

PART A :

Teamwork is the ability to work together toward a common vision.

The ability to direct individual accomplishment toward organizational objectives.

It is the fuel that allows common people to attain uncommon results.

~Andrew Carnegie

Success in any sphere of life necessitates the following: a well thought and refined plan of action, a transformational leader at the helm of affairs, dedication and commitment of the team members to accept the plan as their own and see it to effective completion and the co-operation and support of the community. The field of education is no different. When the institution looks back in retrospect at what milestones were achieved thus, the above necessities seem inevitable. We hereby provide a detailed account of our achievements as part A of the Annual Quality Assurance report:

1.- Compliance with the N.A.A.C. recommendations-

The N.A.A.C. peer team visited our institution on 17th, 18th and 19th March 2010. After thorough study of Self Study Report and observations of the peer team the college was accredited as "B". The team also gave valuable recommendations for further improvement, the compliance of which has become the first priority for the institution. The institution has chalked out the following plan of action for this purpose:

Criterion wise Analysis	Observations by the NAAC Peer Team	What we have accomplished so far
Curricular design and development	<ul style="list-style-type: none"> • The curriculum is prescribed by the affiliation University • The Principal is a member of the BOS (Education) • Issues like value education are included in the curriculum 	
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> • 11 teaching subjects and 3 electives are offered by the College for B.Ed. • Two elective papers are taught by the college at M. Ed. level. • No specific identification of weak students is attempted. • Students have opportunities to engage themselves in various co curricular activities. 	<ul style="list-style-type: none"> • Remedial teaching infused along with tutorials • Special Diagnostic and Remedial portfolio created to help learners in theory as well as practicum • Problems diagnosed during PT are remedied by enabling these learners to give lessons in simulated situations • After Essays, Content tests, Term exams, weak achievers are identified and guidelines are given for improving performances.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • Feedback is obtained from the students about the curriculum. • No formal feedback about 	<ul style="list-style-type: none"> • Suitable steps are taken with advise from the PT schools,

	<p>curriculum or its transaction is obtained from alumni, parents.</p> <ul style="list-style-type: none"> • Feedback is obtained from the schools about teaching practice. 	<p>such as</p> <ul style="list-style-type: none"> - making use of technology, - using innovative teaching methods, - enhancing interaction of teachers and students in class, - helping in revision before exams, - covering a sizeable part of the syllabus etc.
2.1.4 Curriculum Update	<ul style="list-style-type: none"> • The curriculum was revised by the University in the last 5 years – B.Ed. & M. Ed. • The college conducts regular staff meetings for implementation of revised Curriculum • Syllabus based instructional strategies are planned by the individual teacher 	
2.1.5 Best Practices in Curricular	<ul style="list-style-type: none"> • Instructional Strategies are planned and combination of methods is adopted 	

Aspects (If any):		
2.1.1 Admission Process and Student Profile	<ul style="list-style-type: none"> • Admissions to B.Ed. are conducted by the University based on the merit in qualifying examination, admission test and interviews • The College has admitted less students that allotted by the NCTE both in M. Ed and B. Ed. • The College is yet to develop formal profile of students. 	<ul style="list-style-type: none"> • In the year 2010-11, we have a full strength of 100 students at the B Ed level • At the M Ed level, the strength has gone up to 21 learners • At the PGDME level, we have 24 learners.
2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none"> • The College is very much alive to appreciate the diverse needs of learners. • College has some useful software for visually challenged persons. • But needs to strengthen remedial teaching for those who do not do well. 	<ul style="list-style-type: none"> • Remedial teaching infused along with tutorials • Special Diagnostic and Remedial portfolio created to help learners in theory as well as practicum • Problems diagnosed during PT are remedied by enabling these learners to give lessons in simulated situations • After Essays, Content tests, Term exams, weak achievers are identified and guidelines are given for improving performances as well as 3

		Open book assignments are conducted as against the normal 1 prescribed by the University of Mumbai.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> • Lecture method supplemented by assignments, projects, practicum, PPP etc. • Classroom interactions are, by and large, bilingual • Teacher Educators make full use of Transparencies and power point presentation in their teaching. • Preparation before school experience includes micro teaching and demonstration lessons. 	
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • There are two temporary teachers on consolidated salary and an adjunct professor. • Two teachers have Ph. D degrees. The teachers need more exposure through refresher and orientation • Faculty should be encouraged to publish papers. 	<ul style="list-style-type: none"> • Faculty development programs- The suggestion related to sending the faculty for refresher programs is very much under consideration • Meanwhile they will be encouraged to participate in various academic programs like seminars and workshops.

		<p>In the month of June all the faculty members have attended a workshop on research methodology conducted by the Dept. Of Education , Mumbai University.</p> <ul style="list-style-type: none">• One of our faculty members Ms. Rupal Thakkar has presented a paper on “Capacity Building in Teacher Education: A Vogue to Professional Development.” In a World Conference held at Lovely University, Phagwara on Nov12-13, 2010.• Regarding publications our principal Dr. Vasundhara Padmanabhan has conducted an orientation on “ writing and publishing paper in international journals”• . All the faculty members have presented research based papers in our senior scholars’ seminar on the theme of
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		“Transformational leadership.”
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> • There are plenty of activities assigned to students as part of their internal assessment • As per the university norms division is awarded taking aggregate of marks in theory and practical. 	
.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	<ul style="list-style-type: none"> • Liaison with school is encouraging. Some TP Schools are quite progressive 	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • 2 faculty members are recognized guide and have registered 5 students under their supervision. One staff member I currently pursuing doctoral degree. • The teaching schedule is adjusted as and when required • There is no budgetary provision to facilitate research 	<ul style="list-style-type: none"> • This number has gone up to 8. Few more students are in the process of submission of the research proposal.
2.3.2 Research and Publications	<ul style="list-style-type: none"> • Faculty should be encouraged to take up research projects. 	<ul style="list-style-type: none"> • Regarding publications our principal Dr. Vasundhara

<p>Output:</p>	<ul style="list-style-type: none"> • The college is not recognized by UGC under 2(f) and 12 (b) and therefore is not entitled for research grant. • Teachers need to be encouraged to publish papers in journals of repute though some papers have been published in Journals of repute though some papers have been published in Journals and magazines. • 7 minor research projects have been completed by the Faculty 	<p>Padmanabhan has conducted an orientation on “ writing and publishing paper in international journals”.</p> <ul style="list-style-type: none"> • All the faculty members have presented research based papers in our senior scholars’ seminar on the theme of “Transformational leadership.” • The institution is still in the process of obtaining recognition by UGC under 2(f) and 12 (b).
<p>2.3.3 Consultancy:</p>	<ul style="list-style-type: none"> • Institution is yet to develop expertise to provide consultancy services in respect of research or to NGOs. • The College organizes training programe and thus supplement the earnings. 	<ul style="list-style-type: none"> • The research methodology course was conducted in the present academic year. The expertise was provided by 3 faculty members of our college for about 10 participants , some from the sister institutions at Somaiya Vidyavihar and a few from other B Ed colleges. • A Study skills workshop was conducted for the

		visually challenged learners of RUIA College by our faculty members in Aug 2010.
2.3.4 Extension Activities:	<ul style="list-style-type: none"> • There is visible College and community interface. • College does not have NSS program yet • College does help children with disabilities and take up other social service by the students. 	<ul style="list-style-type: none"> • Since B Ed is a 1 Year course, NSS is not feasible. Hence Community work of 20 hours and Extension work activities are undertaken by students • A Study skills workshop was conducted for the visually challenged learners of RUIA College by our faculty members in Aug 2010. • The research based project for our B Ed learners involved developing an audio CD for the Visually challenged learners of RUIA College, conducting an Environmental awareness program for them , enhancing their ability to draw and interpret diagrams in Economics via the use of Tactile paper etc. • A case study of children / adults with mental

		retardedness was conducted for the inmates of Skill and Ability grouping.
2.3.5 Collaborations:	<ul style="list-style-type: none"> • The college does not have collaboration with State and Central Govt. agencies. • They have association with TATA Interaction System 	<ul style="list-style-type: none"> • This year we are in the process of tying up with CIET for preparing online courses in education.
2.3.6. Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • Students develop compassion for special need children 	<ul style="list-style-type: none"> • The year 2010-11 was selected for working with visually challenged learners of RUIA college. • A Study skills workshop was conducted for the visually challenged learners of RUIA College by our faculty members in Aug 2010. • The research based project for our B Ed learners involved developing an audio CD for the Visually challenged learners of RUIA College, conducting an Environmental awareness program for them , enhancing their ability to draw and interpret diagrams in

		<p>Economics via the use of Tactile paper etc.</p> <ul style="list-style-type: none"> • A case study of children / adults with mental retardedness was conducted for the inmates of Skill and Ability grouping.
<p>2.4.1 Physical Facilities for Learning:</p>	<ul style="list-style-type: none"> • The college has adequate physical infrastructure. • Educational Technology, Science Labs need refurbishment • Computer laboratory has 25 sets and is connected with internet • Psychological Lab needs to be developed further. 	<ul style="list-style-type: none"> • The institution has prepared an action plan for setting science, Mathematics , social studies labs which will be functional by the end of the academic year 2010-11 • New Psychological tools worth 8,000/- have been added in Nov 2010 • The Psychology lab will be maintained and updated by allotting a sum of Rs 10,000/- per annum .
<p>2.4.2. Maintenance of Infrastructure:</p>	<ul style="list-style-type: none"> • The college mobilizes own funds for maintenance. Maintenance is appreciable • Sport facilities are shared with other institutions of the Trust • College also receives donations 	

	from its members (Society)	
2.4.3 Library as a Learning Resources	<ul style="list-style-type: none"> • The library claims to have about 6,500 books and reference books. • It subscribes to 13 Journals and 10 magazines • The library is partially automated, further work is on • Reading room facility available for students is adequate. 	<ul style="list-style-type: none"> • Due to the Space crunch, the institution plans to subscribe to E-books and e-journals to update its Library.
2.4.4. ICT as Learning Resources:	<ul style="list-style-type: none"> • The college has its own computer laboratory and uses this facility for other students and faculty as a teaching learning resource • Internet facility is available almost everywhere in the premises • ICT facility open to both students & faculty members • The college has launched its website and is functional 	
2.4.5 Other Facilities:	<ul style="list-style-type: none"> • The college needs to strengthen space for girl's common room. • The general college ambience is pleasing 	

	<ul style="list-style-type: none"> • The college does not have its own canteen but common facility is available in the campus • First aid is made available in the College premises. 	
2.4.6 Best practices in Infrastructure and Learning Resources (if any)	<ul style="list-style-type: none"> • Sharing of resources 	
2.5.1 Student Progression:	<ul style="list-style-type: none"> • Dropout rate is negligible • Through tests & assignments students progression monitored. • Almost 50% marks are allotted to Teaching Practice, Practicum and internal assessment which gives ample space for variety of assignments. 	
2.5.2 Student Support:	<ul style="list-style-type: none"> • Orientation provided in the beginning of academic session. • No financial support is available to students • Tuition fee is a bit too high • The college does have mentoring system in place. 	<ul style="list-style-type: none"> • The institution has taken a decision of providing the financial assistance to needy students, for which 5% of self generated funds will be allotted. This decision has been endorsed in LMC meeting.

	<p>Place cell is quite active and has a good track record</p> <ul style="list-style-type: none"> • Personal counseling services need to be strengthened 	<ul style="list-style-type: none"> • The alumni association of the institution has set aside a fixed sum which will be used to sponsor/provide scholarships to needy and deserving students from the next academic year.
2.5.3 Student Activities:	<ul style="list-style-type: none"> • The college organizes cultural programs. • The students have a Council. • Students participate in inter-collegiate sport and cultural events • Social science club, Nature club, Debating club, etc., may also be developed. 	<ul style="list-style-type: none"> • The institution does have a History club, Mathematics club, environmental club, language club and social studies club. • Under the above auspices, notice board decorations, educational visits, workshops are conducted and special days like ozone day, green consumer day etc are celebrated .
2.5.4 Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • Students are encouraged to participate actively in bringing out College Magazine 	<ul style="list-style-type: none"> • A special magazine committee consisting of language proficient students and teachers is set up which actively looks after the publication of the college

		<p>magazine.</p> <ul style="list-style-type: none"> • The college has to date published 2 annual college magazines.
<p>2.6.1 Institutional Vision and Leadership:</p>	<ul style="list-style-type: none"> • Vision of the Institution is focused. • The decisions are taken democratically. • The academic leadership encourages young faculty to adopt innovative methods 	
<p>2.6.2 Organizational Arrangements:</p>	<ul style="list-style-type: none"> • Management structure as per rule. • Management is alive to the needs of the College • Participative management is encouraged. • The college does not have any evidence of grievance re-addressal mechanism. Claims no need as there were no grievances in the past 	<ul style="list-style-type: none"> • The college has set up a formal Grievance Redressal mechanism. A proper cell for the students' and faculty members is set up. 2 senior teachers are allotted the job of documenting the grievances and offering counseling to the students.
<p>2.6.3 Strategy Development and Deployment:</p>	<ul style="list-style-type: none"> • The college does not have clear plans for expansion • Needs to address human 	<ul style="list-style-type: none"> • Since the college is a recognized Ph D centre with 2 guides, it intends to conduct

	<p>resource needs</p> <ul style="list-style-type: none"> • The College strives for faculty improvement plans in its own way. 	<p>the Research methodology course for its Research scholars from the year 2011-12</p> <ul style="list-style-type: none"> • Regular faculty meetings ensures that the system in the college works smoothly and all grievances are handled in a timely and skillful manner.
<p>2.6.4 Human Resource Management:</p>	<ul style="list-style-type: none"> • The college should initiate to have manpower as per NCTE norms and there are more courses introduced in recent past • Self-appraisal, peer evaluation and student evaluation mechanisms should not remain on paper but need to be used for better staff development • Staff strength is not as per the NCTE norms. 	<ul style="list-style-type: none"> • The B.Ed section has 7 faculty members of which 6 have cleared NET or SET. • Those who are not post graduates have enrolled themselves in PG programs. • The M.Ed section has 21 students. This section has 3 full-fledged faculty members. Besides the guest faculty is involved to take 1 paper. • Next year the institution intends to promote 2 B.Ed faculty members to M.Ed section and recruited more

		teachers for B.Ed program.
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • The management is active and vigilant. • The college accounts audited regularly and objections are addressed • Recently College has introduced the provision of gratuity • Computerization of finance, admission, and administration is yet to be attained. • Two scholarship to students are also offered 	
2.6.6 Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> • Interest free loan facilities are available 	

2. Seminars and workshops-

The college decided to conduct a national seminar under the umbrella of “Senior Scholar Seminar Series” on the theme “Smart technology for the 21st Century Education. This seminar was organized in the month of February 2011.

