



Society of Our Lady of Grace Convent's Pushpanjali College of Education

**50 M.G Road, Papdy, Vasai,
Dt. Palghar, Maharashtra 401207**



Self Appraisal Report

Submitted to NAAC

Third Cycle of Re-Accreditation

March 2017

**Society of Our Lady of Grace Convent's
Pushpanjali College of Education**

50 M.G Road, Papdy, Vasai

Dt. Palghar, Maharashtra

(Permanently Affiliated to University of Mumbai)



**SELF APPRAISAL REPORT
For Re-Accreditation Third Cycle
2017
Submitted to NAAC**

Vision

**Education for the Life
of the World**

Mission Statement

To impart

Liberating

Inspiring

Formative

Empowering Education

PREFACE








Pushpanjali College of Education, Vasai was established in 1990. The past 27 years have been a journey of progress that has emerged from a quest for quality. The first NAAC Accreditation in 2004 and the subsequent Reaccreditation in 2011 have been milestones in the history of the college. The observations of the Peer Team members and the suggestions offered were earnestly considered by the management and the staff. Quality assurance endeavours initiated through the IQAC, commitment and zeal displayed by the faculty and the unstinted support of the management and well wishers have helped to overcome obstacles and earn success.

The college has keenly followed global trends in Teacher Education by reading and reflecting over various policy documents, research studies and best practices followed by exemplary institutions. Reflection was crystallized into planning and galvanized into action. This was evident in the form of the diverse curricular and co curricular activities, researches, extension activities and capacity building programmes that were dovetailed into the programme. Our quest for quality is echoed in the form of consistently good University results and excellent placements procured by our students. Our efforts have been recognized by bodies like NCERT. The University of Mumbai nominated the college as a lead college for a cluster of other Teacher Education Institutes. The college has regularly organised conferences, seminars and workshops to disseminate healthy practices in education. The faculty has displayed keen interest in embarking on a journey of capacity building by attending enrichment programmes and undertaking research. Being a self-financed institution, constraints exist. Yet in no way has quality been compromised. Each day is a step forward towards our vision of providing 'Education for the Life of the World'. The march towards excellence will undoubtedly continue as we explore ways to impart Liberating, Inspiring, Formative and Empowering Education.

We look forward to this Third Cycle of NAAC Accreditation as we are sure it will help us to appreciate our strengths, accept our lacunae and align our further endeavours towards development of self and society.

Principal
Dr Mariamma Joseph
Pushpanjali College of Education

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PROFILE OF THE INSTITUTION

&

CRITERION-WISE INPUTS

A. PROFILE OF THE INSTITUTION

1. Name and address of the institution:

Pushpanjali College of Education
50, Mahatma Gandhi Road, Papdy,
Vasai, Dist. Palghar, 401207,
Maharashtra.

2. Website URL-www.pushpanjalicollege.com

3. For communication:Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal Dr. Mariamma Joseph	0250-2312025	0250-2312025	pushpanjali1990@yahoo.co.in
Self - appraisal Co-ordinator Dr. Sheetal Chaudhari	0250-2312025		sheetal_chaudhari12@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal	0250-2312025	9860322757
Self - appraisal Co-ordinator	022-26773114	9820842968

4. Location of the Institution:

Urban	Semi-urban	Rural	Tribal
		✓	

5. Campus area in acres:

Approximately 2.5 acres

6. Is it a recognized minority institution?

Yes	No
✓	

7. Date of establishment of the institution:

Month	Year
07	1990

8. University/Board to which the institution is affiliated:

University of Mumbai

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

	Month	Year
2f	03	2010
12B	12	2013

10. Type of Institution

a.	By funding	Self-financed
b.	By Gender	Co-education
c.	By Nature	Affiliated College

11. Does the University / State Education Act have provision for autonomy?

Yes	No
✓	

If yes, has the institution applied for autonomy?

Yes	No
	✓

12. Details of Teacher Education programmes offered by the institution:

Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
Secondary/Sr secondary	B.Ed.	Graduation	Degree	2 years	English

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr.secondary	B.Ed.	WRC 5-6/2k/11004	2000-2015	100
		Revised order WRC/OAPW0553/11 3090/2015	2015 onwards	50

B) CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

	Yes	No
Vision	✓	
Mission	✓	
Values	✓	
Objectives	✓	

2. Does the institution offer self-financed programme(s)?

Yes	No
✓	

If yes,

a	How many programmes?	One
b	Fees charged per programme	Rs.73707/-

3. Are there programmes with semester system

Yes	No
✓	

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	No
✓	

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

7

4. Number of methods/elective options (programme wise)

B.Ed.	8
-------	---

5. Are there Programmes offered in modular form

Yes	No
✓	

6. Are there Programmes where assessment of teachers by the students has been introduced.

Yes	No
✓	
Number	One

7. Are there Programmes with faculty exchange/visiting faculty

Yes	No
	✓

8. Is there any mechanism to obtain feedback on the curricular aspects from the

	Yes	No
Heads of practice teaching schools	✓	
Academic peers	✓	
Alumni	✓	
Students	✓	
Employers	✓	
Parents	✓	

9. How long does it take for the institution to introduce a new programme within the existing system?

College has only one programme B.Ed.No new programme has been added.

10. Has the institution introduced any new courses in teacher education during the last three years?

Yes	No
	✓

11.Are there courses in which major syllabus revision was done during the last five years?

Yes	No
✓	
Number	One

12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	No
✓	

13. Does the institution encourage the faculty to prepare course outlines?

Yes	No
✓	

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

		Weightage
Common entrance test conducted by the Government	✓	100
English Language Competency Test conducted by the Government	✓	50

2. Furnish the following information (for the previous academic year):

	F.Y. B. Ed. (2015-16)
Date of start of the academic year	31 st August 2015
Date of last admission	1 st October 2015
Date of closing of the academic year	25 th May 2016
Total teaching days	93 (only theory) + 107 (other activities)
Total working days	200

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
F.Y.B.Ed.	M	F	Total	M	F	Total	M	F	Total
	2	48	50	0	0	0	2	48	50

4. Are there any overseas students?

Yes	No
	✓

5. What is the ‘unit cost’ of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

Programme – B.Ed.	
Unit cost excluding salary component	Rs. 16,622/-
Unit cost including salary component	Rs.1,59,440/-

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest(%)	Highest(%)	Lowest(%)
B.Ed.	78%	51%	NA	NA

7. Is there a provision for assessing students’ knowledge and skills for the programme (after admission)?

Yes	No
✓	

8. Does the institution develop its academic calendar?

Yes	No
✓	

9. Time allotted (in percentage)

Programme B.Ed.	Theory	Practice Teaching	Practicum
Semester 1	70%	0%	30%
Semester 2	55%	25%	20%
Semester 3	20%	60%	20%
Semester 4	50%	30%	20%

10. Pre-practice teaching at the institution

Number of pre-practice teaching days	9
Minimum number of pre-practice teaching lessons given by each student	7

11. Practice Teaching at School

Number of schools identified for practice teaching	20
Total number of practice teaching days (Internship)	20 weeks
Minimum number of practice teaching lessons given by each student	40

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of lessons in simulation	7
No. of lessons Pre-practice teaching in classroom situation	3

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	No
✓	

14. Does the institution provide for continuous evaluation?

Yes	No
✓	

15.Weightage (in percentage) given to internal and external evaluation

Programme B.Ed.	Internal	External
Semester 1	58%	42%
Semester 2	58%	42%
Semester 3	87%	13%
Semester 4	70%	30%

16. Examination

Number of sessional tests held for each paper	3
Number of assignments for each paper	2
Number of assignments for EPC	5

17.Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes	No
✓	
Number	One

19. Does the institution offer computer science as a subject?

Yes	No
✓	

If yes, is it offered as a compulsory or optional paper?

Compulsory

EPC 3 ICT

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	5	63%
--------	---	-----

2. Does the Institution have ongoing research projects?

Yes	No
	✓

3. Number of completed research projects during last three years.

In 2012-13 two minor research projects funded by Mumbai University.

	2014-15	2015-16	2016-17
Outside funding	0	0	0
Self-funded	2	3	3

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

Teachers are given study leave	✓
Teachers are provided with seed money	×
Adjustment in teaching schedule	✓
Providing secretarial support and other facilities	✓

5. Does the institution provide financial support to research scholars?

Yes	No
	✓

6. Number of research degrees awarded during the last 5 years.

Ph.D	M.Phil
2	-

7. Does the institution support student research projects (UG & PG)?

Yes	No
✓	

8. Details of the Publications by the faculty (2011-12 to 2016-17)

	Yes	No	Number
International journals	✓		10
National journals – referred papers	✓		18
Non referred papers	✓		
Academic articles in reputed magazines/news papers	✓		3
Books	✓		3

9. Are there awards, recognition, patents etc received by the faculty?

Yes	No
✓	

Awards	Recognition
3	3

10. Number of papers presented by the faculty and students (2011-12 to 2016-17):

	Faculty	Students
National seminars	12	6
International seminars	9	-
Any other academic forum- Research Cell Activity	2	-

11. What types of instructional materials have been developed by the institution? (Mark '✓' for yes and 'X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓

12. Does the institution have a designated person for extension activities?

Yes	No
✓	

If yes, indicate the nature of the post.

Full time	Part time	Additional charge
		✓

13. Are there NSS and NCC programmes in the institution?

Yes	No
	✓

14. Are there any other outreach programmes provided by the institution?

Yes	No
✓	

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

12

16. Does the institution provide consultancy services?

Yes	No
✓	

In case of paid consultancy what is the net amount generated during last three years.

Rs. 18,800/-

17.Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2055.98 sq.mts

2. Are the following laboratories been established as per NCTE Norms?

	Yes	No
Methods lab	✓	
Psychology lab	✓	
Science Lab	✓	
Education Technology lab	✓	
Computer lab	✓	
Workshop for preparing teaching aids	✓	

3. How many Computer terminals are available with the institution?

Computer laboratory	Classrooms	Library	Office	Staff room
11	3	4	2	2
College shares one more computer laboratory with St. Aloysius Girls' School Number of computers = 8				

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs.50,000/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs.1,60,599/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs.1,49,000/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs.50,000/-

8. Has the institution developed computer-aided learning packages?

Yes	No
✓	

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	-	8		
Non-teaching	2	4	1	

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	-	-	-	-
Non- teaching	-	-	-	-

11. a) Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Teaching	-	6	-	-
Readers	-	-	-	-
Professors	-	-	-	-

- b) Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Teaching	-	2	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c) Number of teachers from

Same state	Other states
7	1

12. Teacher student ratio (programme-wise)

Programme	Teacher student ratio
B.Ed.	1: 14

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	2	3	-	-
Temporary	-	1	-	-

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	-	-	1	-
Temporary	-	-	-	-

14. Ratio of Teaching – Non-teaching staff

8:7

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

76.02%

16. Is there an advisory committee for the library?

Yes	No
✓	

17. Working hours of the Library

On working days	8am to 3.30pm
On holidays	-
During examinations	8am to 5.30pm

18. Does the library have an Open access facility

Yes	No
✓	

19. Total collection of the following in the library

Books		Magazines	Journals subscribed		Peer reviewed journals	Back volumes of journals
Textbooks	Reference books		Indian	Foreign	17	366
3271	4903	4	24	6		

E-information resources				
e-journals	CDs	Databases	Video Cassettes	Audio Cassettes
30	1025	B.Ed. projects-500 Ph.D. thesis-16 M.Ed. projects -43	11	90

20. Mention the

Total carpet area of the Library (in sq. mts.)

146.79 sq.mt

Seating capacity of the Reading room

40

21. Status of automation of Library

Yet to initiate	
Partially automated	✓
Fully automated	

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	✓
Power back up	✓
User orientation /information literacy	✓

23. Are students allowed to retain books for examinations?

Yes	No
✓	

24. Furnish information on the following

Average number of books issued/returned per day	30
Maximum number of days books are permitted to be retained by students	05
by faculty	07
Maximum number of books permitted for issue for students	02
for faculty	05
Average number of users who visited/consulted per month	140
Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled	1:60

25. What is the percentage of library budget in relation to total budget of the institution

0.49

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2013-14		2014-15		2015-16	
	Number	Total cost (inRs.)	Number	Total cost (inRs.)	Number	Total cost (inRs.)
Text books	143	21,615	64	42,093	120	23,140
Other books	82		133		115	
Journals/ Periodicals & Magazines	02	1100	05	2200	02	1250

Criterion V: StudentSupport and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2013-14	2014-15	2015-16
B.Ed.	0	0	1

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	No
✓	

If yes, how many students are under the care of a mentor/tutor?

14

3. Does the institution offer Remedial instruction?

Yes	No
✓	

4. Does the institution offer Bridge courses?

Yes	No
✓	

5. Examination Results during past three years (provide year wise data)

	B.Ed.		
	2013-14	2014-15	2015-16
Pass percentage	98%	97%	98%
Number of first classes	25%	34%	63%
Number of distinctions	0%	0%	20%

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2013-14	2014-15	2015-16
NET	-	-	-
SLET/SET	2	-	-
TET	-	2	-
PET	-	2	-

- 7. Mention the number of students who have received financial aid during the past three years.**

	2013-14	2014-15	2015-16
Financial Aid	-	-	-
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	1	1	-
Loan facilities	College provides support to acquire loan from Bassein Catholic Bank		
Minority scholarship	6	26	4

- 8. Is there a Health Centre available in the campus of the institution?**

Yes	No
	✓

- 9. Does the institution provide Residential accommodation for:**

	Yes	No
Faculty		✓
Non-teaching staff		✓

- 10. Does the institution provide Hostel facility for its students?**

Yes	No
✓	

If yes, number of students residing in hostels

Men	Women
Presently none	

- 11. Does the institution provide indoor and outdoor sports facilities?**

Sports fields	Yes
Indoor sports facilities	Yes
Gymnasium	No

12. Availability of rest rooms for Women

Yes	No
✓	

13. Availability of rest rooms for men

Yes	No
✓	

14. Is there transport facility available?

Yes	No
	✓

15. Does the Institution obtain feedback from students on their campus experience?

Yes	No
✓	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓		✓		2
Inter-university		✓			✓	
National		✓			✓	
College level	✓		12			

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students	Outcome
State	×	×
Regional	×	×
National	×	×
International	×	×

18. Does the institution have an active Alumni Association?

Yes	No
✓	

If yes, give the year of establishment

1991

19. Does the institution have a Student Association/Council?

Yes	No
✓	

20. Does the institution regularly publish a college magazine?

Yes	No
✓	

21. Does the institution publish its updated prospectus annually?

Yes	No
✓	

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2012-13(%)	2013-14 (%)	2014-15 (%)	2015-16 (%)
Higher studies	-	12%	14%	No progression due to first year of two year B.Ed. course
Employment (Total)	80%	78%	76%	
Teaching	80%	78%	76%	
Non teaching	-	-	-	

23. Is there a placement cell in the institution?

Yes	No
✓	

If yes, how many students were employed through placement cell during the past three years.

2013-14	2014-15	2015-16	2016-17
70/100	65/100	No placement due to first year of two year B.Ed. course	20/50 Process is going on

24. Does the institution provide the following guidance and counseling services to students?

	Yes	NO
Academic guidance and Counseling	✓	
Personal Counseling	✓	
Career Counseling	✓	

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	No
✓	

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	2
Staff council	4
IQAC	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes.	10

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

	Yes	No
Loan facility	✓	
Insurance		✓
Medical assistance	✓	
Scholarship for the child of a non- teaching staff	✓	

4. Number of career development programmes made available for non-teaching staff during the last three years

2013-14	2014-15	2015-16
1	2	2

5. Furnish the following details for the past three years

		2013-14	2014-15	2015-16
a	Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation	0	0	0
b	Number of teachers who were sponsored for professional development programmes by the institution	0	0	0
c	Number of faculty development programmes organized by the Institution:	3	4	3
d	Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution	3	3	2
e	Research development programmes attended by the faculty	1	1	-
f	Invited/endowment lectures at the institution	8	1	8
g	Certificate courses	3	1	3

6. How does the institution monitor the performance of the teaching and non-teaching staff?

		Yes	No
a	Self-appraisal	✓	
b	Student assessment of faculty performance	✓	
c	Expert assessment of faculty performance		✓
d	Combination of one or more of the above	✓	
e	Peer assessment	✓	

7. Are the faculty assigned additional administrative work?

Yes	No
✓	

If yes, give the number of hours spent by the faculty per week

Approximately 1 hr

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	Nil
Fees	Rs 60,00,000/-
Donation	-
Self-funded courses	-

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget	94,70,000	94,91,000
% spent on the salary of faculty	75.87%	73.63%
% spent on the salary of non-teaching employees	15.14%	17.54%
% spent on books and journals	0.49%	0.39%
% spent on developmental activities (expansion of building)	0	0.31%

% spent on telephone, electricity and water	0.68%	0.62%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0	0
% spent on maintenance of equipment, teaching aids, contingency etc.	0.24%	1.11%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.02%	0.59%
% spent on travel	0.30%	0.124%
Any other	7.26%	6.78%
Total expenditure incurred	8591570	87,45,941

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Year	Surplus in Rs	Deficit in Rs
2013-14	-	29,00,000/-
2014-15	-	31,00,000/-
2015-16	-	21,00,000/-

11. Is there an internal financial audit mechanism?

Yes	No
✓	

12. Is there an external financial audit mechanism?

Yes	No
✓	

13. ICT/Technology supported activities/units of the institution:

	Yes	No
Administration	✓	
Finance	✓	
Student records	✓	
Career counselling	✓	
Aptitude testing		✓
Examinations/evaluation/Assessment	✓	
Library	✓	
Learning Resources	✓	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes	No
✓	

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes	No
✓	

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes	No
✓	

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes	No
✓	

18. Is a grievance redressal mechanism in vogue in the institution?

		Yes	No
a	For teachers	✓	
b	For students	✓	
c	For non-teaching staff	✓	

19. Are there any ongoing legal disputes pertaining to the institution?

Yes	No
	✓

19. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes	No
✓	

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes	No
✓	

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanism ?

Yes	No
✓	

2. Do students participate in the Quality Enhancement of the Institution?

Yes	No
✓	

3. What is the percentage of the following student categories in the institution? Number of students =100 (F.Y.B.Ed + S.Y.B.Ed)

	Category	Men	%	Women	%
a	SC	0	0	0	0
b	ST	0	0	0	0
c	OBC	0	0	1	1
d	Physically challenged	0	0	0	0
e	General Category	3	3	96	96
f	Rural	3	3	93	93
g	Urban	0	0	3	3

4. What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	1	0.07
b	ST	0	0	0	0
c	OBC	0	0	0	0
d	Women	8	100	4	57
e	Physically challenged	0	0	0	0
f	General Category	8	100	6	85.7

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I 2013-14	Batch II 2014-15
SC	55	57	61	64
ST	50	-	57	-
OBC	63	59	65	60
Physically challenged	-	-	-	-
General Category	57	56	60	63
Rural	-	-	-	-
Urban	-	-	-	-

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Pushpanjali College of Education is situated in verdant semi-urban surroundings. The college is permanently affiliated to University of Mumbai and has been reaccredited with A grade and a CGPA of 3.29 by NAAC in 2011. The college is recognized by NCTE and is recognized under sections 2f and 12B of UGC. It is an unaided college with Christian minority status.

The college was established in 1990 to meet the educational needs of the local community. Aspirants to Teacher Education had to travel over 50 km to attend colleges in Mumbai. The college is managed by the Society of Our Lady of Grace Convent. This Society was responsible for ushering women's education in Vasai over 75 years ago. The Society also started the first women's teacher training college in Vasai. The local community had high regard for the Society and supported their plan to start a B.Ed college. Since then the college has made rapid progress and earned a position of repute among educational institutions in Vasai and Mumbai. The past two decades have been very significant for the town of Vasai. The population has increased rapidly due to urbanization, migration and expansion of the metropolitan limits of Mumbai. The college thus caters to a society that is multicultural in nature.

The college's journey of twenty seven years has been marked by many moments of success. Every year, the college results at the University Examinations have been nearly cent percent. In 2011, the college went through the Second Cycle of Accreditation by NAAC. The Peer team members took note of the efforts of the college and the college earned an 'A' Grade with a CGPA of 3.29. The college's efforts towards use of Open Education Resources (OERs) have been acknowledged by NCERT in 2012 as an innovative practice in Teacher Education. The University of Mumbai selected the college to be a lead college for a cluster of other B.Ed colleges. The faculty has been keenly involved in syllabus revision. They continually participate in enrichment programmes to enhance their effectiveness as teacher-educators. An ethos of research pervades the institution and new ideas in teaching-learning, evaluation and management are implemented and tested for their efficacy. Continual professional development, research and innovation are thrust areas of the college. The use of E-power to empower is encouraged and hence digital literacy and use of digital education is promoted. The teaching learning process in the college centres around constructivist philosophy where various interactive approaches are

integrated. Linkages have been established with UGC-HRD Centre, University of Mumbai to facilitate professional growth of college teachers. One member of the faculty has also contributed modules to the National Mission for Education through ICT. Two members of the faculty have published textbooks for B.Ed. One member of the faculty is a recognized guide for Ph.D programme.

Curricular activities are augmented by many co curricular activities. Pushapdeep (Pushpanjali's Dept. of Extension Education Programmes) conducts regular Certificate Courses and enrichment programmes in different areas. Other clubs like Pushpaganit Mathematics Club, Rucha Literature Club, Itihaas History Club, Science Club, Commerce Club, Vasundhara Environmental Club, Streevani Women's Development Cell and Anweshan Research Cell conduct activities to complement the curriculum.

The college is sensitive to local issues and participates in community based programmes to address local needs. The local community and educational institutions seek assistance and guidance from the college faculty and regularly invites the faculty to assist them in awareness programmes and capacity building initiatives.

The college shares a robust relationship with the schools and junior colleges in the vicinity. Schools are an integral part of the learning spaces as they support the Internship programme whole heartedly. Cognitive Apprenticeship, which includes shadowing school teachers and mentoring by school teachers, has been a healthy practice followed by the college for several years. Principals of schools play a crucial role in helping the student-teachers to develop in the diverse roles expected of contemporary teachers. School authorities offer constructive feedback that helps to refine the Internship programme. Some schools are well known for their innovative spirit. Student-teachers regularly visit these schools for workshops and interaction programmes. This helps them to learn from the vast experience of the school teachers and heads of institutions. The college has networked with some voluntary organizations such as schools for the challenged learners, Lions Club and Jagruk Nagrik Sanstha (Forum of Aware Citizens). These organizations involve the student-teachers in their community-based programmes thus helping them to widen the horizon of their experiences and develop holistically. The college shares a reciprocal

relationship with these institutions and the faculty help these organizations in their social uplift programmes.

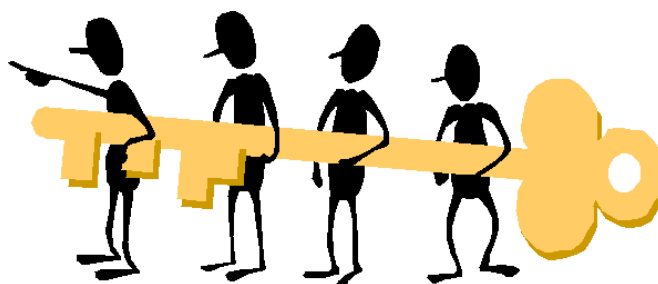
The annual calendar of the college is replete with many formative activities both curricular and co-curricular in nature. Meticulous planning is spearheaded by the LMC, the IQAC and the faculty. Perspective plans for three years are drawn and annual plans are dovetailed into the same. Annual quality audits, 360 degree feedback from stakeholders, refining and revising of benchmarks and other quality based initiatives are incorporated to ensure that the mission of imparting Liberating, Inspiring, Formative and Empowering education is fulfilled.

Dynamic leadership, a vibrant faculty, properly maintained infrastructure, a very robust presence on the web, a strong relationship with the community, involvement of the parents and an active alumni have helped the college to become a learning organization. To borrow from Peter Senge's thoughts , we can truly say that Pushpanjali College of Education is an institution 'where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to see the whole reality together.'

CRITERION WISE ANALYSIS

CRITERION I

CURRICULAR ASPECTS



Criterion I: Curricular Aspects

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The broad objectives of the institution are listed below:

- To develop educational professionals by nurturing their knowledge, skills, values and capacities.
- To nurture the potential of each student with a focus on value for diversity
- To provide Teacher Education, that is grounded in values and bears a quest for excellence, bearing in mind the principles expounded in National Curriculum Framework for Teacher Education 2010
- To inculcate in student-teachers a zeal for social responsibility and social commitment
- To nurture within the student-teachers skills essential to a networked world
- To promote a learning ethos that is committed to fulfilling the present and projected needs of the nation and the world
- To network with society to create a learning ethos committed to the values enshrined in the Constitution.
- To promote a zeal for research that will address local, national and global needs through education.

The major considerations addressed by these objectives are

- ✓ **Facilitating Holistic Development:** This is ensured through a sound blend of activities catering to development of knowledge, skills and attitudes. The college follows the KSV3 Model (explained in 1.5.2). The KSV3 Model is guided by three value based paradigms focusing on learner centred values, teacher identity and service to the profession and

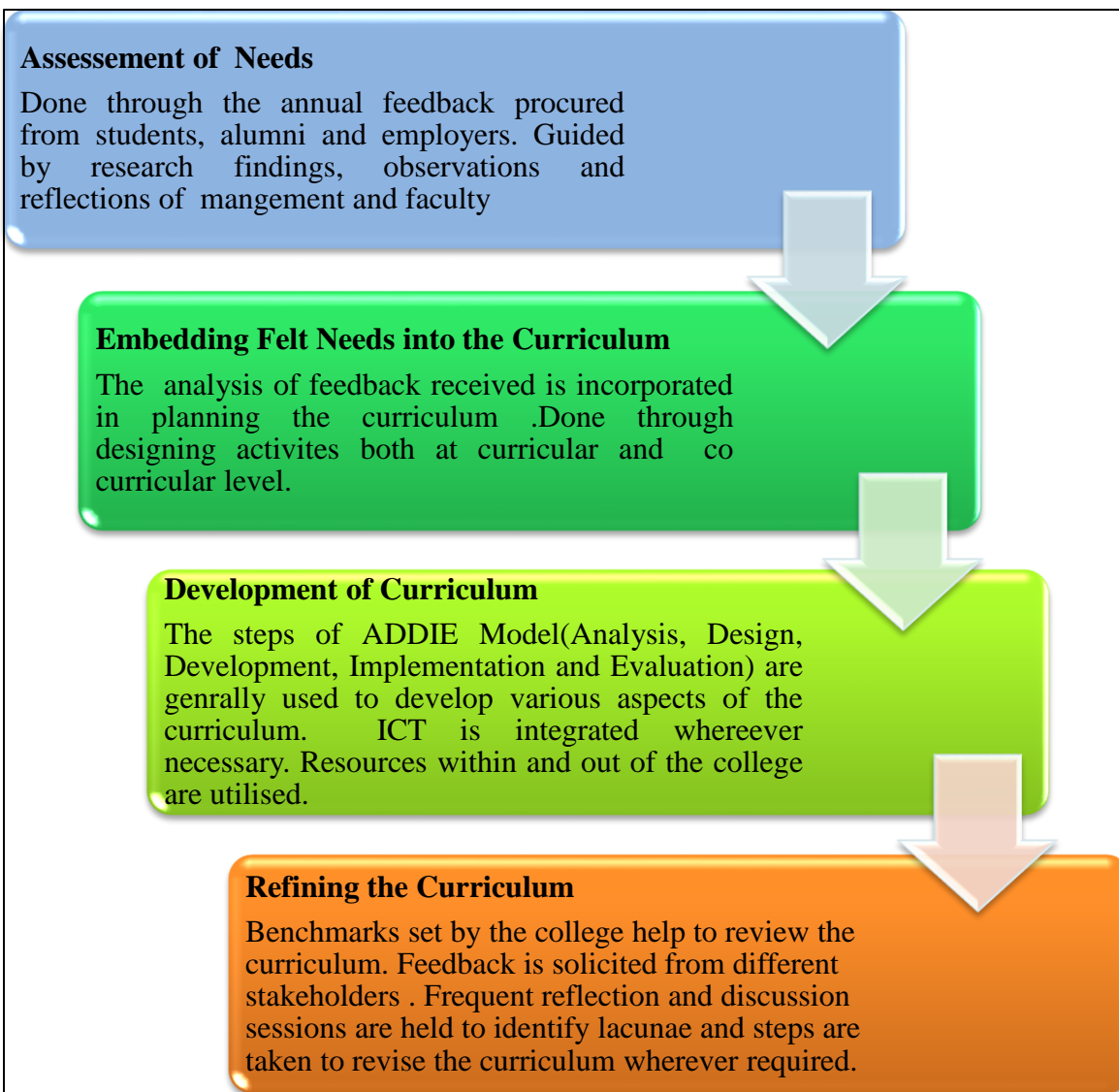
community. It also emphasizes on the importance of knowledge and skills vital to global and national trends and at the same time relates to local needs.

- ✓ **Aligning the curriculum in synchronization with expectations of educational authorities:** The National Curriculum for Teacher Education NCFTE 2010 has geared Teacher Education into a new ethos. The college considers the expectations expressed in this document while framing the objectives of the B.Ed course. The NCTE Framework for the Two Year B.Ed programme focuses on making student-teachers reflective practitioners. There is emphasis on 'rigorous field engagement with child, school and community'. This Framework has provided a renewed vision for curricular planning.
- ✓ **Ensuring equity in education:** Equity in education is earnestly considered while framing the objectives and designing the course. This is done bearing in mind that all learners come from different socio- economic-cultural backgrounds and need varied inputs to achieve according to their potential.
- ✓ **Providing opportunities for self development:** The College works towards providing scope for self development. This leads to healthy self esteem and ensures that all students and faculty members contribute towards the fulfillment of the envisioned objectives.
- ✓ **Nurturing values associated with community and national development:** The objectives of the institution place value development at the core of all activities. The KSV3 Model focuses on three sets of values viz. learner centred values, values aligned to fostering a healthy teacher identity and values that focus on service to profession and community. These values are the driving force for all activities undertaken by the management, faculty and students.
- ✓ **Mobilizing resources to ensure sustainable practices with respect to environment:** the college is situated in a zone that has seen rapid urbanization. The institution, therefore, takes a lead role in creating awareness about environmental issues.

- ✓ **Nurturing a zest for lifelong learning so as to meet global trends and demands:** The College promotes a learning ethos that focuses on short term as well as long term demands of society. Hence student-teachers are equipped with knowledge and skills that will facilitate employability. At the same time, the zest for lifelong learning is evoked (in students, alumni and faculty) so that their efforts towards professional development become self sustaining.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The college is affiliated to University of Mumbai and hence follows the curriculum framed by the University. The Principal and five members of the faculty have been part of the curriculum framing process by functioning as members of different course committees. They have given their observations and inputs and helped to frame the course in accordance with the NCTE Framework. The University curriculum is supported by a complementary curriculum prepared by the college faculty. This is guided by the needs of individual learners and the needs of the local society. Inputs for the complementary curriculum come from discussions with academic experts, employers, alumni. The complementary curriculum focuses on the present and projected needs of the students. It is transacted in form of Value Added Courses, workshops, guest lectures using both face-to-face mode and blended mode. The management supports the complementary curriculum by providing the required resources. The KSV3 Model provides a substratum to embed different activities related to the curriculum. The generic process for Curriculum Development is elucidated in the flow chart shown below.



3.How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The faculty, guided by the management, IQAC and the Principal, frequently review global trends in Teacher Education. These are then dovetailed into the curriculum in the form of Complementary Curriculum (integrated within the classroom learning) and Value added Courses (conducted under the aegis of PUSHPADEEP, Pushpanjali's Department of Extension Education Programmes). The college goes beyond the prescribed curriculum and integrates learning experiences that reflect global trends. For example, the college follows the Cognitive

Apprenticeship Programme wherein in service teachers mentor student-teachers on a one to one basis during their Internship. Bearing in mind the need for an integrated personality a Certificate course in Yoga is held. Students, faculty and alumni are encouraged to participate in Massive Open Online Courses (MOOCs).

Technology Enhanced Learning is an integral part of the curricular process and students learn to use technology for teaching, evaluation and classroom management. Accepting that even the alumni need to be in synchronization with respect to changing trends, the social media is used to the maximum potential and alumni are kept updated about trends in contemporary education. The bi- annual IQAC newsletter is useful to help IQAC members reflect on global trends in Teacher Education. The college has its compilation of OERs which can be accessed at <https://www.oercommons.org/groups/pushpanjali-college-of-education/1216/>

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

: Environmental concerns, emphasis on value building and ICT are important issues and the college focuses on these through nurturing knowledge, skills and values as reflected through the KSV3 Model.

- **Thrust on Environment:** The curriculum makes provision for conducting workshops in the use of street play as a medium of catalyzing social awareness. During this workshop students script and perform street plays related to environmental issues which are then performed at different places. Regular assemblies based on themes related to the environment, celebration of important days that reflect environmental values, tree plantation, participation in cleanliness drives and beach cleaning campaigns are part of the annual activities. The Socially Useful Productive Work (SUPW) Workshop conducted annually also focuses on the R's of Reduce, Recycle, Renew and Reduce. The college environmental club Vasundhara oversees all the above mentioned activities. Students incorporate environmental values in the lessons given during Practice lessons / Internship.
- **Thrust on Value Education:** Values are an integral part of every activity in college. All content transaction focuses on personal, intellectual, social, moral, national, global and

environmental values. The same applies to lessons given in schools. Core elements as expounded by NPE 1986 are integrated into every lesson. Each day in college begins with an assembly where values are emphasized. Guest lectures, workshops and certificate courses organized also reflect suitable values. Community Work builds social values,. Co-curricular activities promote aesthetic, cultural and spiritual values. Reflective practices are part of all activities and these help to examine the values inherent in all activities. The base of the KSV3 Model is focus on learner centred values, values related to teacher identity and values with respect to service to the profession and community.

- **Thrust on ICT:** The college ensures that the curriculum focuses on ICT as it offers leverage to effective teaching –learning. Students undergo rigorous training in use of MS Word, MS PowerPoint, MS Excel and MOODLE. Students use ICT during practice lessons and Internship. Assemblies, seminars, research work and other curricular aspects make extensive use of ICT. Students are trained to create online tests, blogs and online story books. Students who participate in these sessions and satisfactorily contribute through creation of e-resources are awarded certificates. The Two Year B.Ed programme includes a Course in ICT to Enhance Professional Capacities. Students are encouraged to participate in MOOCs. A number of blogs and websites are created and maintained by the faculty to disseminate knowledge and foster self learning. Peers from other Teacher Education Institutes affiliated to University of Mumbai have appreciated the efforts of the college in disseminating resources through websites and blogs. The faculty uses ICT for transacting the curriculum. Flipped classroom approach is used at times. Edmodo platform is used to create an online class. ProBoards is used to facilitate online discussion. SurveyMonkey and Google Tools are used for research work. Social media like FaceBook and WhatsApp are also explored to enrich learning experiences. The students are proactive and they have initiated a GMail Drop Box facility to share their resources. The faculty has carried out research in the use of social media as a pedagogic platform. The Open Education Resources (OERs) created by the college are accessed by educators. This project has been acknowledged by the NCERT as an innovative practice in Teacher Education in 2012. Special websites and blogs are maintained to give coverage to the activities of the IQAC, Research Cell, Mathematics Club and Literature Club.

5. Does the institution make use of ICT for curricular planning? If yes give details.

ICT is used for planning of curriculum in the following ways:

- **Online feedback** is procured from alumni and students using Google Forms. This helps to identify the areas that need to be addressed vis-a-vis the curriculum.
- The Principal and staff plan the curricular activities and the draft is distributed as a **Google document or via mail**. This can be edited by members. So all members can reflect over one another's suggestions and help to refine the draft.
- The IQAC organized a workshop on Perspective Planning. Resources on Perspective Planning in the form of PowerPoint presentations were uploaded on the **IQAC website** (www.pceiqac.webs.com). Similarly the perspective plans for the college and plans drawn by those in charge of various departments were also uploaded. This helps staff members to study different plans, offer feedback and also helps to co-ordinate smoothly between different departments. The Annual Calendar is uploaded on the website to ensure that planning is translated into action.
- The **IQAC newsletter** is circulated to all members in the electronic form and it often includes inputs on planning. This helps to revisit one's plans and make necessary modifications to have enhanced efficacy.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Reflection with respect to transaction of theory

The faculty encourages reflection during the course of the theory sessions. This is done as part of the contextualised curriculum approach, where students connect the topic to their own lives and examine their role as teachers. At times, reflection is fostered through use of relevant videos, case studies and newspaper reports.

Reflection as part of Internship and Practice Lessons:

Reflection is an integral part of the teaching –learning process followed at the college. Students carry out reflection before teaching and reflection after teaching. To facilitate reflection before teaching, a checklist is provided to ascertain if all necessary measures have been undertaken to ensure effective teaching. After the lesson, students reflect and write down their reflections. This helps them in subsequent planning. During Internship, students organize many activities in school. At the end of each day, they maintain a reflective journal to note down their thoughts based on their experiences.

Reflection as part of co-curricular activities

The curriculum includes a number of co-curricular activities. The community work experience leads to spontaneous self reflection. Reflective journals are maintained for such experiences. Guest lectures arranged on different socially relevant themes are followed by reflection. Students are encouraged to reflect on different issues during the morning assembly. Concerns related to environmental issues are always handled through reflection on our role as custodians of the environment.

Reflection in the context of evaluation

Students are encouraged to reflect before an activity. Customized rubrics for activities have been created so that students have a clear idea about what is expected. These rubrics help students to reflect over the nature of their work. After an activity, students reflect and carry out self evaluation to get insight into areas where they can improve their performance.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The curriculum followed is that prescribed by the University of Mumbai. However, the college values learner diversity and hence flexibility is incorporated in the curriculum. The Value 1 (V1) aspect of the KSV3 Model emphasizes learner centred values and the sub components of this aspect are valuing student diversity, commitment to nurture the potential of each student and believing that all students can learn. For this a flexible approach to curriculum is required. This flexibility is provided in the following ways:

- i. **Choice of elective subjects:** For the one year B.Ed programme, the first method offered was on the basis of the subject offered at graduation level. The students could opt for a second method of their choice. The students also the choice of opting for a special elective as per their interests and needs. In the Two Year B.Ed programme, the regulations stipulate that only one pedagogy may be offered and hence students have to choose the subject offered at graduation level. In the Second Year of their course, students have the option of choosing either another pedagogy subject or they may opt for a special elective such as Guidance and Counselling.
- ii. **Flexibility in the learning process (on campus experiences):** The classroom learning process comprises of varied methods and techniques bearing in mind psychological principles like interest , need and motivation levels of learners. Faculty members make use of methods and techniques such as blended learning, co-operative learning, flipped classroom, drama in education, student led seminars and self learning. This caters to different types of learners. Flexibility is evident in the constitution of learning groups. A judicious blend of auditory, kinesthetic and visual modes caters to different types of learners. Students who have completed their school education in vernacular medium and are now pursuing their education through English medium sometimes require assistance. This is provided through bi lingual lectures and also through specially organized remedial classes and tutorials. Curricular transaction is augmented by co curricular activities as these activities help to build self confidence and self esteem. Wide flexibility is offered in this aspect and students opt to participate in programmes where they have intrinsic capacities. While organizing co-curricular activities, care is taken that cognitive, psycho motor and affective domains are adequately represented.
- iii. **Flexibility in learning process (off campus experiences):** Off campus experiences include Internship and Practice Lessons. Here the students have a flexibility to plan their own activities, this is done in consultation with the guiding faculty member and the school allotted. Schools for Internship and Community Centres chosen for community service and extension work are chosen according to the proximity of the student's residence. This helps to build a better rapport with centre. A wide variety of learning spaces are chosen to gain practical experience. Flexibility is offered bearing in mind varied needs of students. For example, the History students may choose a place of

historical importance for a visit, whereas the Language students might attend a literary meet. Mathematics students may opt to conduct a Mathematical trail and the Science students may opt to visit the Science centre.

- iv. **Flexibility in Evaluation:** In the Two Year B.Ed programme, the summative evaluation is held by the University and it comprises of a written examination. However, each theory paper has a component known as ‘Tasks and Assignments’ where students perform certain tasks and present their experiences as different outputs. Students are given the option of choosing tasks according to their interest. They also have a choice regarding the action research projects they wish to undertake. Flexibility is allowed in the methodology used for delivering classroom lessons.
- v. **Variety of Enrichment Programmes:** The College organizes Certificate courses in Vocal Music, Dance, Physical Education and Art. Students can choose according to their area of interest. The college encourages talented students to function as resource persons and organize sessions for their peers. The annual ICT Enrichment Course is conducted at two levels, Beginners and Advanced. While the Beginners course includes basics such as use of MS-Office, use of internet for education and the like, the Advanced Course is for those who already have basic skills in use of computers. The advanced learners are taught creation of websites, blogs, online tests and other Web 2.0 based applications in education.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc..)

The following Value Added Courses are conducted in the college

- ✓ **Certificate Course in Yoga in collaboration with AmbikaYogashram:** This course in Yoga introduces participants to the basic practices in Yoga.
- ✓ **Course entitled ‘Nurturing Teacher Competencies for the 21st Century’:** Varied inputs are given throughout the year in the form of Class Management Strategies, Communication Skills, Leveraging Youth Potential, Use of Drama/ Street Play, Art, Music and Dance as part of pedagogic practices. Visits to schools practicing innovative

ways and interaction with experts are part of this course which spreads throughout the year.

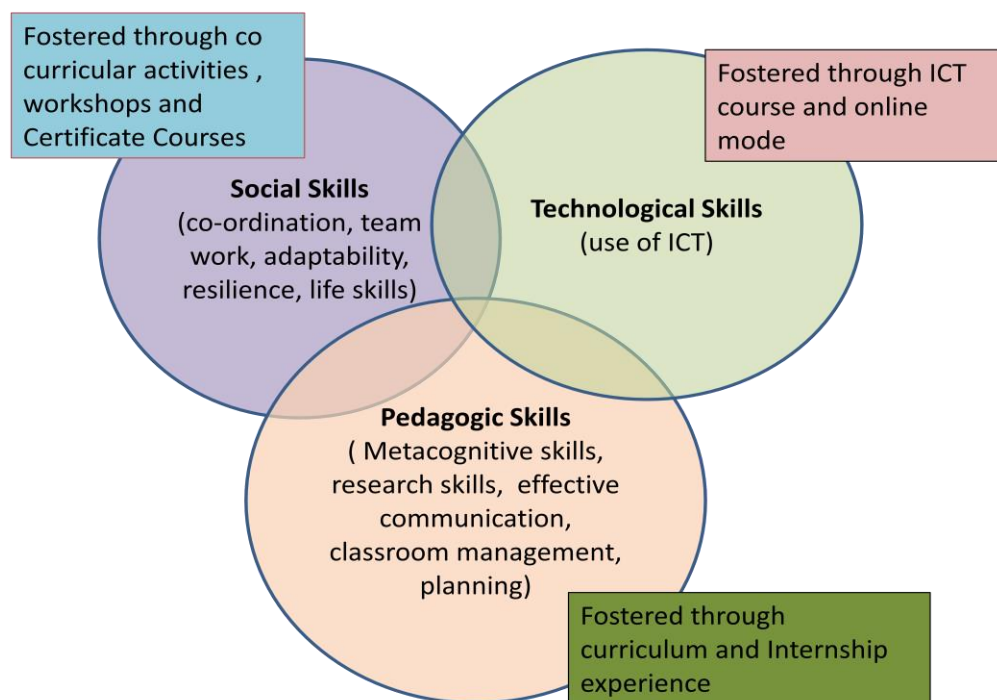
- ✓ **Personality Development Course:** This course covers deals with inputs that help to develop a healthy and integrated personality. The course components include sessions on Discovering oneself, Rational Emotive Behavioral Therapy, Development of self-esteem and managing one's emotions
- ✓ **Course in Use of ICT:** This course has inputs at Basic and Advanced levels so as to equip students with techno-pedagogic skills required for teachers. Some aspects of the course are customized and if a student wants to learn something specific relating to the use of ICT in Education, she/he is provided an individual pathway to learn.
- ✓ **Course in Research Methodology:** This course enables students to learn how to select, plan and execute action research in school and community settings. The Research website of the college www.anweshan.webs.com contains references to augment what is done during the course. Exemplary researches by students are uploaded so that it benefits other students.
- ✓ **Certificate Courses in Vocal Music, Physical Education, Art and Craft:** These courses help student-teachers to enhance their talents. Basic inputs received during these courses are of utility during career placement.
- ✓ **Enhancing Professional Competencies (EPC):** The Two Year B.Ed programme has an inbuilt component in the form of EPCs in different areas. The four courses conducted are Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT, Understanding the Self.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. **Interdisciplinary/Multidisciplinary:** The B.Ed course by its inherent nature draws from varied disciplines. To lend an interdisciplinary and multidisciplinary flavor, experts from fields other than Education, are invited to address the students. This helps to view the content through an enriched and different perspective. For example, a psychologist may address the students during the Guidance and Counselling lecture. A person with a background in Journalism is invited to interact on social issues. Experts from the Performing Arts help students see how a Performing Arts help to enhance classroom interaction. The Two Year B.Ed curriculum

includes field based tasks. During the execution of these tasks, students interview professionals from different fields and get insight into their disciplines. The faculty uses case studies from different disciplines or arranges for documentaries and videos that depict contemporary happenings in other fields and this fosters cross disciplinary connections. As part of the Practicum, students give theme based lessons that help to transcend disciplinary boundaries. Projects undertaken also add to the interdisciplinary aspect.

- ii. **Multi-skill development:** Skills emphasized during the curricular process include communication skills, classroom management skills, skills in use of ICT, mentoring skills, social skills, life skills, skills in planning, co-ordination and reflection, research skills and metacognitive skills. All curricular and co-curricular activities seamlessly integrate these skills. Certificate Courses like Personality Development and ICT may be geared towards one particular set of skills. Co curricular activities foster skills in planning, co-ordination and also build social skills. The daily assembly fosters reflection, while student seminars promote communication skills.



- iii. **Inclusive Education:** The College has special tutorial sessions for learners who face barriers in communication. Generally these learners come from socially disadvantaged backgrounds. Peer to peer mentoring under the ‘Care and Share’ initiative helps students facing difficulty.

Students are equipped with skills to handle learners with learning difficulties like dyslexia, dysgraphia and dyscalculia. The students visit a school for mentally challenged and interact with personnel teaching in the school. This leads to sensitization and they can deal effectively with such students during their Practice Teaching/ Internship.

- iv. **Practice Teaching:** The Practice Teaching is organized in co-ordination with Practice Teaching Schools. Pre Practice Teaching inputs in the form of skill based lessons in simulated conditions, session on managing classroom behaviour, lesson planning workshop and demonstration lessons precede the actual practice teaching programme. The Practice Teaching schedule during the one year B.Ed programme was spread throughout the academic year. In the Two Year B.Ed programme, it is spread over three terms along as part of Internship programme. Students are coached before every lesson. Observing peers is mandatory. Reflective practices before and after the lessons are carried out meticulously. Feedback is got from peers and faculty. In the One Year B.Ed course, twenty lessons were mandatory. However students gave more than twenty lessons to enhance their experience.
- v. **School experience / internship:** Internship in the One Year course comprised of one week school experience. In the Two Year Course, students undergo a twenty week Internship Programme spread over the Second, Third and Fourth terms as four week, ten week and six week stints respectively. Cognitive Apprenticeship is an integral part of the Internship Programme where students are allotted a school teacher as a mentor and they co-ordinate and confer with the mentor teacher to benefit from their experience. Besides classroom teaching, Internship offers an opportunity to organize co-curricular activities, assist teachers with record-keeping and other duties as invigilation, laboratory work etc. Internship serves as a time to carry out school based action research. The faculty guides the students during their internship to make it an enriching learning experience.
- vi. **Work Experience/SUPW:** The annual SUPW Workshop focuses on production of environmentally friendly products created from old and used objects. At times, students function as resource persons and teach their peers. An exhibition of the SUPW products is organized as part of the Annual Day.

1.3 Feedback on Curriculum

1.How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution has a detailed mechanism to procure feedback from different stakeholders. (Elucidated under Criterion 6 as 360 degree feedback). This feedback is got through structured tools both in the offline and online formats. Besides structured techniques for soliciting feedback, feedback is procured through the oral mode when the faculty meets stakeholders informally. The feedback from alumni and employers helps to include need based inputs into the curriculum. Feedback from academic peers helps to improve the quality of online material displayed. Feedback from parents is crucial in designing value added programmes. All feedback is analyzed and discussed during staff meetings and IQAC meetings. This helps to plan better curricular inputs in the sessions that follow.

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

All feedback is analysed and used to improve the curricular content as well as the process of transaction. The faculty themselves analyse the curriculum and identify content that is transacted in the form of Complementary Curriculum. The Certificate courses organized by the college are also the product of the feedback received.

- During the past three years, it was noticed that most students have sound knowledge of the use of MS Office. They were adept at use of PowerPoint. In such cases, the Certificate Course in Use of ICT was revised and it was decided that students with sound knowledge of basics should be given advanced training in use of Web 2.0 such as construction of blogs and websites. They are also taught to create their own online classrooms using Edmodo.
- Given the rising incidences of chemical dependence and substance abuse, it was felt that student-teachers need to be trained to identify cases of addiction in students. Hence the college entered into a linkage with Krupa Foundation, an NGO that works at global level to

help people overcome addiction. Visits to Krupa Foundation and guest lectures by their personnel are a regular part of the curriculum.

- One area that student-teachers need to be aware of and concerned about is regarding Child Sexual Abuse. Inputs on the same were added to the curriculum in 2015.
- Teacher Eligibility Test (TET) is now a requirement for those seeking jobs in Government aided schools. To help the students and alumni prepare for the same, online tests and study materials have been uploaded. Thus the curriculum expands beyond the classroom and the internet too has become an extended learning space to transact the curriculum.

3.What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

The B.Ed curriculum has undergone two revisions at the University level during this span of five years. In 2013, the one year B.Ed course underwent a syllabus revision. In 2015, the B.Ed programme was changed to a Two Year Course and hence the curriculum was revamped. The faculty has contributed to both these revisions as depicted in the table below.

Faculty member	Contribution in 2013 syllabus revision	Contribution in 2015 Curriculum Revision
Principal Dr. Mariamma Joseph	Convener of the course Guidance and Counselling	Convener of the course Language Across the Curriculum
Dr. Sheetal Chaudhari	Member of committee for i. Educational Evaluation ii. Science Method	Member of committee for i. Assessment for Learning ii. Pedagogy of Science iii. Peace Education
Dr. Mabel Pimenta	Member of committee for i. Psychology of the Learner ii. Geography Method	Member of committee for i. Childhood and Growing Up ii. Pedagogy of Geography iii. Creating an Inclusive School

Ms Angelina Nunes	Member of committee for i. ICT in Education ii. Mathematics Method	Member of committee for i. Pedagogy of Mathematics ii. Critical Understanding of ICT
Dr Helen Jadhav	Member of committee for i. Educational Management ii. Hindi Method	Member of committee for i. Educational Management ii. Pedagogy of Hindi iii. Gender, school and society
Dr Agnes D'Costa	Member of Core Committee for Syllabus Revision Member of committee for Practicum	Member of committee for i. Contemporary India and Education ii. Understanding Disciplines and School Subjects iii. Learning and Teaching iv. Pedagogy of History v. Understanding the Self
Sr Bertha D'Mello	Member of committee for i. History Method	---

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The B.Ed Course underwent a major revision in July 2015 and the Two Year B.Ed Programme can into force. The curriculum based on the NCTE Curriculum Framework consists of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. This is shown in the figure below.

