Yearly Status Report - 2017-2018

Part A	

Data of the Institution	
1. Name of the Institution	**OUR LADY OF GRACE CONVENT'S PUSHPANJALI COLLEGE OF EDUCATION**
Name of the head of the Institution	**Dr Mabel Pimenta**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**917620500812**
Mobile no.	**9960631960**
Registered Email	**pushpanjali1990@yahoo.co.in**
Alternate Email	**pimentamabel60@gmail.com**
Address	**50 M.G. Road, Papdy, Vasai West, District Palghar**
City/Town	**Vasai**
State/UT	**Maharashtra**
Pincode	**401207**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Dr. Sheetal Chaudhari**
Phone no/Alternate Phone no.	**917219146413**
Mobile no.	**9820842968**
Registered Email	**sheetal_chaudhari12@yahoo.com**
Alternate Email	**sheetalc2712@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.pushpanjalicollege.com/AQAR2016-17.pdf

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.pushpanjalicollege.com/calender/AcademicCalendar2017-18.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B++**	**79.5**	**2004**	**03-May-2004**	**02-May-2009**
2	**A**	**3.29**	**2011**	**16-Sep-2011**	**15-Sep-2016**
3	**A+**	**3.51**	**2017**	**30-Oct-2017**	**29-Oct-2022**

6. Date of Establishment of IQAC

15-Jul-2004

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Orientation of faculty towards CBCS system introduced in July 2017	24-Jul-2017 1	8
Orientation to B.Ed course- Sem 1 and 2	25-Sep-2017 5	49
IQAC meeting for planning academic calendar	26-Apr-2018 1	13
Development of annual plans based on perspective plan	20-Jun-2017 10	108
Orientation to B.Ed course-Sem 3 and 4	20-Jun-2017 1	50
Review of KSV3 Model	20-Jun-2017 1	108
[View File](#)		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	2018 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**2**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Teaching Learning process Arrangement for cognitive apprenticeship with help of alumni/ school teachers, Development of material(such as customized worksheets)

for differentiated instruction for academically challenged learners, complementary curriculum to be integrated into individual courses as per need Evaluation Rubrics Prepare rubrics for each activity to be evaluated, Display mean score of written tests for students to determine their own position, Design and upload online tests for selected topics of each course, Organise remedial sessions for academically weak students . ICT in Learning i. Generate and strengthen ICT resources in form of ppts, videos ii. Develop and upload OERs for blended learning iii. ICT Training to students at two levels Basic course and Advanced course iv. Encourage students to create and share OERs

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Extension of learning spaces	Visited National English School and Abhang Special School Updated various web portals Collaborated with NGOs Added 291 book titles during the year Competitions and other initiatives taken through various subject clubs
Capacity building programmes for students	Talent search held. Students represented the college at various inter collegiate events. Organized 7 such programmes Done on regular basis Students contribution published on blogs. One student contributed two articles to magazines published outside the college
Infusing research skills in students teachers	Conducted for S.Y.B.Ed students. Done by displaying teacher's research findings on Anweshan blog
Value oriented programmes	ii. Environmental awareness projects through Environmental club Vasundhara iii. Celebration of days of national importance , Science Day, Literature Day, UNO day, Women's day
Preparation for the world of work	i. Inputs for TET in form of orientation ii. Generating MCQs for TET(print & electronic format) iii. Orientation to appearing for interviews & writing CVs
Empowerment through PUSHPADEEP	Certificate courses in Personality Development and Yoga were conducted Workshop in self defence, Street play workshop, workshop in flower making, chart making, writing radio script, handwriting analysis were conducted.
[View File](#)	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Local Managing Committee	13-Sep-2018

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	Yes

Date of Visit	06-Oct-2017

16. Whether institutional data submitted to AISHE:	Yes

Year of Submission	2018

Date of Submission	25-Jan-2018

17. Does the Institution have Management Information System ?	Yes

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	MIS – Management Information System which is under the Dept. of Higher Technical Education, Government of Maharashtra, (Academic qualifications, inservice improvement in qualifications, information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month wise salary details of teaching nonteaching staff, Income Expenditure details of college etc. is to be provided on the website)(URL http://dhemis.maharashtra.gov.in) Student teachers on Roll on the University of Mumbai Website. (http://eoffice.mu.ac.in/statistical) All these three websites and information are monitored and certified through the Nodal Officer appointed at University of Mumbai. Similarly, • College profile uploaded on the NCTE website, • Data uploading on NCTE website for Geographical Information of the College, • Data for EMonitoring where entire information about the institution is to be uploaded on the NCTE website. This is currently under process. • Admissions under the

