Yearly Status Report - 2018-2019

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/AQAR2017-18.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/AcademicCalendar2018-19.pdf

5. Accrediation Details

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

6. Date of Establishment of IQAC

15-Jul-2004

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Development of annual plans based on perspective plan	11-Jun-2018 15	108
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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
Not applicable	Not applicable	Not applicable	2019 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)

- Organized expert talks and programmes to foster cross disciplinary connections
- Procured feedback from stakeholders, analysis and reflection exercises

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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
? Meticulous planning of curricular transaction Curricular transaction to be planned keeping in mind changes	Orientation given to S.Y.B.Ed Done during faculty meetings Completed Student satisfaction survey taken

brought due to introduction of CBCS
pattern from 2017 for F.YB.Ed and 2018
for S.Y.B.Ed ? Orientation to
studentsCurricular transaction to be
planned keeping in mind changes brought
due to introduction of CBCS pattern
from 2017 for F.YB.Ed and 2018 for
S.Y.B.Ed ? Orientation to students ?
Interaction among faculty to evaluate
the curricular transaction ? Annual
plans for all courses and departments ?
? Feedback to be taken at the end of
the year

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14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
College Development Cell	26-Sep-2019

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

Date of Visit	**17-Apr-2019**

16. Whether institutional data submitted to AISHE:	**Yes**

Year of Submission	**2019**

Date of Submission	**23-Aug-2019**

17. Does the Institution have Management Information System ?	**Yes**

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**MIS – Management Information System which is under the Dept. of Higher Technical Education, Government of Maharashtra, (Academic qualifications, inservice improvement in qualifications, information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month wise salary details of teaching nonteaching staff, Income Expenditure details of college etc. is to be provided on the website)(URL http://dhemis.maharashtra.gov.in)**

Student teachers on Roll on the University of Mumbai Website. (http://eoffice.mu.ac.in/statistical) All these three websites and information are monitored and certified through the Nodal Officer appointed at University of Mumbai. The following documents are uploaded using MIS • College profile uploaded on the NCTE website, • Data uploading on NCTE website for Geographical Information of the College, • Data for EMonitoring where entire information about the institution is to be uploaded on the NCTE website. This is currently under process. • Admissions under the Director Higher Education, Pune on B.Ed. Admission website. • Enrollment and Eligibility form are to be filled in by the student teachers on the website of University of Mumbai. • Examination forms are being filled and submitted on the University website for F.Y.B.Ed. student teachers of 201719 batch from Semester I and S.Y.B.Ed. Student teachers of 2016 18 batch from Semester III. • Internal Assessment marks of F.Y.B.Ed. student teachers of 201719 batch from Semester I Semester II and S.Y.B.Ed. Student teachers of 201618 batch from Semester III Semester IV were submitted on line on the University of Mumbai Website.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

In depth planning of all theory courses and practicum work usually done at the start of the academic year. Curriculum is prescribed by University of Mumbai. Correlation between theory and practical aspects is done carefully. Assignments which are a part of all courses are linked to practical experiences. Cross disciplinary connections are fostered . Expert lectures, workshops and other enriching inputs are integrated into the curriculum. The academic calendar reflects all activities. Care is taken to see that curriculum delivery is according to needs, interests of student- teachers. Their present and projected needs are taken into account. Important aspects of curriculum delivery include: • Formulation of course plans for all theory courses • Planning the activities of all departments • Use of technology in delivery of curriculum • Fostering cross curricular connections • Including experiential learning for transacting the curriculum • Well spaced time tables • Planned evaluation and remedial action • Inclusion of certificate courses geared to personality development • Inclusion of skill based courses, workshops for development of 21st century skills • Emphasis on Technology, pedagogy and content knowledge • Use of Web

> 2.0 technology for promoting interactive learning Documentation of curriculum delivery is done by non-digital ways through maintaining reflective journals, detailed lesson plans, assignments, tests. Faculty prepares course plans and submits to the Principal for approval. Feedback taken at the end of the year helps to find the effectiveness of delivery of curriculum. Some part of curriculum is delivered through online courses, blogs, LMS . This is documented in electronic form.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Basic Course in Yoga in coll aboration with Shri Ambika Yogashram	Nil	08/03/2019	10	Yes	Development of life skills related to physical and mental wellbeing
Course in 'Inclusive Education' in collabora tion with Dhristi	SEN Enabler	Nil	Jan 2019 to March 2019	Yes	Counseling skills necessary for teachers

