



**K J SOMAIYA COMPREHENSIVE COLLEGE  
OF EDUCATION, TRAINING AND RESEARCH  
(Re - Accredited NAAC)**

**ANNUAL QUALITY ASSURANCE  
REPORT  
2014-15**

**Vidyanagar, Vidyavihar (East), Mumbai – 400 077, India.**

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# The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

## Part – A

### I. Details of the Institution

1.1 Name of the Institution

K. J. Somaiya Comprehensive College of Education,  
Training and Research

1.2 Address Line 1

Vidyanagar

Address Line 2

Vidyavihar - (East)

City/Town

Mumbai

State

Maharashtra

Pin Code

400 077

Institution e-mail address

principal@somaiya.edu

Contact Nos.

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Name of the Head of the Institution:

Dr. Vasundhara Padmanabhan

Tel. No. with STD Code:

022 - 21022265

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9324391418

Name of the IQAC Co-ordinator:

Dr Pooja Birwatkar

Mobile:

9324498518

IQAC e-mail address:

principal@somaiya.edu

1.3 NAAC Track ID (For ex. MHC0GN 18879)

MHCOTE12210

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom  
of your institution's Accreditation Certificate)

EC/52/RAR/77-dated 28-03-2010

1.5 Website address:

<http://www.somaiya.edu/VidyaVihar/bed>

Web-link of the AQAR:

[https://www.somaiya.edu/bed/about\\_us/quality\\_assurance/AQAR/en](https://www.somaiya.edu/bed/about_us/quality_assurance/AQAR/en)

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B++	84	2005	5 years
2	2 <sup>nd</sup> Cycle	B	2.67	2010	5 years
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

01-04-2005

1.8 AQAR for the year (for example 2010-11)

2014-15

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2010-11 submitted to NAAC on 10 /08/2011
- ii. AQAR 2011-12 submitted to NAAC on 28/06/2012
- iii. AQAR 2012-13 submitted to NAAC on 07/08/2013
- iv. AQAR 2013-14 submitted to NAAC on 25/07/2014

1.10 Institutional Status

University State ☐ Central ☐ Deemed ☐ Private ☒

Affiliated College Yes ☒ No ☐

Constituent College Yes ☐ No ☒

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) ☐ UGC 12B ☒

Grant-in-aid + Self Financing ☐ Totally Self-financing ☒

1.11 Type of Faculty/Programme

Arts ☐ Science ☐ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☒ Engineering ☐ Health Science ☐ Management ☐

Others (Specify)

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

Mumbai University

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

In process

University with Potential for Excellence

-

UGC-CPE

-

DST Star Scheme

-

UGC-CE

-

UGC-Special Assistance Programme

-

DST-FIST

-

UGC-Innovative PG programmes

-

Any other (*Specify*)

-

UGC-COP Programmes

-

## **2. IQAC Composition and Activities**

2.1 No. of Teachers

04

2.2 No. of Administrative/Technical staff

02

2.3 No. of students

-

2.4 No. of Management representatives

01

2.5 No. of Alumni

-

2.6 No. of any other stakeholder and  
community representatives

02

2.7 No. of Employers/ Industrialists

-

2.8 No. of other External Experts

2.9 Total No. of members

09

2.10 No. of IQAC meetings held

02

2.11 No. of meetings with various stakeholders:

No.

28

Faculty

20

Non-Teaching Staff

03

Students

04

Alumni

01

Others

-

2.12 Has IQAC received any funding from UGC during the year? Yes

☐

No

☒

If yes, mention the amount

NIL

2.13 Seminars and Conferences (only quality related)

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

Total Nos.

13

International

-

National

01

State

☐

Institution Level

12

(ii) Themes

**Senior Scholar Seminar Series** on “*Leadership in Educational Institutions- Opportunities and Challenges-Guiding the way to 21<sup>st</sup> century*”

**Workshops**

- Web tools in Teaching and Learning;
- Creative writing skills;
- How to teach like a champion?
- Problem Solving Skills-Six Thinking Hats;
- Inclusive Education;
- Trailblazers workshop;
- Differentiation and Student Ownership;
- Model for Instructional Designing;
- Research tool development;
- Experiential learning;
- Concept map;
- Coaching for NET examination through workshop

## 2.14 Significant Activities and contributions made by IQAC

The IQAC was involved in preparing the RAR for 3<sup>rd</sup> cycle of accreditation by NAAC.