Director Higher Education, Pune on B.Ed. Admission website. • Enrollment and Eligibility form are to be filled in by the student teachers on the website of University of Mumbai. • Examination forms are being filled and submitted on the University website for F.Y.B.Ed. student teachers of 201719 batch from Semester I and S.Y.B.Ed. Student teachers of 2016 18 batch from Semester III. • Internal Assessment marks of F.Y.B.Ed. student teachers of 201719 batch from Semester I Semester II and S.Y.B.Ed. Student teachers of 201618 batch from Semester III Semester IV were submitted on line on the University of Mumbai Website.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Curriculum is prescribed by University of Mumbai. There is extensive planning of all theory courses and practicum work usually done at the start of the academic year. Care is taken to correlate theory with practical aspects. Assignments which are a part of all courses are linked to practical experiences. Cross disciplinary connections are fostered. Expert lectures, workshops and other enriching inputs are integrated into the curriculum. The academic calendar reflects all activities. Care is taken to see that curriculum delivery is according to needs, interests of student- teachers. Their present and projected needs are taken into account. Important aspects of curriculum delivery include: ? College has designed KSV3 (Knowledge, skills, values) Model for all aspects of curricular transaction ? Formulation of course plans for all theory courses ? Planning the activities of all departments ? Use of technology in delivery of curriculum ? Fostering cross curricular connections ? Including experiential learning for transacting the curriculum ? Well spaced time tables ? Planned evaluation and remedial action ? Inclusion of certificate courses geared to personality development ? Inclusion of skill based courses, workshops for development of psychomotor domain ? Emphasis on Technology, pedagogy and content knowledge ? Use of Web 2.0 technology for promoting interactive learning Documentation of curriculum delivery is done by non-digital ways through maintaining reflective journals, detailed lesson plans, assignments, tests. Faculty prepares course plans and submits to the Principal for approval. Feedback taken at the end of the year helps to find the effectiveness of delivery of curriculum. Some part of curriculum is delivered through online courses, blogs, LMS. This is documented in electronic form.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Technology Enabled Learning	nill	06/11/2017	24	employabil ity	Technologi cal skills

MOOC by Commonwealth of Learning and Athabasca University, Canada		

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	nill	Nill
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	B.Ed Two Year CBCS	10/07/2017

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	50	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Talk on Hindi day by Dr Helen Jadhav	14/09/2017	50
Lecture on child abuse by Mrs Jean Pereira, Krupa Foundation	23/09/2017	50
Workshop on puppet making by Ms Heather Gabriel	30/09/2017	50
Seminar on Digital Banking in collaboration with Bassein Catholic Co-op Bank	13/10/2017	50
Talks on Importance of Reading Day by Dr Mariamma Joseph and Dr Agnes Dcosta	16/10/2017	99
Expert talk on School Records by Mr Pius Almeida, Office superintendent of a school	21/10/2017	50
Expert talk on Marathi Literature day	27/02/2018	99
Expert talk on Science	28/02/2018	99

	Day			

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Internship for F.Y.B.Ed (3 weeks) and S.Y.B.Ed (16 weeks)	99
BEd	Community Work in collaboration with NGOs Bosco Smajik Vikas Sanstha, Jagruk Nagarik Sanstha and Vasai Blind Relief Association and other organisations involved in social work,	99
BEd	Visit to innovative schools and special schools	99
BEd	Remedial classes for marginalized students	50
BEd	Field study at Sahakar Farms, Goa to study about medicinal plants and extraction of herbal medicines	30
BEd	Visit to Federal Bank, New India Assurance C-op Ltd and Manickpur Urban Co-op Bank	13
BEd	Visit to exhibition of old coins and rare stamps	10
BEd	Mathematics Trail, Mathematics fair	50
BEd	Collaborated with NGO Green Hammer in anti plastic drive	50

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	50	73	49
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	99	Nill	8	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
8	8	25	4	Nill	Nill
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

All faculty members are assigned about 12 to 13 students for mentoring some from F.Y.B.Ed and some from S.Y.B.Ed . The mentor teachers meet the mentees for planning and smoothly executing the internship programme. They also co- ordinate with the mentee students for personal counselling sessions as and when required. Mentoring areas normally include guiding students regarding internship, training them to maintain reflective journals, co ordinating the lessons allotted during internship, monitoring all other activities carried out during internship including planning of co curricular activities in schools, planning and conducting unit tests and

executing the action research programme. Mentoring is usually done on group basis for aspects common to all. Such mentoring is normally done one or twice a month. However mentoring for placement, guiding regarding personal issues and personal counseling is done on a one- to- one basis as per the felt need. Group mentoring and personal mentoring use face to face mode as well as digital mode using WhatsApp. For certain purposes such as placement related activities or preparation for examinations the entire class may be mentored together.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
99	8	1:12

