

NAAC track ID: MHCOTE11223
Pushpanjali College of Education , Vasai
The Annual Quality Assurance Report (AQAR) of the IQAC
2016-17
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. Palghar.
State	Maharashtra
Pin Code	401207
Institution e-mail address	pushpanjali1990@yahoo.co.in
Contact Nos.	0250-2312025
Name of the Head of the Institution	Dr.Mariamamma 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
1.3NAAC Track ID	MHCOTE11223
1.4NAAC Executive Committee No.& Date:	EC/56/RAR/05
1.5 Website address:	www.pushpanjalicollege.com
IQAC web address-	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 st Cycle	B++	-	2004	Upto 02/05/2009
2	2 nd Cycle	A	3.29	2011	Upto 15/09/2016
3	3 rd Cycle – Peer team visit scheduled on 6 th and 7 th of October 2017				

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

1.8 AQAR for the year :2016-17

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
- (iv) AQAR 2014-15 submitted to NAAC on 10/9/2015
- (v) AQAR 2015-16 submitted to NAAC on 29/9/2015

1.10 Institutional Status :

Affiliated College	
Type of Institution	Co-education, Rural
Financial Status	UGC 2(f) & UGC 12B Unaided

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 etcNone

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
2.9 Total No. of members :	14

2.10 No. of IQAC meetings held 5

2.11 No. of meetings with various stakeholders:

Faculty-2Non-Teaching Staff -1 Students -1Alumni -1 Others- 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 (Quality related)

National Seminar on Language Across the Curriculum

A National Seminar on 'Language Across the Curriculum- A Break Away from Conventional Teaching' was organized on 11 February 2017 by the college in collaboration with English Fountain. This seminar was attended by approximately 100 participants comprising of Principals of Teacher Education Institutes and schools, teacher-educators, school teachers, academicians and students pursuing their B.Ed course.

The IQAC organized two sessions for stimulating reflection and minutely examining the work ethos of the institution. Dr Mabel Pimenta conducted a session on 'Universal Instruction Design'. This session aimed at sensitising the faculty to the needs of differently abled learners. Dr Helen Jadhav conducted a session on 'Building a Learning Organisation' emphasising on Peter Senge's Model to help expansion of individual capacity that will lead to new and expansive patterns of thinking.

2.14 Significant Activities and contributions made by IQAC

- Creating perspective plans, action plans and preparing reports for various departments.
- Planning for added 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. 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.
- The IQAC solicited feedback from various stakeholders and analysed the same to see if the activities of the college are in synch with the Perspective Plans drawn. Benchmarks were revisited and areas that needed more rigorous action were identified. The NAAC reaccreditation for the Third Cycle was due. Hence the compilation of the Self Appraisal Report was completed. The report has been sent to NAAC for perusal and has been uploaded on the college website. We now await the Peer Team visit in the forthcoming academic year.

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 using variety of techniques ii. complementary curriculum to be integrated into individual courses as per need iii. Assure integration of theory and practicum 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. Organise tutorials, remedial sessions and doubt solving sessions for academically weak students	As per activity throughout the year	To be decided by Internal Assessment Dept
iii	ICT in learning	i. Generate and strengthen ICT resources in form of ppts, videos ii. Develop and upload OERs for blended learning iii. Certificate course in Computer training	Throughout the year	Resources to be prepared by each faculty member Training to be arranged

				by Faculty
iv	Extension of learning spaces	<p>i. Visit to schools for Internship</p> <p>ii. Strengthen existing web portals for learning</p> <p>iii. Sensitization of students through community oriented activities</p> <p>iv. Strengthening library resources by adding more titles</p> <p>v. Promotes subject specific activities through Pushpaganit Mathematics Club, Rucha Literature Club, Science Club, Commerce Club and Vasundhara Environmental Club.</p>	<p>July to September 2016 and January to February 2017</p> <p>Throughout the year</p> <p>First Term</p> <p>April 2017</p> <p>Throughout the year</p>	All faculty members and invited lectures
v	Capacity building programmes for students	<p>i. Organization of talent search and other activities to identify and promote talent</p> <p>ii. Interacting with the Experts- (art, teaching, literature, drama, music, ICT)</p> <p>iii. EPC</p>	<p>Throughout the year</p>	<p>Faculty in charge of Co curricular activities & Pushpadeep Extension Dept.</p>
vi	Promoting inclusion	<p>i. Buddy system for those needing assistance to cope with any aspect of the course</p> <p>Co operative learning for select topics</p>	<p>Throughout the year</p>	<p>Selected mentors from the students</p>

vii	Infusing research skills in student teachers	i. Conducting surveys ii. Using online and offline sources for collecting material for tasks and assignments	Through out the year	All Faculty
vii i	Value oriented programmes	i. Theme based assemblies with focus on values ii. Environmental awareness projects through Vasundhara Environmental club Celebration of days of national importance , Science Day, Literature Day, UNO day, Women's day	Throughout the year	Faculty, students and those in charge of concerned departments and clubs

2. Student Welfare programmes

No	Title of the Programme	Details	Proposed time	Resources
i	Preparation for the world of work	Orientation to Internship programme Organizing pre practice teaching workshop on teaching skills	June-July 2016	Faculty in charge
iii	Counseling services	i. Orientation about counseling services in college (Solace Counseling Cell)	August 2016	Principal
iv	Empowerment through PUSHPADEEP	i. Organizing certificate courses through Pushpadeep ii. Arrangement of guest lectures and workshops	Throughout the year	Faculty in charge of PUSHPADEEP

3. Alumni Activities				
No	Title of the Programme	Details	Proposed time	Resources
i	Support to alumniseeking better jobprospects	Dissemination of information about vacancies	As per the opportunity	Faculty in charge of Alumni Association and Placement Cell
ii	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
iii	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
iv	Supporting Lifelong Learning among alumni	Dissemination of information about courses that alumni can pursue to upgrade their skills and knowledge	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
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	February 2017 April and June 2017	External experts as well as Experts among the faculty
iii	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	
iv	Encouraging linkages with bodies of educational importance	i. Encourage faculty to collaborate with NCERT and other bodies in endeavours towards quality education	Through out the year	
v	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 out the year	Anveshan Research Cell

		through Abhivyakti Publication Unit		
--	--	-------------------------------------	--	--

5. Community building and extension activities

No	Title of the Programme	Details	Proposed time	Resources
i	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 iv. Workshops on Environmental Issues	Nov 2016 October 2016 Sept 2016 March 2017	Ms. Cynthia Baptista Dr. Mabel Pimenta Ms. Jean Pereira Faculty and students
ii	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
iii	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
i	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
ii	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
iii	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	
iv	ICT resources	i. Upgrading hard ware and software to assist online learning and developing skills 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

No.	Title of the Programme	Details	Proposed Time	Resources
i	360 degree feedback	i. Seeking annual feedback from parents, alumni, students and Internship schools ii. Analysis and follow up on feedback	March-April 2017	IQAC co-ordinator
ii	Suggestion box	i. Soliciting suggestions to improve the college	Throughout	Grievance

		ii. Timely addressing of grievances of students	the year	Cell in-charge & Principal
iii	TAQ	i. Seeking feedback from students wrt individual teacher's interaction, overall functioning of the college and functioning of library	November 2016 and April 2017	IQAC co-ordinator
iv	Interaction with stakeholders	i. Organizing meetings with Parents ii. Faculty group meetings with students to ensure timely action wrt difficulties encountered	September 2016 One meeting every month	Principal Faculty

8.Special quality enhancement measures through IQAC

	Title of the Programme	Details	Proposed time	Resources
i	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	During IQAC meetings	IQAC members
ii	Fostering Inter institutional linkages	i. Promote linkages with government and non government agencies involved in societal welfare egKrupa Foundation, Abhang special School, Save the Earth Foundation.	Through-out the year	Faculty
iii	Documentation of activities for	i. IQAC to co-ordinate with faculty to prepare perspective plans/ action plans	July 2016	

	quality enhancement	at the start of the year ii. IQAC to scrutinize all reports at the end of the year iii. Preparation of AQAR	April 2017 August 2017	
iv	Dissemination of information on quality	i. Expectations of bodies like NAAC, NCTE, UGC, University, NCERT to be conveyed to faculty thro' www.pceiqac.webs.com ii. Faculty inputs of new vistas in quality enhancement iii. Dissemination of information on various quality parameters of higher education thro' www.pceiqac.webs.com iv. IQAC newsletter	Thro' out the year at least two sessions per year	
		9. Meetings and Discussions		
i	Staff Meetings	i. Arranging monthly meetings with the staff	Approx. 6 to 8 meetings in a year	Principal
ii	LMC Meetings	i. Two meetings , one per term	Oct 2015 March 2016	Office staff
iii	IQAC Meetings	i. Two meetings per term	July 2016 Nov 2016 March 2016 April 2017 September 2017	IQAC co-ordinator

iv	Parent teacher Meetings	i. Orientation Meeting	September 2016	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-

- 100% 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 books and research papers
- Participation at conference, seminars, workshops and presentation of research papers.
- Successful completion of Computer Training, Yoga, Personality Development, Drama and Art courses
- Interacting with the Experts in various fields
- Achievement of 13 individual prizes and 3 Team prizes in inter institutional competitions
- Development of skills required for the 21st century teachers.

