Yearly Status Report - 2019-2020

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

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Semi-urban**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Mrs Angelina Nunes**
Phone no/Alternate Phone no.	**917219146413**
Mobile no.	**9822620194**
Registered Email	**anjununes1962@gmail.com**
Alternate Email	**angelinaknunes@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	**http://www.pushpanjalicollege.com/AnnualQualityAssuranceReportfor2018-19.pdf**

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.pushpanjalicollege.com/calender/AcademicCalendar2019-20.pdf

5. Accrediation Details

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

6. Date of Establishment of IQAC

6. Date of Establishment of IQAC	**15-Jul-2004**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Approving Plan of Action for 2019-20	27-Jul-2019 1	100
Orientation to new NAAC Manual	23-Nov-2019 1	8
Organizing Certificate Course in Counselling Skills	02-Jan-2020 60	50
Online courses for school teachers on E Content Development	13-May-2020 10	240
Online courses for school teachers on E Content Development	20-May-2020 10	240
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2020 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**3**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
12. Significant contributions made by IQAC during the current year(maximum five bullets)	

• Training in service teachers in E Content Development • Certificate course in Counselling Skills • Organised over 20 programmes (workshops, seminars, guest lectures) on different topics for the benefit of students • Thrust on Experiential Learning through field visits and workshops • Deputed students to intercollegiate competitions. Students won 15 prizes

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

Plan of Action	Achivements/Outcomes
? Planning of curriculum	Faculty discussed various issues. Suitable measures taken to ensure smooth transaction of curriculum? Orientation to students ? Curriculum planning meetings with faculty
? Skill development programmes to support curriculum	Workshop in innovative techniques and Models of Teaching for S.Y.B.Ed Workshops in teaching skills and planning effective classroom teaching-learning for F.Y.B.Ed
? Awareness programmes to ensure cross disciplinary connections	Group discussion on gender laws (for F.Y.B.Ed)
Environmental Awareness	Environmental consciousness through assemblies, celebration of special days, activities in collaboration with NGOs
Awareness about Special Educational Needs	Inclusive Education Display on assistive technology in education (for S.Y.B.Ed)
[View File](#)	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
College Development Cell	13-Jul-2020

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

Date of Visit	29-Jan-2020

16. Whether institutional data submitted to AISHE:	Yes

Year of Submission	**2020**
Date of Submission	**11-Jan-2020**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**MIS – Management Information System which is under the Dept. of Higher amp Technical Education, Government of Maharashtra, (Academic qualifications, inservice improvement in qualifications,information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month wise salary details of teaching nonteaching staff, Income Expenditure details of college etc. is to be provided on the website)(URL http://dhemis.maharashtra.gov.in) Student teachers on Roll on the University of Mumbai Website. (http://eoffice.mu.ac.in/statistical) These three websites and information are monitored and certified through the Nodal Officer appointed at University of Mumbai. Similarly, • College profile uploaded on the NCTE website, • Data uploading on NCTE website for Geographical Information of the College, • Data for EMonitoring where entire information about the institution is to be uploaded on the NCTE website. This is currently under process. • Admissions under the Director Higher Education, Pune on B.Ed. Admission website. • Enrollment and Eligibility form are to be filled in by the student teachers on the website of University of Mumbai. • Examination forms are being filled and submitted on the University website • Internal Assessment marks were submitted on line on the University of Mumbai Website.**