Perspectives in Education	Curriculum and Pedagogic Studies	Engagement with the Field
<ul style="list-style-type: none"> • First Year B.Ed • Childhood and Growing Up • Contemporary India and Education • Learning and Teaching • Knowledge and Curriculum • Second Year B.Ed • Gender, School and Society • Creating an Inclusive School • Educational Management 	<ul style="list-style-type: none"> • First Year B.Ed • Understanding Disciplines and school Subjects • Pedagogy of School Subject • Assessment for Learning • Second Year B.Ed • Pedagogy of school Subject • Optional Course • Language across the Curriculum 	<ul style="list-style-type: none"> • Tasks and assignments for all courses • Courses on Enhancing Professional Capacities (Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT, Understanding the Self) • School Internship(spread through the second, third and fourth semester) • First Year Practicum (Content Test, Book review, Class Tests, Essays, Community Work, Co curricular activities, Film review) • Second Year Practicum (lessons, class tests, essays, literacy awareness in community, action research)

The Two Year Course has focused on engagement with the field. Practical skills and knowledge gained by students during this field experience is used to leverage the classroom interaction. Theoretical inputs obtained during the lectures and other activities in the college are useful to add meaning to field experiences and vice versa. There has been a major shift in the content of the theory courses. There is more emphasis on interdisciplinary approach. This adds to the quality of the discussions which are in turn supported with case studies and research findings.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

As mentioned earlier, the curriculum content is largely dependent on that prescribed by the University of Mumbai. However the college ensures that complementary inputs are added to the same to make the curriculum contextually and culturally relevant. Some strategies implemented for the same are:

- ✓ **Need assessment:** This is mainly driven by feedback got from the outgoing batch of students. Feedback from alumni, employers also helps to assess needs from multiple perspectives. Information got from student profile helps to assess the needs of the learners. Global, national and local concerns and needs are also taken into account while devising the curriculum. For example, the area in which the college is located is undergoing rapid urbanization. Hence issues pertaining to ecological conservation are interwoven into different aspects of the curriculum.
- ✓ **Reflective Practices by Faculty:** The faculty meetings are used as a platform to reflect over the curricular process. Action research by the faculty helps to fine-tune the curricular practices. For example, Reflective practices of the faculty have lead to the creation of e-learning spaces to benefit students and alumni.
- ✓ **Procuring feedback from employers/ practicing schools:** This feedback is extremely important as it helps to provide a good match between curriculum in the college and the demands of the employment scenario. Based on this feedback, some inputs have been integrated into the curriculum. For example, the Continuous Comprehensive Evaluation followed by the State Board, preparation for Teacher Eligibility Test, identification of chemical dependence in students are some inputs added due to feedback got from employers.
- ✓ **Student and alumni feedback:** Student and alumni feedback are important sources of data to review and revise the curriculum. Based on these inputs, new content is integrated and existing courses are revised. Aspects of feedback relevant to curriculum formulated by the University are duly communicated to the concerned persons.
- ✓ **Learning from Academic Peers:** The college faculty learns from the academic peers working in other Teacher Education Institutions (TEI) by attending seminars, workshops and conferences. The faculty also learns through the online inputs of these TEIs. This

helps to enrich our own curriculum. Interaction with faculty of Institutes of Higher Education and those working in education related institutions such as Homi Bhabha Centre for Science Education, SNDT University's Department of Educational Technology helps to widen the horizons of curricular inputs.

- ✓ **Study of global trends in Teacher Education:** The websites of bodies such as MHRD, NCERT, NAAC, SCERT and UNESCO provide valuable material with respect to trends in education. A careful analysis of these inputs gives momentum to the curriculum designing process.

1.5 Best Practices in Curricular Aspects

1. What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

To ensure that quality is the hall mark of all curricular transactions, the following quality sustenance and equality enhancement measures are undertaken:

- ✓ Meticulous planning incorporating feedback from students, alumni, parents, employers and academic experts to ensure that the curriculum is contextually responsive
- ✓ Formulation of benchmarks for quality in various aspects of the curriculum
- ✓ Revisiting these benchmarks through reflective sessions and ensuring that the curricular transactions are in synch with the benchmarks
- ✓ Self reflection exercises for faculty and students
- ✓ Development and deployment of KSV3 Model to guide all perspective planning
- ✓ Enrichment programmes for students and faculty
- ✓ Academic flexibility to try innovative ways of curriculum transaction and carry out action research
- ✓ Sharing of best practices amongst faculty carried out in quality circles.
- ✓ Regular inputs on Quality in Teacher Education through the IQAC newsletter

2. What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

: The college has evolved and implemented the following best practices in the sphere of ‘Curricular Aspects’.

- Development of **Perspective Plans** for all curricular and co curricular activities
- Development and deployment of **KSV3(Knowledge, Skills and Values) Model** (Elucidated in Appendix as Best Practice 1). This ensures that all activities are embedded in a robust framework that reflects the values of global, national and local significance.
- Integration of **Complementary Curriculum** to augment the curriculum prescribed by the University.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular Aspects* and how have they been acted upon?

: The Honorable Peer team members had suggested that ‘Strategic future plans be developed in collaboration with the stake holders for quality enhancement.’ Accordingly, the IQAC and the Management supported the faculty in the Perspective Planning exercise. The plan was put forth before experts for critical evaluation and refined further. The Peer team had lauded the efforts of the college for certain efforts such as preparation of detailed plans. This motivated the institution to continue the same with requisite enhancements.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

After the Reaccreditation in 2011, the following quality sustenance and enhancement measures were undertaken by the institution:

- Development and deployment of **KSV3 Model** for Developing Educational Professionals by nurturing Knowledge, Skills and Values.

- **Use of Perspective Planning** to facilitate effective working of all areas of the institution based on a roadmap for subsequent years
- A **bi annual newsletter of IQAC** is circulated to all IQAC members to convey a gist of college happenings. The newsletter carries important inputs to stimulate critical thinking with respect to quality enhancement
- **Use of e-spaces** (blogs and websites maintained by college) to augment curricular process that is carried out in the face to face mode.
- **Quality Audit of Curricular and Co curricular aspects** is undertaken every year to identify gaps between the plans and action taken.
- **Use of 360 degree feedback** to refine the curricular inputs.

The curriculum must help learners assimilate deeper and fuller understanding of their own experiences. This is possible through curriculum transaction and is elucidated in the next criterion on Teaching, Learning and Evaluation.

CRITERION II

TEACHING, LEARNING AND EVALUATION



Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Until the academic year 2015-16, the admission was carried out on basis of a Common Entrance Test (CET) conducted by MVAMSA (Maharashtra Vinaanudan Adhyapak Mahavidyalaya Sansthachalak Association). The admissions from June 2016 are based on CET conducted by Government of Maharashtra. Criteria for admission are determined by the Directorate of Higher Education. Being a minority and unaided institution, the college can admit 51% students from the Christian minority. Complete transparency is followed as lists of candidates are displayed along with their marks obtained at the qualifying examination as well as the CET.

Admission procedure up till 2015	Admission procedure from 2016
CET conducted by MVAMSA(Maharashtra Vinaanudan Adhyapak Mahavidyalaya Sansthachalak Association)	Students apply online as per procedure declared by Directorate of Higher Education (DHE).
Interview and counselling of students conducted in the college	Online CET
Declaration of results by MVAMSA	Declaration of results by DHE
Displaying of lists of selected candidates	Online display of lists of selected candidates
Students confirm admission	Students confirm admission

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The college website displays information regarding the admission procedure. Advertisements are placed in local newspapers as per the directives of the admission authority. Details of the admission schedule are also displayed. The college notice board also displays the same. Students are counseled and their queries regarding admission are solved by the office. Information displayed on the website and notice board comprises of criteria for admission and the examination procedure.

The website provides other details such as amenities available, special features of the B.Ed Course, details about faculty, Certificate Courses and other activities. The prospective students get a comprehensive view of the B.Ed programme through the same.

3.How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The admission criteria, decided by the Directorate of Higher Education, Maharashtra State, are meticulously followed by the college. 51% seats are reserved for candidates from Christian minority.

4.Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

: The students admitted to the college come from diverse backgrounds. Those facing economic difficulties sometimes seek educational loans. Such students are guided regarding the bank formalities and all possible assistance is extended to help them procure the loan. Students are guided regarding scholarships for Minority Students, scholarships for Scheduled Castes and Scheduled Tribes and they are helped to avail of these scholarships.

One area where students need special assistance is with respect to language of instruction. Many students who have completed their school education in vernacular medium wish to opt for English as their medium of instruction as it enhances their job prospects. Such students are given

special assistance in the form of bilingual lectures and guidance on a one-to-one basis to tide over problems faced due to language.

Students, who have migrated from other states, are provided assistance to adjust to the local conditions especially with respect to allotment of schools for Practice Teaching and Internship. The college has a variety of co curricular activities that promotes respect for all cultures and this helps students from other states to understand the local culture and at the same time they can share the richness of their own culture.

5.Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

:Knowledge, Skills and attitudes form the basis of any educational programme. A number of arrangements are made to ascertain the same. There is provision to help students overcome lacunae and acquire basic knowledge and skills required for a successful B.Ed programme.

Content Test: Students have to choose one school subject in which they deliver their lessons. To ensure robust content knowledge of this subject, special provision is made for Content Enrichment. A Content Test is conducted and this helps to evaluate the student's content knowledge. Question banks (in print and digital form) are available to help content enrichment. Library books and digital material are provided to students to build a strong content base.

Skill Development: Teachers need basic skills before they embark on their practice teaching/internship programme. The Skill Development workshop helps students to develop basic classroom skills in set induction, use of questions, use of audio visual aids, and use of illustrations. Students undergo a Certificate Course in Use of Computers in the Classroom. These experiences help to assess the skills already present and also offer a platform to remedy weak areas.

Student Profile: Individual Student Profiles created at the beginning of the year give insight into areas of strength and weakness of each student. This helps to decide if any special inputs are to be organized during the year. Individual profiles are supported with hard data in the form of Multiple Intelligence and Emotional Intelligence scores.

Talent Search Programme: The Talent Search programme conducted at the commencement of the course gives students a platform to show case their talents in the form of creative art, music, dance, drama and literary prowess. This is useful as it helps the faculty to guide students

regarding the use of their talents to augment the effectiveness of the teaching –learning programmes.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

: The perspective plan for the college helps to create an ethos conducive to effective learning.

Detailed Orientation to students and parents: Each term begins with an orientation programme through which students get an understanding about course, the components included and their responsibility to ensure that they participate meaningfully in the course. A similar orientation is arranged for parents/ spouses so that they can co-ordinate and extend support to the students. The orientation programme ensures a network of solidarity among the students, family and college.

Mentoring Programme: The College follows a system of mentoring wherein each faculty member has 14 to 15 students under their tutelage. The mentor regularly meets the mentee and supports him/her through group and personalized guidance. The crux of the mentorship programme is to support the student to manage their learning so as to maximize their potential.

Well structured Teaching Learning Programme based on constructivist approach: The teaching learning activities in the college revolve around constructivist philosophy wherein experiences are used to leverage learning. These experiences could be from the field (internship, visits to innovative schools, interaction with the community, action research) or they could be of the cognitive-reflective type (library reading, critical analysis of films, documentaries, dialogue with peers and experts). Experiences from multiple sources are pooled to connect to the topic being learned. Discussion of research findings and articles are used. Reflection is an integral part of the learning experience and is especially used to connect to the local situation thus providing for contextualization of the learning experience.

Evaluation: The evaluation pattern is largely based on the course requirements prescribed by the University of Mumbai. However, to ensure that the environment truly supports learning and development of students the formative aspects are accorded much importance. Regular tests, immediate feedback, use of rubrics, use of online tests, self and peer evaluation and reflective

thinking are ingrained into the evaluation system. Remedial sessions are an integral part of the college activities. Formation of an integrated personality is the pivot of evaluation.

Value added courses and programmes: Each year the college conducts need based certificate Courses as those in Yoga, Personality Development, Physical Education and Use of ICT in Education. This supports the all round development of students and thus facilitates learning. Other programmes in the form of lectures by experts, seminars and workshops also facilitate learning.

Support from local centres: Visits to different schools help to learn about their innovative practices, field visits related to different pedagogy subjects, visits to community centres, special schools and collaborating with local NGOs gives students wider perspectives of the society and the challenges it faces. Thus, content learned during theory lectures is supported with a practical understanding.

Support from digital platforms: The college has created many websites and blogs to support classroom learning. Digitized resources include tests, presentations, links to deeper learning, videos and also help to showcase student work. Blended Learning opportunities, online discussion boards and Learner Management System like EdModo encourage 24 x 7 learning.

Student Support Mechanism: Learning occurs best when the student experiences emotional support. The guidance cell of the college offers counselling facilities. Peers support one another vis-a-vis the 'Care to Share' programme. Grievances are addressed through the grievance redressal cell. The Student Council functions as a link between the students and the authorities and helps to organize events effectively. Thus an ambience of mutual trust and support is created so that students are able to deal with difficulties in equanimity and confidence.

2. How does the institution cater to the diverse learning needs of the students?

: The college uses a blend of on-campus and out-of-campus experiences to cater to the intra-student and inter-student diversity

- The college organizes **programmes that cater to different domains**. Lectures by experts, seminars, discussions, reflective activities help to deal with cognitive needs. Visits to community centres, daily assemblies, and involvement in social activities like cleaning the beach or tree plantation help to focus on the affective domain. SUPW workshops, activities related to dance, art and drama, the Physical Education Course are

useful to support development of the psychomotor domain. Thus intra-student diversity is addressed.

For catering to inter-student diversity,

- Different **competitions** give the students an opportunity to display their capacities and capabilities in different domains.
- Bearing in mind that all learners learn differently, the faculty uses a blend of techniques that are based on **Multiple Intelligences**.
- With respect to the practical component of the programme, students who need more exposure to practical classroom experience are encouraged to go beyond the stipulated number of lessons.
- **Online platforms** are utilized to the fullest to provide variety of learning resources to students. Inclusion of videos, self learning material and quizzes helps students to supplement their classroom learning.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The syllabus includes content conducive to promoting equity in the teaching learning process. Similarly, catering to diversity is also given due importance through various theory courses. Some of these topics include social diversity and needs of marginalized learners, constitutional provisions for the educationally marginalized, learning difficulties such as dyslexia, gender equity. To augment this theoretical inputs, the college includes practical activities such as

- Workshop on planning for **differentiated instruction**. Students use strategies to ensure differentiated instruction during their internship/ practice teaching.
- **Visits to schools** catering to the needs of **special learners**. This helps to observe how teachers handle learners with special needs. Special inputs are organized to understand provisions made by the Government for special learners.
- **Interaction with counselors** helps to understand diversity among learners and the role of counselling in dealing with diverse learners.
- **Interaction with social workers** and visits to centres involved with women empowerment help to understand the importance of issues such as gender equity and social equity.

- Student teachers opt for **action research projects which examine diversity** among learners and this helps to gain firsthand experience of the nature of learner diversity.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

To ensure that teacher-educators are knowledgeable and sensitive to diverse student needs, the institution encourages participation in seminars and workshops that address themes of student diversity. The Principal is a qualified counsellor. The faculty engages in reflective exercises that examine the varying nature of needs of students. Accordingly, programmes are planned to meet these needs. Healthy rapport is nurtured through mentorship programmes and this helps to identify as well as address the students' needs. The teacher-educators upgrade their own skills in areas such as use of technology so that learner's needs can be met.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

: The KSV3 Model (described in Criterion One) forms the basis of all practices followed by the college. Learner centric values in this Model focus on learner diversity and a commitment to nurturing the potential of all students combined with a belief that all students can learn. Hence due emphasis is given to the development of knowledge and skills that focus on diversity and inclusion. These practices include:

- **Providing a robust understanding of the theoretical basis on diversity and inclusion:**
The syllabus drawn by the university has given due coverage to issues of diversity and inclusion. While transacting the same, the faculty gives emphasis to nature, issues and challenges regarding diversity and inclusion.
- **Awareness of relevant provisions in relation to diversity and inclusion:** Constitutional provisions regarding diversity, legal provisions such as Right to Education Act, provisions made by State Board regarding special learners are dealt with in detail so that student-teachers get a firm grounding regarding their role with respect to diversity and inclusion.
- **Practical learning from non participative experiences:** To provide a practical dimension to the theory inputs mentioned above many experiences are integrated into the

curriculum. These include visits to special schools, interaction with teachers and observing teachers to see how they handle diversity and inclusion and interaction with skilled personnel such as counsellors.

- **Practical learning from active participative experiences:** all the above mentioned experiences are either theoretical experiences or practical experiences where the learner is not dynamically involved. To ensure that learners can translate to practice what they have learned, learners are encouraged to include differentiated instruction in their practice teaching. They also include strategies based on Multiple Intelligences and varied Learning Styles. During internship, they engage in personalized learning experiences and teach special learners on a one to one basis. Use of assistive technology and team teaching is encouraged to ensure that student needs pertaining to diversity and inclusion are duly considered.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

: Active learning is an inbuilt aspect of the teaching –learning process in the college. This is ensured through a wide spectrum of activities that could be individual or group based activities both of the online or offline variety.

Name of the experience	Nature and Impact of the experience
Library	Individual, offline activity where students refer to text books, reference books, encyclopedias, newspapers, magazines Students are encouraged to share their reflections during discussions or through e-forums.
Online library	The websites and blogs maintained by various clubs, cells display links to useful e-books, newspapers, magazines and websites. Students can refer

	to these for procuring better understanding of content and for ideas that can be used during internship.
Blended Learning Experiences	Learner Management Systems (LMS) such as Edmodo, Massive Open Online Courses, Open Education Resources, tools such as SurveyMonkey, Google Docs, Drop Box facility supplement the face to face teaching. Blended Learning Experiences of this kind help to ensure that learners are active through reflection and sharing of views.
Internship	The 20 week internship spread over the two year programme gives ample opportunity to learn from field based experiences. Good practices followed by students are given due recognition by sharing on the subject-blogs.
Action Research	Student-teachers carry out a school base action research and gain a basic understanding of how action research can be used to find solutions to challenges.
Co-operative Learning	Co-operative learning is used to learn some content of the syllabus. It is useful in summarizing a topic and in learning from peers. Peer to peer mentoring is an important aspect of co-operative learning.
Colloquia	Colloquia help to share experiences of students especially those gained during workshops, internship and such other immersive activities.
Learning from community	Visits to innovative schools, special schools, field visits to centres of learning and interaction with experts helps to augment the theoretical inputs received by the students.
Active learning through Enhancing Professional Capacity Courses	Enhancing Professional Capacity(EPC) is an integral part of the Two Year B.Ed Course. One course is conducted in each semester. These courses are entirely practical in nature and provide a platform to develop metacognitive skills, nurture aesthetics, explore the use of ICT in the classroom and develop one's inner self.

2. How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

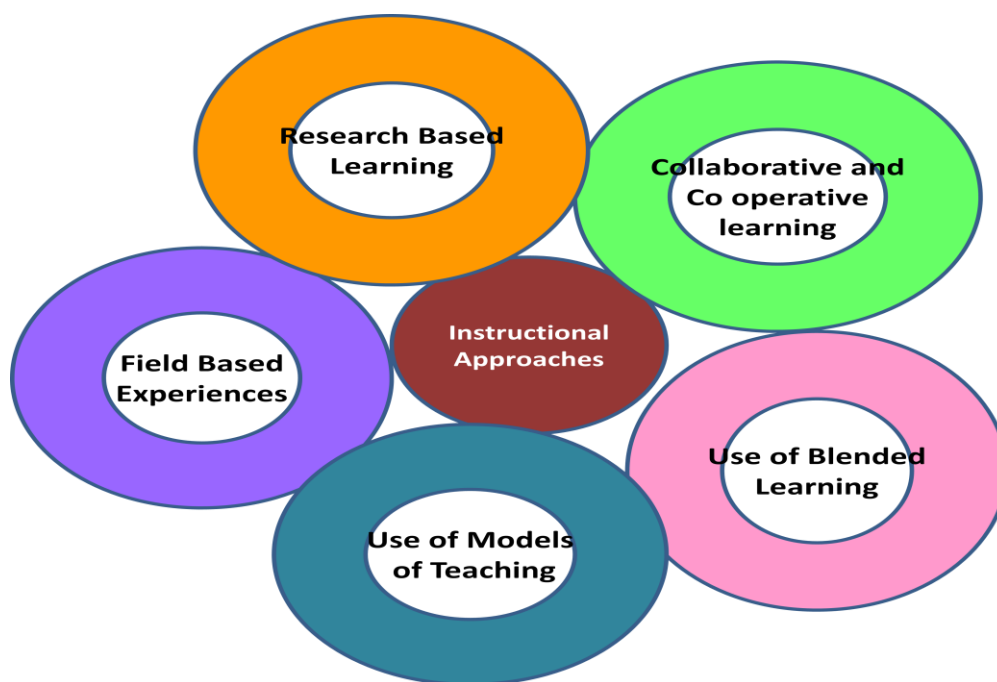
: In order to ensure student centred learning, constructivist approach is followed. Students are encouraged to participate in reflection activities that are embedded in the learning activities. Participatory learning activities adopted by the institution are enlisted below with a brief description to denote how they contribute to knowledge management and skill development.

No	Participatory Learning Activity	Outcomes observed
A	Activities at institutional level	
1	Workshops on *Preparation of Learning Resources * Presenting Street Plays *Socially Useful Productive Work *Classroom Teaching Skills * Lesson Planning, Unit Testing *Use of ICT for Enriched Learning	Students get practical experiences which are based on the Kolb’s Learning Cycle that includes the process continuum (Active Experimentation and Reflective Observation) and the perception continuum (Concrete Experience and Abstract Conceptualization). This helps to learn through practice and reflection.
2	Student Led Seminars	Students acquire skills in referencing, presentation and public speaking. Self directed learning is encouraged.
3	Co-operative Learning Activities	Students interact with peers and learn from one another developing skills of tolerance and team work.
4	Interaction with Experts	Students benefit from the expertise and experience of people from the society. This helps to infuse an interdisciplinary element into the learning process.

5	Research Based Learning	Some topics are assigned for research based learning. This could involve library research or field based research in which students learn from practical observations which are analysed and interpreted.
6	Interactive Lectures	All lectures are interactive and tech supported leveraging the potential of the experiences of the learners.
B	24 X 7 Learning using online platforms	
1	Use of LMS	LMS such as Edmodo are used to include blended learning experiences.
2	Massive Open Online Courses(MOOCs)	Students participate in MOOCs offered by external institutions as well as MOOCs created by the faculty. The experience helps to interact with teachers and students from other institutions.
3	Use of Specially Created Blogs and Websites	The blogs and websites created for different subjects and areas helps to display useful links. They also provide a platform to showcase students' work and learn from the contributions of past students.
4	Use of Online Evaluation	Online tests are provided through different forums and students can carry out self-evaluation. Remedial learning is also facilitated through such tests.
5	Use of Mobile Apps	Mobile Apps are used for online group discussions, sharing of resources and interacting with school teachers on specific topics. Language learning Apps are useful to learners who need help with spoken language.

C	Internship Level School Based Activities	
	Constructivist approach to internship	This provides student-teachers ample space to learn through constructivism. They use different techniques and try out innovative ways to enhance classroom teaching. Students' experiences are shared online to help them learn from one another.
	Mentoring by in-service teachers	Each student is assigned one experienced mentor teacher who guides the student-teacher. Some lessons are conducted in collaboration with the mentor teacher. Mentor teachers also involve student-teachers in other roles such as evaluation, organization of co-curricular activities and counselling.
D	Community Based Activities	
	Visits to Community Centres	These visits sensitize student-teachers to the needs of society making them aware of their role as social engineers.
	Social Awareness Programmes	Student-teachers participate in programmes such as raising funds for the blind, cleaning of beaches, spreading awareness about environmental issues. Some awareness programmes focus on cancer awareness among women, conservation of local environment, awareness regarding addiction etc.

3.What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.



A variety of instructional approaches are used to facilitate effective learning. These include

- Use of Models of Teaching (such as Concept Attainment Model, Social Inquiry, Inquiry Training Model, Value Clarification Model, Role Play)
- Blended Learning (Flipped Classroom, Use of LMS such as Edmodo, use of Open Educational Resources, MOOCs, online testing, use of mobile apps for teaching, use of videos and documentaries)
- Co-operative and Collaborative Learning activities (such as Jigsaw Classroom, Circle the Sage , Round Robin Technique, Gallery walk, discussion of case studies)
- Field Based Experiences (school internship, learning from mentor teachers, interaction with society)

- Research Based Learning (through Action Research, Case Studies, learning from research findings)

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

: The institution conducts sessions for training students in the use of models of teaching. Students give lessons in simulated conditions using Models of Teaching suitable to the chosen pedagogy as depicted in the table below.

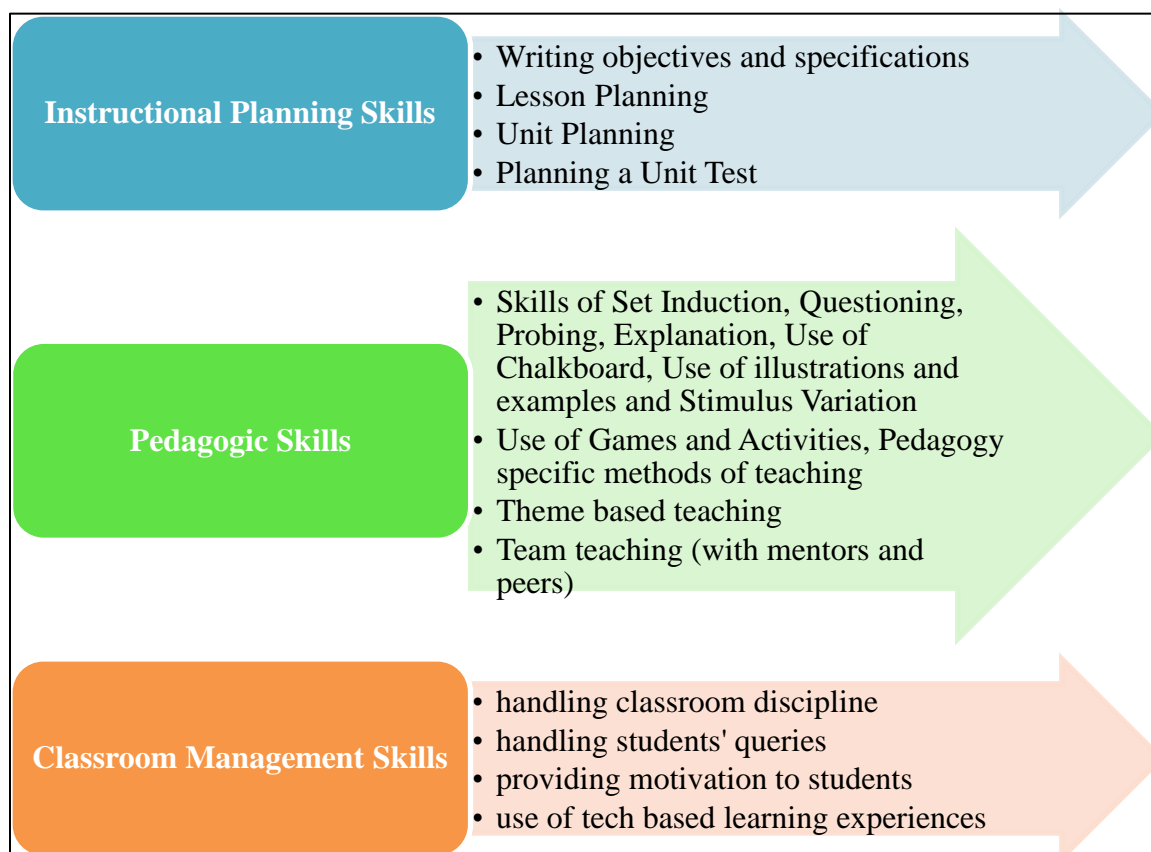
Subject	Models of teaching
Languages, Mathematics, Geography, Commerce	Concept Attainment Model
Science	Inquiry Training Model, Concept Attainment Model, Role Play
History	Social Inquiry Model , Role Play

Students practice the above mentioned models by way of one lesson conducted on their peers. They also incorporate the models during Internship lessons. On an average students incorporate models of teaching in 50 to 60 % of the lessons (16 to 18 lessons) given in schools.

5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Micro teaching was an integral component of Practicum Work during the One Year B.Ed Programme until 2014-15. An elaborate workshop on Micro Teaching included theoretical and practical inputs (by subject pedagogy experts) and practice (by student-teachers) for skills in Set Induction, Questioning, Probing, Explanation, Use of Chalkboard, Use of illustrations and examples and Stimulus Variation. Besides these skills, students practiced integrated lessons encompassing all the above mentioned skills. They also had practical experience of using games and activities for classroom teaching and use of pedagogy specific methods of teaching. One lesson per skill was mandatory.

From 2015-16, the Two Year B.Ed programme was implemented and there is no separate provision in the curriculum for micro teaching programme. However as skill development is a prerequisite to classroom teaching, the college initiated a programme entitled 'Essential Skills for Classroom Teaching'. This included inputs and practical work in the following areas.



6.Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

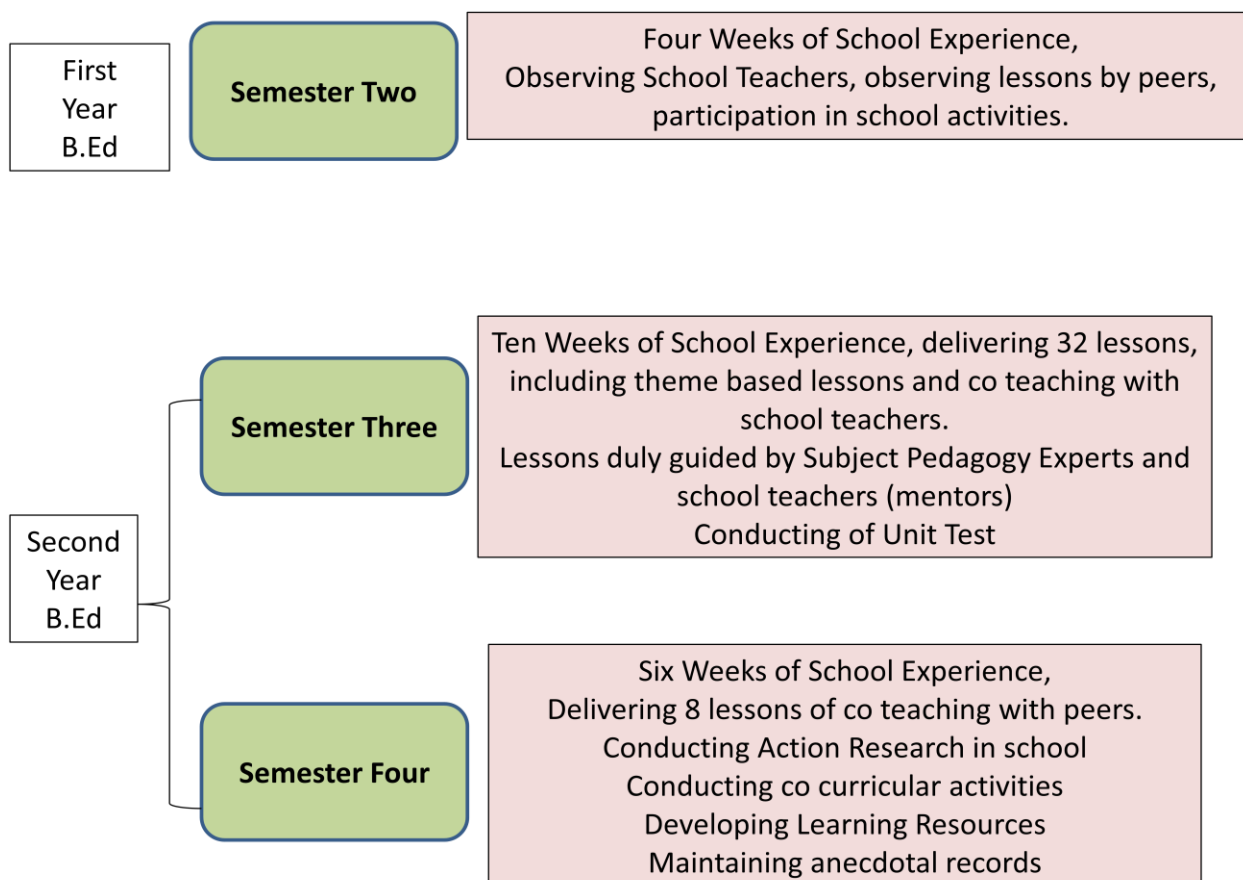
Practice Teaching during the One Year B.Ed programme: This consisted of twenty lessons (ten each in two school subjects) delivered by each student-teacher. Planning by students was followed by coaching by teacher-educators. These lessons were delivered in schools where student-teachers would give one lesson per day. Lessons were observed by the teacher educators. One/ two lessons per method would be coached and supervised by the

school teacher under the ‘Cognitive Apprenticeship’ programme. This helped to widen the inputs received by student-teachers. Feedback was provided both in form of oral discussion as well as through a rating scale. Other than feedback from the teacher-educator, peer feedback was also provided.

Practice Teaching during the Two Year B.Ed Programme: Practice Teaching in the Two Year B.Ed is an integral part of the Internship Programme. This is elucidated in the next question.

7. Describe the process of Block Teaching / Internship of students in vogue.

: Presently student-teachers undergo twenty weeks of Internship experience spread over two years. This is summarized graphically



Each Internship experience is well planned. The process includes

- **Collaborating with schools** where school authorities are oriented regarding the nature of Internship and their role therein
- **Formation of Internship groups** taking into consideration various factors such as availability of good mentors, school calendar, needs of students.
- **Pre Internship Programmes** wherein students are oriented to various skills described in Q 2.3.4 above.
- **Delivering of Practice Lessons during Internship** with focus on meticulous planning of each lesson, coaching (as required), mentoring by school teachers (to understand the students and their needs/ level/ background) , optimizing resources available in the school. Student-teachers conduct formal evaluation in form of unit test.
- **Reflection on the experience** is emphasized. Student-teachers use specially designed rubrics to guide their planning and deployment activities. End of the day reflections are noted down in a reflective journal.
- **Procuring Feedback** from the teacher-educator and school teacher. At times peer feedback is also included.
- **Active Participation in all school activities** is promoted. Student-teachers engage proxy lectures, assist the school teachers in co curricular activities and observe mentor teachers closely to assimilate roles and responsibilities of teachers.
- **Regular colloquia** are encouraged for student teachers to share their experiences and learn from one another. Exemplary practices followed in the class and good lesson plans are shared on the blogs maintained by the college.

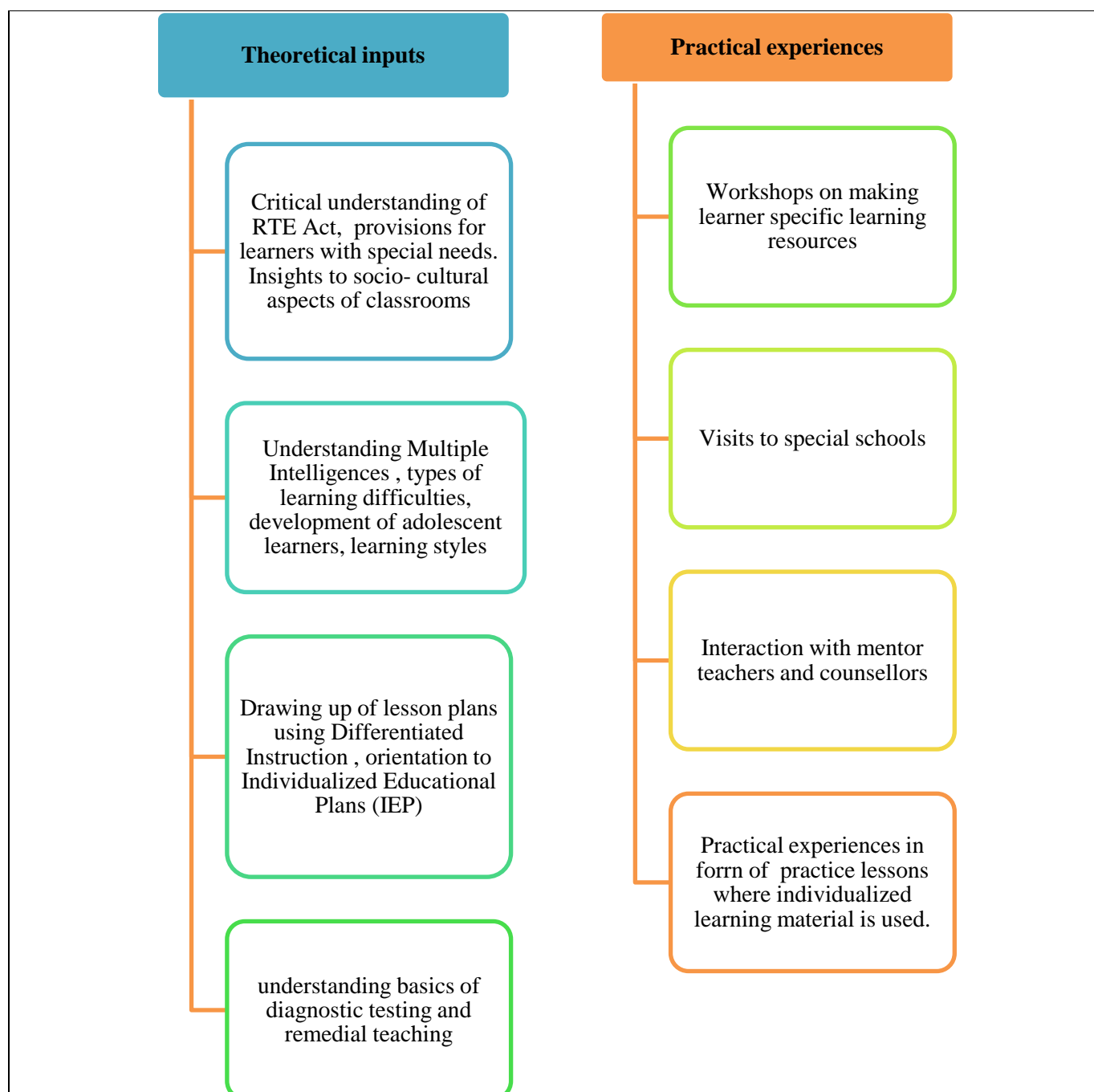
8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

: The schedule for the Internship programme is prepared in accordance with the school schedule. The Principal and/or the supervisor-coordinator of the Internship school, the teacher-educator in charge of the Internship group and the student-teacher leader work on the schedule of practice lessons so as to ensure smooth execution of the Practice teaching/Internship programme. Individual student-teachers then meet the subject teachers

to get the unit to be taught. Plans are drawn up by the student-teacher. For this they work individually and sometimes seek peer assistance. Each student-teacher is coached by a teacher-educator. Scaffolding approach is used where coaching is provided extensively in the initial stages and slowly reduced as the student-teacher gains mastery. Each student-teacher is assigned a mentor school teacher. The role of the mentor is to augment the efforts of the teacher educators. The mentor teachers being more familiar with the school ethos support the student-teachers by guiding them about behaviour management practices and entry behaviour of the students. This background knowledge regarding the learners is vital in planning learning activities. Two lessons are done in the form of co-teaching where student-teachers conduct the lessons in coalition with the school teacher.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

: Recognising that every student has the right to learn in a way suitable to himself/herself, the college places much premium on individualized learning. Student-teachers learn to manage diverse learning needs and for this the various inputs are provided. During the theory lectures, student –teachers learn about different types of learners and their learning styles. Topics like learning difficulties, Multiple Intelligences and differentiated Instruction provide a psychological basis towards the management of diverse learning needs. Understanding the socio-cultural undertones of Indian classrooms and knowledge about important acts like RTE or provisions for learners with special needs lends a sociological base to management of diverse learning needs. Student-teachers learn how to identify learning problems and provide remedial sessions. Practical experiences such as interaction with mentor teachers, counselors and visits to special schools also provide insight to how to deal with diverse needs of students. Planning a lesson therefore emphasizes on use of ICT to suit different learners, use of individualized worksheets, small group participatory experiences and in general focuses on a constructivist approach.



10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

Use of Technology is much emphasized and student-teachers widely use the same during their Internship/ Practice Teaching. Major initiatives in this direction are

- **Training in use of ICT for effective teaching- learning:** Training is given to students at two levels. The Basic Course in use of ICT includes preliminaries use of Microsoft Office (MS Word, MS Excel and MS PowerPoint), surfing the web to retrieve useful resources, downloading of educational videos. The advanced course consists of inputs such as use of Google Tools for education, constructing online tests using testmoz.com, making online story books, developing blogs and websites. Students also use interactive boards during practice teaching/internship.
- **Workshops on preparing low cost learning resources:** Student-teachers learn to make puppets, charts, models, learning kits and other such learning resources
- **Provision of resources:** The college provides e-resources for practice teaching in the form of CDs. Most internship schools are technology-enabled and they encourage student-teachers to use the same.
- **Dissemination/ sharing of resources through online platforms:** Over the years, the college has very robust collection of websites and blogs to suit various groups of learners. Innovative ideas, lesson plans, healthy practices used by students in the class and effective learning resources are showcased on these platforms. This helps students to learn from students of previous batches. It also gives recognition to outstanding contributions of students. A list of these sites are
 - Resources for Mathematics pedagogy www.pushpaganit.blogspot.in
 - Resources for Languages www.ruchaclub.blogspot.in
 - Resources for History pedagogy www.pcehistory.blogspot.in
 - Open Education Resources can be accessed from the following sites
<https://www.oercommons.org/groups/pushpanjali-college-of-education/1216/>
www.wikieducator.org/User:Agnes

2.4 Teacher Quality

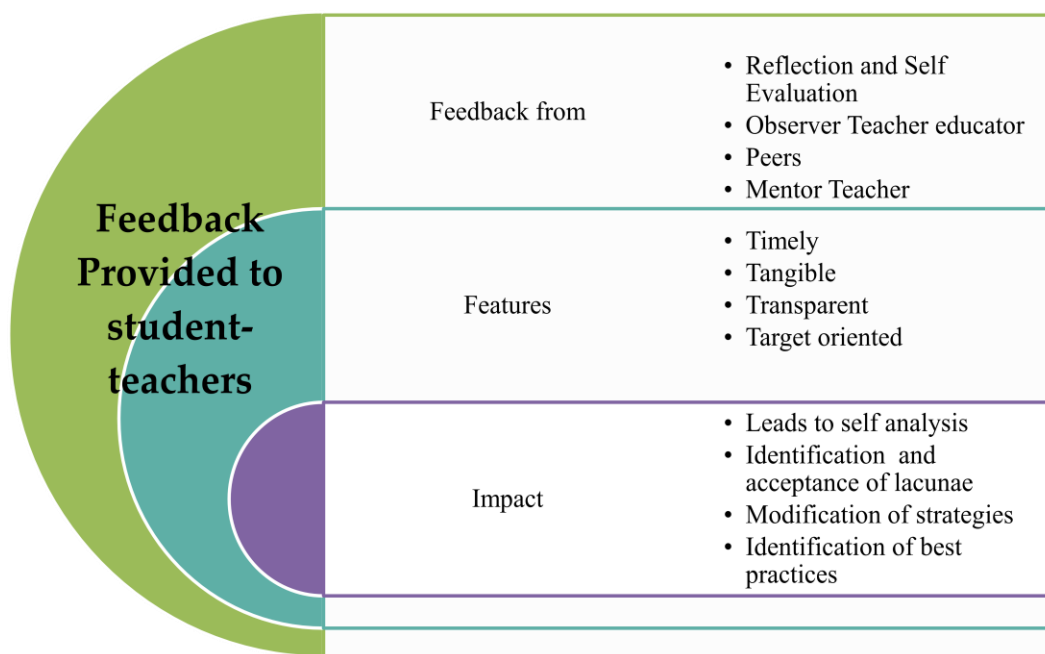
1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

: Please see Section 2.3 Q 8 above

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

: Generally eight to nine student-teachers are assigned to each practice teaching school. This group is formed depending upon the pedagogy offered by the student-teachers. A fair mix of different pedagogy subjects is preferred so as to ensure a balanced timetable for practice lessons. Another factor borne in mind is the proximity of school from the residence of the student-teachers. Student-teachers with post graduate degrees often choose to undergo internship in Junior Colleges. Hence one to two groups are assigned Junior Colleges for their internship.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.



Timely, tangible, transparent and target oriented feedback is offered for all activities. This feedback comes from multiple sources and thus gives the student-teacher a fairly comprehensive view of his/her performance. Self reflection is encouraged. Reflective journals are maintained. This reflection is carried out prior to an activity (to reflect on one's preparation) and also after an activity (to identify strengths and weaknesses). Peers offer oral feedback after practice lessons. The mentor school teachers observing the practice lessons give feedback. The faculty gives detailed oral and written feedback. A specially prepared rating scale and descriptive feedback helps student-teachers know their strengths and weaknesses. It helps to modify one's forthcoming work.

Feedback is also given during evaluation of theoretical and practical work such as essays, examinations, assignments, action research and review activities.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

: The students learn about educational policies and needs of schools through the theory courses included in the curriculum. While some of these inputs are part of the curriculum, some are part of the complementary curriculum drawn up by each teacher-educator to support the prescribed course. A list of the same is given below

Name of the Course	Theoretical inputs included in the curriculum
Contemporary India and Education	Constitutional provisions for education Policies for marginalized sections of society Policy framework for public education (Sarvashiksha Abhiyaan, RMSA, recommendations of various education commissions)
Understanding Disciplines and School Subjects	recommendations of NCF 2005 with respect to various school subjects
Knowledge and Curriculum	Policies with respect to curriculum framing
Learning and Teaching	Policies with respect to Inclusive Education

Assessment for Learning	No detention policy (RTE Act) Implementation of Continuous Comprehensive Assessment
Creating an Inclusive School	Legal provisions with respect to inclusivity in education National Policy on disabilities
Gender, school and society	Policy for gender equality and equity Constitutional provisions for gender equity and equality
Language across the Curriculum	State policy on language and education

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

: The faculty and students keep abreast of developments in school subjects and methodologies through varied means.

✓ **Attending Conferences, Seminars and Workshops:** The faculty regularly attends conferences, seminars and workshops to learn about contemporary developments in policy making, curriculum framing, teaching-learning methods, use of ICT in education and evaluation patterns. This helps to gain awareness about trends in education and also facilitates participation in critical thinking related to educational matters.

✓ **Through various websites:** The faculty regularly refer to websites of bodies such as MHRD, NCERT, Maharashtra SCERT, NUEPA, NCTE, NAAC, UGC, Commonwealth of Learning, UNESCO etc. The websites of different Universities also have significant information and links related to education. This helps to be aware of the latest developments and also helps to access resources that augment continual learning.

✓ **Interaction with administrators, academic peers, experts, school teachers, alumni:** Interaction, both formal and informal, play a vital role in learning about changes in the educational landscape. Sometimes informal discussions lead to hosting of formal deliberations. This helps to get multiple perspectives and formulate a pathway leading to a robust understanding of education related matters.

✓ **Reading, Reflection and Review:** The faculty and students indulge in reading and reflecting over educational policies, documents, schemes etc. This is very useful to identify healthy practices in education.

✓ **Research Cell Activities:** Anweshan, the Research Cell of the college organizes regular sessions to deliberate over research in education. This leads to dissemination of research based findings which are useful to revisit and reform one's beliefs and actions.

✓ **Dissemination through social media:** The social media platform is used effectively to disseminate relevant information pertaining to matters of educational significance.

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

: Staff enrichment and development is an integral part of the functioning of the college. The IQAC takes an active role in ensuring that regular and relevant enrichment programs are organized to ensure personal and professional development of the teaching staff.

✓ **In house training programmes for faculty:** The college organizes programmes for staff development. Training sessions on use of ICT in education, workshop on Perspective Planning and colloquia on themes related to Teacher Education have promoted an ethos of quality.

✓ **Activities for personal and professional development:** Workshops on Transactional Analysis, Emotional Health, Role clarification, Rational Emotive Behavioral Therapy and Counselling have been instrumental in promoting self development.

✓ **Policies to promote professional development:** The faculty is encouraged to attend refresher courses, seminars, workshops and conferences for professional development. Allendeavours for professional development are supported by making adjustments in schedules for data collection or going to University for research related administrative work. Technical support is available in the form of use of internet, library and computer laboratory. Information regarding workshops, seminars and research programmes is circulated among the faculty.

- ✓ **Appreciation of work done:** The faculty is motivated for their achievements. Mementoes are awarded during felicitation programmes and the work done by the faculty is duly recognized and appreciated.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

: The good performance of the staff is also appreciated. Awards, degrees and recognition won by staff members are acknowledged through a felicitation ceremony. When staff members author books, the release of the book is conducted through an elaborate function and their efforts are appreciated. Due recognition is also given through the annual report and the college website. During the past five years, the college has organized the following felicitations for the faculty.

- Felicitation of staff members who completed their Ph.D
- Felicitation of staff member appointed as Ph.D guide
- Book release and felicitation of staff members who have published books
- Felicitation of faculty who have completed twenty five years of service
- Felicitation of staff members for winning awards for research and competitions

2.5 Evaluation Process and Reforms

1. How are the barriers to student-learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Continual efforts are made to identify barriers to student learning so that these can be rectified immediately. Identification procedures include observation of students' behaviour and procuring timely feedback from students. Analysis of students' performance also helps to identify barriers to learning. Some of these barriers could be traced to causes inherent in the subject. Others may be due to objective factors that are part of the system or learning situation. If the barriers are due to subjective factors then the students are mentored individually as well as collectively. At times, barriers are due

to the fact that some students come for vernacular media and then opt for doing the B.Ed Course in English. Remedial measures are then provided according to the type of barrier identified. These measures include mentoring by peers and faculty, tutorials, technology supported remedial measures and extra practice in form of extra lessons or practice essays/ examinations which are embedded into the learning process.

Barriers/ Challenges to Student Learning			
Subjective Factors (inherent in the individual student)		Objective Factors (inherent in the learning environment)	
Broad cause identified	Means to address the issue	Broad cause identified	Means to address the issue
Limitations in Communication Skills	Personal attention is given to such students.	Barriers posed by time schedules	Due adjustment is made in the timetable after consultation with stakeholders. This ensures optimal learning.
Lack of adequate confidence	Mentoring Conducting sessions on Personality Development	Barriers due to infrastructural or resource based issues	Required modifications are made; resources are added so that students can learn in a comfortable environment.
Limited content mastery	Content enrichment programme Remedial programmes in form of tutorials, practice exams	Impediments faced during field experiences such as internship	These are addressed by coordinating with the school Principals and faculty.
Personal Problems faced by students	Mentoring by faculty, Co-ordinating with family through Parent Teacher Meetings.	Impediments encountered due to the nature of the B.Edprogramme	Addressed through detailed and visionary planning so as to reduce stress. Optimal use of technology is advocated to facilitate learning

2. Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

The assessment of student work (as prescribed by the University) can be broadly classified as Internal Assessment and External Assessment. The following table shows details of the prescribed scheme of evaluation and assessment.