Other details are subsequently mentioned in the discussion that follows.

The Academic Calendar of the year 2016-17 is attached as Annexure (i).

2.15 Whether the AQAR was placed in statutory body

Yes	✓
Management	✓

The details of the action taken :

- Faculty was encouraged to continue the good work. AQAR was approved and finalized.

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				
Total	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	Internship schools
✓	✓	✓	✓	✓

Mode of Feedback	Manual	Online
	✓	✓

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.

The B.Ed syllabus was revised in 2015-16 as the Two Year B.Ed Programme was introduced.

This has again undergone a revision this year to introduce Choice Based Credit System (CBCS)

The salient aspects of the revised programme are:

- Two year duration of the B.Ed programme with total 20 weeks of internship experience
- Comprehensive coverage of themes and rigorous field engagement with the child, school and community.
- The Course comprises of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field
- Two courses for Enhancing Professional Capacities (EPC) and One Certificate course have been included in the curriculum.
- Transaction of all courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

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
1(Principal) + 5	0	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	0	0	0	0	0	2	0	0	0

2.4 No. of Guest faculty

Visiting faculty 2

Temporary faculty 3*

(* 1 librarian and 2 teaching faculty)

Visiting faculty : as per the need for EPCs and Physical Education .

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	5	7	nil
Presented	5	7	nil
Resource Persons	nil	nil	nil

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

- Blended Learning was used extensively
- Participatory Methods such as Gallery walk, use of drama as a pedagogical approach, co-operative learning, field visits, small group learning activities, case study cum discussions were used
- Reflective learning was incorporated
- The Interacting with Expert Series helped to augment curricular activities.
- Documentaries, films and videos were used to foster discussions

2.7 Total No. of actual teaching days during this academic year : 265

2.8 Examination/ Evaluation Reforms initiated by the Institution :

The faculty has uploaded some online tests on selected topics. This online repository is being fortified. Peer evaluation is encouraged for practical activities as Internship lessons. Extra class tests have been conducted to prepare more effectively for the Theory examinations.

2.9 No. of faculty members involved in Curriculum restructuring- Syllabus development 4

2.10 Average percentage of attendance of students : 90 %

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction (grade O) %	I (grade A) %	II (grade B) %	III (grade c) %	Pass (grade D) %
F.Y B.Ed. Sem I	50	14%	64%	16%	4%	1 RR
F.Y. B. Ed. Sem II	50	8%	72%	20%	-	-
S. Y. B. Ed. Sem III	49	40.8%	36.73%	-	2.04%	-
S. Y. B. Ed. Sem IV	49	-	71.42%	18.36%	-	4 RR

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

The perspective plan of the IQAC serves as a radar to develop the year plan for individual courses. Care is taken to ensure that different approaches are used for curriculum transaction. The IQAC validates the curricular process according to the benchmarks created. The IQAC newsletter disseminates valuable inputs regarding Teacher Education programmes, research findings etc and these are useful to design effective teaching learning activities.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	nil
UGC – Faculty Improvement Programme	nil
HRD programmes	nil
Orientation programmes	06

Faculty exchange programme	nil
Staff training conducted by the university	02 (for revision of B.Edprogramme)
Staff training conducted by other institutions	02
Summer / Winter schools, Workshops, etc.	06
Others (workshop organized by IQAC)	06

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	2	0	0	1
Technical Staff	3	0	0	0

Criterion – III

3. Research, Consultancy and Extension

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

‘AnweshanResearch Cell’Activities :

- Organization of Research Paper Reading Sessions.
- Faculty has conducted individual researches and presented the findings at various seminars
- Faculty has published research based work in journals.
- Use of IQAC website for disseminating relevant research findings

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	1	3	
Non-Peer Review Journals	-	-	
e-Journals	-	-	
Conference proceedings	5	-	

- Dr Mabel Pimenta's article on 'Coping Skills- A Challenge Before Adolescents' was published in 'SanshodhanChetana, Vol. 6th Issue 2nd September 2017, ISSN 2319-5525
- Dr Agnes d'Costa's article Rhizomatic Learning: Where one learns, unlearns and relearns, published in Researcher tandem, Vol 7, No 24, Oct-Dec 2016 (Peer Reviewed Referred Journal UGC approved sr No 1315 Journal number 48548, ISSN 2230-8806)
- Dr Agnes DCosta's article 'OERS and MOOCs: Game changers in the present Educational Landscape' was published by R Jhunjhunwala College in the seminar proceedings brought out at the IQAC organized National Seminar on 'Teaching, Learning and Evaluation Beyond the Classroom.' (ISBN 978-81-925489-9-9)
- Dr Agnes D'Costa's article 'Contextual learning in Teacher Education : A Case study' was published in Transacademia July to Dec 2016 vol 6 No 1 (ISSN 2319-3492)

- Dr SheetalChaudhari's paper on 'Empowering Teacher to be a Reflective Practitioner', Dr Mabel Pimenta's paper on 'Study on the use of Internet and Mass Media- An Online Research, Dr. Helen Jadhav's paper on 'Widening the Horizon of HEIs towards Learning Organizations', Dr Agnes D'Costa's paper on 'Skill India and the Role of Massive Online Courses-MOOCs' and Ms LovetyGer's paper on 'Promoting Achievement in History Among Upper Primary Students Through ICT Enhanced PBL' were published as part of conference proceedings by St Gonsalo Garcia College (ISBN no.978-81-933083-7-0)

Papers presented at national level seminar

- Dr SheetalChaudhari's paper on 'Decline of Language Competency : A Threat to Learning of Science', Dr Mabel Pimenta's paper on 'Inclusion of Students with Language Disorders', Ms Angelina Nunes' paper on 'Developing Socio-linguistic Awareness in the Indian Classroom', Dr. Helen Jadhav's paper on 'Use of ICT in Learning', Dr Agnes D'Costa's paper on 'Development of Communicative Competencies through the Granny Cloud Project' and Ms LovetyGer's paper on 'Valuing Multilingualism' were presented at the National Seminar organized by Pushpanjali College of Education, sponsored by English Fountain 'Language across Curriculum- A Break away from Conventional Teaching' on 11th February 2017)

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. 2 Chapters in Edited Books0

ii) Without ISBN No. 1

Dr Mabel Pimenta's book on 'Childhood and Growing Up' (ISBN: 978-93-5262-400-3) and Dr Agnes DCosta's book on 'Gender, School and Society'(ISBN:978-93-5262-471-3) were published by Himalaya Publishing House.

Dr Agnes DCosta's work on the life of Mother Veronica, Founder of the Congregation of Carmelite Religious was published in the book 'CCR Roots and the Fruits' released in Trivandrum.

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

3.9 For collegesAutonomy-x CPE -x DBT Star Scheme – x

INSPIRE -x CE - x Any Other (specify)- x

3.10 Revenue generated through consultancy : Rs. 6250/-

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	0	1	0	0	0
Sponsoring agencies		English Fountain			

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

The following faculty members have functioned as resource persons for the Two Year B.Ed syllabus orientation programme held in June 2016.

Dr Mariamma Joseph oriented participants to the course ‘Language across Curriculum’. Dr Mabel Pimenta oriented participants to the course ‘Towards an Inclusive Classroom’. Dr Helen Jadhav oriented participants to the course ‘Educational Management’. Dr Agnes DCosta oriented participants for the EPC ‘Understanding the Self’.

Principal Dr Mariamma Joseph functioned as a member of panel for placement of faculty in Teacher Education Institutes.

Dr SheetalChaudhari, Dr Mabel Pimenta, Ms Angelina Nunes, Dr Helen jadhav, Dr Agnes D’Costa were appointed as LIC members by Mumbai University for the inspection of B. Ed colleges.

Dr Mabel Pimenta and DrSheetalChaudhari were on the panel for selection of teachers for Thomas Baptista Junior College.