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

Curriculum planning is done at the start of the academic year through a series of meetings. Stakeholders like alumni, students, employers help by contributing their views. Along with the prescribed syllabus adequate emphasis is laid on important skills such as health care, counseling. Programmes to enhance social sensitivity and life skills are incorporated. Important aspects of curriculum delivery include: • Formulation of course plans for all theory courses • Planning the activities of all departments • Well spaced time tables • Use of technology in delivery of curriculum • Use of Blended Learning • Fostering cross curricular connections through various activities • Including experiential learning for transacting the curriculum • Planned evaluation and remedial action • Inclusion of certificate courses geared to personality development • Inclusion of skill based courses, workshops for development of 21st century skills Feedback taken at the end of the year helps to find the effectiveness of delivery of curriculum. Some part of curriculum is delivered through online courses, blogs, LMS . This is documented in electronic form. Documentation of curriculum delivery is done by non-digital ways through maintaining reflective journals, detailed lesson plans, assignments, tests. Faculty prepares course plans and submits to the Principal for approval.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Certificate Course in Counselling Skills	---	02/01/2020	60	Counseling skills will be useful to all teachers	Built skills of counselling
Certificate Course for Inservice teachers	---	13/05/2020	10	Helped school teachers to prepare for online classes	Skills in using and creating e-resources

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

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

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Two years	10/07/2017

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

	Certificate	Diploma Course
Number of Students	50	Nil

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
Certificate Course in Counselling Skills	02/01/2020	50
[View File](#)		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Internship for F.Y.B.Ed (3 weeks) and S.Y.B.Ed (11weeks + 5 weeks)	98
[View File](#)		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained
Student satisfaction survey was procured using Google Forms. Analysis is done online. This is used for refining the curriculum planning and transaction. Infrastructural changes, procuring resources like books or computers is also guided by this data. Mentoring is shaped by data got from students and alumni. Feedback from school principals is collected through a questionnaire and this is in qualitative and quantitative form. The main suggestions given by principals are used to improve pre internship and internship experiences so that we can benefit most from the school internship. Some suggestions made by principals are useful to decide skills that need to be imparted to student teachers. Feedback from parents helps to assist parents in the collaborative efforts taken to ensure the maximum wellbeing of the students.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	B.Ed Two years CBCS	50	72	48
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2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution	Number of students enrolled in the institution	Number of fulltime teachers available in the	Number of fulltime teachers available in the	Number of teachers teaching both UG

	(UG)	(PG)	institution teaching only UG courses	institution teaching only PG courses	and PG courses
2019	98	Nill	8	Nill	Nill

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
8	8	26	4	Nill	125
View File of ICT Tools and resources					
View File of E-resources and techniques used					

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

Mentoring is done on a regular basis. Each faculty member takes about approximately 12 to 13 students for mentoring (some from F.Y.B.Ed and some from S.Y.B.Ed) . The mentor teachers meet the mentees for planning and smoothly executing the internship programme. They also co- ordinate with the mentee students for personal counselling sessions as and when required. Mentoring areas normally include guiding students regarding internship, training them to maintain reflective journals, co ordinating the lessons allotted during internship, monitoring all other activities carried out during internship including planning of co-curricular activities in schools, planning and conducting unit tests and executing the action research programme. However, mentoring for placement, guiding regarding personal issues and personal counseling is done on a one- to- one basis as and when required. Group mentoring and personal mentoring use face to face mode as well as digital mode using WhatsApp. For certain purposes such as placement related activities or preparation for examinations the entire class may be mentored together. As lockdown was announced in March 2020, mentoring was also done online to help students cope with the sudden change in classroom communication.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
98	8	1:12

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

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

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Nil	Nill	Nil
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last	Date of declaration of

			semester-end/ year-end examination	results of semester-end/ year- end examination
BEd	4EOO141	1	10/01/2020	09/03/2020

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

The University of Mumbai has prescribed the Evaluation pattern for the B.Ed Two Year Course Choice Based Credit System . The students are oriented to each aspect of the system through sessions at the beginning of each semester. Some reforms initiated by the college to ensure the smooth and successful completion of the CIE system are: • Group and individual mentoring as and when the need arises • Individual guidance and coaching provided for lessons to be given during internship • School teachers also contribute to guiding the students • The timetable for internal evaluation is displayed well in advance to give maximum time to prepare well • Criteria for evaluation are explained to students • Reflective practices encouraged • Unit test workshop helps in understanding how to prepare tests • Workshops such as Puppet making workshop or workshop for making learning resources help in better internship lessons. • Timely and comprehensive feedback given on one to one basis to help students improve • Remedial teaching and tutorials to help academically backward students • Peer to peer mentoring if students need the same for specific purpose • Use of digital platforms to provide 24 x 7 support in the form of online tests, OERs