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
8	7	Nill	1	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2017	Nil	Nill	Nill

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
Nill	A5014	Semester 4	02/06/2018	16/08/2018
BEd	A5023	Semester 3	26/10/2017	06/01/2018
BEd	A5022	Semester 2	17/05/2018	20/09/2018
BEd	A5011	Semester 1	31/01/2018	12/03/2018

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college follows the Continuous Internal Evaluation System as prescribed by University of Mumbai. The students are oriented to each aspect of the system through sessions at the beginning of each term. Some reforms initiated by the college to ensure the smooth and successful completion of the CIE system are: ? Mentoring system for query solving ? One on one guidance and coaching provided for lessons to be given during internship ? Display of schedule of CIE well in advance ? Making resources such as books, weblinks etc available to help students give their best output ? Rubrics for self-evaluation ? Reflective practices encouraged ? Workshops to augment the CIE process eg Puppet making workshop or workshop for making learning resources helps in better internship lessens, Unit test workshop helps in conducting robust unit tests ? Timely and comprehensive feedback given on one to one basis to help students improve ? Remedial teaching and tutorials to help academically backward students ? Peer to peer mentoring if students need the same for specific purpose ? Use of

digital platforms to provide 24 x 7 support in the form of online tests, OERs

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar is prepared at the commencement of each semester. All schedules of internal evaluation for internship, essays, class test, action research, community work, assignment submission are planned and communicated to students well in advance. The same is reflected in the weekly timetable displayed on the notice board. In case of emergency if any internal evaluation event is to be postponed, the same is duly communicated to students via formal notice. In case an emergency situation arises where no formal notice can be given then social media is used to circulate the change in schedule. Such cases are rare and arise due to bad weather or unforeseen conditions like strikes or breakdown in public transport. Hus by and large the academic calendar is strictly adhered to and used for conducting all internal evaluation. Sometimes students may request for a change in schedule due to reasons that pertain to majority. After discussion with principal, faculty and student council, changes may be made in evaluation schedule for valid reasons.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://www.pushpanjalicollege.com/B.Ed-Syllabus-From2017-18.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
A5011	BEd	Two year course	50	50	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://www.pushpanjalicollege.com/StudentSatisfactionSurvey2017-18.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	Nil	0	0
View File				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nill	Nil

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
0	Nil	Nil	Nil	Nil	Nill

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	Nill

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	3	Nill
International	Education	6	Nill

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Nil	Nill

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
A study of Perception of Students regarding Education for Global Peace	Dr Sheetal Chaudhari	International Peer Reviewed Scholarly Research Journal for Interdisciplinary studies (Referred Quarterly)	2017	Nill	Pushpanjali College of Education	Nill

		Special Issue July-Sept 2017, Vol 6 Issue 33(ISSN 2319-4766.				
'Identification of Key Areas for Development of Self Concept of Adolescents	Dr Mabel Pimenta	International Peer Reviewed Scholarly Research Journal for Interdisciplinary studies (Referred Quarterly) Special Issue July-Sept 2017, Vol 6 Issue 33(ISSN 2319-4766.	2017	Nill	Pushpanjali College of Education	Nill
Coping Skills-A Challenge before Adolescents	Dr Mabel Pimenta	Sanshodhan Chetna Sept 2017 issue (ISSN 2319-5525)	2017	Nill	Pushpanjali College of Education	Nill
Use of Universal Instructional Design in Inclusive Classrooms -Technology can make a Difference	Dr Mabel Pimenta	New Frontiers in Education December 2017(ISSN 0972-1231)	2017	Nill	Pushpanjali College of Education	Nill
Constructivist Approach in Teaching of Mathematics	Ms Angelina Nunes	International Peer Reviewed Scholarly Research Journal for Interdisciplinary studies (Referred Quarterly) Special Issue July-	2017	Nill	Pushpanjali College of Education	Nill

		Sept 2017, Vol 6 Issue 33(ISSN 2319-4766				
Brain Based Learning in Mathematics – Principles, Stages and Implications	Ms Angelina Nunes	Vidyawarta Interdisciplinary Multilingual Referred Journal Issue 22 Vol 12 April to June 2018.	2018	Nill	Pushpanjali College of Education	Nill
Stress Management: Manifestation of Inner and Global Peace	Dr Helen Jadhav	International Peer Reviewed Scholarly Research Journal for Interdisciplinary studies (Referred Quarterly) Special Issue July-Sept 2017, Vol 6 Issue 33(ISSN 2319-4766	2017	Nill	Pushpanjali College of Education	Nill
Altering the landscape of Education 3.0 through Massive Open Online Courses	Dr Agnes DCosta	International Peer Reviewed Scholarly Research Journal for Interdisciplinary studies (Referred Quarterly) Special Issue July-Sept 2017, Vol 6 Issue 33(ISSN 2319-4766	2017	Nill	Pushpanjali College of Education	Nill
Connecting, Collaborating and Commun	Dr Agnes DCosta	Aarushi - Recent Trends in Pedagogy	2017	Nill	Pushpanjali College of Education	Nill