Besides this the IQAC was involved in planning and organizing the following:

### 1. Academic

-Generation of Session plans by all faculty members regarding each topic taught. These plans were developed in terms of achievable objectives to be attained, the resources and materials required, the innovative pedagogical techniques, the plan of action, evaluation and self reflection

-Use of **Google Classroom** for teaching all subjects.

- Compilation of learning resources in the form of lesson plans for different teaching techniques, instructional resources for school subjects and web resources for various courses.

### 2. Practicum

**-Initiating the best practice of *Extended internship***

-Conducting practice teaching in 2 of the top 10 best schools of Mumbai (as per Hindustan Times Survey)

### 3. Add on Programs

The IQAC was instrumental in conducting various add on certificate programs like:

- Web tools;
- Creative writing;
- English communication

### 4. Workshops

Preparation for NET/SET

### 5. Research

Rs 10,000 are earmarked annually to be availed by faculty members for research purposes;

Organizing ***Gyan Pushpanjali***- A series of research paper reading sessions where researchers from reputed institutes like HBCSE, TISS present their research papers;

Organized the Senior Seminar Scholar Series on *Leadership in Educational Institutions- Opportunities and Challenges-Guiding the way to 21<sup>st</sup> century*’

## **6. Consultancy**

Expanding consultancy service by providing training in *web tools* for teachers of Podar School, Mumbai

## **7. Human Resource Development**

- Faculty training for using smart board and Google applications
- 15 day Development Program for non teaching staff of the sister institutes of Somaiya campus and college to groom them in Business English Communication skills and Informal English Communication skills.
- As a part of student development program, 30 students were sent to International colloquium at Pillai College of Education and Research and 20 students got the opportunity to attend the Sixth Annual HEF on Innovation in Education in SIMSR.
- Four students presented a paper on the topic, 'Values, Youth and Changing Times' at K J Somaiya Buddhist Centre;
- Initiating use of biometry for attendance;
- Free medical checkup of the staff and students in collaboration with Fortis Hospital
- Counseling services provided by expert counselor once a week for students

## **8. Library**

New library services were initiated from November, 2014 as follows:

- Online Self Renewal;
- Reserving the books online;
- Global Common Circulation
- Hands on training to faculty and staff regarding EBSCO Database Service (EDS)

## **9. Infrastructure**

The following were purchased:

- 5 Exhaust fans and 4 Ceiling fans;
- Collar mike and hand mike;
- Printer with photocopy and scanner machine;

A microwave oven.

## 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

Plan of Action	Achievements
To equip the prospective teachers with the knowledge and competences of digital pedagogical strategies	<p><b>Teaching</b></p> <ul style="list-style-type: none"><li>-Use of Goggle Classroom for teaching;</li><li>-Use of asynchronous and synchronous modes of teaching like flipped learning, mobile learning, blended learning;</li><li>-Use of ICT enabled support systems like group email, blogs, social networking sites like Facebook, Zorpia, Whatsapp etc for curricular and co curricular aspects;</li><li>-Instructional material, e notes and Handouts which are disseminated through the common 4 email ids created for all levels of students (B.Ed, M.Ed, PGDME, Ph.D);</li><li>-Compilation of learning resources in the form of lesson plans for different teaching techniques, instructional resources for school subjects and web resources for various courses.</li></ul> <p><b>Practicum</b></p> <ul style="list-style-type: none"><li>-Incorporating ICT in lessons given during practice teaching like use of smart boards, you tube, audio visual aids, movies;</li><li>-Training students in the use of software like wondershare quiz creator, hot potatoes and</li></ul>