Dr Mabel Pimenta is a member of the Diocesan Women’s Cell and she has attended the Diocesan level International Women Day celebration held on 8 March 2017. She has been nominated member of Local Managing Committee of Thomas Baptista School, Papdy.

Dr Helen Jadhav was invited to judge the Hindi elocution Competition at Notre Dame CBSE School, Vasai.

Dr Agnes D'Costa was appointed member of the Local Managing Committee of St Gonsalo Garcia College of Arts and Commerce. She was also appointed a member of the IQAC of St Teresa's Institute of Education, Santacruz.

The faculty served as resource persons for the following consultancy programmes

- DrSheetalChaudhari addressed the parents at Convent of Jesus and Mary school on 'Enlightened Parenting'.
- Faculty conducted teacher enrichment programme for the teachers of N. G. Vartak School, Virar.

DrMariamma Joseph- Acquainting readers with Different Types of Texts

DrSheetalChaudhari- New Trends in Assessment for Learning

Dr Mabel Pimenta- Universal Instructional Design

Dr Helen Jadhav – Creating a Learning Organization

Dr Agnes D'Costa- Constructivist Learning in the Light of Neurosciences

Dr. Agnes D'Costa was resource person for the following programmes

- Session on Christian Leadership for Western Region Youth Council conducted on 26 June 2016
- Workshop on Perspective Planning for staff of Nazareth Convent High School on 1st July 2016
- Session on Classroom Communication for teachers of St Aloysius Convent High School on 14 June 2016
- Session on 'Understanding Andragogy' conducted for participants attending short term course on 'Contemporary Strategies for Teaching Learning' on 14 Oct 2016 organised by UGC HRD Centre- University of Mumbai.
- Session for Teachers Association of Palle, Vasai on Perspective Planning of Teachers' Association
- Session on Proposed Education Policy 2016, Diocesan Board of Education, for principals and managers on 24 Oct 2016

- Resource person at R. Jhunjhunwala College, Ghatkopar for two sessions on 15 December 2016 on the topic E-learning at Higher Secondary level
- Resource person for the topic ‘OERs: Changing the landscape of Higher Education’ at National Seminar on Teaching, Learning & Evaluation Beyond Classroom organised by IQAC of R Jhunjhunwala College Ghatkopar
- Resource person for two training programmes for Primary Mathematics teachers at a refresher course organized by Archdiocese Board of Education, Mumbai.
- Workshop on Constructivism for D.T.Ed teachers and students at Guru Nanak College of Education and Research.
- Session on ‘Mentoring’ for faculty of Royal College of Arts, science and Commerce, Mira Road.
- Dr Agnes DCosta conducted workshops on Harnessing Cyber Space for Learning for the participants of five orientation programmes/ refresher courses organized by UGC HRD Centre, University of Mumbai. Some of these courses were held under the RUSA initiative.

3.13 No. of collaborations : International 1* National 0 Any other 5*

Krupa Foundation, Abhang Special School, Ambika Yogashram, Jagruk Nagrik Sanstha, Lions Club Vasai Unique, National English School.

3.14 No. of linkages created during this year: 1

Linkage with CIET: Dr Agnes DCosta is recognized as e-content reviewer by Central Institute of Educational Technology (CIET, NCERT)

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

01

and students registered under them

05

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

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 0NSS 0Any other 7

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.

Helping the needy: In this social activity, students served the sick people, helped senior citizens, helped the needy students in academics and entertained disabled students by engaging them in art and craft activities.

Cleanliness drive: Local beaches and water storage bodies were cleaned. This was done in collaboration with NGO JagrukNarikSanstha.

Visits to community centers: The students paid three visits to different community centers such as orphanages and homes for the aged and spent quality time with the inmates.

Collection of blind relief fund: The College organized a session to sensitize the students about the needs of the blind people. The students collected a commendable sum which would be used for Blind Relief.

Celebrate together: The students celebrated Diwali at community centers in collaboration with 'JagrukNagrikSanstha'. They conducted entertainment programmes for the inmates followed by distribution of sweets and grocery material. Christmas was celebrated with girls from marginalized tribal families. Delicacies were distributed and some entertainment games were organized.

Spreading Smiles: It was organized in collaboration with 'JagrukNagrikSanstha'. The students collected old good quality clothes and distributed among the members of the community centers.

Community Awareness Programmes: Students of Second Year B.Ed undertook programmes to disseminate information and create awareness about malnutrition, child obesity, lifestyle

diseases, fast driving/ riding and drug addiction. A breast cancer awareness drive was launched for women working in factories. An awareness programme was organized regarding the need to conserve water reservoirs. The students prepared presentations and posters and educated many communities regarding these pertinent issues.

Along with the Lions Club Unique, students conducted awareness about simple environmental practices like saving water, wise use of electricity and keeping the surroundings clean.

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	5		
Laboratories	2	1	-	-
Seminar Halls	1	1	-	-
No. of important equipments purchased (\geq 1-0 lakh) during the current year.		5	Tuition fees	
Value of the equipment purchased during the year		Rs. 71980/-	Tuition fees	Rs. 71980/-
Others -furniture		Rs. 58000/-	Tuition fees	Rs. 58000/-

4.2 Computerization of administration and library :

- The college has created a Management Information System to organise information pertaining to academic matters and enhance the accessibility to the same.
- All examination related work, academic work, matters pertaining to admissions etc are computerised
- Library is computerised and internet access is available.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	3308	Rs7,39,016/ - - - -	16	Rs.32418/-	3324	Rs. 771434/-
Reference Books	3082		212		3294	
e-Books	15		34		49	
Journals	24		-		24	
e-Journals	4		6		10	
Digital Database	Open source database	-	-	-	Open source database	-
CD & Video	800	-	-	-	800	-
Others (specify)	B.Ed. projects-350 Ph.D. thesis-16 M.Ed. projects -43	-	-	-	400 16 43	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart -ments	Others
Existing	19	1	Broad Band and TATA DOCOMO	3	5	2	-	-
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.)

Certificate Course for student-teachers is conducted at two levels, Basic and Advanced. Students learn to use MS Office for enhancing the effectiveness of teaching. They learned to prepare online story books, online tests and blogs. The faculty has added many online resources for the benefit of students and peer teacher educators.

4.6 Amount spent on maintenance :

i) ICT	Rs.1,11,211/-
ii) Campus Infrastructure and facilities	Rs.49,800/-
iii) Equipments	Rs.25,680/-
iv) Others	nil
Total :	Rs. 1,86,691/-

Criterion – V

5. Student Support and Progression

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

Orientation programme generates awareness about student support services in the college in the form of counselling cell, academic support programmes and financial support from external institutions.

The IQAC newsletter disburses informative articles on Student support services such as Mentoring of students.

Independent websites and blogs pertaining to different subjects provide support to student self learning and self enhancement

5.2 Efforts made by the institution for tracking the progression :

The student profile is regularly updated and analyzed to find how students are progressing during the B.Ed course.

Regular meetings with mentors help to track student progress.

5.3 (a) Total Number of students

UG		PG	Ph. D.	Others
F Y B.Ed	50	-	-	-
S Y B. Ed	49			

(b) No. of students outside the state 6

(c) No. of international students 0

	No.	%
Men	3	3%
Women	96	95%

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
49	0	0	0	0	49	50	0	0	1	0	50

Demand ratio 100% Dropout 2%

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

Teacher eligibility test (TET) is conducted in the State of Maharashtra . Since results of Mumbai University were delayed students have not opted for the exam this year. Students were oriented to the eligibility criteria and procedure. The faculty has uploaded many tests for practice and interested students and alumni can use the same.

No. of students beneficiaries 49

5.5 No. of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

Students are counseled by the faculty-mentors and Principal, who is a qualified counsellor herself. Career guidance is integrated in the interaction had during lectures. For example, students are guided about online courses they can pursue or regarding courses in counselling which can augment the inputs of the B.Ed course

No. of students benefittedby counselling

Approximately 10% have received specialized counselling and almost all have benefitted from personal guidance, academic guidance and career related guidance.

No. of students benefitted from placement cell activities -

5.7 Details of campus placement

Number of Organizations Visited	Number of Students Participated	Number of Students Placed
4*	49	42*

(* Most of the students were placed through off campus placement services as many schools organized interviews and demonstration lessons in their own campuses.)

Pushpajyot, the Placement Cell of the college organized an orientation session for students to help them have clarity regarding job openings. Ms Fatima DSouza conducted this session and oriented students to requirements of different schools. She also guided regarding how to write effective resumes and how to prepare for an interview. Principals and representatives of different schools visited the college for on campus placements. Students were also guided regarding

vacancies available in different institutions. A laudable number of students have secured jobs for the forthcoming academic year.

