

**Pushpanjali College of Education , Vasai**  
**The Annual Quality Assurance Report (AQAR) of the IQAC**  
**2015-16**  
**Part – A**

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

### 1.6 Accreditation Details

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

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

**1.8 AQAR for the year :**2015-16

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

- (i) AQAR 2011-12 submitted to NAAC on 7/08/2012
- (ii) AQAR 2012-13 submitted to NAAC on 26/09/2013
- (iii) AQAR 2013-14 submitted to NAAC on 27/08/2014
- (iv) AQAR 2014-15 submitted to NAAC on 10/9/2015

### 1.10 Institutional Status :

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

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

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

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

**2. IQAC Composition and Activities**

2.1 No. of Teachers	6
2.2 No. of Administrative/Technical staff	2
2.3 No. of students :	1
2.4 No. of Management representatives:	1
2.5 No. of Alumni :	1
2. 6 No. of any other stakeholder and community representatives	1
2.7 No. of Employers/ Industrialists	1
2.8 No. of other External Experts	1
<b>2.9 Total No. of members :</b>	<b>14</b>

**2.10 No. of IQAC meetings held** 6

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

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

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

If yes, mention the amount : NA

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

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

Total Nos. International 0 National 1 State 1 Institution Level 3

### **(ii) Themes :**

**ICSSR sponsored one day National level seminar ‘Ushering a Renaissance In Higher Education’.**

**State level three day seminar cum workshop on ‘ Mapping Teacher Competencies ’ for school teachers.**

**IQAC organized various seminars and workshops for college staff and students. For teaching faculty following activities were organized.**

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

Dr.MabelPimenta conducted a workshop for faculty on ‘Know Your Emotional Intelligence’.

Dr.SheetalChaudhari conducted a seminar for support staff on ‘Role Clarification’.

Mr.Willibrord George, CEO, St. Willibrord International school, shared his expertise on ‘Seven Levers of school Transformation’ with the faculty and students.

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

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

- Creating perspective plans, action plans and preparing reports for various departments.
- Feedback from students, parents, alumni, internship schools.
- Organization of ICSSR sponsored national level seminar ‘Ushering a Renaissance in Higher Education.’
- Organization of state level seminar cum workshop ‘Mapping Teacher Competencies’ for school teachers
- Planning for added infrastructural facilities.
- Planning and implementation of curricular and co-curricular activities in the college.

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

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

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

1.Academic Programmes				
No	Title of the Programme	Details	Proposed time	Resources
i	Teaching Learning Process	i. Planning for teaching learning using variety of techniques ii. complementary curriculum to be integrated into individual courses as per need iii. Assure integration of theory and practicum to provide engagement with the curriculum. iv. Arrange input sessions for faculty to discuss innovative modes of curriculum transaction	Throughout the year	Inputs to be provided by each faculty member  Faculty members will spell details in plan of action for each course
ii	Evaluation mechanisms	i. Dept of Internal Assessment to arrange schedule for evaluation ii. Organise tutorials, remedial sessions and doubt solving sessions for academically weak students	As per activity throughout the year	To be decided by Internal Assessment Dept
iii	ICT in learning	i. Generate and strengthen ICT	Throughout	Resources to

		resources in form of ppts, videos ii. Develop and upload OERs for blended learning iii. Certificate course in Computer training	the year	be prepared by each faculty member  Training to be arranged by Faculty
<b>iv</b>	Extension of learning spaces	i. Visit to schools for Internship  ii. Strengthen existing web portals for learning  iii. Sensitization of students through community oriented activities iv. Strengthening library resources by adding more titles v. Promote subject specific activities through Pushpaganit Mathematics Club and Rucha Literature Club	January-February 2016  Throughout the year  First Term  April 2016  Throughout the year	All faculty members
<b>v</b>	Capacity building programmes for students	i. Organization of talent search and other activities to identify and promote talent ii. Interacting with the Expert series- (art, teaching, literature, drama, music, ICT) iii. EPC	Throughout the year	Faculty in charge of Co curricular activities & Pushpadeep
<b>vi</b>	Promoting inclusion	i. Buddy system for those needing assistance to cope with any aspect of the course Co operative learning for select topics	Throughout the year	Selected mentors from the students

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

## 2. Student Welfare programmes

<b>No</b>	<b>Title of the Programme</b>	<b>Details</b>	<b>Proposed time</b>	<b>Resources</b>
<b>i</b>	Preparation for the world of work	Orientation to Internship programme	January 2016	Faculty in charge
<b>iii</b>	Counseling services	i. Orientation about counseling services in college	August 2015	Principal
<b>iv</b>	Empowerment through	i. Organizing certificate courses through Pushpadeep	Throughout	Faculty in

	PUSHPADEEP	ii. Arrangement of guest lectures and workshops	the year	charge of PUSHPADEEP
<b>3. Alumni Activities</b>				
<b>No</b>	<b>Title of the Programme</b>	<b>Details</b>	<b>Proposed time</b>	<b>Resources</b>
<b>i</b>	Support to alumniseeking better jobprospects	Dissemination of information about vacancies	As per the opportunity	Faculty in charge of Alumni Association
<b>ii</b>	Support to alumni undergoing further education	Guidance to students pursuing M.Ed, M.A (Edu), Ph.D  Strengthening library resources to support higher education	Throughout the year	Library & faculty
<b>iii</b>	Use of alumni resources	Inviting alumni to function as resource persons for seminars, guest lectures and workshops	Throughout the year	Faculty in charge of Alumni Association
<b>iv</b>	Supporting Lifelong Learning among alumni	Dissemination of information about courses that alumni can pursue to upgrade their skills and knowledge	Throughout the year to be done as and when alumni approach	faculty
<b>4. Faculty Empowerment Programmmes</b>				



No	Title of the Programme	Details	Proposed time	Resources
ii	Institutional level workshops/ seminars for Quality Assurance	i. Organising inter institutional seminars to facilitate exchange of new ideas and share research findings ii. Organise intra institutional workshops for faculty development	November 2015  April and June 2016	External experts as well as Experts among the faculty
iii	Deputation to courses/ seminars for professional growth	i. Depute faculty to attend workshops, seminars and short term courses ii. Encourage faculty to present papers at seminars	Through out the year	
iv	Encouraging linkages with bodies of educational importance	i. Encourage faculty to collaborate with NCERT and other bodies in endeavours towards quality education	Through out the year	
v	Encouraging research and innovation	i. Provide all feasible support to faculty undertaking research ii. Organize Paper Reading session through Anveshan Research Cell iii. Encourage faculty to carry out		Anveshan Research Cell

		innovative experiments in Education iv. Encourage faculty to publish articles, books and research findings either individually or through Abhivyakti Publication Unit	March 2015  Through out the year	
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### 5. Community building and extension activities