Smart technologies have still not made a major foray into the field of education. But the prospects and challenges that it offers can be harnessed optimally, if people in the field

of education are educated about it. While the educationists in developed countries are deliberating on developing 21st century skills, we in India are still grappling with the various technologies to develop digital age literacy among students.... the hard reality is that making the billions of not-so-lucky children net savvy (which is a pre requisite for training in 21st century skills) appears to be a nightmare, if not impossible.... Our institution believes firmly in doing all that it can to enhance the quality of education by bridging this digital divide.

The college is also looking forward to organizing an international seminar on- **Building Asynchronous Teaching-Learning Environments: Opportunities and Challenges**, as a step ahead of the SSSS theme. Here we would like to optimize the potentialities of the basic as well as advanced level technologies to create fertile teaching learning environments for our learners. Deliberating on the challenges that emerge will help us gauge whether technology *is* the answer to the perils of today's system of education or we still need the aid of age old traditional methods to combat the same.

3. Faculty professional development programs-

The institution is deeply concerned about the professional development of the faculty members. For this purpose we organize following activities on a regular basis-

- a. Faculty forum (twice in a month on Tuesdays) in which the faculty presentations on various themes are organized.
- b. Research paper reading sessions (twice a months on Saturdays) in which research scholars from the field of Education are invited to present their scholarly work.
- c. Encouraging the faculty members to attend academic events in other institutions.
- d. Facilitating the faculty members' publications in peer reviewed journals.
- e. Encouraging the faculty to enroll in higher academic programs.

Apart from regular organization of these events some purposeful action steps will be taken in this context-

- i.- organizing a workshop on writing and publishing papers of international standard,
- ii.- enrolling 3 faculty members in Ph.D. program,
- iii.- encouraging all those faculty members complete their post graduation who have not done it at the time of their recruitment,
- iv.- providing academic support to those faculty members who have not cleared their SET or NET.

4. Community work-

The institution has taken a policy decision of working for the children with special educational needs. It is in this context we will chalk out a year long program for the benefit of visually challenged students from Ruia College. This program will include activities like-

- **Personality Development program**

Visually impaired children often face problems in all the areas .Especially social transition when shifting from college to the world of work. They need to be at par with the other students. It is the responsibility of future teachers who needed to contribute to the development of such students.

So the student teachers interviewed 14 visually handicapped students of Ruia College, Matunga belonging to STD XI, XII and some from T.Y. to find out the problems.

They found that the students were very confident about themselves and also they took part in most of the college activities. Overall the report gathered were positive but there

were a few areas where they needed help such as confidence, fluency in English, carrying of oneself, choice in careers.

Thus the student teachers came up with a need for development of module for personality development .This module included Public speaking, Grooming, Yoga, Self Defence, Career Guidance

Broad aims for the development of the module :

1. To equip the students with the public speaking skills
2. To enable the students to make use of yogic asanas for coping with stress
3. .To enable the pupil to acquire the different strategies based on self defense
4. To create an awareness of the career prospects available for them
5. To enable the pupil to acquire knowledge of how to face an interview.

The following were the day wise activities organized related to each of the components

Day 1	The art of Public Speaking	<ul style="list-style-type: none"> • Tips on gestures, postures, body language, day-to-day conversation. • Tips to face and interview.
Day2	Grooming	<ul style="list-style-type: none"> • tips on simple grooming for males and females
Day3	Yoga asanas	<ul style="list-style-type: none"> • Yoga asanas for relieving stress and developing confidence • Meditation.

Day4	Self defense techniques	<ul style="list-style-type: none"> • Simple tips like making use of keys, pins, etc to save oneself. • Demonstration of Judo techniques
Day5	Career guidance & Roleplay on interview	<ul style="list-style-type: none"> • Information on different careers like lawyers, educator, singer, radio jockey etc. • A mock interview
Day6	Singing and Dancing	<ul style="list-style-type: none"> • Demonstration of certain dancing styles like salsa • Playing musical instruments and light singing

After implementation of the module, the student teachers went to check what changes in those students. There was a tremendous change in the student's way of speaking, dressing, confidence. The students had started practicing Yoga everyday, which had helped them to relax and relieve their stress. Self Defense tips also made them confident enough and save themselves in difficult situation. Also the students were aware of how to face an interview with confidence. The students discovered the right field into which they could enter.

- English speaking program

Globalization, Privatization and liberalization have opened career openings for this generation all around the globe. But partaking of these prospects demands that one is competent enough to obtain, sustain and retain the jobs available. Today talent alone will not suffice the means to communicate and its importance are vital in this

age of advertising. The significance of language today and particularly English cannot be discounted.

Our VCLs too need to optimize the benefits of this changing scenario to better their own careers and enjoy quality life. But very often people and the community give up on them, as dealing with them necessitates, patience and philanthropy. Just like our founder , late Shri K J Somaiya ,we at the KJS College of Education feel that one should give back to society in a multifold manner what one has received.

To this end, our English method students of B Ed along with Dr Kalpana Kharade and Ms Rupal Thakkar have been working persistently to develop a module on English speaking skills. The module, in its very young stage , has been pilot tested this year on sighted learners. With appropriate modifications , the module will be refined to suit the needs of the VCLs.

- **Environmental awareness program**

Very often one leaves out the VCLs when it comes to Environmental issues. The common perception is that since these children cannot *SEE* the world around them, educating them is a futile attempt.

But we forget that *feeling and sensing* are far more vital than just *seeing* the world. These VCLs are far more knowledgeable and perceptive to the world in which they live even much more than sighted people.! This truth was discovered by our B Ed learners when they conducted a survey on Environmental awareness on these VCLs .

The institution plans to take this ahead, by preparing a module on Environmental education for enhancing the awareness of these VCLs.

- **Developing audio tutorials for language students**

Based on need analysis, it was discovered that the Visually challenged learners were soon to appear for their final year examinations. As preparation for the same, they needed a reader who could read the material to them over and over again till they mastered the concept. Very often parents or peers were roped in for this. But constraints of time, fatigue, impatience etc intervened as a result of which these VCLs were left to fend for themselves.

It was with this in mind that Dr Kalpana Kharade along with Ms Hema Peese came up with the unique idea of using technology for the benefit of these learners. 1 CD each in Marathi and Hindi were developed on a trial basis to aid these learners. As a result , the learners now had no need for a reader as well as they could play the CD over and over again, without technology being fatigued. Thus self reliance to a certain degree and individualized instruction could be achieved for these learners.

- **Developing instructional material in Economics in tactile form**

Here a need analysis on what help could be rendered to the visually challenged learners was meticulously carried out. Our learners were from Standard XI of the Commerce faculty. While learning Economics , they came across certain diagrams which they were told to eliminate from their course of study. These VCL felt they were not in any way lesser than sighted learners and they could master the diagrams if they were delivered in an appropriate manner for their study.

Our B Ed students , took this up as a challenge. They first identified topics which were part of their exams for the VCL. They set about using tactile papers to trace the diagrams and converted the text in them into Braille. They then compiled all of this in to a book that the learner could use for study after being oriented about hoe to best use the book.. After about 3 days, the learners felt that this worked ! They could use the same technique for all subjects wherein diagrams were a part.

Our students felt an immense sense of accomplishment.

We plan to continue our efforts in a sustained manner with a more comprehensive scope in the next academic year.... As ,

Vision is not a matter of the eyes, but rather the attitude!

5. Extension work-

In keeping with our vision and mission we will extend our expertise for the benefit of marginalized sections of the community. The teaching faculty under the expertise of Dr Kalpana Kharade culled out a 1 day workshop on “developing study skills among the visually challenged students”. The workshop was conducted in the month of August 2010.

The detailed schedule is as given below :

Sr. No		Items	Faculty Incharge	Duration
1.		Surveying the learning difficulties & self efficacy of the target group	Dr. Vasundhara Padmanabhan & group	1 hour
2.	2.1	Concept of Study Skills Information Gathering Skills (Referencing & Textbook Study Strategies)	Dr. Kalpana Kharade & Ms. Trupti More	40 min
	2.2	Information Storage Skills		

		- Note Taking - Note Making	Ms. Raju Talreja	1 hour
		- Organising Study Material	Ms. Usha Sharma	20 min
	2.3	Retrieval Skills	Ms. Sunita Britto	30 min
3.				
	3.1	Time Management, Stress Management & Self Motivation for the study	Ms. Rupal Thakkar	30 min
	3.2	Memory Techniques	Ms. Usha Sharma	10 min
4.		Preparing for the test	Ms. Hema Pesse	40 min
5.		Sharing of experiences by the students		10 min

The above workshop was a need based one. Dr Kalpana Kharade is herself visually challenged, and is an active crusader to ensure that society is aware of the needs of visually challenged learners and proactively conduct programs for them.

The response received from the VCLs was overwhelming. The teaching faculty felt a sense of satisfaction at being able to do their bit for these special children. An extension of the activities were undertaken when the institution implemented various modules such as the use of tactile papers to teach Economics diagrams, use of audio material etc as part of the Research projects this year. The institution plans to take up many more such activities for the VCLs in the coming years.

6. Cultural events-

The college provides its students numerous opportunities for co-curricular activities to enrich their cultural interests .It looks at every cultural event from pedagogical perspective as an opportunity for inculcation of social, moral and national values. These events form a part of training activity for the prospective teachers for effective organization of co-curricular programs. Therefore all the cultural programs organized in the college were based on core values identified in NPE-1986.

Sr. No.	Core Values	Events organized
1	India's common cultural heritage	Decoration, Carol Singing, Mehndi Decoration, Dancing , Singing Dandiya Decoration, Christmas Preparation, Rangoli Decoration , Aarti Vandana
2	Secularism and Egalitarianism	Skit , Poem Recitation, Antakshari Competition, Chart Making
3	Inculcation of Scientific temper	Salad Dressing , Compeering
4	Protection of environment	Poster Making, Conducting Quiz, collage making
5	Equality of Sexes	Street play
6	Removal of Social barriers	Extempore elocution , Folk play
7	History of India's freedom struggle	Writing Articles, Singing Patriotic Songs

8	Constitutional Obligations	Corridor Decoration, Board Decoration
9	Content essential to nurture national identity	Fancy dress Competition , Classical Dance
10	Observance of small family norms	Story Telling , Street Play, Slogan Writing

The cultural committee of the college encourages the students to take part in a wide variety of cultural competition such as singing, dancing, debate, poster making, rangoli drawing, fancy dress competition, quiz competition etc. The detailed list of cultural events during 2010-11 along with their core elements are tabulated below:-

7. Pratyush-

As part of the B Ed and M Ed curriculum, our learners do learn about the theory of the application of Management Principles into the field of Education. But the opportunity to practically apply these principles in actual School situations or witness the same is a rare occurrence.

There are a great number of experienced teachers , the actual practitioners of these principles on field, who maybe employing these management principles or may have developed their own creative and indigenious ways to ensure a learning climate in class. All those in the field of education need to gain from this expertise. And what better platform than *Pratyush* ?

Pratyush is one of the prestigious annual event of our institution. It is a inter collegiate event which provides a platform for the preservice / inervice teachers to exhibit their

creativity and talent as a classroom managers. Therefore *Pratyush* for the academic year 2010-11 was organized on the theme -" Manage or be Managed".

It turned out to be exciting as talent, expertise, creativity, personality, wit, general knowledge and subject mastery concurred on the common dais of *Pratyush*.

Though St Teresa's Institute of Education were awarded the Rotating Shield, the event created a WIN-WIN situation for all.

The participants won as they witnessed in action, all that it takes to be an effective classroom manager, the institution won accolades for conducting an event so relevant and the system of education too won, as due to the dissemination of such a rich reservoir of talent and expertise, many more were now knowledgeable

PART B

1. Activities reflecting goals and objectives of institution:

In the quest of knowledge, with a mission to empower the teachers to become excellent human resource and to contribute meaningfully to the nation and the human society, the institution is providing a variety of following enriching experiences to the students:

Mission Statement	Objectives	Considerations	Activity
To develop in students an understanding of the principles of pedagogy and its implications on curriculum transaction and evaluation	To enable the students to: <ul style="list-style-type: none"> - develop deeper insight into principles of pedagogy; - apply the pedagogical principles to curriculum transaction and evaluation; - analyze the 	<ul style="list-style-type: none"> • Intellectual • Academic • Training 	Workshops on: <ul style="list-style-type: none"> • Micro Teaching • Lesson Planning • Year Plan, Unit Plan, Unit Tests; • Pedagogical Analysis for incorporation of core values; • Maxims and Principles of Teaching; • Correlation; • Preparation and use of Instructional Materials; • Innovative Methods and Techniques of

	<p>curricular content based on core elements and values</p> <ul style="list-style-type: none"> - design the instructional strategies for nurturing the core values among the school children; - master the skills to develop appropriate evaluation strategies 	<ul style="list-style-type: none"> • Value orientation • Employment 	<p>Teaching;</p> <ul style="list-style-type: none"> • Co-Curricular activities incorporating the Core Values. • Constructivism and Reflective Teaching; • Hands-on experience in the above in schools through Practice Teaching and Internship. • Value orientation
<p>To develop in students the skills and competencies necessary to play the multifaceted role of the</p>	<ul style="list-style-type: none"> - To orient the students to the changing educational scenario; - To develop 	<ul style="list-style-type: none"> • Intellectual, • Academic • Training, • Self development • Community and 	<ul style="list-style-type: none"> • Add-on program for teachers preparation for international schools; • <i>Pratyush</i>- Inter collegiate competition based on managerial concepts;

<p>teacher in the new millennium</p>	<p>competencies required in teachers in international schools;</p> <ul style="list-style-type: none"> - To achieve 100% computer literacy; - To develop professionalism, the spirit of co-operation and team spirit. 	<ul style="list-style-type: none"> • National Employment • Global trends and demands. 	<ul style="list-style-type: none"> • Simulated Teaching using innovative teaching techniques ; • Share and Care Program ; • Appropriate emphasis on the changing role of the teachers through units like professional development, Professional Ethics; • Research based individual projects.
<p>To provide opportunities to the faculty and the students to undertake research projects contributing to new insights into the teaching learning process</p>	<ul style="list-style-type: none"> - To orient the teachers and students to the research methodology; - To develop insight about the application of various innovative research 	<ul style="list-style-type: none"> • Intellectual, • Academic, • Training, • Self development • Community and • National Development, • Employment, • Global trends 	<ul style="list-style-type: none"> • Research based individual projects; • Research paper reading sessions; • Faculty forums on research topics and designs; • Teaching the paper on Research Methodology at M Ed. Level;