SEMESTER ONE				
Course	Course	Credits	Internal marks	External marks
1	Childhood And Growing Up	4	30	70
2	Contemporary India And Education	4	30	70
3 Section I	Pedagogy Of School Subject I*	2	15	35
3 Section II	Understanding Disciplines And School Subjects	2	15	35
EPC -1	Reading & Reflecting On Texts	2	50	-
	TOTAL	14	140	210

SEMESTER ONE PRACTICUM			
Sr. No	Title	Marks	Credits
1	Book review	10	2
2	Community work	20	
3	Participation in Co curricular activities in college	15	
4	Content test (1x25)	25	1
5	Class Test (20x3) & Essay (5x4)	80	3
	TOTAL	150	6

SEMESTER TWO				
Course	Course	Credits	Internal marks	External marks
4	Knowledge And Curriculum	4	30	70
5	Learning And Teaching	4	30	70
6	Assessment For Learning	4	30	70
EPC -2	Drama and Art in Education	2	50	-
	TOTAL	14	140	210

SEMESTER TWO PRACTICUM			
Sr. No	Title	Marks	Credits
1	Shadowing of subject teacher and observing minimum 10 lessons in Pedagogy I (Two weeks)	20	2
2	Observation of school activities(for one week)	15	
3	Observation of lessons given by Peers (minimum 10 lessons)	15	
4	Participation in Co curricular activities in college	15	1
5	Critical analysis of an educational film	10	
6	Class Test (20x3) & Essay (5x3)	75	3
	TOTAL	150	6

SEMESTER THREE				
Course	Course	Credits	Internal marks	External marks
7 Sec 1	Knowledge And Curriculum	2	15	35
7 Sec 2	Learning And Teaching	2	15	35
EPC -3	Critical Understanding of ICT	2	50	-
	TOTAL	6	80	70

SEMESTER THREE PRACTICUM			
Sr. No	Title	Marks	Credits
1	Lessons (26x10)	260	12
	Theme based learning (2x10)	20	
	Co teaching lessons with school teachers (3x10)	30	
	Report on records maintained in the school	10	3
	Blue print and administration of test	15	
	Reflective Journal on internship activities.	20	
2	Literacy Awareness program in the Community	15	
3	Class Test (20x1) and Essay (5x2)	30	1
	TOTAL	400	16

SEMESTER FOUR				
Course	Course	Credits	Internal marks	External marks
8 Sec 1	Educational Management	2	15	35
8 Sec 2	Creating An Inclusive School	2	15	35
9 Sec 1	Gender School And Society	2	15	35
9 Sec2	Language across the curriculum	2	15	35
EPC -4	Understanding the Self	2	50	-
	TOTAL	10	110	140

SEMESTER FOUR PRACTICUM			
Sr. No	Title	Marks	Credits
1	Co-teaching with peers (8x10)	80	3
	Developing learning resources	10	2
	Anecdotal record/interviewing a school student	10	
	Organizing co curricular activities in school	10	
	Reflective Journal on internship activities.	20	
2	School based Action Research	25	1
3	Class Test (20x2) and Essay (5x4)	60	2
	TOTAL	215	8

Other than the above mandatory assessment activities, extra practice is given for examinations and essays. Students are assessed for their classroom teaching skills and provided feedback. Self evaluation is promoted through online tests. Requisite remedial action is also integrated.

3.How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Students receive timely feedback regarding their performance in practice lessons, tests, essays and examinations. This feedback is conveyed through rating scales for practice teaching. Descriptive feedback and suggestions for improvement are also included. For assessment of theory based subjects, assessed answer scripts are given to the students. Expected responses are duly discussed so that students can compare their performance with what was expected. Queries regarding assessment and feedback are solved.

4. How is ICT used in assessment and evaluation processes?

: ICT is used extensively in the assessment and evaluation process.

✓ **Use of online platforms:** Online platforms are extensively used for uploading objective type tests for various topics in the syllabus and for content enrichment of pedagogy subjects. The LMS Edmodo and other web applications like testmoz, MOOC platforms like Eliademy are used to upload these tests

✓ **Remedial inputs through self learning material:** Remediation is an integral part of the evaluation process. Hence self learning material is uploaded for students to peruse as per their schedule.

✓ **Online practice tests for TET (Teacher Eligibility Test):** Students and alumni benefit from the practice tests for TET. These links are shared through the alumni web space (pushpalumni.blogspot.in). Those who desire to appear for the TET conducted by Maharashtra State can access these tests and prepare for the exam.

✓ **Use of MS Excel for recording Internal Assessment:** All records are maintained using MS Excel and this helps to access records and analyse student performance.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1.Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Participatory Learning Experiences: Many participatory and constructivist learning experiences are integrated into the learning process. These include use of gallery walk, Models of Teaching, field visits, 7 E Model and colloquia cooperative and collaborative learning incorporating strategies such as Circle the Sage, Jigsaw class, Think-Pair-share, Round Robin Brainstorming.

Interactive learning: These techniques encourage learners to be immersed in their learning by offering rich and complex content based learning. These include use of case studies, poster presentations, student led seminars, trails for Mathematics, problem based learning, dialogue, discussions and debates. Principles of andragogy are kept in mind while planning such experiences.

Open Education Resources:

The college has its own group on OER Commons and this group is used to share learning resources with students of the college as well as the student community at large. The use of platforms such as wikieducator and wikispaces have helped to display resources that are useful to the students, alumni and global teaching faculty. This endeavour of the college was recognized as an innovative practice in Teacher Education by

NCERT in June 2012. Open Education Resources created by the college faculty can be accessed at the following links

OERS for Pedagogy of Mathematics www.pushpaganit.blogspot.in

OERS for Pedagogy of History www.pcehistory.blogspot.in

OERS Commons: <https://www.oercommons.org/groups/pushpanjali-college-of-education/1216/>



Use of LMS for 24 x 7 learning: Edmodo is widely used to foster 24 x7 learning. This LMS facilitates dissemination of learning material and helps to upload tests for evaluation. Discussion forum using proboards platform facilitates asynchronous discussion.

MOOCs for connectivity and collaboration: The College encourages students to participate in MOOCs conducted by institutions of repute. In November 2014, students completed a course entitled ‘MOOC on MOOCs’. This was conducted by IIT Kanpur in collaboration with

Research: Research is an essential part of student learning. Students use various research studies to go beyond the prescribed syllabus. Online tools like SurveyMonkey are used to procure data.

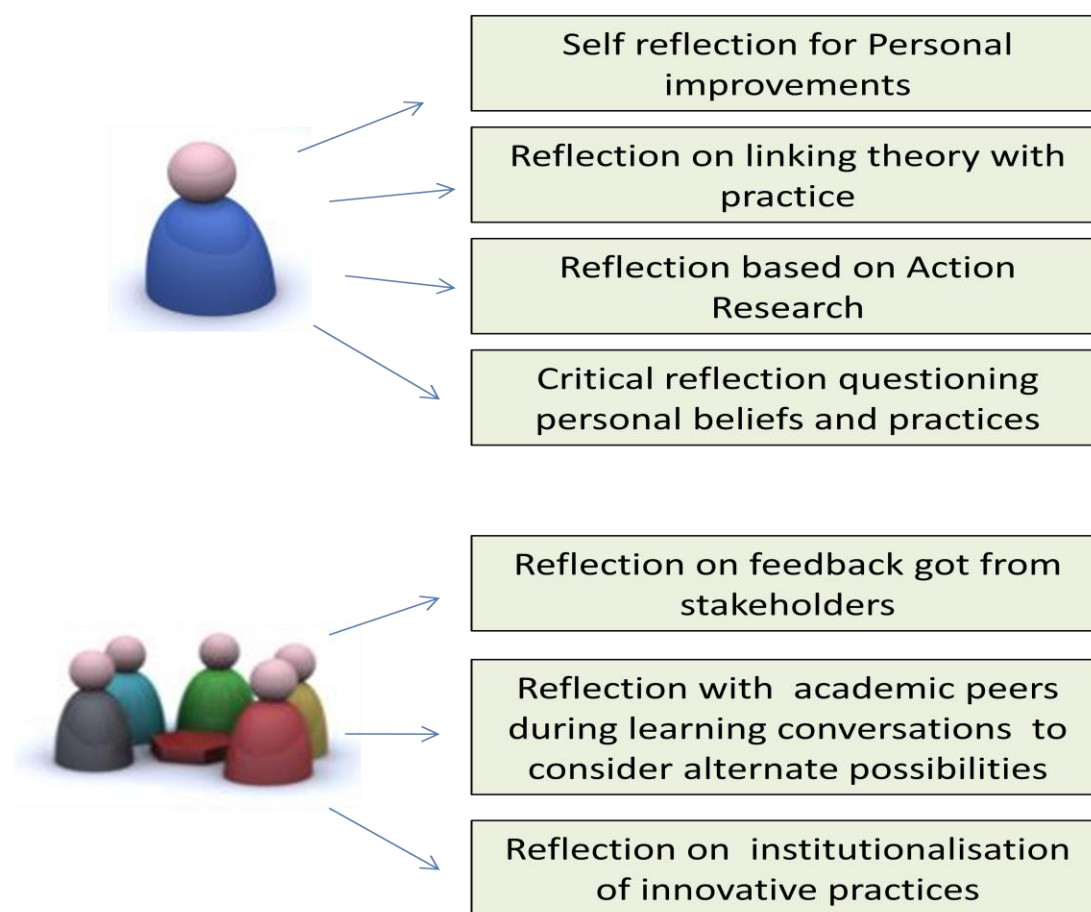
Online Formative Evaluation

hidden to protect their identity)The results are available to the faculty and accordingly areas of content of difficulty can be identified. Appropriate remediation is carried based on these results. Individual students who may need added inputs can also be identified. Students

themselves can review their performance and get the right answers from the answer key. Platforms like Edmodo and Testmoz are utilized for this purpose.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The institution follows a seven dimensional strategy towards reflection. Of these seven dimensions, four are carried out at individual level and the remaining three are carried out at group level. Reflection is carried out before, during and after carrying out any educational endeavour. The seven-dimensional-strategy is depicted in the figure below.



Individual and group reflections help to enhance the quality of the teaching-learning-evaluation process. Sharing experiences of success and failure also helps to identify what modifications need to be made in a practice that is implemented.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1.What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning and Evaluation* and how have they been acted upon?

: The members of the Peer Team had much appreciation for the Teaching Learning and Evaluation process of the college. This has motivated the faculty to continue with the efforts with renewed vigour. The faculty has taken efforts to keep abreast of changes in pedagogy and andragogy especially considering the sea change brought about by digital innovations. Wherever possible such innovations have been incorporated to ensure that teaching, learning and evaluation become vibrant and meaningful. The emphasis on metacognition has helped to gear learners towards lifelong learning.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

: Since the last evaluation, innovations in technology and learner psychology have largely influenced the landscape for teaching, learning and evaluation. Accordingly the following measures have been undertaken to ensure that quality of teaching, learning and evaluation is maintained.

- **Annual Quality Audit** of all aspects of teaching, learning and evaluation is conducted
- New strategies of evaluation such as **online testing** and **use of differentiated assessment techniques** has been implemented.
- **Faculty has attended workshops on contemporary topics** such as Drama in Education, Quality Assurance, Benchmarking in Higher Education, Google Apps for Education and Professional development.
- Faculty has participated in **Massive Open Online Courses** and undertaken action research to enhance the effectiveness of the teaching-learning process.
- Faculty has undertaken **Action Research** to study the effectiveness of different strategies for teaching-learning.

- There is emphasis on **Reflective Practices** and research has been conducted by the faculty on the same.

Teaching-learning and evaluation is the heart of any educational institution. The institution also has a vital role in promoting research (to enhance quality of education), extension (to respond to social needs) and consultancy(to share knowledge that helps others grow). The next criterion delves into the realm of Research, Extension and Consultancy.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION



Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

: The college supports the faculty in conducting research in various areas. Five of the eight faculty members have obtained the Ph.D. degree and one is pursuing the same.

Student teachers also carry out action research projects and social surveys. The college has taken several steps to promote a research culture among the teachers. Those undertaking research are provided with adjustments in time schedule. Free access to internet is made available. The library is well furnished with books on research methodology. The college has an active Research Cell 'Anweshan'. A special website www.anweshan.webs.com is created to showcase research work done by the faculty. The website also has links that help to understand contemporary areas and approaches to research.

2. What are the thrust areas of research prioritized by the institution?

The thrust areas of action research prioritized by the college are Learner based psychodynamics, Pedagogy related action research, research related to holistic health, sustainable environmental practices, ICT enabled learning.

Action research done in the above areas:

- **Learner based psychodynamics**
 - Study of presence of Coping Skills among adolescent students
 - Identification of Key areas for development of Academic Self Concept of students of Class VIII
 - Identification and development of Key Components of Interpersonal Communication Skills among adolescents

- Study of stress management of students of Class VIII
- **Research related to Holistic Health**
 - Study of health related habits of school students
 - Study of awareness about health and hygiene
- **Pedagogy Related Action Research**
 - Effect of Constructivist Approach on achievement of Mathematics of Secondary School Students
 - An Extended Learning Space: Mathematics Laboratory
 - Web based teaching and learning of Mathematics-Geogebra
 - Development of Mathematical Competencies of students of Class VIII
 - A study of the Attitude of students of Standard IX towards Civics subject
- **Sustainable Environmental Practices**
 - Survey of Families to Study Carbon Foot Print and its Effect on Global Warming
 - Study of sustainable practices adopted by people for conservation of natural environment
 - Study of Water Harvesting process and its importance
 - Study of management of household waste
- **ICT Enabled Learning**
 - Study of influence of smart phones in the lives of teenagers
 - Study of e-transactions
 - Study of teacher's attitude towards using new technology in classroom

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

The institution encourages the faculty and students to undertake Action Research in the thrust areas that are mentioned in 3.1.2. Collaborative as well as individual researches have been undertaken.

Collaborative research

In 2011-12 a research entitled 'Open Education Resources in Teacher Education', conducted by Dr. Agnes D'Costa, Dr. Sheetal Chaudhari and Ms Angelina Nunes was recognized and awarded as an innovative practice in Teacher Education by NCERT.

Impact of the research: Open Education Resources were used during B.Ed. course by the teacher educators and students. Teacher educators conducted workshops to train the students and teachers of other colleges to use OERs.

Individual researches undertaken by the faculty

Faculty	Research undertaken
Dr. Sheetal Chaudhari	<ul style="list-style-type: none">• A study on 'Quality Audit for Excellence'• A study on 'Knowledge Navigation Vis-à-vis Online Discussion Boards'• School Garden as an Effective Learning Resource: A Case Study of St. Aloysius Girls' High School, Vasai• Empowering Teacher to be a Reflective Practitioner
Dr Mabel Pimenta	<ul style="list-style-type: none">• A study of Use of Assistive Technology for Inclusive Approach in Secondary schools.• A study of Bio Waste Management and Preparation of Compost.• A Study of Water Foot Print to regulate the use of water.• Case study of students with Disability studying in regular stream in schools in Vasai• A Study of the Use of Internet and Mass Media-An online research
Ms Angelina Nunes	<ul style="list-style-type: none">• Effect of 5 E Model on Achievement in Mathematics—An Experimental Study• Personal Transformation through Transactional Analysis• Nurturing Leadership Skills Among Student Council
Dr Helen Jadhav	<ul style="list-style-type: none">• A Study of Impact of Mobile Phones on English Language Learning.• Building a Learning Organisation

Dr Agnes DCosta	<ul style="list-style-type: none"> • A study on Pedagogy of Drama • Leveraging the power of MOOCs in Teacher Education • Use of Mobile Technology as a Pedagogical Tool in Teacher Education • Analysis of Television Role Models of children * • Understanding stereotypes prevalent among adolescents*
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* These researches have been collaboratively conducted along with students.

Impact of the researches undertaken

- **Direct impact on target group:** A direct impact of action research is evident on the target group where a positive change in knowledge, skills and attitude has been recorded. Attitudinal changes have been observed especially in case of action research pertaining to practices related to sustainable development.
- **Quality enhancement in teaching learning process:** Action research in pedagogical approaches has helped to identify good practices that have helped to refine the teaching learning process.
- **Collaborative research:** This form of research involved faculty-student collaboration wherein students collaborated with faculty to study the chosen issue using different socio-cultural locales. The collated data comes from a wide area and thus multiple perspectives on the topic can be investigated. This research strategy has been very useful to inculcate research skills among student-teachers as they are novices in the field of research. Another advantage is that such research helps application of theory and provides a constructivist way to understand content.
- **Nurturing of excellence:** Researches on quality based issues have helped to revisit the college's endeavours. These were especially of use to the IQAC to discern and address impediments to quality.
- **Leveraging the quality of Teacher Education:** Action research on reflective practices, ICT in education have been useful to leverage the quality of the B.Ed Programme making it more aligned to the contemporary landscape. Sensitization to the needs of the differently abled, awareness regarding impediments like stereotypes and studies related to use of social media have helped to address challenges that are encountered in the classroom.

The faculty also renders guidance on a formal level to those pursuing Higher Education.

2011-12	Dr Mabel Pimenta	Mr Melwyn Dabre, Lecturer, St Aloysius D.T.Ed College pursuing M.Ed
	Dr Agnes D'Costa	Ms Ila Kambli, Lecturer, Bajipur Vanita Vidyalaya's D.T.Ed College pursuing M.Ed
2013-14	Dr Mabel Pimenta	Seven M.Ed. students from Rahul College of Education and Research.
2014-15	Dr Agnes D'Costa	One student from Janakidevi Bajaj Institute of Management, SNDT University, for Master's Degree in Education Management
2015-16	Dr Mabel Pimenta (recognized as Ph.D. guide for Mumbai university)	Five students for Ph.D. research guidance

4. Give details of the Conference/ Seminar/ Workshop attended and/ organised by the faculty members in last five years.

: The college organizes workshops, seminars and conferences on a regular basis. Faculty participate in such programmes organized by other educational institutions. Year wise details are as given below:

Conferences, seminars, workshops organized by the college:

2011-12

Workshops-

- Workshop on street play conducted by Mr. Juran Lopes motivated the students to incorporate kinesthetic experiences in their classes.
- Workshop on 'Planning Effectiveness Learning Experiences' by Principal Mr Deepak Kulkarni .

- Fr Francis Swamy, Principal of Holy Family High School, Andheri was invited to conduct a workshop for Principals and teachers of schools on Managerial Skills.
- Fr Nilesch Tuscano conducted a workshop on ‘Joyful Learning’ and taught the students how to incorporate games in classroom teaching.
- Ms Joana Menezes conducted competitions for the language students to demonstrate how language can be effectively taught by incorporating different Multiple Intelligences.

Invited lectures-

- Mr Willibrord George of SWIS School conducted a session on ‘Activity based Language Learning’. He used various techniques based on Accelerated Learning and showed the students how language classes could be enlivened effectively.
- Mr Satghare oriented the students to the benefits of a nature dependent lifestyle through his session on Naturopathy.
- Fr Francis D’Britto spoke to the students on ‘Values essential for the 21st Century Teacher.’
- Mr Sunil Rajpurkar conducted a session on ‘Environmental Concerns of the modern times’. He also conducted a discussion on Sociological aspects of Education.
 - Mr Hemant Dongre conducted a session on ‘Anecdotes in Science teaching’.
- Ms Fatima D’Souza guided the students regarding preparing for placement in schools.

Certificate Courses-

Personality Development	Rational Emotive Behavioral Therapy, Interpersonal skills and effective handling of emotions.	Fr Patrick D’Souza
Vocal Music	Blend of music into classroom teaching to enhance the beauty of learning.	Alumnus Mr Melwyn Dabre
Physical Education	Training for conducting out door games, drills	Mr. Sunil Anuse
Dance	Folk and classical dance forms	Students- Ms. Shweta, Ms.Radha Ms. Mukti, Ms. Hycintha

2012-13

NAAC Sponsored National Seminar : A two day NAAC sponsored National Seminar entitled ‘Nurturing Quality in Higher Education’ was organized in collaboration with the IQAC of the college on March 1st and 2nd 2013. Fifty two participants from institutes of higher education benefitted as they discussed, debated and deliberated on pertinent issues with respect to Higher Education. Fr Dr Sebastian Anand, Principal of St Xavier’s College, Jaipur presented the keynote address. Prof Suresh Patil, Head of Dept of Statistics, Kirti College, Mumbai, spoke on the sub theme ‘Role of Stakeholders in Sustainable Quality Assurance’. Prof Sudhakar Solomonraj, Head of BMM course, Wilson College spoke on ‘Exploring Global Avenues for Total Quality Management’. Mr Preetham D’Silva spoke on the sub theme was Developing ‘New Trends to build a Culture of Quality Consciousness’. Dr Veena Deshmukh, Hon Prof, Smt K.K College of Education, Santacruz spoke on ‘Institutions that bear a hallmark of quality’.

Workshops-

- Noted counsellor Fr Tony D’Souza was invited to conduct a workshop for teachers of schools on the use of self awareness techniques.
- Mr. Juran Lopes conducted workshop on street play which motivated the students to incorporate the same in their community work activities.

Invited lectures-

- Ms Fatima D’Souza our alumna conducted a session on ‘Facing an Interview’.
- Alumna Br Donald Gonsalves guided the students on skills for teachers of the 21st Century.

Certificate Courses-

Personality Development	Rational Emotive Behavioral Therapy, Interpersonal skills and effective handling of emotions.	Fr Patrick D’Souza
Physical Education	Training for conducting out door games, drills	Mr. Sunil Anuse

2013-14

Workshops-

- A workshop on learning resources was conducted at National English School, Virar by its vibrant Principal Mr Deepak Kulkarni.
- A workshop on street play by Mr. Juran Lopes motivated the students to use the powerful medium of street play to bring awareness about social issues.
- Present batch students Acquino D'Silva and Nikhil Misquitta conducted a workshop in 'Making Learning Resources out of Throw Away Material'.
- A workshop on 'Innovative teaching techniques' for about 100 in service teachers of St Joseph's High School and Jr College, Nandakhal and Holy Cross School, Uttan was conducted by college faculty.
- Mr Kanishka Khatri, visiting faculty B.Sc IT, Institute of Distance and Open Learning, University of Mumbai conducted a workshop on MOODLE. It helped the students to understand the intricacies of Learning Management Systems and gain insights into the utility of MOODLE in teaching-learning.

Invited lectures-

- A reflective exercise on 'Towards Inner Peace' was conducted by Fr Francis D'Britto
- An awareness programme on 'Sensitization of teacher trainees towards media' by Fr Raymond Rumao.
- Mr Sunil Rajpurkar our alumnus and member of IQAC oriented the students on the topic 'Modernization and Role of Education'.
- Br Donald Gonsalves conducted an awareness session on the theme of Equity in Education elucidating the work done by the 'Nine is Mine' Project.
- Ms Fatima D'Souza oriented the students regarding the opportunities in teaching. She also guided them regarding facing interviews.
- M.Ed. interns Ms Greta Foss and Mr. Shankar Bali conducted sessions on Stress Management and 'Innovative techniques in Language Teaching' respectively.
- Mr Prakash Almeida conducted a session on 'Preparing for Teacher Eligibility Test'.

Certificate Courses-

Nurturing Teacher Competencies for the 21st century	Joyful Learning	Fr Nilesch Tuscano
Personality Development	Rational Emotive Behavioral Therapy, Interpersonal skills and effective handling of emotions.	Fr Patrick D'Souza

2014-15**Workshops-**

- Student Ms Gaurangini Kulkarni conducted a two day workshop on 'Linguistic Skills' focusing on theatre as a medium in learning.
- Ms Fatima D'Souza Hixon, an alumna of the college, conducted a workshop on pre placement preparation.

Seminars-

- The college organized a seminar for Science teachers in collaboration with Homi Bhabha Centre for Science Education, Scientific Officer Mr. Narendra Deshmukh discussed and demonstrated science experiments to remove misconceptions that are obstacles in learning of Science.
- Student Ms Sneha D'Souza conducted an interactive session on 'Behaviour Management Cycle'.

Certificate Course-

Yoga	Orientation to benefits of Yoga. Training for 'Asanas'.	Ambika Yogashram.
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2015-16

ICSSR sponsored National Seminar

On 28 November 2015, a one day ICSSR Western Region Council sponsored National seminar entitled 'Ushering a Renaissance in Higher Education' was organized by the IQAC. About forty participants comprising of teacher-educators and student-teachers benefitted from the seminar. Dr Jayshree Mehta delivered the inaugural address. Prof Shefali Pandya, Dept of Education, University of Mumbai spoke on 'Equity, Expansion and Excellence: the pivots of higher education'. Dr Geeta Thakur spoke on 'Online Learning: An impetus to Higher Education'. Dr Mariamma Joseph gave insights on the topic 'Renaissance in Higher Education: Mapping Teacher Competencies'. Dr Ancy Jose delivered the valedictory address on 'India as a key player in world economy: My role as a teacher'. Papers were presented in different sub themes. Dr Mabel Pimenta and Ms Angelina Nunes chaired the same.

A three day State Level Workshop was organized for the benefit of around 20 teachers from Pratinidhi High School, Sangli. Dr Sheetal Chaudhari conducted a session on 'Multiple Intelligences in the Classroom', Ms Angelina Nunes conducted session on 'ICT in Education', Dr Helen Jadhav conducted a session on Language Learning Skills and Dr Agnes D'Costa conducted session on 'Seven Habits of Effective Teachers' and 'Pedagogy of Games'.

Workshops-

- Drama as a Means of Pedagogy by Mr Rueben
- Dance Forms of India by Mr Carlous Furtado
- Use of Art and Photography for Classroom Teaching by Mr Ajay Patil
- Vocal Music by Mr Melwyn Dabre
- Puppet Making by Mr Neeraj Mishra
- Street Play workshop for Social Awareness by Mr Juran Lopes
- Charged Classroom by Ms Gaurangini Kulkarni

Invited lectures-

As part of the **‘Interacting with Experts’ Series**, students had the opportunity to learn from the following lectures by experts:

- Awareness about Child Abuse by Ms Clipsy Banji
- Interactive Classrooms by Mr John Leonard
- Leveraging the Potential of Youth by Fr. Raymond Rumao
- Teacher as a Counsellor by Ms Jean Pereira
- Water Management by Dr Mabel Pimenta
- Theatre Games and Pedagogy by Dr Agnes D’Costa
- Scripting a Radio Programme by Ms Lavelle Athaide
- Seven Levers of School Transformation by Mr Willibrord George

Certificate Courses-

Yoga	Orientation to benefits of Yoga. Training for ‘Breathing exercises’ and ‘Asanas’.	Sadhak from Ambika Yogashram
Physical Education	Training for conducting out door games, drills	Mr. Sunil Anuse
ICT	Use of ICT as a learning resource	Faculty

2016-17

A **National Seminar on ‘Language across 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. Expert talks included the inaugural address by Sr Clare DSouza. The keynote speaker Ms Jennifer Thomas dwelt on ‘Multilingualism- an asset or a hurdle?’ Dr Supriya Deka spoke on ‘Critiquing State Policies on Language and Education’ and Dr Mariamma Joseph spoke on ‘Exploring Reading - Writing – Learning Connections’. The valedictory address by Mr

Prakash Almeida dwelt on the present scenario of learning English language. Papers were presented by teacher educators. Eight students of the college presented papers at the seminar.

Workshops-

- A three day workshop on ‘Drama and Art in Education’ by Mrs. Madhumati Pawar covered various aspects voice modulation, gestures, pause, rhythm, space, nine aesthetic senses, understanding stagecraft and audience etiquettes.
- Workshop on self defense skills by Mr Suryaprakash M of the Lion’s Club of Vasai
- Workshop on Wealth From Waste by Dr. Sheetal Chaudhari and Ms Sharmila Colaco
- Workshop on Street Play by Juran Lopes and Maxwell Rose.

Certificate Courses-

Personality Development	Focus on Rational Emotive Behavioral Therapy and managing one’s emotions	Dr. Patrick DSouza
Development of Life Skills	Focus on life skills essential for teachers	Dr. Helen Jadhav

Invited lectures-

- A talk on ‘Appreciation of Music’ by Fr. Walter D’Souza
- A talk on Women Empowerment by Sr Philomena DMello

Conferences/ Seminars/ Workshop/Talks attended by the Staff

2011-12

- Principal Dr Mariamma Joseph attended the NAAC Accreditation ceremony held at NAAC Headquarters, Bangalore.
- Dr Mabel Pimenta and Sr Bertha DMello attended an International conference on ‘Climate Change’ organized by Department of Human Welfare and University of Mumbai.
- Dr Mabel Pimenta attended a seminar on ‘Evaluation of Pilot Run of e-B.Ed Programme’ conducted at Homi Bhabha Centre for Science Education.

Papers presented at conferences and seminars-

- Dr Mabel Pimenta and Mrs Angelina Nunes presented a paper on ‘Successful Entrepreneurship’ at Pillai’s College of Education and Research, Panvel.
- Dr Agnes D’Costa and Dr. Sheetal Chaudhari presented and published a paper on Re-Engineering Teacher Education at a UGC sponsored National Seminar on ‘Teaching, Learning and Evaluation---Shaping our future’ held at St Teresa’s Institute of Education, Santacruz.
- Dr Mabel Pimenta and Ms Angelina Nunes presented a research based paper at the UGC sponsored National Level Seminar at Smt K.K. College of Education on topic ‘Implications of Credit Based Semester System (CBSS).

2012-13

- Dr Mabel Pimenta participated in a NAAC sponsored conference organized by Smt K.K College of Education in collaboration with Tata Institute of Social Sciences, Mumbai.
- Ms Angelina Nunes and Ms Helen Jadhav attended a workshop on ‘New Paths in Mathematics Teaching and Teaching Disadvantaged Students’ held at St Xavier’s Institute of Education in collaboration with University of South Australia.
- Ms Helen Jadhav participated in the Fourth International Conference on Life Skills Education organized by the Rajiv Gandhi National Institute of Youth Development.
- Dr Mariamma Joseph, Ms Sheetal Chaudhari and Dr Mabel Pimenta attended a seminar on ‘New Paradigm in Quality through Accreditation’ organized by University of Mumbai. The seminar was addressed by Dr Dinesh Singh, Chairman of Executive Committee of NAAC and Vice Chancellor of University of Delhi.
- Sr Bertha D’Mello attended a Conference organized by Thakur College of Education and Research, Kandivili on the theme Women Empowerment.

Sr Bertha D’Mello successfully completed Diploma in Law organized by Nyaya Darshan, Baroda and guided by Fr P.D Matthew, Advocate, Supreme Court.

Papers presented at conferences and seminars-

- Principal Dr Mariamma Joseph, presented a paper on the topic ‘Strategies for Employee Motivation’ at NAAC sponsored National Seminar held at Gokhale College of Research and Education, Parel
- Dr Mabel Pimenta and Ms Angelina Nunes presented a paper on ‘Successful Successive Leadership’ at NAAC sponsored National Seminar held at Gokhale College of Research and Education, Parel
- Faculty attended a UGC sponsored National Seminar on Digi- Age Learning: New Dimensions, Changed Perspectives organized by St Teresa’s institute of Education, Santacruz. The faculty presented the following papers:
 - Dr Mabel Pimenta and Ms Helen Jadhav presented a paper on ‘Teachers as Knowledge Navigators’.
 - Ms Sheetal Chaudhari and Ms Angelina Nunes presented a paper ‘Knowledge Navigation vis-à-vis Online Discussion Boards.
 - Dr Agnes D’Costa presented a paper entitled ‘From Digital Divides to Digital Dividends’. She was a panelist for the panel discussion on ‘Internalizing and Contextualizing Digi age Education.’
- The faculty presented papers at the NAAC sponsored National seminar on Quality Assurance in Higher Education held at the college.
 - Principal Dr Mariamma Joseph’s paper was entitled ‘Hall Marks of a Quality Conscious Institution’.
 - Ms Sheetal Chaudhari presented a paper on ‘Quality Audit for Excellence in Teacher Education’.
 - Dr Mabel Pimenta and Ms Angelina Nunes presented a paper entitled ‘Use of Quality Radar for Quality Assurance’.
 - Ms Helen Jadhav presented a paper on ‘Teacher Education in a Demand Driven Economy’.
 - Dr Agnes D’Costa presented a paper ‘Endeavours to Excellence in a Knowledge Based Organization- Case Study of Pushpanjali College of Education, Vasai’.

2013-14

- Dr Mabel Pimenta attended a week long ICSSR sponsored Refresher Course on ‘Quality Research’ conducted at N.S.S College of Education and Research, Tardeo.
- Ms Angelina Nunes attended a two day Basic Course in Transactional Analysis .
- Principal Dr Mariamma Joseph, Dr Mabel Pimenta, Dr Sheetal Chaudhari , Dr Helen Jadhav and Dr Agnes D’Costa attended a one day NAAC sponsored workshop ‘Benchmarking for Excellence in Education’ at H.J College of Education, Khar.
- Dr Mabel Pimenta and Dr Agnes D’Costa attended a one day workshop on ‘API and PBAS system’ held at St Gonsalo Garcia College, Vasai.
- Sr Bertha D’Mello attended a seminar on ‘Revisit the CCR Mission: Make it relevant Today’. This national seminar was conducted at All Saints’ College, Thiruvanthapuram, Kerala.

Papers presented at conferences and seminars-

- Ms Angelina Nunes and Dr Sheetal Chaudhari participated in a three day national seminar held at Regional Institute of Education, Ajmer. Ms Angelina Nunes presented a research based paper (via poster mode) entitled ‘Effect of 5 E Model on Achievement in Mathematics—An Experimental Study’.
- Dr Sheetal Chaudhari participated and presented a paper at a seminar on ‘Education for Peace’ at SNDT Women’s University, Mumbai.

2014-15

- Principal Dr Mariamma Joseph attended a three day seminar on ‘Right to Education and the Future of our Languages’. This was organized by the Dept of Linguistics, University of Mumbai.
- Principal Dr Mariamma Joseph and Dr Mabel Pimenta attended a discussion organized by Observer Research Foundation at Thakur Shyamnarayan College of Education and Research.

- Dr Sheetal Chaudhari and Dr Agnes D’Costa attended a session organized by University of Mumbai on the topic ‘Academic Audit’.
- Dr Mabel Pimenta attended a seminar on ‘Professional Development of teachers in Higher Education’ organized at Coimbatore by AIACHE.
- Dr Mabel Pimenta participated a discussion on ‘Expected changes in the B.Ed course’ organized at Smt K.K College of Education.
- Dr Mabel Pimenta and Ms Angelina Nunes participated in a three day workshop on ‘ICT Transforming Education’ organized by H.J College of Education, Khar.

Papers presented at conferences and seminars-

- Dr Sheetal Chaudhari and Dr Mabel Pimenta attended a two day ICSSR sponsored Seminar at Pillai’s College of Education and Research, Panvel. Dr Sheetal Chaudhari presented a paper on ‘School Garden as a Learning Resource: A Case Study of St Aloysius High School’ and Dr Mabel Pimenta presented a paper on ‘Family Farming’.
- Dr Agnes D’Costa participated in an ICSSR sponsored International Colloquium held at Pillai’s College of Education and Research held on 21 February 2015. She presented a paper entitled ‘Curriculum Laboratory—an avenue for exploratory learning’. She also chaired a session on ‘Construction of Knowledge and Transformational Pedagogies’ held at the colloquium.
- Dr Mabel Pimenta and Dr Agnes D’Costa attended a seminar ‘ICT Transforming Education’ held at H.J College of Education, Khar on 23 April 2015. Dr Mabel Pimenta presented a paper ‘Assistive Technology for Inclusion of children with Special Needs: An overview’. Dr Agnes D’Costa presented a paper ‘Leveraging Technology through the use of SAMR Model’.

2015-16

- Dr Sheetal Chaudhari and Dr Agnes D’Costa attended a two day workshop on ‘Google Apps in Education’ organized by Smt K.K College of Education, Santacruz.
- Ms Angelina Nunes attended a seminar on ‘CBCI Education Policy’ organized by Diocesan Board of Education, Vasai.

- Dr Mabel Pimenta and Ms Angelina Nunes attended the Diocesan Education Day programme.
- Dr Agnes DCosta attended a NAAC sponsored National Level Interdisciplinary Conference on 'Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education' jointly organized by University of Mumbai and Pillai's College of Education, Chembur. She was also a member of the panel discussion held during the seminar.

2016-17

- Dr. Mabel Pimenta participated in Women's Day programme organized at district level.

Papers presented at conferences and seminars-

Faculty attended and presented research papers at an International Conference on 'Emerging issues in Commerce, Management, Finance, Humanities and Extension work' organized by St. Gonsalo Garcia College of Arts and Commerce, Vasai, in association with Department of Lifelong Learning and Extension, University of Mumbai.

- Dr Sheetal Chaudhari'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'
- Ms Lovety Ger's paper on 'Valuing Multilingualism' were published as part of conference proceedings by St Gonsalo Garcia College (ISBN no.978-81-933083-7-0)

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/ or used by the institution for enhancing the quality of teaching during the last three years.

Instructional material is prepared by students as well as by faculty.

Student generated learning resources

Students generate learning resources to support their practice lessons. These are generally in the form of charts, mock ups, puppets, posters, models, kits, albums and dioramas.

Some students have created quality teaching aids which have been acknowledged at various competitions.

Month and Year	Student/s	Teaching aid	Prize won
February 2012	Humera Shaikh, Jackson Dabre and Sanchita Mhatre	Circular Geoboard to teach Mathematics	First place won at Inter Collegiate Mathematics Teaching aid competition held at Gokhale College of Education and Research
February 2013	Acquino DSilva	Static model on A Railway Journey	first place at Saraswati College, Dombivli Second place at Gokhale College of Education and Research
	Nikhil Misquitta	Animated model of Water Cycle	second place at Saraswati College, Dombivili and the first place at Gokhale College of Education and Research, Parel
	Unnati Patil	Geoboard	First place at Saraswati College, Dombivili

Teacher Generated Resources

The faculty has developed booklets for

- Self instructional material in different school subjects
- Models of pedagogical analysis of all methods
- Model lesson plans: Integrated, theme based and co teaching
- Criteria, lesson plans and rubrics for skills of micro teaching
- Criteria for reflective journal
- Classroom objectives and its specifications
- Criteria for critical evaluation of text books
- Formats for evaluation of various curricular and co curricular activities

Resources generated/collated by faculty in collaboration with students

- Research tools: Questionnaires, rating scales and opinionnaires
- CDs for appreciation of music
- Collection of specimens of shells, rocks and coins

Resources for co curricular activities

- A set of scripts for street plays on various educational and social issues
- Scripts of drama and cultural programmes
- PowerPoint presentations on value based assemblies
- CDs for stagecraft
- Grey material on dance forms and fine arts

2. Give details on facilities available with the institution for developing instructional material.

: The institution has wi-fi facility that enables faculty and students to access the internet whenever needed. Computers, scanner and other hardware are made available to the students. Workshops are conducted for students to enable them create effective learning resources including charts, three dimensional aids and power-point presentation. Students are trained to

create PowerPoint presentations, online story books, Open Education Resources and e-collages.

3. Did the institution develop any ICT/ technology related instructional materials during last five years? Give details.

- Open Educational Resources (OERs) have been created by faculty uploaded on wikieducator.org and OER Commons (<https://www.oercommons.org/groups/pushpanjali-college-of-education/1216/>)
- Three e-modules for Large Group learning were prepared for National Mission on Education through ICT (NMEICT). These modules were developed as part of the project 'Development of e-content for professional skill development in teacher training' undertaken by Dept. of Educational Technology, SNDT Women's University.
- A model of Universal Instructional Design (UID) prepared for inclusive education.
- MOOCs on ICT in Research and Evaluation, Understanding Learners with Special Needs and Place of Science in the School curriculum have been prepared, uploaded on Eliademy platform and used successfully by students of the college and other institutions.
- Many websites and blogs have been created with resources that can be used to learn and evaluate. (List is given in Criterion Four under 4.4.1)
- Multimedia packages are prepared for teaching learning in all the courses
- Quizzes prepared by the faculty and posted on Edmodo.com and testmoz.com
- Rating scales uploaded to collect data using surveymonkey.com

4. Give details on various training programs and/ or workshops on material development (both instructional and material) .a. organised by the institution. b. Attended by the staff .c. Training provided to the staff

a. Programmes organized by the institution.

Programme	Objectives	Resource persons
‘Power of PowerPoint’ ‘Designing and Developing Low Cost Teaching Aids’	To empower students with skills for technology-enhanced classrooms	Mr. Preetham D’Silva
‘Use of Computers as a Learning Resource’	To prepare online story books, blogs and online quizzes, PPT	Faculty
Wealth from Waste	To make posters, playing cards, folding albums, puzzles etc	Mrs. Madhumati Pawar
Teaching Aid workshops	To prepare teaching aids	Faculty

b. Programmes attended by the staff

- Dr. Mabel Pimenta and Dr Agnes D’Costa were trained in development of scenario based learning exercises by Dr. Som Naidu, University of Melbourne.
- Dr Agnes D’Costa underwent online training for use of Saba Centre Interface for Online learning. This training was given by MKCL.
- Dr Agnes D’Costa has successfully completed two Massive Open Online Courses : (i) MOOC on MOOCs conducted by IIT Kanpur in collaboration with Commonwealth of Learning and (ii) ICT integration in Higher Education
- Dr Sheetal Chaudhari and Dr Agnes D’Costa attended a workshop on Google Apps for Education.

c. Training provided to the staff

Ms Sharmila completed training in computer operating and also cleared MSCIT. The former librarian of the college Sr. Helen also underwent training in use of library software. The staff assist one another and thus peer training is useful to learn various skills.

5. List the journals in which the faculty members have published papers in the last five years

Publication of papers: Academic Year 2011-12

- A research based paper by Dr Agnes D'Costa on "Development of Global Perspective through Online Discussion" was published in the April 2011 issue of Pillai's Journal of Education Research.
- Dr Mabel Pimenta's research based paper entitled 'Development of Emotional Intelligence' was published in 'Shodh Sadhana', by Smt K.K. College of Education, April 2012
- A research based paper by Dr Agnes D'Costa, Ms Sheetal Chaudhari and Ms Angelina Nunes entitled 'Constructivist Approach to Teacher Education vis-a vis Online Learning' was published in the July 2011 issue of Researcher's Tandem.

Publication of papers: Academic Year 2012-13

- Dr Mabel Pimenta's paper 'Study of the Effect of Education for Emotional Development on Emotional Intelligence of Secondary School Students' was published in July-September 2012 issue of the peer reviewed journal Pillai Journal of Educational Research and Technology. (ISSN 2249-4367)
- Dr Agnes D'Costa's review of the book 'The Accelerated Learning handbook' was published in July-September 2012 issue of Pillai's Journal of Educational Research and Technology. (ISSN 2249-4367)

- Dr Mabel Pimenta and Ms Angelina Nunes' paper on 'Evaluation without Tension' was published in 'A Monograph' a peer reviewed publication 'Fostering a Credit Based Semester system: Challenges and Opportunities' published by Smt K.K College of Education, Santacruz. (ISBN 978-81-924258-0-1)
- Dr Agnes D'Costa's paper on 'A Study of Multiple Intelligences of Secondary School Teachers' was published in the January-June 2013 issue of International Journal Transacademia. (Vol 1 No 2 ISSN 2319-3492)

Publication of papers: Academic Year 2013-14

- An article on 'Successful Entrepreneurship' by Dr Mabel Pimenta and Ms Angelina Nunes was published by Pillai's Journal of Education and Research, April 2013 (ISSN 2249-4367)
- A research based article 'Open Educational Resources in Teacher Education' by Dr Agnes D'Costa, Dr Sheetal Chaudhari and Ms Angelina Nunes was published in Researchers' Tandem, July 2013 issue. (ISSN 2230-8806)
- Dr Agnes D'Costa's research based article "A Study of Relationship between Teaching Styles and Performance in Practice Teaching" was published by Pillai's Journal of Education and Research, June 2013 (ISSN 2249-4367)

Publication of papers: Academic Year 2014-15

The following papers were published in the International Journal of Multidisciplinary Research Vol III, Issue 12, March 2015 (ISSN 2277-9032).

- Dr Sheetal Chaudhari's paper 'Revitalizing Higher Education: Using Participatory Approach for Constructivist Learning'.
- Dr Mabel Pimenta's paper on 'Use of ADDIE Model for research'.
- Ms Angelina Nunes' paper on 'Emergence of Cloud Computing in Higher Education: An overview'.
- Dr Helen Jadhav's paper on 'Revitalizing School Education: A Study of Time Management Skills of Adolescent Students.'

- Dr Mabel Pimenta's research paper on 'Development of Modules for development of Emotional Intelligence of Adolescent Tribal Girls' was published in Transacademia July 2014 (ISSN 2319-3492)
- Dr Mabel Pimenta's article 'College Teachers- Promoters of e-learning' was published in New Frontiers in Education, July 2014.
- Dr Agnes D'Costa's article 'Lessons in Quality Assurance: Learning from the gurus', was published in the July 2014 issue of Pillai's Journal of Education Research and Technology (ISSN 2249-4367).
- Dr Agnes D'Costa's article on 'Professional Development Of In-Service Teachers' was published by H. J College's Journal of Futuristic Education, Oct 2014 (ISSN 2346-8145).
- Dr Agnes D'Costa's research paper 'Use of Blended Learning in Development of Multiple Intelligences of Preservice Teachers' was published by Transacademia , July 2014 (ISSN 2319-3492).
- Dr Agnes D'Costa's article 'Perspectives in Content Development' was published in K.K College of Education's monograph (ISBN987-81-924258-5-6).

Publication of book: Academic Year 2015-16

- Dr. Agnes D'Costa's book on 'Knowledge and Curriculum' was published by Himalaya (ISBN: 978-93-5202-903-7) in December 2015

Publication of papers: Academic Year 2015-16

- Dr Mariamma Joseph's paper on 'Mapping Teacher Competencies', Dr Sheetal Chaudhari's paper on 'Engaging Students in Quality Assurance', Dr Mabel Pimenta's paper on 'Capacity Building in a Networked Society', Ms Angelina Nunes' paper on 'Quality Indicators in Teacher Education' and Dr Agnes D'Costa's paper on 'Use of Mobile Apps in Teacher Education' were presented at the ICSSR sponsored National Seminar 'Ushering a Renaissance in Higher Education' held at Pushpanjali College of Education on 28 November 2015. These papers were published in the seminar proceedings. (ISBN 978-93-5254-681-7).

- Dr Sheetal Chaudhari's paper on 'Pathways to Peace' was published in International Journal of Multidisciplinary Research Vol IV Issue 7(II) November 2015. (ISSN: 2277-9302).
- Dr Mabel Pimenta presented a paper on 'Education of Differently Abled Children in Vasai- Experiences and Challenges' at a National Level seminar on 'Inclusive Education: A system Re-culturation' organized by Mahatma Education Society's Pillai's College of Education and Research, New Panvel.
- Ms Angelina Nunes' paper on 'A Study of the Presence of Interpersonal Communication skill and self awareness Among Adolescent students' was published in International Journal of Multidisciplinary Research Vol IV Issue 5(III) August 2015. (ISSN: 2277-9302).
- Ms Angelina Nunes' paper on 'Brain Based Learning in Mathematics- An Overview' was published in International Journal of Multidisciplinary Research Vol IV Issue 5 (V) August 2015. (ISSN: 2277-9302).
- Ms Helen Jadhav's papers 'Drilling skills on Youth for Life in the Global Era- Life Skills Need of the Hour' and 'A Study of the Perception of School Teachers regarding the contribution in development of Life Skills among Adolescents' were published in International Journal of Multidisciplinary Research Vol IV Issue 5 (V) August 2015 . (ISSN: 2277-9302).

Publication of books: Academic Year 2016-17

- Dr. Mabel Pimenta's book on 'Childhood and Growing up' was published by Himalaya (ISBN: 978-93-5262-400-3) in June 2016
- Dr. Agnes D'Costa's book on 'Gender School and Society' was published by Himalaya (ISBN:978-93-5262-471-3) in December 2016

Publication of papers: Academic Year 2016-17

- 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 pp 34 to 40. (ISSN 2319-3492)

- Dr Sheetal Chaudhari'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 Lovety Ger'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. These papers will be published in the seminar proceedings with ISBN number.

- Dr Sheetal Chaudhari'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 Lovety Ger's paper on 'Valuing Multilingualism' were published as part of conference proceedings by St Gonsalo Garcia College (ISBN no.978-81-933083-7-0)

- 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 Agnes D'Costa's article 'OERS and MOOCs: Game changers in the present Educational Landscape' was by R Jhunjhunwala College's 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)

The faculty has published the following articles in educational magazines:

- Dr Agnes D'Costa's article 'The Joy of Giving' was published by Teacher Plus in their January 2012 issue.
- Dr Agnes D'Costa's article "Exploring Constructivism" was published by Azim Premji Foundation's magazine 'At Right Angles'.
- Dr Agnes D'Costa's article on 'Learning and Doing in Context' was published in the September 2015 issue of Teacher Plus

6. Give details of the awards, honors and patents received by the faculty members in the last five years.

: Details of awards received by the faculty are as follows.

NCERT Award for Innovative Research

In June 2012, the college project ‘Open Educational Resources (OERs) in Teacher Education’ was accepted as an innovative practice in Teacher Education by NCERT, New Delhi. Project Co-ordinator Dr Agnes D’Costa and Team Members Dr. Sheetal Chaudhari and Ms Angelina Nunes presented the findings of the Project at a National Seminar ‘All India Competition on Innovative Practices and Experiments in Education for Schools and Teacher Education Institutions’ held at NCERT in June 2012. The project was awarded a cash prize of Rs 20,000.

SWIS award for Exemplary Leadership

In March 2015, Principal Dr Mariamma Joseph and Dr Agnes D’Costa were honoured with the SWIS awards for exemplary leadership at a function hosted by St Willibrord Innovative School.

Awards for essays

- In January 2014, Dr Agnes DCosta won the first prize at an Inter collegiate competition on ‘The Educational Thoughts of Swami Vivekanand’. The competition was organized by Chembur Comprehensive College of Education.
- In September 2015 Dr Agnes DCosta won the first prize and a medal at an Essay writing competition organized by St Teresa’s Western Province for schools run by Congregation of Carmelite Religious for the essay on Consecrated Life.

Best Paper Award

In April 2016, Dr Agnes D’Costa won the Best Paper Award for her paper on Digital Portfolios: A Pathway to Continuous Professional Development at a NAAC sponsored National Level Interdisciplinary Conference on ‘Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education’ jointly organized by University of Mumbai and Pillai’s College of Education, Chembur.

7. Give details of the Minor/ Major research projects completed by staff members of the institution in the last five years

- Dr. Mabel Pimenta conducted a minor research titled ‘Development of Modules for development of Intelligence of Adolescent Tribal Girls’. The Minor Research Project was funded by University of Mumbai.
- Dr. Agnes D’Costa conducted a minor research titled ‘Use of Blended Learning in Development of Multiple Intelligences of Pre Service Teachers’. The Minor Research Project was funded by University of Mumbai.

Ongoing Ph.D Research

Ms Angelina Nunes is presently carrying out a Ph.D study entitled “Brain Based Learning in Mathematics’

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The faculty is actively involved in providing consultancy as per the requests of educational institutions. A detailed list is given below:

Academic Year 2011-12

The following programmes were conducted by our faculty for the benefit of society.

- Dr Mabel Pimenta guided NSS students during their camp at St. Joseph College of Arts and Commerce on topic ‘Regulation of emotions during adolescence’. She also provided guided a group of seminarians with respect to Language Skills.
- Ms Angelina Nunes was member of the panel of experts for the selection of teachers at St Thomas High School, Deotalao. She conducted a seminar for a group of seminarians on the

topic “Language learning”. She addressed parents of children attending Nishkalanka Kindergarten and enlightened them on their role as parents.