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 :

Students of S.Y.B.Ed conducted awareness about breast cancer among marginalized women working in the industrial estate of Vasai East. They gave information about early detection, symptoms of breast cancer using posters and presentations. Sessions on adolescent hygiene were conducted for girls in Fatima Ashram ,Chulne and Veronica Niwas, Papdy. In October 2016, the Lions Club of Vasai Unique organised a special session on Financial Literacy for Women. Dr Somnath Vibhute, St Gonsalo Garcia College conducted the session and gave valuable inputs regarding budgeting, finance management and use of e-money.

International Women's week was celebrated from March 5th to March 9th and various aspects of women empowerment were put forth through the assembly. On 8 March a programme was organized to mark International Women's Day. Sr Philomena DMello, Principal St Aloysius Practising School in her presidential address shared her experiences as a Principal of a girls' school. She also shared her experiences as a member of the Women Cell of Vasai. She urged the students to become empowered and help to empower other women. Students participated in a special programme 'Portrayal of Empowered Women'. A poster competition on themes related to women empowerment was conducted. A workshop on Self Defence for women was organised in collaboration with the Lions Club Unique, Vasai. Lion Suryaprakash Mundapat, a 4th Dan Black Belt International Referee and an instructor in karate gave informative inputs on the use of karate for self defence.

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

Students participated in intercollegiate competitions and won laurels for the college.

The following students won prizes at intercollegiate competitions organized by Rahul B.Ed College

Ms RishalAndrades and Ms PayalToppo won the third place in Creative Collage making.

Priyanka Pereira and JordinCarvalho won the second place for duet dance.

Priyanka Pereira won the second place for solo dance.

Sarah Menezes won the third place for ‘nonstop speaking for a minute.’

Larissa Gonsalves, TanushreePatil, MonaliD’Mello won the second place for rangoli competition.

In the mehendi competition, Ms Farhana Khan won the first place and Ms Khadija Khan won the second place.

Ms Larisa Rebello was placed third in the Personality pageant.

AnkitaDSouza, SuparnaJaiswal, ShachiBudhwar, CynoraNunes, Khadija Khan won the second place for singing.

The college team won the first place in the Street competition and in the dance competition at the Inter collegiate event hosted by St. Xavier’s Institute of Education, Churchgate. The street play and the dance focused on the theme of harmony and highlighted the need to nurture harmony and peace in order to build humanity.

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	1	Rs.5000/-
Financial support from government	12	Rs.72,000/-
Financial support from other sources	1	Rs.25,000/-
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 - 7

5.13 Major grievances of students (if any) redressed:

There were no major grievances.

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 have a management Information System:

The institution has a digital Management Information System for Academic purposes. This is customized according to the needs of the college. Details of data regarding faculty, students, alumni , curriculum, academic calendars etc is easily accessible through the same.

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

6.3.1 Curriculum Development

The curriculum is decided by the University. However some essential components are added as per the need of the times. A special curriculum has been prepared to ensure ICT literacy. Similarly life skills education is also emphasized. Certificate Courses in various relevant areas like Personality Development, Yoga Education and Physical Education are incorporated in the curriculum. Curriculum laboratories for different courses are developed.

6.3.2 Teaching and Learning

The following strategies have been included to enhance the effectiveness of the Teaching Learning process

- Use of constructivist approach
 - Use of drama pedagogy to learn
 - Use of blended learning approach
 - Emphasis on discussion of research findings
 - Co operative learning strategies
 - Use of student led seminars
 - Activity based learning
 - Learning from field experiences and school based internship
- Theoretical inputs were supported by a number of enriching learning experiences. Students learned through innovative techniques as gallery walk, co-operative activities, panel discussion, tech based platforms such as Massive Open Online Courses created by the faculty, LMS such as Edmodo and online

research platforms like SurveyMonkey. Activity based constructivist approaches included internships in schools where mentor teachers complemented the efforts of teacher-educators. We are very grateful to the Principals and teachers of all our Internship schools for their unconditional support and nurturing attitude displayed during the internship. You touched our lives and we grew!

- A three day workshop on 'Drama and Art in Education' was conducted by Ms.Madhumati Pawar. The workshop covered various aspects voice modulation, gestures, pause, rhythm, space, nine aesthetic senses, understanding stagecraft and audience etiquettes. Students learned flower making, puppet making and had a display of use of puppets in the classroom.
- Mr Juran Lopes and Mr Maxwell Rose conducted a workshop on 'Use of street Play in social awareness'.
- Ms Cynthia Baptista, Director of Abhang, sensitized students regarding the need for inclusive education. She highlighted the travails faced by people with physical limitations and emphasized the need for equity in empowering the physically challenged. A display of assistive devices used by the visually and physically challenged was organized.
- Fr Walter DSouza conducted a session for F.Y.B.Ed students on 'Appreciation of Music'.
- Mr Anthony Dias conducted a session on 'My journey in knowledge construction' where he connected his teaching-learning experiences to the course on Knowledge and Curriculum.
- Students of F.Y.B.Ed visited National English High School on two occasions. They were oriented by Ms Gaurangini Kulkarni and Mr Shreyas Shetty regarding the use of activity in facilitating a vibrant and dynamic classroom ethos.

- A visit to Abhang Special School sensitized students regarding issues related to education of the mentally challenged. Students interacted with the children studying in the Special school and had a glimpse of the vocational training imparted.

6.3.3 Examination and Evaluation

The college largely follows the evaluation pattern as is determined by the University. In addition the following strategies have helped to improve evaluation

- Use of rubrics for self evaluation
- Emphasis on peer evaluation
- Use of online tests
- Remedial lectures
- Self assessment forms
- Reflective practice

6.3.4 Research and Development

The college has always supported research based strategies for learning and teaching. The faculty has carried out the following researches during the year 2016-17.

Dr Sheetal Chaudhari- 'Empowering Teacher to be a Reflective Practitioner- A Study Conducted for the Student Teachers of Pushpanjali College of Education'

Dr Mabel Pimenta- 'Study on the use of Internet and Mass Media- An Online Research'

Dr. Helen Jadhav- 'Use of ICT in Teaching'

Dr Agnes D'Costa's- 'Development of Communicative Competencies through the Granny Cloud Project'

Dr Agnes D'Costa- 'Contextual learning in Teacher Education : A Case study'

Students were guided and supported to carry out Action research projects in their internship schools. Variety of need based topics like Health and Hygiene among school students, awareness to e-commerce, career guidance were selected. Students carried out online researches on socially relevant topics by using online platforms like SurveyMonkey.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library: Books, magazines and journals have been added as per the need especially due to changes in the syllabus. Students are motivated with the Best User of the Library award.

ICT: Students are trained in use of ICT in the classroom. ICT is extensively used for 24x7 learning. LMS like Edmodo, online quizzes, websites and blogs support constructivist learning. Online curriculum laboratories have been implemented to support student learning. Online research tools SurveyMonkey are used.

Physical infrastructure: Maintenance was carried out on regular basis.

6.3.6 Human Resource Management

Faculty attends courses to ensure their development. They share their expertise within the institution.

In case of emergencies, the faculty shares their work load to ensure that the institution runs smoothly.

6.3.7 Faculty and Staff recruitment

Staff recruitment is as per the norms laid down by the administrative and affiliating bodies. To ensure that newly recruited faculty is an asset to the institution, a series of orientation sessions are held for the newly inducted staff.

6.3.8 Industry Interaction / Collaboration

The institute collaborates with different community centres to ensure that students get holistic experiences. The table below shows the various collaborations during the last academic year and the impact

Area of interaction / collaboration	Collaborating Institution	Programme conducted	Beneficiaries
Academic	National High School	The use of activity in facilitating a vibrant and dynamic classroom ethos	Students
	Schools in the locality	16 weeks internship programme	Students
Research	English Fountain	sponsored National seminar entitled 'Language across	Faculty and students of

		Curriculum- A Break Away from Conventional Teaching’	college. Faculty and research students from other institutions
Social Responsibility and Initiatives	Various Community Centres, JagrukNagrikSanstha	Visits and interactions inmates of homes for the aged and orphanages Cleanliness drive, Celebrate together, Spread the smile	Students and society
	Abhang Special School	Awareness regarding issues related to education of the mentally challenged.	Students
	Lions Club Vasai Unique	Financial literacy for Women, Self Defence, Careful use of electricity	Women students and faculty
Holistic health	AmbikaYogashram	Conducted a Certificate Course in Yoga	Students
	Art of Living Foundation	Workshop on Life Skills	Students
Curriculum development	University of Mumbai	Faculty was involved in syllabus revision. Four members of faculty served as resource persons for orientation to different courses.	Faculty from B.Ed colleges
Consultancy	Various educational institutions	Faculty has functioned as resource persons at over 10 programmes conducted for parents, staff and students of different institutions	community
	UGC HRD centre	Faculty conducted sessions on ‘Learning through Cyberspace’ and Basics of Mentoring for those pursuing their short term courses and orientation programme at UGC HRD Univ. of Mumbai	Approximately 100 teachers from different colleges.
	National Mission on Education through	Faculty created three multimedia modules on	These modules will be hosted

	ICT under the aegis of MHRD (through SNTD's Dept of Educational Technology)	'Interactive Lectures for Large Classrooms'	on the National Mission on education through ICT website as Open Resources to benefit faculty and students.
Placement	Secondary Schools and Junior Colleges	On and off campus placement activities	Students

6.3.9 Admission of Students

Admissions are conducted as per the procedures laid down by the administrative and affiliating bodies. Extensive orientation programmes help to ensure smooth admission process.