No	Title of the Programme	Details	Proposed time	Resources
<b>i</b>	Sensitization programmes	i. Sensitization of students towards needs of people with disabilities  ii. Sensitization of students towards children with learning difficulties  iii. Sensitization towards needs of the chemical dependents  iv. Awareness regarding 'Child sexual abuse'	Nov 2015  October 2015  April 2016  Sept 2015	Ms.CynthiaBaptista  Dr. Mabel Pimenta  Ms. Jean Pereira  Ms.ClipsyBanji
<b>ii</b>	Community welfare activities	i. Organising interaction with inmates of orphanages, home for the aged, terminally ill, mentally challenged and handicapped ii. Collaborating with community centres and offering services as per need (eg collection drive for Blind Relief, making greeting cards at Centre for Handicapped)	Throughout the year	Faculty in charge of Community Work

<b>iii</b>	Faculty's service to society	i. Offering expertise to educational institutions ii. Functioning as members of interview panels for staff recruitment in schools & colleges	As per the need	faculty
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## 6. Infrastructural and material resources

No	Title of the Programme	Details	Proposed time	Resources
<b>i</b>	Physical structure maintenance	i. Ensuring maintenance of premises though proper housekeeping measures ii. Timely maintenance and repairs of non functioning amenities iii. Beautification of campus	Throughout the year	Support staff
<b>ii</b>	Library services	i. Enhancing resources in form of books, e resources, magazines ii. Display of new books supported by a short summary of the same iii. Display of educationally relevant news on the notice board	Throughout the year	Librarian
<b>iii</b>	Greening the premises	i. Minimising use of paper and plastic and using other viable options ii. Ban on thermocol or any other non eco friendly material iii. Maintenance of the greenery in the premises	Throughout the year	
<b>iv</b>	ICT resources	i. Upgrading hard ware and software to assist online learning and developing skills ii. Regular upkeep and maintenance of ICT resources iii. Regular updates on website	At the start of the new term	Faculty in-charge

## 7. Monitoring mechanism for Quality Culture

No.	Title of the	Details	Proposed	Resources
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	Programme		Time	
<b>i</b>	360 degree feedback	i. Seeking annual feedback from parents, alumni, students and Internship schools ii. Analysis and follow up on feedback	March-April 2016	IQAC co-ordinator
<b>ii</b>	Suggestion box	i. Soliciting suggestions to improve the college ii. Timely addressing of grievances of students	Throughout the year	Grievance Cell in-charge & Principal
<b>iii</b>	TAQ	i. Seeking feedback from students wrt individual teacher's interaction, overall functioning of the college and functioning of library	April 2016	IQAC co-ordinator
<b>iv</b>	Interaction with stakeholders	i. Organizing meetings with Parents ii. Faculty group meetings with students to ensure timely action wrt difficulties encountered	Dec 2015  One meeting every month	Principal  Faculty

### 8.Special quality enhancement measures through IQAC

	Title of the Programme	Details	Proposed time	Resources
<b>i</b>	Benchmarking	i. Revisiting the benchmarks created by the college ii. Reflection exercises on extent to which benchmarks have been achieved iii. On the basis of experience revise benchmarks at the end of the year		IQAC
<b>ii</b>	Fostering Inter institutional linkages	i. Promote linkages with government and non government agencies involved in societal welfare eg Krupa Foundation, Abhang special School, Save the Earth Foundation.		Faculty

<b>iii</b>	Documentation of activities for quality enhancement	i. IQAC to co ordinate with faculty to prepare perspective plans/ action plans at the start of the year ii. IQAC to scrutinize all reports at the end of the year iii. Preparation of AQAR	July 2015  April 2016  June 2016	
<b>iv</b>	Dissemination of information on quality	i. Expectations of bodies like NAAC, NCTE, UGC, University, NCERT to be conveyed to faculty thro' <a href="http://www.pceiqac.webs.com">www.pceiqac.webs.com</a>  ii. Faculty inputs of new vistas in quality enhancement  iii. Dissemination of information on various quality parameters of higher education thro' <a href="http://www.pceiqac.webs.com">www.pceiqac.webs.com</a>  iv. IQAC newsletter	Thro' out the year  at least two sessions per year	
		<b>9. Meetings and Discussions</b>		
<b>i</b>	Staff Meetings	i. Arranging monthly meetings with the staff	Approx. 6 to 8 meetings in a year	
<b>ii</b>	LMC Meetings	i. Two meetings , one per term	Oct 2015 March 2016	Office staff

iii	IQAC Meetings	i. Two meetings per term	July 2015 Nov 2015 Jan 2016 April 2016	IQAC co-ordinator
iv	Parent teacher Meetings	i. Orientation Meeting	Nov2015	Principal

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

- 100% results at the university examination
- Sensitization of students to the issues of local, national and global importance
- Strengthening of online resources
- Professional development of faculty
- Publication of research papers
- Participation at conference, seminars, workshops and presentation of research papers.
- Successful completion of Computer Literacy, Physical education and Yoga courses
- Interacting with the Experts series (details given as the best practice 2 )
- Achievement of 4 individual prizes in inter institutional competitions
- Development of skills required for the 21<sup>st</sup> century teachers.

Other details are subsequently mentioned in the discussion that follows.

**The Academic Calendar of the year 2015-16 is attached as Annexure (i).**

2.15 Whether the AQAR was placed in statutory body      Yes ☐ No ☒  
Management ☒

**The details of the action taken :**

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

## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

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

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

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	1
Trimester	
Annual	

**1.3 Feedback from stakeholders:** Alumni    Parents    Employers    Students

Co-operating schools (for PEI)

Mode of feedback : Manual

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

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

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

The salient aspects of the revised programme are:

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

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

## **Criterion – II**

### **2. Teaching, Learning and Evaluation**

#### **2.1 Total No. of permanent faculty**



Total	Asst. Professors	Associate Professors	Professors	Others
1(Principal) + 5	0	6	0	0

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

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

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

**2.4 No. of Guest faculty**

**Visiting faculty 2**

**Temporary faculty 3\***

**(\* 1 librarian and 2 teaching faculty)**

Visiting faculty : as per the need for EPCs and Physical Education .
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**2.5 Faculty participation in conferences and symposia:**

No. of Faculty	International level	National level	State level
Attended	nil	7	nil
Presented	nil	7	nil
Resource Persons	nil	7	4

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

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

**2.7 Total No. of actual teaching days during this academic year : 222**

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

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

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

**2.10 Average percentage of attendance of students : 90 %**

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

Title of the Programme	Total no. of students appeared	Division				
		Distinction (grade O) %	I (grade	II (grade	III (grade	Pass (grade

			A) %	B) %	c) %	D) %
B.Ed.	49	20	63	17	0	0

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

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

## 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	nil
UGC – Faculty Improvement Programme	nil
HRD programmes	06
Orientation programmes	nil
Faculty exchange programme	01
Staff training conducted by the university	06 (for Two year B.Edprogramme)
Staff training conducted by other institutions	2
Summer / Winter schools, Workshops, etc.	06
Others (workshop organized by IQAC )	06