- Dr Agnes D’Costa was invited by Nazareth Convent High School to guide parents of children on the topic ‘Parenting Skills’. She conducted a similar programme for the Parent Teacher Association of St Gonsalo Garcia School, Gass.
- Dr Mabel Pimenta was on the Planning Committee constituted to organize programmes to commemorate the Fourth Centenary of noted litterateur Fr Thomas Stephens’ visit to Vasai.
- Dr Agnes D’Costa conducted a workshop for teachers of Holy Cross High School on ‘e-learning approaches’.
- Ms Helen Jadhav addressed the Women’s Cell, Vasai and enlightened them on their role with respect to mass media while speaking on the topic “Mass Media and challenges faced by women.” She delivered a lecture to a group of seminarians on ‘Principles and Importance of Language Learning’.
- Dr Agnes D’Costa was resource person at a workshop on ‘Constructivist Approach to Domains of Learning’ for the faculty of Engineering Colleges during an ISTE approved orientation course organized by St Francis Institute of Technology, Borivali.
- Dr Agnes conducted a workshop on Leadership Skills for the members of the Pastoral Council of St Thomas Church, Sandor. She conducted a workshop in Higher Order Thinking Skills for the Science teachers of St Augustine’s High school, Vasai.
- Dr Agnes D’Costa was resource person for a session on ‘Nurturing and Managing Human Resources’ organized by H.J College of Education. This was part of contact programme for the PG Diploma in School Leadership and Management Course of IGNOU.

Academic Year 2012-13

The following programmes were conducted by our faculty for the benefit of society.

- Ms Angelina Nunes oriented the parents of children attending Pre School at Nishkalanka Convent.
- Ms Angelina Nunes was the chief guest for a Dramatics Competition held at Jeevan Darshan Kendra, Giriz and for the Science Fair held at Holy Cross High School, Nirmal.

- Ms Angelina Nunes guided Class X students of B.G Kini High school on the topic 'Facing examinations with fortitude'.
- In June 2012 Dr Agnes D'Costa conducted a workshop for teachers of Carmel Convent High School, Nandakhal and oriented the teachers on 'Teaching Skills for the Modern Age.'
- Dr Agnes D'Costa also conducted a workshop for youth on the theme 'Leadership' at Yuvadarshan, Giriz.

Academic Year 2013-14

- Dr Mariamma Joseph was invited by St Francis Institute of Management, Borivali to conduct sessions on Communication Skills, Counselling Skills and Reaching Out to the Students.
- Dr Sheetal Chaudhari and Dr Mabel Pimenta conducted sessions on "Dealing with students having Learning Disabilities" and generated awareness among student-teachers on issues related to learning disabilities at St Teresa's Jr College of Education, Santacruz and St Aloysius D.T.Ed College, Vasai.
- Dr Agnes D'Costa addressed the parents of students attending Thomas Baptista Jr College and addressed them on 'Understanding Adolescent Behaviour'.
- Dr Sheetal Chaudhari presided over Women's Day Celebrations at St Aloysius School, Vasai and oriented over 300 women on 'Issues and Challenges before Women of Today'.
- Dr Agnes D'Costa conducted a workshop on 'Innovations in Teaching Learning' for the teachers of Holy Family High School, Andheri.
- Faculty members were invited by Thomas Baptista Jr College to conduct interviews and observe demonstration lessons. Dr Sheetal Chaudhari was member of the Selection Committee for Chemistry, Dr Mabel Pimenta was member of the Selection Committee for English and Ms Angelina Nunes was member of the Selection Committee for English, Commerce and Physics.
- Dr Agnes D'Costa was invited as a panelist at National Seminar cum Workshop on 'Contemporary Perspectives in Content Development' held at K.K College of Education, Santacruz.

- Dr Agnes D’Costa was invited to review papers presented at St Teresa’s Institute of Education during their UGC sponsored National Seminar entitled ‘From TQM to TQE – The Quest for Excellence in Education’ .
- Sr Bertha D’Mello was member of the interview panel invited at St Gonsalo Garcia College of Arts and Commerce to conduct interviews for the post of Principal. She was a nominee of the Local Management Committee of the College.
- Dr Agnes D’Costa conducted a workshop for youth on the theme of ‘Developing Leadership Skills’ at a seminar organized by Yuvadarshan, Vasai.
- Dr Agnes D’Costa a seminar on ‘Strategies for Student Centric Classrooms’ at B.G Kini High School. She also conducted a workshop cum seminar for teachers of Vidyavikasini High School on the topics ‘Towards an Inward Journey’, ‘Understanding the Learner’ and ‘The Connected Classroom’.
- Dr Agnes D’Costa was resource person for a session on ‘Digital Skills for Techno Savvy teachers’ during a seminar on ‘Transforming Education through Technology’ held at Thakur Shyamnarayan College of Education and Research, Kandivili.

Academic Year 2014-15

- Dr Mariamma Joseph was resource person at St Francis Institute of Management where she conducted a session on Guidance and Counselling.
- Dr Sheetal Chaudhari was the Chief Guest for the Annual Day programme and prize distribution at National English School, Virar.
- Dr Mabel Pimenta was resource person for the pre Ph.D course conducted by Gokhale College of Education and Research, Parel. She conducted two sessions on ‘Validity and Reliability of Research Tools’ and ‘Variables in Research’
- Dr Agnes D’Costa conducted sessions on ‘Review of Related Literature’ and ‘Online Research’ during an ICSSR sponsored week long course in Research Methodology organized by St Teresa’s Institute of Education, Santacruz.
- Dr Mabel Pimenta was the chief guest and moderator for a skit display on ‘Eradication of Alcohol Addiction’ organized at Jeevan Darshan Kendra, Giriz.
- Dr Agnes D’Costa conducted workshops on ‘Mental Health of teachers’ and ‘New Trends in Education’ for the students of Guru Nanak College of Education, Bhandup.

- Dr Mabel Pimenta participated in an orientation for placement services for physically handicapped at Abhang Special School, Umele, Naigaon.
- Dr Agnes D'Costa conducted two sessions on 'Understanding the Basics of Mentoring' for college teachers participating in the short term course 'Mentoring for Student Progression' organized by St Xavier's Institute of Education under the aegis of UGC Academic Staff College, Mumbai in the months of December 2014 and February 2015.
- On 11 March 2015, Dr Agnes D'Costa conducted a hands-on session on 'Teaching in Cyberspace' for the benefit of participants pursuing their Short Term Course on Contemporary Techniques in Teaching Learning organized by UGC Academic Staff College, Mumbai.
- Dr Helen Jadhav was invited to judge an interschool Elocution competition organized by Infant Jesus High School, Nallasopara.
- Dr Agnes D'Costa conducted a workshop on 'Seven Habits of Effective Teachers' for the teachers of St Augustine's High School.
- Dr Agnes D'Costa conducted a session on 'Theories of Learning' for students of Gokhale College of Education and Research.
- Dr Agnes D'Costa conducted a workshop for the students of St Teresa's Institute of Education on 'Conducting Online Research'.
- Dr Agnes D'Costa moderated a panel discussion on 'Family as the fountainhead of values' organized on the occasion of Diocesan Education Day.
- Dr Agnes D'Costa was resource person at the state level workshop 'Blended Learning- Pathway to student Success' organized by Chembur Comprehensive College of Education in association with SNDT University, Bahai Academy and Homi Bhabha Centre for Science Education on 18 March 2015 where she conducted a session on 'Social Media in Blended Learning'.
- Dr Agnes D'Costa conducted a session on 'Conflict Resolution Skills' for participants of the P.G Diploma in School Management, IGNOU held at H.J College of Education.

Academic Year 2015-16

- Dr Mariamma Joseph was the resource person for the ICSSR sponsored National Seminar held in the college. She spoke on ‘Renaissance in Higher Education: Mapping Teacher Competencies’.
- Dr Sheetal Chaudhari was expert speaker at the Science Exhibition held at Vidyavikasini High School.
- Dr Mabel Pimenta and Ms Angelina Nunes chaired paper reading sessions at the ICSSR sponsored National Seminar held in the college.
- Dr Mabel Pimenta and Dr Agnes D’Costa addressed parents and children preparing for their Board exams at St Mary Magdalena Church Mulgaon.
- Dr Mabel Pimenta was the Chief Guest at the annual function of St Teresa’s Special School, Santacruz. She co ordinated the Education Day programme organized by the Diocesan Board of Education. She is member of the Women’s Cell of St Aloysius D.T.Ed College.
- Dr Helen Jadhav was invited to judge Hindi Elocution competition at Notre Dame CBSE School.
- Dr Agnes D’Costa conducted a workshop for youth on ‘Conflict resolution skills’ organized by Yuvadarshan Vasai. She conducted a similar session at the Diocesan Youth Convention. She addressed parents and youth on the topic ‘Parenting: A Scientific Art’ at St Gonsalo Garcia Church, Vasai.
- Dr Agnes D’Costa conducted a workshop on ‘Seven habits of effective teachers’ for teachers of Canossa Convent High School, Manickpur. She was resource person at a session for faculty of St Gonsalo Garcia College on ‘Quality Assurance: role of the faculty’.
- Dr Agnes D’Costa addressed the parents of primary children attending Carmel High School, Nandakhal on ‘Parenting in Early Childhood’. She was resource person at Sevasadan College of Education and Research for the Course ‘Knowledge and Curriculum’. She addressed the parents of Nazareth Convent High School on the topic ‘Empowering Women’. She is on the IQAC of St Gonsalo Garcia Degree College.

- Dr Agnes DCosta was resource person for a short term course and an orientation programme organized by UGC Human Resource Development Centre, Mumbai where she conducted sessions on 'Learning through Cyberspace'.
- She conducted a session on 'Basics of Mentoring' during the short term course conducted by UGC Human Resource Development Centre, Mumbai.
- Dr Mariamma Joseph, Dr Sheetal Chaudhari, Dr Mabel Pimenta, Dr Helen Jadhav and Dr Agnes D'Costa were appointed as panel members of Inspection Committees deputed to different Teacher Education Institutes by University of Mumbai.

Academic Year 2016-17

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

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

- UGC-HRD Centre, University of Mumbai two sessions conducted for orientation course participants on 6 June 2016 on 'Learning through Cyber Space'
- 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
- UGC-HRD Centre, University of Mumbai two sessions on 'Learning through Cyber Space' conducted for orientation course participants on 19 Sept 2016
- UGC HRD centre University of Mumbai session on 'Understanding Andragogy' conducted for short term course on 'Contemporary Strategies for Teaching Learning' on 14 Oct 2016
- Session for Teachers Association of Palde, 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

- UGC HRD centre of Mumbai two sessions conducted on ‘Harnessing Cyber Space for learning’ for short term course conducted under RUSA scheme on 8 Nov 2016
- Resource person at R. Jhunjhunwala College, Ghatkopar for two sessions on 15 December 2016 on the topic E-learning at Higher Secondary level
- UGC HRD Centre, University of Mumbai ‘Harnessing Cyber Space for learning’ - two sessions conducted for orientation programme conducted on 9 January 2017
- UGC HRD Centre University of Mumbai two sessions on ‘Harnessing Cyber Space for learning’ conducted for participants of orientation programme conducted on 7 February 2017
- 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 .

Staff contribution to Syllabus Revision

Year 2013-14

- The B.Ed Syllabus was revised in June 2013. Dr Mariamma Joseph was the convenor for the course Guidance and Counselling.
- Dr Sheetal Chaudhari oriented the faculty teaching the Course Educational Evaluation. The orientation was held at N.S.S College of Education, Tardeo. Ms Angelina Nunes oriented faculty teaching Mathematics Method.
- Dr Agnes D’Costa was member of the Core Committee for syllabus revision.

Year 2014-15

The staff has actively participated in various syllabi revision committees and has actively contributed to the framing of syllabi for the Two Year B.Ed Programme.

- Principal Dr Mariamma Joseph was the convenor for the course ‘Language across the Curriculum’. She also attended meetings held in connection with the revision in practicum.

The contributions of faculty members are as follows:

- Dr Sheetal Chaudhari was member of Syllabus Committee for Assessment for Learning, Peace Education, Pedagogy of Science. She is also part of the committee for framing the syllabus for ‘Curriculum, Pedagogy and Assessment’ for M.Ed Course.
- Dr Mabel Pimenta was member of Syllabus Committee for Childhood and Growing Up, Geography and Creating an Inclusive School. She attended the meeting for Revision in B.Ed Practicum.
- Ms Angelina Nunes was member of Syllabus Committee for Knowledge and Curriculum Pedagogy of Mathematics, Critical Understanding of ICT.
- Dr Helen Jadhav was member of Syllabus Committee for Gender, School and Society, Management of Education and Pedagogy of Hindi.
- Dr Agnes D’Costa was member of Syllabus Committee for Pedagogy of History, Understanding Disciplines and Subjects, Contemporary India and Education, Learning and Teaching, Reading and Reflecting on texts and Understanding the Self. She also contributed to the syllabus on ‘History, Politics and Economy of Education’ for M.Ed Course.

All faculty members were invited to be resource persons for the orientation sessions in the above mentioned courses.

The faculty has also served as members of visiting teams to various colleges-

- Ms Sheetal Chaudhari was deputed as Joint Chief Conductor for Undergraduate and B.Ed Examination by the University of Mumbai.
- Dr Mabel Pimenta was on the vigilance squad for examination held during the 2012 examinations conducted by University of Mumbai.
- Ms Angelina Nunes was deputed on vigilance duty for undergraduate examinations conducted by University of Mumbai.
- Dr Mabel Pimenta and Dr Helen Jadhav were members of committees deputed by the University of Mumbai to inspect colleges for NCTE norms regarding initiation of a new course.
- Dr Agnes DCosta visited two colleges as a member of Local Inquiry Committee deputed by University of Mumbai. She was member of committee for inspection of two colleges for compliance of NCTE norms.

2. Are faculty/ Staff members of the institution competent to undertake consultancy? If yes, list the areas of competency of staff members and steps initiated by the institution to publicize the available expertise.

All members of the faculty have some area in which they are competent to undertake consultancy. The list of these areas is given below:

Faculty Member	Area of Expertise
Dr Mariamma Joseph	Leadership and Management, Language Education
Dr Sheetal Chaudhari	Women Empowerment, Science Education, Peace Education
Dr Mabel Pimenta	Emotional Intelligence, Inclusive Education, Women Empowerment
Ms Angelina Nunes	Mathematics Education, ICT in Learning, Transactional Analysis
Dr Helen Jadhav	Life Skills Education, Language Education and Management in Education
Dr Agnes Dcosta	ICT in learning, Innovative approaches to teaching-learning, Educational Leadership

The institution publicizes the same through the website. Educational institutions in the vicinity and in Mumbai are aware of the expertise of the faculty and they invite them as resource persons.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concern staff member and the institution?

Consultancy in and for the internship schools has never been done on a commercial scale. The beneficiaries have reimbursed the experts with respect to traveling allowances. The faculty is paid for consultancy in Higher Educational Institutes and for programmes conducted under the aegis of UGC HRD Centre. As per the policy of the college, some percent of the amount is handed over to the college. The total amount generated by the college through consultancy during the past five years is Rs. 22,200.

4. How does the institution use the revenue generated through consultancy?

Revenue generated is used for organizing certificate courses and other programmes all directed at student welfare.

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The college has contributed to social uplift programmes through extension activities. A gist of these is given below:

Year 2011-12

- The street play 'The Silent Scream' poignantly brought out the present problems associated with female foeticide. It was adjudged the best play at a competition organised by Sakhya Women's Cell. The play was performed before over a thousand women of the Vasai Women's Cell on the occasion of Women's Day.
- The college conducted several community based programmes as part of extension work and community work. Extension work activities included Women Empowerment through disbursing information about the Maharashtra Government Policy for Women to over 2000 women.

- Under the Population Education Club programmes, school students were oriented with respect to significant life skills. Some students opted for a programme in Information and Communication Technology and successfully completed their Certificate Course conducted under the aegis of University of Mumbai's Dept. of Life Long Learning and Extension.

Year 2012-13

- As part of community work, celebration of festivals at orphanages and visits to Abhang, an institute for Special Children helped to sensitize the students to the needs of the marginalized.
- A visit to Krupa Foundation and inputs by Ms Jean Pereira, Counsellor were useful to sensitize the students to the problems faced by adolescents.
- Many activities were organized for the girls from marginalized families. Remedial programmes helped them to overcome their fears about Mathematics.

Year 2013-14

- Concern for social issues is an important feature of the college. A visit to Abhang, the special school for the mentally challenged helped to interact with the dynamic Ms Cynthia Baptista, Director of Abhang. Her inputs were useful to understand some aspects of Special Education.
- As part of community work programme, students visited many other community centres as the hospice for terminally ill patients, homes for the aged, orphanages and institutes catering to the education of learners with challenges. The interaction helped to generate awareness and sensitized the students about the need to include the excluded.
- Our students also conducted special coaching in Mathematics and English for girls from our sister institution St Aloysius High School.

Year 2014-15

- In response to the Prime Minister's initiative of 'Swachh Bharat Abhiyan' students participated in community cleanliness drives at various places. The cleanliness drive at the Vasai beach had our students clearing the beach of garbage and litter.
- Inspired by Gandhiji's words 'Be the change you wish to see', laudable initiatives were undertaken by our students. Keeping our theme 'Teach, Touch and Reach' in mind, students visited orphanages and homes for the aged to interact with the inmates. Students continually coached school students from St Aloysius High School during the Remedial Teaching Programme.
- 14 November was observed as Children's Day and the presence of little children from weaker section made the day even more special. A special assembly was conducted and the little ones beamed with joy as they received gifts.

Year 2015-16

The Community Work programme was useful to immerse students in the social context and experience at first hand some pertinent issues that are part of our society.

- Students helped to collect funds for the Blind Relief Organization.
- They provided remedial classes for students from marginalized communities. Interaction with inmates of orphanages and old age homes helped to empathize with those in need of support.
- A cleanliness drive on the beach on 2 October gave an opportunity to care for the environment.
- 15 October was observed as Reading day to honour the memory of Late Dr A. P. J Abdul Kalam. Our students conducted special reading sessions for students from marginalized schools.
- A Street Play on Global Warming was performed at Our Lady of Grace Cathedral, Papdy and at St Gonsalo Garcia College.

Year 2016-17

- **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 Jagruk Narik Sanstha.
- **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 'Jagruk Nagrik Sanstha'. 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 'Jagruk Nagrik Sanstha'. 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.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc)

The community has proactively contributed to the growth of the institution.

- The Bassein Catholic Co-operative Bank has always offered unstinted financial support to the college and supported educational endeavours like organizing of seminars and upgrading of infrastructure.
- Local NGOs have collaborated to integrate the college students in their social uplift programmes. Courses in Yoga and Self Defense for women were conducted due to linkage with the community.
- Krupa is an NGO dealing with the rehabilitation of chemical dependents. Counsellors from this institution have guided our students regarding recognizing symptoms amongst addicts and explained the role of a teacher in case of addiction. Sessions in recognizing and dealing with chemical dependence were conducted by Fr Joe Pereira, Founder of Krupa Foundation. Ms Jean Pereira a counsellor at Krupa has conducted sessions in dealing with deviant behaviour in students.
- National English High School is a school practicing many innovative practices. The Principal and staff of the school regularly conduct workshops and guided tours for student-teachers. These experiences are beneficial during internship.
- Local benefactors have helped us by providing generators in case of load shedding. Some others have provided hostel facilities to rural students. Thus there is good networking between the society and the institution and this helps in optimizing facilities available to the students.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The college will continue with the community activities mentioned in the foregoing paragraphs. The colleges will widen the horizons of community activities according to sensed needs.

We intend developing network with 'Apang Seva', an NGO working for physically challenged. The college has an intention to start 'Teach Vasai', a movement for the needy children in the community. Under the aegis of Counselling Cell we have a plan to start referral unit for differently abled children.

The college faculty has undertaken a project to develop resources for Life Skill Education for schools in the Western Region. This project has been launched in 2017 and the material is expected to be ready for use in 2018.

In the coming years as well, community services will remain a priority. We seek to further strengthen our ties with NGOS involved in community work and collaborate with them in their initiatives.

4 Is there any project completed by the institution relating to the community development in the last five years? If yes, give details

An Experimental study was done on the tribal girls in the campus titled 'Development of Modules to develop Emotional Intelligence of Adolescent Tribal Girls'. In the study twenty activities were organized for these girls.

The college has undertaken a project to develop 'Reading and Writing Skills of Tribal Students'. They are provided with remedial classes especially in English and Mathematics. Our students conduct special reading sessions for students from marginalized schools.

5. How does the institution develop social and citizenship values and skills among students?

National values are developed through celebration of religious and national festivals. Food stalls and other competitions on the occasion of festivals bridge the gap of culture and community. Days of national importance are observed to inculcate national values. Global perspectives are developed through discussion of current issues, display of video clips and clippings from newspapers and magazines.

We organize activities based on the themes of international year – 2015 was celebrated as ‘The Year of Family Farming’ and 2016 as ‘The Year of Pulses’. In 2015 an exhibition was organized with subthemes of Micro Greens, Vertical Garden, Kitchen Garden and Bio Waste Management. In 2016 data pertaining to eating habits of students was collected followed by dissemination of importance of eating pulses. Presentation based on various recipes using pulses as ingredients were shared by the students.

The day at Pushpanjali begins with twenty minute long assembly and reflection. Assemblies are theme based which promote scientific temper, environmental ethics and social values. Reflective practices are regularly practised to sensitize students towards their role as agents of change. Regular visits to community centres as Home for the aged, orphanages, de-addiction centres help to give the students first hand information about the working of these centres.

In 2015, all the institutions in the campus celebrated environment week. In the week an exhibition was organized and eco friendly exhibits were displayed by the entire sister institutions. Various competitions were organized on the theme of conservation of environment. Environment rally was organized in the week. The students of Pushpanjali College of Education presented a street play on the theme ‘Save Environment’ at three public junctions. In 2016 the theme of the Environment Week was ‘Water Footprint’ since it was a drought year.

3.5 Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

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

Linkage with Department of Educational Technology, SNDT Women's University: In the year 2015, a seminar on E learning conducted by Dr Jayshree Shinde, Head of the Department of Educational Technology helped to understand how technology augments the learning process.

Dr. Agnes D'Costa has guided one research student for the Masters Degree in Education Management conducted by Janakidevi Bajaj Institute of Management, SNDT University.

Linkage with NGO-Jagruk Nagrik Sanstha, Vasai

The students celebrated Diwali at Home for Aged and Orphanages in collaboration with an NGO Jagruk Nagrik Sanstha of Vasai. They conducted entertainment programmes for the in house members followed by distribution of sweets and grocery material.

On 2nd October students collaborate in cleanliness drive with this organization.

Linkage with Lion's Club Unique, Vasai

The members of Lion's Clubs of Vasai, organized a session on 'Save Electricity'. Hoardings and stickers to spread awareness about save resources were displayed in the college and in internship schools as follow up of this programme.

Linkage with Ambika Yogashram

Every year the college organizes a certificate course in yoga in association with Ambika Yogashram. The course is comprised of theory and practical. Sadhaks from this Ashram train our students in techniques of breathing and asanas. Sadhaks demonstrate various types of asanas for the students. They also organize expert talks on mental and physical health for the participants.

Linkage with The Department of Life Long Learning and Extension (DLLLE) of the University of Mumbai: During the year 2011-12, all students opted for Extension work under the aegis of DLLLE. Students visited the community and disbursed information about NIOS and Maharashtra Policy for Women's Welfare. Information Technology and Career Projects were undertaken. Under Career Project each student worked on particular career and

disseminated the information to school students. Details of the ITP project have been given in 3.1.2 above.

Ms. Angelina Nunes is a life long member of **All India Association for Educational Research.**

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Krupa Foundation is an International NGO working in the area of rehabilitation of chemical dependents. As mentioned earlier, student-teachers visit the institution and interact with the inmates regularly. Students learn about identification of addiction and the Krupa Model for rehabilitation. The teacher trainees and teacher educators also participate in rally on ‘International Aids Day’.

3. How did the linkages if any contribute to the following?

➤ **Curriculum Development**

- In 2016, Dr. Agnes D’Costa collaborated with Department of Educational Technology, SNDT Women’s University to create three multimedia modules on ‘Interactive Lectures for Large Classrooms’. These are part of the content prepared for the National Mission on Education through ICT under the aegis of MHRD, India.
- Linkage with Abhang, an NGO has helped the faculty to incorporate curricular experiences in the subject Childhood and Growing Up and Creating Inclusive School. In the academic year 2015 and 2016, an exhibition was organized to display assistive and adaptive devices and its use. Ms Cynthia Baptista helped in organization of the exhibition.
- Dr. Mabel Pimenta and Dr. Agnes D’Costa are on the panel of experts for the Bachelor in e-education course conducted by YCMOU. Experience in on line tutoring has enhanced the effectiveness of classroom interaction.

➤ **Teaching /Training/ Practice Teaching/ Research/ Consultancy/ Extension / Publication:** Linkages developed with external agencies have changed the perspective of the faculty towards the teaching learning process. These new perspectives are discussed and this

has helped all faculty members to redesign their course. New avenues for research have been explored. The experiences have definitely added weightage to our consultancy services. The staff feels more competent to guide the society especially in case of students with challenges in learning. Extension activities have an added dimension due to our linkage with DLLLE. We have done commendable work in society by disseminating information about policies for women and NIOS. Thus, our role as social engineers has been fortified. Faculty has contributed articles based on their personal experiences with linkage institutions.

4. What are the linkages of the institution with the school sector? (Institute-School-Community networking)

: The college has developed robust association about sixty schools from the vicinity for internship. The faculty visits and communicates with the schools regularly throughout the year. We have developed online network with the schools. The college has developed network with the teachers and parents by participating and addressing Parent – Teacher Associations. The faculty is regularly invited as resource persons in these schools. The faculty was accorded good cooperation during their Ph.D and other research related work. Students carry out action research in school settings. Student placement is a vital issue at any professional College. Our linkages with the schools in the vicinity and the rapport built with them have helped us conduct Placement Programmes. It has assisted our students in securing good jobs.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

: **Design of internship programme:** As per the syllabus of Two Year B.Ed. Course there is a sea change in the practice teaching programme. The students have to complete internship in three semesters comprised of twenty weeks. The schools were communicated about the change through written, face to face and online communication by the faculty. The focal points of the communication were-

- Shadowing of the subject teachers
- Peer lessons
- Co-teaching lessons

- Theme based lessons
- Other lessons using innovative methods

The faculty designed the programme keeping in mind the schedule of internship schools. The Portfolio of Internship Department is assigned to one of the members of the faculty. She allots a group to each of the members of the faculty. The faculty visits internship schools to seek permission from the Principal of the school. Each member of the faculty accompanies the group of students to get the time table of the school. The whole programme of practice teaching is completed under close supervision of the teacher-in-charge.

Implementation and evaluation of Internship– Group of students is accompanied by a member of the faculty for internship. The lessons are evaluated on the basis of criteria given in written format. It is mandatory to write reflective journals during internship. The faculty also gives oral feedback to strengthen weaker areas and motivate the students to improve their performance.

6. How does the faculty collaborate with school and other college or University faculty?

Members of the faculty are invited as resource persons throughout the year. The faculty is invited by the principals of the schools and colleges to be on the panel of selection to observe demonstration lessons and conduct interview of the applicants. We invite school teachers to participate in Skill based Enrichment Programmes which are organized for in- service teachers. They are also invited to attend workshops and seminars organized by the college. We take feedback from the school teachers and principals annually. The suggestions given by the school teachers are incorporated in perspective plans. They are also invited to attend workshops and seminars organized by the college. On the occasion of Annual College Day and Exhibition we invite teachers and students from the schools in the vicinity. Entries are invited from the schools to participate in competitions, both academic and co curricular.

We also maintain a good rapport with college teachers. Face to face meeting is possible during workshops and seminars. When seminars are organized by the Department of Education we get an opportunity to interact with University and college faculty. Electronic communication through e mail, discussion forum and blogs is carried on a regular basis.

3.6 Best Practices in Research, Consultancy and Extension

1.What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during last five years?

Measures to enhance the quality of Research

- Active Research Cell Anweshan promotes research culture through activities like annual research paper reading sessions and through online activities on the platform www.anweshan.webs.com
- Workshops on Research Methodology are conducted for teacher trainees by the faculty.
- The institution encourages the faculty and students to attend and present papers in seminars and workshops.
- Collaborative Research approach helps to initiate student-teachers to research as a tool to learn.
- All the senior faculty members are the PG recognized teachers of University of Mumbai. Two of the faculty members have guided nine M.Ed. students who completed their P.G. degrees from University of Mumbai and SNDT University.
- One of the faculty members is an approved Ph. D Guide from Mumbai University.

Measures to enhance the quality of Consultancy

- Faculty members actively offer consultancy services in their area of expertise to educational institution, social institutions NGOs and corporate sectors.
- The institution publicizes the expertise of the faculty members through website, practice teaching schools and other informal inter personal relations too.
- Pushpanjali offers various mental health practices to various schools through its counselling cell.

Measures to enhance quality of Extension Work

- Collaboration with NGOs engaged in community based projects such as environmental conservation, rehabilitation of chemical dependents

- Undertaking of campaigns such as ‘Spread a Smile’ to help the needy, remedial teaching for tribal; girls and Swaach Bharat Abhiyaan.

2. What are significant innovations/ good practices in research, consultancy and extension activities of the institutions?

- **Good Practices in research:**

- Action research undertaken by faculty and students.
- Collaborative approach used for guiding students.
- Online research tools used
- Research on contemporary topics like ICT in education are undertaken
- Special website dedicated to research
- Annual paper reading sessions organised

- **Good practices in Consultancy**

- Dr Agnes DCosta has so far conducted about ten workshops on Learning in Cyberspace for teachers in Higher education. About four hundred teachers have been trained to prepare OERs, online tests and MOOCs. These programmes were conducted under the aegis of UGC sponsored refresher and orientation courses held at UGC HRD centre, University of Mumbai.

- **Good practices in Extension Work**

- Reaching the unreached through extension work initiatives
- Collaboration with NGOs to work on socially relevant themes like environmental awareness, helping the marginalized
- Awareness drives on issues that have local and global implications

Additional Information to be provided by Institutions opting for Reaccreditation /Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

: The Honorable Peer Team appreciated the Extension activities of the college at University and local level. The partnership with local NGOs was also appreciated. The promotion of action research was appreciated.

The team made the following suggestions:

- Publication in referred journals be encouraged
- Formal consultancy services be initiated
- Collaboration with state/ national level institutions be encouraged.

Action taken by the college:

The college has taken the suggestions with great earnest and accordingly the following steps were taken:

- The faculty has published articles and research papers in referred journals.
- The college has formalized its consultancy services and many programmes in this respect have been initiated.
- Collaboration with many state and national level institutions like SNTD University, UGC HRD Centre and NGOs has been initiated.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

: The quality sustenance and enhancement measures undertaken since the previous assessment and accreditation are:

- Strengthening of research culture undertaken through Anweshan Research Cell
- Trying new approaches in research such as collaborative research
- Undertaking research related to inclusive education, quality sustenance, environmental practices and such other relevant areas.
- Disseminating our best practices in the field of ICT through consultancy programmes.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES



Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

- 1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

The institution does have adequate resources as per NCTE norms. The facilities are as follows:
(The master plan is enclosed in the Annexures.)

(i) **First Year B.Ed. classroom:** This classroom is spacious and has seating arrangement for about 120 people. It is used for all general lectures of First Year B.Ed, seminars and conferences. The seating arrangement is comfortable. Each seat has arrangement for keeping baggage. The classroom is equipped with a chalkboard, a display board, an audio system with public address, LCD projector, screen and computer.

(ii) **Second Year B.Ed. classroom:** This classroom can accommodate about 60 people. It is used for all general lectures of Second Year B.Ed. The seating arrangement is comfortable and has space for keeping baggage. The classroom has a chalkboard, a display board, LCD and computer.

(iii) **Principal's Room:** The room is used by the Principal to meet visitors and stakeholders. There is seating arrangement outside the room for those awaiting a meeting.

(iv) **Method Room 1:** This room is equipped with desks and benches and accommodates about 30 students. Lectures and activities for English pedagogy courses are conducted in this room.

(v) **Method room 2:** This room is equipped with desks and benches and accommodates about 40 students. Lectures and activities for Science pedagogy courses are conducted in this room.

(vi) **Method room 3:** This room is equipped with desks and benches and accommodates about 40 students. Lectures and activities for Mathematics pedagogy courses are conducted in this room.

(vii) **Method room 4:** This room is equipped with desks and benches and accommodates about 40 students. Lectures and activities for History pedagogy courses are conducted in this room.

(viii) **Method room 5:** This room is equipped with desks and benches and accommodates about 40 students. Lectures and activities for Commerce pedagogy courses are conducted in this room.

(ix) **Art and Craft Room:** This room is equipped with desks and benches and accommodates about 30 students. Art and Craft workshops are conducted here. There is space to store material needed for Art and Craft workshops.

(x) **Psychology laboratory:** The Psychology laboratory accommodates about 20 students at a time. All apparatus and psychological tests are stored in this room. The room also has provision for displaying posters.

(xi) **Library:** The library can accommodate 50 students at a time. The storage cupboards are open for access. Four computers are available for student use in the library. There is provision for one cabin within the library which is meant for research scholars. Comfortable seating arrangement is available. The librarian's seating arrangement ensures that she can supervise the library. Photocopying facility is available.

(xii) **Language laboratory:** There is provision for one cabin within the library which is used as a Language Laboratory. It is well equipped with a set of cassettes for English speaking course, dictionaries and cassette player with earphones.

(xiii) **Health and Physical Education Room:** The College has a large open area, part of which is used as Physical Education room.

(xiv) **Science and Mathematics Laboratory:** The Science and Mathematics laboratory has adequate equipment and chemicals required to transact the school syllabus. It can accommodate about 20 students at a time and is used by student-teachers to practice Science and Math activities

(xv) **ICT Room / Computer Laboratory:** This laboratory has 11 computers. All computers have Windows XP as their operating system. There is a LAN system. Internet facility is available. In addition, OHP, Slide projector, Television with a VCD player are stored here. The room also has storage space for CDs, slides, audio and video cassettes.

(xvi) **Staff room:** The staff room provides individual work space for each faculty member. There is arrangement for group discussions and meetings. Lockers and storage space is available. There are two computers in the staff room at the disposal of the teachers for work related to their teaching subjects and departments. Internet facility is available.

(xvii) **Room for support staff:** There is a rest room for support staff.

(xviii) **College Office:** The college office has arrangement for storage of records. There are two computers used exclusively for administrative work. This section also houses a photocopier. A section of the office is earmarked for Examination related work as per the requirements of the University of Mumbai. There is facility to download question papers delivered electronically by the University.

(xix) **Curriculum Laboratory and Teaching Aids room:** This section in the library accommodates material prepared by faculty for teaching of their subjects. Teaching aids prepared by students are stored here after classification and are used for Practice lessons.

(xx) **Ladies Common Room:** There is provision for a rest room for girls. It is furnished with a sofa, tables and chairs.

(xxi) **Washrooms:** There is provision for separate girls' toilets, gents' toilets and staff toilet.

(xxii) **Pantry area:** A small pantry area has provision for cooking stove, vessels, water purifier, hot and cold water dispenser, tea and coffee vending machine.

(xxiii) **Store rooms:** There are two store rooms which are used for storing stationery, students' internal assessment work and general equipment. This room also stores roller black boards, maps and science apparatus.

(xxiv) **Multi-purpose Hall:** The Institution has a Multi-Purpose Hall on the ground floor. It is shared by D. T. Ed college and other sister institutions.

(xxv) **Canteen:** Canteen facility is available on the ground floor.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

During the past two years, the institution made provision for more rooms to meet the requirements of NCTE for Two Year B. Ed. course.

- Provision was made for a Second Year B. Ed. Classroom, Method rooms, Art and Craft room, Health and physical Education area.
- The Language Laboratory was separated from the Computer Laboratory and set up in a separate area in library.
- Curriculum laboratory was added as per NCTE requirements.
- The Computer laboratory was upgraded.
- The office area was extended and one more photocopier was installed.

As of now, some rooms are used for more than one purpose e.g. the Psychology laboratory is used for Management meetings. The infrastructure is sufficient to meet the present needs of staff and students. The institution has open space which can be utilized for further expansion should the need arise.

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

- The institution has a large open space for conducting Co-curricular activities such as Yoga and workshops.
- Musical instruments such as harmonium, dholak, electronic organ, guitar are available in the college. Students can use them whenever required.
- The institution shares a common open air stage with other sister institutions. This is used for outdoor programmes as Celebration of National Days, Annual Day and Festivals.
- Two playgrounds (approximately 10,800 sq feet) are available on the campus.
- Indoor games equipment such as carom boards and chess boards is available for the students.
- P.T equipment such as lezim, dumbbells, sticks, shot put, cricket kit, badminton kits are also provided.

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

- The Science and Mathematics laboratory is presently shared with the D.T Ed College managed by the same management. Careful planning and scheduling ensures that there is no clash in timetables of use of the laboratory.
- Four method rooms and Art and Craft room are shared with a school run by the same management.
- A Multipurpose Hall in the D.T Ed premises on the ground floor is used for cultural events and also for common programmes with sister institutions.
- The playground is used by our institution as well as by the school and the D.T.Ed College run by the same management. Careful scheduling and networking with the other institutions ensures that all institutions avail of the playground effectively.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

- The institution has separate rest rooms for staff, boys and girls. These rooms are airy and spacious.
- Adequate numbers of washrooms are available on the premises. Hygiene is strictly maintained.
- Continuous water supply is available.
- Drinking water is purified by means of a reverse osmosis purifier. There is a hot and cold water dispenser.
- There is canteen on the premises.
- As regards facilities for the sick, in case of illness, a doctor is sent for and the students are attended to on the premises. For primary care, First Aid Box is available.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

All students are day scholars and do not require hostel facilities. There is a hostel available for students on the premises of St. Aloysius English High School, our sister institution. This is shared with the D.T Ed College.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

Maintenance-Allocation of Amount in Rs					
Resources	2011-12	2012-13	2013-14	2014-15	2015-16
Building	24368	-	-	-	75000
Laboratories	832	-	8693	-	-
Furniture	58000	35000	-	-	239125
Equipment	-	16875	93895	36355	-
Computers	25140	64875	24445	62019	160599
Transport/vehicles	22764	28308	12493	25731	10820

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

A detailed and careful planning ensures optimal use of available infrastructural resources. The time table is planned in such a way that various activities are held at different places at different times. This reduces congestion of space. Budgetary allocations are made to develop and maintain infrastructure time to time. Classrooms and method rooms are regularly used for lectures and seminars. Students are encouraged to avail of library facilities, computer laboratory, ICT resources. Following mechanisms are in place for optimal use of infrastructure-

- Students have free access to the library, computer centre and ICT equipment.

- An award ‘Best User of the Library’ is given annually. The criteria for the award include use of library resources, participation in book and article reviews and dissemination of benefits reaped from the library resources.
- CDs and books are available for home lending.
- Students are motivated to use the library for reference.
- New additions, in the form of books and digital resources, are announced and displayed.
- The college has a blogspotdedicated to the library www.granthpushp.blogspot.in .This digital extension of the library displays links to e-books, e-magazines and resources prepared by the faculty.
- College organizes Certificate Course in Computer training. Faculty and students use ICT resources and Computer laboratory for orientation and practical sessions.
- Certificate course in Physical Education and Annual sports events ensure use of Physical Education equipment and playgrounds.
- Art and Craft room is utilized for workshops for EPC Course on Drama and Art.
- Students weak in communication skills are encouraged to use Language Laboratory.
- Teaching aids prepared by students are systematically stored in a teaching aids room.
- Curriculum Laboratory contains all the subject specific support material compiled by faculty.
- Organization of cultural events, Certificate courses in Yoga, Music, Dance ensures optimal use of open space.
- Spacious Principal’s room, office room and staff rooms provide comfortable working place.

Detailed planning, meticulous execution and proper communication within the college and with sister intuitions ensure that the physical resources are put to optimal use.

3. How does the institution consider the environmental issues associated with the infrastructure?

Vasai is known for its verdant ambience and hence nurturing the environment is part of life. Tall trees abound in the premises and they are cared for. Potted plants add to the aesthetics of the premises. The Vasundhara Environment Club undertakes activities that help to make the infrastructure more environmental friendly.

- Students are encouraged to follow environmentally sustainable practices like Reduce-Reuse-Recycle.
- ‘Say No to Plastic’ campaign has reduced the unnecessary use of plastic.
- Recycling is encouraged by organizing activities like ‘Creating Best from Waste’
- Use of paper is minimized by reusing the handouts and teaching aids.
- Switching off of electrical gadgets, when not in use, is encouraged.
- Careful use of water is ensured and encouraged.
- Dry and wet solid waste is segregated and then wet waste is dropped in compost pit for making manure.
- On-campus tree plantation drives are organized.
- The infrastructure has been constructed in such a way that natural lighting is used maximally.
- Rain water percolation in storage tanks is a regular feature.

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Presently the librarian is an M.Lib.Sc. Degree holder. She is well versed with computers and has completed a Certificate Course in Information Technology (MS-CIT). She satisfactorily looks after the cataloguing, maintenance, computerization and other works associated with the library. The technical staff assists her in this work. The faculty co-ordinates with the librarian to provide curricular updates and contemporary material for different courses. The library blog is maintained by co-ordinating with the librarian.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

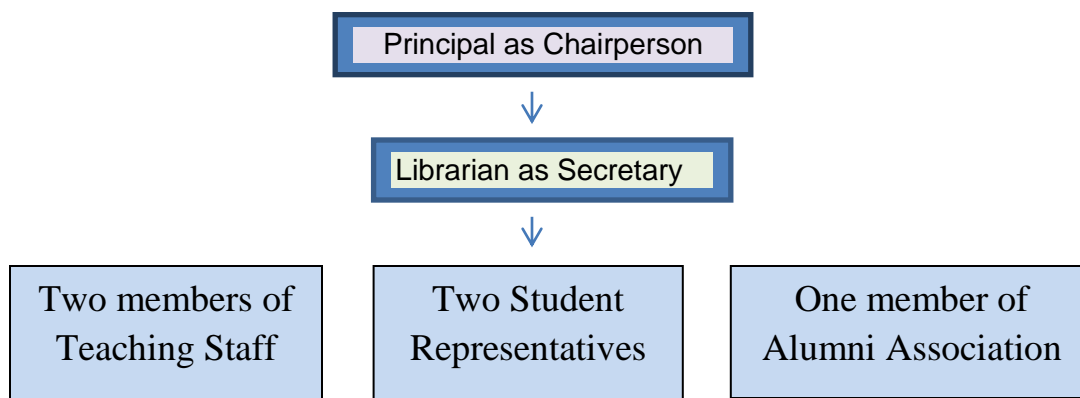
Books		Journals		magazines	CDs	e-books	e-journals
volumes	titles	national	international				
8405	5898	24	6	4	1025	30	25

The library uses Library Management software. Internet access is available for the staff and students.

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make decisions about acquisition. If yes, give details including the composition and functioning of library committee.

The Library Committee is in charge of reviewing library resources. Bi-annual meetings take stock of resources and find details of the usage of these resources. Accordingly, new titles are added. Books that need to be replaced due to damage or due to being outdated are removed.

Composition of the Library Committee:



The committee is retained for five years. Only the student representatives change annually. Alumni representative changes after five years.

Functions:

- (a) Upgrading resources available in the library by adding relevant and necessary titles, magazines, journals and electronic material
- (b) Improvement in library services through effective mechanism of distribution of resources
- (c) Addressing problems associated with the day to day functioning of the library
- (d) Ensuring adequate and appropriate usage of the library resources

4. Is your library computerized? If yes, give details.

The library is computerized. Details are as follows:

- Cataloguing and classification of resources is digitized by means of custom made software.
- Issuing of resources is also managed by the use of computers.
- Retrieval of books is made easy because of the use of 'keyword search'.
- Data base of resources borrowed by students and faculty is possible through the custom made software.
- E books are available for online and offline reading.
- Internet facility is available for users. Prints and photocopies of material can also be procured.
- Educational CDs are available.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

- The library has four computers. One of these is for the use of the librarian and is used for data entry, stock check and such work. The other three computers are for students' use. These are mainly used to view the electronic learning resources available.

- Internet facility is available and is used adequately by both staff and students. Students use it for reference work in case of projects, theory subjects and practice teaching. The staff also uses the internet for retrieval of information and networking with Teacher Education Institutes or bodies of educational importance.
- There is a backup system to supply uninterrupted power as the area where the institution is located faces a problem of frequent load shedding.
- Reprographic facilities are available.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The institution uses the following free access digital repositories- the Free Library by Farlex, Wikibooks, Project Gutenberg, Readprint, Books from e-Pathshala, Shodhganaga for referring to theses. All these links are available on the digital library site www.granthpushp.blogspot.com. The institution is in the process of procuring Inflibnet facilities.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

- Library is open on all days of the year except on Public holidays and Sundays. During the summer vacation, it is closed for three to four days for stock checking and maintenance.
- Prior to examinations, it is open on public holidays and Sundays.
- The library timings are from 8 a.m to 3.30 p.m and the timing is extended in case there is a request from the students or alumni using the library.

8. How do the staff and students come to know of the new arrivals?

- A special display corner is utilized to let stakeholders know of new arrivals. New arrivals are also displayed on the library blog with a short review.
- Staff members give publicity regarding the arrival of books pertaining to their subjects.
- When a large number of books are purchased, a display of the same is facilitated through a mini exhibition.
- Magazines and Journals are displayed on a magazine stand.
- Exhibition of books in collaboration with publishing houses.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

A well furnished book bank, comprising of about 1200 books, is an asset of the library. Every student avails of this facility. At the start of the academic year, each student receives a set of text books, which they can use till the end of the academic year. Thus all students are beneficiaries of the book bank system.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

Till date there has been no visually challenged applying for the course. As far as physically handicapped students are concerned, there have been students with less than 50 % disability and have coped up with the facilities available. Library has comfortable seating arrangement. In case a student has difficulty in accessing the library resources, library books are made available for the student on the ground floor.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensures the optimum use of the facility.

ICT is given prime importance in the teaching-learning, evaluation and administration of the college.

Details of the facilities within the premises:

- The classrooms are equipped with LCD projector and computer. Internet connection is available in the classrooms. Faculty and students use LCD for presentation of Audio-Visual during Assembly and lectures.
- The Computer Laboratory has 11 computers upgraded with requisite software. The main server has a printer and scanner attached to it. A LAN system facilitates sharing of documents.
- Wi-Fi Internet connectivity is available.

- Students can access the computers any time during the working hours of the college.
- The teaching staff has two computers with an attached printer, scanner and copier.
- The library is computerized as has been described in preceding paragraphs.
- Library has over 300 CAI lessons prepared by students and approximately 120 topics from the syllabus have been digitized by the faculty.
- The college office also makes optimal use of computers for data storage, retrieval and assessment work.

24x 7 ICT facilities for learning:

The college has developed many web resources that facilitate 24x7 learning

- Mathematics blog (www.pushpaganit.blogspot.in)
- Language Club blog (www.ruchaclub.blogspot.in)
- History blog (www.pcehistory.blogspot.in)
- Library blog (www.granthpushp.blogspot.in)
- OERs have been developed and uploaded on OER Commons (<https://www.oercommons.org/groups/pushpanjali-college-of-education/1216/>) and on wikieducator
- Blogs have been prepared by faculty for some courses that are part of the syllabus. These are used by students and faculty of different colleges of education
www.understandingdisciplines.webs.com
www.ciemumbai.blogspot.in
<http://utsmumbai.blogspot.in/>

ICT for quality sustenance

- Exclusive website for IQAC to disseminate information about Quality Measures is created (see www.pceiqac.webs.com)
- The alumni remains connected through www.pushpalumni.blogspot.in
- Programmes of Pushpadeep the College's Dept. of Extension Education Programmes are displayed on www.pcepshpadeep.blogspot.in

- Research activities and resources are displayed on www.anweshan.webs.com and these help to promote the research culture in the institution.

ICT facilities within the college are utilized to the maximum so that students indulge in self-directed learning. The faculty uses ICT for professional development. Quality assurance is promoted through use of ICT by displaying quality related developments and researches.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

A two level certificate course in computer literacy is conducted. The First Year B.Ed students learn basics of ICT in Education where as in the Second Year B.Ed, students get hands-on experience of use of technology through the EPC Critical Understanding of ICT. ICT training is done by both faculty and peers.

Major knowledge /skills imparted include:

- Basic knowledge of hardware and software
- Use of MS Office- MS Word, MS PowerPoint, MS Excel
- Use of Internet for retrieval of information, networking through E mail, discussion boards, EDMODO
- Basics of E-learning
- Computers in pedagogy
- Creating Blogs, online Storybooks, online tests, e-portfolios,
- Use of online research platforms like Survey Monkey and Google Forms

Learners interested in preparation of websites, OERs and MOOCs are guided individually.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

ICT is the backbone of the curriculum transaction process in the college.

- Self-learning instructional material (SIM) in the form of PowerPoint presentations is available for several topics in the syllabus. Advanced learners are encouraged to refer to SIM on topics beyond the prescribed syllabus.
- Blogs listed in 4.4.1 above are used for learning and solving doubts
- A blogspot www.pushpanjaligames.blogspot.com has educational games which can be used in the classroom. It invites students to contribute their own creative ideas and thus serves as a repository of learning resources.
- Videos are available which students can use as per their need.
- A large number of PowerPoint presentations in school subjects are available. They can be borrowed for Practice Teaching lessons. These resources are also available to teachers teaching in neighbouring schools.
- LCD is widely used for lectures. Powerpoint presentations prepared by the faculty are used as support material.
- Students are guided regarding standardized online psychological tests.
- Audio cassettes are available for practice teaching lessons
- Linguaphone Self Learning material is useful to learners keen to improve their spoken English.
- Internet facility is available to students to promote a quest for learning to learn. Students use the same for reference work, research and projects.

New avenues in Use of ICT:

- The faculty has created **Massive Open Online Courses (MOOCs)** for some topics. Students participate in the same and thus learn beyond the prescribed syllabus. Those who meet the stipulated terms are awarded a certificate of completion.
 - **Open Educational Resources** are created for the benefit of college students as well as other B.Ed students.
 - **Online tests** are uploaded for some topics. Content enrichment is provided through use of online tests. Similarly tests for Teacher Eligibility (TET) are also uploaded.
- Thus the ICT resources of the college are beneficial to the students and faculty as well as to faculty and students of other colleges of education.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, preparation of teaching aids)

: ICT is used to enhance the effectiveness of Practice Lessons.

Planning Stage

- Students use web based resources to plan their lessons. A list of useful sites for lesson planning is displayed on the various subject related websites maintained by the college faculty. Sample lesson plans created by faculty are displayed on these sites for students reference.
- E-books especially those displayed on e-pathshala and Eklavya sites are used extensively for reference.
- Exemplary teaching aids prepared by students are showcased on the subject websites. This provides motivation to students and also benefits other students to get creative ideas.
- Students are encouraged to go beyond the text and incorporate additional information in the lessons. At such times, online resources are very helpful.
- Use of online audio dictionaries is encouraged in order to facilitate accuracy of spoken language.

Execution Stage:

- All student teachers prepare Computer based lessons and deliver the same in classrooms during practice teaching.
- Use of ICT during Practice teaching is encouraged. A number of schools have Smart Board facility. In case such a facility is not available, students use laptops for presentations.
- Some students use online assessment during their practice lessons.
- CDs are available to help student teachers prepare effective teaching aids.
- Videos are used extensively to help conceptualization of topics. At times videos help to recapitulate the content taught.