6.4 Welfare schemes for

Teaching	
Non teaching	1
Students	

6.5 Total corpus fund generated

-

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	No	-	Yes	Faculty, Principal
Administrative	Yes	Rao and Ashok, Chartered	Yes	Manager, Principal

		Accountant Registration no. 119932 W		
--	--	--	--	--

6.8 Does the University/ Autonomous College declare 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

Annual General Body Meeting :

The Alumni Association of the college had the Annual General Body Meeting on 20th April 2017. A large number of alumni were present. Many suggestions were solicited regarding future NAAC peer team visit to our college.

Contribution of Alumni towards programmes in the college

1.Training for placement and campus interview

Ms Fatima D'Souza Hixon, an alumnus of the college, conducted a workshop on pre placement preparation. She spoke to the students on the different boards of education, the level of teaching skills needed, the methods to tackle interview questions and how to build an effective resume.

2.MsGauranginiKulkarni conducted a two day workshop on 'the use of activity in facilitating a vibrant and dynamic classroom ethos'.

3.Ms.LornaVaz took leadership in organising the Art of Living course on Life Skills conducted by the Art of Living Foundation .

4.Many Alumni participated and presented paper in the National Seminar on ‘Language across Curriculum- A Break Away from Conventional Teaching’ held on 11 February 2017 by the college in collaboration with English Fountain.

5.MrMelwynDabre conducted a session on ‘Place of Music in the School Curriculum’

6.Sr Philomena D’Mello, Principal St Aloysius Practising School in her presidential address shared her experiences on the occasion of an international women’s day organized by college on 8 March 2017.

4.Felicitation of Alumni

1.Dr Mabel Pimenta and **Dr Agnes D’Costa** were felicitated for publishing books on ‘Childhood and Growing Up’ and ‘Gender, School and Society’ were published by Himalaya Publishing House respectively.

6.12 Activities and support from the Parent – Teacher Association

A Parent Teacher Interaction was organized so that a better rapport was fostered with the parent community. Parents and spouses of the student-teachers had a fruitful time discussing the progress of the students. DrMariamma Joseph’s deliberation on Parenting Styles helped to understand how parenting plays an important role in the healthy nurturance of children.

6.13 Development programmes for support staff

Office staff and librarian were trained for up-gradation of ICT

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

- The college follows the policy of minimal use of non eco friendly material such as plastic on premises.
- The campus has provision for recycling of biodegradable waste.
- Students were oriented to water footprint.
- Workshops on ‘Best From Waste’ have created awareness about recycling
- Frequent inputs on environmental issues are delivered through assemblies and different sessions

- Use of vehicles only when necessary is promoted.
- The campus is rich with many trees and due care is taken to ensure that the campus remains green.

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 :

Institution uses KSV3 Model for Curricular Planning. This practice was continued. In light of launching of two year B.Ed. programme and changed curriculum faculty reviewed the perspective plans and prepared action plans for the academic year 2016-17. Faculty prepared Course Outline for their respective subjects.

II. Teaching Learning and Evaluation

Theoretical inputs were supported by a number of enriching learning experiences

- Students learned through innovative techniques as gallery walk, co-operative activities, panel discussion, tech based platforms such as Massive Open Online Courses created by the faculty, LMS such as Edmodo and online research platforms like SurveyMonkey
- Activity based constructivist approaches included internships in schools where mentor teachers complemented the efforts of teacher-educators.
- A three day workshop on 'Drama and Art in Education' was conducted by Ms.Madhumati Pawar.
- Ms Cynthia Baptista, Director of Abhang, sensitized students regarding the need for inclusive education.
- Street play workshop by Mr Juran lopes
- Fr Walter DSouza conducted a session on 'Appreciation of Music'
- Mr Anthony Dias conducted a session on 'My journey in knowledge construction' where he connected his teaching-learning experiences to the course on Knowledge and Curriculum
- Orientation by Ms Gaurangini Kulkarni and Mr Shreyas Shetty regarding the use of activity in facilitating a vibrant and dynamic classroom ethos

The college has various clubs as Vasundhara Environmental Club, Pushpaganit Mathematics Club, Rucha Literature Club, Eureka science Club, Commerce 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 21st century teachers.

I. Research, Consultancy and Extension

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 presentations 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.

II. Infrastructure and Learning Resources

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.

III. Student Support and Progression

PUSHPADEEP (Pushpanjali's Dept of Extension and Education Programmes) organised Certificate Courses in Yoga, Physical education, Personality development 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*)

Best Practice One:*Immersive Connected Learning*

Best Practice Two: *Reaching the Unreached*

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

7.4 Contribution to environmental awareness / protection :

- The Environmental Club Vasundhara observed Water Week in the month of March by highlighting the crisis of depleting water table. A survey on Water Footprint was conducted.
- A beach cleanliness drive, assemblies on environmental issues and an environment rally also helped to spread awareness regarding issues related to environmental degradation.
- Earth Day was observed in the month of April by focusing on various environmental issues.

7.5 Whether environmental audit was conducted?no

While we do not conduct a structured or formal environment audit, regular reflective practices with respect to the use of resources do sum up to an unstructured environment audit of the institution.

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

SWOT Analysis :

Identified strengths –

- Perspective planning

- 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
- Comprehensive programme for awareness about Environmental Responsibilities.
- Extension activities

Identified weaknesses-

- Financial constraints.
- Lack of Ph.D. centre

Opportunities identified-

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

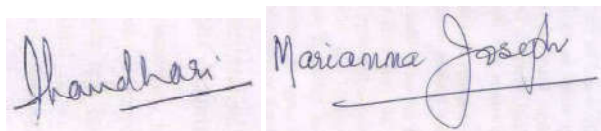
Identified threats-

- Government policies regarding admission process and towards self financing institutions.

8.Plans of institution for next year

- Assure integration of theory and practicum to provide engagement with the curriculum.
- Creating Open Education Resources
- Enhance the quality of teaching learning processes by incorporating new trends and innovative techniques in the curriculum transaction.
- Collaborate with the community centres and NGOs to increase student participation in extension and out-reach programmes.
- Soliciting online feedback from all stake holders

- Strengthen library resources and add resources to curriculum laboratory.
- 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 like Environmental Audit, Exploring Indegenous Knowledge Practices, Conducting Life Cycle Assessment of any material.
- Support alumni and school teachers by organizing in-service teacher enrichment programmes.
- Organize value added courses.