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	Nil	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 Year CBCS	08/07/2019

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

	Certificate	Diploma Course
Number of Students	100	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
Street play workshop by Mr Juran lopes	24/10/2018	50
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field

			Projects / Internships
BEd	**Internship for F.Y.B.Ed (3 weeks) and S.Y.B.Ed (16 weeks)**		**99**
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

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**	**75**	**50**
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2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	**99**	**Nill**	**7**	**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
7	7	26	4	Nill	125

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

Mentoring is usually done on group basis for aspects common to all. Such mentoring is normally done one or twice a month. Each faculty member takes about 12 to 13 students for mentoring (some from F.Y.B.Ed and some from S.Y.B.Ed) . The mentor teachers meet the mentees for planning and smoothly executing the internship programme. They also co- ordinate with the mentee students for personal counselling sessions as and when required. Mentoring areas normally include guiding students regarding internship, training them to maintain reflective journals, co ordinating the lessons allotted during internship, monitoring all other activities carried out during internship including planning of co curricular activities in schools, planning and conducting unit tests and executing the action research programme. 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.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
99	7	1:14

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
7	7	Nill	1	5

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	Not applicable	Nill	Not applicable

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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	A5011	Semester-1	31/01/2019	23/04/2019
BEd	A5022	Semester-2	27/05/2019	24/08/2019
BEd	A5023	Semester- 3	12/12/2018	15/04/2019
BEd	A5014	Semester- 4	03/06/2019	03/08/2019

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

The college follows the Continuous Internal Evaluation System as prescribed by University of Mumbai. The students are oriented to each aspect of the system through sessions at the beginning of each term. Some reforms initiated by the college to ensure the smooth and successful completion of the CIE system are: • Mentoring system where students can have individual interaction with faculty for solving doubts • One on one guidance and coaching provided for lessons to be given during internship • The timetable for internal evaluation is displayed well in advance to give maximum time to prepare well • Making resources such as books, weblinks etc available to help students give their best output • Criteria for evaluation are told to students • Reflective practices encouraged • Unit test workshop helps in conducting robust unit tests • Workshops to augment the CIE process eg Puppet making workshop or workshop for making learning resources helps 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 academic calendar is prepared by the Principal and faculty at the commencement of each semester. All schedules of internal evaluation for internship, essays, class test, action research, community work, assignment submission are planned and communicated to students well in advance. The weekly timetable displayed on the notice board. In case of emergency if any internal evaluation event is to be postponed, the same is duly communicated to students via formal notice. In case an emergency situation arises where no formal notice can be given then social media is used to circulate the change in schedule. Such cases are rare and arise due to bad weather or unforeseen conditions like strikes or breakdown in public transport. Hus by and large the academic calendar is strictly adhered to and used for conducting all internal evaluation. Sometimes students may request for a change in schedule due to reasons that pertain to majority. After discussion with principal, faculty and student council, changes may be made in evaluation schedule for valid reasons.

2.6 – Student Performance and Learning Outcomes

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

http://pushpanjalicollege.com/syllabus_First_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 Year course	49	49	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/StudentSatisfactionSurvey2018-19.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	0	0	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
National Seminar 'Education for Transformation'	IQAC	23/02/2019

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

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

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	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
NIL	NIL	NIL

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)
International	Education	11	5.5
National	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
Internal Strengths and External Supports-Application of Assets Based Approach.	Dr Mabel Pimenta	An International Multidisciplinary Quarterly Research Journal -Ajanta (ISSN 2277-5730) Volume VII, Issue IV October-December 2018, a peer reviewed referred and UGC listed journal with impact factor 5.5 (Journal no. 40776)	2018	0	Pushpanjali College of Education	Nill

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	Nill	Nill	Nill	0

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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	Nill	7	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/	Number of teachers	Number of students

	collaborating agency	participated in such activities	participated in such activities
Beach cleaning drive	Vasai Beach Cleaners Organisation	1	50