Students offering Mathematics pedagogy are trained in the use of Geogebra Software for teaching of Mathematics. Students offering History pedagogy are exposed to online virtual tours of monuments and virtual museums. Language students use language games for learning.

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

: The learning resources prepared by the students are displayed annually during the annual Exhibition organized for the benefit of schools in the neighbourhood. Teachers from these schools are permitted to borrow the same for a specific period of time. Workshops on preparation of low cost teaching aids are held in the college and along with the student teachers, in -service teachers are invited to learn. PowerPoint presentations for school subjects prepared by the students and staff have been disseminated to schools in the neighbourhood. A sizeable data base of such lessons is available for utilization by society. Similarly PowerPoint presentations for social issues as those pertaining to water conservation, environmental responsibilities, career guidance or HIV-AIDS are also available in the College.

Faculty contribution to ICT in Education:

- Dr. Agnes D'Costa has so far trained over 400 college teachers to prepare OERs, MOOCs and websites and thus use ICT for teaching-learning and evaluation. Eight programmes so far were arranged in collaboration with UGC-HRD Centre, University of Mumbai and two programmes were organized by R. Jhunjhunwala College, Mumbai.
- The Dept. of Educational Technology, SNDT Women's University, Mumbai has undertaken a project 'Development of e-content for professional skill development in teacher training' under the aegis of National Mission on Education through ICT (NMEICT). Dr Agnes D'Costa has prepared three modules on Large Group Learning for this project.

- About thirty teacher-educators from different colleges enrolled for a Massive Open Online Course on Use of ICT in Research and Evaluation designed by Dr Agnes D'Costa

Thus, the college has always supported a spirit of sharing its ICT resources with society under its policy of E-power to Empower.

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

- A number of Teaching aids are available in the college. Students use them for practice teaching lessons.
- A number of audio cassettes, both commercially available and those prepared by students, are a part of the audio cassette bank. Students use these for assemblies and lessons.
- Videos on topics in core and pedagogy courses are used regularly.
- Inspirational videos are used for Assemblies and Co-curricular activities.
- Effective lessons by students are videotaped and displayed for the benefit of other students.
- Video recordings of co-curricular activities are made which are used by new students to organize programmes.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

- The College has a Psychology Laboratory where students perform experiments in Psychology. There is storage space for storing apparatus and material required for the same.
- The Science and Mathematics Laboratory is shared along with the D.T Ed College run by the same management.
- The college has a well furnished Computer Laboratory.
- The college has Language Laboratory with Linguaphone equipment.

- The college has well equipped Curriculum Laboratories for pedagogy (method) subjects. These Curriculum Laboratories contain Self Learning Material for individual pedagogy subjects, lesson plans on the use of variety of subject-specific methodologies, syllabi of different boards. Thus practical experiences and critical thinking exercises in curriculum construction can be organized.

All the above mentioned laboratories are maintained with the help of college staff and technicians. An AMC is signed for maintenance of the Computers. As per availability of the budget, necessary hardware and software is constantly added. Students and alumni assist by adding software. The faculty in charge looks after the enhancement of facilities and suggests the necessary changes. Feedback sought from the students also gives an idea of lacunae in the available resources and helps to upgrade the same.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

- The Multipurpose Hall is shared with the D.T Ed College run by the same management. This is generally used for common celebration of festivals, guest lectures, PTA meetings, Annual day celebrations and such programmes.
- There is an open space within the college premises and this is exclusively available to the college. Activities as workshops in preparation of Teaching Aids, dramatics, yoga, SUPW are conducted in this space. Practice sessions for co-curricular activities are conducted here.
- A section of open space is used as Health and Physical Education Centre. Physical Education equipment is stored here. Indoor games are played in this space.
- For outdoor games and sports two play grounds are available.
- The college does not have its own vehicle. Whenever required, the same is either hired or lent by the Bassein Catholic co-operative Bank, an organization that has been a benefactor to the College, especially during its initial stages.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

- Both F.Y. B. Ed and S. Y. B. Ed. Classrooms are equipped with LCD projectors and sound system. These are used extensively by teachers for theory as well as practicum related work. Students use the same for simulated lessons conducted in the college premises.
- Use of technology is incorporated for the morning assembly, cultural events and during celebration of festivals.
- All students are trained in the use of hardware and preparation of relevant software. The college also has an OHP and slide projector.
- A portable VCD player and TV with Home Theatre system is used for projecting movies of educational interest.
- Cassette players and CD players are used by students for Dance and Music.

The institution plans to add to the existing resources by adding to the existing educational software so as to enhance the effectiveness of the teaching –learning process.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The faculty takes keen interest in ongoing changes in the field of ICT.

- Peer interaction and interaction with faculty from other Teacher Education Institutes on ICT related matters helps to broaden horizons of thought and action.
- The faculty regularly attends seminars and workshops to keep abreast of changes in ICT. At times, in house training programmes have been organized to train the faculty in the creation of free websites, blogs, online tests and LMS.
- The Management continually supports innovations in use of ICT integrated interaction and provides necessary financial and other support. In 2011-12, the college project on ‘Open Education Resources in Teacher Education’ was wholly supported by the management. This was then presented at a National Conference organized by NCERT

where it was acknowledged as an innovation in Teacher Education and awarded a prize of Rs 20,000.

- Asynchronous methods like threaded discussion, weblogs and the like have been used to supplement classroom interaction.
- Some students and faculty member Dr Agnes D'Costa participated in a MOOC on MOOCs organized by IIT Kanpur in collaboration with Commonwealth of Learning and earned certificates for the same. Dr Agnes D'Costa has completed a MOOC on ICT integration in Higher Education conducted by SNDT University's department of Educational Technology. DrSheetalChaudhari and Dr Agnes D'Costa attended a workshop on Google Apps for Education.
- Action research on 'Survey Monkey as platform for research', 'Use of mobiles for learning' and 'MOOCs: A new way to learn' were carried out by the faculty.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Some innovative practices related to the use of ICT are:

- Creation and deployment of MOOCs and OERs for learning
- Use of online tools like Survey Monkey to collect data on social issues as female infanticide, eco terrorism, drug addiction, harassment of women, child labour.
- Over ten active subject related websites and blogs maintained by the college cater to various aspects of the teaching-learning process, student and alumni progress and quality assurance.
- Use of online tools to analyse data for research
- Preparation and Use of Multimedia resources in the classroom in form of videos and PowerPoint presentations
- A two level Computer Literacy programme for students
- On line networking with teacher educators from other Teacher Education Institutes to share ideas in Teacher Education.

- Curriculum laboratories for pedagogy subjects contain support material prepared by faculty and students.
- Practice Teacher Eligibility Tests were prepared and uploaded online. A few links:

<http://www.wiziq.com/online-tests/58123-teacher-eligibility-test-1>

<https://www.wiziq.com/online-tests/61048-teacher-eligibility-test-2/1>

3. What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?

- **Institution of ‘Best User of the Library Award’ to encourage use of library:** Students are encouraged to use the library and as an incentive we have announced an annual award to the student who makes the best use of the library. Criteria for this award include use of resources and participation in programmes as book reviews.
- **Use of asynchronous learning experiences by use of MOOCs, blogs, discussion forum, Open Education Resources:** To consolidate what is learnt in the class, we complement the same with ICT based learning that can be accessed anywhere and at any time.
- **Creation, utilization and dissemination of digital learning resources for curricular and other topics:** Learning is sharing. Our digital resources are shared with schools in the vicinity. Resources shared online are available to any interested learner.
- College has a well equipped **Curriculum Laboratory**

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

Following evaluative observations were made by the Peer Team members during their visit in March 2011:

- The Honorable members of the Peer Team suggested that there is need for a separate building for B.Ed. college. In this respect, the college tried to act on the suggestion, but it was not possible to construct a separate building due to financial constraints and policy of the Municipal authorities in granting permissions for new construction. The college however has renovated certain existing infrastructure and added extra rooms as per NCTE Revised norms.
- Another suggestion made was that more computers should be added. Acting on this very relevant suggestion, the computer laboratory was renovated and upgraded. New computers were added to the existing ones.
- One suggestion made was that more International Journals should be added. This too was acted upon and presently the college has subscribed to 24 National and six International Journals.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

: Quality Enhancement measures completed since the last NAAC Peer Team visit

- More classrooms and method rooms were added.
- Office area was extended.
- New photocopier is added.
- New cupboards in the library for increased storage capacity.
- Hot and cold water dispenser is installed.
- New LCD projectors were bought.
- National and International Journals were subscribed.
- New titles and volumes were added in the library.
- More computers were purchased.
- New Library Software was installed.
- Curriculum laboratory was set up.

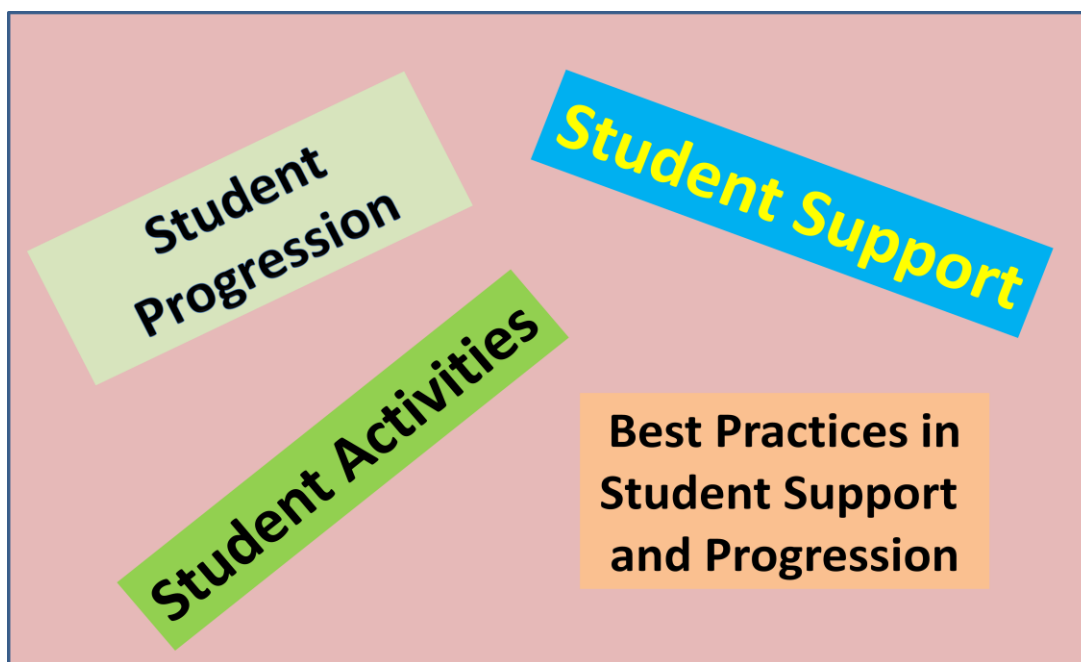
Quality Sustenance measures undertaken

- Regular inspection of the premises by experts and necessary repair works have helped to maintain the infrastructure.
- Furniture has been revamped and made more ergonomic, storage space for learning resources has been increased.
- The staff room furniture has been made more utilitarian.
- Pest control and other necessary activities are undertaken as per the need.
- Training programmes for students have been devised to fit in new avenues as e-learning. More hands-on experience has been incorporated in the training schedule.
- The institution has provided training to staff to upgrade their ICT skills.
- The teaching staff has enhanced their own knowledge and skills in ICT by self learning and involvement in e-learning.
- The staff is encouraged to share their knowledge with colleagues, students and other beneficiaries as school teachers. The college provides the necessary assistance to disseminate valuable information and training. Bearing in mind the impact of e-learning, efforts are made to keep students abreast with the new modes of learning and hence a number of weblogs are functional. These motivate students to access online resources. They also share their views online, thus augmenting what is done during face to face interaction. Regular maintenance and up gradation of resources ensures their complete utility.
- A lot of efforts have been put in with respect to use of resources. The staff constantly endeavours to find innovative means to ensure maximized use of the resources available.

Thus, infrastructure and learning resources which are supports to curriculum transaction have been accorded high importance in our institution and have contributed greatly to quality sustenance and enhancement.

CRITERION V

STUDENT SUPPORT AND PROGRESSION



Criterion V: Student Support and Progression

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

: The preparedness of students is ascertained at two levels, pre-admission and post admission. Before students appear for the entrance exam, there is scope for meeting the faculty so that they understand the scope and requirements of the B.Ed Course. Post admission preparedness is ascertained through a content test in the pedagogy that they opt for. This test helps to find the content knowledge of the student. Necessary remediation is provided depending upon the performance in the content test. Students need skills in various areas such as use of ICT, public speaking and language competency. These skills are assessed through self assessment by the student and assessment by the faculty.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

: The ethos in the campus is supportive and constantly promotes student development. Students are motivated through awards and recognition for their performance. At the same time, there is focus on moving from extrinsic to intrinsic rewards. The management, principal and faculty are approachable and hence students put forth their requests without inhibition. Schedule for practicum is set bearing in mind the needs of the students. Timely feedback is provided in a non threatening manner. This enables performance improvement. Mentoring by faculty and peers is also helpful to motivate and ensure performance improvement.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

: The dropout rate during the past five years has been minimal. No male student has dropped out. Only one female student dropped out of the course on 2015-16 but rejoined during the following academic year.

Year	Dropout rate in percentage	Plausible reasons
2012-13	0	---
2013-14	0	----
2014-15	0	---
2015-16	2 (1 student out of 50.)	The student dropped due to ill health. The student continued the course in following academic year by attending regular classes.
2016-17	0	-----

Students tend to drop out due to ill health or constraints posed by family situations. If ill health is a reason, they are permitted leave to recuperate. Concessions are given to seek medical intervention. Course requirements that may be left incomplete due to ill health are completed when the student is medically fit. At times, ill health of family members becomes an obstacle for some students, especially if the student is the eldest of siblings and has to shoulder family responsibility. In such cases, the student is permitted concessions in time without compromising on the quality of the programme. Students are provided with academic support by the faculty. Peers also lend academic support by helping those in difficulty. This ensures that all course requirements are duly fulfilled.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in

SLET, NET, Central/State services through competitive examination in the last two years?

: The college has a robust system to help students imbibe job related skills. Students desirous of proceeding with higher education are also guided.

- **Organisation of Value Added Certificate Courses:** Value Added Certificate Courses are conducted that help them transcend the limits of the prescribed curriculum. These courses give the students an edge over other aspirants and also build confidence in them.
- **Sessions on Entry to the World of Work:** Every year, the college Placement Cell organizes session that orient students to various pre-placement requirements such as writing a good resume, identifying schools where they can apply for jobs and appearing for an interview. Such sessions provide a dry run before students actually visit the school for interviews.
- **Placement Services:** The role of Placement services is detailed in Q 7 below.
- **Preparation for Teacher Eligibility Test:** Teacher Eligibility Test is mandatory for aided schools in Maharashtra. Students desirous of applying in such schools are guided regarding the TET. Some practice tests are also uploaded to help them gain confidence. An educational counsellor guides them in this respect.
- **Guidance regarding higher education:** Many students pursue their further education after completing their B.Ed. Some go in for Post graduation in their academic subjects, others opt for Masters in Education or M.A (Education). Guidance in this regard is given on a one-to-one basis. While pursuing their M.Ed or M.A (Education) some students appear for the SET/NET examination. Many alumni have registered for Ph.Dprogramme. They seek the advice of the college faculty for validation of tools or conduction of research. The faculty guides them regarding the same and the college library facilities are available to all pursuing higher education and research.
- During the last two years, two candidates have passed the SET Examination in Education.

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

: A commendable number of students opt for their higher studies. Some devote their time exclusively for higher education, especially if they are pursuing a Post graduation Degree in Science. Many others combine education and vocation, where they pursue higher education through distance mode even as they work as full time teachers.

Details of those who have opted for higher education during the past three years is given below:

Year of passing	Exclusively Pursuing Higher Education	Exclusively Pursuing Careers	Pursuing Career And Higher Education
2012-13	---	80%	10%
2013-14	2%	78%	14%
2014-15	2 %	76 %	12 %

*Statistics for 2015-16 are not given as the batch admitted in 2015 -16 will be graduating in 2017 due to the two year B.Edprogramme.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

: The library services are open to students after their graduation. In fact many alumni who pursue higher education come to the library for reference work and meet the faculty for guidance. Sometimes alumni come to borrow specific teaching aids, CDs or PowerPoint Presentations to support their teaching. Whenever the college organizes a workshop that focuses on ICT integration in the classroom, alumni are invited. Many alumni make use of this opportunity as it gives them a chance to upgrade their skills. Their employers whole heartedly support the same. Alumni are also alerted about online courses so that they can learn new strategies for contemporary classrooms.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

: The institution has a Placement Cell (Pushpajyot) to look after placement of students. The services provided by this Cell are as follows:

- **Orientation towards Placement:** Awareness of requirements of different Boards, mode of applying for jobs, writing of resumes, facing an interview
- **Arrangement of on campus placement:** this includes co ordinating with heads of schools to come to the college and speak to students regarding the expectations from the school, arranging interaction between students and heads of institutions to facilitate identification of candidates who can be absorbed in the schools
- **Arrangement of off campus placements:** Display of job vacancies on the notice board, circulating vacancy details through student WhatsApp group, assisting students in providing reference letters/ testimonials
- **Assistance rendered for interviews:** Desirous students are assisted to present demonstration lessons
- **Assistance provided to alumni seeking change in job:** Sometimes alumni seek a change in job for better prospects or due to personal reasons. The college coordinates with the alumni and disseminates information regarding suitable vacancies.

Statistics regarding Placement

2013-14	2014-15	2015-16	2016-17
70 %	65%	No placement as no students graduated as they were part of the First Year of the Two year B.Ed course	Statistics till end of Feb 2017: 40% students have secured jobs. The Placement Process is in progress

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

: There have been no major difficulties regarding placement. One observation is that due to the tight schedule of heads of schools, they are not too keen on coming for campus placement. They prefer that the students visit the school and interact with the management and head in the school. This is quite a valid suggestion considering their hectic schedule and hence off campus placements are preferred in such cases.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

: The extensive internship facilitates placement in practice teaching/internship schools. Since student-teacher spend around twenty weeks in the school, the Principal and other administrative heads can closely observe the student-teachers both in and out of class. Feedback from the school teachers and students is crucial data and this helps schools select student teachers if there are suitable vacancies.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

: The institution provides the following facilities to the Placement Cell:

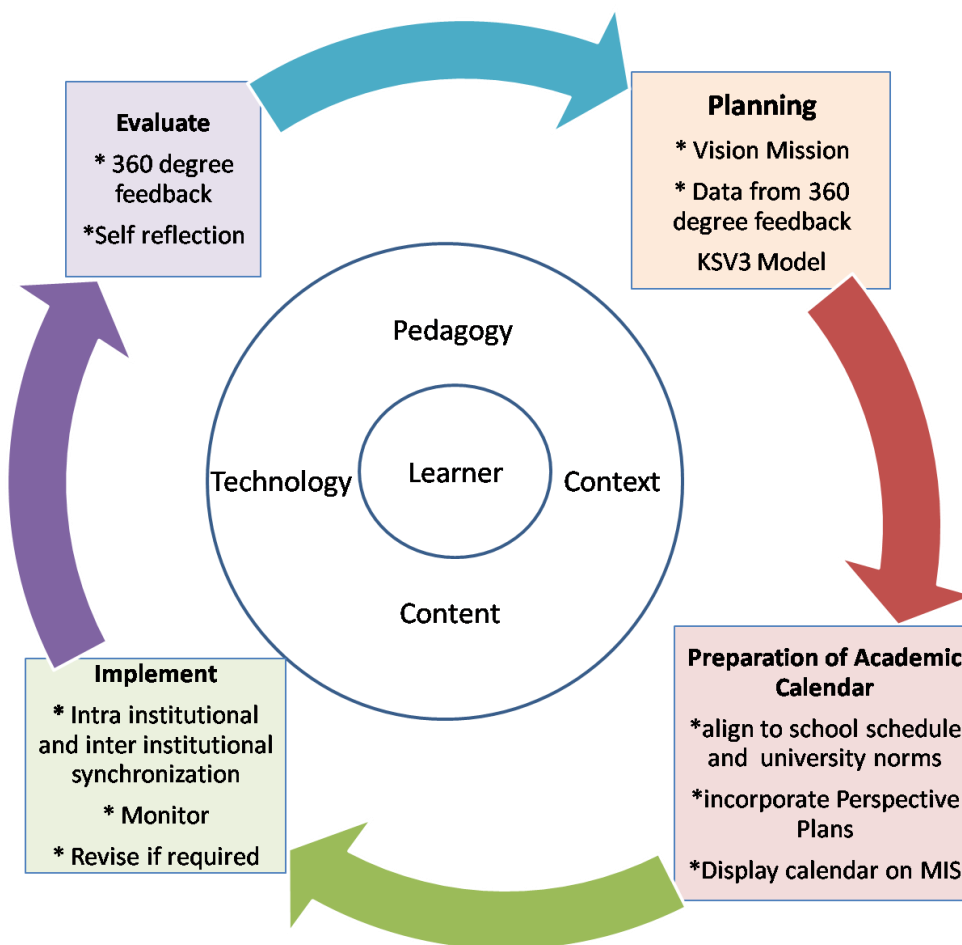
- **Infrastructural facilities:** Special room is allotted to the heads of institutions who visit the college for placement. ICT resources are made available to the visiting heads in case they have to make presentations about their institutions. A special notice board is made available to display letters informing about vacancies in schools.
- **Human resources:** The faculty in charge of placement services collaborates with the visiting heads of institutions. If necessary, the concerned faculty member is relieved of other duties during this time.
- **Financial support:** No direct financial support is required by the Placement Cell. However, some nominal amount is allocated to provide refreshments and hospitality to heads of visiting schools.

5.2 Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

: The smooth working of the college depends upon the three pillars of planning, implementation, and evaluation. This is a cyclic process, the success of which depends upon the inter relationship between the three pillars. The learner is the hub of programmes organized. The context of the learner and the kind of ethos the learner will be working in are considered while planning the different experiences. Similarly the thrust is on equipping the learner with a robust knowledge of content, pedagogy and technology so that these three can be seamlessly integrated to learn and apply what is learned.

- **Planning:** The curricular and co curricular activities are planned keeping in mind the vision, mission and goals of the college. The national and global needs are also considered. The KSV3 Model described in Criterion One forms the philosophical base for planning. Feedback from earlier academic year is keenly analysed to identify areas that need modification.
- **Preparation of the Academic Calendar:** A series of meetings with the management, principal and staff supported by inputs from the Governing Body, LMC and the IQAC help to draw an elaborate annual plan for the college. The plan is critically examined and each department and course then formulates a plan of action in synch with the institution's master plan. These are displayed on the EMIS for perusal. The academic calendar is a time bound reflection of this plan. Since the B.Ed course is intertwined with schools, the schedule of schools is also considered while planning the calendar. A balance between different types of activities is maintained. Plans are approved by the Principal.



- **Implementing the Plan:** The implementation of the plan is done with intra and inter institutional synchronization. The implementation is planned and if any anomalies are noticed they are repaired before their effect escalates.
- **Evaluation of the process:** 360 degree feedback from various stakeholders is solicited to evaluate the usefulness of various activities and experiences. This is vital data to formulate a plan for the subsequent year.

2. How is the curricular planning done differently for physically challenged students?

: In the past five years, no physically challenged students have sought admission to the course. Hence no separate curricular planning has been carried out in this regard. There have been cases of students affected temporarily due to accidents or illness. Such students and those in advanced state of pregnancy are assisted by making examination seating arrangements on the ground floor. Special care is taken while allotting internship/ practice

teaching schools to such students. They are accommodated in schools that are most convenient to them.

3. Does the institution have mentoring arrangements? If yes, how is it organised?

: Mentoring is accorded much importance in the college. Mentoring is organized in various ways.

- **Faculty-students group mentoring:** This involves mentoring students according to pedagogy based groups or internship groups. During group mentoring, students are mentored regarding academic issues and their queries are resolved. The internship groups under the tutelage of one mentor teacher are mentored face to face during meetings as well as through online groups.
- **Individual Mentoring:** Students are provided individual mentoring by faculty especially when they face personal or academic problems. Principal Dr. Mariamma Joseph is a qualified counselor. She is in charge of Solace the Counseling Cell of the college and counsels students with personal problems.
- **Mentoring by School Teachers:** School teachers mentor students on a one to one basis during their internship. This usually includes mentoring regarding class management, teaching-learning and other roles and responsibilities of teachers. The Cognitive Apprenticeship experience is especially useful as the student-teachers can avail of the expertise of inservice teachers and learn from the repertoire of their experience.
- **Mentoring by alumni:** Alumni who are serving in different schools are an important part of our mentoring network. Due to their affinity to their alma mater they take keen interest in the student teachers and provide mentoring in synchronization with the college vision, mission and goals.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

: The faculty makes efforts to learn and implement contemporary strategies in teaching and mentoring. The college supports all endeavours in this respect by

- Deputing the faculty for courses, seminars, workshops and any other educational experience
- Appreciating the faculty's efforts towards self directed learning
- Providing facilities in the form of computers, internet, wi-fi and library resources
- Arranging for resource persons to provide onsite training
- In case of mentoring, the faculty generally hones their mentoring skills by reading on the topic and learning from some best practices followed by other institutions.
- When students need mentoring on a personal basis, a private space and exclusive time is arranged so that the student can be mentored without interference.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

: The institution has a website (www.pushpanjalicollege.com) . The site is updated as and when required. However, quarterly updating is done to eliminate outdated information and replenish the same with new information.

The general information posted on the website is as follows

Main page	Subpages
Home	About the College, Vision Mission Statements, significant achievements, Governance, contact details
About B.Ed programme	Eligibility, syllabus, rules and regulations of the college
Staff	Information about teaching and non teaching staff
Students	Details about students, student support services (Pushpadeep, Placement, Alumni Association, clubs, Women's Cell
Campus and Infrastructure	Physical resources, Library, ICT resources, Art and craft Resource Room, Curriculum Laboratory, Physical Education Resource Centre
Academic Achievement	General Working, Conference And Seminars, Internship, Co Curricular Activities, Community Work, Research Cell, Academic calendar, Reports
IQAC	Functions, Composition, Activities, AQARs
Disclosures	Financial status and Certificates

Wherever necessary, links to college blogs are provided. Pictures are added as per needed.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

: Low achievers have a special remedial programme which includes:

- **Mentoring by the faculty** teaching the course that they are weak in.
- **Peer mentoring** is also carried out under the 'Care to Share' programme.
- **Tutorials** are conducted where select content is revised and the student could opt to write the answers to questions based on the content
- **Appearing for more than the prescribed number of tests** has been found to be beneficial to such learners.
- Individual guidance regarding study skills is given
- In case of students who face difficulty in giving lessons in schools, the cause for low achievement is identified and accordingly some inputs are given. Peers in the group readily assist such students to overcome fear or language difficulties.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

: Advanced learners are encouraged depending upon their area where they show giftedness. Some strategies used for them are:

- Encouraging them to participate in extra learning experiences such as MOOCs on NPTEL or other platforms.
- Enriched reading references are provided. Our library blog www.granthpushp.blogspot.com has many such e-books uploaded especially for the benefit of gifted learners
- Such learners are given ample freedom to try new techniques and new strategies during the practice lessons.
- Gifted learners take up additional responsibilities related to leadership, organization, mentoring, creation of resources or even functioning as resource persons to peers and juniors.

- Creative endeavours of gifted students are showcased on the college blogs.

Strategies for slow learners are mentioned in the Q 6 above.

8. What are the various guidance and counselling services available to the students?

Give details.

: The college emphasizes guidance and counselling as mental health is very important to successfully complete the B.Ed course

- The College Counselling Cell Solace under the mentorship of the Principal provides counselling to those facing personal problems.
- The faculty provides guidance and assistance to students who seek the same.
- The Personality Development Course organized for the students has a session on Rational Emotive Behavioral Therapy. This session provides catharsis for many pent up emotions that interfere with the students' well being.
- The course of Yoga also promotes mental health and self management skills.
- As part of the Course Understanding the Self, students of the Second Year are exposed to many techniques like mindfulness, learned optimism, meditation, self compassion and resilience.

9. What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

: Genuine grievances of students are always given priority. The institution has a suggestion box where students may make suggestions anonymously. Grievances of students are reported by representatives during Student Council meetings, faculty meetings, and through the feedback taken at the end of the year.

Some of the grievances addressed through the Grievance Redressal Cell are:

- Inclusion of a break after two lectures. This suggestion was accepted and changes in the time schedule were made accordingly.
- One suggestion that students made was to avoid tests on Mondays as many functions are often held on Sundays and this affects performance especially if the function is held in one's own family. Accordingly the tests were shifted to another day in the week so as to allow students to perform better.

10. How is the progress of the candidates at different stages of programs monitored and advised?

: Regular essays and class tests help to monitor the progress in theory subjects. Performance in practicum is also monitored regularly so that mistakes do not accumulate. Online tests in the form of Multiple Choice Questions and continual assessment of assignments, activities ensure that progress is monitored throughout. Another way to monitor students' progress is by encouraging self reflection and self evaluation. This gives insights to the learner and helps them make incremental steps towards their goals. In case of practice lessons, feedback from peers and mentor teachers, along with feedback from teacher-educators helps to analyse one's journey of progress.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

: In the Two Year B.Ed, during the Second Semester, student-teachers undergo a Four week Internship. During this time, they shadow school teachers for a few days and then begin conducting lessons.

Pre practice teaching preparation:

- Students are equipped with skills required for classroom teaching such as set induction, questioning, explanation, use of examples and illustrations, chalkboard work and classroom management.
- They also have a good idea about integrating technology in the teaching –learning process.
- A good foundation of the taxonomy of learning objectives fortified by knowledge of pedagogic strategies gives them confidence to embark on practice teaching.
- Content mastery is also given importance during the Content enrichment programme.

These pre- practice teaching experiences are then followed up with more inputs so that students can have dynamic field experiences during practice teaching/internship. These include

- Simulated lessons for Models of teaching, use of games and other subject specific methods
- Pedagogy using drama
- Inputs in Differentiated Instruction, Multicultural Education, use of Multiple Intelligences
- Use of variety in evaluation techniques
- Workshop in testing is conducted

Care is thus taken to provide varied learning experiences which can be incorporated during internship and lessons.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years.

(iv) Give details of the top ten alumni occupying prominent position.

(v) Give details on the contribution of alumni to the growth and development of the institution.

: The college has an Alumni Association. The current office bearers are as follows:

Chief Patron: Manager Sr. Sushila D'Silva

President: Principal Dr. Mariamma Joseph

Convenor and Faculty in Charge: Ms Angelina Nunes

Executive Committee

Ms. Tripti Saun (Chairperson)

Ms. Ranjita Gomes (Secretary)

Mr. Malcolm Colaco (Treasurer)

Ms. Shobha D'Mello

Mr. Jenold Misquitta

Mr. Vineet Lopes

Ms. Sonia Ruhi

Ms. Celina Rodrigues

Ms. Stalina Almeida

Elections to the same were conducted in June 2015.

During the last two years the following activities were conducted through the Alumni Association:

2014-15

(a) The Alumni association helped in collecting funds for the college on the occasion of the Silver Jubilee of the college.

(b) The alumni supported the college in organizing the Annual Day Programme.

(c) Fr Thomas Lopes oriented the students on Roles and responsibilities of teachers during the inaugural prayer service.

(d) Fr. Kiran Lopes interacted with the students on the College feast day and offered valuable inputs on the catalyzing role of the teacher in society.

(e) Ms Fatima D'Souza Hixon, an alumnus of the college, conducted a workshop on pre placement preparation

2015-16

(a) Workshop on charged classroom was conducted by Ms Gaurangini Kulkarni

(b) Ms Cynthia DSouza and Ms. Ranjita Gomes oriented the F.Y.B.Ed students regarding 'Nurturing a positive attitude to leverage one's potential during the B.Ed course'.

(c) Mr Melwyn Dabre conducted a course in Vocal music

(d) Mr John Leonard interacted with students on the topic 'Teaching in American schools'.

(e) Sr Meena, Principal of St Mary's school, Alibagco-ordinated an educational visit to the Magnetic Observatory.

(f) A programme on Counseling Skills was organised by the Alumni Association

(g) Fr Pravin Pawar interacted with students during the inaugural programme and spoke on 'Teacher as a Social Engineer'.

(h) The Alumni Association felicitated Dr Sonia Nunes for completing her Ph.D in Education and Dr Agnes D'Costa for publishing the book 'Knowledge and Curriculum'.

Alumni occupying top positions (only ten listed as per the profoma)

1. Dr Mabel Pimenta (Ph.D guide University of Mumbai, Associate Professor, Pushpanjali College of Education)
2. Ms Tejali Vartak (Coordinator at district level for Sarvashiksha Abhiyan)
3. Sr Julie DSouza (Principal St Teresa's D.T.Ed College)
4. Mr John Leonard (Best Teacher of the Year 2007 by the North Carolina Secondary School, USA.)
5. Fr Thomas Lopes (Principal of St Peter's High School, Director of Diocesan Board of Education)
6. Mr Ganesh Sapkal Winner of Best Teacher Award, Navi Mumbai Municipal Corporation
7. Mr. Anthony Gonsalves secured the Gold Medal at the M.Ed examination of University of Mumbai 2012
8. Mr Melwyn Dabre has cut several CDs and authored books on Music in Education
9. Dr Sandra Pereira is the Principal of Ashadeep College of Education.
10. Ms Manisha Sanwar is an educational officer for the schools run by the Greater Mumbai Municipal Corporation

Contribution of alumni toward the growth of the institution:

The alumni are very willing to contribute their expertise and skills with the college. Details have been given in 5.3.1 above. Some broad areas where alumni contribute to the growth of the college are:

- Functioning as resource person in workshops, Certificate Courses and at seminars
- Assisting in Placement services by way of orientation or dissemination of information regarding vacancies
- Helping in organizing cultural functions and competitions in the college
- Mr Sunil Rajpurkar, Asst Professor Smt. Kapila Khandwala College of Education is a member of the IQAC

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

: The college organizes talent search programme at the beginning of the year and students exhibit their talents in dance, drama and singing. A display of articles made by the students is organized, where talents in art and craft are displayed, Cultural and national festivals like Diwali, Christmas, Independence Day, Republic day, MakarSankranti day, Literature Day and Martyr's Day are observed. Competitions like poster making, aarti decoration, candle decoration, rangoli, display of culture through food stall competition etc are organized on these days. These functions provide multicultural experiences and identify students' talents. Students participate in co-curricular activities in the college as well as in those organized by other institutions. At college level, competitions are organized and winners are given certificates. For intercollegiate events, students are given special guidance and training if they need the same. Expenses on costumes and travel are also reimbursed. Students' achievements in co curricular activities at intercollegiate competitions are as follows:

2015-16:

- Ms. Priyanka Pereira and Mr. JordinCarvalho secured the third place in the Duet Dance Competition organized by Bombay Teachers' Training College, Colaba.
- 24 students represented the college at Planet-E an environmental fest organized by St Teresa's Institute of Education, Santacruz.
- Ms. Priyanka Pereira and Ms. MonaliDMello won the Second Place in Poster Making. Other students participated in street play, slogan making, advertisement competitions, debate, elocution and model preparation competitions.

2016-17

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

- Ms Rishal Andrades and Ms Payal Toppo won the third place in Creative Collage making.
- Priyanka Pereira and Jordin Carvalho 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, Tanushree Patil, Monali DMello 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.
- Ankita DSouza, Suparna Jaiswal, Shachi Budhwar, Cynora Nunes, 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.

Participation in Sports: The college organizes the Annual Sports Day where students can display their prowess in track and field events. Team events like cricket matches are also held. Indoor games are organized. In 2015-16 Ms. Cynora Nunes participated in the Vasai Marathon .

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

: The students are encouraged to contribute their creative writings to the college blogs. During the Silver Jubilee Year, a souvenir was published. Alumni and students contributed their articles. Students also write for magazines and newspapers.

- Mr Anthony Dias’ article on Parenting was published in the March 2017 issue of Shantidoot magazine.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

: The F.Y.B.Ed and S.Y.B.Ed classes have their independent Student Councils. Each comprises of eight members. One of the elected members is chosen as President and one as Secretary. Portfolios are distributed to the others.

Major activities conducted by the Student Council include organizing:

1. Talent Search programme
2. Programme on the occasion of Pushpanjali Day
3. Competitions at college level like rangoli, aarti decoration and candle decoration
4. Celebration of cultural festivals such as Diwali, Christmas, Makar Sankranti.
5. Annual Sports Day.
6. Cultural programmes and exhibition on College Annual Day
7. Freshers' party and valedictory function
8. Organizing field trips, visits and picnics
9. Any other cultural and curricular event in collaboration with the faculty

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

: Various bodies of the college facilitate the smooth working of the college curricular and co curricular activities.

Name of the body	Activities
1. Rucha Literature Club	Celebration of days – Makar Sankranti, Hindi Day, organization of competitions, book review
2. Vasundhara Environmental Club	Plantation of tree, cleaning the vicinity, awareness programmes
3. Practice teaching department	Preparation and distribution of time table, getting permission from the schools, networking with the schools.
4. Department of Co-curricular activities	Organisation of activities
5. Community work and Women's Cell	Participation in community service, awareness programmes and activities related to women empowerment
6. PUSHPADEEP	Assist in organizing the activities
7 IQAC	Communicating feedback and assisting quality assurance

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

: The college has well structured feedback mechanism in form of 360 degree feedback to collect information from alumni and from employers. Online, oral as well as written feedback is sought from the alumni and college identifies the areas for improvement from this feedback and necessary changes are incorporated in the curriculum. Feedback regarding practice teaching programme is solicited from heads of practice teaching schools. Employers of alumni also give feedback regarding their effectiveness as teachers. Feedback mechanism has been elaborately described in Criterion Six.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

: The best practices of the institution in Student Support and Progression include:

- **Certificate Courses and other Programmes under Pushpadeep:** Variety of courses are organized by Pushpadeep. These include Certificate Courses in yoga, Personality Development, Life skills, Dance, Art, Physical Education and Vocal Music.
- **All round development through co curricular activities:** A diversity of co curricular activities ensures that students get a platform to showcase their talents and prowess in various fields. This helps to build confidence, develop skills like event management , compering, co-ordination, problem solving and also fosters a warm spirit of fraternity where all cultures are respected.
- **Mentoring:** Mentoring helps students to achieve according to their potential. It helps students cope with the demands of the B.Ed course and facilitates holistic development of all.
- **Care to Share Remedial Programme:** This Peer to peer mentoring programme helps to improve the performance of low achievers and also kindles a spirit of support among students.

- **Committed Placement Cell:** The services of the Placement Cell help students to make a smooth entry to the world of work. They are helped to launch into their careers .
- **Dynamic Alumni Association:** The alumni benefit from the college library as well as from the mentoring provided by the faculty. The college too benefits from the alumni and this reciprocal relationship contributes to the institutional growth.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

: During the previous NAAC Peer Team visit, the members of the Team were appreciative of the college regarding the efforts made towards Student Support and Progression. The observations were as follows:

- Students progression monitored
- Almost 100% University results
- Dropout rate negligible
- Student welfare measures are adequate
- Counseling and placement cells exist
- High placement recorded
- Active alumni association with good data base
- Participation in cultural activities encouraged
- Facilities for indoor games available
- Counseling session organized
- Healthy and congenial rapport with students

Suggestions made in this criterion were ‘Orientation programmes on life skills could be initiated’

Action taken: We would like to share that we have Personality Development Course which caters to life skill development. We have collaborated with Art of Living

Foundation to conduct course in Life Skills. The EPC on Understanding the Self is conducted through workshops where many important skills like resilience, stress management, positive thinking and learned optimism are taught to students.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

: Since the previous NAAC Assessment and Accreditation, quality enhancement steps taken in the area of Student Progression and Support include:

- Emphasis on Life Skills through Courses
- Advanced training in use of ICT in education has been promoted
- Mentoring is done rigorously
- Care to share programme is followed for peer mentoring
- Alumni Association undertakes many programmes

CRITERION VI

GOVERNANCE AND

LEADERSHIP



Criterion VI :Governance andLeadership

6.1 Institutional Vision and Leadership

1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

: Pushpanjali College of Education believes that every individual is unique and has potential that can be tapped. The institution believes, therefore, that every student can be nurtured to develop into a responsible global citizen who will make a positive difference in both local and global contexts.

The Purpose of the Institution:Pushpanjali College of Education was established by the Sisters of the Congregation of Carmelite Religious of Trivandrum on 6thAugust, 1990. The college journey started with the escalating demand for Teacher Education in Vasai region as many candidates aspired to be teachers and had to travel a long distance to Mumbai to complete the course. The purpose of the Institution is to prepare exemplary teachers and school leaders for roles in a diverse and changing society in the global scenario.

The Vision of the college is ‘**Education for the Life of the World**’.

The mission is ‘**to impart Liberating, Inspiring, Formative and Empowering Education**’.

Values propagated by the college

The college has adopted the KSV3 Model as explained in Criterion One. There are three main areas pertaining to values.

- **Learner Centred values**
 - Belief that all students can learn
 - Commitment to nurturing the potential in each student
 - Valuing of diversity
 - Empathy
- **Values pertaining to teacher Identity**
 - Aim for high standards
 - Quest for learning
 - Strive toward excellence
 - Grounded in ethics

- Resilient and adaptive
- Passion for research and innovation
- **Values pertaining to service to profession and community**
 - Collaborative learning and practice
 - Building apprenticeship and mentorship
 - Social responsibility and engagement
 - Stewardship

Dissemination of Vision and Mission to Stake-Holders

Faculty: The vision and mission statements are rooted profoundly in the planning, organization and execution of all activities of the college. Every programme of institution is planned and developed in the light of vision and mission statement of institution.

Students Teachers and parents: Vision and Mission are made known to stakeholders such as parents and student teachers through our website, prospectus, and handbook and during orientation sessions as well as PTA meetings. All practice lessons compulsorily integrate values. So is the case with the assembly, lectures, workshops and other programs, co-curricular activities.

Employers: Employers are aware of our value system from the work that is portrayed through our interaction with them during practice lessons, certificate courses organized by the college for the teachers in the vicinity and during their visits to college on the occasion of college day, annual exhibition and also during campus placement visit. The College vision-mission statement is boldly displayed on the website, our blogs and, in the college premises.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes the mission statement of the college is to impart education that is Liberating, Inspiring, Formative and Empowering. It is an all-encompassing one with focus on the set goals and objectives. By saying that education is

Liberating: we seek to free the society from the shackles of social impediments.

Inspiring: The life skills imparted to student teachers will have a ripple effect on the students they teach and hence the mission statement terms our education as **Inspiring**.

Formative: By defining our education as **Formative**, we intend going beyond mere information.

Empowering: The purpose of education is emancipation and this can come only through empowering. By the term **Empowering**, we mean a mechanism that will equip the student teachers with knowledge, skills and attitudes to overcome challenges with grace and fortitude.

Activities to accomplish our mission are elucidated below

Students' need based activities:

- Certificate Courses and skill oriented courses emphasize all round development of the personality of students and also attempt to mould them to be true professionals.
- Mere cognitive development is insufficient. A number of activities planned and organized for the students through different clubs, guest lectures, workshops, cultural programmes throughout the year, seek to enrich learning and also offer opportunities to display talents.
- Pedagogical approaches support students to become actively responsible for their own learning. Attempt is made to engage students as inquirers and thinkers and to bring about deeper engagement in learning by starting from students' own interests and needs. Socio-constructivist approaches to learning emphasize the importance of connectedness and concurrency of learning. Approach of teaching is going beyond the notion of 'restricted' professionalism to an expanded notion of professionalism. Students are motivated to use different teaching approaches while giving their practice lessons.

Community need based activities: Concern for social issues is an important feature of the college. Visits to the special school, community centres as the hospice for terminally ill patients, homes for the aged, orphanages and institutes catering to the education of learners with challenges designed to strengthen and extend students' personal and interpersonal learning as well as their social and civic development, and to grow as unique individuals and to recognize their role in relation to others especially towards marginalized. The college collaborates with NGOs in social work to expand their outreach programme.

School Sector need based activities:

PUSHPADEEP, the extension cell of our college continually conducts programmes to enlighten in-service teachers from schools in vicinity in the context of innovations and advancement in education. Teachers from schools and colleges are invited for the seminars, guest lectures and

workshops conducted by college on latest innovations and current issues in the field of education. Feedback obtained from alumni and internship schools provides insight towards the needs of the school sector so as to plan activities for future endeavor.

Traditions and Value Orientations of the Institution:

Knowledge imparted goes beyond the prescribed course; every activity is looked upon as a vehicle to transmit values. We sincerely believe that learners today are leaders tomorrow and hence every effort is made to mold them for this role. Value based assemblies, celebration of different festivals, approaches of teaching learning, community work, co-curricular activities plays a particularly essential role in promoting the key elements—tradition and value orientation. The traditions of the institution as concern for the marginalized, quest for excellence and sincerity are kept in the forefront. Not only the tradition of the college, but the tradition of the Congregation of Carmelite Religious (the order that manages our college, which has put in over 100 years of unstinted service in India) is also kept alive.

3.Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

:The college is managed by the Society of Our Lady of Grace Convent, which is run by the Congregation of Carmelite Religious (CCR). The institution has a governing body and a Local Managing Committee. Both these provide the college with an inspiring leadership to initiate and execute value based teacher education. The management is thoroughly committed to its goal of 'Education for the life of the world'. There is a shared leadership with a good balance between task and people management. Trust in the institution forms the base of all transactions. The management plays the role of a visionary and with their foresight they are able to generate insight in the staff. Infusing of a team spirit, dependability, shared responsibility, relentless service, open communication and concern for the students and staff are a few traits of the management.

The management plays a proactive role in the functioning of the college by organizing meetings from time to time. Important issues are taken up for deliberation. The staff

representatives put forth suggestions to make the teaching learning process more effective and within budgetary provisions these requirements are catered to. The management inspires the staff to undertake professional growth by attending professional development programs. Adequate assistance is provided for research.

An enlightened, concerned, experienced and committed management is truly the backbone of the institution.

Composition of the Governing body:

The composition of the Governing Body of the College is given in Table 6.1 below:

TABLE 6.1: Composition of the Governing Body

Manager	Sr Sushila D'Silva
Secretary	Sr Mercy Lopes (Principal of St. Aloysius girls high school)
Members	<p>Sr Bertha Dmello (Retd Faculty Pushpanjali College of Education)</p> <p>Sr. Julie D'Souza (Principal of St. Theresa Jr. College of Education, Mumbai)</p> <p>Sr Cecilia Pereira (Principal of Immaculate Conception School, Lucknow)</p> <p>Sr Philomena D'Mello (Headmistress St Aloysius Practicing School,Vasai)</p> <p>Sr M. Camilla ((A retired teacher, law professional and an expert in infrastructural management)</p>

The expertise of all the above members is of great help to the college.

Functions of the Governing Body are as follows:

- To ensure clarity of vision, ethos and strategic direction
- To account for the educational performance of the college and its pupils, and the performance management of staff.
- To oversee the financial performance of the school and determine how the college's budget is spent

- To hear appeals and grievances of staff
- To formulate a policy related to curriculum transaction in the college.
- To set standards for pupils' behaviour and discipline
- To maintain college buildings and ensure safety of the stakeholders
- To set and monitor the aims and policies of the college

The composition of the LMC is given in Table 6.2 below:

TABLE 6.2: Composition of the LMC

Manager and Chairperson	Sr. Sushila D'Silva
Managing Trustee	Sr. Mary Delphina
Secretary	Principal Dr. Mariamma Joseph
Management Representative	Mr. Wilfred Pereira Mr. Richard Vaz
Teaching Staff Representatives	Dr. Sheetal Chaudhari Dr. Ms Mabel Pimenta Ms. Angelina Nunes
Non-Teaching Staff Representative	Ms. SunitaPambuja

Mr. Wilfred Pereira is a retired registrar from the University of Mumbai. Mr Richard Vaz is a retired Registrar of a Degree college. The expertise of these members regarding norms and regulations has been vital to the functioning of the college. Sr. M. Delphina is the retired Principal of a Junior college of Education. Her experience of over twenty years in the field of Teacher Education and her deep insight has been a source of inspiration. Members of the LMC interact regularly with the staff and the students to facilitate achievement of the goals of the college. The staff too wholeheartedly supports the LMC in programmes associated with the development of the college.

Functions of the LMC are as follows:

- Setting and monitoring the aims and policies of college
- Reviewing the progress of the college.
- Making recommendations to the management for the enhancement of standard of curriculum transitions in the college.

- Considering and making recommendations on the reports of visiting committees such as NAAC Peer team or committees deputed by the University
- Setting the goals and objectives to be achieved in each Academic Year.
- Approving the budget and financial statements.
- Preparing the Annual Report on the work of the committee.
- Creating awareness of ethical conduct among teachers.
- Maintaining a healthy and democratic professional environment.
- Discussing major changes in educational policies.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

: The Management provides academic freedom to the principal and faculty to design the curriculum. The Principal defines the various responsibilities and duties to be allocated to the staff of the institution. The Management is notified from time to time about the regular progress and various activities conducted in the institute. The Principal ensures that responsibilities are defined and communicated to the staff of the institution. Prior to important events, at start of the year, annual functions, visits from officials, special meetings are conveyed so that there is proper distribution of duties. . The Principal ensures that responsibilities are defined and communicated to the staff of the institution in the following ways:

Perspective Plans: Each staff member prepares and develops perspective plan for the department that they are in charge of. This is reviewed by the principal. The plans are disseminated over the EMIS for perusal by other members.

Staff Meetings: The Principal conducts staff meetings regularly to plan for forthcoming sessions, to have an overview and feedback of work done. The academic calendar for the entire year is jointly discussed and responsibilities are allotted to carry out the work. Staff-meetings are also regularly held around the year.

Individual Meetings: Besides this, the staff is met on an individual basis if there is work pertaining to their respective departments. At times the staff takes up responsibilities on their own after conferring the same with the Principal. Each member of the teaching faculty is assigned distinct portfolios to ensure smooth functioning of various activities. Staff

meetings are held on regular basis at the end of every academic year for planning and allotment of portfolios for new academic year. Details of portfolio in-charge names and their respective portfolios are recorded in the Minute -books.

Meetings with non-teaching staff: For proper coordination of work and for smooth functioning of the college, meetings are conducted with the non- teaching staff. Role clarification exercises are carried out from time to time to communicate expectations of the Management. Encouraging attitude of the Principal helps the faculty in handling the everyday challenges confidently. This way the Management and the Principal ensure that responsibilities are defined and communicated to the staff of the institution.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

: The Principal and members of the LMC seek feedback on how far the expectations of the course are fulfilled. The Management meticulously go through the College Annual Report and activities and offer their suggestions. Members of the staff are interviewed by the Principal and members of LMC to ensure that the activities are planned and executed in synchronization with the objectives and goals of the institution. The Principal goes through the written feedback submitted by the students on all activities that are carried out in the college. Feedback solicited from stakeholders as Heads of institutions, alumni is also screened by the Principal. Unstructured feedback is got when the Principal visits Practice teaching schools to interact with the staff and principals of practicing schools. Thus a multi-rater 360 degree feedback system is used.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

: With valuable support from the Management and teacher educators, the Principal tries to identify the hurdles and obstacles in achievement of vision, mission, goals and objectives. Assessment, operating experience, process analysis, work observations, benchmarking, corrective actions, and performance improvement processes help in identifying barriers in

the way of achieving goals, areas on which to focus attention and to determine priorities so that organizational vision , mission and objectives be achieved.

