ms Angelina Nunes has been nominated as member of the Diocesan Board of Education, Diocese of Vasai.

Dr Helen Jadhav was invited to judge an interschool Elocution competition organized by Infant Jesus High School, Nallasopara.

Dr Agnes D'Costa conducted a workshop on 'Seven Habits of Effective Teachers' for the teachers of St Augustine's High School. She conducted sessions on 'Review of Related Literature' and 'Online Research' during an ICSSR sponsored week long course in Research Methodology organized by St Teresa's Institute of Education, Santacruz. She was member of Local Inquiry Committee instituted by University of Mumbai and visited two institutions seeking continuation of affiliation. Dr Agnes D'Costa conducted workshops on 'Mental Health of teachers' and 'New Trends in Education' for the students of Guru Nanak College of Education, Bhandup. She conducted a session on 'theories of LEarning' for students of Gokhale College of Education and Research. She conducted a workshop for the students of St Teresa's Institute of Education on 'Conducting Online Research'. Dr Agnes D'Costa moderated a panel discussion on 'Family as the fountainhead of values' organized on the occasion of Diocesan Education Day. She conducted two sessions on 'Understanding the Basics of Mentoring' for college teachers participating in the short term course 'Mentoring for Student Progression' organized by St Xavier's Institute of Education under the aegis of UGC Academic Staff College, Mumbai in the months of December 2014 and February 2015. On 11 March 2015, she conducted a hands-on session on 'Teaching in Cyberspace' for the benefit of participants pursuing their Short Term Course on Contemporary Techniques in Teaching Learning organized by UGC Academic Staff College, Mumbai. She was resource person at the state level workshop 'Blended Learning-Pathway to student Success' organized by Chembur Comprehensive College of education in association with SNTD University, Bahai Academy and Homi Bhabha Centre for Science Education on 18 March 2015 where she conducted a session on 'Social Media in Blended Learning'. She conducted a workshop on 'conflict resolution skills' for those pursuing P.G. Diploma in School Management, IGNOU held at H.J. College of Education, Khar. She has guided one student in her research for the Masters Degree in Education Management awarded by Janakidevi Bajaj Institute of Management, SNTD University.

**3.13 No. of collaborations :** International 0 National 0 Any other<sup>2</sup>\*

Krupa Foundation, Abhang Special School, Ambika Yogashram.

**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

**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   5   NCC   0 NSS   0 Any other   0

### **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.

In response to the Prime Minister's initiative of 'Swachh Bharat Abhiyan' students participated in community cleanliness drives at various places. The cleanliness drive at the Vasai beach had our students clearing the beach of garbage and litter.

Inspired by Gandhiji's words 'Be the change you wish to see', laudable initiatives were undertaken by our students. Keeping our theme 'Teach, Touch and Reach' in mind, students visited orphanages and homes for the aged to interact with the inmates.

Students continually coached school students from St Aloysius High School during the Remedial Teaching Programme.

14 November was observed as Children's Day and the presence of little children from our sister institution made the day even more special. A special assembly was conducted and the little ones beamed with joy as they received gifts.

As a part of community service programme, each student provided assistance to at-least one sick and needy person.

Students visited Krupa Foundation for understanding 'Chemical dependence'.

A Workshop was organized by the students on 'Self Defence' for secondary school girls. Organization of various educational and extension programmes for tribal students- each one teach one, tutorials, celebration of children's day.

Tree plantation drives, exhibitions on sustainable environmental development and Special sessions to create awareness about Drug Addiction were conducted in some schools.

## **Criterion – IV**

### **4. 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.		2		2
Value of the equipment purchased during the year		Rs.64200/-	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		Rs	64	Rs.	3188	Rs.
Reference Books	2752	6,96,923/-	133	42,093/-	2967	7,39,016/-
e-Books	8		5		15	
Journals	18		1		20	
e-Journals	2		2		4	
Digital Database	Open source database	-	-	-	Open source database	-
CD & Video	600	-	100	-	800	-
Others (specify)	B.Ed. projects-300	-	100	-	500	-
	Ph.D. thesis-7		6		16	
	M.Ed. projects -37		4		43	

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart -ments	Others
Existing	21	1	Broad Band and TATA DOCOMO	3	5	1	-	-
Added	-	-	-	-	-	-	-	-
Total	21	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
- MOOCs

#### 4.6 Amount spent on maintenance :

i) ICT	Rs.11,819/-
ii) Campus Infrastructure and facilities	Rs.1,01,355/-
iii) Equipments	Rs. 64,200/-
iv) Others	Rs.13,661/-
<b>Total :</b>	Rs.1,91,035/-

### Criterion – V

#### 5. 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, evaluation pattern 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. Progress is reported regularly. At the end of the academic year feedback is sought from the parents and students to improve the facilities.