	<p>techniques and designs;</p> <p>- To provide platform for the faculty and the students to present their research work at Seminars/ Conferences.</p>	<p>and demands,</p> <ul style="list-style-type: none"> • Issue of Ecology and Environment. 	<ul style="list-style-type: none"> • Guiding research projects at B Ed, M Ed and Ph D levels; • Offering a updated certificate course in research Methodology.
<p>To enable students to live in harmony with oneself and others in the profession, community and society at large</p>	<p>- To develop the spirit of celebrating diversity,</p> <p>- To sensitize the students to their role as national and global citizens.</p>	<ul style="list-style-type: none"> • Intellectual • Academic • Training, • Access to the Disadvantaged • Equity, • Self development, • Community and • National Development, • Value Orientation. 	<ul style="list-style-type: none"> • Guest lecturers; • Extension Activity; • Exposure to constructive and collaborative methods of transacting curriculum; • Organization of National Seminars on Smart technology, • Peer tutoring; • Team Teaching

<p>To instill nationalism and internationalism among students so as to prepare them for a global life through international co-operation and peaceful co-existence</p>	<p>- To orient the students to the international educational scenario;</p> <p>- To train the students in team teaching, and co-operative learning strategies;</p> <p>- To sensitize the students to global environmental issues and problems.</p>	<ul style="list-style-type: none"> • Intellectual, • Academic, • Training, • Equity, • Self development, • Community and • National Development, • Value Orientation, • Employment, • Global trends and demands, • Issue of Ecology and Environment. 	<ul style="list-style-type: none"> • Offering special field of International Education and Environmental education; • Celebration of national days and festivals; • Organizing Guest lectures ‘International schools’ and research based project on ‘Peace Education’, Seminars, workshops, discussions and quiz on topics like Gender Equity, Child Rights, Human Rights, Women’s Rights, etc. • Celebration of Ozone day, Wild Life week, Green Consumer day; • Project on
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			<p>experiential based environmental awareness among visually challenged students.</p>
<p>To inspire students for life long learning and for reaching the unreached.</p>	<p>- To sensitize the students to the need for life-long learning; - To orient the students to avenues of learning through open Universities; - To inspire the faculty and students to pursue further education,</p>	<ul style="list-style-type: none"> • Intellectual, • Academic, • Training, • Access to the Disadvantaged, • Self development • Community and • National Development, • Value Orientation, • Employment, • Global trends and demands. 	<ul style="list-style-type: none"> • Awareness Programs about courses offered by IGNOU and YCMOU; • Presentations by NGOs; • Community work, Extension work; • M Ed course of IGNOU and MA Ed of YCMOU; • Faculty working as Counselors, and Research Guides at M Ed and MA (Ed) level; • 1 Faculty member registered as Ph D research scholar

2. New academic Program Initiated: -

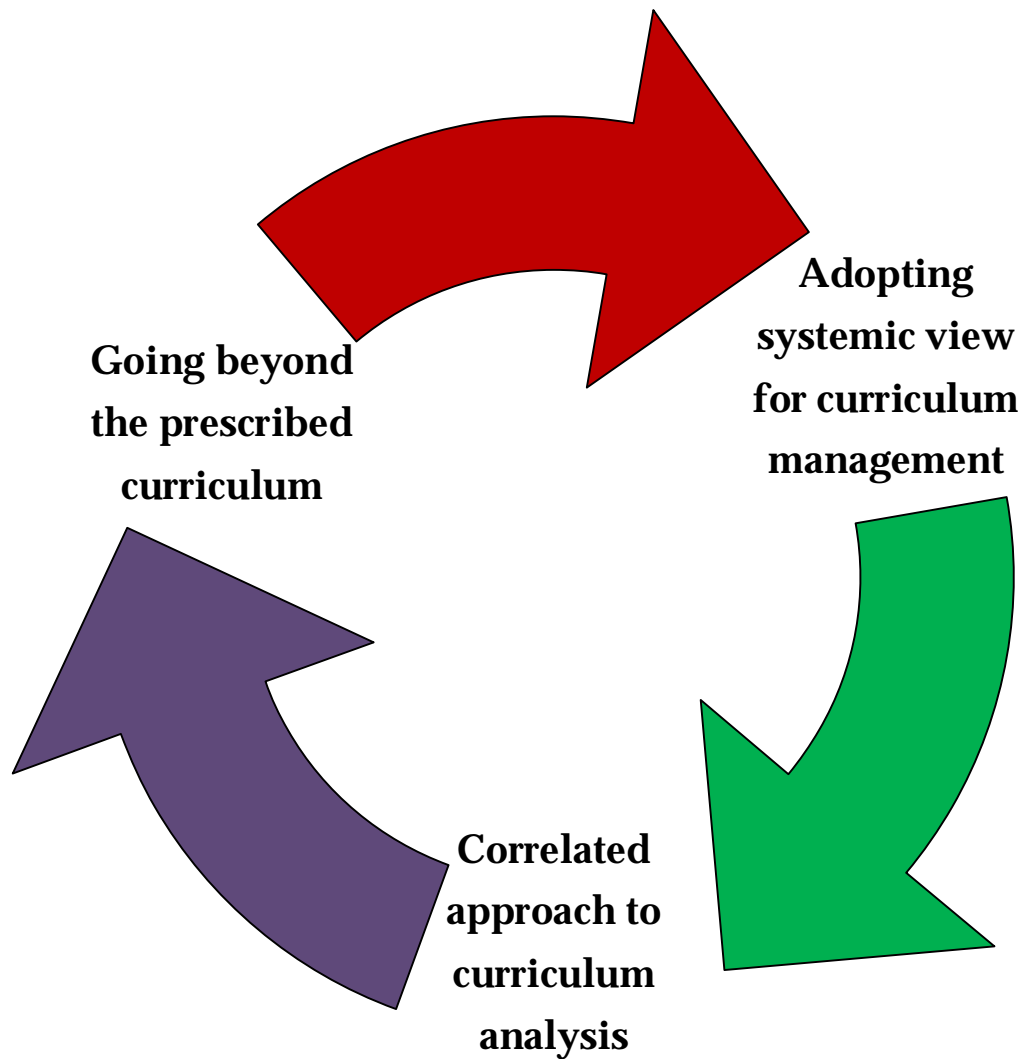
A basic course in research methodology was conducted for the faculty members of sister institutions of Somaiya Vidyavihar and the M.Ed faculty of R.B.T. college of Education Dombivili. This course was of one year duration and conducted part time thrice a week.

40 sessions were designed to acquaint the participants with basic concepts and processes of research activities. The participants were given thorough theoretical orientation and practical experiences in various research designs, tool preparations, writing research review, writing research proposal and research report, writing research based papers. Assessment was done on the basis of participation in the academic events, submitted assignments and practical work. At the end of the course the participants were awarded a certificate of participation.

3. Innovation in curricular design and transactions:

Though the college follows the Mumbai University syllabus it does try to give innovative inputs in the teacher preparation process.

Following new steps were taken with respect to curricular design:



1. **Adopting systemic view for curriculum management-** Here the entire B.Ed syllabus is seen holistically as an input in the teacher education,
2. **Correlated approach to curriculum analysis-** here purposeful efforts are made to correlate the knowledge bases of various subjects with each other while organizing teaching learning activities,
3. **Going beyond the prescribed curriculum by adding on training components and professional learning experiences-** Each year the college

organizes several add-on academic and non academic events to provide enriching learning experiences to the prospective teachers. This year too we arranged the following programs in this regard-

- a. Organizing *Pratyush* (an inter collegiate competition on the theme of educational management),
- b. Exposure to work with students with special educational needs- we organized community work around the academic issues related to the problems of visually impaired students,
- c. Research work focusing on institutional vision and missions- In keeping with our vision and missions we selected research themes both at B.Ed and M.Ed levels having social relevance. Some of these areas included were- academic and non academic problems of physically and mentally impaired students, peace education, constructivist learning strategies, problems related to teacher education etc,
- d. Systematic exposure to ICT integration in teaching learning process- Along with optimum modeling experiences of ICT mediation by the teacher educators the prospective teachers are thoroughly guided in ICT integrated teaching strategies- This year the English method students had developed ICT mediated instructional designs for teaching various language components like compositions, poetry appreciation, creative writing,
- e. Balanced approach to curricular and co-curricular activities- We believe that for all round development of prospective teachers they need to be provided a variety of learning experiences. It is

therefore we adopt a balanced approach to the organization of both the activities. Our students are always encouraged and very well guided to participate in collegiate and inter- collegiate academic and cultural events.

B. Innovations in curriculum transaction-

We are proud of our creative and enthusiastic teachers who always look forward to exploring new teaching strategies in their respective subjects. Following is a list of such strategies-

a .Cooperative learning: The teacher educators used Cooperative learning approach in organizing classroom activities into academic and social learning experiences. Students worked in groups to learn collectively. Unlike individual learning, students learning cooperatively, capitalized on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work).

b. Collaborative approach to research work between teachers and students- This year two English method masters and the English method students were involved in a joint research venture. The project was aimed at promoting students engagement in ICT mediated language learning environment.

c. Using refined concept maps for knowledge organization- We have been using concept map as a learning tool since 2005. But this year we were exposed to innovation in this tool in the form of refined concept maps. Our teachers acquired practical know hows about this tool and widely used in their teaching as well as they taught this learning technique to our students. Students found this technique very useful in

organizing learning material. The developed concept maps were put up on the notice boards to enable quick revision about the topics learnt.

d. We continued to practice such time tested strategies like- dramatization, Role play, case study, debate/ discussion etc since all these are not only interactive and interesting to use but also catered to the development of the affective domain of the learners both in its active and passive form.

e. Focus on self study : Self study as a tool for effective learning ingrains self reliance, active comprehension, enhanced retention and mastery of the material under study. For developing academic self reliance frequent use of open book assignments was also made. Students were also asked to present seminars on different topics. For this they were guided on the different reference books that could be researched to gain better insights into the topics.

4. Inter-disciplinary programs started:

This year we did not start any new interdisciplinary program. We continued the P.G.D.M.E. program which was launched during the academic year 2007-08.

5. Examination reforms implemented:

Very often an institution works on developing the competencies of its intelligent learners who can achieve well academically to bring laurels for its college. In keeping with the remarks provided by the NAAC Peer team that visited our college in March

2009, this year we chalked out a systematic plan of diagnostic testing and remedial teaching for low achievers.

This program had a systems approach and comprised the following stages-

- a. **Need analysis-** through content test results, term exams, performance in teaching practice (micro teaching, simulated teaching, practice teaching),
- b. **Task formulation-** designing the programs for upgrading the subject wise content, paper orientations and exam orientations, provision of adequate teacher guided practice,
- c. **Formulating objectives -**
 1. to update the content knowledge of the students in their special methods,
 2. to identify the gaps in the knowledge of the students in theory courses,
 3. to equip them with the knowledge and skills for successful academic performance in various tests,
 4. to develop confidence among the students about systematic completion of the practical work.
- d. **Design phase-** At this stage the following programs were chalked out-
 1. Content enrichment program of one week duration,
 2. Individual guidance and peer mentoring for week performers in teaching practice,
 3. Subject tutorials in groups,
 4. Thorough counseling on personal and academic issues,

5. Providing constructive feedback on various activities,
6. Organizing retests,
7. Providing practice exercises,
8. Providing psychologically conducive learning environment etc.

e. **Implementation phase-** All the above mention programs were scheduled across the year and implemented with at most seriousness.

f. **Evaluation phase-** To study the effectiveness of the programs the post event feedback was obtained during the proctorial meetings. Besides the performance of the students in various activities was also analyzed.

6 . Candidates qualified NET/SET/GATE etc:

Ms. Sneha Raikar cleared SET examination of 2010-11

Ms. Sonali Patil cleared NET with JRF of 2010-11 (alumnus).

Ms. Arpeeta Bhatia cleared NET of 2010-11 (alumnus).

Ms. Gomathi Shah cleared SET examination of 2010-11- (alumnus).

Mr. Amol Ubale cleared SET examination of 2010-11- (alumnus).

Ms. Jyoti Singh cleared SET examination of 2010-11 (alumnus)

7. Initiative towards faculty development program:

'The quality of education to a great extent depends on the quality of teachers' as quoted by the secondary education commission of 1964. Faculty development encompasses a broad range of activities that assist faculty in their roles as teachers, researchers, and

administrators. Successful faculty development programs can improve teaching skills and student learning outcomes.