## 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily

Administrative Staff	3	0	0	0
Technical Staff	4	0	0	0

## **Criterion – III**

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

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

##### **‘Anweshan Research Cell’ Activities :**

- Organization of ICSSR sponsored National Level Seminar on ‘Ushering a Renaissance in Higher Education’ . Seminar held on 28 November 2016. Attended by more than fifty participants.
- Organization of Research Paper Reading Sessions.
- Faculty has conducted individual researches and presented the findings at various seminars
- Faculty has published research based work in journals.
- Use of IQAC website for disseminating relevant research findings

#### **3.2 Details regarding major projects**

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

#### **3.3 Details regarding minor projects**

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

### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	5	7	
Non-Peer Review Journals	-	1	
e-Journals	-	1	
Conference proceedings	-	7	

### 3.5 Details on Impact factor of publications:

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

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

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

### 3.7 No. of books published

i) With ISBN No.    1        Chapters in Edited Books5

ii) Without ISBN No.        0

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

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

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

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

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

Level	International	National	State	University	College
Number	0	1	1	0	0
Sponsoring agencies	0	ICSSR western region	Self funded		

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

- 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 Agnes D’Costa conducted a workshop for youth on ‘conflict resolution skills’ organized by Yuvarashan Vasai. She addressed parents and youth on the topic ‘ Parenting a scientific art’ at St Gonsalo Garcia Church, Vasai. She 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’. She addressed the parents of primary children attending Carmel High school, Nandakhal on ‘Parenting in early childhood’. She was resource person for a short term course and an orientation programme organised 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. She was resource person at Sevasadan College of Education and Research for the Course ‘Knowledge and Curriculum’.

- Dr Mariamma Joseph, Dr SheetalChaudhari, Dr Mabel Pimenta Dr Helen Jadhav and Dr Agnes D’Costa visited different Teacher Education Institutes as panel members of Inspection Committees deputed by University of Mumbai.
- Faculty members served as resource persons at various orientation programmes organised with respect to the Two Year B.Ed programme.

Name of the faculty member	Resource person for the course
DrSheetalChaudhari	Assessment for Learning Pedagogy of Science
Dr Mabel Pimenta	Childhood and Growing Up
Mrs Angelina Nunes	Pedagogy of Mathematics
Dr. Helen Jadhav	Pedagogy of Hindi
Dr Agnes D’Costa	Contemporary India and education Understanding Disciplines and subjects Pedagogy of history Learning and Teaching EPC-Reading and reflecting on Texts EPC-Understanding Self

**3.13 No. of collaborations :** International 0                      National 0Any other 3\*

Krupa Foundation, AbhangSpecial School, AmbikaYogashram.

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

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

From Funding agency 0

From Management of University/College 0

Total 0

**3.16 No. of patents received this year**

Type of Patent		Number
National	Applied	0

	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

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

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

**3.18 No. of faculty from the Institution who are Ph. D. Guides**

01

**and students registered under them**

6

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

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

JRF 0                      SRF                      0                      Project Fellows                      0 Any other                      0

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

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

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

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

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

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

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

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



### **3.25 No. of Extension activities organized**

University forum 0 College forum 0 NCC 0NSS 0Any other 8

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

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

- In response to the Prime Minister's initiative of 'Swachh Bharat Abhiyan' students participated in community cleanliness drives at various places. The cleanliness drive at the Vasai beach had our students clearing the beach off 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 underprivileged tribal school students from St Aloysius High School during the Remedial Teaching Programme.
- As a part of community service programme, each student provided assistance to at-least one sick and needy person.
- Students participated in an orientation programme organized by Krupa Foundation for understanding 'Chemical dependence'.
- Tree plantation drives, exhibitions on sustainable environmental development and Special sessions to create awareness about Drug Addiction were conducted in some schools.
- Students collected Blind Relief fund.
- Awareness rallies and street plays regarding 'Global Warming'

## **Criterion – IV**

### **4. Infrastructure and Learning Resources**

#### **4.1 Details of increase in infrastructure facilities:**

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	Approx 2.5 acres	-	-	-
Class rooms	4	5		
Laboratories	2	1	-	-
Seminar Halls	1	1	-	-
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.		11		11
Value of the equipment purchased during the year		Rs.1,49,000/-	Tuition fees	
Others -furniture		Rs. 74,765/-	Tuition fees	

#### 4.2 Computerization of administration and library :

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

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	3188	Rs7,39,016/-	120	Rs.38502/-	3308	Rs. 7,77,518/-
Reference Books	2967		115		3082	
e-Books	15		-		15	
Journals	20		4		24	
e-Journals	4		-		4	
Digital Database	Open source database	-	-	-	Open source	-

					database	
CD & Video	800	-	-	-	800	-
Others (specify)	B.Ed. projects-500 Ph.D. thesis- 16 M.Ed. projects -43	-	-	-	500 16 43	-

#### 4.4 Technology up gradation (overall)

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

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

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

#### 4.6 Amount spent on maintenance :

i) ICT

Rs.11,590/-

ii) Campus Infrastructure and facilities

Rs.2,95,700/-

iii) Equipments

nil

iv) Others

Rs.10000/-

**Total :**

Rs. 3,17,290/-

## **Criterion – V**

### **5. Student Support and Progression**

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

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

Faculty attended expert lectures on counselling, Leveraging Youth potential .

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

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

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

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

Regular meetings with mentors help to track student progress.

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

UG	PG	Ph. D.	Others
50	-	-	-

(b) No. of students outside the state      4

(c) No. of international students 0

	No.	%
Men	2	4%
Women	48	96%

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
97	0	1	2	0	100	50	0	0	0	0	50

Demand ratio 100% Dropout % 0

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

Teacher eligibility test (TET) is conducted in the State of Maharashtra . Since this is a two year B.Ed course, students have not opted for the exam this year. Hence no special training was given. But the faculty has uploaded many tests for practice and interested students and alumni can use the same.

No. of students beneficiaries >50

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

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

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

Students are counseled by the faculty-mentors and Principal, who is a qualified counsellor herself. In a few cases, students have been referred to external counsellors.

Career guidance is integrated in the interaction had during lectures. For example, students are guided about online courses they can pursue or regarding courses in counselling which can augment the inputs of the B.Ed course

**No. of students benefitted by counselling**

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

**No. of students benefitted from placement cell activities -Nil****5.7 Details of campus placement**

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
Campus placement not conducted this year as due to the Two year Programme there will be no one graduating out of the Course.			

**5.8 Details of gender sensitization programmes**

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

Ms Clipsy Banji, a social worker attached to the NGO Sakhya conducted a programme on 'Child Sexual abuse'.

Regular programmes regarding women related issues, gender equity measures, empowerment of women, awareness about the 'Save the Girl Child' programmes etc have been conducted by the college.

## 5.9 Students Activities

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

State/ University level 0      National level 0      International level 0

No. of students participated in cultural events

State/ University level 0      National level 0      International level 0

28 Students participated in various intercollegiate competitions and won 4 prizes.
--

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

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

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

## 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	6	Rs.30,600/-
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

### 5.11 Student organised / initiatives

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

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

### 5.12 No. of social initiatives undertaken by the students - 8

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

Increased internet facility.  
Extension of library timing during examination period.