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

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

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Swacch Bharat Abhiyan	Vasai Beach Cleaners Organization	Cleaning of beach	1	50
Gender Sensitization programmes	SOCIETY OF OUR LADY OF GRACE CONVENT PUSHPANJALI COLLEGE OF EDUCATION	Videos on gender issues	2	49

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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	0	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-1	11/02/2019	09/03/2019	49

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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
429000	513135

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Video Centre	Existing
Classrooms with Wi-Fi OR LAN	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	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	2014

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	3440	804141	23	8999	3463	813140
Reference Books	5039	Nill	75	Nill	5114	Nill
e-Books	49	Nill	10	Nill	59	Nill
Journals	34	231447	Nill	15939	34	247386
CD & Video	292	Nill	Nill	Nill	292	Nill
Library Automation	1	25000	Nill	Nill	1	25000

Others(specify)	3	7500	Nill	7500	3	15000

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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
Not applicable	not applicable	not applicable	Nill

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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	16	1	1	6	1	1	1	15	0
Added	1	0	0	0	0	0	0	0	0
Total	17	1	1	6	1	1	1	15	0

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

15 MBPS/ GBPS

4.3.3 – Facility for e-content

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

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
188000	214590	241000	298545

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

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

and all decisions are taken with management approval. Suggestions are invited from students via the Council members and facilities are overhauled or replaced. The playground is maintained with the support of other sister institutions.

http://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	13	17500
Financial Support from Other Sources			
a) National	GOI	17	102000
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
Street Play workshop	24/10/2018	50	Pushpanjali college of education
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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	Nill	50
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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
3	3	20

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
2-St. Jhon Jr. College and St.John High School.	49	Nill	>50	46	46

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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
2019	1	B.Ed (Two yr CBCS)	NA	Dept of English, Univ of Mumbai	M.A.inEnglish

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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
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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
Activity level No of participants Talent Display by F.Y.B.Ed college 50 Celebration of Onam college 99 Celebration of Id college 99 Celebration of Diwali college 99 (rangoli competition, aarti decoration, food stall	College	50

competition) Celebration of Chr

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
2018	Nil	National	Nill	Nill	Nill	Nill
2019	Nil	National	Nill	Nill	Nill	Nill
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

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 2018-19: • 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 • Demonstration lessons given to F.Y.B.Ed • Supervision of internship in emergency situations • Alumni Tracy DSouza, Audrey Carvalho, Mildred Gonsalves and Shifa Dias guided the students regarding facing the examinations with fortitude • Alumnus Anthony Dias conducted a workshop on 'Interactive Teaching' • Alumnus Gaurangini Kulkarni conducted a workshop on Charged Classrooms. • On Women's Day Gaurangini Kulkarni was felicitated for her role in Women empowerment. She delivered a lecture on the same • 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 • Shared Leadership during National Seminar: The National seminar on Education for Transformation was transacted due to shared leadership. The manager was the chief patron. Principal Dr Mabel Pimenta and the convenors Ms Angelina Nunes and Dr Helen Jadhav were in charge of main logistics regarding hosting the seminar and publication of papers. Faculty members Dr Sheetal Chaudhari, Dr Agnes DCosta co ordinated with the resource persons and assisted in the review of papers. Technological support was given by Ms Nikita Rebello. Alumni member Dr Cindrella DMello was chairperson for the paper presentations. Student Council members were involved as rapporteurs and anchors for the seminar. The office staff and support helped with registration and hospitality. Regular meetings and coordination of different sub committees with the steering committee helped to see that the seminar was successfully held • Student Council support in Certificate Courses and Extension Work: Two Certificate Courses were organized in the year 2018-19. The F.Y.B.Ed students completed a ten day 30 hour course on Yoga . This was held in collaboration with Shree Ambika Yogashram. Initila arrangements for the programme were looked after by the faculty. Once the course began the resources of Student Council were integrated and they looked after the arrangements, supervision of activities, attendance, maintenance of records and completion of the course. The S.Y.B.Ed students undertook a course in Counseling Skills. This course was conducted by Dhristi Foundation. Student leaders undertook responsibilities like supporting peers to complete the course successfully. Similarly all Community activities like visits to community centres, civic activities like beach cleaning were completely organized and managed by the students, with due guidance from the faculty. All co-curricular activities are entirely envisioned and executed by the students. These platforms give them an opportunity to showcase their skills and also develop necessary leadership skills.