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

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

<b>5.3 (a) Total Number of</b>	<b>UG</b>	<b>PG</b>	<b>Ph. D.</b>	<b>Others</b>	<b>students</b>
	100	-	-	-	

(b) No. of students outside the state 6

(c) No. of international students 0

	No.	%
Men	6	6%
Women	94	94%

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
98	1	0	1	0	100	97	0	1	2	0	100

Demand ratio

Dropout % 0

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

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

(\* TET)

## 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 10 students were counselled for various issues such as grief due to sudden death of parents, unsuccessful marriage. Some students were counselled regarding marital adjustment. One student who failed to appear for semester examination was helped to deal with the depression induced due to failure. Students were helped to overcome their nervousness before and during examination.

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 write CV and face an interview.

**No. of students benefitted by counselling** 10

**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	60	15	75

### 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
- A display of charts to highlight issues related to women empowerment.
- A poster display on women achievers.
- 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	26	Rs.1,69,000/-
Financial support from other sources	-	-
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 - 8**

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

- Use of LCD projector during method lectures in the second classroom
- More advanced books to be added for ICT

### **Criterion – VI**

## **6. 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 have a management Information System: No**

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

**6.3.1 Curriculum Development**

The staff has actively participated in various syllabi revision committees and has actively contributed to the framing of syllabi for the two year B.Ed programme. Principal Dr Mariamma Joseph was the convenor for the course 'Language across the Curriculum'. The contributions of other faculty members are as follows:

Dr SheetalChaudhari – Member of Syllabus Committee for Assessment for Learning, Peace Education, Pedagogy of Science . She is also part of the committee for framing the syllabus for 'Curriculum, pedagogy and assessment' for M.Ed Course.

Dr Mabel Pimenta– Member of Syllabus Committee for Childhood and Growing Up and Creating an Inclusive School. She attended the meeting for Revision in B.Ed Practicum.

Ms Angelina Nunes - Member of Syllabus Committee for Knowledge and Curriculum, Pedagogy of Mathematics, Critical Understanding of ICT.

Dr Helen Jadhav - Member of Syllabus Committee for Pedagogy of Hindi, Gender, School and Society, Management.

Dr Agnes D'Costa - Member of Syllabus Committee for Pedagogy of History, Understanding Disciplines and Subjects, Contemporary India and Education, Learning and Teaching and Understanding the Self. She also contributed to the syllabus on 'History, Politics and Economy of Education' for M.Ed Course.

- 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**

Teaching- Learning focused on constructivist experiences and included a plethora of methods that made learning meaningful and interactive. Various workshops, seminars and hands-on experiences were used to transact the curriculum.

- 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, Pushpaganit Mathematics Club, Rucha Literature Club. These clubs organize subject specific activities to supplement the regular curriculum prescribed by the University of Mumbai.

The Mathematics Club Pushpaganit observed Mathematics Day and organised a Mathematics Fair. Games, puzzles and a display of learning resources helped to bond with the subject Mathematics. The students participated in a Mathematics Trail to appreciate the presence of Mathematics in the surroundings.

Rucha Literature Club organized various competitions such as extempore speech, advertisement making and poetry writing. Monoacting and poster making helped the students display their literary prowess. A Literary Fest was organized by the students of English Method wherein they presented a display of creative work.

Streevani, the Women Development Cell organized a display of charts and posters to highlight issues related to women empowerment.

Vasundhara, the Environmental Club organized assemblies to inculcate environmental awareness and deliberate on the role of the teacher in assuring ecological balance. A paper bag making workshop was organized for the students. An environmental audit of the

college campus was done. A special display was put up to create awareness of sustainable practices- Bonsais, vertical gardens, micro greens, family farming and bio waste management.