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

The Principal and faculty deliberate and prepare the Internal Assessment schedule at the commencement of each semester. All schedules of internal evaluation for internship, essays, class test, action research, community work, assignment submission are duly communicated to students well in advance. The weekly timetable displayed on the notice board. In case of emergency if any internal evaluation event is to be postponed, the same is duly communicated to students via formal notice. In case an emergency situation arises where no formal notice can be given then social media is used to circulate the change in schedule. For example if there is bad weather or unforeseen conditions like strikes or breakdown in public transport then examinations are rescheduled. In most cases, the academic calendar is strictly adhered to and used for conducting all internal evaluation. At times students request for a change in schedule due to other work submissions or some other reasons. After discussion with principal, faculty and student council, changes may be made in evaluation schedule for valid reasons.

2.6 – Student Performance and Learning Outcomes

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

http://pushpanjalicollege.com/syllabus_First_Year.pdfhttp://pushpanjalicollege.com/syllabus_Second_Year.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage

A5014	BEd	B.Ed(Two years)CBCS	50	50	100

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2.7 – Student Satisfaction Survey

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

http://www.pushpanjalicollege.com/StudentSatisfactionSurvey2019-20.pdfThe student satisfaction survey is carried out at the end of the year. The questionnaire for the same has been designed by the college following the guidelines provided by NAAC and it seeks feedback on different aspects. The results are displayed in the weblink.

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	0	Nil	0	0

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3.2 – Innovation Ecosystem

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

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

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nill	0

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

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

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

Name of the Department	Number of PhD's Awarded
Not Applicable	Nill

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

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Nil	Nill	0
International	Nil	Nill	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Case study of Jeevan Jyoti inclusive School	Dr Mabel Pimenta	Education GenNext-Perspectives ,Opportunities and Challenges	2020	0	st.teresa Institution of Education	Nill
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	Nill	Nill	Nill	Nil
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	5	100	Nill	Nill
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3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Beach cleaning drive	Vasai Beach Cleaners Organisation	1	48
View File			

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

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

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Swacch Bharat Abhiyan	Vasai Beach Cleaners Organization	Cleaning of beach	1	48

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3.5 – Collaborations

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

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

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship programme	Internship Sem 2	List of schools in annexure	10/02/2020	09/03/2020	50

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Nil	Nill	Nil	Nill

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
541000	389369

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Video Centre	Existing
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4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Library Management Software (LMS)	Fully	1.0.0	2004

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Journals	34	247386	Nill	10409	34	257795
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr Agnes DCosta	Certificate Course on Educational Needs of Differently abled Learners	OpenLearn Create https://www.open.edu/openlearncreate/course/view.php?id4689	24/03/2021
[View File](#)			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	22	1	1	6	1	2	1	15	0
Added	3	0	0	0	0	0	0	0	0
Total	25	1	1	6	1	2	1	15	0

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

15 MBPS/ GBPS

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
376000	341468	399000	266089

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

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

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

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Scholarships to achievers andFinancial support for needy students	5	76000
Financial Support from Other Sources			
a) National	GOI-Minority Scholarship	18	108000
b)International	Nil	Nill	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Content enrichment programme	06/01/2020	48	College

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2019	Student welfare activities (guidance for TET and Placement)	50	50	1	34

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

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
1	1	15

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
4	50	2	more than 50	45	32

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	8	B.Ed (Two yr CBCS)	NA	Institute of Distance Learning IDOL Univ of Mumbai	M.A.I-Education