Name - Dr. Sheetal Chaudhari

Name – Dr. Mariamma Joseph

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Annexures (i)

PUSHPANJALI COLLEGE OF EDUCATION

Academic Calendar for 2016-17

Semester I

June 2016	(First Year Semester I)	Second Year (Semester 3)
6		College reopens... staff Meeting for academic planning
7		General Orientation And Academic planning meeting
8		Personality Development Course Resource Person- Dr. Fr. Patrick D' Souza
9		
10		
11		
12		
12		Sunday
13		Art of Living Course
14		Art of Living Course
15		Art of Living Course
16		Art of Living Course
17		Cultural Programme
18		Excursion
19th		Sunday
20 th to 23 rd June		Workshop on Classroom Skills
24 th & 25th		Demonstration Lessons in Schools
26		Sunday
27		Workshop on Classroom Skills and orientation to M. I. Lessons
28		M. I. Lessons and orientation to Games
29		Lessons on Games & Input for Innovative Techniques of Teaching
30		Lessons using Innovative Techniques1
July		
1		Lessons using Innovative Techniques2
2		Lesson Planning Workshop
3		Sunday
4		Theory / EPC / Demo lessons in Jr. Colleges
5		Visit to Schools for Units

6		Public Holiday
7		Theory and Lesson Guidance
8		Theory and Lesson Guidance
9		Theory and Lesson Guidance
10		Sunday
11		INTERNSHIP
Internship Programme from 11 th July to 23 rd September 2016 for Second Year Students Lectures on Saturdays		
September	First Year Semester I	Second Year Semester 3
1	General Orientation	Internship
2	Theory	Internship
3	Teachers day Celebration	Teachers day Celebration
2	Theory	Internship
3		
4		
Mid Term Break from 5th September to 12th September 2016		
13 th to	Bakri id Holiday	Bakri id Holiday
14 th to 23rd	Theory and practice for Pushpanjali Day	Theory and practice for Pushpanjali Day
25	Sunday	Sunday
26	Theory and practice for Pushpanjali Day	Theory and practice for Pushpanjali Day
27		
28		
29		
30		
October 1 st	Celebration of Pushpanjali Day	Celebration of Pushpanjali Day
2	Community Work	Holiday
3	Theory and Student Council Election	Theory
4	Theory	Theory
5	Slogan Writing Competition	Theory
6	Theory	Theory
7	Talent Search Programme	Theory
8	Theory	Theory
9	Sunday	Sunday
10	Content Test and Theory	Theory
11	Dasara Holiday	Dasara Holiday
12	Moharum Holiday	Moharum Holiday
13	Theory and Activity	Theory and Activity

14	Theory and Activity	Theory and Activity
15	Theory and Activity, Essay Course I	Tutorials
16	Sunday	Tutorials
17	Theory and Activity	Class Test 7-1
18	Theory and Activity	Tutorials
19	Theory and Activity	Class Test 7-2
20	Theory and Activity Essay Course 2	viva
21	Theory and Activity	Co-operative Study
22	Diya Decoration , Rangoli and Lantern Making Competitions	
23	Sunday	
24	Dance and Singing Competitions	Diya Decoration , Rangoli and Lantern Making Competitions
25	Diwali Celebration and Food Stall Competitions	Diwali Celebration and Food Stall
26	Diwali vacation	26 th October to 29 th October Picnic to Goa
27 th October to November 2 nd	26 th October to November 2 nd Diwali Holidays	Diwali Holidays
November 3	Theory	Tutorials
4	Theory	Tutorials
5	Theory	Tutorials
6	Sunday	Sunday
7	Theory	Theory
8	Theory	Theory
9	Theory	Theory
11	Theory	Theory
12	Theory	Theory
13	Sunday	Sunday
14	Holiday	Holiday
15	Certificate Course in Personality Development	Class Test Course 7-1
16		Tutorial
17		Class Test 2 Course 7-2
18		Theory
19		Theory
20	Sunday	Sunday
21	Theory	Tutorials / Remedial Teaching
22		
23		

24		
25		
26		University Exam
27	Sunday	Sunday
28	Tutorials / Remedial Teaching	University Exam
29	Class Test 1 Course 1	Semester Four
30	Tutorials	Theory
December		
1	Class Test 1 Course 2	Theory
2	Tutorials	Theory
3	Class Test 1 Course 3-1	Theory
4	Sunday	Sunday
5	Class Test 1 Course 3-2	Internship Programme till 24th December
6	Theory	
7	Theory	
8	Theory	
9	Theory	
10	Theory	
11	Sunday	
12	Theory	
13	Theory	
14	Theory	
15 th – 17 th	Community Work	
18	Sunday	
19	Workshop on street play	
20	Theory	
21	Theory	
22	Competitions / Celebrating Christmas with under privileged girls	
23	Christmas Celebration	
24 th to 26 th	Christmas Holiday	25 th and 26 th Christmas Holiday
27 th to 29 th	Assignments / Christmas Holiday	Preparing Learning Resources
30 th & 31 st		Assignments

1	Sunday	Sunday
2	Theory and Submission of assignments , EPC / Community work Book	Submission of assignments Theory
3	Theory	Theory
4	Tutorial / Co-operative Learning	Theory
5	Class Test 2 course 1	Theory
6	Tutorial	Theory
7	Class Test 2 Course 2	Theory /Essay Course 8-1
8	Sunday	Sunday
9	Class Test 2 Course 3-1	Theory
10	Tutorial	Theory
11	Class Test 2 Course 3-2	Theory
12	Work shop on Art and Craft	Theory
13		Theory
14		Theory , Essay Course 8-2
15	Sunday	Sunday
16	Tutorials / Remedial Teaching	Theory
17	Tutorials / Remedial Teaching	Theory
18	Tutorials / Remedial Teaching	Theory
19	Tutorials / Remedial Teaching	Theory
20	Tutorials / Remedial Teaching	Theory
21	Tutorials / Remedial Teaching	Theory / Essay Course 9-1
22	Sunday	Sunday
23	University Exam	Theory
24	University Exam	Theory
25	University Exam	Theory
26	Republic Day	Republic Day
27	University Exam	Theory / Action Research
28	Second Term Annual Sports	Annual Sports
29	Sunday	Sunday
30	Internship	Internship
31		
February 1		
2		
3		

4	Field Visit to National School	Theory / Essay Course 9-2
5	Sunday	
6	Internship	Internship
7		
8		
9		
10		
11	Field Visit to National School	National Seminar
12	Sunday	Sunday
13	Internship	Internship
14		
15		
16		
17		
18	Theory	Class test 1 Course 8-1
19	Sunday	Sunday
20	Theory	Class test 1 Course 8-2
21	Theory	Tutorials
22	Theory	Class test 1 Course 9-1
23	Picnic	Tutorials
24	Holiday – MahaShivratri	Holiday
25	Sports Day	Class test 1 Course 9-2
26	Sunday	Sunday
27	Theory / Celebration of Marathi Bhasha Divas and Poetry Recitation competition	Theory / Celebration of Marathi Bhasha Divas
28	Theory / Celebration of Science Day	Theory
March 1	Theory	Theory
2	Theory	Theory / Action Research
3	Theory	Theory
4	Theory	Theory
5	Sunday	Sunday
6	Theory	Theory
7	Theory / Poster Making Competition	Theory
8	Women's Day Celebration / Theory	Women's Day Celebration / Theory

9	Theory	Tutorials / Action Research
10	Theory , Essay Course 4	Tutorials / Action Research
11	Theory	Class test 2 Course 8-1
12	Sunday	Sunday Sunday
13	Holiday Holi	Holiday Holi
14	Theory Theory	Tutorials
15	Theory	Tutorials
16	Theory	Class Test 1 Course 8-1
17	Theory	Tutorial
18	Theory	Class Test 2 Course 8-2
19	Sunday	Sunday
20	Theory	Class Test 2 Course 9-1
21	Theory , Essay Course 5	Tutorial
22	Theory	Class Test 2 Course 9-2
23	Theory	Theory
24	Theory	Theory
25	Theory	Theory / Remedial session
26	Sunday	Sunday Sunday
27	Theory	Tutorials
28	Holiday GudhiPadwa	Holiday GudhiPadwa
29	Theory	Tutorials / Remedial session
30	Theory	Tutorials / Remedial session
31	Theory	Tutorials / Remedial session
April 1	Theory	Tutorials/ Remedial session
2	Sunday	Sunday
3	Theory	Tutorials
4	Holiday Ram Navmi	Holiday Ram Navmi
5	Theory	Class Test 2 Course 8-1
6	Tutorial	Class Test 2 Course 8-2
7	Tutorial	Class Test 2 Course 9-1
8	Class Test 1 Course 4	Class Test 2 Course 9-2
9	Tutorial	Sunday
10	Class Test 1 Course 5	Tutorials / Remedial Sessions
11	Tutorial	
12	Class Test 1 Course 6	
13	Tutorials	

14	Holiday- Good Friday / AmbedkarJayanti	Holiday- Good Friday / AmbedkarJayanti
15	Tutorials	Tutorial / Remedial Session
16	Sunday	Sunday
17	Theory	Tutorial / Remedial Session
18		University Examination
19		
20		
21		
22		
23	Sunday	Sunday
24	Certificate Course in Yoga	End of Term
25		
26		
27		
28		
29		
30	Sunday	Sunday
May 1	Holiday- Maharashtra Day	Holiday
2	Tutorial	
3	Tutorial	
4	Class Test 2 Course 4	
5	Tutorial	
6	Class Test 2 Course 5	
7	Sunday	Sunday
8	Class Test 2 Course 6	
9	Tutorials / Remedial Sessions	
10		
11		
12		
13		

14	Sunday	Sunday
15	University Examination	
16		
17		
18		
19	Centralized Assessment	
20		
21	Sunday	Sunday
22	Centralized Assessment	
23		
24		
25		
26		

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. 85% parents strongly agree and 15% parents agree that the management and faculty of this college are committed to bringing about quality in education. 10% parents strongly agree and 90% parents agree that the college has adequate infrastructural facilities. 80% parents strongly agree and 20% parents agree that the activities of college have helped their son / daughter to develop his /her personality in all round manner. 75 % parents strongly agree and 25 % 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. 90% parents strongly agree and 10% parents agree that the college ensures that students are regular in their attendance. 85% parents strongly agree and 15% that in this college students are provided with

enriching experiences which enable them to be effective teachers. 65% parents strongly agree and 25% parents agree and 10% disagree that the training acquired in this college will help their son / daughter to secure a job in school. 80 % parents strongly agree and 20% 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: 85% students strongly agree and 15 % students agree that theory part of curriculum was well organised

Area 2: Curricular Aspects Practicum : 90 % students strongly agree and 10% students agree practicum was well conducted and useful.