Under the aegis of Abhivyakti, the Publication Unit of the college, blogs and websites were created to ensure 24 X 7 learning. Our readers may go through [www.pcevasai.webs.com](http://www.pcevasai.webs.com), [pushpaganit.blogspot.com](http://pushpaganit.blogspot.com), [www.pceiqac.webs.com](http://www.pceiqac.webs.com), [ruchaclub.blogspot.com](http://ruchaclub.blogspot.com), [www.anweshan.webs.com](http://www.anweshan.webs.com) to have a glimpse of our extended learning spaces. Students were encouraged to participate in a Massive Open Online Course (MOOC) conducted by IIT Kanpur in collaboration with Commonwealth of Learning (COL). Successful students and faculty received their certificates from the above mentioned organizations.

Other enriching learning experiences included a visit to National English High School, Virar and an interaction with the dynamic Principal Mr Deepak Kulkarni. The visit helped to realize the importance of extended learning spaces that lead to constructivist learning.

### **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

A Course in 'Use of Computers as a Learning Resource' was conducted. Students learned to prepare presentations that could enhance the effectiveness of classroom teaching. They were also taught to prepare online story books, websites and online quizzes using the software Hot-Potatoes. Some students participated in Massive Open Online Courses to supplement their classroom learning.

### **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 and journals
- Encouraging staff to participate in research paper presentations
- Two members of faculty acted as resource persons for pre Ph.D. Research methodology course.

- Two members of alumni completed their Ph.D and regularly benefitted from the resources in the college. One faculty member guided one student in her research for the Masters Degree in Education Management awarded by Janakidevi Bajaj Institute of Management, 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 four prizes and one championship )
- Arranging guest lectures and workshops for students

Fr Joe Pereira, Founder, Krupa Centre for Rehabilitation of the Chemically dependent, conducted a session for teachers to create awareness about the problem of Chemical Dependence Among Youth. About 50 school and Junior College teachers attended the programme. This programme was organized in collaboration with the Diocesan Board of Education.

A seminar for Science teachers was held on 15 September. The resource person Dr NarendraDeshmukh, Scientific Officer, HomiBhabha Centre for Science Education discussed several misconceptions that are obstacles in learning Science. He was assisted by Mr Karun Hambir who gave some interesting demonstrations that can be used to elucidate concepts in Science. About 75 school teachers benefitted from the programme.

Ms Sneha D'Souza conducted an interactive session on 'Behaviour Management Cycle'. This interactive session reminded us that the teacher is the one in charge of the classroom situation. This can be best achieved through sincere preparation bearing in mind the needs, the level and the aspirations of the learner. Ms Sneha led us through a series of strategies involving low key responses and high key responses that could help usher an organised classroom.

Ms Gaurangini Kulkarni conducted a two day workshop on 'Linguistic Skills' focusing on theatre as a medium in learning. Games were incorporated into the sessions to illustrate how non verbal messages play a vital role in the way we learn.

A seven day Certificate Course in Yoga was organized for the students. Conducted by PUSHPADEEP in collaboration with Ambika Yogashram, this course helped us understand the significance of Yoga in creating harmony in body, mind and spirit.

- **For Faculty:** deputing faculty for seminars, conferences, courses and workshops
- Organising workshop for staff on Transactional Analysis, Seminars on 'Legal provisions for Women in Indian constitution', PAC- Understanding Children.

### **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	
Non teaching	1
Students	

#### 6.5 Total corpus fund generated :Rs. 10,00,000/-

#### 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**

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
- Environmental audit of the campus
- 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**

## **7. 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: In light of benchmarks established by the institution, faculty reviewed the perspective plans and prepared action plans for the academic year 2014-15.

### **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 MOOC, MOODLE and creation of websites. A certificate course in computer training was organized to equip student- teachers for e-



classroom. It included training in preparation of power point presentations, accessing online resources, Story book etc. 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.

A certificate course in Yoga was organized in collaboration with AmbikaYogashram.

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, Mathematics Trails, 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.

## **II. 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.

## **III. 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.

## **IV. 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 Computer Training.

## **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
- Survey of school garden
- Environmental audit of the campus
- Cleanliness drives

A display of posters and specimens was organized to create awareness regarding 'Sustainable Environmental Practices'.

#### **7.5 Whether environmental audit was conducted?**

Yes

An internal environmental audit was conducted by the students. This year students undertook a small project to conduct environmental audit of the campus. They surveyed the campus for conventional and non- conventional energy resources used by the institution, water harvesting mechanism, number of trees planted in last five years, school garden, maintenance of cleanliness and hygiene.

#### **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.
- Certificate courses in 'Using computers as a Learning Resource' and 'Yoga'.

- Comprehensive programme for awareness about Environmental Responsibilities.