## **6. Governance, Leadership and Management**

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

Vision of the college-

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

Mission of the college-

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

### **6.2 Does the Institution have a management Information System:**

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

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

#### **6.3.1 Curriculum Development**

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

#### **6.3.2 Teaching and Learning**

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

- Use of constructivist approach



- Use of drama pedagogy to learn
- Use of blended learning approach
- Emphasis on discussion of research findings
- Co operative learning strategies
- Use of student led seminars
- Activity based learning
- Learning from field experiences and school based internship

Feedback ( both structured and unstructured) is sought regarding the impact of these practices

### **6.3.3 Examination and Evaluation**

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

- Use of rubrics for self evaluation
- Emphasis on peer evaluation
- Use of online tests
- Remedial lectures

### **6.3.4 Research and Development**

- The college has always supported research based strategies for learning and teaching. The faculty has carried out the following researches during the year 2015-16. A study on Pedagogy of Drama for self realization was conducted. A study on Water Footprint with reference to families was conducted.
- A national level ICSSR sponsored seminar offered a platform for deliberation on many research based papers.
- Anweshan, the Research cell of the college organized a research paper reading session where the following papers were presented and discussed. Dr Aruna Samant presented her paper on 'Standardization of *Achyranthes aspera* Linn. Stem using Pharmacognostic and Phytochemical Evaluation'. Ms Sneha D'Souza presented the detailed use of Project RISE which has evolved into an educational App that can be used for inservice teacher development. Dr Ceren D'Cunha's paper elaborated on Vroom's Expectancy Theory wherein she discussed how student teacher performance is enhanced by motivation. Dr Sonia Nunes elucidated how transformational leadership and school health play a vital role with respect to organisational climate of the educational institution. Ms Cindrella D'Mello dwelt on different aspect of political socialization and discussed how

students pursuing different vocational courses vary with respect to their levels of political socialization.

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

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

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

**Physical infrastructure:** During the academic year 2015-16, the college premises were renovated and the flooring was replaced. Beautification of the campus has ushered a new look and created a more conducive atmosphere to learn.

### **6.3.6 Human Resource Management**

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

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

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

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

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

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

Area of interaction / collaboration	Collaborating Institution	Programme conducted	Beneficiaries
Academic	National High	Workshops on Puppet	All students

	School	Making and Charged Classrooms	
	SNDT's Dept of Educational Technology	Seminar on E learning	All students and faculty of other institutions
	St Willibrord's High School	Session on Seven Levers of school transformation	Students and faculty
	St Teresa's Special School	Inclusive Education: A practical experience	Students and faculty
	Schools in the locality	Four week internship programme	Students
Research	ICSSR. Western Region Council	sponsored National seminar entitled 'Ushering a Renaissance in Higher Education'	Faculty and students of college. Faculty and research students from other institutions
Social Responsibility and Initiatives	Various Community Centres	Visits and interactions inmates of homes for the aged and orphanages Cleanliness drive	Students and society
	Sakhya Women's cell	Awareness on Sexual Abuse	Students and faculty
Holistic health	AmbikaYogashram	Conducted a Certificate Course in Yoga	Students of college
Curriculum development	University of Mumbai	Faculty was involved in syllabus revision. Six members of faculty served as resource persons for orientation to different courses.	Faculty from B.Ed colleges
Consultancy	Various educational institutions	Faculty has functioned as resource persons at over 20 programmes conducted for parents, staff and students of different institutions	community
	UGC HRD centre	Faculty conducted sessions on 'Learning through Cyberspace' and Basics of Mentoring for those pursuing their short term	Approximately 100 teachers from different colleges.

		courses and orientation programme at UGC HRD Univ. of Mumbai	
	National Mission on Education through ICT under the aegis of MHRD (through SNTD's Dept of Educational Technology)	Faculty created three multimedia modules on 'Interactive Lectures for Large Classrooms'	These modules will be hosted on the National Mission on education through ICT website as Open Resources to benefit faculty and students.

### 6.3.9 Admission of Students

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

### 6.4 Welfare schemes for

Teaching	
Non teaching	1
Students	

### 6.5 Total corpus fund generated

No amount was contributed to existing corpus fund

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

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

Audit Type	External	Internal
------------	----------	----------

	Yes/No	Agency	Yes	Authority
Academic	No	-	Yes	Faculty, Principal
Administrative	Yes	Rao and Ashok, Chartered Accountant Registration no. 119932 W	Yes	Manager, Principal

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

For UG Programmes NA

For PG Programmes NA

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

NA

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

NA

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

- Alumni Mr John Leonard, Ms Gaurangini Kulkarni, and Mr Melwyn Dabre shared their expertise in their areas of prowess.
- Ms Cynthia DSouza and Ms Ranjeeta Alphonso the toppers of the 2014-15 batch were invited to share how they prepared for the B.Ed examination.
- Sr Meena, Principal of St Mary's School Alibag was helpful in arranging our visit to the Magnetic Observatory.
- The Alumni Association organized a programme by Ms Jean Pereira on counselling skills.
- On 14 April, the General Body of the Alumni Association met to discuss ways to enhance quality in education. We have started a special blog [pushpalumni.blogspot.in](http://pushpalumni.blogspot.in) for Alumni updates.
- 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'.

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

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

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

Workshop on '**Role clarification**' was conducted by Dr. SheetalChaudhari

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

- The college follows the policy of minimal use of non eco friendly material such as plastic on premises.
- The campus has provision for recycling of biodegradable waste.
- Students were oriented to efficient water management.
- Workshops on 'Best From Waste' have created awareness about recycling
- Frequent inputs on environmental issues are delivered through assemblies and different sessions
- Use of vehicles only when necessary is promoted.
- The campus is rich with many trees and due care is taken to ensure that the campus remains green.

## **Criterion – VII**

### **7. Innovations and Best Practices**

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

#### **I. Curricular Planning :**

Institution uses KSV3 Model for Curricular Planning. (Details as best practice 1)

In light of launching of two year B.Ed. programme and changed curriculum faculty reviewed the perspective plans and prepared action plans for the academic year 2015-16.