Title of the Paper	Name of Author	Title of journal	Year of publication			
'Rhizomatic Learning: Where one learns, unlearns and relearns	Dr Agnes DCosta	Researcher Tandem, Vol 7, No 24, (Peer Reviewed Referred Journal UGC approved Sr No 1315 Journal number 48548, ISSN 2230-8806)	2017	Nill	Pushpanjali College of Education	Nill

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	2017	Nill	Nill	Nil

[View File](#)

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Resource persons	Nill	2	1	6

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Conducting remedial classes for marginalized school students	Mother Veronica Niwas	1	99
Helping at orphanages and homes for the aged	Different NGOs involved in social work	1	99
Celebration of festivals with the marginalised	Jagruk Nagrik Sanstha, Vasai	2	99
Blind Relief Fund collection	Vasai Eye Hospital	7	50

Life skill sessions for marginalised	Bosco Samajik Vikas Sanstha, Walvanda, Jawhar	3	50

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	Nill

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Gender Sensitization programmes	Pushpanjali College of Education	Exhibition on women achievers	2	49
Swacch Bharat Abhiyan	Vasai Virar Municipal Corporation	Cleaning of beach	2	50
Say no to Plastic	Green Hammer Foundation	Rally to create awareness against one time use of plastic	7	99

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Nil	0	Nil	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Community Work experience	Service at NGOs	List of NGOs uploaded	19/02/2018	24/02/2018	50
Community Work experience	Service at NGOs	List of NGOs uploaded	03/07/2017	14/10/2017	49

Internship programme	Internship sem 4	List of schools uploaded	08/01/2018	14/02/2018	50
Internship programme	Internship Sem 3	List of schools uploaded	27/06/2017	15/09/2017	50
Internship programme	Internship Sem 2	List of schools uploaded	01/02/2018	21/02/2018	49
[View File](#)					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
St Gonsalo Garcia College	29/11/2017	Advisory member of CDC	1
[View File](#)			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
50000	51913

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Laboratories	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
[View File](#)	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Library Management Software (LMS)	Fully	1.0.0	2014

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	3271	787725	169	16416	3440	804141
Reference Books	4917	Nill	122	Nill	5039	Nill
e-Books	49	Nill	Nill	Nill	49	Nill
Journals	30	214022	Nill	17425	30	231447
e-Journals	10	Nill	Nill	Nill	10	Nill
Digital Database	Nill	Nill	Nill	Nill	Nill	Nill
CD & Video	292	Nill	Nill	Nill	292	Nill
[View File](#)						

 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr Agnes DCosta	Teaching Learning strategies for Large Groups	National Mission on Education through ICT (NMEICT)	01/06/2017
Dr Agnes DCosta	Introduction to Large Group Learning	NMEICT	01/06/2017
Dr Agnes DCosta	Blended Learning strategies for Large Group	NMEICT	01/06/2017
Dr Agnes Dcosta	Course on Gender, School and Society	Schoology LMS (https://www.schoology.com/ Access Code DSX47-ND4N5)	01/07/2017
[View File](#)			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	15	1	1	6	1	1	1	15	0
Added	1	0	0	0	0	0	0	0	0
Total	16	1	1	6	1	1	1	15	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

15 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Nil	Nill

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
15000	47195	1273500	952944

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Physical infrastructure is maintained by housekeeping staff of the college. Modifications and repair work is carried in consultation with the College development Committee and the Governing Body. The Library Committee looks into matters pertaining buying of reference books and subscription to journals. Computers, LCD and other accessories such as printers and photocopying machine are maintained through Annual Maintenance Contract signed with a service provider. Some minor technical issues are resolved by the staff. Biometric attendance machine is monitored by college staff and repairs if any are undertaken at institutional level. If the college premises need to be modified or any repair work is to be carried out then the management is duly approached and all decisions are taken with management approval. Suggestions are invited from students via the Council members and facilities are overhauled or replaced. The playground is maintained with the support of other sister institutions.