Some of the barriers are listed below:

- Delayed admission procedure leads to obstacles in coordinating practice teaching and internship programmes.
- Raising standard competencies among students is challenging due to the diversity in entry behavior of students, their own systems of thinking, experiences and values as they come from various social, educational and economic backgrounds.
- As the college doesn't receive any aid from the government, makes it difficult for the college to meet the financial deficit for maintaining and upgrading its infrastructure.

Measures opted by the college:

- Rapport and cordial relationship with practice teaching schools helps in coordinating internship and practice lessons. Letters of intent are sent well in advance to internship schools and the internship programme is mutually decided to be of maximum benefit.
- Remedial classes, skill oriented courses, mentoring by faculty, counselling (both group and individual) assist the students to achieve academic goals.
- The management takes a loan from the Society of our Lady of Grace Convent to meet the deficit to certain extent.

The most important thing we believe is that achievement of goals is not to be restricted to the time the students are doing their training. It continues even after their training period and hence our mission of imparting education that is liberating, inspiring, formative and empowering continues even after B.Ed due to our sustained contacts with students.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

: Open Door Policy: The Management firmly believes the philosophy of providing academic freedom to the employees and hence involves staff in identifying internal good practices and improvement opportunities. Staff involvement on setting benchmarks to define excellence is encouraged. Suggestions and ideas of faculty are highly encouraged by the management and the principal of the college.

Inspiration: The good efforts and achievements of faculty are also acknowledged by the Management during LMC meetings and Management values the efforts put in by individual staff members. The support and non-teaching staff are appreciated and felicitated for their outstanding contributions.

Professional Development initiatives: The staff is encouraged to carry out research to improve the efficiency of the institutional process. They are deputed for professional development programmes. Motivation is provided to undertake research, innovations in approaches of teaching and efforts are appreciated. Faculty is encouraged to attend as well as organize seminars, workshops, training programs. The staff is encouraged to present papers at various at local, national and international platforms to enhance their knowledge and competences. Teacher-educators are encouraged and motivated to go for higher studies and complete their doctoral degrees.

Performance Review: The Principal appraises the staff on their performance in academic and departmental work from time to time. The feedback pursued from the students, peer and self-appraisal and conveyed to the respective faculty to ensure the effective improvement of staff performance and of the institutional processes.

Team Work: The Management of the institution ensures collaboration, support, co-operation and team-work of teaching, non-teaching and support staff to improve the effectiveness of institutional working.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

:The role of principal as a leader in governance and management of the curriculum, administration, allocation and utilization of resources dynamic and critical. The Principal provides strong leadership, visible and active support, and demonstrated commitment towards success of the organization.

Governance and Management of the Curriculum: In the light of the vision and goals of the institution, the Principal always emphasizes strengthening and enriching the curriculum so that institution develops educational professionals by nurturing their knowledge, skills, values and

capacities. The Principal plays an active role in development of the curriculum for the year by helping in planning and matching resources and set goals. Variety of educational experiences are provided to the students through curricular and co-curricular activities and programmes which incorporates seminars, workshops, conferences, panel discussions, certificate courses.

Administration: A key role of principal as a head of the institution is to provide an organizational vision that embraces continual improvement. The Principal executes an advisory role and advises management or interdepartmental committees on education strategies and initiatives. The Principal also provides educational leadership to teachers in the development and coordination of educational programs for the benefit of the stake holders. She creates an inspiring culture within their organization by supplying a shared vision and inspiring people to act. She acts as a liaison between staff and management. Principal uses the vision as an essential tool in communication of the overall objectives for continual improvement thereby motivating the workforce and aligning continual improvement activities with the objectives of the organization. She presents college in various meetings held by higher authorities, coordinates with the heads of the other B. Ed colleges for uniformity of decisions and curriculum implementation. She also maintains discipline to ensure that rules, regulations and policy decisions are honoured.

Allocation and Utilization of Resources: The Principal plays an active role in taking decisions regarding the financial aspect of allocation and utilization of resources in consultation with the LMC. As per the need of the students and faculty, careful analysis is undertaken to identify and allot the resources to enhance the infrastructure, learning resources and curricular activities. Students who need support of technology to enhance their computer and are motivate to use the computer laboratory of college to prepare their assemblies, projects, lesson plans and presentations. Students also take benefit of college Language Laboratory to improve their spoken English competency. The management also encourages collaboration with bodies like the NAAC, ICSSR and other organizationsso as to obtain grants to organize National Seminars.

Other roles played by the Principal

- overseeing educational research aimed at providing new directions for the educational system

- representing the organisation on committees to identify present and future needs within the educational system, and plan, develop and modify facilities and programs
- encouraging the incorporation of new approaches
- organizing workshops and conferences for self-growth of teachers and students
- managing processes related to reviews, teacher assessment
- overseeing the preparation of reports
- creating an inspiring culture within the organization by supplying a shared vision and inspiring people to act.

6.2 Organisational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

: The following Committees are functional in the institute:

(a) **Governing Body:** This body comprises of members of the Congregation of Carmelite Religious (CCR) and plays an advisory and supervisory role in the college functioning.

(b) **Local Managing Committee:** This committee of nine members to evaluate college functioning and to co-ordinate plans for future functioning. Meetings are held at least once in each term. Resource allocation, evaluation of admissions, academic inputs and student performance are major concerns. Suggestions made by staff are considered by the LMC.

(c) **Admission Committee:** Until 2014-15, this committee oversaw the admission procedures, conducting of entrance examination, interviews, counseling of students. From 2015-16, the admission process is entirely managed by the Directorate of Higher Education and hence the admission committee is only involved with admission procedures after the students have completed the formalities as stipulated by the Directorate.

(d) **Library Committee:** Ensures the smooth functioning of resources useful in teaching learning process. The committee meets twice a year to take stock of the needs of the library. The extent to which library services are availed is reviewed and a plan of action is drawn up to optimize the use of resources.

(e) **Examination Committee:** This committee manages the conducting of examinations and the evaluation process. Examination related work such as online filling of examination forms, downloading of hall tickets, online entry of internal marks and electronic delivery of examination papers is also managed by this committee.

(f) **IQAC:** The Internal Quality Assurance Cell of the College is instrumental in devising programmes according to the needs and objectives of the college. The Annual Quality Assurance Report is also prepared by this Cell. The cell updates the staff regarding decisions and expectations of academic bodies as NCTE and NAAC.

(g) **Recruitment Committee:** Involved with the recruitment of staff. This committee is functional when there is the need to recruit a new staff member.

General decisions made by the above committees:

- **Academic management:** Decisions regarding the curriculum have been taken as per the need by the various Committees. It was decided that study material be prepared to facilitate the transaction of revised syllabus. Upgrading of library resources and digital resources was also undertaken with the introduction of the Two Year B.Ed syllabus.
- **Finance:** The Governing Body supports the college in times of financial difficulty by granting loans to the college.
- **Infrastructure:** The Governing Body and Local Managing Committee have taken keen interest in examining the possibility of having a new building for the college in future.
- **Faculty:** There has been no major change in policies for the faculty. As in the past, they are encouraged to incorporate constructivist ways in teacher education. They are encouraged to interact with schools and undertake research to ensure a match between the training in college and the actual field conditions.
- **Research:** As in previous years, the management has decided to extend full support and co-operation to any staff member undertaking research work. This would be in form of exemption from duty, support from library and computer assistance as would be required by the researcher.
- **Extension:** The college has decided to continue its extension work in the field of Women Empowerment, Career Awareness and Information Technology. Community tie ups with NGOs, orphanages and homes for the aged would be continued as before.

- **Linkages:** We have fostered linkages with Lions Club, Jagruk Nagrik Sanstha (an NGO involved in community initiatives pertaining to civic cleanliness). These have helped to have more effective extension work.

- **Examinations:** Examinations are held in line with the evaluation pattern devised by the Board of studies. A few reforms on an experimental basis are unsupervised examinations (to inculcate intrinsic values), variety of formative evaluation techniques and remedial classes for underachievers.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

: The organizational structure of the college is depicted below.

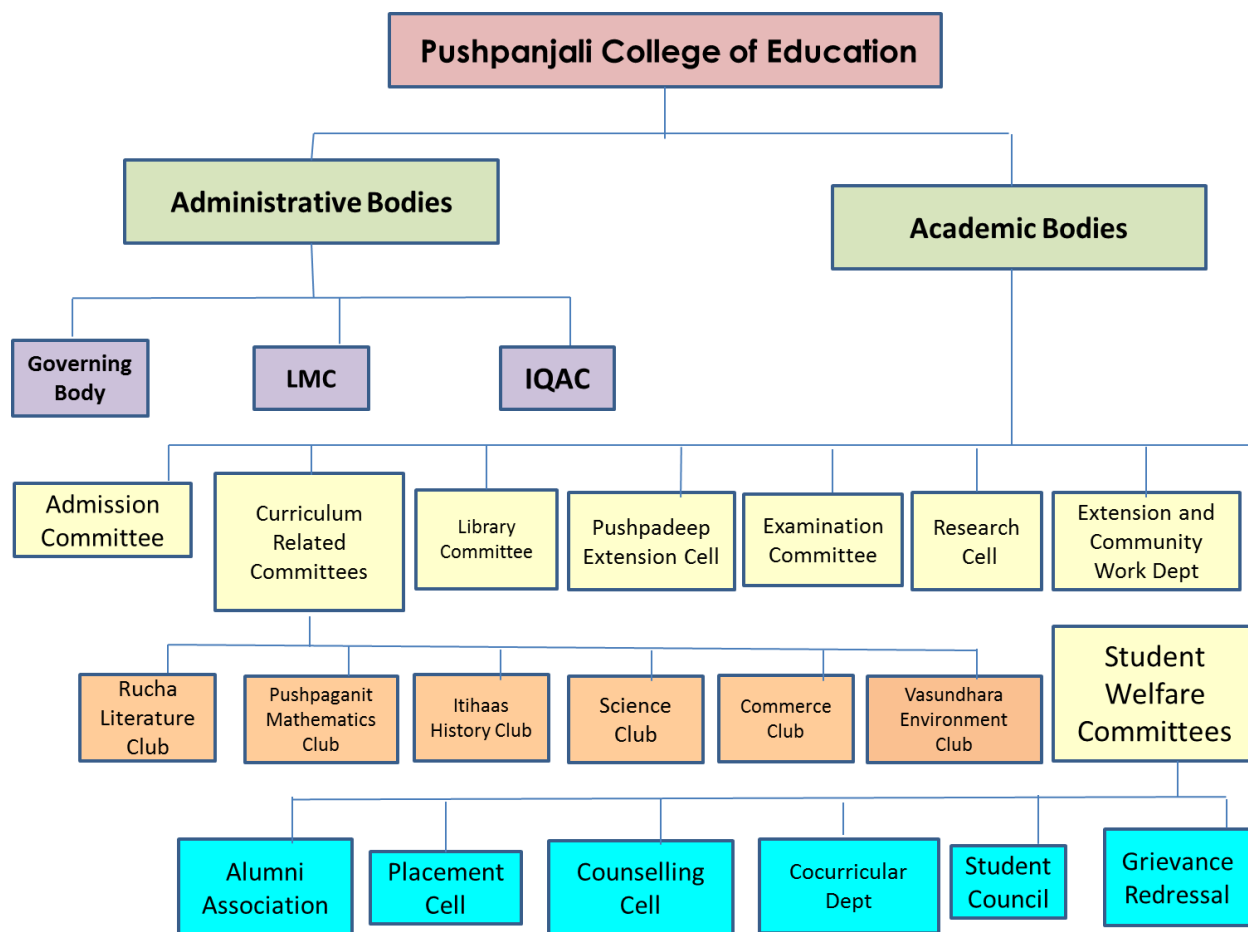
The administrative bodies comprise of :

- (i) Governing Body
- (ii) Local Managing Committee
- (iii) IQAC

Details of the structure of the governing Body and the Local Managing Committee are given in the section 6.2.1 above. The details of IQAC are given in Criterion Seven.

The various bodies in the academic set up are as follows:

- (i) Admission Committee
- (ii) Library Committee
- (iii) Pushpadeep Extension Cell
- (iv) Examination Committee
- (v) Research cell
- (vi) Extension and Community Work Dept.
- (vii) Student Welfare Dept (Alumni Association, Placement Cell, Student Council, Counselling Cell, Co curricular Dept, Grievance Redressal Cell)
- (viii) Curriculum Related Committees. (Rucha Literature Club, Pushpaganit Mathematics Club, Itihaas History Club, Science Club, Commerce Club, Vasundhara Environment Club)



3. To what extent is the administration decentralized? Give the structure and details of its functioning.

: Administration is quite decentralized as the management follow the principles of a Learning Organization. Situational leadership is promoted. Responsibilities are delegated to departments. Co-ordination and an atmosphere of trust are instrumental in the success of delegation. Staff members work in an atmosphere of mutual trust and co-operation. The 'Skill-Will' matrix is incorporated to ensure that decentralization is successful. That is to say the skills, competencies and capabilities of a person as well as their commitment, involvement and will to work are considered before delegation is done. To decentralize successfully there are a number of departments in the institution, all of which work in co-ordination. Besides the above the Alumni Association, the Guidance Cell and the Placement Cell are all actively involved in decentralization process.

4.How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

: A Teacher Education Institute can succeed in its set goals only when it collaborates with educational institutions and other departments related to education. The input received from these collaborations augments the educational endeavours of the college. This is depicted in the table below:

Name of the Institution/ Body	Nature of Collaboration
Colleges of Education Undergraduate Colleges	For intellectual deliberations Dissemination of Research findings Inviting faculty as experts for workshops and seminars
NGOs like Lions Club, Shree Ambika Yogashram, Jagruk Nagrik Sanstha	Organizing Certificate Courses, community oriented programmes
ICSSR, NAAC and other professional bodies	To organize conferences and paper reading sessions
Schools and Junior Colleges	Organizing internship Collaborating with school teachers for cognitive apprenticeship and mentoring Organizing workshops and interaction sessions for students Organizing placement sessions
Alumni Association	Organizing programmes for students

Collaborating with stakeholders helps to plan and execute a comprehensive programme which reflects the knowledge, skills and values envisaged in the KSV3 Model developed by the college.

5.Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

: Yes. Data driven analysis is an important aspect of decision making. When decision making is based on objective and comprehensive data, decisions are valid and they help to improve the performance in different areas. Details regarding use of data:

- **The 360 degree feedback** helps to get data from students, parents, alumni, employers and heads of practicing schools. Visitors' comments in the visitor book provide qualitative data.
- The **University results** also provide data regarding the students' performance.
- The **annual quality audit** of the college perspective plan is conducted every year.

This data is fed back into the plan for the subsequent academic year.



6.What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

: The institution takes many steps to ensure that there is co-operation and sharing among the faculty. This leads to empowerment of the faculty.

- **Intra institutional Workshops** are conducted to help faculty members learn from each other's expertise. During these workshops the faculty functions as resource persons to empower one another.
- The various **blogs and websites** maintained by the college contain contemporary information of subject related matter and this helps dissemination of knowledge.
- The **IQAC publishes an e-newsletter**. This biannual newsletter contains some inputs on quality assurance and this facilitates empowerment.
- **Mobile apps** are useful to share circulars and other administrative information as well as information regarding seminars and conferences being conducted in other colleges.
- The **annual paper reading session** organized by Anweshan Research Cell is a platform to disseminate research findings of research conducted by the faculty.
- The institution also promotes collaboration with other colleges and this helps faculty members empower themselves.

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?

: The college has an Educational Management Information System (EMIS). Data that is contained in this repository pertains to following areas:

- Student data
- Details about Staff
- Alumni data
- Information about Schools for Internship
- Timetables
- Academic calendars
- Annual Reports of College and AQAR
- IQAC details
- Academic details (Syllabi and Course plans)

This data is available offline (on select computers of the college) as well as online. The management, Principal and faculty have access to these details. Due to the e-MIS, capturing, processing, storage and retrieval of relevant, up-to-date and demand driven data and information for management functions is easy. Faculty find it useful to collaborate their teaching depending upon the individual annual plans prepared. Knowledge management and management of human resources has been strengthened due to the EMIS.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

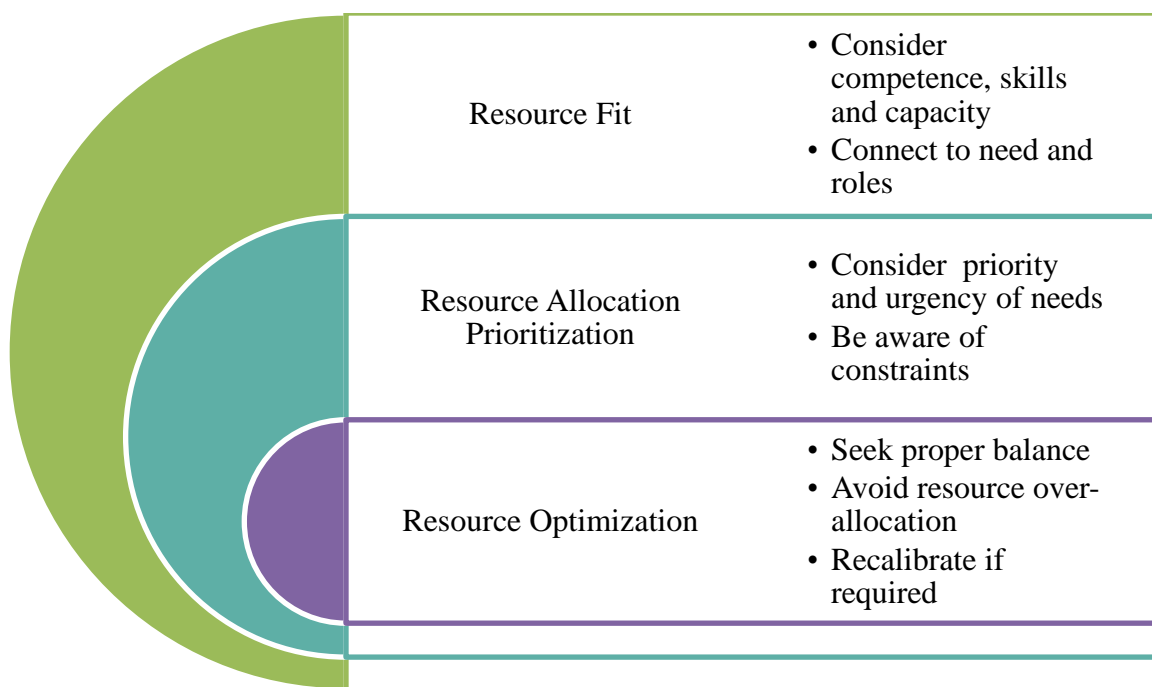
Careful planning is the key to allocation of resources both human and financial. At the beginning of the year, scheduling of activities (time allocation), allocation of funds (financial budgeting) and human resource allocation are carefully considered.

In case of time allocation/scheduling of activities, basic allocation decisions are made as to which areas need priority. This translates into an elaborate annual plan which in turn is linked to the Perspective Plan prepared for a three year period. There is provision for contingency.

Funds are allocated as per the budget available. Infrastructural needs are taken into account and accordingly every year, the existing infrastructure is upgraded.

In case of human resource allocation, workload is distributed according to capacities. There is mutual understanding and shared responsibility while distributing work. Care is taken to avoid resource over-allocation.

The following figure encapsulates the general framework borne in mind while allocating resources in the form of time, money and people.



3.How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

: All institutions need proper resources for smooth functioning. These resources have to be planned for and obtained in an ethical, systematic manner that befits the philosophy of the institution and the norms prescribed by regulating bodies.

Human Resources: Human resources have to be employed as per the rules and regulations of NCTE and the University of Mumbai. If a staff member is going to retire then a search for the right candidates begins well in advance. The appointment process is followed in accordance with the University norms. Advertising the post, inviting applications, scheduling of interviews and appointment of appropriate candidate is the normal routine followed. In case suitable candidates are not available, ad hoc appointments are made and the process of advertising the vacancy is repeated. Appointed staff is oriented to the vision and mission of the college. Their roles are duly clarified and they are mentored by the Principal and senior staff members.

Financial Resources: Since the college is self financed, the process of getting the fee sanctioned is carried out in accordance with the norms set by the ShulkaSamiti (Fee Regulating Authority). This fee is collected and careful budgeting is carried out to meet all mandatory and other

expenses. In special cases, the management offers loans to the college. These loans have to be sanctioned by the Governing Body and during the LMC Meetings.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

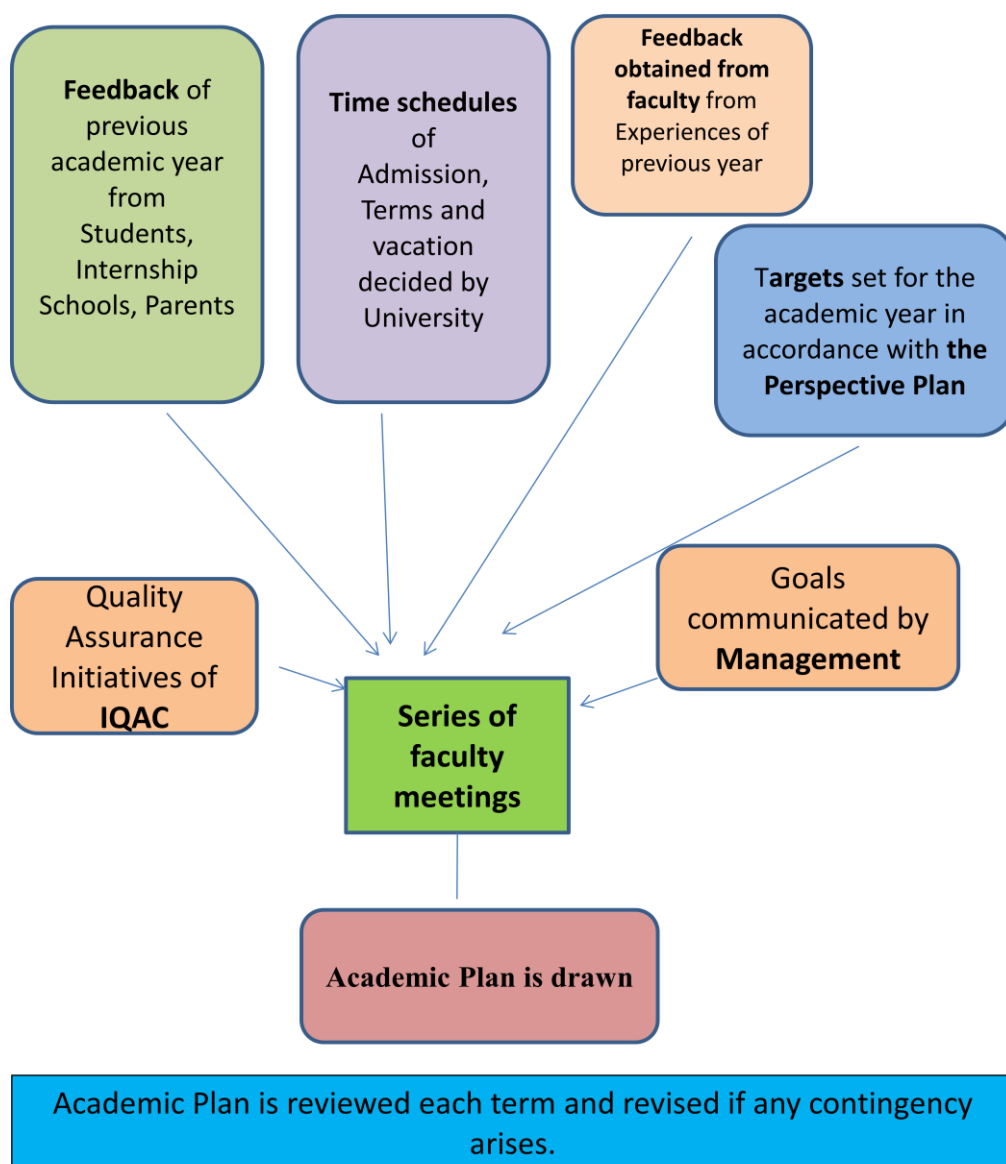
: The academic plan is developed through a series of meetings conducted at the beginning of the year and reviewed every term. The review meeting held at the end of the academic year follows reflective practices and gives insights to have better planning in the subsequent year. The plan reflects the institution's vision, mission and goals while taking into consideration the requirements of the B.Ed Course and also the ideals envisioned in the Curriculum Framework.

While planning, practical issues like terms decided by the University, time of examinations, schedule of the Internship schools and admission schedule for the year are considered. This helps to align the plan in accordance with University requirements and the activity schedule of the schools. School Principals are indirectly involved as they convey their schedule and this helps to ensure a smooth Internship schedule.

Other field experiences such as visits to innovative schools, field visits, community work, interaction with NGOs and arrangement of workshops by experts are also planned in advance according to schedules of the concerned institutions/ personnel.

The broad academic plan is shared online with the faculty. Each faculty member then draws the plan for the individual department that they are in charge of. Similarly plans for curricular transaction are drawn in tune with the master academic plan. The EMIS is of use here to ensure optimal use of space, time and human resources.

The following figure depicts the pattern of academic planning.



5.How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

: All staff members are well aware of the general objectives of the college. Specific objectives to be realized by the end of a year or term are also communicated to all staff members. Individual staff members prepare annual plans for curricular and co-curricular activities. The office has a plan in place for all administrative activities. The library committee plans regarding resources to be added or any new initiative to be undertaken. IQAC and LMC also have their annual plan. The EMIS showcases plans drawn up by the faculty. These are as per the KSV3 Model

elucidated in Area One. Details or Perspective Plans are available on the IQAC site. Thus there is robust networking in all areas and between all staff members. The Management and Principal along with IQAC coordinator look after internal co-ordination. Once objectives are communicated and plans are open to all, work commences. Timely feedback is obtained so that any obstacles can be dealt with before they accumulate. If necessary, minor modifications are made in the plan. Regular meetings with LMC and IQAC provide direction and guidance. Faculty meetings, library committee meetings, meetings with the alumni, Student Council, parents and individual meetings with heads of practicing schools play a significant role in ensuring that action is taken to meet set objectives.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

: The vision and mission statements have not been modified. But the interpretation of the vision and mission is according to the changing needs of society. The vision of the college ‘Education for the Life of the world’ is universal and hold good for the present just as well as it did in the past. The mission ‘To impart Liberating, Inspiring, Formative and Empowering Education’ too has been kept as it is. But as mentioned before the interpretation is according to the times. For example, Empowering Education in the present world would mean facilitating one’s growth so as to be a self directed learner, who takes charge of one’s own development. It could mean empowering student-teachers with life skills. These skills are flexible and will change with changing a socio economic landscape. Hence, while the vision and mission have remained the same, the perspectives towards these have changed. Accordingly objectives have changed and plans have been modified.

Plans are monitored regularly. For example, a plan to transact a particular course is drawn up when the academic year commences but it needs to be monitored according to the students’ level. Plans are evaluated by individuals in charge as well as by teams. Regular quality audits help to see if the plans are in accordance with the KSV3 Model. Revision of plans is at times required to accommodate unforeseen circumstances or at times to enhance the quality of the experience. Transparency, objectivity and flexibility are the three pillars that help to monitor, evaluate and revise plans.

7. How does the institution plan and deploy the new technology?

: Technology is one of the key drivers for meaningful change. Technology is used successfully for Execution, Communication, Planning, Evaluation, Maintenance. The chart below explains how technology is by the institution to ensure quality in working.

Area	Use of technology
Teaching Learning experiences	Use of computers, LCD for presentation, MOOCs, OERs and LMS for 24x 7 learning, blogs for learning , uploading e books and connecting with e-libraries
Evaluation and exam work	online tests for self evaluation, data base to maintain records, online connection with university to upload student data
Planning	Use of Google Calendar, use of EMIS
Communication within the institution	Use of EMIS, Intranet and use of Mobile Apps Use of library blog to reach the reader 24 x 7
Communication with stakeholders	Use of Email, college website, special social networking groups with alumni Uploading annual reports and AQARs
Communication with University	Through data bases maintained by University, Email
Connecting with peers from other TEIs	Done through subject blogs and websites created by the faculty. These have been widely used and appreciated by fellow teacher-educators.
Self-Development	Participation in online courses, self-enrichment, IQAC newsletter electronically distributed.
Storage of data	Within college in form of CDs, online storage on Google Drive, storage of resources in form of portfolios

Technology provides leverage for all functions that the institution is expected to undertake. The college has successfully implemented technology to accelerate the normal tasks included in the regular running of the college. This helps to reduce use of paper; it helps fast retrieval of records and brings about co-ordination between different areas.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

: All faculty members need to upgrade their knowledge and skills to meet the demands of contemporary Teacher Education. The needs of the faculty are identified by the management and by the faculty themselves. The LMC and IQAC take keen interest in quality enhancement and suggest some areas where faculty development can be organized. The faculty themselves keep themselves updated about changes in philosophical bases of Teacher Education, changes in Teacher Education policies and whenever they sense the need to get themselves upgraded they convey the same to the management and principal. This is then achieved by attending seminars, courses, conferences, undertaking research, co-ordinating with peers from other TEIs. Group discussions with peers within and outside of the college are also very beneficial. Policy documents are analysed and their implications are studied. Some initiatives in this respect are noted below:

- Five faculty members have attended orientation and refresher courses and completed all mandatory requirements for placement as Associate Professors.
- Faculty has participated in conferences, seminars and workshops on contemporary issues. These members have briefed the other members on the same through discussion sessions.
- Every year IQAC organizes enrichment programme for all staff members. Inputs include workshop on Perspective Planning, Transactional Analysis, Law, Women Rights, Role Clarification exercises, Quality Assurance and Seven Levers of Transformational Leadership.

Thus faculty development is self directed and self sustained with support from the management.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

: The college follows a meticulous system for performance appraisal. All faculty members complete their appraisal as per the Performance Based Appraisal System (PBAS) proforma. This is submitted to the Principal for perusal. Students provide annual feedback on teaching and other

aspects such as management of different departments, interaction and evaluation. Peer evaluation is also done annually.

All evaluation data is scrutinised and the faculty receives invaluable feedback through the same giving a clear picture of one's strengths and weaknesses. Proforma of feedback are attached as Annexure.

3.What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

: Welfare measures for staff include the following:

- Loan facility is available for those who need financial help.
- Career Advancement is done on time
- Recreational facilities for staff in form of picnics
- Holistic health programmes such as *dhyansadhanas* are arranged.

4.Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

: Programmes conducted for skill upgradation of teaching and non teaching staff are depicted below in a tabular form.

Title of programme	Resource Person	Year
Seminar on Nurturing Quality in Higher Education *Raising the Bar in Higher Education * Role of Stakeholders in Sustainable Quality Assurance *Developing New Trends to build a Culture of Quality Consciousness. *NAAC's Value Framework for Assessment of Higher Educational Institutions	Dr Fr Sebastian Anand Dr Suresh Patil Preetham D'Silva Dr Veena Deshmukh	March 2013

Workshop on Perspective Planning	Dr Agnes DCosta	April 2014
Workshop on Building a Learning Organization	Dr Helen Jadhav	Oct 2014
Seminar on Legal Provisions for Women Empowerment’.	Sr Bertha DMello	May 2015
Expert Talk on Parent-Adult-Child and Upbringing of Children	Dr Mariamma Joseph	May 2016
Workshop on ‘Understanding the Self through Transactional Analysis’	Ms Angelina Nunes	May 2015
Seminar on e learning	Dr. Jayashree Shinde	Sept 2015
Workshop on creating online tests, online story books and blogs	Dr Agnes DCosta	April 2016
Seminar on Seven Levers of Transformational Leadership	Mr Willibrord George	April 2016

Programmes conducted for non teaching staff

Role clarification exercises	Dr Sheetal Chaudhari	April 2016
Advanced Computer Training for librarian and office staff	Ms Nikita Rebello Ms Larisa Rebello	Throughout the year
Transactional Analysis	Ms Angelina Nunes	July 2016

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

: Faculty recruitment follows the process as stipulated by University of Mumbai. An advertisement (in the format approved by the University) is placed in national dailies to attract applications. Candidates eligible as per NCTE norms are invited for an interview where the panel is constituted as per the norms prescribed by the University. If the candidate fulfils all

prescribed conditions for recruitment, then the candidate is appointment and the process for approval from the University begins. Candidates approved by the University are deputed to complete their Career Advancement requirements such as attending Orientation and Refresher courses. Salary is as per UGC norms. All other service conditions are also in alignment with UGC and University norms. This is duly communicated to the selected candidate at the time of appointment. Mentoring is provided to newly recruited staff and this helps them to adjust to the college working conditions.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

: Part time faculty and ad hoc appointments are made bearing in mind the qualifications prescribed by the NCTE and University. The quality of the person appointed and his/her ability to synchronize with the college timings are also taken into account. Proper communication and class management skills are important criteria. So far the ad hoc appointments made in case of teaching faculty are persons with post graduate degree in Education as well as Post graduate Degree in School subject. However the candidate was appointed on ad hoc basis because of lack of NET/SET qualification. The person appointed is given an ad hoc salary. Workload is that of an Assistant Professor viz 16 hours per week. So far we have not had any ad hoc appointments for non teaching staff.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

: **Policies regarding staff development:** The LMC sanctions the budget for staff development,. This is used to cover all expenses incurred in attending seminars, conferences and workshops for professional development. Money is set aside to invite experts for in house training and staff development programmes.

Policy regarding sponsoring advanced study: The institution has extended complete support to those pursuing further studies or those doing their Ph.D. Relaxation in timings and other concessions are given to such faculty members.

Supporting membership in professional associations: The faculty has been keenly involved in different academic bodies where their expertise is availed of. A list of faculty members who have served local, state, national professional organizations is given below.

Dr Mabel Pimenta

- Member of Women Development Cell of St Aloysius D.T.Ed College (from 2015 till date)
- Member of School Management Committee of Thomas Baptista School (from 2016 till date)
- Member of LMC of Thomas Baptista D.T.Ed College (from 2013-16)
- Member of Women's Cell of Diocese of Vasai

Ms Angelina Nunes

- Life member of All India Association of Education Research
- Member of Diocesan Education Board (2015 till date)
- Member of IQAC of St Gonsalo Garcia College of Arts and Commerce (2012-2015)

Dr Agnes D'Costa

- Member of Diocesan Education Board (2012-15)
- Member of IQAC and LMC of St Gonsalo Garcia College of Arts and Commerce (2015-date)
- Member of IQAC of St Teresa's Institute of Education (2017 onwards)
- Managing Editor for the local magazine Shantidoot (2011 till date)

The faculty involvement in all above ventures has helped to broaden their perspectives and contribute to social uplift in different ways. These initiatives complement their role as teacher-educators. If there is need to attend meetings in connection with these roles, adjustment in time schedule is made without interfering with the college working.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

: The physical facilities provided to the faculty include:

- Suitable ambience with comfortable furniture, spacious workplace and hygienic sanitary conditions
- Adequate storage for material
- Well furnished library with adequate reference material and separate section for research work
- Computers, internet, photocopying facility
- Ample space to work individually
- Office assistance to those undertaking research
- Data storage and data retrieval is easy due to EMIS
- Vehicle made available in case of emergency.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

: The college has a Grievance Redressal Cell to present grievances in a democratic manner. Staff members generally put forth their views and suggestions before the LMC through the elected members. The students approach the Principal through the Student council and thus put forth their suggestions. A complaint box is prominently placed to drop in anonymous suggestions and grievances. Parents are free to approach the Principal on any working day or during the Parent teacher interaction to put forth their views and clarify queries. 360 degree feedback obtained from stakeholders also offers a platform to voice dissent or put forward any grievance.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

: The workload followed is as per the UGC norms - 16 hours per week of lectures and practicum work for Assistant Professor and 14 hours per week for Associate Professors. In addition to the normal lectures for teaching-learning process, time is also allocated for Internship experience, evaluation, mentoring for lessons, workshops and programmes related to curricular and co

curricular themes. In addition to all the activities mentioned above, the faculty is encouraged to undertake research. At times they also are deputed for University related work such as being panel members on Selection committees or members on Inspection committees. At times they are invited to be resource persons for consultancy based programmes. To ensure that all activities go on smoothly without compromising on the quality of Teacher Education rendered in the college, the following policies are in place:

- Any activity that requires the staff member to work out of the college premises is notified to the Principal in advance so that the timetable can be scheduled in accordance with the same.
- Staff members are relieved of college work in order to attend refresher courses, seminars and workshops and other work like paper setting or assessment/ moderation of answer books.
- Consultancy programmes are planned so that they do not clash with college schedule.
- Those involved in research are permitted leave or concessions for data collection and other official work like meeting the guide or visiting the library or University offices.
- In case the faculty has to spend a prolonged period in work outside the college premises, the concerned faculty members workload is distributed among other members with mutual understanding.

Thus care is taken to see that regular college work is in gear even while the faculty does participate in professional and administrative activities. This is possible due to an ethos of mutual understanding that is nurtured in the institution.

11. Does the institution have any mechanism to reward and motivate staff members?

If yes, give details.

: The staff is appreciated for their efforts. Here are some highlights:

- Staff members Dr. Mariamma Joseph, Dr. Sheetal Chaudhari, Dr Mabel Pimenta and non teaching staff members Sunita Pambuja, Dominic Colaco, Ramesh Ghute and Pandurang Devacha were felicitated for completing twenty five years of dedicated service.
- Dr Mabel Pimenta was felicitated on being appointed Ph.D Guide for University of Mumbai.

- Dr Mabel Pimenta and Dr Agnes D'Costa were felicitated for authoring and publishing textbooks for B.Ed.
- Dr. Sheetal Chaudhari and Dr Helen Jadhav were felicitated upon successful completion of their Ph.D
- Ms. Sharmila Colaco on successful completion of B.Lib.Sc was motivated to complete her M.Lib.Sc. On completion of M.Lib.Sc she was felicitated by the institution.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

: The institution being self financed gets no financial support from the government. The only source of revenue is the tuition fee of the students. In case of deficit, the management gives a loan to the college. Details of income generated are in the audited statement in the Annexure.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

: Our institution does not accept any donations so the quantum of resources is not mobilized through donations.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

: The college fees are not adequate to meet the day to day expenses. The deficit is met by taking loans from the management. The college is in constant contact with the government to consider its case for getting the grant-in –aid status. There is also constant interaction with the Fee Structure Regulating Body (Shulka Samiti) to permit the college to increase fees so as to meet the escalating expenses.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure

statements, future planning, resources allocated during the current year, and excess/deficit)

: The college makes provision for necessary finances to organize various quality related programmes both for curricular and co-curricular activities. Finance is allocated for conducting various skill development courses so that the mission and goals are achieved. The audited statement provided in the annexure reflects the same.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, our institution has appointed an auditor to audit the accounts. The internal audit by the office staff is done monthly; the external audit is done on a half yearly basis. The information on the outcome of the last two audits is enclosed in the Annexure.

6. Has the institution computerized its finance management systems? If yes, give details.

: The institution has computerized records of finances. The Accounting Software Tally is used for finance management. Two computers in the administrative office are used exclusively for admission and administrative work as well as for documenting accounts.

6. 6 Best practices in Governance and Leadership

1.What are the significant best practices in Governance and Leadership carried out by the institution?

: Significant Best Practices in Governance and Leadership include:

- Efforts are continually made to **build a learning organization**: The five components of a learning organization are integrated into the general working of the college. These include systems thinking approach, accepting and working upon a shared vision, aiming for personal mastery, thrust on team learning and use of mental models to learn new applicable values. This is explained as a Best Practice in the annexure.
- **Management by Objectives Approach**: The institution follows the Management by Objective Approach where the staff is driven by objectives (not incentives) and the management gives more autonomy to knowledge workers. Here the set objectives are

communicated to the staff, performance is monitored through quality audits, performance is rewarded and objectives are revised according to the changing conditions.

- **Regular Quality Audits** are held to see if the set objectives are being met.
- **360 Degree Feedback for Quality Assurance** is solicited from the stakeholders and this forms a vital part of the planning cycle.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

The evaluative observation made under Governance and Leadership in the previous assessment report was:

The Honourable members of the Peer Team had suggested that ‘Strategic management for future development need to be strengthened.’ This suggestion was taken up in earnest and the following actions have been undertaken:

- Workshops in Perspective Planning and Building a Learning Organization were organized.
- Regular meetings have helped to monitor the execution of the planned activities.

Other quality sustenance measures undertaken are elucidated in the paragraph that follows.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

: The quality sustenance and enhancement measures taken after the Assessment and Accreditation are:

- **Perspective Plans** drawn up for all areas of the college functioning.
- **Development of the KSV3 Model** to direct all curricular and co-curricular activities

- Organization of three **National Level seminars** to facilitate deliberation on pertinent issues
- Initiation of **IQAC newsletter** to disburse information and articles on quality
- **Upgrading of Computer Laboratory and other infrastructure**
- Regular **quality audits**
- Deputation of staff to attend **programmes for professional development**

CRITERION VII

INNOVATIVE PRACTICES



Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

- 1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

:The IQAC of the college was established on 28th July, 2004.

Composition of the IQAC

The members of the IQAC of the college are

Members of IQAC	Designation
Principal Dr.Mariamamma Joseph	Chairperson
Dr. Sheetal Chaudhari	Member Secretary --Co ordinator of IQAC
Dr. Karuna Gupta	External Expert on Quality Management
Fr. Dr. Patrick D'Souza	External Expert on Quality Management
Mr. Willibrord George	External Expert on Quality Management
Mr. Sunil Rajpurkar	Alumni Representative
Sr. Sushila D'Silva	Management Representative
Dr. Mabel Pimenta	Member
Ms. Angelina Nunes	Member
Dr. Helen Jadhav	Member
Dr. Agnes D'Costa	Member
Ms Larisa Rebello	Student Representative

Functions of IQAC are

1. Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
2. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
3. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
4. Dissemination of information on various quality parameters of higher education;
5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
6. Documentation of the various programmes/activities leading to quality improvement;
7. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
8. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
9. Development of Quality Culture in the institution;
10. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC

The IQAC conducts the following activities

- **Annual Quality Audit -Development of benchmarks for excellence**

Quality Audits are conducted annually. The IQAC functions as a nodal agency to coordinate quality-related activities, including adoption and dissemination of good practices. In 2015, the Perspective Plans prepared by each department were revisited and reviewed in the light of the Two Year B.Ed Curriculum. Faculty members were encouraged to participate in seminars and conduct research. The bi annual newsletter of the IQAC helps to disseminate useful information related to Quality Assurance.

- **Organisation of seminars:**

- A two day NAAC sponsored National Seminar entitled 'Nurturing Quality in Higher Education' was organized in collaboration with the IQAC of the college on March 1st and 2nd 2013.

- On 28 November 2015, a one day ICSSR Western Region Council sponsored National seminar entitled ‘Ushering a Renaissance in Higher Education’ was organized by the IQAC.

- **Orientation and Development programmes for the staff (2013-14)**

- A series of meetings chaired by Principal Mariamma Joseph and facilitated by IQAC co-ordinator Dr Sheetal Chaudhari and previous IQAC co-ordinator Dr Mabel Pimenta helped to draw up an elaborate plan for the college activities. It was decided that the KSV3 Plan would consider major thrust areas for Knowledge, Skills and different areas of value development. All activities were to be pivoted around this model.
- Dr Agnes DCosta conducted a workshop on Perspective Planning. This workshop resulted in all faculty members drawing up a three year plan for their respective departments.

- **Orientation and Development programmes for the staff (2014-15)**

- Principal Dr Mariamma Joseph conducted a session on ‘Parent-Adult-Child and Upbringing of Children’. She elaborated upon the life positions and deliberated upon the role of family as a social structure to meet the emotional needs of children.
- Ms Angelina Nunes conducted a workshop on ‘Understanding the Self through Transactional Analysis’ for the benefit of the faculty. Her inputs on assertiveness, accepting oneself and other topics helped to discern the positive role one can play to ensure a life that is balanced and productive to self and society.
- Sr Bertha D’Mello conducted a session on ‘Legal Provisions for Women Empowerment’. All staff members participated in the same.
- Sr Sushila conducted an orientation on issues related to Income Tax. The IQAC carried out 360 degree feedback soliciting feedback from various stakeholders. This will help in quality enhancement.
- Baldrige Model of Excellence was discussed in brief and guidelines based on the model were provided by Dr. Agnes D’Costa.

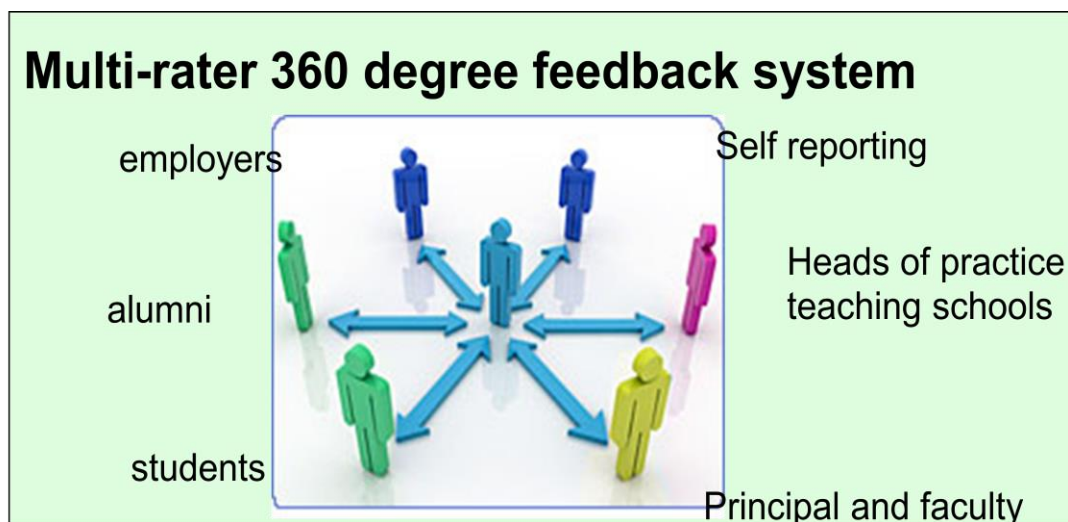
- **Orientation and Development programmes for the staff (2015-16)**

- The IQAC (Internal Quality Assurance Cell) initiated several Quality Assurance measures to ensure an ethos of quality. Benchmarks created were revisited in light of changed expectations due to the Two Year B.Ed Course. The IQAC co-ordinated with various departments within the college to organize programmes for the students and the faculty.
- Mr Willibrord George conducted a seminar on 'Seven Levers of School Transformation'. During his interaction he dwelt on how schools need to look at change based on the equity model. He elaborated some good practices with respect to data driven change, teacher observations, professional development of teachers and backward planning. The session was attended by principals, teachers and members of the IQAC.
- Dr Helen Jadhav conducted a workshop on Building a Learning Organization.

Other activities include

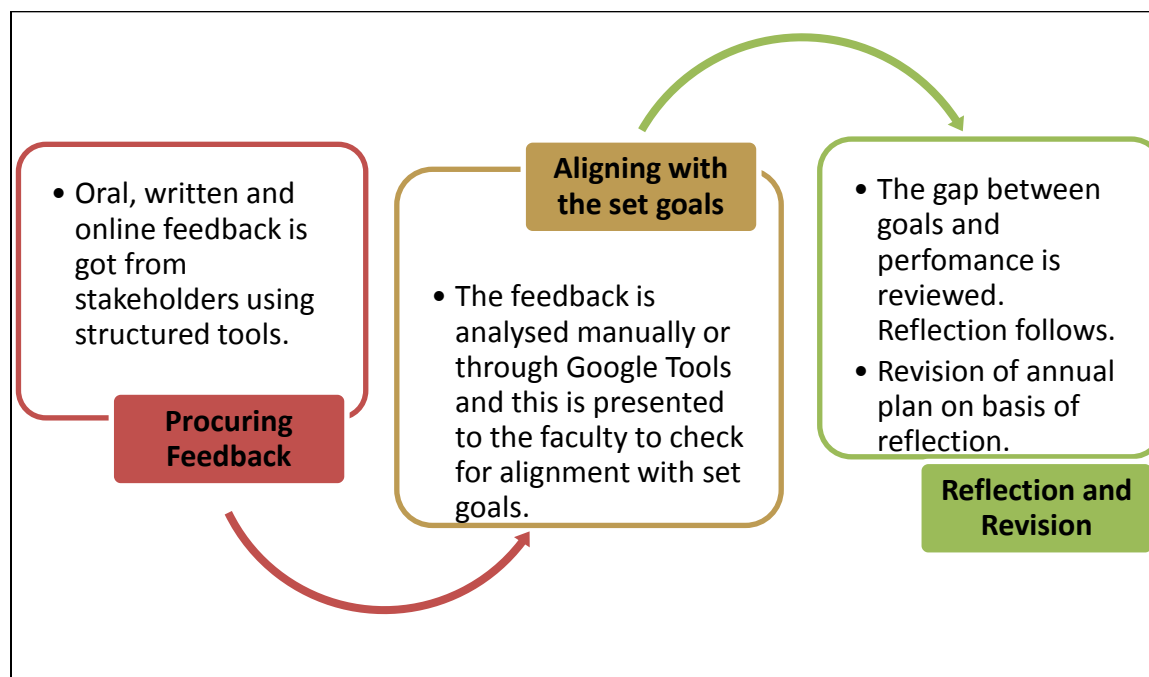
- Revisiting the benchmarks
- Revising the benchmarks in the light of new developments in Teacher Education.
- Discussion of new developments in Teacher Education
- Dissemination of quality related endeavours through the newsletter
- Development and maintenance of EMIS

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.



A multidimensional perspective is taken into account to evaluate the achievement of goals and objectives. This includes 360 degree feedback from various stakeholders such as students, parents and employers. The feedback got from visiting teams deputed by the University/ Directorate of Higher Education is very vital. Self reflection by the faculty and SWOT analysis offers good insights. The external members of the IQAC and members of the LMC add valuable inputs from their own perspective.

The general mechanism of the institution to evaluate the goals is depicted in the flowchart below.



The feedback collected from stakeholders is analysed and in the review meetings the data is put before the Management and staff. The gaps in envisioned goals and actual performance can be identified on basis of this analysis. Reflection helps to see if the lacunae can be addressed. Accordingly the annual plans of the subsequent year are drawn up.

3. How does the institution ensure the quality of its academic programmes?

To ensure the quality of its academic programmes faculty prepares **perspective plans** for three consecutive years as per their portfolios in curricular and co curricular areas. The following were

the academic and co curricular areas for which Annual Plans (based on Perspective Plans) were prepared in the past five years-

All the Courses- One Year B.Ed. Programme	Internal Quality Assurance Cell (IQAC)
All the Courses- Two Years B.Ed. Programme	Community Work and Workshops
Internship for Two Year B.Ed. Programme	Co curricular activities Dept
Practice Teaching Department- for One Year B.Ed. Programme	Alumni Association
Department of Internal Assessment and Evaluation	Abhivytakti Publication Cell
Pushpaganit – Mathematics Club	Vasundhara Environmental Club
Anweshan Research Cell	Streevani Women's Cell

Quality Audit

The annual quality is conducted on the basis of perspective plans. The aspects which had scope for development were selected from different academic and co curricular areas. Due focus was laid on the aspects which were lagging behind.