## **II. Teaching Learning and Evaluation**

Interacting with the Expert series-

The sessions under the '**Interact with the Expert**' series included

1. Awareness about Child Abuse (conducted by MsClipsyBanji, Social Work co ordinator, Sakhya Women's cell)
2. Interactive Classrooms ( conducted by alumnus Mr John Leonard, award winning teacher, North Carolina School)
3. Leveraging the Potential of Youth (conducted by Fr. Raymond Rumao, Director, Yuvadarshan)
4. Teacher as a Counsellor (conducted by Ms Jean Pereira, counsellor at various schools)
5. Water Management (conducted by Dr Mabel Pimenta, member of the college faculty)
6. Theatre Games and Pedagogy (conducted by Dr Cynthia D'Costa, member of the college faculty)
7. Scripting a Radio Programme (conducted by Ms Lavelle Athaide, M.Ed intern)
8. Seven Levers of School Transformation (conducted by MrWillibrord George, CEO and Principal SWIS chain of schools)

Other than the above interactions, students interacted with experts during their visit to innovative schools and during the different workshops conducted in the college. These include the following workshops

1. Street Play for Social Awareness by MrJuran Lopes, dramatist and playwright
2. Socially Useful Productive Work –workshop conducted by experts from student community
3. Drama as a Means of Pedagogy by Mr Rueben, theatre artist
4. Dance Forms of India by MrCarlous Furtado, choreographer
5. Use of Art and Photography for Classroom Teaching by Mr Ajay Patil, artist
6. Vocal Music by alumnus MrMelwynDabre, expert in instrumental and vocal music
7. Puppet Making by MrNeeraj Mishra, teacher, National English School
8. Charged Classroom by alumnus MsGauranginiKulkarni, co ordinator, National English School

A certificate course in computer training was organized to equip student- teachers for e-classroom. It included training in preparation of power point presentations, accessing online resources, Story book etc. Online platforms like edmodo, wiziq and wikieducator were used extensively to promote 24 x 7 learning opportunities.

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

A certificate course in Physical Education.

The college has various clubs as Vasundhara Environmental Club, Pushpaganit Mathematics Club, Rucha Literature Club and Streevani Women's Cell. These clubs organised activities that were dovetailed in the curriculum and thus helped the student-teachers to imbibe skills and attitudes required for 21<sup>st</sup> century teachers.

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

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

## **III. Infrastructure and Learning Resources**

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

## **IV. Student Support and Progression**

PUSHPADEEP (Pushpanjali's Dept of Extension and Education Programmes) organised Certificate Courses in Yoga, Physical education and Computer Training.

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

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

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

1. KSV3 Model for curricular planning
2. Interacting with the Expert series

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

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



- The Environmental Club Vasundhara observed Water Week in the month of March by highlighting the crisis of depleting water table. Dr Mabel Pimenta conducted a session on our role in management of water resources. Students participated in poster making, slogan writing completions, essay writing and poetry writing competitions and conducted sessions on various topics revolving around the theme 'Save Water'.
- A beach cleanliness drive, assemblies on environmental issues and an environment rally also helped to spread awareness regarding issues related to environmental degradation.
- Earth Day was observed in the month of April by focusing on various environmental issues. Pope Francis' encyclical on Climate Change was highlighted during the 'Laudato Si' Week.
- A Street Play on Global Warming was performed at Our Lady of Grace Cathedral, Papdy and at St Gonsalo Garcia College.

#### **7.5 Whether environmental audit was conducted?no**

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

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

#### **SWOT Analysis :**

##### **Identified strengths –**

- Perspective planning
- Curriculum transaction supplemented with variety of co-curricular activities to promote all round growth of the students.
- Integration of ICT in teaching learning process- use of online learning modes, creation of OERs.
- Training in life skill education.
- Certificate courses
- Comprehensive programme for awareness about Environmental Responsibilities.
- Extension activities

##### **Identified weaknesses-**

- Financial constraints.

- Lack of Ph.D. centre

#### **Opportunities identified-**

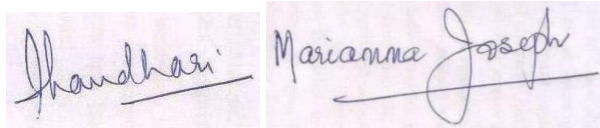
- Qualified faculty to guide research work.
- Availability of experts who can contribute to quality programmes

#### **Identified threats-**

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

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

- Assure integration of theory and practicum to provide engagement with the curriculum.
- Increase use of ICT in every sphere of functioning of college by training staff and students to use online and offline resources.
- Enhance the quality of teaching learning processes by incorporating new trends and innovative techniques in the curriculum transaction.
- Collaborate with the community centres to increase student participation in extension and out-reach programmes.
- Use online platform for evaluation and feedback.
- Strengthen library resources and add resources to curriculum laboratory.
- Organize capacity building programmes for the faculty, support staff and students.
- Infuse research skills in students.
- Increase student involvement and participation in environment related programmes like Environmental Audit, Exploring Indegenous Knowledge Practices, Conducting Life Cycle Assessment of any material.
- Support alumni and school teachers by organizing in-service teacher enrichment programmes.
- Organize National Level Seminar on 'Linguistics'.
- Organize value added courses.



Name - Dr. Sheetal Chaudhari

Name – Dr. Mariamma Joseph

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

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### Annexures (i)

#### **PUSHPANJALI COLLEGE OF EDUCATION**

Academic Calendar for 2015-16

#### **Semester I**

<b>July 2015</b>	<b>Activities</b>
13	College reopens..Staff meeting for academic planning
14	AcademicPlanning Meeting
15	AcademicPlanning Meeting
16	Feast of Our Lady of Mt Carmel
17	IQAC Meeting
18	Ramzan Id Holiday
19	<b>SUNDAY</b>
20	Discussion on new syllabus
21	Discussion on new syllabus
22	Department Work
23	Department Work
24	IQAC Meeting for AQAR
25	AQAR Finalization
26	<b>SUNDAY</b>

27	Visit to schools for Internship Permission
28	Visit to schools for Internship permission
29	Preparation for new syllabus
30	Preparation for new syllabus
31	AQAR Finalization/ Planning programmes for Silver Jubilee
<b>August 2015</b>	
1	Perspective planning & Department Work
2	<b>SUNDAY</b>
3	Finalizing the calendar & Department Work
4	Department Work
5	Department Work
6	Department Work
7	Department Work
8	Department Work
9	<b>SUNDAY</b>
10	Preparation for Teacher Enrichment Workshop
11	Preparation for Teacher Enrichment Workshop
12	Preparation for Teacher Enrichment Workshop
13	State Level Teacher Enrichment Workshop on 'Mapping Teacher Competencies'
14	State Level Teacher Enrichment Workshop on 'Mapping Teacher Competencies'
15	<b>INDEPENDENCE DAY CELEBRATIONS,</b> Workshop continues
16	<b>SUNDAY</b>
17	Preparation for new Syllabus
18	Preparation for new Syllabus
19	Preparation for new Syllabus
20	Preparation for new Syllabus
21	Preparation for new Syllabus
22	CET preparation
23	<b>SUNDAY</b> CET examination
24	Interviews for admission process
25	Preparation for new Syllabus & Departmental work
26	Preparation for new Syllabus & Departmental work
27	Preparation for new Syllabus & Departmental work
28	Preparation for new Syllabus & Departmental work
29	Orientation to new Syllabus & Departmental work
30	<b>SUNDAY</b>
31	Theory
<b>Sept 2015</b>	
1	Theory
2	Theory