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

Yes

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Admission of Students	Admission is centralized. However quality improvement in this area includes extensive counseling to prospective students to help them make informed choices
Industry Interaction / Collaboration	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
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
Library, ICT and Physical Infrastructure / Instrumentation	Library resources upgraded as per the need E resources added regularly on specially dedicated blogpsot https://granthpushp.blogspot.com/ Students and faculty undertake MOOCs to remain updated with respect to changes in ICT Regular maintenance of all physical resources
Research and Development	Faculty is encouraged to undertake action research so as to enhance the effectiveness of teaching learning activities. The college site https://anweshan.webs.com/ is dedicated to research and showcases research work of faculty and students in form of posters and synopsis. The site also has useful resources on conducting of research Research paper reading sessions carried out from time to time help in disseminating findings of research conducted
Examination and Evaluation	Variety of Evaluation strategies used for formative evaluation Examination schedule spaced to ensure adequate time for preparations Individual Feedback after all tests, examinations Reflective activity duly emphasized to encourage self-evaluation Various form of evaluation are used eg self-evaluation, peer evaluation, faculty led evaluation, evaluation of lessons by school teachers
Teaching and Learning	Experiential learning through practical work and internship Emphasis on 24 x 7 learning using blended learning strategies Experts from different disciplines are invited to share their expertise Differentiated learning experiences provided to meet learner diversity Self-learning through

	the use of different websites Remedial teaching integrated in form of tutorials
Curriculum Development	The college implements the curriculum designed by the University of Mumbai. However additional inputs are integrated and cross disciplinary connections are duly emphasized. Curriculum planning is extensively done and faculty ensures that theory and practical aspects are correlated.

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
2018	Dr Agnes D'Costa	Preparing Learners for Changing Global Trends in Education	St Thresas Institute of Education	750
2018	Dr Helen Jadhav	Preparing Learners for Changing Global Trends in Education	St Thresas Institute of Education	750

2018	Ms Angelina Nunes	Preparing Learners for Changing Global Trends in Education	St Thresas Institute of Education	750
2018	Dr Sheetal Chaudhari	Preparing Learners for Changing Global Trends in Education	St Thresas Institute of Education	750
2018	Dr Mabel Pimenta	Preparing Learners for Changing Global Trends in Education	St Theresas Institute of Education	750

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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	Education for Transformation	NIL	23/02/2019	Nill	8	Nill
2018	Poetry composition competition	Poetry composition competition	18/12/2018	Nill	8	6

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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
NIL	Nill	Nill	Nill	0

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
6	6	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)

• Counselling for staff as per need • Office staff deputed to attend courses organized for human resource development • Orientation to digital support given to office staff

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

• Regular Certificate Courses held for students to enhance employability skills • Feedback from stakeholders continued for quality enhancement • Organization of National Seminar on Education for Transformation

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
2018	Curriculum Planning	11/06/2018	11/06/2018	13/06/2018	8
2018	IQAC meetings	14/08/2018	03/12/2018	Nill	8
2019	Annual Feedback exercises and analysis of the same	08/04/2019	09/04/2019	27/05/2019	8
2019	National Seminar organized	22/02/2019	23/02/2019	23/02/2019	30
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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	01/12/2018	03/12/2018	47	3
Assembly on Girl Child Day	08/09/2018	Nill	46	3
Guest lecture on the occasion of Women's day	08/03/2019	Nill	93	6
Videos created by students on the theme 'Better the balance , better the world'	08/03/2019	10/03/2019	47	3

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 • Orientation for Pollution free celebration of festivals during internship • Beach cleanliness drive 2 October 2018 • Presentation on Environment based themes in November- Conservation of Water Resources-Contribution of Rajendra Singh, Jalbiradari Project in Rajasthan, Pani Panchayat by Vilasrao Salunke, Contribution of Dr. Rani Bung and Dr. Baba Amte • An Excursion to Jowhar to experience water conservation, check dams and modern methods of irrigation. • February 2019-