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

Items	Number of students selected/ qualifying
NET	Nill
SET	Nill
SLET	Nill
GATE	Nill
GMAT	Nill
CAT	Nill
GRE	Nill
TOFEL	Nill
Civil Services	Nill
Any Other	1
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Talent Display by F.Y.B.Ed	College	48
[View File](#)		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2020	Documentary making	National	Nill	Nill	Nill	Ms Natasha Punnoose 1st place documentary making
[View File](#)						

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

F.Y.B.Ed and S.Y.B.Ed has two separate student councils. One faculty member is in charge of the student council. Regular meetings are held to discuss organization of co curricular activities and to put forth the suggestions made by the students. Two students from S.Y.B.Ed are included in the College Development Committee and the IQAC. Thus students perspectives are considered when any quality related decisions are made in both these bodies. Student Council (and other representatives from students) have been actively involved in the following activities during the year 2019-20 • Planning and execution of internship programme • Organizing co curricular activities • Promoting co ordination between faculty and students for successful implementation of internal evaluation • Facilitating remedial teaching, peer to peer mentoring • Facilitating smooth execution of community work and visits • Helping during placement activities • S.Y.B.Ed students helped to orient the F.Y.B.Ed • Co ordinating with other institutions during intercollegiate events

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

2500

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

Following activities have been organized with the support of the alumni • Alumnus Mr Sunil Rajpurkar, Asst Professor is a member of IQAC and CDC • Alumni presented Demonstration lessons to F.Y.B.Ed • Supervision of internship in emergency situations • Alumnus Maxwel Lopes delivered a lecture on Gandhian values • Alumnus Dr Cindrella DMello conducted a workshop on Teacher Eligibility Test • Alumnus Audrey Carvalho conducted sessions on Growth Mindset and Teaching in IB schools • Alumnus Anthony Dias conducted a workshop on 'Interactive Teaching' • Alumnus Gaurangini Kulkarni conducted a workshop on Charged Classrooms. • On Women's Day Ms Trupti Samant delivered a lecture on Empowered Women • Alumnus Shankar Bali was expert speaker on the occasion of Marathi Literature day.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

The college emphasizes decentralization and shared leadership. While all decisions are duly shared with necessary stakeholders, the college believes in and implements participative management. Two practices in decentralized and participative management are described below • Proactive measures during Lockdown: When lockdown was announced it was necessary to equip teachers with skills needed to conduct online teaching. The college was very proactive in conducting one course for alumni and then two courses for inservice teachers so that they could master skills needed to conduct online teaching in a smooth manner. Many teachers who registered for the course had very little tech skills prior to the course. But during the course they learned and mastered skills of creating e resources, using online platforms and conducting online tests. The decentralized management and emphasis on participative approach was evident as the faculty was given freedom and encouraged to try new approaches to meet the felt need. • Student leadership in intercollegiate events : Many students were enthusiastic to participate in intercollegiate events. This requires them to co ordinate with the organizing agencies, prepare for the event and participate with focus. Students participated in more than 15 such events during the academic year. The student council would normally co ordinate the procedures required. 15 prizes were bagged by students in different events. The leadership shown by students and their coordination skills are a reflection of participative and decentralized management due to which they could display their talents in intercollegiate events.