3	Theory , Library Orientation
4	Preparation for Talent Search Programme
5	TEACHERS' DAY CELEBRATION and talent search
6	<b>SUNDAY</b>
7	Street Play workshop By Mr. Juran Lopes
8	Theory
9	Inaugural Holy Mass
10	Theory and Guest lecture on child sexual abuse by Ms. ClipsyBanji
11	Certificate course in Yoga and Theory
12	Certificate course in Yoga and Theory
13	<b>SUNDAY</b>
14	Certificate course in Yoga and Theory
15	Certificate course in Yoga and Theory
16	Certificate course in Yoga and Theory
17	Ganesh Chaturthi Holiday
18	Certificate course in Yoga and Theory
19	Theory and community work
20	<b>SUNDAY</b>
21	Theory and content enrichment
22	Theory and content enrichment
23	Theory and content enrichment
24	'Interacting with Expert' series- Seminar for school teachers and college students on ICT WEB 2.0 tools in education by Dr, JayashreeShinde
25	Holiday Bakri id
26	Content test
27	<b>SUNDAY</b>
28	Theory+ faculty group meeting
29	Theory
30	Theory and practice for Pushpanjali Day
<b>Oct 2015</b>	
1	PUSHPANJALI DAY CELEBRATIONS
2	GANDHI JAYANTI and community work - cleanliness Drive
3	Theory
4	<b>SUNDAY</b>
5	Essay test 1 and theory
6	Theory
7	Theory
8	Theory
9	Theory

10	Theory and community work
11	<b>SUNDAY</b>
12	Essay test 2 and theory
13	Theory
14	Theory
15	Theory
16	Theory, certificate course in computer training
17	Theory , certificate course in computer training, faculty meeting
18	<b>SUNDAY</b>
19	Essay test 3 and theory
20	Theory, certificate course in computer training-practical
21	Theory, certificate course in computer training-practical
22	<b>Holiday -DASERRA</b>
23	Theory
24	Theory
25	<b>SUNDAY</b>
26	Essay test 4, theory, certificate course in computer training, Poster making competition
27	Theory, certificate course in computer training, Traditional Dress competition
28	Theory, Singing and Dance Competition
29	Theory
30	Theory , rangoli competition, community work
31	<b>DIWALI CELEBRATIONS</b>
<b>November 2015</b>	
1	<b>SUNDAY</b>
2 to 15	<b>DIWALI VACATION</b>
16	College reopens .... Class Test I
17	Class Test I
18	Class Test I and Community Work
19	Community Work
20	Theory
21	Theory and orientation to Book Review activity
22	<b>SUNDAY</b>
23	Theory
24	Theory
25	<b>Holiday- Guru Nanak Jayanti</b>
26	Theory and getting ready for the seminar
27	Theory and getting ready for the seminar
28	ICSSR sponsored National Seminar

29	<b>SUNDAY</b>
30	Theory
<b>Dec 2015</b>	
1	Theory
2	Theory
3	Theory
4	Study leave
5	Study leave
6	<b>SUNDAY</b>
7	Class Test II
8	Class Test II
9	Class Test II
10	Class Test II
11	Presentation of book reviews
12	Facing an examination (Expert guidance – DrSheetalChaudhari) Interaction with Alumni who have excelled at University examination
13	<b>SUNDAY</b>
14	Interacting with the experts- Workshop on Drama by Mr. Rueben & Dance- Mr. Carlos Furtado
15	Practice Essay - Course I , Workshop on Music by Mr. MelwynDabre
16	Practice Essay - Course II, Card making competition
17	Practice Essay - Course I & II, Competition for Candle making
18	Practice for Christmas celebration, Setting up of exhibition
19	PTA meeting, stall competition
20	<b>SUNDAY</b>
21	Celebration of English Day & Mathematics Day, Carol singing competition
22	Christmas Tableau presentation
23	Community work
24-31	CHRISTMAS VACATION

### **Calendar - 2015-16**

#### **Semester-2**

<b>JANUARY 2016</b>	<b>Activities</b>
2.1.16	Remedial teaching, doubt clearing sessions
3.1.16	<b>Sunday</b>
4.1.16 to 6.1.16	Remedial teaching, doubt clearing sessions
7.1.16 to 9.1.16	Study leave

10.1.16	<b>Sunday</b>
11.1.16	University Exam. - Course 1
12.1.16	University Exam. - Course 2
13.1.16	University Exam. - Course 3-I
14.1.16	University Exam. - Course 3-II
15.1.16	Orientation to second semester
16.1.16	Internship instructions , Theory
17.1.16	<b>Sunday</b>
18.1.16 to 22.1.16	Internship
23.1.16	Theory
24.1.16	<b>Sunday</b>
25.1.16 to 29.1.16	Internship
30.1.16	Theory
31.1.16	<b>SUNDAY</b>
<b>FEBRUARY 2016</b>	
1.2.16 to 5.2.16	Internship
6.2.16	Essay test -Course 6 , Theory
7.2.16	<b>Sunday</b>
8.2.16 to 10.1.16	Internship
11.2.16, 12.2.16	Theory, Interacting with the Expert series-‘Scripting a Radio Programme’ conducted by Ms Lavelle Athaide
13.2.16	Essay test- course 5, Theory
14.2.16	<b>Sunday</b>
15.2.16 to 18.2.16	Theory
19.2.16	<b>Holiday - Shiv Jayanti</b>
20.2.16	Sports Day
21.2.16	<b>Sunday</b>
22.2.16 to 27.2.16	Theory
24.2.16	Visit to special school, Santacruz
28.2.16	<b>Sunday</b>
29.2.16	Essay test -Course 4, Theory
<b>MARCH 2016</b>	
1.3.16 to 5.3.16	Theory
6.3.16	<b>Sunday</b>
7.3.16	<b>Holiday - Mahashivratri</b>
8.3.16 to 12.3.16	Theory
13.3.16	<b>Sunday</b>
14.3.16 to 17.3.16	Theory



18.3.16	Tutorials and Doubt Clearing session
19.3.16	Tutorials and Doubt Clearing session
20.3.16	<b>Sunday</b>
21.3.16	Class Test - Course 4
22.3.16	Class Test - Course 5
23.3.16	Class Test - Course 6 Workshop on Writing objectives & Learning outcomes
24.3.16	<b>Holiday - Holi</b>
25.3.16	<b>Holiday - Good Friday</b>
26.3.16	Theory, Unit test workshop
27.3.16	<b>Sunday</b>
28.3.16 to 30.3.16	Theory, Unit test workshop
31.3.16	Picnic
<b>APRIL 2016</b>	
1.2.16	Picnic
2.2.16	NCTE inspection, Theory
3.4.16	<b>Sunday</b>
4.4.16 to 6.4.16	Tutorials for remedial teaching, Cooperative learning
7.4.16	Class test 2
8.4.16	<b>Holiday - Gudipadwa</b>
9.4.16	Class test 2
10.4.16	<b>Sunday</b>
11.4.16	Class test 2
12.4.16	Interacting with the Expert series- 'Barefoot Counseling Skills- Teacher as a counsellor' - Mrs. Jean Pereira
13.4.16	Interacting with the Experts series- 'SUPW workshop' conducted by experts from student community
14.4.16	<b>Holiday - AmbedkarJayanti</b> General Body meeting of Alumni Association
15.4.16	<b>Holiday - Ram Navami</b>
14.4.16 to 22.4.16	Certificate course in Physical Education conducted by Mr. Sunil Anuse Interacting with the Expert series
17.4.16	<b>Sunday</b>
18.4.16	Tutorials
19.4.16	<b>Holiday - MahavirJayanti</b>
20.4.16	Certificate course in computer training