During third phase of internship the teacher trainees oriented the students of junior college about 'Ban on plastic use by the government-Why and How? The program included prevention, reuse and recycle of plastic and use of alternative means. • Workshop on creating wealth out of waste • Street play on the theme 'Conservation of the Environment' • 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	10
Braille Software/facilities	No	Nill
Rest Rooms	No	Nill
Scribes for examination	Yes	1
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
2018	1	1	02/10/2018	1	Beach cleaning drive	Environmental cleanliness	51
2018	1	1	16/07/2018	15	Remedial classes for marginalized girls	Education of marginalized girls	99
2018	1	1	01/08/2018	25	Remedial classes for marginalized girls	Education of marginalized girls	99
2019	1	1	07/01/2019	20	Remedial classes for marginalized girls	Education of marginalized girls	99

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
Observation of important events like Women's day, Girl child day, Water day, Earth day, Mathematics Day, Science day, Hindi Day, Marathi day, Reading day, Teachers' day	18/06/2018	30/04/2019	110

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

• Following the Rs of Reuse, Recycle, Renew, Reduce • Avoiding wasting water • Advocating use of paper and cloth bags • Use of bicycles or use of shared vehicles for commuting • 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: Certificate Courses for Capacity Building 2 The context that required initiation of the practice The College believes in Liberating, Inspiring, Formative and Empowering Education'. Discussion with employers and alumni pointed to the need for teachers to be equipped with skills for multiple roles such as being a counselor and mentor to students. Teachers need to know how to make inclusive education practical. To initiate these skills in aspirant teachers the college launched a programme of conducting certificate courses beneficial to prospective teachers. 3. Objectives of the practice • To enable the student-teachers to develop a deep insight into various needs of school students • To equip student-teachers with skills required to counsel and mentor school students • To help student-teachers imbibe skills for personal management 4. The Practice Two Certificate Courses were organized for the student-teachers. The first course was conducted

in collaboration with Dhristi and the topic was 'Capacity Building for Enabling Inclusion'. The course was a two month long course conducted through Blended Mode. Students enrolled and were provided learning material for self-perusal. Besides this they had face to face and online sessions with the course directors and other personnel involved in Inclusive Education. Formative and summative evaluation helped to evaluate their progress. Assignments had to be duly submitted. At the end a certificate was issued to those who successfully completed the course. The second certificate course was on Yoga, this being organized in collaboration with Shree Ambika Yogashram. The course helped the participants to learn about the basics of yoga including cleansing procedures (shuddhikriya), postures (asanas), healthy food (satvik diet), breathing (pranayama) and other techniques useful to enhance concentration and mental balance. Students who completed the ten day course were awarded certificates. Other than the above mentioned courses, student shad workshops in self defence, street play presentation and puppet making. They participated in a workshop on Interactive Teaching and attended man guest lectures that facilitated cross disciplinary connections. Thus competency building and skill enhancement were the two focus areas addressed by the above mentioned sessions. 5. Obstacles faced and strategies adopted to overcome them There are no obstacles in the organization and execution of these courses and sessions. The Principal monitored the organization of the Course on Inclusive Education. Pushpadeep (Pushpanjali's Dept for Extension Education Programmes) monitored the organization of the other programmes. All programmes were organized with the student council playing an important role. 6. Impact of the practice Through these courses, students were able to understand their role in supporting an ethos for inclusivity in schools. They were equipped with essential skills for the same such as creating Individualized Educational Plans (IEPs). Psychomotor skills were developed through the workshop on Self Defense skills. The Course in Yoga helped in understanding the importance of balanced in life. 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: Engaging Learners through Experiential Learning 2. The context that required initiation of the practice: A robust Teacher Education Programme must find the right blend of theory and practice. Experience plays a vital role in connecting classroom inputs with practical application of what ones learns on the classroom. With this aim in view, the college organizes activities that provide an opportunity to learn through experience. 3. Objectives of the practice: The objectives of this practice are: • To blend theoretical inputs with practical experiences • To enhance skills of observation, critical thinking • To appreciate cross disciplinary connections 4. The Practice: The College has a number of cells and clubs which undertake various activities to promote experiential learning. A list of these activities is shown in the table below Name of the Club/Cell Activities Rucha Literature Club Celebration of Hindi Day (14 Sept), Reading Day (15 Oct), Marathi Day (27 Feb) with competitions and events to promote language learning and literary creativity Pushpaganit Mathematics Club Mathematics Trail, seminar on contribution of Mathematicians Immensa Commerce Club Visit to Bank, Visit to weekly market, Visit to small scale industry, creation of advertisements, creation of lap books on careers Itihaas History Club Exhibition on the occasion of 150th birth anniversary of Mahatma Gandhi, focused group discussion on role of newspapers in teaching History, observation of 100th anniversary of Jalianwala Baug massacre, observation of Constitution Day Eureka Science Club Celebration of National Science Day (28 Feb) , Organisation of quiz Streevani Women's Cell Self-defense Workshop, Nutrition Fiesta, video making on gender issues Anweshan Research Cell Workshop on Research Methodology, Annual Paper Reading Session Vasundhara Environmental Club Plant a sapling drive, essay and poster competitions on Environment