http://pushpanjalicollege.com/ProceduresandPolicies-Resources.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Financial support for needy students and scholarships to academic achievers	18	44900
Financial Support from Other Sources			
a) National	Minority Scholarship	15	90000
b)International	0	Nill	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability	Date of implemetation	Number of students	Agencies involved

enhancement scheme		enrolled	
Personal counselling	04/01/2018	15	Through Solace Counselling Cell of the college
Mentoring	21/08/2017	99	Pushpanjali College of Education
Content enrichment	19/07/2017	99	Pushpanjali College of Education
Remedial coaching	03/12/2018	99	Pushpanjali College of Education
Skills to face an interview and build a digital portfolio	15/01/2018	50	Alumnus- Mrs. Fatima DSouza
Digital Banking	13/10/2017	99	Bassein Catholic Co-operative Bank Ltd.
Certificate course on Soft Skills by Dr Helen Jadhav	08/01/2018	50	Pushpanjali College of Education
[View File](#)			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2017	Placement Cell	Nill	50	Nill	50
[View File](#)					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
3	3	15

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
2	30	Nill	45	50	50
[View File](#)					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
Nill	Nill	Nill	Nill	Nill	.
2018	1	B.Ed.	Education	Institute of Distance and Open Learning, University of Mumbai	M Sc Maths
2018	6	B.Ed.	Education	Institute of Distance Education, University of Mumbai	M.A.
2018	2	B.Ed.	Education	Institute of Distance and Open Learning, University of Mumbai	M.A. (Education)

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Nill	Nill

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Cultural Activities	College	99

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	NIL	National	Nill	Nill	Nill	NA
2018	NIL	International	Nill	Nill	Nill	NA

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student Council has representatives from F.Y.B.Ed and S.Y.B.Ed. One faculty member is in charge of the student council. Regular meetings are held to

discuss organization of co curricular activities and to put forth the suggestions made by the students. Two students are included in the College Development Committee and the IQAC. Thus students perspectives are considered when any quality related decisions are made in both these bodies. Student Council (and other representatives from students) have been actively involved in the following activities during the year 2017-18: ? Planning and execution of internship programme ? Organizing co curricular activities ? Promoting co ordination between faculty and students for successful implementation of internal evaluation ? Facilitating remedial teaching, peer to peer mentoring ? Facilitating smooth execution of community work and visits ? Helping during placement activities ? S.Y.B.Ed students helped to orient the F.Y.B.Ed ? Co ordinating with other institutions during intercollegiate events

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

2500

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Following activities have been organized with the support of the alumni ? Demonstration lessons given to F.Y.B.Ed ? Supervision of internship in emergency situations ? Pre-placement orientation given by Ms Fatima Dsouza ? Alumni Nikita Rebello, Sarah Menezes and Poonam Thakur guided the students regarding facing the examinations with fortitude ? General body meeting of the Alumni Association was held in September 2017. Alumni shared various experiences and pledged their support to the college. ? Felicitation of alumni Ms Manisha Sanwar and Br Ryan Fernandes for their notable achievement in education ? Assistance during NAAC Peer Team visit ? Alumnus Mr Sunil Rajpurkar, Asst Professor is a member of IQAC and CDC

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The college has always promoted decentralization and participative management practices. Stakeholders from all levels are encouraged to contribute towards the quality of the institution. Having a shared vision and believing in empowering every member of the institution helps to promote participative management. The various departments of the college work in coordination with one another and yet with reasonable amount of independence and flexibility. Two practices in decentralized and participative management are described below ? Think tank Exercises for synergy building: The college has many groups/teams that function at their own level for ensuring quality in the institution. For example, the faculty, the students, alumni, subject centric groups all function with some goals in view. These goals are aligned to the institutional vision. To ensure that decisions are democratically taken, think tank exercises are promoted during all meetings. Diversity in views is treasured and these are used to identify ways to achieve the predetermined goals. These decisions are communicated to the IQAC and CDC which in turn provide all necessary support to

ensure that the goals can be achieved . ? Capacity building endeavours: Attempts are made to empower people to the fullest. Enablers like mentor teachers, alumni and senior students help to empower others. Faculty members empower one another by sharing best practices. Alumni empower students by sharing their field experiences. IQAC member Mr Willibrord George regularly shared his experiences as an educational entrepreneur thus giving insights from a different perspective. The IQAC and CDC members are persons with varied experiences in the fields of educational management and administration. Thus capacity building in ingrained into every step of participative management.