21.4.16	Tutorials
22.4.16	Tutorials
23.4.16	Cultural programme
24.4.16	<b>Sunday</b>
25.4.16	<b>IQAC meeting</b> Interacting with the Expert series- 'Seven Levers of School Transformation' by MrWillibrord George
26.4.16	Practice essays and tutorials
27.4.16	Practice essays and tutorials
28.4.16	Practice essays and tutorials
29.4.16	Anweshan Research cell activity- Research paper presentations
30.4.16	Doubt solving sessions
<b>May 2016</b>	
23.5.16 to 25.5.16	University Examination

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

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

**I )Analysis of feedback obtained from parents** -95% parents strongly agree and 5% parents agree that they are happy to have chosen Pushpanjali College of education for their son / daughter. 75% parents strongly agree and 25% parents agree that the management and faculty of this college are committed to bringing about quality in education. 5% parents strongly agree and 85% parents agree that the college has adequate infrastructural facilities. 70% parents strongly agree and 30% parents agree that the activities of college have helped their son / daughter to develop his /her personality in all round manner. 70 % parents strongly agree and 30 % parents agree that the training gained in this college has helped their son / daughter to realize his /her potential as a teacher. 70% parents strongly agree and 25% parents agree and 5%disagree that the principal and faculty of this college is concerned about the well being of students. 90% parents strongly agree and 10% parents agree that the college ensures that students are regular in their

attendance. 75% parents strongly agree and 25% that in this college students are provided with enriching experiences which enable them to be effective teachers. 55% parents strongly agree and 40% parents agree and 5% disagree that the training acquired in this college will help their son / daughter to secure a job in school. 80 % parents strongly agree and 20% agree that they are assured that this college will support their son / daughter in his /her future educational endeavours.

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

Feedback from students was obtained on the following areas-

**Area 1: Curricular Aspects Theory:** 75% students strongly agree and 25 % students agree that theory part of curriculum was well organised

**Area 2: Curricular Aspects Practicum :** 70 % students strongly agree and 28% students agree and 2 % students disagree practicum was well conducted and useful.

**Area 3: Internal Assessment:** 65% students strongly agree and 34% students agree and 1% students disagree that internal assessment activities were conducted effectively.

**Area 4: Co-curricular Aspects:** 60% students strongly agree and 40 % students agree that co-curricular activities were well organised.

**Area 5: Infrastructure and Learning Resources:** 45 % students strongly agree and 50% students agree and 5 % students disagree that infrastructure and learning resources are well maintained and adequate.

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

## **III) Analysis of feedback obtained from alumni-**

A five point rating scale comprising of 15 items was sent to about 20 alumni. Their responses are-

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

95% opined that they have got sound knowledge of evaluation procedures during B.Ed  
90% opined that B.Ed has helped them manage the classroom well  
80% report that B.Ed has helped them use technology effectively in the classroom  
80 % report that B.Ed helped them enhance their guidance skills adequately  
70% report that the B.Ed course has helped them deal effectively with slow learners and gifted students.

95% report that their confidence has been boosted due to the B.Ed course  
100 % report that their organizational skills have improved due to B.Ed  
100 % report that B.Ed course has helped them organize co curricular activities  
100% report that they have been motivated to become lifelong learners due to B.Ed

#### **IV) Analysis of feedback obtained from Internship schools-**

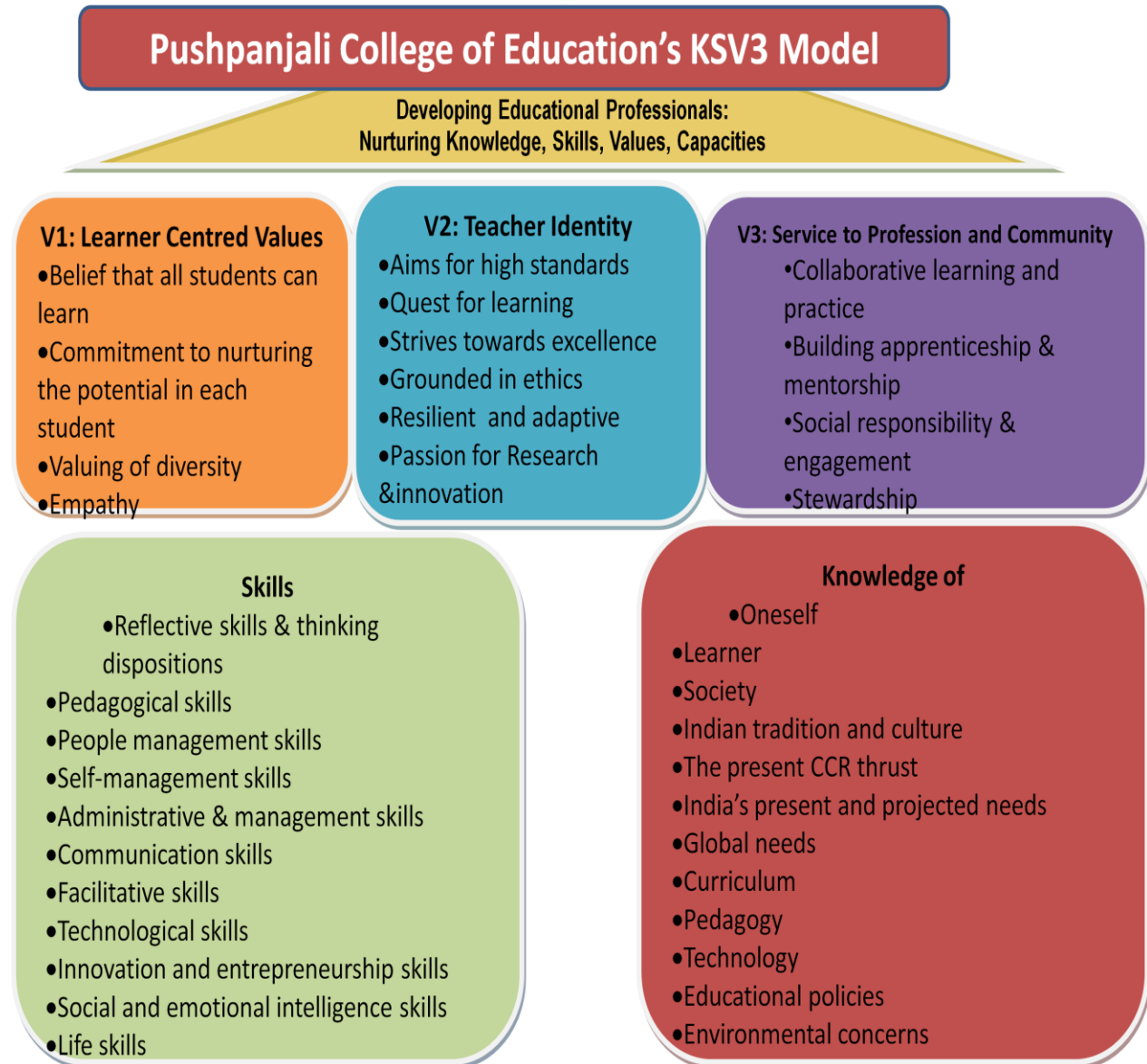
Two year B. Ed course was implemented this year. Due to changed curriculum students did not have practice teaching lessons. They had one month long internship which included shadowing of school teachers. Principals of internship schools reported their satisfaction regarding contribution of student teachers during internship.