1. **Regular academic events**-In our institution faculty development program encompasses a wide range of opportunities, services, support units and incentive programs. Some aspects of faculty development are covered under the following headings:

- **Faculty forum**- In the form of Faculty Forum the institution has tried to engage teacher educators with the intellectual life through presentations by faculty members .Following is the list of Faculty forum conducted during the year2010-2011:

Date	Topic for Presentation	Presenter
13/7/10	How to write a research paper	Dr.Vasundhara Padmanabhan
13/7/10	Types of library resources (Refreed,Non refereed journals and books-ISSN,ISBN Numbers)	Ms. Trupti More
25/9/10	Planning and conducting mixed Method Research (concept, types and process of mixed method research design)	Dr. Kalpana Kharade Ms. Sneha Raikar

12/10/2010	Innovations in classroom teaching strategies	Ms. Sunita Britto Ms. Rupal Thakkar Ms. Hema Peese Ms. B Bhuvaneshwari Ms. Nasia Qamer
26-10-10	Establishing the reliability and validity of norm reference and criterion reference tests	Ms. Hema Peese
26-10-10	Concept of diagnostic tests	Ms. Hema Peese
3/11/10	Setting up of <ul style="list-style-type: none"> • Language Laboratory • Science Labs 	Dr. Kalpana Kharade Ms. Rupal Thakkar Ms. Sunita Britto
31/1/11	Rules and regulations related to Ph D program	Dr. Vasundhara Padmanabhan Ms. Hema Peese
8/2/2011	Developing concept maps as a learning tool	Dr. Vasundhara Padmanabhan
1/3/2011	Development of Hands -on Mathematics Activities	Ms. Sreetanuka Nath Ms. B Bhuvaneshwari

1/3/2011	Design and Technology for Education	Ms. Usha Sharma
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b. **Research paper reading sessions-** Dissertation is an inevitable and compulsory component of the M Ed curriculum. Further, as an institution of education that seeks to enhance the standards in the field of education, research impetus is essential. For this, the institution conducts regular Research Paper Reading Sessions which offers a platform for Educational Researchers to discuss their research studies with other researchers as well as our learners. This ensures awareness of the conceptual and methodological issues involved in research and disseminating the research findings for the intellectual enrichment of our faculty and our learners. Given below is the list of research paper reading sessions held in the academic year 2010-11 :

LIST OF RESEARCH PAPER READING SESSIONS – 2010-11

Sr. No.	Date	Topic	Presenter
1	03.12.2010	Development of activities for teaching a unit from Physics of Standard IX	Ms Sreetanuka Nath
2	13.12.2010	A Comparative Study of Curricular Design, Curriculum Transaction, and Evaluation Strategies among SSC, CBSE, ICSE Board Schools and IGCSE Schools	Ms Arpeeta Bhatia
3	20.12.2010	A Study of Stress upon Secondary School Teachers in relation to their institutional	Ms Nasia Makhdumi

		Environment	
4	04.01.2011	Facilitating Competency of Secondary School English Language Teachers in relation to their Achievement Motivation	Ms Kruttika Bhat
5	13.01.2011	A Study of B Ed Students' Teaching Style in relation to their Learning style , Self Efficacy and Personality	Dr Asawari Bhave
6	22.01.2011	Thinking through design : Teachers explore and make a task	Mr Vasant Shastri and Mr Saurabh Shome
7	05.02.2011	Refined Concept Mapping for biology Education	Ms Meena Kharatmal
8	12.02.2011	Beliefs and Practices for teaching Mathematics with understanding	Ms Ruchi Kumar
9	26.02.2011	School children's out-of-school Mathematics : An Exploration	Mr Arindam Bose

c. **Organizing Seminars and Workshops** - Apart from being a forerunner in academics, the College has planned to be on the forefront in other areas also. To widen the horizon of knowledge and disseminate the latest information in the field of education, the college had organized the following seminars and workshops in various issues :

Sr. No.	Topic	Presenter
1.	Workshop on Statistics in Research	Dr Neeraj Hatekar
2.	'Creative approach to Classroom Management '	Ms Pratima Sridhar

3.	Workshop on Creative art (<i>Preparation of Greeting Cards & Kandils</i>)	Ms Vrushali Ghate
4.	Two day workshop on Creating constructivist classrooms	Ms Kavita Anand
5.	Orientation to the system of 'International Schools'	Ms Srividya Nagarajan
6.	Workshop on ' <i>Refined Concept Mapping</i> '	Ms Meena Kharatmal
7.	Workshop on Developing skills for <i>Communication in a globalised setup</i>	Mr Suneil Raikar
8.	Guest Lecture on 'Stress Management'	Ms Reena Francis
9.	Guest lecture on System of Phonetics in English as a second language	Ms Pallavi Bhatt
10.	Workshop on 'Preparation of Instructional Material '	Ms Vrushali Ghate

Encouraging faculty members to attend various academic programs- To enhance the overall research quality of the faculty, the College encourages faculty members in following academic programs :

Sr. No.	Date	Name of faculty	Organisation	Theme
1	23rd & 24th August, 2010	Ms. Sunita Britto Ms. Usha Sharma	Homi Bhabha Centre for Science Education (TIFR)	<ul style="list-style-type: none"> • 'Teacher Education and Professional Development' • 'Mathematics Education and Equity Issues'
2	24th	Ms. Sunita Britto	Homi Bhabha	<ul style="list-style-type: none"> • Workshop on

	November, 2010	Ms. Hema Peese Ms. Usha Sharma	Centre for Science Education	'Madhava Mathematics Competition' for degree level Mathematics enrichment program
3	10 th January 2011	Ms. Sunita Britto Ms. Usha Sharma	Homi Bhabha Centre for Science Education	<ul style="list-style-type: none"> Workshop on Design and Technology for Education -David Barlex, Brunel University, UK
4	23rd February, 2011	Ms. Usha Sharma	Homi Bhabha Centre for Science Education	<ul style="list-style-type: none"> Workshop on 'Technology in Mathematics Education' - Thomas Lingefjärd from National Center for Mathematics Education, Sweden
5	28th June to 3rd July, 2010	Dr. Kalpana Kharade Ms. Sunita Britto Ms. Rupal Thakkar Ms. Hema Peese Ms. Usha Sharma	Department of Education, University of Mumbai	<ul style="list-style-type: none"> Workshop on 'Research Methodology in Social & Behavioral Sciences'

		Ms. Sneha Raikar		
6	3rd - 4th December 2010	Ms. Sneha Raikar	S.K. Somaiya College of Arts, Science & Commerce, Vidyavihar.	UGC sponsored State Level Interdisciplinary Conference on Regional Perspectives in Maharashtra's Development: Retrospect, Challenges and Prospects
7	4th January 2011	Dr. Vsaundhara Padmanabhan Ms. Rupal Thakkar	Homi Bhabha Centre for Science Education	Learning Environment and Teacher Interpersonal Behaviours by Rekha Koul, Curtin University

Encouraging faculty members to publish papers- We pride ourselves on a unique spirit of professional training that combines intellectually rigorous seminars and strong support of individual research with vigorous encouragement of collaborative projects.

Sr. No.	Dates	Faculty	Topic	Organisation
1.	November 12-13, 2010.	Ms. Rupal Thakkar	Capacity Building in Teacher Education: A Vogue to Professional	World Conference on at Lovely University, Phagwara

			Development.	
2	February 17-18, 2011	Dr. Kalpana Kharade Ms. Rupal Thakkar	Promoting students' engagement in language learning in ICT mediated environment.	K.J. Somaiya Comprehensive College of Education, Training and Research
3	February 17-18, 2011	Ms. Sunita Britto Ms. Usha Sharma	Do we really need classrooms?	K.J. Somaiya Comprehensive College of Education, Training and Research
4.	February 17-18, 2011	Ms. Sneha Raikar Ms. <u>Nasia Makhdumi</u>	Computer Support for Collaborative Learning	K.J. Somaiya Comprehensive College of Education, Training and Research
5.	Feb17-18, 2011	Ms. B <u>Bhuvanewari</u>	Pro activeness of secondary school teachers in using ICT in their classrooms	K.J. Somaiya Comprehensive College of Education, Training and Research

4. Providing learning resources-

The college boasts of a well stocked and updated library that houses a wide range of books related to education and allied fields. This year the following additions were made to the already long list of reference books :

Books: 552 (Accession no. from 6135 to 6687)

Journals: 6 (2 journals are print + online)

List of Journals:

1. Alberta Journal of Educational Research. (Print)
2. Digital Learning (Print)
3. Research in Education (Print + Online)
4. Schools: Studies in Education (Print + Online)
5. Teaching English in two YR College (Print)
6. Global Journal of Education and Administration and Policy Studies (Print)

5. Academic support provided-

a. Guidance provided for SET and NET: Taking into consideration the need for expert guidance to clear the eligibility tests for lectureship in Colleges and Universities namely SLET and NET, the institution has started organizing lectures by experts from various subjects. For our M Ed learners, special sessions on solving sample papers were conducted to get a feel of these exams.

b. Encouragement for enrolling in new courses and Ph.D. programs: Education is a process that begins from the womb and ends with the tomb. This means that it is a life long process. Only a teacher who continues to be a life long learner proves to be an effective teacher. As a result, the institution offers students as well as teacher educators an encouraging and supportive environment in which they are motivated to enroll in new courses and Ph.D. programs. Following is the list of students/teacher educators/alumni who have enrolled for new courses and Ph.D. programs:

Sr. No.	Name of faculty	Teacher educators /alumni	Course/Program
1	Ms. Sunita Britto	Teacher educator	Pursuing M.A.(English)
2	Ms. Usha Sharma	Teacher educator	Pursuing M.Sc.(Mathematics)
3	Ms. Sreetanuka Nath	Teacher educator	Enrolled for Ph.D.
4	Ms. Sneha Raikar	Teacher educator	Enrolled for Ph.D
5	Ms. Gomathi Shah	Alumnus	Pursuing M.A.(English)
6	Ms.Arpeeta Bhatia	Alumnus	Enrolled for Ph.D
7	Ms.Kruthika Bhatt	Alumnus	Pursuing PGDME

8. Total number of seminars and workshops conducted:

Mentioned as above- in the table 7 C (page 45).

9. Research Projects a) ongoing b) Completed:

a) Ongoing

- 8 PhD. research projects.
- IGNOU M.Ed. research projects (Annexure A)
- YCMOU M.A.(Ed.) research projects(Annexure B)

b) Completed:

- 21 Mumbai University M.Ed. research projects (Annexure C)
- 97 B.Ed. Research based projects. (Annexure D)

10. Patents generated, if any: NA

11. New Collaborative research programs: The institution is planning to collaborate with HBCSE research scholars in preparing concept maps in regional languages.

12. Research grants received from various agencies: NA

13. Details of the Research Scholars: For the academic year 2010-11 the institution has registered three students for PhD program under the proficient guidance of Dr. Kalpana Kharade following are the names of the Research Scholars:

- Ms. Jadhav Ragini Kunal
- Ms. Rane Sneha Chintamani
- Ms. Raikar Sneha Sunil

14. Citation index of faculty members and impact factor: NA

15. Honors /Awards to the faculty: National and International:

Though no faculty received any award during the academic year our seniormost faculty Dr. Kalpana Kharade was felicitated by Maharashtra Navnirman Sena on the occasion of World White Cane Day on 15th October for her contribution to the education of the visually challenged.

16. Internal resources generated: -

- **Creating blogs:**

4 faculty members have created blogs in their respective subjects for enriching interaction among the subject experts in the field of teacher education –

Sr. No.	Name of the Faculty	Address of the blog
1	Ms. Sunita Britto Ms. Usha Sharma	http://psychology.blogspot.com
2	Ms. Rupal Thakkar	http://experientiallearning.blogspot.com
3	Ms. Hema Peese	http://educationalevaluationhema.blogspot.com

- **Developing and uploading subject wise learning resources for school students:** Every year the institution uploads relevant and updated study material on the institutional website. A part of the B Ed curriculum, learners are also trained to develop interactive computer assisted presentations in various topics of the school curriculum and use the same for their lessons during Practice teaching.
- **Developing learning resources for visually challenged students with the help of assistive technology:** As educators we know, there are three ways in which students learn—visually, aurally, and kinesthetically. Most blind and visually impaired students learn by both auditory and kinesthetic means. The college worked on these two approaches to develop learning resources for visually challenged students.

- **Preparation of Eco-diagrams using tactile technique:** Students with visual impairments have unique educational needs which are most effectively met using a team of professionals, parents , peers and a generous dose of empathy and love. With this intention in mind, 17 student teachers with economics as their method at the B Ed level, undertook a project where they developed assistive techniques to comprehending diagrams in economics by using a combination of tactile papers and Braille text. The aim of the study was to enhance competency in comprehending Economics diagrams among visually challenged students from Ruia College, Matunga.

The module comprised 4 stages. The student teachers used a special tactile papers to draw diagrams and developed a module using the Braille text ,explaining the terms used in diagrams. The learners were ecstatic that they could now master diagrams using this module. They also provided inputs on how this technique could be further enhanced and used for learning other subjects like Science as well.

- **Developing learning resources for visually challenged students:** As a broader institutional community service program the groups of 24 Hindi and Marathi students were involved in the development of audio tutorials for the visually challenged students from the Hindi and Marathi departments of Ruia college. The Hindi group prepared an audio CD based on the novel "*Sevasadan*" written by great Indian author Munshi Premchand. The Marathi group prepared an audio tutorial based on the drama "*Kon mhanate takka dila*" written by the well-known Marathi playwright Santosh Pawar. The production of the audio material followed a systems approach and its effectiveness was also studied systematically.

17. Details of departments getting assistance/ recognition under SAP,CONSIST(ASSIST)DST,FIST, and other program: NA

18. Community Services:

***“Optimism is the faith that leads to achievement.
Nothing can be done without hope and confidence.”***

Helen Keller

The founder of the Somaiya family, the great philanthropist, Padmashri Prampujya Karamshibhai Somaiya felt that ***one should giveback to society in a multifold manner what he has received....*** He believed in creating students who can live in harmony with themselves and with others in the profession, community and society at large and instilling the spirit of fellowship among students, to prepare them to be global citizens through cooperation and peaceful coexistence. Thus the institution through its well structured community work contributed in terms of following services in the academic year 2010-11:

- Community work for visually challenged students:

Students with visual impairments need an educational system that meets the individual needs of ALL students, fosters independence, and is measured by the success of each individual in the school and community. Vision is fundamental to the learning process and is the primary basis upon which most traditional education strategies are based. Students who are visually impaired are most likely to succeed in educational systems where appropriate instruction and services provided in a full array of program options by qualified staff to address each student's unique educational needs, as required by PWD act 1995. Thus service began with the visually handicapped

students of Ruia College. The learners of the B Ed course went to Ruia College to find out the needs of these students, the college planned to develop different assistive instructional strategies to enhance the learning of the VCLs and to foster higher level of proficiency and independence in the use of those strategies. Experiential learning refers to that kind of learning experience wherein the students are active participants. Teacher educators designed the product or modules in such a manner that these special children learnt by doing. There were different modules specially prepared for various topics keeping in mind the needs & requirement of visually challenged students.

- **Environmental Awareness:** The module was prepared for study of ecosystems, food chain, and food web & on global warming under the guidance of our experts. For eg: in order to explain different eco systems, desert and the tundra region, that kind of atmosphere was created. Desert eco-system was explained by providing them with sand, animals (toys) that are found in this region. Also an ambience of the tundra region was created by putting on high A/C and also spraying snow to give them an experience of snowfall. The method proved to be very effective since it motivated the children to explore, investigate and question so that they can construct knowledge for themselves.
- **Preparation of Eco-diagrams using tactile technique:** As a college of education which is involved in training teachers in a scenario wherein there is a deterioration in value systems and indifference towards the lesser fortunate in society, it is extremely essential that these prospective teachers are taught to be gratuitous to the almighty and contribute to the lesser fortunate in society. Thus, this year , the college conducted its community services in various institutions that housed the latter. Based on the outcome of need analysis, it was found that the Visually challenged learners of RUIA College found it difficult to read and comprehend

diagrams in Economics. Under the guidance of Dr Kalpana Kharade our B Ed students prepared an assistive technique for the same by using Tactile papers and the Braille text.

Such an exercise was rewarding not only for the VCLs but also for our B Ed students who felt a deep sense of satisfaction for having done their bit for these learners with special needs.