	<p>mind maple;</p> <p>-Providing add on certificate course on <i>web tools</i> to students.</p> <p><b>Research</b></p> <p>-Online guidance given to B.Ed, M. Ed, PGDME and Ph. D student;</p> <p>-EBSCO and N –list database made available on the campus website which gives access to thousands of e books and journals.</p>
To foster transformative leadership among the educational leaders of HEIs.	Organizing of Senior Scholar Seminar Series for year 2014-15 on ' <i>Leadership in Educational Institutions- Opportunities and Challenges-Guiding the way to 21<sup>st</sup> century</i> '
To develop and implement a teacher training module on "ICT INTEGRATED LANGUAGE Learning Strategies in English as L 3 " for the school teachers	Orienting and training students on ' <i>The Orell Language Lab</i> '.
To contribute to the personality development of the children belonging to the deprived sections of the community	<p>The institute conducted research based projects on the following areas:</p> <ol style="list-style-type: none"> <li>1. RTE- regarding how socially deprived groups are being assisted through RTE and the status of RTE in schools.</li> <li>2. Female Foeticide- a research project was conducted on awareness regarding female foeticide among pre service teachers of SSR college of Education, Silvasa.</li> </ol>

Internationalization of Teacher Education,	<p>Orienting the students to the international educational scenario by offering the optional subject of <b>Global Education</b>;</p> <p>-Providing orientation to instructional strategies used in state/CBSE/international schools as well as conducting visits to these schools and furnishing opportunities to conduct teaching practice in these schools;</p> <p>-In the year 2014-15, students and faculty were given an orientation regarding on utilizing the “Smart Board resource.</p>
To equip the in-service and pre-service teachers for inculcation of the values of Multiculturalism through subject instruction	Use of cooperative teaching learning strategies like team teaching, dramatization, discussion, debates, seminars
To promote research activity	<p>-Research Paper Reading Sessions by scholars from reputed institutes like TISS, HBCSE as part of <i>Gyan Pushapanjali</i> program ;</p> <p>-Pre-Ph.D. course for the research scholars.</p>
To continue with the earlier best practices	<p>-Shadow Teaching was continued this year (2014-15) too;</p> <p>-New Best practice of <b>Extended Internship</b> was introduced</p> <p>-Organizing of guest lectures/workshops on innovative teaching practices, technology enhanced teaching, teaching for higher order thinking, teaching for catering to the learning diversity etc.</p>

*\* Attach the Academic Calendar of the year as Annexure.*

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

Management ☒      Syndicate ☐      Any other body ☐

Provide the details of the action taken

The actions to be taken for quality enhancement are decided in the Local managing Committee (LMC) meetings held in the college twice a year and the action taken reports are submitted to the Committee in the subsequent meeting.

# Part – B

## Criterion – I

### I. Curricular Aspects

#### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1	0	1	0
PG	1	0	1	0
UG	1	0	1	0
PG Diploma	1	0	1	0
Advanced Diploma	0	0	0	0
Diploma	0	0	0	0
Certificate	3	1	3	3
Others	0	0	0	0
<b>Total</b>	7	0	6	2

Interdisciplinary	0	0	0	0
Innovative	14	22	36	

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

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

Pattern	Number of programmes
Elective Option	B Ed-5; M Ed: 2
Semester	2-B Ed, M Ed
Trimester	0
Annual	1PGDME

#### 1.3 Feedback from stakeholders\* Alumni (On all aspects)

Alumni	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Employers	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>
Co-operating schools (for PEI)	<input checked="" type="checkbox"/>						

Mode of feedback : Online ☒ Manual ☒

*\*Please provide an analysis of the feedback in the Annexure*

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

Yes. There is revision of syllabus on regular basis by University of Mumbai.

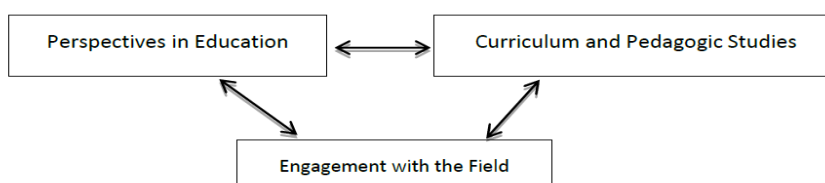
In the year 2013-14 there was no syllabus revision, but in the year 2014-15 syllabus revision took place based on the curriculum framework given by NCTE for 2 year B.Ed program. The document prescribed by NCTE presents the course structure for the NCTE two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners.