### Annexure (iii)

#### Details of two best practices

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

##### **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	Social and emotional skills, people management skills, communicative skills	Empathy, Stewardship, Social responsibility and engagement

	Religious) management of the college.		
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**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

**1. Title of the practice:** 'Interacting with the Expert series'

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

Classroom interaction involves interplay of many factors such as the social context of the learner, aspirations nurtured by the learner, socio-economic, cultural and political conditions prevalent and the existing educational scenario. We learn about the same from our own experiences and experiences of others. Teachers, being social engineers, require to interact with experts from various fields so that they are able to analyse their classroom experiences, identify challenges and formulate suitable plans of action to deal with varied situations. Interaction with experts provides insight into how professionals from the academic and non academic fields view society. The practice was initiated to offer student-teachers an opportunity to interact with

professionals from different fields and see an interdisciplinary focus supports effectiveness in learning.

### 3. Objectives of the practice:

- To get insights into how multiple factors impact classroom learning
- To learn from the expertise of persons involved in fields closely aligned to education
- To embed educational experiences in the social, political, cultural and economic substratum of society.
- To encourage student –teachers to analyse classroom experiences based on multiple perspectives
- To help student-teachers find solutions to challenges by drawing from multi-field experiences

### 4. The Practice:

Bearing in mind the diverse roles that a teacher has to play in the contemporary era, the faculty identified main areas where student-teachers need to interact with experts. These areas were identified on basis of interaction had with school teachers, alumni and students. The chief areas identified were then put into clusters according to the roles of the teacher

Role of the teacher	Thrust areas	Action identified
<b>Teacher as a facilitator of learning</b>	Empowering teacher as <ul style="list-style-type: none"> <li>➤ Generator of resources</li> <li>➤ Effective classroom manager</li> <li>➤ A developer of enriching learning experiences</li> </ul>	*Training students in use of ICT for effective learning *Providing inputs on ensuring interactive classrooms *inputs on use of drama as a means of pedagogy
<b>Teacher as a counsellor</b>	Enabling a teacher to <ul style="list-style-type: none"> <li>➤ Identify and deal with child sexual abuse</li> <li>➤ Provide barefoot counselling to students</li> </ul>	*Awareness regarding nature of Child Sexual Abuse and legal provisions *inputs on basic skills in barefoot counselling in school context
<b>Teacher as a social engineer</b>	Equipping students with skills to <ul style="list-style-type: none"> <li>➤ Leverage youth potential</li> </ul>	*Session to make students reflect on leveraging potential



	➤ Facilitate environmental conservation	of youth *Session on water conservation
<b>Teacher as a leader</b>	➤ Enhancing leadership skills in students	*Identification of avenues of transformational leadership

Once the chief areas and their aspects were identified, suitable resource persons were invited and a series of interactions were arranged. These interactions were spread over the entire year. Student-teachers interacted with the experts and learned from their repertoire of experience. Elaborate doubt clearing sessions were organized. Sessions were conducted in the form of workshops and interactive lectures. Reflection was an integral part of all these sessions. The resource persons were oriented regarding the kind of inputs students expected. This helped to streamline the session with the needs of the student-teachers.

The sessions under the **‘Interact with the Expert’** series included

9. Awareness about Child Abuse (conducted by MsClipsyBanji, Social Work co ordinator, Sakhay Women’s cell)
10. Interactive Classrooms ( conducted by alumnus Mr John Leonard, award winning teacher, North Carolina School)
11. Leveraging the Potential of Youth (conducted by Fr. Raymond Rumao, Director, Yuvadarshan)
12. Teacher as a Counsellor (conducted by Ms Jean Pereira, counsellor at various schools)
13. Water Management (conducted by Dr Mabel Pimenta, member of the college faculty)
14. Theatre Games and Pedagogy (conducted by Dr Cynthia D’Costa, member of the college faculty)
15. Scripting a Radio Programme (conducted by Ms Lavelle Athaide, M.Ed intern)
16. Seven Levers of School Transformation (conducted by MrWillibrord George, CEO and Principal SWIS chain of schools)

Other than the above interactions, students interacted with experts during their visit to innovative schools and during the different workshops conducted in the college. These include the following workshops

9. Street Play for Social Awareness by MrJuran Lopes, dramatist and playwright
10. Socially Useful Productive Work –workshop conducted by experts from student community
11. Drama as a Means of Pedagogy by Mr Rueben, theatre artist
12. Dance Forms of India by MrCarlous Furtado, choreographer
13. Use of Art and Photography for Classroom Teaching by Mr Ajay Patil, artist

14. Vocal Music by alumnus MrMelwynDabre, expert in instrumental and vocal music
15. Puppet Making by MrNeeraj Mishra, teacher, National English School
16. Charged Classroom by alumnus MsGauranginiKulkarni, co ordinator, National English School

Special Certificate courses in Yoga by ShriAmbikaYogashram and in Physical education by coach and Physical Education teacher, Shri Sunil Anuse were also conducted. A seminar on E learning by DrJayshreeShinde of SNTD University's Department of Educational Technology helped to understand how technology augments the learning process.

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

There were no obstacles faced by the college. Meticulous planning of resources and proper scheduling of the sessions helped to conduct the session very smoothly.

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

Interacting with the experts has helped to learn from the experiences of the experts. Interacting with the experts has helped the students in many ways.

- (i) Gaining firsthand knowledge from experts helped the student-teachers to see the world of education from a different lens. Thus an interdisciplinary platform was sued to explore various dimensions of teaching and learning.
- (ii) The series helped to blend theory with practical experience. Different content areas that were part of the prescribed course were given a practical slant due to the interaction with experts. Thus students could see how theory needs to be put to practical use.
- (iii) Holistic development was facilitated as the sessions catered to different domains.
- (iv) Experiences equipped the student-teachers with skills and knowledge that found application during their internship experience. Strategies to manage classrooms, dealing with varied types of learners and identifying students with problems helped actual classroom teaching. The inputs in drama and art were useful to enhance the classroom learning experiences.
- (v) Skill development was facilitated through sessions on SUPW and e-learning.
- (vi) Widening of perspectives was encouraged and the student-teachers began viewing teaching-learning and education with a critical bent of mind.

The entire experience led to empowerment of the student-teachers.

### **7. Resources required**

Human Resources: suitable experts chosen on basis of experience, expertise and availability

Financial resources: Remuneration to the experts

Other resources: physical resources as space, computers, internet facility and material for art work.

**8. Contact person for further details:** Principal DrMariamma Joseph

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