- **Personality Development Program:** Teachers today are in a tearing hurry to complete their vast syllabi. Further large class sizes ensure that the teacher is unable to interact on a one to one basis with the learners in class. Though we talk about mainstreaming, it is practically impossible for a teacher to give special attention to learners with special needs and in such cases, these learners remain on the fringe of the system of education. As a byproduct of this mechanical process, they face certain difficulties such as Lack in confidence, ability to communicate, Insecurity, inability to obtain relevant data about career options etc . Thus the B Ed student teachers developed a module on personality development of 14 VCLs of Ruia College belonging to STD XI, XII and some from T.Y. for 6 days. The module proved effective in bringing out an overall change in the personality and the confidence of the students. These students began practicing Yoga everyday, which had helped them to relax and relieve their stress. Also it had helped them to know how to react or defend themselves in difficult situations. Career guidance given to them would definitely help them in future and they also learnt how to face an interview.
- **Developing learning resources for visually challenged students:**
Any research must be analyzed for its need to ensure its relevance and usefulness.

Our B Ed students met the VCLs of Ruia college to gain an insight on the problems they faced while studying. The findings showed that these VLCs had to depend on their sighted peers or any other educated member of their family, who would read out study materials to them for a certain number of times , so that they could master the material to be learnt. This requires a lot of patience on the part of the readers. What should be done in such a case ? Dr Kalpana Kharade along with these B Ed students came up with a novel idea to deal with this crisis. They developed an audio CD on 2 novels in the curriculum of the VLCs. The Hindi group prepared an audio CD based on the novel *Sevasadan* written by Munshi Premchand while the Marathi group prepared an audio tutorial based on the drama *Kon mhanate takka dila* written by a well-known Marathi playwright Santosh Pawar. Now they could hear the CDs as many times as they wanted and as per their convenience , without depending on any other person to do the same.

The efforts were rewarded by the VCLs who thanked the student teachers for this innovative technique of learning.

- **Community work for Mentally challenged students:**

Mentally retarded children are special children and they need special attention. We also believe in the philosophy that one should facilitate a nurturing and supportive environment for individuals with mental retardation. There are various institutions working together to improve the quality of life and champion the rights of people with mental retardation. Two such institutions namely the Sulabha Skill and Ability School and NASEOH were adopted by our college to synergize abilities and make a world of difference for mentally retarded and physically challenged students.

Student-teachers helped these special students in learning vocational activities like tailoring, bakery, and handicraft. They taught them painting and clay modeling with colorful designs and to make candles, paper bags, and laundry labels for their day-to-day use. On 26th January B.Ed students helped them to practice dance, singing etc. They observed different psycho therapy instruments and interviewed the therapist about the problem of the child and the dealing strategy of such problems. The other purpose of this was to know about various factors causing mental retardation, the difficulties faced by a mentally retarded child and investigate the attitudes of parents toward their mentally retarded child and themselves. It also intended to find out what other people feel about children with mental retardation and their respective families. All the information was analyzed and suggestions were given to—

- Parents of the mentally retarded child on how to take care of them.
- Teachers on how to create a learning environment for the mentally retarded child.
- School authorities, on procuring devices like computer and bringing technology to their aid and helping the mentally retarded child to move ahead in life.

All these activities necessitated hard work and full emotional as well social and intellectual commitment on the part of our student teachers. We are proud of the sincere efforts of our students.

19. Teachers newly recruited:

At B.Ed level

Sr. No	Name of the faculty	Qualifications
1	Ms. Sreetanuka Nath	M.Sc. M.Ed, NET, PGDCA
2	Mrs. B. Bhuvanewari	M.Sc, M.Ed, M.Phil, SET
3	Ms. Nasia Qamer	M.Sc, M.Ed, M.Phil

20. Teaching- Non teaching staff ratio:

At the PG level the institution has in all 3 full time faculty members (1 Principal + 2 staff members) In addition, the M Ed level has 1 visiting faculty member.

At the UG level there are 7 full time teaching faculty (1 Principal + 6 staff) to cater to the B.Ed course.

In addition, the institution has 1 librarian and 8 support staff to make up the non teaching staff.

Thus, the ratio of the teaching to non teaching staff is 1:1.

21. Improvements in the library services:

The primary goal and job of a librarian, is to aid all students in their quest for knowledge and to develop them in them an unquenching thirst for knowledge .

Hence, though housing a great and updated collection of reference materials is necessary, allied activities to generate interest in the reading of that collection is even

more important. Towards this aim, the following activities are undertaken

- Separate Research Library for M. Ed, Ph. D Students and faculty members
- Automation of the library records.
- Library Catalogue is made accessible through internet
- Creation a blog for the library
- Separate page for the library is uploaded on the college website
- Book bank facility is made available for B.Ed students
- Newspaper clipping service is provided

22. New books/ journals subscribed and their value:

The only true equalizers in the world are books; the only treasure-house open to all comers is a library; the only wealth which will not decay is knowledge; the only jewel which you can carry beyond the grave is wisdom.

- J. A. Langford

Though the institution has an excellent collection of books, journals and reference materials in English, Hindi Marathi as well as Gujarathi, it constantly endeavors to update itself , since knowledge expands at such a rapid pace.

Books: 552 (Accession no. from 6135 to 6687)

Journals: 6 (2 journals are print + online)

New journals are added in addition to 17 previous ones.

List of Journals:

7. Alberta Journal of Educational Research. (Print)
8. Digital Learning (Print)
9. Research in Education (Print + Online)
10. Schools: Studies in Education (Print + Online)
11. Teaching English in two YR College (Print)
12. Global Journal of Education and Administration and Policy Studies (Print)

Sr. No	Resource Type	No.	Value
1	Books	552	47, 447
2	Journals	6	29, 620
Total			77, 067

23. Courses in which students' assessment of teachers is introduced and the action taken on students' feedback:

Quality is a continuous process. To achieve continuous improvement the college encourages constructive feedback from its various stake holders. Students being our prime stake holders, we value their feedback and suggestions to enhance the quality of education that we provide in our institution. This is conducted in the following manner:

1. **Course evaluation-** At the end of transacting the course, we collect the students' feedback about the nature of the course and the challenges they had to face. We use this feedback for improving the academic processes and schedule. We also convey the opinions of students to the curriculum revision committee.

2. **Midterm feedback-** Open fora are organized regularly, to gain inputs about students' feedback with regards to different academic and non academic activities after which decisions are taken in a participatory manner by the Principal, teachers and student council.

These open fora were arranged soon after the first phase of practice teaching, after the declaration of first term examination result and before the completion of the second term. This year refined subject knowledge inputs were provided before the second term exams via tutorials, to revise and clarify concepts in the theory papers (both in English and Hindi-Marathi) by employing the expertise of the senior teachers as well, in a collaborative fashion.

3. **Performance appraisal of the faculty members-** The institution collected feedback about the quality of curriculum transaction of faculty members from the students and their peers. The results were compiled and analyzed statistically. The Principal gave the faculty constructive feedback about their professional behavior and provided suggestions for further improvement. The novice teachers were also provided the senior teachers as mentors to guide them in every activity related to the institution.

4. **Grievance redressal cell-** It is inevitable that every institution has a grievance redressal mechanism in place to handle smoothly and timely, the grievances of its stakeholders. With this aim, a grievance redressal cell was created and it was available for the students every alternate Tuesdays from 5 to 6 pm. Various student grievances from the personal, academic as well as professional were thrashed out so that there were no mental baggages and students were now free to concentrate on the task at hand.

24. Feedback from stakeholders:

Academic challenge does not simply mean piling on academic work. Rather, standards for achievement should be consistent with students' academic preparation, and designed to stretch students to go beyond what they think they can accomplish. Appropriately calibrated to student ability, intensive reading and writing assignments accompanied by feedback are indispensable in helping students reach their potential, attain desired levels of performance, and recognize the value of spending time on academic work.

The college gathers feedback from the different stake holders as follows-

1. From students: The institution has continued with its Proctorial System, where students share their doubts, difficulties pertaining to academics as well as related to co-curricular activities. Besides this feedback is taken through informal discussions, formal open forums during the year and course evaluation at the end of the year.

2. From Practice teaching schools: Written and oral feedback following practice teaching is central to our pre-service teacher training course. We as a institution invite feedback from our various PT schools regarding our students teaching competencies as well as the suggestions to improve their teaching skills. This year, schools appreciated the use of innovative methods by B.Ed. trainees and recommended more use of ICT based transactional analysis.

3. From parents: During PTA meeting the parents gave the feedback that it is a very hectic course and it should be of two years. But this policy decision rests with the University of Mumbai, since the college is affiliated to it.

25. Unit cost of education: Rs. 90,885/- per student.

26. Computerization of administration and the process of admissions and examination results, issues of certificates:

a) Administration

The administrative staff makes optimal use of technology to expedite speedily the tasks at hand. Almost all the non teaching staff is adept at the use of basic computer applications, whereas the clerical staff is regularly deputed to workshops which help in updating their computer literacy skills. To date, the following are executed via computers :

- Downloading the information from internet vis-à-vis admission policies, new rules and regulations, etc
- Maintaining admission records
- generating Merit lists for admissions
- Maintaining database about the faculty
- Generating Financial accounts (Tally)
- Generating Computerized pay slips
- Maintaining Documents related to infrastructure
- Maintaining Alumni information in the form of database
- Maintaining Placement services data base and correspondence
- For General correspondence
- Analyzing Teacher evaluation forms

b) Academic:

The teaching faculty too are adept at various computer applications included in MS office. The following is a list of tasks accomplished to a finesse by employing the use of computers:

- Preparing student records for various purposes (Roll Numbers, method list, PT list etc)
- Updating Open courseware
- Preparing Handouts and notes
- Preparing Circulars (for exams, PT lessons etc)
- Preparing Notices for academic activities
- Preparation of instructional material
- Using Library software (BOOK WORM)
- Preparing IQAC reports, Seminars and other Reports
- Preparing Examination papers in all the three languages viz. English, Hindi, Marathi
- Preparation of soft copy of research material
- Preparing Research reviews and analysis
- For Online guidance of M. Ed, M. Phil, and Ph. D students
- For institutional correspondence during contingencies

c) Examination and Evaluation

Since computers are part of technology , their use id free of bias and fatigue. Also Internal assessment is an integral and important aspect of the B Ed program. Hence to ensure a fair and objective evaluation of our learners , the following tasks are accomplished via computers :

- Preparing Mark lists
- For maintaining a database of Internal Assessment

- Analysis of Examination Results
- Rank wise Sorting of Students' Results

27. **Increase in the infrastructural facilities:** Along with facilities for quality education the institution also takes a very good care of the comfort of the faculty. Accordingly, we have added 2 more ceiling fans to the existing number in the staff room , in addition to the Air conditioning facility.

28. **Technology up gradation:** The College regularly upgrades the technology available in the college for increasing the efficiency of work. This year too we have purchased 5 computers and 1 bar code printer. The total cost amounted to : Rs. 1, 50,950.

29. **Computer and internet access and training to teachers, non-teaching staff and students:**

The college conducts the "**Share and Care**" program for development of ICT skills among pre service teachers. Students from diverse backgrounds are enrolled in B.Ed course. Many of them were not even exposed to the basic computer skills. The **Share and Care** program mainly aims to provide the means to students to learn the basic skills in computer operations and programs like excel and power point. After the culmination of the **Share and Care** program , the students are supposed to make power point presentation in both the methods. This program enabled the computer literate B.Ed students to teach basics in computers to the fellow students not well versed in computers. The students who were knowledgeable regarding computers were identified and played mentor to the others.

Students were also taught how to surf the internet, download relevant information, pay heed to copyright rules , create their own email identities, which would ensure that

they remain connected to the institution and their peers even after the course concludes.

For our M Ed learners, a special orientation to EBSCO packages, ERIC database , use of computers for Statistics in research etc were held to aid the completion of their dissertations.

The teaching staff are provided 2 computers with free access to the internet for keeping themselves abreast of the latest in their areas of expertise. They are provided regular inputs via email with regards to the staff meetings, faculty forum etc.

The non teaching staff too are encouraged to make use of technology. With practice, today , we can proudly say that 2 out of 5 support staff are adept in the use of the internet and various other basic computer applications.

- **Undertaking Information Technology Projects as an extension work activity:**
As a part of a project to be completed for the extension activities prescribed by the Department of Adult and Continuing Education and Extension, University of Mumbai, student teachers were introduced to ICT initiative in learning process and also at community level developmental activities. The main focus and the importance of Information Communication Technology project was to enhance computer literacy among students so that they could effectively handle ICT enabled services.
- **Encouraging non teaching staff to use ICT resources confidently under the guidance of trained teaching and office staff.**

Information Technology plays an ever increasing role in the administration of the college. The main drive of this area of ICT use is to make its optimal use to reduce their administrative and routine workload.

30. Financial aid to students:

Two deserving and needy B.Ed. students were given some amount in the form of scholarship.

31. Activities and support from alumni association:

K.J. Somaiya Comprehensive College of Education, Training & Research Alumni Association is dedicated to bringing together the alumni community on a common platform to build another channel of personal and professional support to members through 'self-help' within community.

Among the important objectives of the Association are:

* To promote and foster mutually beneficial interaction between the Alumni and the present students of K.J. Somaiya Comprehensive College of Education, Training & Research, and between Alumni themselves.

* To encourage the Alumni to take an active and abiding interest in the work and progress of the Institute so as to contribute towards the enhancement of the social utility of their Alma Mater.

The Association has established scholarships for deserving and needy students of K.J. Somaiya Comprehensive College of Education, Training & Research and continues to

encourage its members to do so. This academic year the association has received two applications for scholarship, the decision is yet to be taken. The registration work is in full swing under the guidance of Mr. Awasthi.

The office bearers for the year 2010-11 were as follows:

1. Dr. Vasundhara Padmanabhan (President)
2. Ms. Hema Peese (Co-ordinator)
3. Mr. Saiyed Hasan (Jt. Secretary)
4. Ms. Sneha Raikar (Jt. Secretary)
5. Ms. Gomathi Shah (Member)
6. Mr. Vithoba Sawant (Member)
7. Ms. Pornima Lachake (Member)
8. Mr. Arun Chavan (Member)

32. Activities and support from the Parent Teacher Association:

The nature of teacher education programs is such that it requires full time commitment from students. Besides due to late admissions and crowded syllabi the students are constantly on their toes. Very often they become victims of tension, depression and stress. Therefore the parents/spouses or guardians are also invited for course orientation so that desired support can be sought from them. They are also invited from time to time to attend various programs organized in the college and during informal interactions their suggestions are taken and implemented as and when needed.