**The salient aspects of this are as follows:**

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. There is also a guideline regarding transaction of the courses as per which transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

**Curricular Areas**

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:



1.5 Any new Department/Centre introduced during the year. If yes, give details. Nil

## Criterion – II

### 2. Teaching, Learning and Evaluation

#### 2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
10	08	01	01(Principal)	NIL

#### 2.2 No. of permanent faculty with Ph.D.

05
----

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
03	00	00	00	00	00	01	00	04	00

#### 2.4 No. of Guest and Visiting faculty and Temporary faculty

02
----

#### 2.5 Faculty participation in conferences and symposia

No. of Faculty	International level	National level	State level
Attended	06	20	00
Presented papers	04	16	00
Resource Persons	00	02	00

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

- Cooperative learning techniques like Jigsaw method, round table, seminar method, role play and discussion, case study, brainstorming, use of ICT, educational games, flipped classroom, blended learning and Google classroom;
- Extended internship Programme;
- Shadow Teaching;
- Research Paper Reading sessions by research scholars from TISS and HBCSE for M Ed, Ph D and Faculty;
- Content enrichment programs for B Ed students by subject experts and alumni;
- Student support through Remedial Teaching Program;
- Sending students to Trailblazers workshop;
- Model lessons in innovative methods by alumni;
- Science Laboratory hands-on experience;
- Book review presentations made an integral part of the course;
- Administration of psychological tests by our student teachers on school students during internship;
- Developing improvised apparatus using inquiry learning approach.

### **Workshops by Professionals**

- Ms Prachi Singhi from Akanksha –NGO on “Differentiation and Student Ownership”
- Prof. Parimal Merchant from AIFMB (Institute of Family Managed Business Advisor on Family Business;
- Creative Writing Skills Workshop by Mr Pushpalatha Raja;
- Ms. Sachu (B. Ed. student) conducted a workshop on ‘Inclusive Education’;
- Workshop on Model for Instructional Designing by Dr. Kalpana Kharade;
- Mr. Prashant Mahajan, Director & Learning Catalyst’ of Somaiya Vidyavihar (concept of Experiential learning);
- Coaching for NET examination through Workshop;
- Orientation to the use of databases in the Library including EBSCO;
- Orientation to the use of Smart Board by InfoVision Solutions Pvt. Ltd.

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

184

**2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)**

- Course wise grades of the students were shown to the students for the content test, essay test, Open book examination and class tests of both the semesters for bringing about transparency in evaluation;
  - Essay tests were conducted for 10 marks instead of 5 marks and class tests were of 60 marks instead of 20 marks so as to provide more exposure & training in writing examinations;
  - Flexibility in the scheduling of the exams to cater to differential needs of the learners. (1 was visually challenged and 1 student delivered a baby; a girl met with fracture,);
  - Re exams and re tests are conducted for those who were below average in their performance;
  - Before the commencement of final exams, study circles and tutorials were arranged;
  - Reflections by the students about their performance by drawing graphs to indicate their progress during practice teaching on various parameters;
- After the preliminary examinations, remedial teaching was arranged for the students to give individualized guidance.

**2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop**

10 (syllabus development for 2 year B Ed) I for M ED

**2.10 Average percentage of attendance of students**

B.Ed

85%

M.Ed

75%

### 2.11 Course/Programme wise distribution of pass percentage

The results presented in the tables below are for Semester I (2014-15) for B.Ed and M.Ed

Title of the Programme	No. of students appeared	Division						
		O Grade	A Grade	B Grade	C Grade	D Grade	Failed	Absent
B.Ed. Sem.I	100	03	25	35	27	06	05	01
M.Ed. Sem I	15	02	09	01			02(ATKT)	01

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

The IQAC overall manages the planning, monitoring and evaluation of the teaching learning process in terms of the following:

#### Contributes by way of:

- Initiating Goal setting exercises at beginning of the academic year where each faculty does their SWOT analysis and also sets goals for themselves. The IQAC mentors and monitors the achievement of these goals;
- Planning for the academic year through generation of detailed day wise academic calendars;
- Arranging faculty forums, research paper reading sessions, guest lectures for enrichment;
- Conducting research at B.Ed and M.Ed level on the basis of need analysis and ensuring the research topics are current and contribute to the current educational scenario;
- Encouraging faculty members for professional development through papers presentations and participation in seminars, workshops and conferences as well as undertaking minor and major researches.