4. How does the institution ensure the quality of its administration and financial management processes?

: Financial accounts are audited by the management annually. During the meetings of Local Managing Committee budgeted accounts of the college are given for scrutiny to the external experts and internal members. The institution is self financed and hence meticulous financial planning is required. While financial restraints are definitely an impediment in many a case, it must be mentioned that the institution does not let the quality of academics suffer due to this difficulty. Careful planning of resources and use of societal resources has helped to tide over financial problems.

Regular meetings, careful planning and an open attitude to positive change are the features that ensure the quality of the administration process. The general steps followed in the administration process are:

(a) Environmental scanning including internal analysis of resources, analysis of task environment, analysis of external macro environment

(b) Based on the above step, formulation of objectives in synchronization with the mission of the institution and national goals

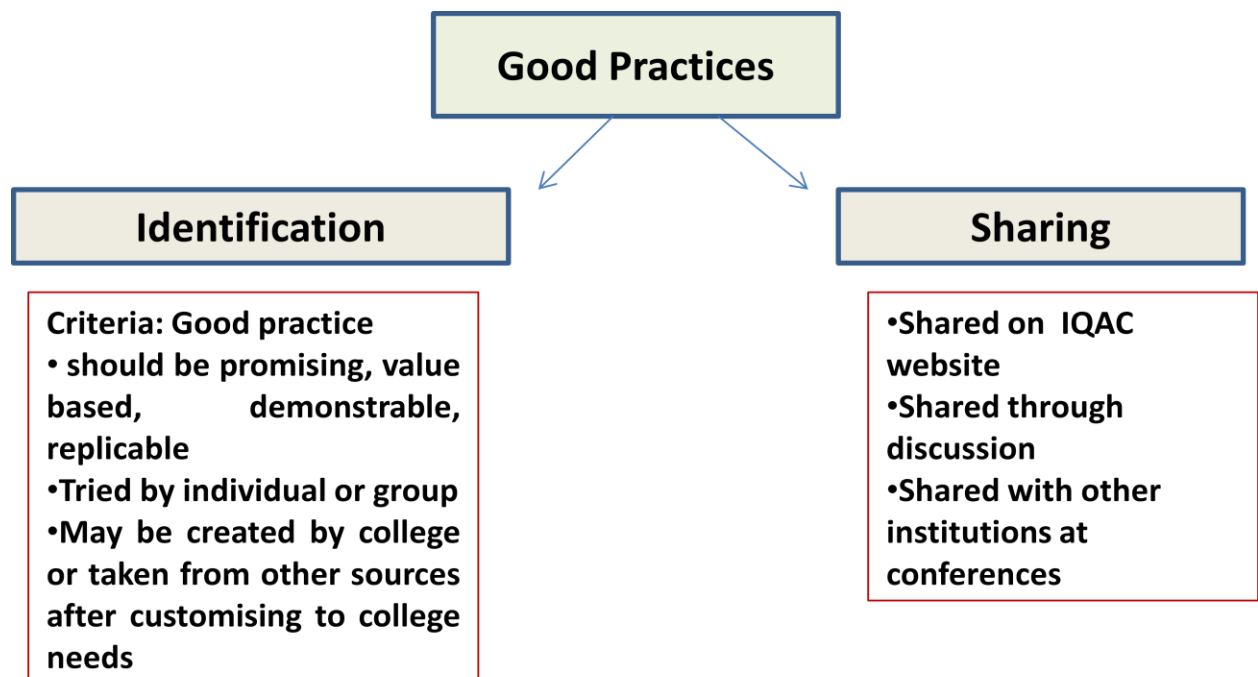
(c) Formulation of strategy for execution with the help of staff and stakeholders

(d) Evaluation and control by defining parameters to be measured, setting target values, measuring of achievement and comparing to pre defined standards

The institution is fortunate to have a committed administrative body which has shares a healthy rapport with the staff and stakeholders.

5. How does the institution identify and share good practices with various constituents of the institution?

: Good practices are meant to become part of the organisation's culture. The institution has a very healthy rapport and hence good practices are openly shared after being identified and refined.



Identification of good practices:

- ✓ The IQAC has outlined three important aspects for a good practice. It must be a practice that is promising and in tune with the values enshrined in the KSV3 Model, it must be demonstrated and used for at least one year and it must be replicable.
- ✓ Good practices are identified by the visible impact they have on the college and outside. If one individual tries out a practice, others observe and offer their feedback, suggest ways to refine the practice and even try it out themselves. Thus a good practice develops.
- ✓ Sometimes, faculty shared different ideas and formulates a practice which is tried by all. The KSV3 Model, use of ICT for learning, practices in extension work, the building of a learning organization based on Peter Senge's management philosophy are some examples of good practices that have evolved through collaboration.
- ✓ Sometimes good practices followed by other institutions are studied and then customized for the college.

Dissemination of good practices:

A good practice is effective so long as it is used by others. This ensures that quality is not restricted to just one section of an institution. Rather the good practice must become part of the organizational culture and it is even better if the practice goes beyond the institution.

- ✓ The college disseminates good practices within the institution by sharing the same through staff meetings. Since the faculty strength is not large, the mid morning break becomes a place to share experiences regarding the practice. Feedback from peers helps to refine the practice.
- ✓ The IQAC website is a good place to share good practices followed by the staff.
- ✓ The college shares its good practices during seminars and conferences. Five best practices were shared at H.J College of Education during a NAAC sponsored workshop on 'Benchmarking for Excellence in Education' and published in a book 'Higher Education' by APH Publishing Corporation, New Delhi.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?



Preparation of Case Studies- In the academic years 2015-16 and 2016-17, the students did a case study of a student with disability studying in regular stream of education. The case studies were presented and reflected upon by the students. They shared attitudinal, infrastructural and social barriers faced by the students with disability. During reflection session they shared empathetic and intervening role as a teacher. Intervention strategies based on recommendations of the policies like Persons with Disabilities Act, Convention on the Rights of Persons with Disabilities were used in the case studies by the students.

Workshop on use of Assistive and Adaptive Devices- The institution organized workshop on inclusive education to learn the use of assistive and adaptive devices. Ms Cynthia Baptista, Director of Abhang Special school was the resource person. To acquaint our students with the need for Inclusive Education a talk by Ms Cynthia Baptista and a teacher from a special school was organised. Experts share first hand experiences and this helps in sensitization towards the emotional needs of challenged learners. Students are oriented towards various programmes carried out by students under Sarva Shiksha Abhiyan

Exhibition on Assistive and Adaptive Devices- The students of Pushpanjali organized an exhibition on Assistive and Adaptive Devices used by the disable people. It also included

pictures, charts and clippings based on current happenings. They oriented students of D.T.Ed and school about various devices.

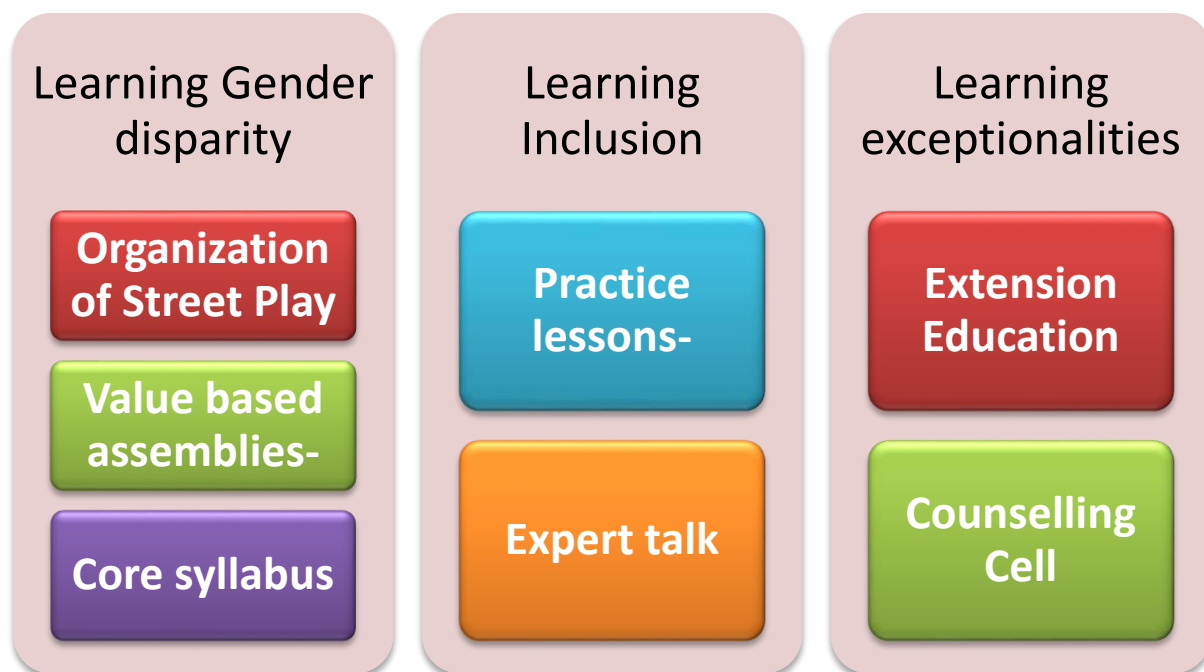
Action researches by faculty- The faculty completed two action researches pertaining to inclusive education. One of it was a case study of disabled students studying in regular stream of education and the other was based on the use of assistive devices by school studies. The details of case studies were discussed with the students through presentation. Teachers in the vicinity have been sensitized to the cause of inclusive education.

Visits to special school- The College organized a visit to St. Teresa's Special School, Santacruz, in the year 2015-16. The teacher trainees gained firsthand experience of conducting various activities like yoga, music, sports and academics. They also had interaction with the special learners. The teacher trainees learnt about how the special students are graded according to their abilities and the experience of inclusion is provided to them in the regular school. Every year we organize visits to special schools in Vasai.

Team teaching by the faculty- The topic on learning disability and challenged learners is completed using team teaching. The faculty makes the students aware about the government policies and concessions allotted to for learning disabled. Every year the faculty also provides referral service for deserving cases of Learning Disabilities and physical impairment from schools.

Remedial Teaching for tribal students- The students who are weak in English and Mathematics is undertaken by the B.Ed. students in our sister institution. This research gives the trainee teachers firsthand experience of organizing remedial programmes for academic underachievers. It is proved to be beneficial since the school has started semi English pattern of education.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?



Organization of Street Play- policies for women by the state were displayed through a street play. It was organized in various communities of Vasai.

Core syllabus-The Two Year B.Ed. syllabus has a course ‘Creating Inclusive School’. The course is done both from practical and theoretical aspects. Students collect newspaper clippings and videos on the lives of disable individuals depicting the barriers and facilitators in their achievements. Some assistive devices used by disable students for learning and mobility are collected by the students for the purpose of display. The faculty organizes display of material and aids used by challenged learners. Students learn about the characteristics and intervention strategies. Importance of inclusion is focussed through expert talks, visits to schools and multimedia. Learner diversity of disability is studied with reference to need for inclusion.

In the Course entitled ‘Learning and Teaching’ students learn about children with special needs. To empathise with such students, a Massive Open Online Course was created. Students explored the topic indepth, interviewed in service teachers about ways of teaching such students and these experiences were shared on an online discussion board. Concessions offered by different boards in India were also explored.

Value based assemblies- The daily theme based assembly focus on various values, which include women empowerment, gender equality and inclusion, which help in creating awareness and a positive attitudinal change. The student teachers conducted skits, speeches, power point presentations, video clippings, reflection and other activities to highlight these issues.

Practice lessons- during their lessons they discuss equality of gender which is an important core element incorporated in practice teaching lessons. Students address this core element wherever appropriate through their teaching in schools.

Expert talk- Experts from NGOs, counselling centres and educational institutions are invited to speak on women empowerment. Students are acquainted with gender bias and its effect on education. All this is not only done on theoretical basis but additional reflection is arranged through seminars and group presentations.

Extension Education- Through our various extension projects like SWS (Status of Women in Society) the student teachers conduct interviews of 25 women to gauge their level of empowerment. They also prepare posters; participate in debates and discussions on gender sensitization. Various debates and discussions on topics like gender sensitization and women issues are also organized as a part of extension. The students participate in inter collegiate festival UDAAN as part of the extension activities wherein they highlight issues of exclusion and gender discrimination. They have won many first prizes consistently in the festivals for presentation of street plays on women. Street plays are organized based on gender sensitization to spread awareness among students regarding the same.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.



Innovative Teaching Methods: The institution follows students centered learning. Methods and techniques like cooperative learning, research based learning, preparation and discussion of case studies, panel discussion, brain storming, paper presentations, concept mapping etc. are used for teaching learning. To increase interaction the faculty uses flipped classrooms and ICT in all the courses. Soft copies are posted on educational social web sites and drop box for pre classroom preparation.

Students as Mentors: We encourage students' presentation on certain sessions especially in during the Enhancing Professional Competencies Courses. At times students function as mentors. In the past three years students have conducted workshops on appreciation of music, craft work, wealth from waste, baby care during pre childhood stage, etc. It helps in building self confidence which helps in practice lessons. We continue to use the following methods of teaching learning-

Field trips: Field trips and excursions promote interaction with resources other than those available in the institution. During the course of the visit they are oriented about the infrastructure requirements and amenities of different institutions and the educational activities conducted there.

Participatory learning: Students are encouraged to participate in symposia, paper reading sessions and exhibitions. Strategies in co-operative learning such as Jigsaw classroom, Think-pair-share, Circle the sage and others have been successfully incorporated in the learning process.

Development of learning resources: Multimedia packages are prepared by the staff as well as the students in each of their methods promote self instruction. Significant newspaper clippings are used to correlate theory topics with contemporary happenings. The reflection sessions that follow ensure active learner involvement.

Add on courses: Understanding the needs of the students based on the various feedback from the stake holders and expert advice, the institution has devised add on courses on Communication Skill development, ICT, Music, Personality Development, Dance, Drama, Physical Education and Yoga . These add on courses enable the institution to provide opportunities for positive social interaction and self-motivation. It helps the students in placement and career development.

Student Council: The student council holds regular meetings and discusses various issues pertaining to the needs of the student teachers as well as the activities conducted in the college. They form a link between the faculty and the students so that needs of the students are brought to the notice of the faculty and principal. The student council is given responsibilities for academic and non -academic activities and also during special events organized in the institution.

Competitions and celebrations: The institution organizes various competitions throughout the academic year at both the intra and inters collegiate level to enable students to showcase their talents and also promote team spirit, cooperation and healthy competition. The students are encouraged to participate in the organization of the various events so as to develop leadership and organizational skills. National days and international days and some religious festivals are celebrated with great enthusiasm by the staff and students. Various cultural events are conducted to observe these special days. These events enable the student teachers to have a positive interaction with each other and also help them to develop their overall personality.

Club activities: The various clubs in the college undertake different types of activities that inculcate self-motivation and provide opportunity for positive social interaction. The language

club conducts debates and discussions that enhance the language skills of the student teachers; the environmental club conducts nature trips, discussions, showing videos in order to sensitize the student teachers about environment issues.

It is imperative that the learner ‘learns to learn’. To meet this aim, regular use of library and e-resources is encouraged.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?



Review of films and video clips: Student teachers are provided with the opportunity to view movies that deal with various issues like poverty, importance of education, inclusiveness, social issues prevailing in society etc. Movie clips of Black, Imran, Mi Baba Amte were shown to sensitize students about various issues and challenges in the society thus preparing them for the same. Students watch videos i.e. ‘We can Fly!’ which is followed by discussion. Students share the challenges faced by disable individuals in their families and from the surroundings. Use of certain assistive devices is demonstrated in the class.

Display of Tribal Talents: We get students from tribal and remote areas of Palghar District. These students are talented in various craft skills and performance arts. The college provides platform to display their talents i.e. exhibitions, competitions, extension activities and stage programmes. They have won many prizes for display of tribal talents and sensitized other students about their culture.

Practice lessons and Internship: In order to equip students with skills to successfully handle diverse learners, practice teaching is organized in different schools. Many of the regular schools have students with disability so they get an opportunity to see how they are accommodated and assisted by the teachers and peers. The varying background of the learners gives adequate experience to the learners. Planning of lessons is done with the learner background in mind. Students are encouraged to use Theory of Multiple Intelligence while planning instructional strategies, so that they can do justice to students with different abilities.

Community Work: It is an integral part of the curriculum. When the students visit the inmates of the orphanage, they also tutor them in small groups and this gives practical experience about handling challenged learners.

Higher Order Thinking Skills: Students are encouraged to incorporate variety of techniques as Higher Order Thinking skills, Lateral Thinking techniques and creative forms of evaluation to cater to the academically gifted learners. Students are aware of the various learning disabilities among students and they incorporate multi sensory experiences to assist such learners.

5. How does the institution address the special needs of the physically challenged and differently-abled students enrolled in the institution?

Students with physical disability are given extra time during examinations. So far very few physically challenged students have opted for the course. Remedial classes are conducted for those with low achievement. Gifted learners are given challenging activities or projects. They are guided to strategies of learning such as web based learning.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Women Development Cell- Streevani, the Women Development Cell organized a display of charts and posters to highlight the contributions of women achievers. The Cell organizes activities like exhibitions, skits, expert talks and debates. Every year we observe Women's

Week in the college. The students put up plays and presentations on the issues like girl child abuse, harassment of women at work place and injustice to women during women's week. Due respect is paid to women contributors and achievers in various fields.

Workshop on Self Defense- Demonstrations in self defense were conducted by our student Ms Archana Thorat in 2015. In the 2016 an expert from Lion's Club organized a workshop on self defense. In these workshops the students were trained in basic skills of self defense.

Assemblies- Special assemblies are conducted to mark Women's Day and Girl Child day. Assemblies that deal with issues as female feticide, prenatal sex determination and gender discrimination are conducted. The role of teachers as social engineers is aptly emphasized.

Review of videos on Stereotypes and Portrayal of Women: The students watched the videos and discussed the false portrayal of girls and women in media, especially movies and advertisements. Students also brought some video clips and discussed about the awareness that need to be created by the teacher. Case studies are also used to explore gender disparity.

Orientation towards Maharashtra State Women's Policy- The institution believes in empowerment of women. To equip the students with skills and attitudes that lead to empowerment, the Maharashtra State Women's Policy is explained in detail to all students.

Development of Core Elements- Gender sensitivity is an important core element that is focused upon through all curricular transactions. The institution firmly believes that education alone can empower and an empowered woman is the best remedy to several social problems.

7.3 Stakeholder Relationships

1. How does the institution ensure access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The college makes efforts so that all stakeholders get consistent knowledge of the overall performance as this leads to better accountability and quality enhancement. The stakeholders have access to information on organizational performance, in both academic and non academic activities

Annual Report: During the Annual College Day and Valedictory programme, the annual report documenting the various activities of the college for the academic year is presented to the various stakeholders. The annual report provides a comprehensive account of the performance of the institution in both academic and non-academic aspects.

Parent Teacher Meeting: The meeting is held every year by the college. A presentation for orientation of parents is prepared by the faculty incorporating various activities in the previous and current years. Due to this orientation the parents and spouses are acquainted with the nature of B.Ed. course and hectic schedule of activities in the year.

Report of IQAC: The IQAC cell prepares a complete report of the entire year's activities. The report also incorporates the perspective plans of the institution and submits it as the AQAR.

Local Managing Committee: The LMC meets bi-annually and reviews the performance of the organization. The LMC examines the various reports including academic, administrative and financial reports of the institution. The LMC also discusses and deliberates on the future growth and development of the institution. The minutes in detail are maintained and the information is shared with the members of LMC.

Staff Meeting: Staff meetings are held regularly for planning and discussion of forthcoming events. The matters discussed include academic, non-academic, student welfare etc. It also provides an opportunity to review the feedback received from various stakeholders. Matters pertaining to the Grievance Redressal Cell and possible solutions are discussed in the staff meeting. The staff is apprised of the performance of the institution and what measures need to be taken to bring about further improvements are also discussed.

Committee Meetings: The various cells and committees in charge of different aspects of the academic programme meet regularly to discuss and deliberate on the various activities feedback received and plan the road ahead. The minutes of their meetings are then documented and presented to the Principal and the staff during staff meetings.

College Website: The college website reflects an array of information regarding the institution including the college profile, information regarding admission, various activities and events, faculty details and information regarding upcoming events. The website includes the academic

calendar that reflects the activities of the entire year as a result the stakeholders get an overview about the various activities to be conducted. The college website is regularly updated so as to provide apt information regarding the institution to the stakeholders.

College Diary and Syllabus Book:The college diary and syllabus book provides an insight into the activities and performance of the institution. The college diary provides details regarding the institution to the aspiring candidates seeking admission in the institution. The syllabus book includes details regarding the academic programme and the various aspects pertaining to the curriculum.

College Annual Magazine and News Letter:The College publishes its annual report in the e-form. Issue of the college magazine ‘Blossoms’ is brought out on special occasions. The report provides information regarding the achievements of students and faculty as well as the various events conducted in the college in the course of the year.

ISBN Publications and Seminar Proceedings:Subsequent to seminars and conferences organized by the college the proceedings are published and released which provides information regarding the event organized by the institution and the research and conceptual articles of the participants.

Alumni Meetings: Alumni meetings are conducted regularly wherein information regarding the activities of the college is disseminated. These interactions provide an opportunity for the institution to apprise its alumni of the performance of the institution.

The institution thus ensures that all its stakeholders are provided with regular and necessary information regarding the institution's academic and administrative performance.

2. How does the institution share and use the information/data on dissatisfaction of students and stakeholders for bringing qualitative improvement?

: Grievance Redressal Cell- The college has grievance redressal cell. Grievances are recorded and resolved using systematic mechanism. The institution welcomes constructive criticism offered by the stakeholders. Any such dissatisfaction expressed by the students or stakeholders is taken up for perusal on a priority basis. An unbiased analysis of the same is carried out to decipher reasons for dissatisfaction. At times a face to face discussion is arranged so

that clarification on issues can be sought. We take cognizance of suggestions and try to incorporate remedies in further planning. In fact a lot of existing improvement and good practices are the result of feedback received from the stakeholders.

Suggestion box- The College has suggestion box in the library. Any suggestions pertaining to the library services, curricular and co curricular activities are put in the box. The box is checked by the librarian and suggestions by the students are considered.

Parent Teacher Interaction: The parent teacher interaction sessions enable the institution to convey its requirements and achievements and also obtain the views and suggestions of the students' families.

Annual Audit of Resources by the Management- the audit is carried out by the faculty to study effectiveness of resources in the institution. While planning for the forthcoming year suggestions from this audit are taken into account.

3. What are the feedback mechanism in vogue to collect and collate data from students, professional community, Alumni and other stakeholder on programme quality? How does the institution use the information for quality improvement?

: Teacher's Assessment Questionnaire- The quality of teaching learning activities and academic programmes is ascertained through Teacher's Assessment Questionnaire. Every year the faculty analyses the feedback and prepares a consolidated table. The analysis is submitted to the principal on the basis of which she gives her remarks and offers personal advice for improvement to each faculty.

Student's Feedback on internship- Group wise feedback is taken after every session of internship. Group wise report and feedback are presented together. Oral feedback is sought after all major activities. The Alumni supplies feedback whenever approached. Social networking sites have been used to seek e –feedback through a discussion forum.

Feedback of workshop and seminars- It is sought after workshops and seminars. It helps to sustain or change the resource persons and improve the organization. The college maintains a visitor's book and feedback on various aspects from these experts helps to get their perspective of the college activities. Members of the Local Inquiry Committee have given constructive

feedback and this has been used by the institution to carry out improvisation. Principals from various schools by virtue of their experience and involvement offer their feedback on the Teacher Education programme in general and this helps to devise programmes that are need based.

Students' Council Meetings: The meetings are conducted by the faculty in charge on the basis of agenda prepared by the chairperson of the council. The council meets regularly to discuss the upcoming activities and programmes. They also bring issues of the students to the notice of the teachers and Principal. The institution then addresses these requirements thereby augmenting the quality of its activities.

Additional information to be provided by institutions opting for reaccreditation:

1. How are the core values of NAAC reflected in the various functions of the institution?

: The vision, mission and the objectives of the institution effectively aligns itself with the NAAC values through its various curricular and co curricular activities. The various activities conducted in the institution promotes the NAAC values of national development, fostering global competencies, inculcating a value system, promoting use of technology and quest for excellence.

Contribution towards national development: To ensure that the students are empowered to contribute to national development, several capacity building programmes are carried out. The institute co-ordinates with Government and Non government organizations, that help in building a strong social infrastructure. Through our various extension projects and community service projects, collaboration with NGOs, educational bodies like UGC HRD Centres, National Mission for Education through ICT(NMEICT), we try to empower the socially deprived section of the society. The college supports and implements programmes such as Swacha Bharat Abhiyan and Skill India.

Inculcating a value system: Value education is given priority. Practice lessons, co-curricular activities and curricular transactions emphasize values. Environmental ethics and attitude to conserve environment are inculcated through these activities. Daily theme based assembly conducted in the morning assemblies emphasized on various values, which include women

empowerment, gender equality, inclusion, pluralism, which help in creating awareness and a positive attitudinal change. The KSV3 Model emphasizes on values pertaining to self, society and the teaching profession.

Promoting use of technology: This faculty has developed OERs based on constructivism. These OERs are uploaded using blogs, wikieducator and OER commons as platforms. They were used by our own students as well as global learners. Blogs and websites are created to ensure 24 x 7 learning. These are the extended learning spaces of the college. Students were encouraged to participate in a Massive Open Online Course (MOOC) conducted by IIT Kanpur in collaboration with Commonwealth of Learning (COL). Successful students and faculty received their certificates from the above mentioned organizations. MOOCS have been created by the faculty and students of our college and other institutions use the same.

Curricular transactions are conducted using MOOCs and LMS like Edmodo. Online survey tool like surveymonkey.com are used for data collection and analysis. Add on courses for gaining knowledge on ICT has been devised. The students are given opportunity to use the computers and wi-fi provided by the institution. Our faculty has so far trained about 400 college teachers in the use of cyberspace for learning.

Quest for Excellence: Academic transactions are conducted through a variety of innovative teaching methods, an ICT enabled well-equipped library, the myriad of curricular, co-curricular and co-curricular activities and a comprehensive evaluation system. Thus the college ensures the core values of NAAC are also reflected in the values and objectives of the institution and in all the institutional transactions.

Fostering global competencies: Need based add on courses have been devised like Effective Communication and the Teacher, Skill Development Programme, Computer Supported Collaborative learning, Competency based programme in Inclusive Education. The college accords prime importance to fostering of global competencies and this is actualized through organization of varied programmes that incorporate life skills.

MAPPING OF ACADEMIC ACTIVITIES

Mapping of Institutional Activities (Academic Year 2016-17)

F.Y.B.Ed

September					Week 1							Week 2							Week 3							Week 4								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
October					Week 5							Week 6							Week 7							Week 8								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
November					Week 9							Week 10							Week 11							Week 12						Week 13		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
December					Week 14							Week 15							Week 16							Week 17								
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January					Week 18							Week 19							Week 20							Week 21								
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February	Week 22				Week 23								Week 24								Week 25											
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March	Week 26				Week 27								Week 28								Week 29								Week 30			
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April	Week 31				Week 32								Week 33								Week 34											
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May	Week 35				Week 36																Week 38											
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																						Centralised Assessment				Vacation begins						

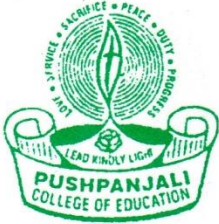
	Orientation		Internship		Tutorials/ Remedial Sessions		Certificate Course/ Guest lectures		Co curricular Activity
	Admissions		Internal Assessment		Workshops/seminar		Vacation		Excursion/ Field visits
	Theory		University Examinations		Practical Work		Sunday/ Holiday		Community Work

Mapping of Institutional Activities (Academic Year 2016-17)

S.Y.B.Ed

June					Week 1								Week 2								Week 3							Week 4					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
July					Week 5							Week 6						Week 7							Week 8								
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August					Week 9						Week 10					Week 11						Week 12					Week 13						
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September					Week 14							Week 15							Week 16						Week 17								
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October					Week 18						Week 19					Week 20						Week 21											
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November					Week 22						Week 23					Week 24						Week 25					Week 26						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
December					Week 27							Week 28						Week 29							Week 30								
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January					Week 31						Week 32						Week 33						Week 34										
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February					Week 35						Week 36						Week 37					Week 38											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					
March					Week 39						Week 40						Week 41					Week 42						Week 43					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
April					Week 44						Week 45						Week 46						Week 47										
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End of Term for S.Y.B.Ed																																	

	Orientation		Internship		Tutorials/ Remedial Sessions		Certificate Course/ Guest lectures		Co curricular Activity
	Admissions		Internal Assessment		Workshops/seminar		Vacation		Excursion/ Field visits
	Theory		University Examinations		Practical Work		Sunday/ Holiday		Community Work



(Estd. 1990)

Society of Our Lady of Grace Convent
PUSHPANJALI COLLEGE OF EDUCATION

(Affiliated to the University of Mumbai & recognised by NCTE)

(Re-Accredited 'A' by NAAC)

50, M. G. Marg, Papdy, Vasai (W), Dist. Palghar - 401 207. Maharashtra.

Tel. & Fax : 0250-2312025

Website : www.pushpanjalicollege.com E-mail : pushpanjali1990@yahoo.co.in

Ref. No.

Date : 25-3-2017

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Dr Mariamma Joseph

Principal

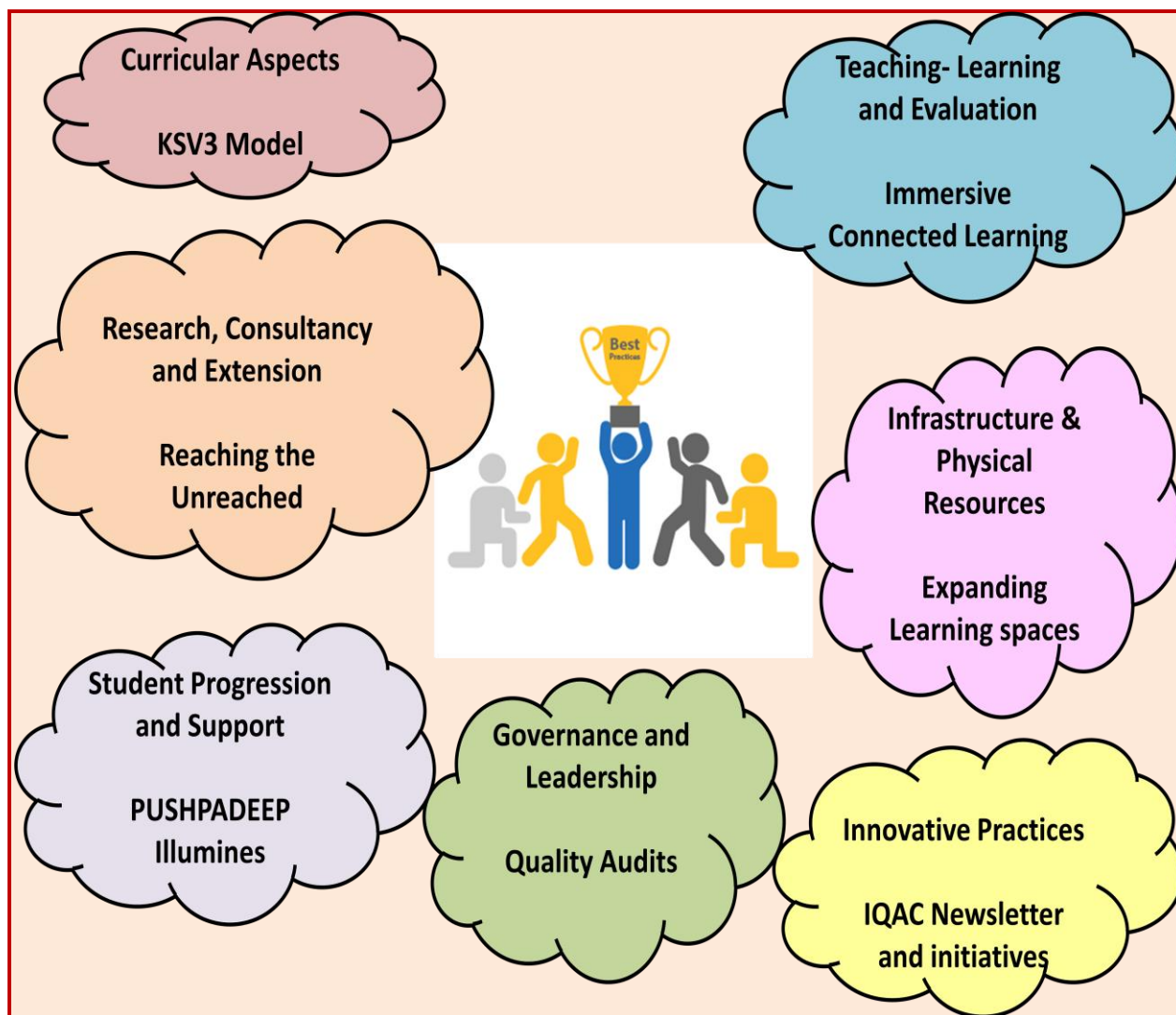
**PUSHPANJALI COLLEGE
OF EDUCATION**

PAPDY, VASAI, DIST. PALGHAR-401 207.

Place: Papdy, Vasai

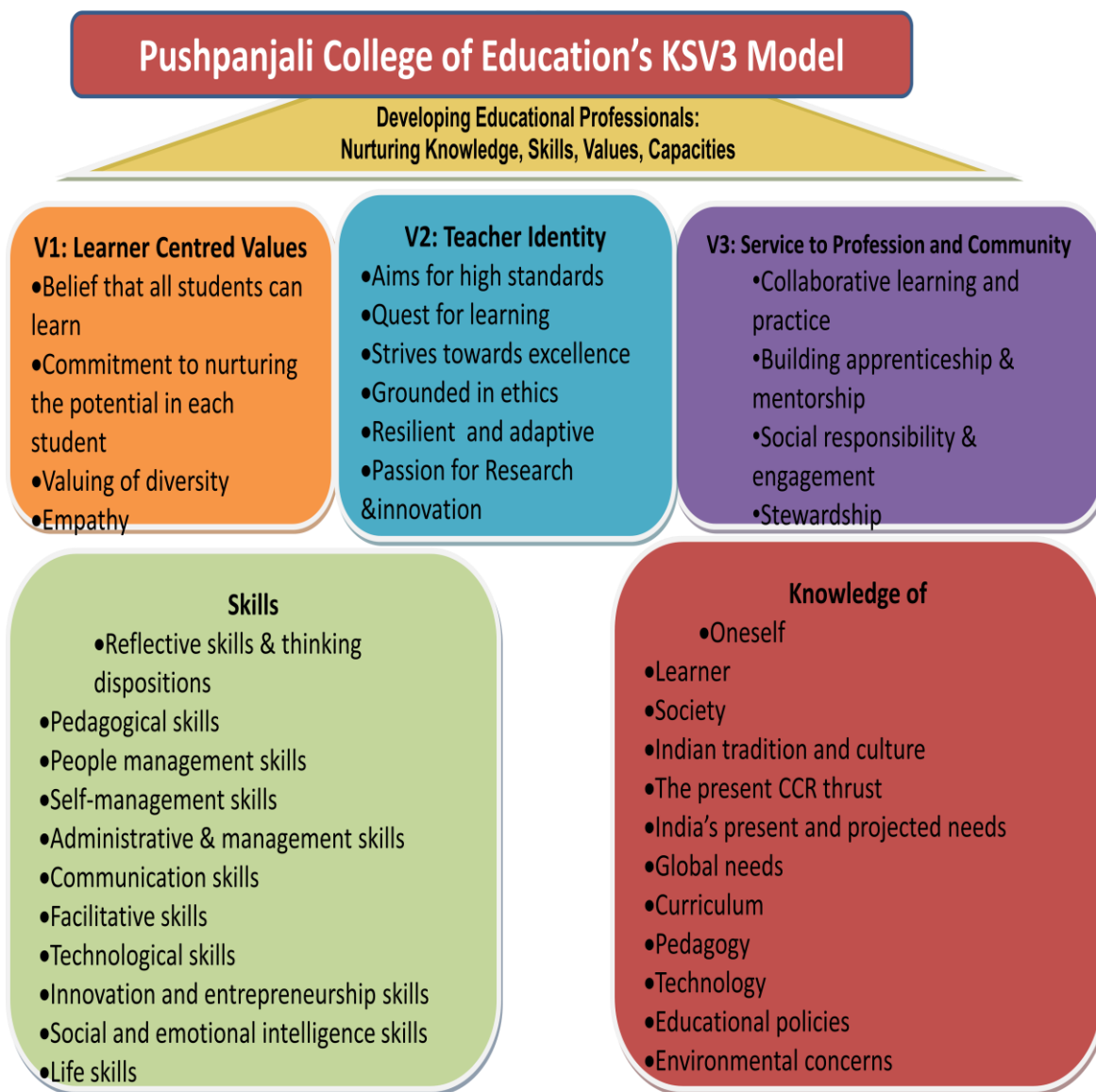
Date: 25-3-2017

BEST PRACTICES OF THE INSTITUTION



Best Practice One (Criterion One: Curricular Aspects)

1. Title of the practice: KSV3 Model for Curricular Planning



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. Consider the table for a few examples of the application of this model.

Programme	Knowledge	Skills	Values
Internship	Knowledge of oneself, learner, society, curriculum, pedagogy, technology, educational policies	All skills mentioned in KSV3 Model are relevant	Learner centred Values
Celebration of festivals	Knowledge of society, Indian culture and tradition, environmental concerns	People management skills, Self-management skills, Communication skills, social skills	Valuing diversity Social responsibility and engagement
Visit to school for mentally challenged	Knowledge of self, learner, pedagogy, the present thrust of the CCR (Congregation of Carmelite Religious) management of the college.	Social and emotional skills, people management skills, communicative skills	Empathy, Stewardship, Social responsibility and engagement

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 Two (Criterion Two: Teaching, Learning and Evaluation)

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:Principal Dr. Mariamma Joseph

Best Practice Three (Criterion: Research, Consultancy and Extension)

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:

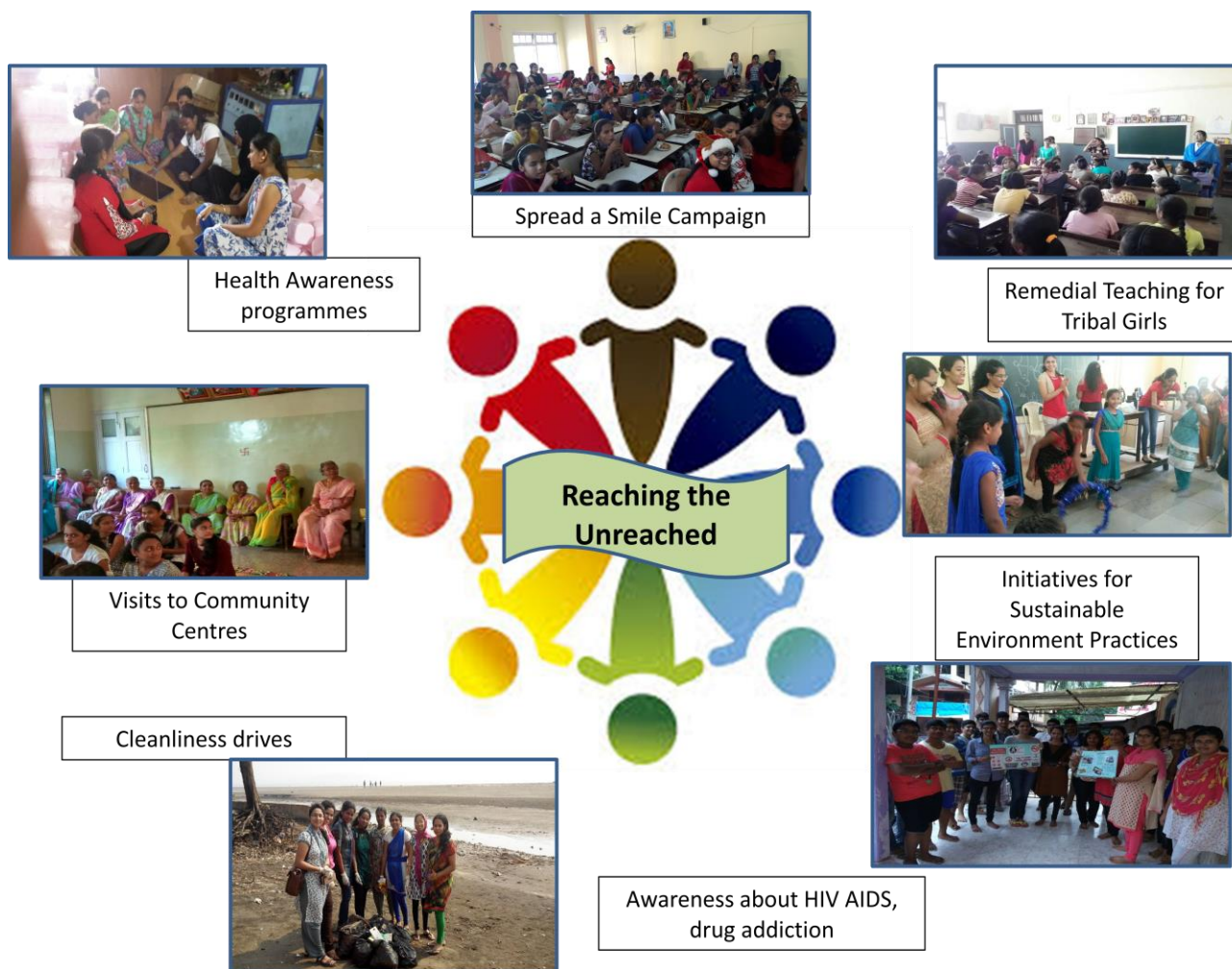
- To sensitize student teachers to the needs of the marginalized
- To foster in student teachers a healthy attitude towards community building
- To transform society by contributing to the uplift of the marginalised

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.



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.

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

Best Practice Four (Criterion: Infrastructure and Learning Resources)

1. **Title of the Practice : E-Power to Empower (ICT for Knowledge Management)**
2. **Context that required initiation of the practice:** Over the past few years the faculty has noticed the transition in the student population. Most of those who seek entry to the B.Ed course are digital natives. They live in a connected world. Networking, online presence and connectivity are terms that are part of their daily vocabulary. It is therefore necessary that the potential of e-platforms be leveraged in order to reach out to students. The availability of such platforms ensures a 24 X 7 connectivity. This helps to go beyond the set curriculum, expand the horizons of knowledge and interact with experts in the field of education.
3. **Objectives of the Practice:**
 - i. To manage knowledge effectively through offline and online platforms
 - ii. To disseminate information and develop knowledge bases thereby presenting opportunities to change traditional organizational structures, inspire intellectual interaction and promote social networks.
 - iii. To reach out to alumni and inservice teachers and share updates on educational issues



4. **The Practice:** The college uses ICT to support the face to face interaction with the students. The college has a strong online presence in form of online forum including blogs, websites and Learning Management Systems (LMS). To augment what has been done in class and encourage students to indulge in knowledge construction and reflection, the faculty uses online platforms. Students can evaluate themselves through online quizzes uploaded on wiziq.com and testmoz.com. They interact with one another in an asynchronous manner through LMS such as Edmodo. SurveyMonkey and Google Forms are used for research. Training sessions are organized to help students prepare effective presentations. Training session in MOODLE has helped them to learn the features of the same. Open Educational Resources are created and uploaded on blogs, wikieducator and OERs Commons. Alumni also benefit from online quizzes uploaded for competitive exams like Teacher Eligibility Test. One advantage of the practice is that by creating both online and offline learning resources, the repository of learning resources is expanding. Students can access these resources and come to the class with sound knowledge about the topic. This saves time and helps to utilize time for more discussion on the topic. Students can solve their doubts through the online discussion boards which are part of LMS and MOOCs . This discussion board has promoted co-operative online learning in students. The practice has exposed the students to the world of online learning and truly equipped them with skills needed for 21st century classrooms. Knowledge management is becoming easier and more organized due to the use of ICT.
5. **Obstacles faced if any and strategies to overcome them:** ICT enabled Knowledge Management has been a learning process for the faculty. As all the online platforms used are nonpayment platforms, virtually no monetary expenses were incurred on the exercise. In fact this has been an economically viable means to solve doubts, foster interaction and provide personal attention to students. One challenge faced was that all learners do not have the same level of entry behaviour where ICT skills and knowledge are concerned. To combat this, students go through a training session to equip them with some basic ICT skills. Maintaining the websites or online platforms need efforts on part of the teacher-educators. This is sometimes hampered due to lack of time. All the same, the faculty finds time to regularly update the knowledge repositories. One major challenge is the

difficulty faced in procuring good resources in vernacular language. This is one challenge we hope to address in the coming years as it will benefit several inservice teachers who teach in vernacular schools.

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

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

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

7. Resources required

Material Resources : Computer laboratory, relevant software, internet connection

Human Resources: Faculty

List of online sites/ blogs maintained by the college

- i. College repository of OERs: <https://www.oercommons.org/groups/pushpanjali-college-of-education/1216/>

- ii. Other OERs: www.wikieducator.org/User:Agnes
- iii. Library blog www.granthpushp.blogspot.in
- iv. Alumni page: www.pushpalumni.blogspot.in
- v. Research activities: www.anweshan.webs.in
- vi. Mathematics Club: www.pushpaganit.blogspot.in
- vii. History Club: www.pcehistory.blogspot.in
- viii. Languages Club: www.ruchaclub.blogspot.in
- ix. Pushpadeep blog: www.pcepuphpadeep.blogspot.in
- x. Women's Cell: www.streevani.blogspot.in
- xi. IQAC page: www.pceiqac.webs.in
- xii. For the Course Contemporary India and Education: www.ciemumbai.blogspot.in
- xiii. For the Course Understanding Disciplines and Subjects:
www.understandingdisciplines.webs.com
- xiv. For the Course Understanding the Self: <http://utsmumbai.blogspot.in/>

Best Practice Five (Criterion: Student Progression and Support)

1. Title of the Practice: Pushpadeep Illumines through Certificate Courses

2. The context that required initiation of the practice

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



3. Objectives of the practice

- To propagate values held in high esteem by Indian culture
- To generate action oriented teachers who will be committed to achieving desirable outcomes

- To produce professional teachers, who have the theoretical knowledge and understanding, combined with practical skills, competencies and commitment to teach
- To ensure the sustenance and enhancement of teaching skills in keeping with the curriculum
- To enable the teachers to develop a deep insight into various needs of students at secondary level

4. The Practice

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

The courses in Dance include inputs on Indian folk dances, while the course in Indian Vocal Music examines various aspects of music including the therapeutic value and classroom utility of music. Dramatics includes creation and presentation of street plays and inputs on stage presence, voice modulation and expressions. The Certificate Course in Physical Education includes knowledge and skills of games and physical exercises. The course in Art and Craft delves into use of Art and Craft in the classroom. All Courses are spread during the academic year. All these courses are conducted under the aegis of PUSHPADEEP.

The College also organizes Certificate and Enrichment Courses for in-service teachers with a view to reach out to the teachers of local schools. The course helps to update and refresh

them with new inputs and insights from various fields of knowledge. It strengthens the teachers' abilities to face challenges of modern era like inclusive classrooms, ICT based teaching learning and gender based issues.

5. Obstacles faced and strategies adopted to overcome them

There are no obstacles in the organization and execution of these courses. In fact students and teachers look forward to these courses with enthusiasm. The nature of the courses being activity based, the students are wholly involved in the same.

6. Impact of the practice

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

Courses in Dance, Music, Dramatics and Physical Education are useful to in organizing co-curricular activities. Immediate impact of the practice is that students use knowledge and skills derived from the Courses to cope with different challenges they face. Their organization skills are reflected in the way they handle co-curricular programmes. Long term benefits are also noted when alumni report that they are better equipped to handle various programmes in schools. Self benefits are also reported terms of better coping strategies, efficient handling of health issues and job related stressors. In a nutshell, it can be said that these Certificate Courses enhance the effectiveness of the B.Ed Programme.

The Certificate Courses for in service teachers have ensured sustenance and enhancement of teaching skills in keeping with the curriculum. Due to goodwill that is developed through PUSHPADEEP the faculty is invited to organize need based programmes for in service teachers.

7. Resources required

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

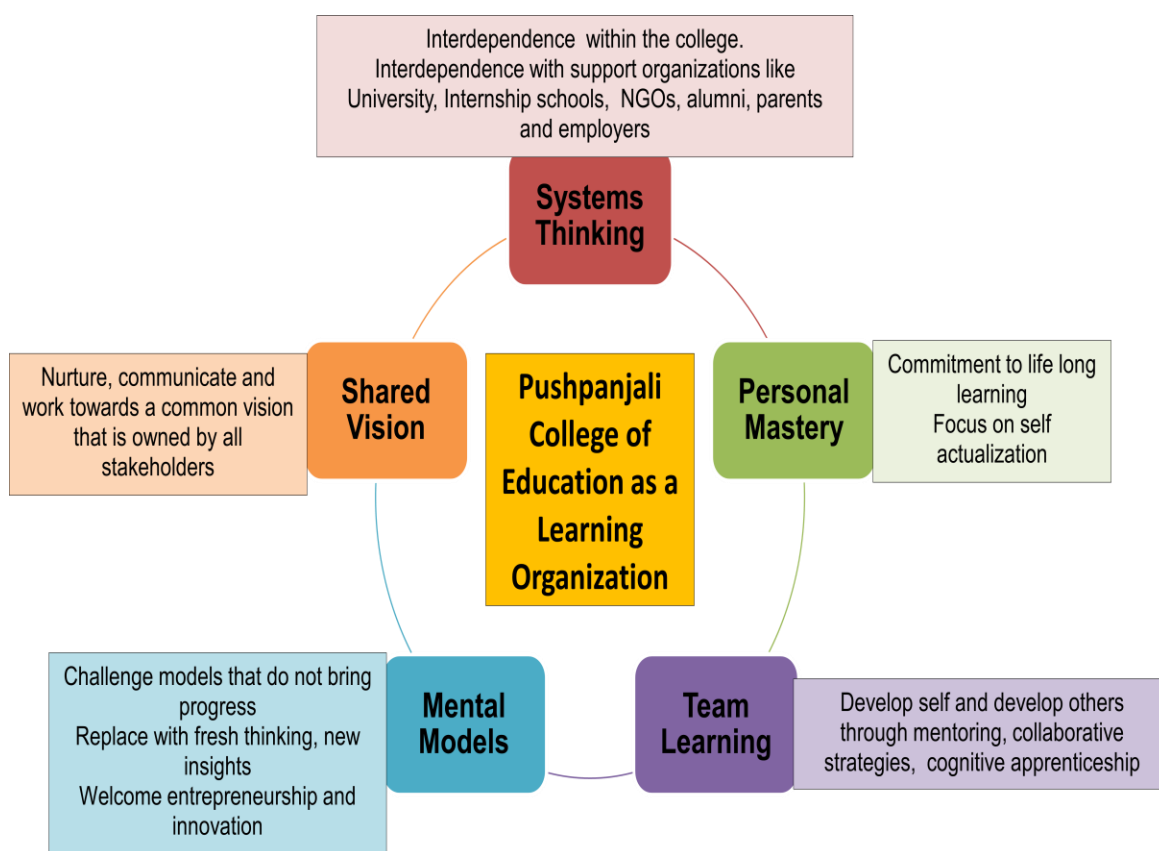
Non human resources: ICT facilities, Equipment for Physical Education, books, CDs on Yoga and Dance, Musical instruments and CD player.