33. Health Services:

Health is a state of complete physical, mental, and social well being and not merely the absence of disease .Happiness lies first of all in health. Routine Medical checkups provide indication towards the health status of an individual. Hence the college carried out an Annual Medical Examination for all its 120 students i.e. 100 B.Ed and 20 M.Ed students as well as the faculty members at “Somaiya Diagnostic Centre”, Vidyavihar on 19/1/11, 20/1/11, and 21/1/11. The checkups were carried out free of charge by the institute.

It must be understood that there are many benefits of a regular medical checkups and if one adheres to the schedule, reduces the chances of getting ill in first place. The reports of the examination were disclosed for necessary interventions. The checkup detailed out all the symptoms that might result in major disease. The checkup also helped to keep a tab on overall health and therefore ensure the person to remain healthy with the knowledge of what the shortcomings are and how to deal with them.

34. Performance in sports activities:

Sports and games are great sources of education and discipline. They make us physically and mentally strong. After all, a healthy mind lives in a healthy body.

Realizing the importance of sports and games, it has been recognized as a compulsory area of curriculum in teacher education program. With this objective, we have arranged one day sports competition for our B.Ed student-teachers. Since constructions for new institutions are in the foray , due to lack of play ground facilities this year , we organized indoor sports events like Carom and Chess competitions on 1st April, 2011.

Many students participated in playing carom. B.Ed students Anil Kumar. T and Ankit Singh were declared the winners. Certificates were handed over to the winners.

35. Incentives to outstanding sports persons:

No specific monetary incentives are provided to the outstanding sportsperson, but the college does award him/her with a certificate of merit/achievement.

36. Student achievements and awards:

" Providence is always on the side of the strongest battalions" as rightly said by Voltaire. This academic year has been fairly satisfying in various aspects for B.Ed student teachers' of 2010-2011 batch. The B.Ed student teachers in totality appear to have transformed and achieved success in various disciplines such as extempore, skit competition etc. This was possible due to the joint effort of every member, who without any exception gave their all and rose to the occasion as and when demanded. The right guidance, support, motivation and encouragement time and again from the teaching faculty could bring about this good report.

B.Ed student teachers believed and rightly stuck to the maxim, "Not failure, but low aim is crime". With this in mind, they tried their level best to participate with a fixed goal and excelled in various events.

Some of the salient features and significant results are as follows:

1. B.Ed student teachers gave a spirited fight back but ended up with second prize in Skit competition at UDAAN festival organized by the Department of Adult and

Continuing Education and Extension, University of Mumbai. As we say "Winning is not important. It is the spirit which counts"

2. Ms. Sushma Sawant, B.Ed Student teacher (2010-2011) bagged second prize at the Extempore Competition in Inter-collegiate competition organized by Pillai's College of Education, Chembur. Once again we firmly believe in: A winner is one who never fails but one who never quits!!

3. It required no expert to tell everybody that *Pratyush* - intercollegiate event in K.J. Somaiya Comprehensive College of Education, Training & Research was going to be a pioneer of its kind when it came to intercollegiate competitions. B.Ed student teachers were all set for the event. Though we could not win the trophy, we were able to win the third prize in Collage making. So, in conclusion *Pratyush* was a roaring success all thanks to our students who believed, "Little drops of water, little grains of sand, make the mighty ocean and the pleasant sand..."

37. Activities of Guidance and counseling unit:

In the world of connectivity and over exposure to technology, the need for guidance and counseling has become the need of the hour. Our college has its own guidance and Counseling cell to provide information regarding job opportunities in different fields. The Guidance and Counseling Cell also addresses the diverse Socio-economic challenges and geographic backgrounds of the heterogeneous group. The cell provides guidance to the graduate and post graduate students of the college to improve their overall personalities and help them to meet challenges in their life.

Aims and Objectives

- a) To create awareness among the students for their future profession.
- b) To help the teacher trainees in identifying and developing their abilities and interests.
- c) To provide guidance to the students on various options available in the courses of their study.
- d) To provide information to the students on the scope and relevance of any area irrespective of their field of interest.
- e) To help the students in the development of their self-identity, use of appropriate social skills for interacting with others.
- f) To make them aware of their professional growth and requisites for entering their profession
- g) To make the women students aware about the issues that lead to sexual harassment at the work place
- h) To create an awareness of how to avail the assistance provided by Women Development Cell.
- i) To help the students to solve their personal, educational and psychological problems.
- j) To provide guidance to develop positive attitude and behavior in order to meet challenges of life to make it healthier.

Activities of Guidance and Counseling Cell

- **Personal Guidance :**
 1. The Guidance and Counseling cell assisted the students in solving learning difficulties, behavioral problems and adjustment problems.
 2. Eminent dignitaries and guest speakers were invited for enlightening them about the issues such as stress, grief, substance abuse etc

- **Educational Guidance :**
 1. The students were provided with a mentor/proctor.
 2. A proctorial meeting was conducted for the students within the college hours a regular intervals .
 3. During each proctorial meeting the students discussed academic / non academic / personal difficulties with their proctors
 4. These difficulties were noted down by the proctors and suitable steps were taken to solve the same.
 5. If the problems were related to academic stress then the faculty provided the students with tips for stress management.
 6. At each morning assembly the faculty Incharge made it a point that there was sharing of stress busters ,Yoga asanas ,Jokes ,Time management tips etc. so that the day began on a pleasant note.

- **Career guidance:**

1. The flannel board was maintained for the students for disseminating information about the various opportunities for careers in higher education .
2. The students were made aware of the requirements (academic, personal and professional) for pursuing a particular profession in education
3. The students were given opportunities so that they explored their potentials via co-curricular activities, intercollegiate competitions, etc.
4. They were also given opportunities for presenting papers at the Senior Scholars' Seminar Series (SSSS) held each year in our college.

- **Study Circle**

Student teaches were grouped and relatively lesser know careers were allotted to them. As a group, they were asked to research on the educational qualifications, entry, personal traits, salary etc with regards to those careers.

- **Grievance Redressal Cell**

1. 2 senior faculty members were available on Tuesdays from 5 to 6 pm to handle the grievances of the students at the academic/ personal level .
2. The grievances of the students were recorded by the faculty in charge and the assistance was provided as per the needs and the objectives of the institution.
3. A follow up was done once the assistance was provided.

- **Wall Clipping:**

Wall clipping had been maintained throughout the year in which current events, burning issues, advertisements, etc. were displayed to serve three main purposes like,

- to be used as a disseminate information on career guidance
- To keep students in tune with the latest in the field of education
- To involve students collaboratively and participate actively in the process of information dissemination

38. Placement services provided to students :

Positive placement is the most important indicator of a successful program because it is the final proof that we have met our mission to prepare students for employment.

Placement Service Cell of the institute is largely responsible and committed to the identification and catering to the need of training of student teachers so that they are able to develop a good personality; and assist them to find right job and help them place in right institutions before they pass out. A blend of interpersonal skills, awareness and the essential technical training they get in their course of study makes them an ideal candidate suitable for employment and service to the nation Therefore, the provision of placement services should be taken very seriously and given considerable attention by administrators, teachers and students. The placement Cell at K.J.Somaiya Comprehensive College of Education, Training & Research revolves around following stages:

1. Planning Stage:

- Contacting Educational Institutions and NGOs
- Sending an official invitation to conduct campus interviews on specified date and time.

2. Orientation Stage:

- **Organizing talk on Personality development and Interview Skills:**
The Cell organized a talk for overall personality development and Preparing for Interviews by the Corporate Trainer Mr. Suniel Raikar.
- **Organizing a session on Resume Writing:**
Resume writing session was encompassed by Ms. Sneha Raikar, Asstt. Professor, KJSCETR.

3. Implementation Stage:

- Job fairs were organized four times from January, 2011 till March, 2011.
- Eleven (11) educational institutions including NGOs all over Mumbai participated in the Job fair. (The details are provided in Annexure E).
- The teachers gave timely and valued guidance to all shortlisted candidates to give demo lessons in schools flawlessly.

4. Follow Up:

- Time to time follow up was done with educational institutions and NGOs on shortlisted candidate's status.
- The institution helped the students to negotiate on salary and service conditions.
- So far 11 students have got Placement in CBSE, ICSE, IB, IGCSE and S.S.C board schools as well as NGOs receiving salaries ranging from 10,000/- to Rs. 28,000/-.

Having good interpersonal relations with some of the remarkably successful educational institutions and NGOs we at K.J.Somaiya Comprehensive College of Education, Training & Research try to provide cent percent placement services to our students. We painstakingly prepare our students to face each and every complexity, imparting them the skills to face any problem. Capabilities of students nurtured by us are bound get a good job with the best of educational institutions. Maintaining a huge database of the job vacancies for the students, we provide support that not only boost students towards their professional life but also makes them a good human-being.

39. Developmental Programs for non teaching Staff:

The college encourages the professional growth of even non teaching staff.

- Our technical assistant Mr. Umesh Ganpat Chavan is pursuing his final year B.A from YCMOU.
- Mr. Sameer Lokhande attended the "The Personal Excellence Pilot Program for Class 3 Employees" held on 30th October 2010 at K J Somaiya College of Science & Commerce, Vidyanagar, Vidyavihar.

PART C

A good plan is like a road map:

it shows the final destination and usually the best way to get there.”

- *H. Stanley Judd*

Realizing the importance of planning for a fruitful academic year, the institution meticulously chalks out its plan for the coming year bearing in mind the vision and mission of the institution, the societal needs, changing trends in the field of education etc. Each year something new and innovative is tried out to make the year memorable and meaningful for the learner.



This year too, though we have after an indepth need analysis of the educational scenario, have chalked out a few programs to be implemented the next year.

- **Add on programmes-**

While it is essential to equip the prospective teachers for the changing global context of 21st century it is equally important to sensitize tem to the needs of their lesser fortunate brethren in society. Also the institution firmly believes that our learners should be a couple of paces ahead when it comes to the field of education. It is in this context we would like to organize the following academic events for our students to provide additional inputs to upgrade the system of teacher preparation in our institution:

- a. A workshop on preparing preservice teachers for inclusive practices,
- b. workshop on inquiry based learning,

- c. An orientation program to development of online learning resources,
- d. A workshop on experiential learning,
- e. An orientation program to 21st century skills.
- f. An add on program on international education

- **Developing learning resources-**

Post curriculum transaction, it is extremely fundamental that we develop learning resources to aid the assimilation of the material taught. This year we would like to develop the following learning resources for our B.Ed. students and the community-

- a. creating subject wise blogs,
- b. developing subject wise web resources ,
- c. developing online resources for visually challenged students in certain subjects,
- d. developing subject wise online learning resources for schools
- e. Creating a collection of effective PowerPoint presentations in various topics of the school curriculum.

- **Research**

Post gaining sufficient mastery and experience in a certain area of work, it is imperative that the faculty are provided an opportunity to contribute to the body of knowledge by conducting research in a variety of areas related to education. The faculty members will be encouraged and supported to undertake minor research grant projects funded by Mumbai University. At B. Ed and M. Ed levels the emphasis will be on the research topics having social relevance.

- **Faculty development programmes-**

We will continue our regular faculty development programmes namely- faculty forum, guest lectures, research paper reading sessions, encouraging faculty members' participation in seminars, workshops and conferences, helping them to publish their papers in the peer reviewed journals of national repute. Along with this we will prepare career plan for each of the faculty in which we will help 2 faculty members to complete their Ph.D., encourage 3 faculty members to enroll in Ph.D. program through our research centre, provide academic support to those who have not cleared their SET/NET and help them to complete their post graduation at the earliest.

Besides, a policy of job rotation will be adopted to provide a variety of professional experiences. For the job enlargement purpose certain faculty will be given the charge of preparing seminar proceedings, developing inquiry based activities for the science and mathematics lab, conducting a crash course of English communication through language lab, developing experiential learning based activities for environmental club . This year the faculty fora will be theme based. We have identified the following themes on which the faculty members will present series of papers-

1. Innovations in Teacher Education
2. Research designs
3. Subject wise innovative teaching strategies
4. Exploring areas of professional growth

- **Extension-**

Along with our regular extension activities this year we would like to conduct a life skills development program for visually challenged adolescents. We would also like to organize a session on academic adjustment problems of visually challenged students in an integrated learning environment and strategies to overcome them

for the college teachers. A crash course on statistics used in research can also be conducted.

- **Community service-**

Next academic year we would like to focus our efforts on the children with hearing impairment. We would like to develop subject wise learning resources for school children with hearing impairment studying in special and in integrated school. Since our college also houses the IGNOU study centre, as part of the community service, information about the various courses could also be disseminated. In case of adult learners who have missed the opportunity of education due to some problem, each learner could either adopt /take onus of educating 1 person, thus contributing in a small yet qualitative manner towards the cause of educating the masses.

- **New courses-**

Since our college is a research centre and the U.G.C. has placed the responsibility of thorough orientation of research scholars to the research methodologies on the centres, we will conduct basic and advance level courses in research methodology.

- **Cultural events-**

One of our prestigious cultural event of the year is "*Pratyush*"(inter-collegiate cultural competition for providing the prospective teachers a platform for presenting their talent in the context of classroom management.). Under this activity in the next academic year we would like to devote "*Pratyush*" to the theme of "Ancient philosophies of Education", under which activities poster presentation, dramatization, and educational games will be organized.

- **International seminar-**

The college is looking forward to organizing an International seminar on the theme- **Building Asynchronous Teaching-Learning Environments : Opportunities and Challenges**. This seminar is scheduled in the Month of October 2011 . As groundwork for this Seminar, we would try and collaborate with CIET Delhi, to get our faculty trained on preparing online curriculum .

Annexure : A



INDIRA GANDHI NATIONAL OPEN UNIVERSITY,
PROGRAMME STUDY CENTRE - 1688 P
K. J. SOMAIYA COMPREHENSIVE COLLEGE OF EDUCATION,
TRAINING AND RESEARCH,
VIDYANAGAR, VIDYAVIHAR, MUMBAI - 400 077.