6.1.2 – Does the institution have a Management Information System (MIS)?
Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Admission is centralized. However quality improvement in this area includes extensive counseling to prospective students to help them make informed choices.
Industry Interaction / Collaboration	Robust connections with internship schools, employers, community centers, NGOs, local HEIs, TEIs help to organize effective experiences for students and also help in faculty development Collaboration with University through Board of Studies is promoted to be aware of changes in syllabi and evaluation patterns
Human Resource Management	Faculty deputed to attend courses/ programmes for enhancing personal effectiveness Efforts made to create an egalitarian organization through organizing various programmes that offer a platform to showcase one's talents 360 degree feedback sought to improvise the institutional practices Opportunities offered to ensure best use of talent in faculty and students Open, transparent style of functioning practiced
Library, ICT and Physical Infrastructure / Instrumentation	Library resources upgraded as per the need E resources added regularly on specially dedicated blogpsot https://granthpushp.blogspot.com/ Students and faculty undertake MOOCs to remain updated with respect to changes in ICT Regular maintenance of all physical resources
Research and Development	Faculty is encouraged to undertake action research so as to enhance the effectiveness of teaching learning activities. The college site https://anweshan.webs.com/ is dedicated

	to research and showcases research work of faculty and students in form of posters and synopsis. The site also has useful resources on conducting of research Research paper reading sessions carried out from time to time help in disseminating findings of research conducted.
Examination and Evaluation	Variety of Evaluation strategies used for formative evaluation Examination schedule spaced to ensure adequate tome for preparations Individual Feedback after all tests, examinations Reflective activity duly emphasized to encourage self-evaluation Various form of evaluation are used eg self-evaluation, peer evaluation, faculty led evaluation, evaluation of lessons by school teachers
Teaching and Learning	Use of blended learning strategies Principles of Connectivism and Constructivism integrated into teaching Emphasis on experiential learning through practical work Experts from different disciplines are invited to share their expertise Differentiated learning experiences provided to meet learner diversity Students are trained to indulge in self-learning and go beyond the syllabus Remedial teaching integrated in form of tutorials
Curriculum Development	Curriculum prescribed by the University of Mumbai is supplemented by need based curriculum aligned to the needs of students and keeping in mind the requirements of contemporary education. Cross disciplinary connections are duly emphasized. Curriculum planning is extensively done and faculty collaborate to ensure that theory and practical aspects are connected meaningfully.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Digital annual plan/ calendar prepared and shared among all faculty members for transparency and coordination among different departments
Administration	Office uses digitized means of communication, data storage.
Finance and Accounts	All accounts maintained in digitized form. Use of accounting software
Student Admission and Support	Admission procedures are monitored

	online. Students are offered academic support through online platforms University enrolment is digitized
Examination	All data pertaining to internal evaluation is stored in digital form for easy retrieval and processing University related examination work such as filling of forms, submission of internal marks, revaluation is done online Faculty assess university papers in online mode

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2017	Dr Agnes Dcosta	Orientation toTeach-R and QIRF Framework by NCTE chairperson Santosh Mathew held at University of Mumbai	It was free of cost	Nill
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2017	Quality Institutional Ranking Framework (QIRF) initiative of the NCTE.	Quality Institutional Ranking Framework	06/07/2017	07/07/2017	8	3
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development	Number of teachers who attended	From Date	To date	Duration

programme				
NIL	**Nill**	**Nill**	**Nill**	**Nill**

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
8	**8**	**7**	**7**

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	**Scholarship for children of non teaching staff**	**Facility to pay fees in instalments Guidance and support regarding Bank Loan facility**

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The external financial auditors of the college conduct the annual financial audit by scrutinizing all bills, fees received and expenses. The management and society governing the college also conducts internal financial audit.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	**0**	**NA**

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6.4.3 – Total corpus fund generated

1200000

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	**Yes**	**NAAC**	**Yes**	**Provincial team of Congregation of Carmelite Religious IQAC and CDC**
Administrative	**Yes**	**NAAC**	**Yes**	**IQAC and CDC**

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1.Meeting with parents of students of F.Y.B.Ed . 2. Parents pledged support to college Parents participate in feedback exercise 3. Parents give suggestions to improve college activities

6.5.3 – Development programmes for support staff (at least three)

? Counselling for staff as per need ? Office staff deputed to attend courses

organized for human resource development ? Orientation to digital support given to office staff

6.5.4 – Post Accreditation initiative(s) (mention at least three)
? KSV3 model incorporated to design curriculum ? Started an IQAC newsletter to disseminate information about quality measures ? Designed and deployed perspective plans for the college ? Created and disseminated Open Education Resources (OERs) for greater benefit of teaching community ? 360 degree feedback mechanism initiated

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2017	Planning as per KSV3 Model	05/06/2017	05/06/2017	10/06/2017	9
2017	Orientation to students	12/06/2017	12/06/2017	18/09/2017	99
2018	Parent teacher Meeting	08/01/2018	08/01/2018	Nill	52
2018	Annual Feedback exercises and analysis of the same	21/04/2018	21/04/2018	14/05/2018	8
2018	IQAC newsletter	23/04/2018	23/04/2018	14/05/2018	3
2017	NAAC peer team visit	06/10/2017	06/10/2017	07/10/2017	25