#### Monitors by ways of:

- Frequency democratic staff meetings;
- Feedback forums with students and student council;
- Feedback from practice teaching and placement schools;

#### Evaluates by way of:

- Formal feedback from students in terms of course evaluation, teacher evaluation and overall evaluation

- Appraisals by self, Principal and peer.

### 2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	02
UGC – Faculty Improvement Programme	-
HRD programmes	02
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	11
Summer / Winter schools, Workshops, etc.	11
Others	

### 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	7	-	-	-
Technical Staff	1	-	1	0

## Criterion – III

### 3. Research, Consultancy and Extension

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

The IQAC contributes to the promoting the research climate in the institution in the following manner:

- Conducting research methodology workshops;
- Organizing research paper reading sessions;
- Discussing research concepts in faculty forums;
- Mentoring the faculty members for undertaking research projects, writing research based papers;
- Encouraging faculty members to present research papers at various academic platforms;
- Promoting research endeavours among the teachers by giving research grants at institutional level (Rs 10,000/-);
- Encouraging faculty to undertake minor and major research projects.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	1	2	-	1
Outlay in Rs. Lakhs	4,00,000 lakh	14,34,600 lakh	-	4,00,000 lakh

#### 3.3 Details regarding minor projects :- NIL

#### 3.4 Details on research publications

	International	National	Others
Peer Reviewed Journals	5	4	-
Non-Peer Reviewed Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	2	5	-

**3.5 Details on Impact factor of publications:**

Range  Average  h-index  Nos. in SCOPUS

\*Impact factor of one paper published in journal

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	(Ongoing)	-	-	-
Minor Projects	Nil	-	-	-
Interdisciplinary Projects	Nil	-	-	-
Industry sponsored	Nil	-	-	-
Projects sponsored by the University/ College	01	-	-	-
Students research projects <i>(other than compulsory by the University)</i>	Nil	-	-	-
Any other(Specify)	Nil	-	-	-
Total	Nil	-	-	-

**3.7 No. of books published** i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

**3.8 No. of University Departments receiving funds from - NA**

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

**3.9 For colleges** Autonomy  DPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

**3.10 Revenue generated through consultancy**

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

Level	International	National	State	University	College
Number	-	1	-	-	-
Sponsoring agencies	-	-	-	-	

**3.12 No. of faculty served as experts, chairpersons or resource persons** **3.13 No. of collaborations** International  National  Any other **3.14 No. of linkages created during this year** 

- SSR college of Education, Silvassa for conducting Female Foeticide Awareness Program;
- Rotary club, Ghatkopar for conducting a seminar on 'Issues & Challenges faced in Teaching of Mathematics';
- Trailblazers, NGO for conducting environmental activities like Swachata Abhiyan;
- Hiranandani College of Nursing for Research methodology course;
- IGNOU for conducting distant learning courses;
- HBCSE for conducting research paper reading sessions;
- TISS for conducting research paper reading sessions;
- Podar School ,Kalyan for Extended Internship Program;
- Datta Meghe world Academy, Airoli for Extended Internship Program;
- IES School ,Bandra for Extended Internship Program;
- Fortis Hospital for conducting Health Check up camps;
- Nagarjuna University, Hyderabad for being external research referee;
- Oxford University for being chosen as Common wealth leaders;
- NAB for getting resource persons for organizing guest lectures for students;
- Tata Hospital for being resource person for a session on Evaluation Process in Education;
- Kanyashala Home science College for peer reviewing of articles;
- NCTE for syllabus revision;
- University for Paper setting, Examiner developing syllabus;
- YCMOU for conducting PGRP program.