LIST OF M.ED. DISSERTATIONS - 2009-10

SR. NO.	ENROLL NO.	NAME	RESEARCH TOPIC	GUIDE

1	092246625	Manisha Joseph	"A Study of Perceived Parental Aspirations in Relation to the Academic Achievement of Secondary School Students.	Dr. Vasundhara Padmanabhan
2	092246854	Pooja Hemant Madhan	"A Study of the Environmental Awareness of Junior College Students in Relation to their Scientific Aptitude.	Dr. Vasundhara Padmanabhan
3	092246711	Sapna Dubey	"A study of the Vocational preferences and academic achievement of Secondary School Students	Dr. Vasundhara Padmanabhan
4	092246704	Runa Sarker	"A study of the Self-concept of Secondary School Students in Relation to their Academic Achievement."	Dr. Vasundhara Padmanabhan
5	092246893	Renu Raghav	"A study of Job satisfaction of Secondary School Teachers in Relation to their School Climate."	Dr. Vasundhara Padmanabhan
6	092247230	Fr. Magi Murzello	A Study of the Effectiveness of a Training Module in Fostering Appreciation Quotient among Secondary Secondary School Students.	Dr. Vasundhara Padmanabhan
7	092247215	Renu Singh	"A study of the problems faced by vernacular medium students in Jr.	Dr. Kalpana R. Kharade

			College.	
8	092247208	Ashok Solanke	"A study of the problems faced by Headmasters in Parbhani District in Maharashtra.	Dr. Kalpana R. Kharade
9	092246729	Kamble Deepak R.	"Working conditions of Teacher Educators employed in un-aided colleges in Satara District"	Dr. Kalpana R. Kharade
10	092246632	Laxmikant P. Kumathekar	pazSaalaa p`baMQana maom puNao ijalaa pirYad ko p`aqaimak pazSaalaaAaoM ko p`qama AQyaapkaom kao Anaovaalal samasyaaAaoM ka AByaasa.	Dr. Kalpana R. Kharade
11	092246776	Prakash M. Mukund	A Study of the Job satisfaction of Primary School Teachers in Relation to their School Climate.	Dr. Vandan Maheshwari
12	092246768	Farhana Momin	"A study of the mathematical anxiety among primary school students in relation to their academic achievement in Maths.	Dr. Vandana Maheshwari
13	092246736	Anand C. Deshmukh	A Comparative Study of Adjustment Problems of Rural & Urban Junior College students in Amravati District	Dr. Vandana Maheshwari
14	092246933	Pramod Bhau Patole	AiBaBaavakaoM ko AvabaoiQat mah%vaakaxaaMAaoM AaOr ija.p.pazSaalaa maom pZnaovaalao ivaVaiqa-inayaaom ko SaOxaiNak	Dr. Vandana Maheshwari

			saMpadna ka AQyayana.	
15	092246640	Ganesh Sandu Shelke	Facilities being provided to Physically Challenged Students through Sarva Shiksha Abhiyaan in Aurangabad - A Case Study	Dr. Minto Sinha
16	092246901	Rajendra Chiman Suryarao	sarkard\vaara inaQaa-irt ASaOxaiNak kayaa- ko saMdBa-maoM ijallaa pirYad pazSaalaaAaoM ko AQyaapkaoM kl AiBavaR%tl ka AQyayana	Dr. Minto Sinha
17	092246696	Sunita S. Gund	klyaaNa xao~ ko maaQyaimak pazSaalaaAaoM maom pZnaovaalal Ca~aAaoM ko vyaavasaaiyak p`aQaanyaaom ka Jnako SaOxaiNak mah%vaakaMxaaAao ko saMbaMQamaom AQyayana.	Dr. Nagraj Rao
18	092246664	Shahalam M. Mirza	klyaaNa mahanagaripailaka ko pazSaalaaAaoM maom Aanaovaalao ivadyaaiqa-yaaom kl Anaupisqatl ko kark GaTkaoM ka AQyayana.	Dr. Nagraj Rao
19	092246689	Maruti D. Jagtap	"A Study of the Problems Faced by Teachers in Teaching Marathi as best Language in first Multilingual Classrooms in Primary Schools".	Dr. Nagraj Rao

Annexure : B

IGNOU PSC - 1688 P				
LIST OF MA (Ed) Dissertations 2010-11				
SR. NO.	ENROLL NO.	NAME	RESEARCH TOPIC	GUIDE

1	100114580	Sherrin George	"A study of the reading habits of secondary school students in relation to their academic achievement.	
2	100114568	Pramod Patankar	p`aqaimak pazSaalaaAaoM maom saMrcanaavaadl Aqyaapna pdQatl ka ivaVaqaal- yaaom ko Aqyayana pr haonao vaalaa p`Baavaek AQyayana.	
3	100114569	Deshmukh Santosh	MmaaQyaimak pazSaalaaAaoM maom pyaa-varNalya jaagaRtl ko ivakasa maom pyaa-varNa maMDla kl BaUimakaAaoM ka AQyayana.	
4	100114585	Avinash Deshmukh	ga`aimaNa xao~ kl maaQyaimak SaalaaMAao maom AMGa`ojal Aqyaapna pQdtl ka AQyaayana.	
5	100114581	Narendra V Adewar	naagapUr ijalha ko ramaTok thisala ko Aaidvaasal xao~ao maom iSaxaa p`aPt krnaovaalao Aaidvaasal ivaVaqaal-yaaomkl AQyayana saMbaMQal samasyaa ka AQyayana.	
6	100114584	Santosh K Malve	naagapUr ijalha ko p`aqaimak pazSaalaa maom JmaroD thSalla maQyaanQa Baajana yaaojanaa Elyaanvalt krnao ko saMdBa-	

			माओम िSaxak AaOr Ca~aMAao kl iSaxaNa saMbaMQal samasyaaAaoM ka AQyayana krtnaa.	
7	110114578	Krishnandev R Kshirsagar	A Study of the effectiveness of classroom teaching module in developing conceptual clarity among secondary school students.	
8	100114577	Dilip Mahadeo Bhujbal	A Study of problems faced by upper primary school pupils while learning about decimal system in mathematics in Std. VII.	
9	097098482	Mrs. Paulmathi Lucas	A study of the attitude of teachers and parents of Secondary school students towards continuous comprehensive Evaluation introduced in CBSE schools.	
10	100116399	Mrs. Vaishali Neve	A study of the method of teaching composition in primary schools and their impact on the written expression of the students.	
11	100114576	Vidya Arun	A study of the problems faced by vernacular medium students in English medium D.Ed. Colleges.	

Annexure : C

LIST OF TOPICS FOR RESEARCH BASED PROJECTS		
B.ED 2010-11		
ROLL NO.	NAME OF THE STUDENTS	TOPIC
1	AGARWAL JYOTI KAPIL	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
2	AGERA CYRIL ANTONY ALPHONSUS	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
3	ALMEIDA DORIN COSMOS	Development and Evaluation of an Instructional Module fostering English Speaking Skills among the Visually Impaired College Students
4	BAVISHI KHYATI DHARMESH	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
5	BHANUSHALI MINAL RAMESH	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
6	BISHNOI UPASANA RAVI	A Case Study of a Child Suffering from Mild Mental Retardation

7	CHALKE SWATI CHANDRAKANT	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
8	CHAUDHARY CHHAVE NAVEENKUMAR	A Case Study of A Child suffering from Downs Syndrome Problem
9	CHENNURU LAKSHMI PRIYA KRISHNARAO	Development and Evaluation of an Instructional Module fostering English Speaking Skills among the Visually Impaired College Students
10	DAVE PANKTI YATIN	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
11	DOIPHODE SMITA SURESH	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
12	DSOUZA PEARL JOE	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
13	FARJANABANO MUKTHAR AHMED	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
14	FERNANDES ROSALYN VINCENT	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
15	FERNANDES SILVIA ALESHEN	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace

		Culture among their Students
16	GABRIEL JESSICA AJAY	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
17	GOSWAMI NEELAM KIRAN	A Case Study of a Child Suffering from Severe Mental Retardation
18	GUPTA AARTI RAJENDRA	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
19	JAIWAR ANITA SURYABALI	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
20	JHA ANJANA MANOJ	A Case Study of a Child Suffering from Severe Mental Retardation
21	JHA POONAM KUMARI VIJAY	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
22	JODHANI JAGRATI RAJKUMAR	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
23	KADAM ROHINI NAVNATH	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
24	KESHARWANI PRIYANKA RITESH	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students

25	KHAIR FATIMA ZAHIRALI ADAM	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
26	KHAIR MEENAZ ZAHIRALI	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
27	KHAN AAFREEN EHSAN AHMED	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
28	KHAN NISHAT MANSOOR	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
29	KHAN SANA MASOOD	A Case Study of a Child Suffering from Severe Mental Retardation
30	KHAN UZMA BEGAM ABDUL REHMAN	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
31	KHANNA SONAL KULBHUSHAN	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
32	KHULE SONALI MAHADEV	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
33	KOTAKDOND SUJATA BABURAO	A Case Study of a Child Suffering from Severe Mental Retardation
34	KOTIAN ROOPA	A Case Study of Effectiveness of the Tactile Technique

	HARISHCHANDRA	in Enhancing Competency in Economics Diagrams of Visually challenged Students
35	KUMAR PRATIBHA SATISH	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
36	LOKHANDE ARCHANA RAJESH	LEFT
37	MAHAZABEEN ABDUL RASHID	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
38	MAHINDRAKAR SUPRIYA SACHIN	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
39	MANDAL DIPA DHARMBIR	A Case Study of A Child suffering from Downs Syndrome Problem
40	MEHTA RADHIKA MUKESH	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
41	MODI PRERANA VISHNU	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
42	NAYEK SHARMIN MUJIBER	A Case Study of A Child suffering from Downs Syndrome Problem
43	NOORI SURJITKAUR SWARANSINGH	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students

44	PANDA MONICA SIDHARTHA	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
45	PANDEY ANITA LALTAPRASAD	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
46	PANDEY KHUSHBOO RAMSAGAR	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
47	PARIHAR RANJANA SHAKTI SINGH	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
48	PARSA REENA JOHN	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
49	PATIL MOHINI PRAKASH	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
50	PATIL VRUSHALI BHALACHANDRA	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
51	POOJARI JAILAXMI	LEFT
52	PRASAD DEEPA SHASHIBHOOSHAN	Implementation of Swami vivekananda's Vision in School Curriculum.
53	RAI SARIKA AJAY	A Case Study of a Child Suffering from Mild Mental Retardation

54	BHATT HEMANGI PANKIL	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
55	S LAKSHMI SHANKAR GANESH	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
56	SAWANT SUSHMA PANDURANG	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
57	SHAH BHUMIKA AMISH	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
58	SHAH DISHA JAYESH	A Case Study of a Child Suffering from Mild Mental Retardation
59	SHAIKH AFREEN MUKHTARALI	A Case Study of a Child Suffering from Severe Mental Retardation
60	SHAIKH SHABANA SAGIR AHMED	LEFT
61	SHAIKH SHAKINA BANO BABU	A Case Study of A Child suffering from Downs Syndrome Problem
62	SHARMA REEMA JAINENDRA	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
63	SHARMA SMITA SARVAMITTER	A Case Study of a Moron,Mild Mentally Retarded Student
64	SHETTY GEETHA	A Case Study of a Child Suffering from Mild Mental

	BALAKRISHNA	Retardation
65	SHAIKH RUBINA NAZIR	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
66	SHUKLA KAMLESHKUMAR THAKURPRASAD	A Case Study of a Child Suffering from Severe Mental Retardation
67	SINGH ALKA RAMESH	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
68	SINGH ANKIT SHERBAHADUR	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
69	SINGH NEHA NARENDRA	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
70	SINGH SHIKHA OMPRAKASH	A Case Study of a Child Suffering from Severe Mental Retardation
71	SONDE SUSHMA RAJENDRA	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
72	THAKER HIRAL BIPIN	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
73	THAKKAR HETAL RAMESH	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of

		Visually challenged Students
74	THIPPABATTINI ANILKUMAR T JOJI	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
75	TSSHERING SHERPA SAMDEN	Development and Evaluation of an Instructional Module fostering English Speaking Skills among the Visually Impaired College Students
76	VISHWAKARMA LAXMI ISHWARDEV	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
77	VISHWAKARMA NIRMALADEVI RAMJI	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
78	WAGHELA LALITA SHANKAR	A Study of Perceived Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
79	YADAV RADHIKA KAMLASHANKAR	A Case Study of a Child Suffering from Severe Mental Retardation
80	YADAV VANDANA KEDARNATH	A Case Study of a Child Suffering from Severe Mental Retardation
81	MAURYA ASHOK MULHUR	A Case Study of A Child suffering from Downs Syndrome Problem
82	SONAR SUMAN PUNWASI	A Case Study of a Child Suffering from Severe Mental Retardation
83	PADHI JYOTI DANDAPANI	A Case Study of a Child Suffering from Severe Mental Retardedness

84	SHARMA PANDIT ALOK ASHOKKUMAR	A Case Study of A Child suffering from Downs Syndrome Problem
85	ROSELIN KAMALA SELWYN	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
86	BHOIR GEETA SADHURAM	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
87	KHAN NILOFAR RAFIQ	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
88	SHUKLA PRITI JILEDAR	A Case Study of an Autistic Child
89	MEMON SAIMA IBRAHIM	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students
90	PANDEY ARTIDEVI RAMBALI	A Case Study of a Child Suffering from Mild Mental Retardation
91	SHAH PRACHI JAYANT	A Case Study of a Child Suffering from Profound Mental Retardation (Microcephaly Syndrome)
92	KOTECHA PARUL NARENDRA	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
93	KESHARIA JIGNA MOHANBHAI	A Case Study of a Child Suffering from Mild Mental Retardation

94	KHAN AISHABANU MOHD JALIL	A Study of the Effectiveness of Instructional Module in Creating Environmental Awareness among Visually Challenged Students
95	MORAJKAR RUPA RATNADEEP	Development and Evaluation of an Instructional Module fostering English Speaking Skills among the Visually Impaired College Students
96	KAMBLE VIJAYA SADANAND	A Study of Percieved Effectiveness of an Audio Instructional Material for the Visually Challenged Students of Ruia College
97	VAISHYA KANCHANDEVI SHITALAPRASAD	A Case Study of Effectiveness of the Tactile Technique in Enhancing Competency in Economics Diagrams of Visually challenged Students
98	SONAWANE ASHWINI SUNDER	A Case Study of a Child Suffering from Mild Mental Retardation
99	SHAIKH NAUSHAD RASHID	A Study of Effectiveness of Personality Development Module on the Personality of Visually Challenged Students of Ruia College
100	MOMAYA RIDDHI HARISH	Development and Evaluation of a Training Module for Secondary School Teachers for Fostering Peace Culture among their Students