#### **Identified weaknesses-**

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

#### **Opportunities identified-**

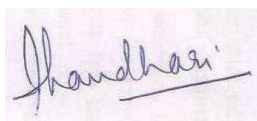
- Qualified faculty to guide research work.
- Availability of experts who can contribute to quality programmes

#### **Identified threats-**

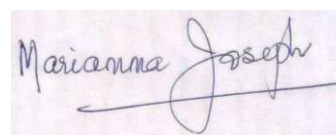
- Government policies towards self financing institutions.

### **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. Sheetal Chaudhari



Name – Dr. Mariamma Joseph

*Signature of the Coordinator, IQAC*

*Signature of the Chairperson, IQAC*

**Annexure (i)**

**PUSHPANJALI COLLEGE OF EDUCATION**

Academic Calendar for 2014-15

**Schedule for First Semester**

<b>July 2014</b>	<b>Activity</b>
14	College reopens..Staff meeting
15	Planning Meeting
16	Feast of Our Lady of Mt Carmel
17	IQAC Meeting
18	Visit to schools
19	Planning Meeting
20	<b>SUNDAY</b>
21	Department Work/ Pre CET preparation
22	Department Work/Pre CET preparation
23	Department Work/Pre CET preparation
24	IQAC Meeting
25	AQAR Finalization
26	CET Exam
27	Interviews
28	Interviews
29	Ramzan Id Holiday
30	Seminar for Teachers on 'Chemical Dependence in students'
31	AQAR Finalization
<b>August 2014</b>	
1	AQAR Finalization
2	Finalizing the calendar
3	<b>SUNDAY</b>
4	Department Work
5	Department Work
6	Inauguration of Silver Jubilee with Holy Mass
7	Department Work
8	Admissions
9	Orientation to B.Ed course. Micro Teaching Workshop
10	<b>SUNDAY</b>
11	Micro Teaching Workshop, Objectives+ Orientation to Learning Resources
12	Micro Teaching Workshop, Objectives + Orientation to Learning Resources
13	Micro Teaching Workshop + Demo Lessons
14	Micro Teaching Workshop

15	INDEPENDENCE DAY CELEBRATIONS, Council Elections, Patriotic Song Competition
16	Integrated Lesson & Visit to Innovative school
	Seminar for Science Teachers
17	SUNDAY
August 18	PARSI NEW YEAR
19	Lesson Planning Workshop & Demo lessons & Guidance
20	Practice Teaching
21	Theory and Guidance
20	Practice Teaching
23	Theory and Guidance
24	SUNDAY
25	Practice Teaching
26	Theory and Guidance
27	Practice Teaching
28	Simulated Lessons (Orientation and demonstrations) + Theory + faculty group meeting
29	GANESH CHATHURTHI
30	Simulated Lessons (Orientation and demonstrations) Theory PTA Meeting
31	SUNDAY
Sept 2014	
1	Theory & Guidance
2	Theory & Simulated Lessons
3	Theory & Simulated Lessons
4	Theory
5	TEACHERS' DAY, Talent Search Programme
6	Essay 1 Theory & Guidance
7	SUNDAY
8	ANANT CHATURDASHI
9	Practice Teaching
10	Theory and Guidance
11	Practice Teaching
12	Practice Teaching
13	Theory and Guidance
14	SUNDAY
15	Practice Teaching
16	Theory and Guidance
17	Practice Teaching
18	Theory and Guidance
19	Practice Teaching
20	Theory and Guidance
21	SUNDAY

22	Practice Teaching
23	Practice Teaching
24	Essay 2 & Theory
25	Theory
26	Theory
27	Theory + faculty group meeting
28	SUNDAY
29	Theory
30	Theory
Oct 2014	
1	PUSHPANJALI DAY CELEBRATIONS
2	GANDHI JAYANTI
3	DASARA
4	Content test and Theory
5	SUNDAY
6	Theory
7	Essay 3 and theory
8	Theory
9	Theory
10	Theory
11	Essay 4 and theory
12	SUNDAY
13	Theory
14	Theory
15	Essay 5 and theory
16	Theory
17	Theory + faculty group meeting
18	DIWALI CELEBRATIONS
19	SUNDAY
20	Diwali Vacation
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
November	