Area 3: Internal Assessment: 65% students strongly agree and 35% students agree that internal assessment activities were conducted effectively.

Area 4: Co-curricular Aspects: 70% students strongly agree and 30 % students agree that co-curricular activities were well organised.

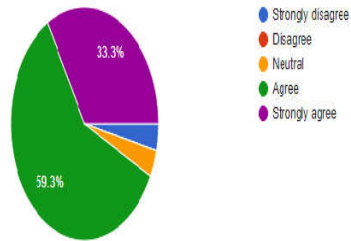
Area 5: Infrastructure and Learning Resources: 50 % students strongly agree and 35% students agree and 15 % students disagree that infrastructure and learning resources are well maintained and adequate.

Area 6: Support System: 70% students strongly agree and 30% students agree that the support system is effective.

III) Analysis of feedback obtained from alumni- (Online feedback)

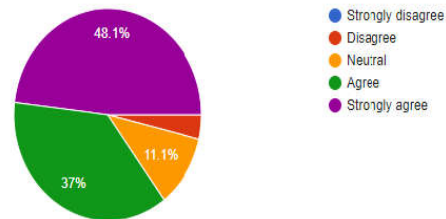
The theory subjects I learned during the B.Ed course are helpful to me.

27 responses



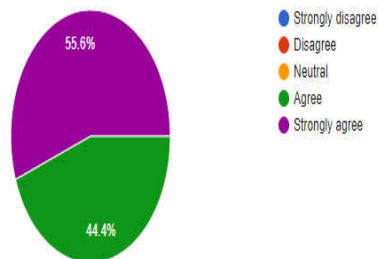
The B.Ed experience helped me to learn how to use ICT effectively in teaching.

27 responses



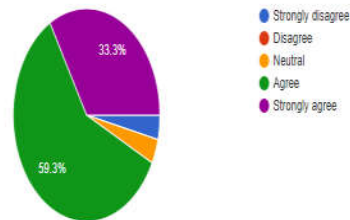
I have been motivated to be a life long learner due to my B.Ed experience.

27 responses



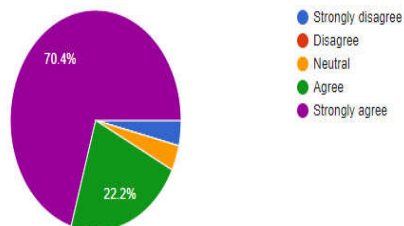
I am able to organise co curricular activities effectively due to my experience during the B.Ed year.

27 responses

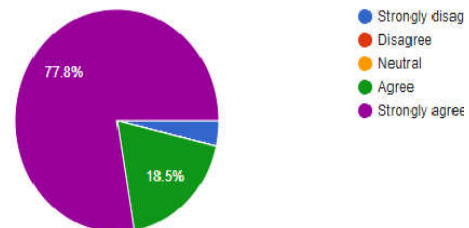


My B.Ed experience has encouraged me to be an innovative teacher. The practical inputs got during B.Ed are helpful to me.

27 responses

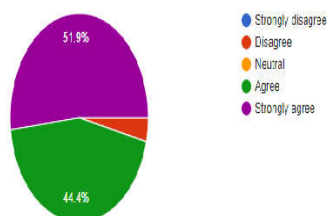


27 responses



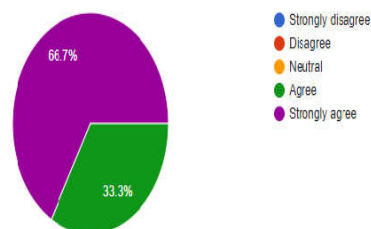
My B.Ed experience has contributed to development of life skills like problem solving, critical thinking, decision making.

27 responses



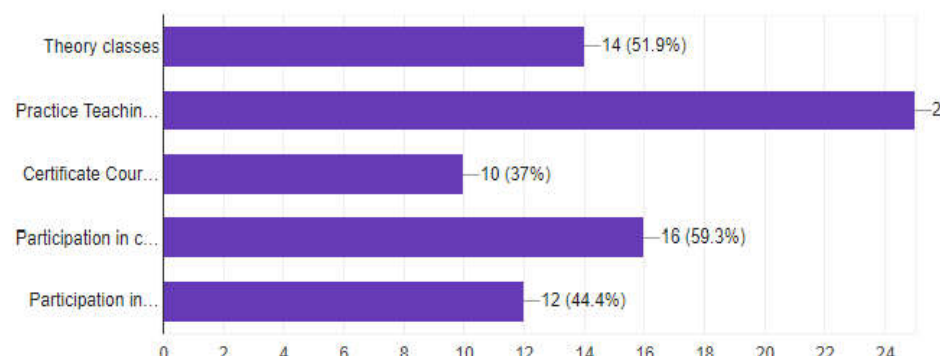
My B.Ed experience has helped me to become a good mentor to my students.

27 responses



Which experiences during the B.Ed year are useful to you as a regular teacher?

27 responses



IV) Analysis of feedback obtained from Internship schools-

Sr.No	Aspects	Yes (%)	No (%)
1	Time of practice teaching lessons during internship was suitable to the school	100	-
2	The number of lessons given each day hindered functioning of the school	12.50	87.50
3	Topics were effectively taught by teacher trainees	100	-

Sr.No	Aspects	Very good	Good	Average	Satisfactory
1	Quality of lessons	12.50	87.50	-	-
2	Discipline maintained by teacher trainees	12.50	75	12.50	-

V) Analysis of Feedback obtained from prospective Employers-

Section One: To what extent are the following subjects important to a teacher?

No	Subjects	Not very important %	Moderately important %	Very important %
1	Childhood and Growing Up	12.5		87.5
2	Contemporary India and education			62.5
3	Pedagogy of School subjects			75
4	Understanding Disciplines			100
5	Knowledge and Curriculum			100
6	Teaching and Learning			100
7	Assessment for Learning		25	100
8	Environmental Education		25	75
9	Educational Management		12.5	87.5
10	Creating an Inclusive Classroom		25	75
11	Gender school and Society	12.5	12.5	75
12	Language Across the Curriculum	25	12.5	62.5
13	Enhancing Professional Competencies- Reading and Reflecting on Text Drama and Art Education Critical Understanding of ICT Understanding Self			100

If you think teachers need to have the knowledge of any other subjects, please add the same__

- Stress management
- Disaster Management
- Current Affairs

To what extent are the following skills necessary for a teacher?

No	Skills	Not very important %	Moderately important %	Very important %
1	Classroom Management			100
2	Communication skills			100
3	Preparation and use of Teaching aids			100
4	Skills in computer usage		12.5	87.5
5	Organization of co curricular activities		12.5	87.5
6	Guidance and counselling of students			100
7	Action Research skills		25	75
8	Skills in Remedial Teaching			100

Add more skills if necessary-

- Creative skills like Art, Dance, Music, Craft

Section Two: What are some of the shortcomings you see in present day teachers?

Employers have mentioned following shortcomings generally observed in the present day teachers, they also feel the below mentioned traits differ individually.

- Lack of patience

- Poor anger management
- Attitude of Receiving rather than Giving
- Lack of extra reference
- Lack of strategic planning

What qualities do you as a Principal look out for while recruiting teachers?

Employers have mentioned following qualities that they look out for while recruiting the teachers-

- Communication skills
- Content mastery
- Attitude
- Maintaining positive organizational climate
- Punctuality
- Hard work and Dedication
- Sense of responsibility
- Commitment
- Teaching skills
- Innovation
- Enthusiasm
- Understanding of student psychology
- Good class control

Section Three:

What particular programmes or workshops could Teacher Education Institutes organize for creating more effective teachers?