Annexure : D

Anau Ēmaalk	ivaVaqaalkao naava	salkSaanaacaa ivaYaya	maagadSak paQyaapKacao naava
1	BHALERAO PRIYA PADMAKAR	[ya%ta 7 val cyaa ivaVaqaalkaQyao marazl SaQdladKnaacaa kaSalya ivakisat krNyaasaazl] pĒmaalkao ivaksana va Aayaaj ana krNao 3ahsva, idV; jaaDaxaro ivaramaicanho	Ms. Sunita Britto
2	BIBAVE SAMRUDHI GIRISH	maaQyaimak stravarlla bal. eD. iva&ana iSaxakalkal va&ainak AiBayaaQyata va AQyaapna xamata yaalkyaatlla prspr salkSaanaacaa AByaasa	Ms. Hema Peese
3	BORDE CHHAYA BHAGWAN	DI. eD. cyaa ivaVaqaalkalyaa mah%vaKalkacyaa stralkaa AByaasa.	Ms. Sunita Britto
4	CHAVAN SANTOSH BABASAHEB	[. 8 valcyaa [ithasa Aqyaapnaat iSaxakalkal yaNaaya ADcaNal va %yaavarlla jao krt Asal ad yaa] payayaaj analkaa AByaasa.	Dr. K. R. Jadhav
5	DATIR SADHANA VITTHAL	maaQyaimak iSaxakalkal vyaavasaaiyak samaaQaanaalkal %yaalkya AQyaapna AiBayaaQyato salkBaat AByaasa.	Ms. Sunita Britto
6	DENDGE MUKUND KISAN	ija. p. pa. SaaLa, mal azNa yaqalla [ya%ta 5 vallla ivaVaqaalkalyaa [kaj al Axar ladKna kaSalya ivaksanaasaazl] pĒmaalkao ivaksana va Aayaaj ana	Dr. Kalpana R. Kharade

7	DEORE TUSHAR VASANTRAO	KlyaaNa SahratiIa [ya%ta 10 val cyaa vagaasaaZl kdi yaa jaaNaaáyaa Altgat mall yamaapna pNaalalbaabat ivaVaqaI- va iSaxak yaaltiyaa AvabaaQaacaA AByaasa.	Dr. K. R. Jadhav
8	JUNGHARE SHAILESH PANJABRAO	[ya%ta 8 valcyaa [ithasa ivaYayaacyaa AQyaapnaat kqaakqana pQdtIcyaa]pyaagacyaa pirNaamakarktcaA AByaasa.	Dr. K. R. Jadhav
9	KALE SUNITA MAROTRAO	sava- iSaxaa AiBayaanaltgat kstirbaa gaalal ivaValayaatIa iSaxakalhaa yaNaaáyaa samasyaam va %yaavarIIa]payayaaj anaalIaa AByaasa.	Mrs. Raju Talreja
10	KHALEKAR PRASHANT VITTHAL	"rahriI talaa@yaatIIa paqaimak iSaxaNaat sava- iSaxaa AiBayaanacyaa gaTsaaQana kIalIaa yaagadana" ek vyai@tAByaasa.	Mrs. Raju Talreja
11	KOLHE VINAYAK HARIBHAU	"icanhalIkt sa#yaalVarIIa iEyaaltiyaa AakIanaat katILSvar ivaValayaatIIa [. 7 val cyaa ivaVaqaalIhaa]dBavaNaaáyaa samasyaa va %yaavarIIa manaaarjIanaa%mak]payaltiyaa AByaasa.	Ms. Hema Peese
12	KULKARNI RATNAKAR RANGRAO	prtlr talaa@yaatIIa sava- iSaxaa AiBayaanaa kyaEmaaltgat [ya%ta 8 val gaiNat ivaYaya iSaxakaltiyaa savaaltgat piSaxaNa kyaEmaacao mall yamaapna krNao	Dr. Kalpana R. Kharade

13	KURHADE GANESH TUKARAM	esal DI. TI. Kl aanal A Qyaapk ivaVal ayaatlla Ca-aQyaapk alhaa Aaltrvaaisata Kal aavaQalmaQyao yaNaayaa samasyya va] payaalkaa AByaasa.	Dr. K. R. Jadhav
14	MANE VANDANA PRAVIN	[. 8 val tlla ivaVaQyaalkhya [ithasa ivaYaya salbadnaasazi sahyaaal Aqyayanaacaa] pyaaga ek pyaaga	Ms. Sunita Britto
15	MARTI PRESILLA WILLIAM	[ya%ta 9 valcyaa marazi inabaaQa ladKnaat yaNaayaa samasyaalkhya va %yaavarlla] payayaaj anaalkaa AByaasa.	Ms. Hema Peese
16	METKARI SAMADHAN RAMCHANDRA	Balkab va jvaal aamaalKI GaTKalkhya A Qyaapnaasazi bahmaaqyama] pagamaacaa] pyaaga ek pyaaga	Ms. Hema Peese
17	MOHITE SITARAM RAMA	Ailabaaga talaa@yaatlla [. 4 qal cyaa vagaatlla vaacana Axama ivaVaQyaalkhya Aqyaapna krtanaa yaNaayaa ADcaNalcaa AByaasa va %yaavarlla] paya.	Dr. K. R. Jadhav
18	MORE SHARDA BHANUDAS	[. 8 valcyaa ivaVaQyaalkhya Saakainak salbadnaavar Garatlla vaatavarNaacaa haNaara pirNaama ek AByaasa.	Dr. K. R. Jadhav
19	PANDURE MAHESH MOTILAL	DI. eD. pqama vaYa- Ca-aQyaapk alhaa marazi ivaYayaacaa sarava paz Gaotanaa yaNaayaa samasyaalkhya] paya yaaj anaalkaa AByaasa.	Ms. Hema Peese
20	SABLE NAVANATH MAHADU	Ealgaalkaa talaa@yaatlla paqaimak SaaLotlla iSaxakalkhya %yaalkhya dNyat yaNaayaa ASaakainak kamaacaa %yaalkhya	Dr. K. K. Kharade

		kayaavar haNaaáyaa pirNaamaabaatcyaa AvabaaQaalkaa AByaasa krNao	
21	SALAM RAJESH HARISHCHANDR A	gaalkyaa ij al ho ko naxal agast Baagao kl paqaimak AQyaapkakl SakaiNak samasyaa ka AByaasa.	Dr. K. K. Kharade
22	SAWANT VIKAS TANAJI	[ya%ta 11 val tlla [ithasa AQyaapnaasaaZl bahmaaQyama] pagamaacaa]pyaaga ek pyaaga.	Dr. K. R. Jadhav
23	KALE SHRIKANT SUBHASRAO	[ya%ta 9 val tlla ivadyaayaaQyao pyaa- varNa jaagaRl ivaksanaasaaZl bahthaaQyama] pagamaacyaa pirNaamakarktcaa AByaasa	Mrs. Hema Pesse
24	TUPE SANTOSH BHAUSAHEB	vaQ aapR talaaQyaatlla Anaadainat va ivanaaAnaadainat maaQyaimak stravarlla [ya%ta 9 val cyaa ivaVaQyaalkyaa pyaa- varNaivaYayak jaalvaalkaa AByaasa.	Mrs. Raju Talreja
25	WELKE SANTOSH BHIMRAO	"[ya%ta 7 valcyaa ivaVaQyaalkao naagairkSaas- ivaYaya saQbadna saQaarNyasaaZl baaQaa%mak saQaTkacaa]pyaaga ek pyaaga.	Dr. K. K. Kharade
26	YADAV KAILAS BANSI	Ca-aQyapkalkaa Aalktrvaaisata pNa- krtanaa yaNaaáyaa samasyaalkaa AByaasa krNao	
	WANKHEDE SANJAY KASHINATH	balknmaalka [- pirsaratlla sava iSaxaNa AiBayaanaalkgat rabaival yaa jaaNaaáyaa piSaxaNaalkaa AByaasa.	Dr. K. R. Jadhav

27	ZINJAD RAJENDRA	[. 8 val cyaa ivadyaqaalaha [kaj al vat- maanap-aca tRtIya BaaYaa [kaj al vaacana, AakIana xamatcyaa ivaksanaasaaZl]pyaaga ek pyaaga	Dr. K. K. Kharade
28	MORE KASHINATH PRABHAKAR	marazl maaQyamaatIla ivaVaQyaalIyaa sah- Saal aya kaya- EmaahaQalla sahBaagaacyaa]daisanatcyaa karNaalIaa AByaasa. "	Mrs. Raju Talreja
29	GULGE RAJEBHAU TUKARAM	jaal anaa ij al hatIla AaEayaSaaLotIla AiQaxakalIha yaNaayaa samasyaalIha AByaasa.	Mrs. Raju Talreja
30	BANDAL NAMRATA PRADEEP	[ya%ta 9 val cyaa ivadyaqaalaha tRtIya BaaYaa [kaj al ivaYayaatIla ']'ppd' vaaprtanaa yaNaayaa samasyaalIha AByaasa va %yaavarIla]payayaaj anaa.	Dr. Kalpana R. Kharade
31	METKAR SUNANDA ASARAMJI	[ya%ta 4 val maQalla ivaVaQyaalIyaa marazl ivaYayaatIla pKT vaacanaat yaNaayaa samasyaalIha SaaQa Gaavaha]payayaaj anaa krNao	Ms. Sunita Britto
32	PANDHARE MARVATI APPARAO	[ya%ta 12 val Balgaad a ivaYayaacyaa pa%yaaxak kayaat yaNaayaa ADcaNal va samasyaa yaavar iSaxakakDha va ivadyaqaalIha kDha kd yaa jaanaayaa]payaaca AByaasa.	Dr. Kalpana R. Kharade
33	PAWAR MANISHA ANKUSH	kalkIval al pirsaratIla [kaj al maaQyamaacyaa paqaimak SaaLotIla [ya%ta 4 qal cyaa ivaVaQyaalaha yaNaayaa [kaj al IadK na ivaYayak samasyaa dI	Ms. Hema Peese

		krNyasaazi vyahrcanacao ivaksana.	
34	SHINDE CHANDRAKANT GANGADHAR	DI. vaa[-. eD. (D.Y. Ed.) stravarIIa ivaVaqaI- iSaxakalal Baavainak baiQdma%ta AaiNa samaayaaj ana xamata yaatIyaatIIa sahsalalaa AByaasa.	Ms. Sunita Britto

Annexure : E

LIST OF M. Ed. (FULL TIME) PROGRAM DISSERTATIONS (2010-11)			
ROLL NO.	STUDENT NAME	RESEARCH TOPIC	GUIDING TEACHER
1	ANDRADES PRINKLE ALBERT	A Study of the Attitude of Secondary School Students towards 'No Examination System' in Relation to their Academic Achievement	Dr. Vasundhara Padmanabhan
2	BEENA BABY	A study of the Impact of Exams on the stress level of secondary schools students	Dr. Vasundhara Padmanabhan
3	CHANDRA MRIDULA MAHESH	Development of Evaluation of an Instructional Module for Enhancing Environmental Awareness among Teacher Educators at D.Ed. level	Dr. Vasundhara Padmanabhan
4	CHAUHAN KALPANA VEDPRAKASH	A Study of the Mathematics Anxiety of Secondary School Students in relation to their Mathematics Teachers' Teaching Competency	Dr. Vasundhara Padmanabhan
5	JOSHI JYOTIBEN HARISHANKAR	काशा १ वा को का-अ को गाना को गाना का पाना आर गाना का याकाता मा साकार होतु सव्यावसायिक आगमा का जप्याका एक प्याका	Dr. Kalpana R. Kharade
6	MADNE DIPALI GOVIND	जका पाकायका सत्रावाला इवाकायाका माकाय-प्र इनाला लाका कासाया इवाकासाया लाका वाकाका आकासा काया-माका इवाकासा वा माकायाका	Dr. Kalpana R. Kharade

7	MADNE MAYURI GOVINDRAO	AQyayana caE pitmaanaacaa]cca paqaimak stravarilla ivaVaayaaMlyaa BaBgaad a ivaYaya saBpadna va saMkIpnaa%mak spYTta yaavarilla pirNaamaacaa AByaasa	Dr. Kalpana R. Kharade
8	MITRA RACHANA RAVINDRA	Promoting Culture of Peace among Secondary School Students - An experiment with Experiential Learning approach to Peace Education	Dr. Kalpana R. Kharade
9	OLAKANGAL TINA ROY	A Study of the Impact of an Instructional Module (using Games and Puzzles) on 'Indices' in Maths on Conceptual Clarity and Mathematics Anxiety of Standard VIII Students	Dr. Vasundhara Padmanabhan
10	MAHESWARI P.	A study of the Self-Efficacy of B. Ed. Students in Relation to their Self-Esteem	Dr. Vasundhara Padmanabhan
11	PANDA SUBHASHREE ANUPKUMAR	Development and Evaluation of an Instructional Module to Foster English Speaking Skills among Visually Impaired College Students	Dr. Vasundhara Padmanabhan
12	PEREIRA SHOBHA JOSEPH	Development and Evaluation of Reciprocal Teaching based Instructional Design for Enhancing Reading Comprehension Skills among Standard VII Students	Dr. Kalpana R. Kharade
13	SACHAN RAKHI RAMENDRASINGH NIRMALA]cca paqaimak strilya ivadyaaiqa-yaamI maMgaiNat ko pit icalIta kao kma krnao hotu ek maQyasqal AnadSana rcanaa ka ivaksana tqaa]pyaaj ana	Dr. Kalpana R. Kharade

14	SARAWADE SANGEETA PANKAJ	[. 9 val tlla ivadyaayamaQyao rsagahNa kaSal ya ivakasaasa] %tj anaqa- salMaada%mak AQyayana tMaaca] pyaaga ek pyaaga	Dr. Kalpana R. Kharade
15	SHAIKH MUSSARAT ANJUM ABDUL RAB	A Study of the Effectiveness of Constructivist Approach to Teaching of Science for upper Primary Students	Dr. Kalpana R. Kharade
16	SHINDE DARSHANA VITTHAL	sahyaagal AQyayana t-adaa [. 9 val tlla ivadyaayaaQyaa AqaSaas- ivaYaya salpadna, SaakaiNak sva- sanmaana va Saal aya ivamaK ta yaavarlla pirNaamaadaa AByaasa.	Dr. Kalpana R. Kharade
17	NAIDU KANCHAN	A Study of the causes of stress among junior college students in relation to their academic achievement.	Dr. Vasundhara Padmanabhan
18	MANISHA CHAWLA	Development and Evaluation of A Study Skills Enhancement Module for Improving the Achievement of Low Achievers from Std. 9th in Economics	Dr. Kalpana R. Kharade
19	RUCHE CHODEN RUSSEL	Development and Evaluatlion of a Training Module for Secondary School Teachers for fostering Peace Culture among their Students	Dr. Vasundhara Padmanabhan
20	TIWARI POONAM RAMASHANKAR	A study of the Self-Efficacy of B. Ed. Students in relation to their Performance in Practice Teaching	Dr. Vasundhara Padmanabhan

21	INGLE DEEPALI SHRAVAN	A study of the Adjustment os Secondary School Students in relation to their Personality Type.	Ms. Sunita Britto
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