related themes, Beach cleaning drive, promoting recycling, celebration of Earth Week . All the above mentioned activities were carefully planned by the faculty in charge and the students. Students were oriented to the purpose of the activity. Expected involvement was also clarified. Thus students came well prepared for the activities. For example, if it was a visit to a bank or an industry then they came with the interview schedule. Students are aware that such activities are for enhancing knowledge, imbibing attitudes and developing skills. Active participation and reflection form the twin pillars of all activities. Pre-activity preparation, during activity participation and post-activity reflection is the three pronged approach that make the activity fruitful. The outcome if this is meaningful experiential learning. The faculty aims at providing such experiential learning to support theoretical inputs wherever there is scope. 5. Obstacles faced and strategies adopted to overcome them: There are no obstacles as such. Careful planning, procuring necessary permissions and following proper etiquette help to have smooth execution of the activities. Sometimes a difficulty may arise when the activity is in progress. At such times, the issue has to be resolved as per the difficulty faced. 6. Impact of the Practice: Since students are involved in organizing and executing the activities, they develop essential skills like planning, problem solving, conflict management, team building and decision making. Students are able to see the connection between theory and practical work. Eg a visit to a small scale industry gave insights regarding entrepreneurship which is included in the syllabus of Organisation of Commerce at Junior college level. Experiences got through the Language Club helped in the Interdisciplinary course Language across Curriculum. Activities organized by the Environmental Club help to build a sense of social responsibilities. 7. Resources Required: Human Resources: Principal, Faculty for visualizing the activities, students to organize and implement the activities, rapporteur 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/BESTPRACTICES2018-19.pdf

7.3 – Institutional Distinctiveness

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

The vision of the college is Education for the Life of the World. The mission of the college is to impart liberating, inspiring, formative and empowering education to all. The vision of the college impacts all spheres of action such as academic, co curricular, community outreach and connecting to local and global needs. The college focuses on a holistic Teacher- Education programme, Since teachers have to perform multiple roles , a good Teacher-Education Programme must emphasize on preparing student-teachers for the same. Hence the thrust is to go beyond the set curriculum and equip student-teachers with skills in counseling and self management. For this a Certificate Course in Counselling Skills was initiated. Here students learned various counseling skills, techniques and tools. They were oriented to how to identify issues faced by students and how to help students find viable solutions to these issues. The Certificate Course in Yoga emphasized the importance of self-management through balanced health of body and mind. Besides these programmes, the college has regularly stressed the need to be a lifelong learner and initiatives taken in this regard include encouraging the use of Open Education Resources for learning. The college has updated its e resources which are displayed on the library blog www.granthpushp.blogspot.com . Students are guided regarding the need do library reference work, attend seminars,

participate in research and such activities which will imbibe the spirit of lifelong learning. The results of such endeavours were evident from the fact that all students successfully completed the Certificate Courses and were involved in Self learning.

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

8.Future Plans of Actions for Next Academic Year

• Competency development of inservice teachers in use of tech based tools required for contemporary classrooms • Encouraging students to participate in Massive Open Online Courses (MOOCs) and Certificate courses for enhancement of skills • Competency and skill development courses for students to orient them to emerging areas in Education • Renovating the premises as per the need