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

Yes

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Curriculum Development	In addition to the prescribed curriculum, extra inputs are integrated and cross disciplinary connections are emphasized. Curriculum planning is extensively done and faculty ensures that theory and practical aspects are correlated. Need based additions are made to the curriculum .For example during the lockdown digital education was given stresss.
Teaching and Learning	Blended learning strategies are always encouraged Experiential learning through practical work and internship Experts from different disciplines are invited to share their expertise Learner diversity is catered to Special attention to learners from vernacular background Self-learning through the use of different websites Remedial teaching integrated in form of tutorials
Examination and Evaluation	A fair blend of formative and summative evaluation Examination schedule spaced to ensure adequate time for preparations Individual Feedback given to students after all tests, examinations Reflective activity duly emphasized to encourage self-evaluation Various form of evaluation are used eg self-evaluation, peer evaluation, faculty led evaluation, evaluation of lessons by school teachers
Research and Development	Action research workshop is conducted for students The college site https://anweshan.webs.com/ is dedicated to research and showcases research work of faculty and students in form of posters and synopsis. The site also has useful resources on conducting of research Research paper reading sessions carried out from time to time help in disseminating findings of research conducted
Library, ICT and Physical Infrastructure / Instrumentation	Library resources upgraded as per the need E resources added regularly on specially dedicated blog https://granthpushp.blogspot.com/ Students and faculty undertake MOOCs to remain updated with respect to changes in ICT Regular maintenance of all physical resources

Human Resource Management	Faculty deputed to attend courses/ programmes for enhancing personal effectiveness Efforts made to create an egalitarian organization through organizing various programmes that offer a platform to showcase one's talents Stakeholder feedback sought to improvise the institutional practices Opportunities offered to ensure best use of talent in faculty and students Open, transparent style of functioning practiced
Industry Interaction / Collaboration	Sustained connections with internship schools, employers, community centres, NGOs, local HEIs, TEIs help to organize effective experiences for students and also help in faculty development/ Some faculty members share their expertise with educational bodies when invited as resource persons Collaboration with University through Board of Studies is promoted to be aware of changes in syllabi and evaluation patterns
Admission of Students	Admission is centralized. However quality improvement in this area includes extensive counseling to prospective students to help them make informed choices

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

E-governace area	Details
Planning and Development	Digital annual plan/ calendar prepared and shared among all faculty members for transparency and coordination among different departments
Administration	Office uses digitized means of communication, data storage.
Finance and Accounts	All accounts maintained in digitized form. Use of accounting software is encouraged
Student Admission and Support	Admission procedures are monitored online. Students are offered academic support through online platforms University enrolment is digitized
Examination	All data pertaining to internal evaluation is stored in digital form for easy retrieval and processing University related examination work such as filling of forms, submission of internal marks, revaluation is done online Faculty assess university papers in online mode

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2020	Nil	Nil	Nil	Nill

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Orientation to new manual for AQAROrientation to new manual for AQAR	Orientation to new manual for AQAR	23/11/2019	14/03/2020	7	1
2020	Online Course on Digital Skills for Teachers	Nil	27/04/2020	10/05/2020	3	Nill

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Interactive E-Content Creation	6	08/05/2020	15/05/2020	5

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

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

6.3.5 – Welfare schemes for

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

		Loan facility

6.4 – Financial Management and Resource Mobilization

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

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

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil
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6.4.3 – Total corpus fund generated

1200000

6.5 – Internal Quality Assurance System

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

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

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

> Parents participate in feedback exercise Give suggestions to improve college activities Participate in parents meetings

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

> • Orientation on new E office management tools • Counsellling is provided whenever required • Financial assistance provided if needed

6.5.4 – Post Accreditation initiative(s) (mention at least three)

> • Need based courses organized in E Learning • Certificate course in Counselling • Scope of Outreach programmes widened

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Curriculum Planning	15/06/2019	Nill	Nill	8

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Session on Gender Laws	13/12/2019	13/12/2019	43	5
Assembly on Girl Child Day	09/09/2019	09/09/2019	47	3
Guest lecture on the occasion of Women's day	09/03/2020	09/03/2020	90	8
Dramtizaion on women achievers	09/03/2020	09/03/2020	98	8

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

Percentage of power requirement of the University met by the renewable energy sources
Following environmental consciousness initiatives undertaken • Gandhi Jayanti Cleanliness Week 2 October to 9 October 2019 • Beach cleanliness drive 2 October 2019 • Special assemblies were held to mark days such as World Forest day (21 March) Earth Day(22 April) and Water Day (22 March). • Workshop on creating wealth out of waste • Encouraged use of shared vehicles by students