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Exhibition on Women achievers in diverse fields	04/12/2017	08/12/2017	4	95

Session on Gender Laws	07/12/2017	Nill	4	95
Assembly on Girl Child Day	08/09/2017	Nill	1	49
Guest lecture on the occasion of Women's day	08/03/2018	Nill	4	95

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Following environmental consciousness initiatives undertaken ? Awareness drive to eliminate one time plastic use ? Special assemblies were held to mark days such as World Forest day (21 March) Earth Day(22 April) and Water Day (22 March). ? Workshop on creating wealth out of waste ? Encouraged use of shared vehicles by students

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	No	Nill
Provision for lift	No	Nill
Ramp/Rails	Yes	Nill
Braille Software/facilities	No	Nill
Rest Rooms	No	Nill
Scribes for examination	No	Nill
Special skill development for differently abled students	No	Nill
Any other similar facility	No	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	1	Nill	02/10/2017	4	Beach cleaning drive	Environmental cleanliness	51
2017	1	Nill	04/12/2017	4	Anti plastic campaign	Environmental cleanliness	51
2017	Nill	1	04/09/2017	2	Remedial classes for margi	Education of margin alized	99

| 2017 | Nill | 1 | 11/10/2017 | 4 | Contribution to blind relief fund | Social cause | 110 |
| 2017 | Nill | 1 | 22/12/2017 | 4 | Collaboration with NGO Jagruk Nagrik sanstha in donation fo old clothes drive | Social cause | 110 |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Human values based on KSV3 model	Nill	The college has a model known as KSV3 model wherein three categories of values are duly emphasized. These values include (i) learner centric values (ii) values related to teacher identity and (iii) values related to service to community . These values form the basis of all transactions in the college. Values are duly integrated into lessons given during internship, in all community service activities, co curricular activities and all workshops and programmes organized, Assemblies are given importance and various dimensions of values are included during assemblies and celebration of important days.
Code of conduct for students regarding general discipline and etiquette	Nill	This is conveyed to students during orientation. Posters are displayed on class notice board
Code of conduct for	Nill	Conveyed to students

students regarding rules to be followed during internship		during the orientation for internship and reinforced during meetings with mentors.
Code of conduct for faculty and non- teaching staff	Nill	conveyed during staff meetings as an when necessary

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Observation of important events like Women's day, Girl child day, Water day, Earth day, Mathematics Day, Science day, Hindi Day, Marathi day, Reading day, Teachers' day	20/06/2017	20/04/2018	110
Observation of days of national importance such as Independence day, republic day, Gandhi Jayanti, Constitution Day	20/06/2017	20/04/2018	110
Assemblies focusing on universal values	20/06/2017	20/04/2018	110
Celebration of festivals such as Diwali, Makar Sankrant, Id, Onam, Christmas, Easter	20/06/2017	20/04/2018	110

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

? Avoidance of plastic especially articles on one time use ? Beautifying the campus with trees and plants ? Maintenance of Composting pit ? Avoiding wasting water ? Advocating use of paper and cloth bags ? Use of bicycles or use of shared vehicles for commuting

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE 1 1. Title of the practice: KSV3 Model for Curricular Planning Knowledge of-Oneself, Learner, Society, Indian tradition and culture, The present Carmelite Congregation Religious thrust, India's present and projected needs, Global needs Skills- Reflective skills- thinking dispositions, Pedagogical skills, People management skills, Self-management skills, Administrative management Values-V1: Learner Centred Values Belief that all students can learn, Commitment to nurturing the potential in each student, Valuing of diversity, Empathy V2: Teacher Identity Aims for high standards, Quest for learning Aims for high standards, Quest for learning, Strives towards