<b>2014</b>	
1	Class test 1
2	
3	Class test 1
4	
5	Class test 1
6	
7	Class test 1
8	Class test 1
9	<b>SUNDAY</b>
10	College reopens .... Theory
11	Theory
12	Theory
<b>November 2014</b>	
13	Theory
14	Theory
15	Theory
16	<b>SUNDAY</b>
17	Theory
18	Theory
19	Theory
20	Theory and Result of Class test One
21	Remedial Coaching
22	Remedial Coaching
23	<b>SUNDAY</b>
24	Class Test 2
25	Class Test 2
26	Class Test 2
27	Class Test 2
28	Class Test 2
29	Remedial Coaching
30	<b>SUNDAY</b>
<b>Dec 2014</b>	
1	Study leave /  Faculty Enrichment programmes
2	
3	
4	
5	
6	
7	
8	

9	
10	UNIVERSITY EXAMINATION BEGINS
11	
12	
13	
14	<b>SUNDAY</b>
15	
16	
17	Certificate Courses by PUSHPADEEP
18	
19	
20	
21	
22	Certificate Courses by PUSHPADEEP
23	Christmas Celebration and Competitions
24	CHRISTMAS VACATION BEGINS

### Schedule for Second Semester

<b>January 2014</b>	
1	Holiday
2	College reopens.. Theory/ Practice for college day/ SUPW
3	Research Methodology Course -I (CD) & Theory/ Practice for college day/ SUPW
4	<b>SUNDAY</b>
5	Theory/ Practice for college day/ SUPW
6	Theory / Practice for college day/ SUPW
7	Theory / Practice for college day/ SUPW
8	Theory / Practice for college day/ SUPW
9	Research Methodology Course -II (MP) & Theory/ Practice for college day/ SUPW
10	Research Methodology Course - III (Tools to be given to students) & Theory/ Practice for college day/ SUPW
11	<b>SUNDAY</b>
12	Theory/ Practice for college day/ SUPW
13	Theory / Practice for college day/ SUPW
14	Makar Sankrat Day -Geography Day Celebration , Theory/ Practice for college day/ SUPW
15	Dress Rehearsal for College day / Visit to school for units
16	Theory/ Practice for college day/ SUPW
17	College Annual Day
18	<b>SUNDAY</b>
19	Campus Placement /Theory
20	Theory and Guidance
21	Practice Teaching
22	Theory and Guidance



23	Practice Teaching
24	Essay Course 8 and theory and Guidance
25	<b>SUNDAY</b>
26	Republic Day Celebration
27	Practice Teaching
28	Practice Teaching
29	Campus Placement and Theory and Guidance
30	Practice Teaching
31	Essay Course 9 and theory and Guidance
<b>February 2015</b>	
1	<b>SUNDAY</b>
2	Practice Teaching
3	Theory and Guidance
4	Practice Teaching
5	Theory and Guidance
6	Practice Teaching
7	Essay Course 10 and theory and Guidance
8	<b>SUNDAY</b>
9	Campus Placement and Theory
10	Research Methodology Course - I V and Theory
11	Research Methodology Course - V and Theory
12	Internship Programme
13	Internship Programme
14	Theory
15	<b>SUNDAY</b>
16	Internship Programme
17	Holiday
18	Internship Programme
19	Internship Programme
20	Internship Programme
21	Essay Course 11 and Visit to Krupa Foundation
22	<b>SUNDAY</b>
23	Research Methodology Course - VI and Theory
24	Campus Placement Theory
25	Research Methodology Course - V I and Theory
26	Essay Course 12 and Theory
27	Celebration of Marathi Literature Day / National Science Day / Theory/Input for Simulated Lessons
28	Annual Sports Day
<b>March 2015</b>	
1	<b>SUNDAY</b>
2	Theory and Guidance for Simulated Lessons
3	Simulated Lessons and Theory
4	Simulated Lessons and Theory
5	Picnic to Mahabaleshwar
6	
7	