7.1.3 – Differently abled (Divyangjan) friendliness

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

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	Nill	02/10/2019	1	Beach cleaning drive	Environmental cleanliness	49

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

Title	Date of publication	Follow up(max 100 words)
Code of conduct for students regarding general discipline and etiquette	Nill	This is conveyed to students during orientation. Posters are displayed on class notice board
Code of conduct for students regarding rules to be followed during internship	Nill	Conveyed to students during the orientation for internship and reinforced during meetings with mentors.
Code of conduct for faculty and non- teaching staff	Nill	Conveyed during staff meetings as an when necessary

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Assemblies focusing on universal values	17/06/2019	18/04/2020	110

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

• Use of bicycles or use of shared vehicles for commuting • Following the Rs of Reuse, Recycle, Renew, Reduce • Avoiding wasting water • Advocating use of paper and cloth bags • Avoidance of plastic especially articles on one time use • Beautifying the campus with trees and plants • Maintenance of Composting pit

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice One 1. Title of the Practice: E Content Development Courses for Inservice teachers 2 The context that required initiation of the practice: The onset of Covid 19 pandemic caused a huge shift in the teaching learning process. Teachers found themselves in dire need of some kind of training to teach using online mode. Many teachers approached the college for some assistance and against this need based background E Content Development Courses for teachers were launched. 3. Objectives of the practice • To train in-service teachers in the use of E Learning platforms • To help teachers design and deploy effective E Learning experiences 4. The Practice The E Content

Development Course comprised of a ten to fifteen day course. Brochures for the course explaining the course content and the method of deployment were sent via social media. A Google classroom was created to disburse material in the form of videos and pdf documents. Faculty member Dr Agnes DCosta, co ordinator of the course oriented the participants. The course content consisted of screen capturing tools, creation of interactive lessons, use of online evaluation in the form of Google Form, testmoz, online quizzes. Participants learned to create interactive learning resources using platforms like H5P. Every alternate day, the coordinator posted guidelines for the use of one E learning platform. Participants would follow the same and create their own resource and post it on the Google Classroom. Thus they benefited from first-hand experience as well as by scrutinizing the material created by other teachers. Three such courses were conducted during the lockdown period and over 700 teachers benefitted from the same. Mr Anthony Dias, alumnus of the college and a school teacher deeply interested in the use of technology conducted a session on use of platforms like Peardeck, Edpuzzle and kahoot. 5. Obstacles faced and strategies adopted to overcome them There were no difficulties faced as such. Rather on a positive note, the overwhelming response for the courses was difficult to handle and hence the college organized a series of course to cater to the demand of teachers to be equipped with skills to face an online class. Since it was difficult for a single person to handle the queries of participants, other faculty members were involved in the first course conducted. From the second course onwards, participants who completed the first course also joined in as mentors. 6. Impact of the practice • Successful training of over 700 teachers who then used the E Learning tools and techniques effectively during their online interaction with their students • The practice has not been restricted to a one time training course for teachers. But during the academic year 2019-20 many school teachers would revert back to the college with their experiences and share new tools. This has helped to refine the ELearning courses conducted by the college. 7. Resources required Human Resources: Manager, Principal, Students, Co-ordinator of PUSHPADEEP, faculty, resource persons, office staff Non-human resources: ICT facilities, arrangement for Courses, stationery and other material as per the courses arranged Best Practice Two 1. Title of the Practice: Capacity Building Programme for students from marginalized area 2. The context that required initiation of the practice: Teachers are considered as social engineers. They help in capacity building programmes to ensure an equitable society. Pushpanjali College of Education is located in Palghar District which has a sizeable tribal population. Though the college is in an urban area, there is a lot of interaction with the tribal belt of the district. The college regularly collaborates with an NGO named Bosco Samajik Vikas Sanstha to sensitize students regarding the needs of the people from marginalized groups. 3. Objectives of the practice: The objectives of this practice are: • To inculcate a sense of social responsibility among student-teachers • To involve student teachers in capacity building programmes for the marginalised 4. The Practice: Bosco Samajik Vikas Sanstha is a NGO that is located in Jawahar area of Maharashtra. People from this area are mainly tribals and first generation learners. The college students visit the place every year to get first hand experience of the social conditions. Students conduct need based programmes for the tribal youth. The visits are co ordinated by Dr Sheetal Chaudhari Incharge of Community Work and by faculty member Ms Angelina Nunes. The director of the centre Fr Anaclete D'mello gave an overview about the foundation of the institution and the work that is done to ensure self sufficiency among the tribals. Students interact with the personnel to get a glimpse of what Bosco Samajik Vikas Sanstha intends to actualise in the years to come. Various activities were undertaken by the students for an enriching interaction session with the students of Bosco Samajik Vikas Sanstha. Sessions included topics like Career Guidance, Life Skills Education including inputs on Time management, Decision Making, Stress Management and Interpersonal skills.