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

From funding agency  From Management of College

Total

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

Type of Patent		Number
National	Applied	Nil
	Granted	Nil
International	Applied	Nil
	Granted	Nil
Commercialized	Applied	Nil
	Granted	Nil

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

Total	International	National	State	University	Dist	College
2	02	1		-	-	1

**3.18 No. of faculty from the Institution**

who are Ph. D. Guides

2

and students registered under them

16

**3.19 No. of Ph.D. awarded from the Institution**

1

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

JRF

1

SRF

-

Project Fellows

-

Any other

1

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

University level

-

State level

-

National level

-

International level

-

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

University level

-

State level

-

National level

-

International level

-

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

University level

-

State level

-

National level

-

International level

-

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

University level	<input type="text" value="-"/>	State level	<input type="text" value="-"/>
National level	<input type="text" value="-"/>	International level	<input type="text" value="-"/>

**3.25 No. of Extension activities organized**

University forum	<input type="text" value="-"/>	College forum	<input type="text" value="12"/>	
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>	Any other <input type="text" value="-"/>

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

The institution provides a helping hand to the community through the extension services. Every year the students serve the different groups of the society. The students are expected to find out the needs of the target group, chalk out activities and implement them so as to cater to their needs.

The following are the services provided to the community for the past year:

- Cleanliness Drive Program from Campus to Vikrant circle to Ghatkopar station;
- Anti Spitting Campaign at Dombivili station;
- Language Development Program for students of Somaiya Vocational Training -Institute, Vidyavihar;
- Language Development Program for students of Somaiya Ayurvihar;
- Eco friendly activities like Vermicomposting, Paper Bag Making, Filling Polybags & Sapling Transfer at Enviro vigil , Kalwa;
- Remedial Teaching for Vinaymandir ,Gurukul School;
- Awareness program for women empowerment for students of sister institutions;
- Preparing articles paper bags for giving to NGO;
- Nonteaching Staff Development Program to develop Basic English Speaking Skills; Telephonic Conversation, Communication Skills, Letter writing –Business & Informal;
- Creating awareness for GMO in Somaiya Campus, Vikrant circle, SVDD School;
- Swachata Abhiyan , Cleaning the surroundings at Sanjay Gandhi Park and Kaaneri Caves ,Borivili;
- Environmental Awareness Program -Vermicomposting in the campus.

## Criterion – IV

### KB4. Infrastructure and Learning Resources

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

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1728 sq m ( built up)	-	-	1728 sq m
Class rooms	4	-	-	4
Laboratories	4  Science Lab,  Computer lab,  Multipurpose Lab,  Physics/math's Lab	-	-	4
Seminar Halls	1	-	-	1
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	30 computers  1 Laptop  3 Printer	5 computers  1 Printer	Tuition Fees	35 Computers, 1laptop, 4 Printer
Value of the equipment purchased during the year (Rs. in Lakhs)	-	<b>Rs 214,050/</b> ( 5 Computer= Rs 1,99,950)  1 Printer= Rs 14,100	Tuition Fees	-
Others	-	<b>Rs 1,13,756</b> ( Furniture= Rs 1,449  (Library Books= Rs 29,900)  (Teaching Aids= Rs 20,260)	Tuition Fees	-

		(Book bank= Rs 41,981)  (Electric installations= Rs 20,166)		
Others	-	-		-

## 4.2 Computerization of administration and library

### Computerization of administration

#### Admissions

- Online admission process;
- Brochures of B.Ed, M.Ed PGDME etc are prepared;
- Display of information regarding courses on website;
- General Merit list is displayed on website;
- Orientation to CET

#### Accounting

‘Tally’ software is used for all the accounts purposes like salaries, other income and expenses accruing, petty cash, etc.

#### Examination related

- Examination papers are downloaded using the software “team viewer;
- Examination results are also analyzed with the help of computers.