8	<b>SUNDAY</b>
9	Theory
10	Theory
11	Theory
12	Theory
13	Theory
14	Theory
15	<b>SUNDAY</b>
16	Theory / CAI Lessons
17	Theory
18	Theory
19	Theory
20	Class test 1
21	Holiday – Gudhi Padwa
22	<b>SUNDAY</b>
23	Class test 1
24	Class test 1
25	Class test 1
26	Class test 1
27	Remedial Coaching And Theory
28	Remedial Coaching And Theory
29	<b>SUNDAY</b>
30	Theory and Book Review
31	Theory
<b>April 2015</b>	
1	Theory
2	Holiday- Mahavir Jayanti
3	Holiday- Good Friday
4	Theory
5	<b>SUNDAY</b>
6	Certificate Courses by PUSHPADEEP and Theory
7	Certificate Courses by PUSHPADEEP and Theory
8	Certificate Courses by PUSHPADEEP and Theory
9	Certificate Courses by PUSHPADEEP and Theory
10	Certificate Courses by PUSHPADEEP and Theory
11	Certificate Courses by PUSHPADEEP and Theory
12	<b>SUNDAY</b>
13	Theory
14	Holiday- Ambedkar Jayanti
15	Class Test 2
16	Class Test 2
17	Class Test 2
18	Class Test 2
19	Class Test 2
20	<b>SUNDAY</b>
21	Remedial Coaching
22	Remedial Coaching And Valedictory Programme
23	

24	Study Leave for Students
25	
26	<b>SUNDAY</b>
27	Faculty Enrichment Programme& Research paper presentation - ANVESHAN
28	
29	
30	
<b>May 2015</b>	
1	Holiday- Maharashtra Din
2	Preparation for University Examination
3	<b>SUNDAY</b>
4	Holiday- Budha Jayanti
5	UNIVERSITY EXAMINATION BEGINS
6	
7	
8	
9	
10	<b>SUNDAY</b>
11	CAP - UNIVERSITY EXAMINATION
12	
13	
14	
15	
16	
17	<b>SUNDAY</b>
18	CAP - UNIVERSITY EXAMINATION
19	
20	IQAC MEETING
21	
22	ACADEMIC PLANNING MEETING for the academic year 2015-16
23	
24	<b>SUNDAY</b>
25	Faculty Enrichment Programme
26	
27	
28	AQAR -Discussion
29	ACADEMIC PLANNING MEETING for the academic year 2015-16
30	
31	<b>SUNDAY</b>

**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** -90% parents strongly agree and 10 % parents agree that they are happy to have chosen Pushpanjali College of education for their son / daughter. 70% parents strongly agree and 30% parents agree that the management and faculty of this college are committed to bringing about quality in education. 5% parents strongly agree and 85 % parents agree that the college has adequate infrastructural facilities. 70% parents strongly agree and 30% parents agree that the activities of college have helped their son / daughter to develop his /her personality in all round manner. 65 % parents strongly agree and 35 % parents agree that the training gained in this college has helped their son / daughter to realize his /her potential as a teacher. 70% parents strongly agree and 25% parents agree and 5%disagree that the principal and faculty of this college is concerned about the well being of students. 80% parents strongly agree and 20% parents agree that the college ensures that students are regular in their attendance. 65% parents strongly agree and 35% that in this college students are provided with enriching experiences which enable them to be effective teachers. 45% parents strongly agree and 50% parents agree and 5%disagree that the training acquired in this college will help their son / daughter to secure a job in school. 70 % parents strongly agree and 30% 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:** 71% students strongly agree and 29 % students agree that theory part of curriculum was well organised

**Area 2: Curricular Aspects Practicum :** 67 % students strongly agree and 29% students agree and 3 % students disagree and 1% strongly disagree practicum was well conducted and useful.

**Area 3: Internal Assessment:** 62% students strongly agree and 37% students agree and 1% students disagree that internal assessment activities were conducted effectively.

**Area 4: Co-curricular Aspects:** 54% students strongly agree and 40 % students agree and 4% students disagree that co-curricular activities were well organised.

**Area 5: Infrastructure and Learning Resources:** 42 % students strongly agree and 50% students agree and 4 % students disagree that infrastructure and learning resources are well maintained and adequate.

**Area 6: Support System:** 70% students strongly agree and 28% students agree and 2 % students disagree that the support system is effective.

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

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

yes	no
100%	-

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

yes	no
90%	10%

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

were effectively taught	had to be repeated by the subject teacher
76%	24%

**4. The quality of lesson was**

Very good	good	average	Not satisfactory
60%	30%	10%	0%

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

Very good	good	average	Not satisfactory
80%	20%	-	-

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 40 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  
90% opined that they have got sound knowledge of evaluation procedures during B.Ed  
92% 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.  
96% report that their confidence has been boosted due to the B.Ed course  
95 % 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 ShriAmbikaYogashram. 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. In the year 2009 PUSHPADEEP could not organize the annual course for in service teachers since they were allotted election duties. 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 organising 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, web pages 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