- Child protection
- Development of professionalism
- Challenges of teaching TODAY
- Personality Development

- Digital Literacy
- Handling differently abled students in the class
- Counselling and Therapy

Annexure (iii)

Details of two best practices

Best Practice One:

1 Title of the Practice: Immersive Connected Learning

2. The context that required initiation of the practice: We live in a world where one needs to move from cognition to metacognition. This means the learners need to ‘learn how to learn’. Three important shifts predominate our lives today: (a) a shift from education to learning (b) a shift from consumption of information to creation through participatory learning (c) a shift from institutions to networks. Immersive Connected Learning is a deliberate attempt to meet these shifts.

3. Objectives of the practice

- i. To facilitate learning through a blend of experiences that include face to face learning, virtual learning, self directed learning and peer learning.
- ii. To nurture metacognitive skills in the learner
- iii. To provide leverage to the learner’s potential and help them develop as knowledge workers
- iv. To develop in the learners core competencies such as critical thinking, creativity and innovation, problem solving

4. The Practice

The Immersive Connected Learning draws inspiration from constructivist philosophy. All learning activities are planned and executed in such a way that they cater to individual needs as well as needs of the society. The focus is not just on the ‘what aspect’ of learning, but also on the ‘why’ and ‘how’ aspects of learning. The perspective plan of the college promotes a use

of blended learning experiences and this is taken into consideration by every faculty member. The Immersive Connected Learning experience is pivoted around two main hubs ‘immersion’ and ‘connection’. Immersion aims at providing learning experiences that are learner-centred, activity based and respectful towards individual differences. Connection aims at helping the learner connect the learning experience to self and society. It also aims at providing learning experiences that will help the learner to connect theory to application.

Broad Category of experience	Details of experiences	Immersion is promoted through	Connection is promoted through
On Campus experiences	Gallery walk Use of Models of Teaching Co-operative strategies Colloquia Drama based pedagogy Student led seminars Analysis of articles Interacting with experts	All learning experiences require the learner to proactively experience, reflect, analyse the content displayed. Discussion with faculty and peer is then encouraged. Support material in form of exhibitions, presentations, articles, books is provided. Students learn through experience.	Interaction with self through reflection Interaction with peers through discussion Interaction with faculty/ expert Connecting the topic with self and the world
Off campus experiences	Internship (cognitive apprenticeship and classroom experiences) Educational visits	Internship and visits immerse the learners in real life experiences. Daily reflection and discussion with mentors helps to analyse one’s experiences.	Theory-practical connect is encouraged. Mentoring during Internship promotes connection with inservice teachers

			and helps to learn from them.
Online learning experiences	Use of LMS like Edmodo Massive Open Online Courses(MOOCs) Use of Open Education Resources (OERs) Use of Mobile Apps Online evaluation	Immersion is facilitated through carefully designed e-content which caters to all types of students. Adequate links are provided to cater to individual learning styles. Extra material provided for gifted learners. Self paced learning is seen.	Connection with peers and faculty is possible through e-discussion. MOOCs and OERs help to connect with the global learning community.
Research based learning	Use of case studies Use of SurveyMonkey Self directed learning	Self directed learning occurs and learners are immersed in analysing and interpreting content	Research promotes connection with oneself and the world.

5. Obstacles faced if any and strategies adopted to overcome them: Careful planning helps to avoid obstacles and ensure that the planned activity goes on without much disruption. For example, internship might require alignment with school schedule. Use of online activities might need the students to have some basic computer skills and these must be provided before embarking on the programme. A case study may need to be customized according to the level of the students. The college follows a basic principle of planning meticulously so as to avoid major obstacles. Minor obstacles could surface even as the activity is in progress. Having a backup plan or finding on-the-spot alternatives is the normal approach to overcome obstacles.

6.Impact of the practice: In general, this practice has paid rich dividends in the form of encouraging students to develop their learning skills. Students realize that ‘immersion and connection’ are the twin engines that power one’s learning. Practical experiences and

connecting with self and others helps to understand concepts better. Students learn how to learn by directing themselves. The impact is not just when the students pursue the B.Ed course but it is sustained throughout. Some students join MOOCs and create their own OERs when they have passed out of the course. This is testimony to the success of the Immersive Connected Learning experience. Others employ these strategies when they become regular teachers. Core competencies such as critical thinking, creativity, problem solving are enhanced as is evident from the response of the students. Students become prosumers (producers + consumers) as they devise immersive connected learning experiences themselves when they deliver their lessons during internship.

7.Resources required: Books, magazines, journals, computers, internet connection, finance, support from schools.

8.Contact person for further details:PrincipalDrMariamma Joseph

Best Practice Two:

*Title of the practice : **Reaching the Unreached***

1. The context that required initiation of the practice:

A teacher is a social engineer. The classroom is but a reflection of the society. It is necessary that the teacher fosters a good bond with the community, studies the community minutely and contributes his/her mite to help the marginalized in society. The immediate locality of the college has several issues that need to be addressed. Questions pertaining to environmental degradation, malnutrition in poor areas, lack of health awareness in some sections and a wide gap between the haves and the have-nots is evident. There are many community centres in the vicinity that cater to the aged, orphans and terminally ill. There is an NGO that works for the rehabilitation of the chemically dependent. All these issues cannot be neglected as somehow they echo in the classroom. The practice 'Reaching the unreached' is an attempt to create awareness where necessary, alleviate the pain of the less fortunate and thus contribute to a happy society.

2. Objectives of the practice:

- To sensitize student teachers to the needs of the marginalized
- To foster in student teachers a healthy attitude towards community building
- To transform society by contributing to the uplift of the marginalised

3. The Practice :

The college identifies areas where student-teachers can be sensitized to social needs. Some issues like assisting in conservation of the environment or spreading awareness about chemical dependence are quite perennial in nature meaning these need programmes each year. The college therefore identifies some main areas to reach the unreached. The activities conducted for the same are:

- i. Awareness programmes: Student teachers spread awareness about environmental problems, health related issues such as malnutrition, breast cancer awareness among the marginalized women and awareness about HIV- AIDS.

- ii. Visits to community centres: Student teachers regularly visit community centres like homes for the aged and orphanages and spend time with the inmates. Festivals are celebrated with the inmates .
- iii. Remedial teaching Programmes: The student teachers indulge in remedial teaching for tribal girls who attend a sister institution. These girls need special help with Mathematics and English. Special remedial coaching is offered to them.
- iv. Collaboration with NGOs: The college has collaborated with three NGOs and it regularly participates in their programmes. Programmes done so far include cleanliness drives, ‘Spread a Smile’ campaign to distribute clothes to the needy and campaigns to promote wise use of resources like water and electricity. Funds for the Blind Relief are collected.



The general philosophy that gears all these activities is derived from John Christensen's Fish! Philosophy. This philosophy was suggested by Christensen when he observed the joy of fish-sellers who practiced four simple steps: Play, Make Their Day, Be There, Choose Your Attitude.

- **Play** does not mean recreation. It refers to a state of mind that brings new energy to the task being done.
- **Make Their Day:** This invites a person to be a source of joy in the life of someone else. This is done through small acts of sharing and caring.
- **Be There:** Be There simply means being wholly involved with one's body, mind and heart.
- **Choose Your Attitude:** This means how you react to what happens is fully your choice.

When the Fish! Philosophy is applied to extension work and community service it means that one participates not under compulsion but because one derives a sense of self satisfaction from the work. This makes the activity meaningful to self and community.

4. **Obstacles faced if any and strategies adopted to overcome them :**

There have been no obstacles in this practice. The NGOs with whom we collaborate have been most helpful to accommodate the students and teach them how to integrate with society.

5. **Impact of the practice :**

The practice helps students to be sensitized to the needs of the marginalized. There is an inner sense of satisfaction as one can be of help to others. The ones with problems see that the world is full of people with bigger problems and this teaches them to be grateful for what they have. Students get a glimpse of the society and this helps to have more meaningful classroom interaction. The community is also enriched by the efforts of the student teachers. The NGOs have been very expressive about the efforts of the students and have appreciated their presence. Awareness about fast driving, addiction, health related issues and environmental conservation makes small but significant impact on society. Awareness about women's rights has helped to empower many women. Little drops of water make an ocean. The analogy applies to the extension work practice of reaching the unreached.

6. **Resources required:** human resources, communication with NGOs, finances as required

7. **Contact person for further details:** Principal Dr MariammaJospheh