Action songs and games were conducted for the primary section. The visit helped to sensitise the student teachers to the reality of the society that makes the fabric of our country. 5. Obstacles faced and strategies adopted to overcome them: During the interaction with the marginalized groups, it was seen that it takes time for them to get familiarized with the student-teachers. The people in the area speak a dialect which is not easily understood by the student teachers and hence at times someone may be needed to interpret the same. The challenge was overcome by seeking the mediation of personnel from Bosco Samajik Vikas Kendra. 6. Impact of the Practice: • Student teachers were sensitized to the issues faced by the marginalized groups • The youth from the society benefitted by learning various life skills • Student teachers become aware of need for social inclusion in education 7. Resources Required: Human Resources: Principal, Faculty, students, NGO personnel Non human Resources: technology such as camera to document evidences, computers for reporting, transport , other resources as per the activity arranged.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://www.pushpanjalicollege.com/BESTPRACTICES2019-20.pdf

7.3 – Institutional Distinctiveness

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

The Covid 19 pandemic that began at the end of the academic year 2019-20 impacted society as many had to make rapid adaptations to face the situation. Teaching was quite affected as schools could not function physically. The vision of the college is Education for the Life of the World. True to this vision, the college rose to the occasion and got into a proactive mode by responding to the situation. Sensing that the pandemic would prolong and online teaching would be necessary, the college formulated a programme to equip inservice teachers with skills for online teaching. The TPACK Model (Technological, Pedagogical, Content Knowledge Model) was chosen as the guiding basis. First a pilot run of the programme was conducted for alumni. About forty alumni benefited from the course. They offered constructive suggestions and also helped to refine the content of the programme. This inspired us to launch more such courses and offer them to a wider audience. Two on- line courses were successfully conducted the theme of the courses being Digital Skills for Teachers. The courses were launched using Google Platform from May 13 to May 23 and May 20 to May 31. More than 480 in service teachers from schools in Vasai, Mumbai and Pune participated in the courses. The participants created digital worksheets, digital story books, digital posters, online tests, interactive tools, interactive videos. They also learned to create blogs and launch their own YouTube channels. Teachers learned how to convert PowerPoint presentations to videos using Screen capture tools. Teachers were very grateful as these courses helped them learn important skills which would be helpful to conduct digital classes with students amid the Covid 19 crisis. The teachers who benefited continued to keep in touch with the college and approached the college for guidance when they embarked online teaching. Helping teachers to tide over the situation and face the challenges posed by lockdown with fortitude was possible due to the vision of the college 'Education for the Life of the World'.

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

8.Future Plans of Actions for Next Academic Year

- Thrust on conducting programmes for digital learning • Conducting courses on English Grammar • Capacity building for unforeseen conditions like pandemics • Creating online courses on web based platforms • Emphasizing Experiential Learning and Entrepreneurship through Lessons