8. Contact Person for Further details: Principal Dr Mariamma Joseph

Best Practice Six(Criterion Six: Governance and Leadership)

1. Title of the Practice: Building a Learning Organization

2. **The context that required initiation of the Practice:** A learning organization is one that transforms itself by facilitating the continual learning of its members. The work environment in such organizations is open to creative thought and it adopts a problem solving attitude. Staff members and other stakeholders in such an organization are not passive players; rather they express ideas and keep contributing to the progress of the organization. Right from its inception in 1990, the ethos at Pushpanjali College of Education has been that of a learning organization where the management has involved its stakeholders in planning and development.



3. Objectives of the Practice:

- To involve key players (staff, students, parents, alumni and employers) in the quality sustenance process of the college.

- ii. To enhance the stakeholders capacity to initiate change
- iii. To build a culture where trust and openness promote experimentation and innovation and where there is scope for all to move towards self actualization

4. The Practice:

The concept of a learning organization was put forth by Peter Senge in his work *The Fifth Discipline: The Art and Practice of the Learning Organization*. A learning organization has five components: Systems Thinking, Personal Mastery, Mental Models, Building Shared Visions and Team Learning. These five components with respect to the college are elaborated through the figure on the previous page.

To make the college a learning organization in the truest sense of the term, these five components are inbuilt into the working of the institution as is elucidated by the table below.

Component of Learning Organization	Practices adopted by the institution
Systems Thinking	Seamless communication within the institution brought about through frequent meetings, regular updates, notice board, students and faculty groups on WhatsApp, newsletter and website. The college takes note of expectations from regulating bodies such as NCTE, NAAC, UGC and the University of Mumbai. Policies on Teacher Education, trends in Teacher Education are analysed. Networking with other TEIs helps to think on wider dimensions. Local, national and global need are considered and reflected in the KSV3 Model. Feedback from stakeholders helps to align college activities with societal needs. Collaboration with NGOs, employers and heads of educational institutions helps to synchronise Teacher Education with society.
Personal Mastery	Ample opportunities for student personal mastery through curricular programmes. Certificate Courses and other co curricular activities encourage personal growth. Reflective practices are ingrained into the system. Faculty aims at self development through various development programmes. Focus on self learning through library work and use of online platforms.
Mental Models	Regular meetings and discussions help to eliminate outdated practices. Flexibility is offered to try new techniques and new approaches to learning.

	Review of practices helps to reorganize and renew programmes according to what is needed.
Shared Vision	All stakeholders share the college vision which is reinforced from time to time. Institutional vision supersedes personal gains. Rather personal development is in synch with the institutional vision. Alumni and parents share the college vision. Annual meetings with alumni and parents offer a platform to share our aspirations and get their support.
Team Learning	An open atmosphere where students and faculty all learn from one another in an atmosphere of sharing and caring. Mentoring is valued. Action research findings are shared. Best practices are shared within and outside the institution. We also make efforts to learn from other Teacher educators.

5. Obstacles if any and strategies adopted to overcome them:

Since the institution has always adopted the above mentioned practices, there are hardly any obstacles in making the college a learning organization. Differences if any are sorted out before they escalate. An ethos of transparency supports team learning and shared vision. Readiness to accept new ideas helped to form new mental models. A quest to do one's best supports personal mastery. The healthy relationship shared by stakeholders and other supporting organizations helps to make systems thinking successful.

6. Impact of the Practice:

Looking inward, one can say that the biggest reward of being a learning organization are the benefits that each member of the institution experiences. These benefits are in the form of mental peace, a sense of belongingness and the zest to keep working without expecting any material gains. All individuals report that the institution has helped them grow. Alumni have happy memories of their experiences. Students express their satisfaction and indicate that their journey has been one of growth. The faculty looks back at their journey as a joyous learning experience. The practice ensures that the institution continues to lead itself towards excellence.

7. Resources required: Healthy communication channels, linkages with stakeholders, finances as needed for various programmes, time for meetings and programmes.

8. Contact Person for Further details: Principal Dr Mariamma Joseph

Best Practice Seven (Criterion: Innovative Practices)

1. Title of the Practice: Quest for Quality

2. Context that required initiation of the practice: The college has always adopted quality as a guiding term for any endeavor undertaken. The NAAC Reaccreditation preparation saw many reflections made by the management and faculty and during these discussions some guidelines regarding quality emerged. The IQAC of the college considered quality enhancement as a major objective and has always guided the initiatives undertaken.



3. Objectives of the Practice:

- a) Developing and applying of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Soliciting feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Ensuring that the IQAC acts as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- f) Promoting Quality Culture in the institution;

4. The Practice: The College has set up benchmarks for defining quality in various areas as Curricular planning, Curriculum transaction, Staff development, management of resources. A quality exercise was undertaken by the college to determine where we need to change our strategies. Annual SWOT analysis is carried out to determine our assets and weaknesses. Every year the IQAC exposes the faculty to new developments in quality in Teacher Education. Some of the programmes have been workshops on perspective planning, workshop on Kaizen approach. Researches and documents such as NCFTE 2009, 12th Five Year Plans that deal with quality in Higher Education are discussed. 360 degree feedback from stakeholders gives an idea of how effective the programmes are. Quality of any institution depends upon human resources. To solve problems faced by students and counsel them in times of need, the counseling cell 'Solace' is always active. Remedial sessions for academically weak students are organized. Through 'care and share' programme, those who perform well assist those who require help on a one to one basis. The Environmental Club Vasundhara ensures that practices employed support sustainable development. Clubs like Rucha Club for literature and Pushpaganit for Mathematics students promote out of the box thinking. Streevani for Women's Development focuses on Gender Sensitivity. Abhivyakti the Publication Unit encourages expression of thoughts and ideas. Anweshan the Research Cell organizes paper reading sessions to foster a research based ethos. The IQAC oversees all

these programmes and suggests quality based measures. The IQAC has an independent webpage www.pceiqac.webs.com through which plenty of intellectual interaction is promoted. Quality directed programmes for the non teaching staff such as Role Clarification exercises or deputation for computer training help the non teaching staff to contribute to quality.

5. Obstacles faced if any and strategies to overcome them: Time constraints are seen as the schedule leaves little time to indulge in extensive programmes. This is overcome by careful planning and by using ICT and e platforms to disseminate information. A well knit community of staff and stakeholders provides plenty of mutual support.

6. Impact of the Practice: Over the years our ‘Quest for quality’ has helped us bring positive changes in the institution. Tangible evidences are the excellent results, the high employment rate of our students and the recognition from bodies as NAAC, UGC and NCERT.

7. Resources required: Expertise to guide, internet, finances to organize programmes, library.

8. Contact Person: Principal Dr Mariamma Joseph

ANNEXURES

- **Brief note on Teacher Education scenario in Maharashtra**
- **Master Plan of the institution**
- **Audited financial statement for the previous financial year**
- **Recognition Order from NCTE**
- **Links to the syllabus**
- **Perspective Plan of the College**
- **Institutional Calendar and Timetable for the Academic Year 2016-17**
- **University Result**
- **Samples of feedback forms**
- **Certificate of Compliance**

**A brief note on the Teacher Education scenario in the state, rules, regulations and policies
on academic and administrative governance issued by the state and central Govt. /
regulatory bodies and affiliating University/board**

Maharashtra has 35 revenue districts; divided into six revenue divisions. There are eight educational regions for the purpose of monitoring. There are 351 educational blocks, 351 block resource centres (BRCs), 56 urban resource centres (URCs) and 6170 cluster resource centres (CRCs) in the State. 43 educationally backward blocks have been identified in 10 districts. The state has 42 universities, 11 of these have a Department of Education . Some more statistics with respect to Teacher Education are:

No. of D.T.Ed. Colleges	1405
No. of B.Ed. Colleges	493
No. of M.Ed. Colleges	122

Around 90% of teacher education institutions are in the private space - only 9.42% are government or aided institutions. Around 87% of D.T.Ed teacher educators are employed in private unaided colleges. About 55% of teacher educators have less than five years of teaching experience since a number of D.T.Ed. Colleges have been established in recent years.

Some highlights of the Teacher Education scenario in Maharashtra:

- MSCERT has prepared (in a collaborative mode with representation from other institutions working in teacher education) materials ranging from CCE guidelines, resource material for life skills (under NPEGL), material related to gender equality, etc. The material is mostly in Marathi and widely disseminated till the DIET level, where it is also available for sale.
- According to the Joint Review Meeting Report, 2014, there is very little systemic linkage between MSCERT and Universities across the State and this needs to be addressed.
- The MSCERT has prepared a five-year perspective plan after dialogue amongst stakeholders. The State has started building a detailed database of teacher educators, teachers and teacher education institutes, including private B.Ed. and M.Ed. colleges.

Present Position of B.Ed. Programme in the state

The Teacher Education Programme at undergraduate level is in form of Two Year B.Ed Course. This came into force from June 2015. Statistics available from the Directorate of Higher Education Pune at the time of admission for the academic year 2015-16 reveal that there has been a decline in number of admitted students. One plausible cause is that aspirants to the course were not aware of the Common Entrance Test. Many colleges did not get cent percent admissions. In this respect, we humbly state that despite a fall in number of aspirants the college has been able to get the complete quota of 50 students for the academic year 2016-17.

Policies regarding Teacher Education that guide the B.Ed. Programme

In 2009 the National Curriculum Framework for Teacher Education was introduced. In 2014, NCTE provided a framework for Teacher Education. Both these have emphasized the need for field engagement with the child, school and community. Accordingly, three broad inter-related curricular areas –Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field were incorporated in the B.Ed curriculum. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme. The B.Ed. programme includes courses for Enhancing Professional Capacities (EPC) of the student - teachers. Transaction of the courses is 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. The University of Mumbai has adopted the Credit Based Semester and Grading System (CBSGS) and this is followed for the B.Ed. programme. Practical experience is an important aspect of the B.Ed programme and an intensive Twenty Week Internship Programme spread over three semesters is followed.

Thus the B.Ed. programme is embedded in a framework presented by NCTE. It is designed by the University of Mumbai keeping in mind this framework and simultaneously heeding to the state policies.

Ref: Joint Review Mission on Teacher Education –Maharashtra (April 2014)

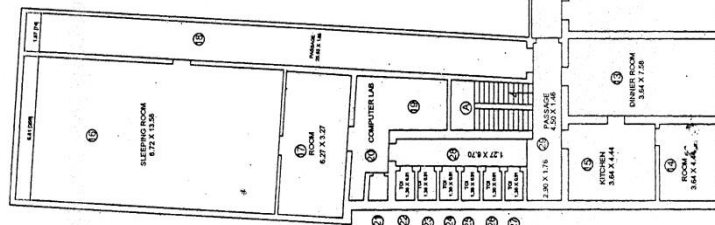
PUSHPANJALI COLLEGE OF EDUCATION.

FIRST FLOOR PLAN

TOTAL BUILT UP AREA = 1013.98 SQ.M

BUILT UP AREA USED BY THE COLLEGE = 696.37 SQ.M

PRIVATE AREAS			PUBLIC AREAS		
NO.	ROOM	SIZE	NO.	ROOM	SIZE
3	C.A. LAB	7.20 X 4.44	1	METHOD - 4	7.20 X 4.44
5	OFFICE	1.63 X 3.03	2	ART & CRAFT	7.20 X 6.12
13	DINRM	3.64 X 7.59	4	PASS.	1.83 X 12.30
14	ROOM	3.64 X 4.44	6	METHOD - 5	7.20 X 4.44
15	KITCHEN	3.64 X 4.44	7	W.C.	1.54 X 0.76
16	SLP. RM	6.72 X 13.58	8	SCILAB & MATH	7.20 X 4.44
17	ROOM	6.72 X 3.27	9	METHOD - 2	7.20 X 7.59
18	PASS.	2.63 X 1.85	10	VIST. RM	7.20 X 7.59
19	PASS.	1.61 X 0.61	11	METHOD - 3	7.20 X 4.44
20	PASS.	1.61 X 0.61	12	PASS.	24.04 X 1.42
21	W.C.	7.20 X 4.44	30	BED 2ND YR	509.7 SQ.M
22	W.C.	1.30 X 0.91	TOTAL CARPET = 509.7 SQ.M		
23	W.C.	1.30 X 0.91			
24	W.C.	1.30 X 0.91			
25	W.C.	1.30 X 0.91			
26	W.C.	1.30 X 0.91			
27	W.C.	1.30 X 0.91			
28	PASS.	1.27 X 6.70			
29	PASS.	4.50 X 1.46			
TOTAL CARPET = 328.15 SQ.M					



NOTES:

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DATE: 10/10/2017

SCALE: 1/8" = 1'-0"

PROJECT: SURVEY FOR PUSHPANJALI COLLEGE

CLIENT: PUSHPANJALI COLLEGE OF EDUCATION

ARCHITECT: Ar. DENZIL CONSALVES

CA/2001/28903

Principal
Pushpanjali College of Education
Paddy Vasti, Dist. Palghar-401207

FAUJIALEWU. 1st

PUSHPANJALI COLLEGE OF EDUCATION.

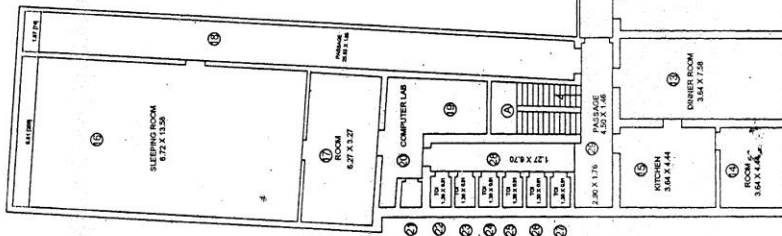
FIRST FLOOR PLAN

TOTAL BUILT UP AREA = 1013.99 SQ.M

BUILT UP AREA USED BY THE COLLEGE = 696.37 SQ.M

PRIVATE AREAS			PUBLIC AREAS		
NO.	ROOM	SIZE	NO.	ROOM	SIZE
3	C.A. LAB	7.20 X 4.44	1	METHOD -4	7.20 X 4.44
5	OFFICE	1.63 X 3.03	2	ART & CRAFT	7.20 X 6.12
13	DINR RM	3.64 X 7.59	4	PASS.	1.83 X 12.30
14	ROOM	3.64 X 4.44	6	METHOD -5	45.82 SQ.M
15	KITCHEN	3.64 X 4.44	7	W.C.	1.54 X 0.78
16	SUPR RM	6.72 X 13.69	8	SCILAB & MATH	1.20 SQ.M
17	ROOM	6.72 X 3.27	9	METHOD -2	57.99 SQ.M
18	PASS.	25.63 X 1.85	10	VIST RM	7.60 X 7.56
19	PASS.	16.61 SQ.M	11	METHOD -3	50.70 SQ.M
20	PASS.	7.20 X 4.44	12	PASS.	24.04 X 1.42
21	W.C.	1.30 X 0.91	30	BED 2ND YR.	85.09 SQ.M
22	W.C.	1.30 X 0.91	TOTAL CARPET = 509.7 SQ.M		
23	W.C.	1.30 X 0.91			
24	W.C.	1.30 X 0.91			
25	W.C.	1.30 X 0.91			
26	W.C.	1.30 X 0.91			
27	W.C.	1.30 X 0.91			
28	PASS.	1.27 X 6.70			
29	PASS.	4.50 X 1.46			

NO.	ROOM	SIZE	AREA
3	C.A. LAB	7.20 X 4.44	31.96 SQ.M
5	OFFICE	1.63 X 3.03	04.93 SQ.M
13	DINR RM	3.64 X 7.59	27.59 SQ.M
14	ROOM	3.64 X 4.44	16.16 SQ.M
15	KITCHEN	3.64 X 4.44	16.16 SQ.M
16	SUPR RM	6.72 X 13.69	91.25 SQ.M
17	ROOM	6.72 X 3.27	21.97 SQ.M
18	PASS.	25.63 X 1.85	47.41 SQ.M
19	PASS.	16.61 SQ.M	
20	PASS.	7.20 X 4.44	31.96 SQ.M
21	W.C.	1.30 X 0.91	1.18 SQ.M
22	W.C.	1.30 X 0.91	1.18 SQ.M
23	W.C.	1.30 X 0.91	1.18 SQ.M
24	W.C.	1.30 X 0.91	1.18 SQ.M
25	W.C.	1.30 X 0.91	1.18 SQ.M
26	W.C.	1.30 X 0.91	1.18 SQ.M
27	W.C.	1.30 X 0.91	1.18 SQ.M
28	PASS.	1.27 X 6.70	8.50 SQ.M
29	PASS.	4.50 X 1.46	6.57 SQ.M
TOTAL CARPET =			328.15 SQ.M



NOTES:

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DATE DRAWN: 01/01/2017

STAMP & SIGN

DWG LISTED FOR:

☒ ADVANCE COPY ☒ APPROVAL

☐ CHECKER ☐ COMMENTS

☐ EXECUTION ☐ RECORD

CLIENT: PUSHPANJALI COLLEGE OF EDUCATION.

PROJECT: SURVEY FOR PUSHPANJALI COLLEGE.

TITLE: SURVEY PLAN FIRST FLOOR.

SCALE: 1:100

DATE: 01/01/2017

ASSOCIATES:

ARCH No.:

DWG No.:

Ar. DENZIL GONSALVES

CA/2001/28903

Proprietor: *Dr. D. D. Sign Architects*

Principal: *Dr. D. D. Sign Architects*

Pushpanjali College of Education

Paday, Vasai, Dist. Palghar-401207

Audited Income Expenditure Statement 2015-16

RAO & ASHOK
Chartered accountants
Registration No. 119932W

SUBBA RAO P.
ASHOK R. MELMANE
KETAN MEGHANI

Tel: 66663043 FAX: 24474510
UNIT 111, 1ST FLOOR,
HIREN LIGHT INDUSTRIAL PREMISES,
408, MOGHUL LANE, MAHIM, MUMBAI-16.

PUSHPANJALI COLLEGE OF EDUCATION, PAPDY, VASAI.

TUITION FEE ACCOUNT

RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2016

RECEIPTS	Rs	Rs	PAYMENTS.	Rs	Rs.
To Balance on 1.4.2015:			By Salaries to Teaching Staff:		
Tuition Fees Account			Basic Pay	4,313,615.00	
With Bassein Catholic Coop. Bank Ltd.:			Dearness Allowance	1,441,189.00	
On Fixed Deposit:	1,400,000.00		House Rent Allowance	411,762.00	
- do - NCTE:			Travelling Allowance	60,052.00	
Reserve Fund 3,00,000			Special Pay	24,000.00	6,250,618.00
Endowment Fund 5,00,000	800,000.00		" Salaries to Non- Teaching Staff:		
On Savings Bank Account			Basic Pay	919,080.00	
Account No. 24822	207,266.59		Dearness Allowance	321,684.00	
Cash on hand	1,040.00	2,408,306.59	House Rent Allowance	91,908.00	
			Travelling Allowance	12,600.00	1,345,272.00
" Tuition Fees		6,000,000.00	" Management Contribution to P.F		378,111.00
" Interest on:			" Audit Fees		9,980.00
Savings Bank Account	14,223.00		" Affiliation fee to University		20,000.00
Fixed Deposit	102,380.00	116,603.00	" Rent paid to Society		125,000.00
" T.C Money		14,150.00	" Gymkhana Contribution to University		5,000.00
" Exam Remuneration for paper		6,742.00	" Books		23,140.00
" University Fees		100,000.00	" Magazines		14,266.00
" Teacher Contribution		4,800.00	" Honorarium to visiting Faculty		17,200.00
" Sale of Old paper		3,600.00	" Professional Charges		23,020.00
" Sponsorship for National Seminar		50,000.00	" Printing		3,700.00
" AISHE Remuneration		2,000.00	" Office Stationery		12,021.00
" P.F Recovered		125,880.00	" Students Stationery		9,118.00
" Loan from Management		2,100,000.00	" Repairs		30,050.00
			" Additional Remuneration		7,300.00
			" Computer Maintenance		11,590.00
			" Advertisement		19,200.00
			" Postage		3,564.00
			" Telephone		12,397.00
			" Electricity Charges		46,650.00
			" Sports Expenses		875.00
			" Miscellaneous		2,188.00
			" Exam Expenses		4,642.00
			" First Aid Expenses		176.00
			" Charity		1,000.00
			" University Fees paid		71,020.00
			" Seminar		1,000.00
			" Admission process charges		5,000.00
CARRIED FORWARD		10,932,081.59	CARRIED FORWARD		8,453,098.00

Contd. 2...



Mariamma Joseph
Principal
Pushpanjali College of Education
Papdy, Vasai, Dist. Palghar-40121

RAO & ASHOK
Chartered accountants
Registration No. 119932W

SUBBA RAO P.
ASHOK R. MELMANE
KETAN MEGHANI

Tel: 66663043 FAX: 24474510
UNIT 111, 1ST FLOOR,
HIREN LIGHT INDUSTRIAL PREMISES,
408, MOGHUL LANE, MAHIM, MUMBAI-16.

- 2 -

PUSHPANJALI COLLEGE OF EDUCATION, PAPDY, VASAI.

TUITION FEE ACCOUNT

RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2016.

RECEIPTS	Rs	Rs	PAYMENTS.	Rs	Rs.
BROUGHT FORWARD		10,932,081.59	BROUGHT FORWARD		8,453,098.00
			" Expenses over National Seminar		56,005.00
			" Co-Curricular Activities		49,431.00
			" Gen. Conveyance (Travelling)		10,820.00
			" New Computer		149,000.00
			" Furniture & Equipment		74,765.00
			" Contribution to Society		10,000.00
			" Balance on 31.3.2016:		
			Tuition Fees Account		
			With Bassein Catholic Coop.		
			Bank Ltd.:		
			On Fixed Deposit:	600,000.00	
			- do - NCTE:		
			Reserve Fund 3,00,000		
			Endowment Fund 5,00,000	800,000.00	
			On Savings Bank Account		
			Account No. 24822	728,912.59	
			Cash on hand	50.00	2,128,962.59
TOTAL RUPEES:		10,932,081.59	TOTAL RUPEES:		10,932,081.59

MUMBAI : 9th May 2016

SU

EXAMINED AND FOUND CORRECT.

For Rao & Ashok,
Chartered Accountants.

Subba Rao P.

Partner.

C.A. SUBBA RAO P.
Membership No 3344



Mariamanna Joseph
Principal

RAO LASHOK
Chartered accountants
Registration No. 119932W

Tel: 66663043 FAX: 24474510
UNIT 111, 1ST FLOOR,
HIREN LIGHT INDUSTRIAL PREMISES,
408, MOGHUL LANE, MAHIM, MUMBAI-16.

TUITION FEE ACCOUNT

RECEIPTS		Rs	Rs	PAYMENTS.	Rs	Rs.
To Balance on 1.4.2014:				By Salaries to Teaching Staff:		
Tuition Fees Account				Basic Pay	4,468,990.00	
With Bassein Catholic Coop. Bank Ltd.:				Dearness Allowance	1,501,164.00	
On Fixed Deposit:	850,000.00			House Rent Allowance	428,898.00	
- do - NCTE:				Travelling Allowance	67,200.00	
Reserve Fund 3,00,000				Special Pay	24,000.00	6,490,252.00
Endowment Fund <u>5,00,000</u>	800,000.00			" Salaries to Non- Teaching Staff:		
On Savings Bank Account				Basic Pay	888,400.00	
Account No. 24822	67,082.59			Dearness Allowance	310,964.00	
Cash on hand	<u>1,263.00</u>	1,718,345.59		House Rent Allowance	88,840.00	
				Travelling Allowance	<u>12,600.00</u>	1,300,804.00
" Tuition Fees		7,241,800.00		" Part Time Salary		10,500.00
" Interest on:				" Management Contribution to P.F		332,158.00
Savings Bank Account	15,681.00			" Audit Fees		36,741.00
Fixed Deposit	<u>144,888.00</u>	160,569.00		" Affiliation fee to University		20,000.00
				" Rent paid to Society		125,000.00
" T.C Money		7,300.00		" Security & Sweeping Charges		10,000.00
" Exam Remuneration for paper		5,263.00		" Gymkhana Contribution to University		10,720.00
" Teacher Contribution		2,000.00		" Books		25,763.00
" Donation		25,000.00		" Magazines		16,330.00
" University Contribution				" Honorarium to visiting Faculty		7,000.00
Convocation Ceremony		5,000.00		" Professional Charges		25,537.00
" Loan from Management		3,150,000.00		" Printing		48,450.00
				" Office Stationery		26,993.00
				" Students Stationery		8,531.00
				" Repairs		6,661.00
				" Additional Remuneration		19,500.00
				" Computer Maintenance		11,819.00
				" Advertisement		19,616.00
				" Postage		2,466.00
				" Telephone		14,425.00
				" Electricity Charges		43,930.00
				" Training Placement Expenses		500.00
				" Miscellaneous		17,699.00
				" Exam Expenses		3,240.00
				" Library Software Expenses		20,000.00
				" Bank Charges		220.00
				" SUPW Expenses		1,251.00
				" Seminar		2,000.00
CARRIED FORWARD		12,315,277.59		CARRIED FORWARD		8,658,106.00

Contd. 2...

RAO & ASHOK
Chartered accountants
Registration No. 119932W

SUBBA RAO P.
ASHOK R. MELMANE
KETAN MEGHANI

Tel: 66663043 FAX: 24474510
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408, MOGHUL LANE, MAHIM, MUMBAI-16.

- 2 -

PUSHPANJALI COLLEGE OF EDUCATION, PAPDY, VASAI.

TUITION FEE ACCOUNT

RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2015.

RECEIPTS	Rs	Rs	PAYMENTS.	Rs	Rs.
BROUGHT FORWARD		12,315,277.59	BROUGHT FORWARD		8,658,106.00
			" Co-Curricular Activities		156,579.00
			" Gen. Conveyance (Travelling)		25,731.00
			" New Computer		30,200.00
			" Furniture & Equipment		36,355.00
			" Loan Repaid to Management		1,000,000.00
			" Balance on 31.3.2015:		
			Tuition Fees Account		
			With Bassein Catholic Coop.		
			Bank Ltd.:		
			On Fixed Deposit:	1,400,000.00	
			- do - NCTE:		
			Reserve Fund 3,00,000		
			Endowment Fund 5,00,000	800,000.00	
			On Savings Bank Account		
			Account No. 24822	207,266.59	
			Cash on hand	1,040.00	2,408,306.59
TOTAL RUPEES:		12,315,277.59	TOTAL RUPEES:		12,315,277.59

MUMBAI : 1st June 2015

SU

EXAMINED AND FOUND CORRECT.

For Rao & Ashok,
Chartered Accountants.

Subba Rao P.

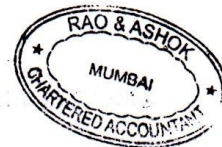
Partner.

C.A. SUBBA RAO P.
Membership No 3344

Mariamma Joseph

Principal

Pushpanjali College of Education
Papdy, Vasai, Dist. Palghar-401207



TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the Pushpanjali College Of Education, Vasai, Dist-Thane Maharashtra by affidavit dt. 09.01.2015 has consented to come under new Regulations and sought for two basic units in B.Ed, which require additional facilities

3. And whereas, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Pushpanjali College Of Education, Vasai, Dist-Thane Maharashtra for conducting B.Ed programme of two years duration with an annual intake of 100 students (two basic units of 50 students each) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont.....2

मानस भवन, श्यामला हिल्स, भोपाल-462002

Manas Bhawan, Shyamla hills, Bhopal-462002

दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912

Email: wrc@ncte-india.org Website : www.nctewrc.co.in

NCTE HQrs. Website : www.ncte-india.org


Principal

Pushpanjali College of Education

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- Sanctioned programmes along with annual intake in the institution;
- Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- Name of faculty members who left or joined during the last, quarter;
- Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- Fee charged from students;
- Available infrastructural facilities;
- Facilities added during the last quarter;
- Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- The affidavit with enclosure submitted along with application.
- The institution shall be free to post additional relevant information, if it so desires.
- Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order no. WRC/5-6/14/99/2195-2197 dt. 08.04.1999, WRC/5-6/2K/10999-11004 dt. 12.12.2000, & WRC/5-6/90/2006/C-11866-11880 dt. 05.03.2007 be treated as cancelled from the date of issue of this revised order.


By Order,

(Sunil Shrivastava)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

Copy to:

- ✓ The Principal/Secretary, Pushpanjali College Of Education, Vasai, Dist-Thane Maharashtra.
- The Registrar, University of Mumbai, University Road, Fort, Mumbai-400032, Maharashtra.
- The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
- The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
- The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
- The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
- Office Order file/institution no. OAPW0553/113090.


Principal
Pushpanjali College of Education
Regional Director

Copy of the Syllabus

The F.Y.B.Ed syllabus can be downloaded from

http://www.pushpanjalicollege.com/syllabus_First_Year.pdf

The S.Y.B.Ed syllabus can be downloaded from

http://www.pushpanjalicollege.com/syllabus_Second_Year.pdf

Perspective Plan of College		
No	Title of the Programme	Details
i	Teaching Learning Process	i. plan for teaching learning in <u>varied situations</u> (eg 60% thro lecture discussion mode, 10% thro blended learning, 10% self study, 10% student seminar, 10% thro case studies) flexibility as per course ii. <u>complementary curriculum</u> to be integrated into individual courses as per need iii. Assure <u>integration of theory and practicum</u> to provide engagement with the curriculum. Encourage reflective practices and if possible documentation in form of student portfolios iv. Arrangement for <u>cognitive apprenticeship</u> with help of alumni v. Development of material(such as customized worksheets) for <u>differentiated instruction</u> for academically challenged learners
ii	Evaluation mechanisms	i. Prepare <u>rubrics</u> for each activity to be evaluated ii. <u>Display mean score</u> of written tests for students to determine their own position iii. Design and upload <u>online tests</u> for selected topics of each course iv. Organise <u>remedial sessions</u> for academically weak students
iii	ICT in learning	i. Generate and strengthen <u>ICT resources</u> in form of ppts, videos ii. Develop and upload <u>OERs</u> for blended learning iii. <u>ICT Training</u> to students at two levels Basic course and Advanced course iv. Encourage students to create and share OERs
iv	Extension of learning spaces	i. <u>Visit to schools</u> practicing innovative/ student centric methods ii. <u>Strengthen existing web portals</u> for learning iii. Sensitization of students thro <u>visits to community centres</u> iv. <u>Strengthening library resources</u> by adding more titles v. Promote <u>subject specific activities</u> through Pushpaganit Mathematics Club and Rucha Literature Club
v	Capacity building programmes for students	i. Organization of <u>talent search and other activities</u> to identify and promote talent ii. Interaction with experts in art, teaching, literature thro guest lectures and workshops iii. <u>leadership programme</u> for student council iv. Encourage <u>students to publish articles</u> of educational interest through college magazine, blogs and newspapers

vi	Promoting inclusion	i. Buddy system for those needing assistance to cope with any aspect of the course ii. Co operative learning for select topics
vii	Infusing research skills in student teachers	i. <u>Workshop</u> in research methodology ii. <u>Recognition of good research</u> through display of findings of action research on blogs
viii	Value oriented programmes	i. <u>Theme based assemblies</u> with focus on values ii. <u>Environmental awareness</u> projects through Environmental club Vasundhara iii. <u>Celebration of days</u> of national importance , Science Day, Literature Day, UNO day, Women's day
STUDENT WELFARE PROGRAMMES		
No	Title of the Programme	Details
i	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
ii	Placement Services	i. Contacting schools for conducting campus placements ii. Arrangement of on campus placement interviews iii. Publicity to off campus placements through notice boards iv. Assistance to prepare for demonstration lessons v.
iii	Counseling services	i. Orientation about counseling services in college
iv	Empowerment through PUSHPADEEP	i. Organizing certificate courses through Pushpadeep ii. Arrangement of guest lectures and workshops
ALUMNI ACTIVITIES		
No	Title of the Programme	Details
i	Support to alumni seeking better job prospects	Co ordinate with alumni to let know of job opportunities
ii	Support to alumni undergoing further education	Addition of relevant books in the library Arrangement of guidance to those seeking the same
iii	Use of alumni resources	Organize programmes involving alumni Invite alumni to orient present students Invite alumni to train students for competitions
iv	Supporting Lifelong Learning among alumni	Upgrading online blogs, websites and disbursing the information among alumni
FACULTY IMPROVEMENT PROGRAMMES		
No	Title of the Programme	Details
i	ICT skills	Training for faculty regarding use of online platforms
ii	Institutional level	Organize seminars on

	workshops/ seminars for Quality Assurance	i. NCFTE ..Expectations from Teacher Education ii. Transactional Analysis as a Tool of Self discernment iii. Workshop to review and revise benchmarks
iii	Deputation to courses/ seminars for professional growth	Faculty to attend short term courses at Academic staff College, Univ of Mumbai
iv	Encouraging linkages with bodies of educational importance	Promote linkage with bodies as HBCSE, ORF to organize seminars
v	Encouraging research and innovation	Conduct Action Research individually or collaboratively
COMMUNITY BUILDING AND EXTENSION ACTIVITIES		
i	Sensitization programmes	Visits to community centres Talks by those involved in social work
ii	Community welfare activities	'Each one Teach one' programme Environmental Cleanliness drives Work at community centres
iii	Faculty's service to society	Through consultancy programmes Functioning as members of advisory panels
INFRASTRUCTURAL AND MATERIAL RESOURCES		
i	Physical structure maintenance	i. Ensuring maintenance of premises through proper housekeeping measures ii. Timely maintenance and repairs of non functioning amenities iii. Beautification of campus
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
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
iv	ICT resources	i. Upgrading software to assist online learning ii. Regular upkeep and maintenance of ICT resources iii. Regular updates on website

MONITORING MECHANISM FOR QUALITY CULTURE		
i	360 degree feedback	i. Seeking annual feedback from employers, parents, alumni, staff and students ii. Analysis and follow up on feedback iii. Encourage online feedback mechanisms
ii	Suggestion box	i. Soliciting suggestions to improve the college ii. Timely addressing of grievances of students
iii	TAQ	i. Seeking feedback from students wrt individual teacher's interaction, overall functioning of the college and functioning of library
iv	Interaction with stakeholders	i. Organizing annual meetings with Parents ii. Faculty group meetings with students to ensure timely action wrt difficulties encountered
SPECIAL QUALITY ENHANCEMENT MEASURES THROUGH IQAC		
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 each year
ii	Fostering Inter institutional linkages	Promote linkages with government and non government agencies involved in societal welfare Collaborate with bodies like HBCSE
iii	Documentation of activities for quality enhancement	i. IQAC to co ordinate with faculty to prepare perspective plans/ action plans at the start of the year ii. IQAC to scrutinize all reports at the end of the year iii. Preparation of AQAR
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

PUSHPANJALI COLLEGE OF EDUCATION

Calendar for 2016-17

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		
13		Sunday
14		Art of Living- Life Skills Development Course
15		
16		
17		
18		Cultural Programme
19th		Excursion
20 th to 23 rd June		Sunday
24 th & 25th		Workshop on Classroom Skills
26		Demonstration Lessons in Schools
27		Sunday
28		Workshop on Classroom Skills and orientation to M. I. Lessons
29		M. I. Lessons and orientation to Games
30		Lessons on Games & Input for Innovative Techniques of Teaching
July		Lessons using Innovative Techniques 1
1		
2		Lessons using Innovative Techniques 2
3		Lesson Planning Workshop
4		Sunday
5		Theory / EPC / Demo lessons in Jr. Colleges
6		Visit to Schools for Units
7		Public Holiday
8		Theory and Lesson Guidance
9		Theory and Lesson Guidance
10		Theory and Lesson Guidance
11		Sunday
		INTERNSHIP
Internship Programme from 11th July to 23rd 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 5 th September to 12 th 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	Sunday
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	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 2 nd November	26 th October to November 2 nd Diwali Holidays	Diwali Holidays
November 3	Theory / Essay Course 3-1	Tutorials
4	Theory	Tutorials
5	Theory /	Tutorials
6	Sunday	Sunday
7	Theory	Theory
8	Theory	Theory
9	Theory	Theory
11	Theory	Theory
12	Theory / Essay Course 3-2	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
1 December	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
6	Theory	
7	Theory	
8	Theory	
9	Theory	
10	Theory	
11	Sunday	
12	Theory	
13	Theory	
14	Theory	

15 th – 17 th	Community Work	Internship Programme
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	24 th to 26 th Christmas Holiday
27 th to 29 th	Assignments / Christmas Holiday	Preparing Learning Resources
30 th & 31 st		Assignments
January 2017		
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	Work shop on Art and Craft	Theory
14	Work shop on Art and Craft	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	Annual Sports	Annual Sports
29	Sunday	Sunday
30	INTERNSHIP	INTERNSHIP
31		

February	INTERNSHIP	INTERNSHIP
1		
2		
3		
4	Field Visit to National School	Theory / Essay Course 9-2
5	Sunday	Sunday
6		
7		
8	INTERNSHIP	INTERNSHIP
9		
10		
11	Field Visit to National School	National Seminar
12	Sunday	Sunday
13		
14		
15	INTERNSHIP	INTERNSHIP
16		
17		
18	Theory	Theory
19	Sunday	Sunday
20	INTERNSHIP	Theory
21		Theory
22		Theory
23	Picnic	Theory
24	Holiday – Maha Shivratri	Holiday- Maha Shivratri
25	Sports Day	Theory
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	Theory
11	Theory	Theory / Action Research
12	Sunday	Sunday
13	Holiday-- Holi	Holiday --Holi
14	Theory	Tutorials
15	Theory	Tutorials
16	Theory	Class Test 1 Course 8-1
17	Theory	Tutorial
18	Theory	Class Test 1 Course 8-2

19	Sunday	Sunday
20	Theory	Class Test 1 Course 9-1
21	Theory , Essay Course 5	Tutorial
22	Theory	Class Test 1 Course 9-2
23	Theory	Theory
24	Theory	Theory
25	Theory	Theory / Remedial session
26	Sunday	Sunday
27	Theory	Tutorials
28	Holiday Gudhi Padwa	Holiday Gudhi Padwa
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	Sunday	Sunday
10	Class Test 1 Course 5	Tutorials / Remedial Sessions
11	Tutorial	
12	Class Test 1 Course 6	
13	Tutorials	Holiday- Good Friday / Ambedkar Jayanti
14	Holiday- Good Friday / Ambedkar Jayanti	
15	Tutorials	
16	Sunday	Sunday
17	Certificate Course in Yoga / Theory	Tutorials
18		University Examination
19		
20		
21		
22	ICT training / Theory	End of Term
23		Sunday
24		
25		
26		
27		
28		
29		
30	Sunday	Sunday
May 1	Holiday- Maharashtra Day	
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		
27	May Vacation	

23 April to 26 April	Enrichment Course for School Teachers
29 April	Anweshan Research Cell Paper Reading Sessions
2 and 3 May	Faculty Enrichment Programme
9 and 11 May	IQAC meetings
12 and 13 May	Planning meetings

Time Table F.Y.B.Ed

Period	Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		6 March	7 March	8 March	9 March	10 March	11 March
1	8 am	Course VI	Course V	Course IV	Course VI	Course IV	Course VI
	8.50 to 9.10 am ASSEMBLY						
2	9.10	Course V	Course IV	Course VI	Course V	Course VI	Course V
	10 to 10.30 am RECESS						
3	10.30	Course IV	EPC II	Guest lecture Women Empowerment	EPC II	Course V	EPC II
4	11.20	Course VI	EPC II		Course IV	Course V	Course VI
	12.10 to 12 .20 RECESS						
5	12.20	Course V	Course VI	Competition on portrayal of women achievers	Course V	Course V	Panel Discussion Course IV
6	1.10	EPC II	Course V	Course V	Course IV	Course VI	
	2 to 2.30 p.m	Tasks and Assignments					

Time table S.Y.B.Ed

Period	Timing	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		6 March	7 March	8 March	9 March	10 March	11 March
1	8 am	Course VIII- 1	Course VIII-2	Course IX-2	Course IX-1	Course IX-2	Course IX-2
	8.50 to 9.10 am ASSEMBLY						
2	9.10	Course VIII-2	Course IX-2	Course IX-1	Course IX-2	Course IX-1	Course VIII_2
	10 to 10.30 am RECESS						
3	10.30	Course IX -2	EPC IV	CourseVIII -2	Action research	Course VIII-1	EPC IV
4	11.20	Course IX-1	EPC IV	Tutorial		Course VIII-2	Course VIII-1
	12.10 to 12 .20 RECESS						
5	12.20	Course VIII-2	Course IX-1	Self defence workshop	Course VIII-1	Course 1X-1	Action research
6	1.10	EPC IV	Course VIII-1		Library work	Course VIII-1	
	2 to 2.30 p.m	Tasks and Assignments					

COLLEGE RESULTS AT THE UNIVERSITY EXAMINATION

	2013-14	2014-15	2015-16
Pass percentage	98%	97%	98%
Number of first classes	25%	34%	63%
Number of distinctions	0%	0%	20%

Feedback about Practice Teaching/ Internship Programme

Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree
1.Lessons are adequately distributed in the various semesters				
2. Tenure of Internship is suitable				
3.No of practice lessons is adequate				
4. Number of student-teachers per group is satisfactory				
5.Enough innovative techniques are done through lessons				
6.It must be compulsory to give Practice teaching lessons using different techniques				
7.Some practice lessons at B.Ed should be done using online platforms				
8.Student-teachers must conduct at least one lesson with students who are academicallybackward.				
9.Few lessons at B.Ed should be observed by an external supervisor.				
10.Student-teachers have the freedom to devise lesson plans using their own format				
11.Number of practice lessons should be flexible.				
12.More than one demonstration lesson per method should be given to the student teachers.				
13.Student teachers should be made to do the complete lesson spread over 3 to 4 periods rather than just doing a subunit				

Feedback from Practice teaching schools

Aspects	Yes	No
1. The time of practice teaching lessons was suitable to the school.		
2. The number of lessons given each day hindered the functioning of the school.		
3. The topics were effectively taught by teacher trainees		

Aspects	Very Good	Good	Average	Satisfactory
1. The quality of lesson was				
2. Discipline maintained by the teacher trainees was				

Kindly list your general comments regarding the practice teaching programme

How can we improve our Internship/ Practice teaching sessions?

Feedback from students on overall functioning of the college

No	Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree
Organization of Curricular Aspects –Theory					
1	The syllabus is completed on time				
2	The course is conducted with adequate interaction				
3	The theoretical aspects are linked to the practical aspects of the course				
4	Appropriate learning resources are used to transact the theory				
5	The faculty goes beyond the prescribed theory and integrates up to date knowledge				
6	The syllabus is distributed evenly throughout the academic year				
7	ICT is well used to provide inputs for theory				
Organization and usefulness of Curricular Aspects –Practicum					
1	Practicum work is well scheduled				
2	Practicum related workshops were well organised				
3	Feedback is promptly provided for practicum				
4	Reflective practices are encouraged after practical sessions such as community work				
5	Students are given scope to display their creativity during practical work				

Organization of Internal Assessment					
1	Exam, essays, class tests are well organised				
2	Appropriate feedback is provided				
3	All practical activities are assed in an organized manner				
4	Learners requiring remediation or assistance in learning are provided with the same				
5	Appropriate inputs and revisions are provided to facilitates success in examinations				
6	Evaluation is done in a fair and transparent manner				
7	Adequate resources (in form of books, ppts) are provided to ensure good performance in the examinations				
Organization of co-curricular activities					
1	Adequate co-curricular activities are organized for holistic development				
2	Co-curricular activities organized are of high standard				
3	Variety of activities are organized to involve different types of students				
4	Assemblies conducted have helped to build a system of values				
5	Secular atmosphere has been fostered through co-curricular activities				
6	Adequate emphasis has been given to intercollegiate activities				
7	Various certificate courses conducted have				

	helped me to develop as a person				
Maintenance and adequacy of Infrastructure and Learning Resources					
1	Books and periodicals are available as per the student's needs				
2	ICT facilities are adequately available				
3	Physical resources like furniture, laboratory material etc. are adequate and satisfactory				
4	Hygiene is well maintained in the premises				
5	The college atmosphere is congenial				
6	Basic facilities are available to the students				
7	The college premises are well maintained				
Support System					
1	The Principal is understanding				
2	The office staff is supportive				
3	The support staff is helpful				
4	The teaching faculty is supportive and approachable				
5	Counselling facilities are available when required				
6	In case of medical emergencies , support is given to the students				
7	We are free to approach the concerned authority in case we have difficulties				

FEEDBACK FROM EMPLOYERS

Dear _____

Pushpanjali College of Education, Papdy, Vasai is a teacher education institute currently in its twentieth year. As teacher-educators, our main focus is nurture skills in aspiring teachers that will assist them to be effective teachers. In order to plan a better Teacher Education Curriculum, we seek your esteemed views on what the components of Teacher Education ought to be. Kindly read the questions that follow and respond sincerely. Your opinions and suggestions will help to formulate a good Teacher Education programme.

Thanking You,

Pushpanjali College of Education, Vasai

1. Name : _____
2. School : _____
3. Years of Teaching Experience : _____
4. Years of Administrative Experience: _____
5. Approximate number of teachers in your school: _____

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

No	Subjects	Not very important	Moderately important	Very important
1	Philosophy and Sociology of Education			
2	Psychology of Education			
3	School Management			
4	Educational Evaluation			
5	Information and Communication Technology			
6	Guidance and Counselling			
7	Environmental Education			

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

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

No	Skills	Not very important	Moderately important	Very important
1	Classroom Management			
2	Communication skills			
3	Preparation and use of Teaching aids			
4	Skills in computer usage			
5	Organization of co curricular activities			
6	Guidance and counseling of students			
7	Action Research skills			
8	Skills in Remedial Teaching			
9				
10				

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

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

Section Three:

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

** This feedback format was used for the One Year B.Ed programme.

Pushpanjali College of Education

Reflection on Practice Lessons

Part A: Go through your own lesson plan and rate yourself. If you find any area need improvement you may reconsider your own lesson plan. The criteria of rating given below;

To a small extent – **D**

To an average extent – **C**

To a great extent – **B**

To the best extent possible -**A**

Numbers on the right side denotes sequence of the lessons

No	Statement	1	2	3	4	5	6	7	8	9	10	11
1	I have thoroughly read and understood the teaching content											
2	I have gone through necessary references											
3	I have formulated objectives and specifications in detail											
4	I have planned varied teaching learning activities											
5	I have considered the child centered approach in planning											
6	I have planned well for developmental questions											
7	I have thought about questions for critical thinking											
8	I have given a good thought to the kind of teaching aid I need											
9	I have carefully planned for core elements , values and life skills											
10	The black board summery is well planned and comprehensive											
11	Questions for evaluation include variety											
12	I have made a list of doubts I need to ask my guide											
13	I have activities/questions/ incidents to cater to the application of what I will be teaching											
14	I have kept in mind the aspects of time management											

15	I have thought of the possibility of using technological aid like tape recorder , computer, mobile etc.											
16	I have kept in mind the background of the learners while planning my lesson											
17	Whenever possible I have tried to correlate the topic with present happenings											

Part B: After your lesson, recall the methods, techniques used and other details to fill the scale given below. The reflective exercise is for self improvement.

No	Statement	1	2	3	4	5	6	7	8	9	10	11
1	The set induction of my lesson was innovative											
2	I was audible and could modulate voice during model reading/recitation											
3	I used child centred method of learning											
4	I used adequate developmental questions											
5	I used narration and explanation											
6	I used appropriate vocabulary of the subject											
7	My lesson was interactive											
8	I made appropriate use of teaching aids											
9	I discussed additional information pertaining to the topic											
10	I could manage the class through variety of activities											
11	My chalk board summary was well organized											
12	I incorporated core elements/values in my lesson											
13	I used novel methods of recapitulation											
14	I could fully utilize the time											
15	I could cover the content that was planned											
16	My rapport with the pupils kept them interested in the lesson											

Part C: Areas for improvement in my lesson

Feedback from Parents				
Aspects	Strongly Agree	Agree	Disagree	Strongly disagree
1. We are happy to have chosen Pushpanjali College of education for their son / daughter.				
2.The management and faculty of this college are committed to bringing about quality in education.				
3.The college has adequate infrastructural facilities.				
4.The activities of college have helped their son / daughter to develop his /her personality				
5.The training gained in this college has helped their son / daughter to realize his /her potential as a teacher.				
6. The principal and faculty of this college is concerned about the well being of students.				
7. The college ensures that students are regular in their attendance.				
8. In this college students are provided with enriching experiences to be effective teachers.				
9. Training acquired in this college will help their son / daughter to secure a job in school.				
10. They are assured that this college will support their son / daughter in his /her future educational endeavours.				

Pushpanjali College of Education
Teacher Assessment Questionnaire
(Student Feedback Form)

Name of the faculty member:-----

Instructions: Put a tick in the appropriate box

Ex- Excellent

VG- Very Good

G- Good

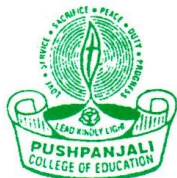
S- Satisfactory

NA- Not Applicable

No.	Aspects	Ex	VG	G	S	NA
Classroom teaching						
a)	Classroom Management					
1	Preparation of the lecture					
2	Content mastery					
3	Organization and clarity of presentation					
4	Communication skills					
5	Ability to arouse and maintain interest in subject matter					
6	Management of discussion					
7	Use of technological devices					
8	Use of blackboard					
9	Rapport with class					
10	Attitude towards low achievers					
11	Attitude towards bright students					
12	Updating knowledge					
13	Response to doubts raised by students					
14	Variety in teaching methodology					
15	Teaching effectiveness					
b)	Evaluation of essay /examination/teaching aids/					

	projects etc.					
1	Promptness of teacher					
2	Objectivity in evaluation					
3	Comprehensive feedback					
2.Lesson Coaching						
1	Content knowledge of lessons					
2	Suggests new ideas and approaches					
3	Rapport with students during coaching					
4	Sufficient time given for coaching					
3. Supervision of Lessons						
1	Punctuality					
2	Sense of fairness in giving feedback					
3	Quality of feedback given					
4	Manner in which feedback is given					
4.Interpersonal Relation and Communication						
1	Openness to suggestions					
2	Professional relation with- colleagues					
3	Professional relation with- non teaching staff					
4	Professional relation with- principal					
5	Interaction with students					
5.Departmental Work						
1	Planning					
2	Organization					
3	Clarity of instructions					
4	Encouragement/motivation provided to students					
5	Teacher's interest and enthusiasm about her department					
6	Equal opportunities provided to the students					

COMPLIANCE CERTIFICATE



(Estd. 1990)

Society of Our Lady of Grace Convent
PUSHPANJALI COLLEGE OF EDUCATION

(Affiliated to the University of Mumbai & recognised by NCTE)

(Re-Accredited 'A' by NAAC)

50, M. G. Marg, Papdy, Vasai (W), Dist. Palghar - 401 207. Maharashtra.

Tel. & Fax : 0250-2312025

Website : www.pushpanjalicollege.com E-mail : pushpanjali1990@yahoo.co.in

Ref. No. PCE/42/1006/2017

Date : 8.4.2017

Certificate of Compliance

This is to certify that **Pushpanjali College of Education** fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body (such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.) and
3. The affiliation and recognition is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, one the institution loses its University affiliation or Recognition Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 8.4.2017



Place: Vasai, Dist. Palghar,
Maharashtra.

Mariamman Joseph
Dr. Mariamma Joseph,
Principal.

**PUSHPANJALI COLLEGE
OF EDUCATION**
PAPDY, VASAI, DIST. PALGHAR-401 207,