excellence, Grounded in ethics, Resilient and adaptive, Passion for Research innovation V3: Service to Profession and Community Collaborative learning and practice, Building apprenticeship mentorship, Social responsibility engagement, Stewardship 2.The context that required initiation of the practice: The vision statement of the college is 'Education for the Life of the World'. This implies providing education that is Liberating, Inspiring, Formative and Empowering. The KSV3 Model provides a comprehensive way to impart such education embedded in a Knowledge-Skills-Value framework. 3.Objective of the practice: ? To facilitate wholistic development of student-teachers where values provide a foundation for the knowledge and skills gained by the students. 4. The Practice: The College conducted a workshop for faculty members to understand the KSV3 Model. All components were identified through dialogue and deliberation among the faculty and the Model was customized to local needs and conditions. Details were uploaded on the IQAC website so that faculty members could refer to the Model as and when the need arose. The perspective plan for the college for three years (2014-17) was first formulated based on this Model. Thereafter all departmental plans were designed. All plans were uploaded on the IQAC website so that cross referencing could be done and accordingly co-ordination between departments was facilitated. For every programme, the person in charge identifies the knowledge, skills and values associated. At the end of the year, the IQAC carries out a quality audit to ascertain the extent to which the Model has influenced the college activities. If any area is under represented then it is considered on priority basis in the planning for the next year. 5.Obstacles faced if any and strategies adopted to overcome them: No major obstacles were encountered while using the KSV3 Model. 6.Impact of the practice: The use of the KSV3 Model has helped to add meaning to all activities included in the curriculum. An annual audit helps to identify if any particular component of knowledge, skills and values is neglected. These areas are given importance in the next academic year. Thus the Model helps to refine the curriculum planning and transaction. It ensures holistic development and not just development of the cognitive domain. Teacher Education must be geared to the needs of the times and the local society. It must consider global and local demands. The Model helps to meet these expectations. Presently the Skill India campaign emphasizes outcome based skill training to have a cadre of youth with employable skills. This should be combined with right values and a strong knowledge based. The KSV3 Model is Pushpanjali's humble contribution to this national endeavour. 7.Resources required: Committed faculty, students responsive to social needs, internet facilities to disseminate information, library resources to update one's knowledge. 8.Contact person for further details : Principal Dr. Mariamma Joseph BEST PRACTICE 2 1. Title of the practice : Reaching the Unreached 2. 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. 3. 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 4. 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. 5. 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. 6. 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. 7. Resources required: human resources, communication with NGOs, finances as required 8. Contact person for further details: Principal Dr Mariamma Jospeh

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://www.pushpanjalicollege.com/BESTPRACTICES2017-18.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The vision of the college is Education for the Life of the World. The mission of the college is to impart liberating, inspiring, formative and empowering education to all. The vision of the college impacts all spheres of action such as academic, co curricular, community outreach and connecting to local and global needs. The college faculty has been keenly involved in contributing to curriculum revision at University level. They have been part of various University level committees such as Local Inquiry Committee, committees appointed for placement of faculty and University examination committees. One faculty member is regularly invited by UGC Human Resource Development Centre University of Mumbai and has conducted workshops on 'Learning in cyberspace and creation of MOOCs' for faculty undergoing refresher and orientation courses. All faculty members contribute to local community by functioning as resource persons for different programmes. Their expertise is sought in matters of academic interest and they are part of IQAC and CDC for local institutions. All

this contributes to the vision 'Education for Life of the World'. The college curricular transaction is based on the KSV3 Model which is one of our best practices. The model provides a comprehensive way to impart such education embedded in a Knowledge-Skills-Value framework. The college schedule of community work and participation in various programmes of environmental significance also augment the vision of the college. The ICT practices of the college, use of blended learning, sharing of OERs is a way to help all teachers adapt to technology for enhanced learning. Thus technology is leveraged to realize the vision 'Education for the Life of the World'. The priority and thrust of all actions of the college are guided by the NAAC core values of (i)contributing to national development by way of creating teachers with robust competencies and values. (ii) fostering global competencies among students vis a vis a strong techno- pedagogic-content base (iii) inculcating value system among students through all college activities and programmes (iv) promoting the use of technology for academic and administrative purposes (v) fostering a quest for excellence . Thus all activities of the college are steered by the college vision Education for the Life of the World. The impact of this for the year 2017-18 was seen through the successful NAAC Peer team visit and the A grade. The cent percent result at the University of Mumbai examination and the 100 percent placement of students also reflects the efforts of the college.

Provide the weblink of the institution
http://www.pushpanjalicollege.com/

8.Future Plans of Actions for Next Academic Year

• Assure integration of theory and practicum to provide engagement with the curriculum. • Encourage reflective practices • Arrangement for cognitive apprenticeship with help of alumni • Development of material(such as customized worksheets) for differentiated instruction for academically challenged learners • Generate and strengthen ICT resources in form of power point presentations, videos • Develop and upload OERs for blended learning • ICT Training to students at two levels Basic course and Advanced course • Encourage students to create and share OERs • Strengthen existing web portals for learning • Leadership programme for student council • Encourage students to publish articles of educational interest through college magazine, blogs and newspapers • Upgrading online blogs, websites and disbursing the information among alumni • Reaching out to local community to help resolve issues pertaining to education and environment • Organize seminars on NCFTE ..Expectations from Teacher Education • Promote linkage with bodies as HBCSE, ORF to organize seminars