#### Other administration related matters

- Preparation of circulars, announcements, notices to students;
- Displaying list of practice teaching schools, students allotted and teacher in charge;
- Displaying community work centers names and activities to be conducted there;
- Disseminating information regarding seminars, certificate courses, workshops in the college web site;
- Common group e- mail id is created for all the courses and communications is through them regarding all curricular and co-curricular matters.

### Computerization of library

- In administration the library makes use of intra campus library software *Bookworm*;

-It also has the WEBOPAC facility which helps to locate information across the Somaiya campus;

-Books charging and discharging is done through RFID reader which is an online resource for educators;

Faculty, M.Ed students and Ph.D research scholars make use of N-List Database and EBSCO database.

**N-List Database:** The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre's-List Online database offering over 6000 Journals and over 97000 e-books with archives. The library has given login id passwords for the faculty as well as students (M.Ed & Ph.D) to extend their services.

All electronic resources subscribed under N-LIST Program are available from the publisher's Web site.

**EBSCO Database:** Somaiya has subscribed **EBSCO Database** limited to some resources for its Vidyavihar and Ayurvihar campus. It can be accessed for only some institutions within the campus and outside the campus only for some institutions for those who are paying for it.

The *EDS Base Index* represents content from approximately 20,000 providers (and growing) in addition to metadata from another 70,000 book publishers. Although constantly growing, the *EDS Base Index* currently provides metadata for:

- More than 90,000 Magazines & Journals;
- Nearly 7 million Book;
- Nearly 20,000 Conference Proceedings;
- 900,000 CDs & DVDs;
- More than 320 million Newspaper Articles;
- Hundreds of thousands of additional information sources from various source-types, including: Biographies, Book Summaries, Case Studies, Company Profiles, Conference Papers, Dissertations, Government Documents, Grey Literature and Industry Reports.

### 4.3 Library services

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
<b>Text books</b>	7758	15,98,700	276	26292	7811	16,24,992
Books (B.Ed)						
Books (M.Ed)	2056	49,574	12	3608	2102	53,182
Reference Books						

a)Encyclopedias & Handbooks	32	-	-	-	32	-
b)Dictionaries	70	-	-	-	70	-
c)Yearbooks	2	-	-	-	2	-
e-Books	1,00,000+	5000	1,00,000+	5000	1,00,000+	5000
Journals	12+3	15,600.00	12	19,250	12+3	19,250
e-Journals	5000 +	5000/-	5000 +	5000/-	5000 +	5000/-
Digital Database	1	5000/-	1	5000/-	1	5000/-
CD & Video	467	-	-	-	-	467
Others (specify)						
Language Lab	1					
Theses and Dissertations - PhD – 4	138 (123 Titles)		15		153	

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Dept	Others
<b>Existing</b>	30 computers 1 Laptop	1 lab and 19 computers	30 connections	10	-	3	2 (library)	
<b>Added</b>	5	5	5	-	-			
<b>Total</b>	36	24	35			3	2	6

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

## COMPUTER TRAINING FOR FACULTY AND STUDENTS

-**Training for EBSCO Database Service (EDS)** : The librarian conducted training on 16<sup>th</sup> February, 2015 demonstrating about EBSCO Web searching tool and hands on training was given to faculty and students.

-The librarian briefed the B.Ed and M.Ed students on 12<sup>th</sup> November, 2014 on the new Services available in the library since November, 2014 in the college. Following are some of the services offered:

1. **Online Self Renewal** where, reservation of the book is done on first come first basis in a queue or sequence pattern. Book is reserved for 24hrs from the time of reservation otherwise it is processed through queue to the next person. The person already issued the book and the person reserved the book both are intimated through e-mail.
2. **Reserve the Book** where reservation of the book is done on first come first basis in a queue or sequence pattern. Book is reserved for 24hrs from the time of reservation otherwise it is processed through queue to the next person. The person who already issued the book and the person who reserved the book both are intimated through e-mail
3. **Global Common Circulation** where students can borrow one additional book for 7 days to their own college borrowings on the basis of their I-Card

- **Smart board Orientation:** In February, 2015 InfoVision Solutions Pvt. Ltd. (Smart Authorized Value Added partner, Trainer & National Distributor) trained the teaching faculty and students on the use of smart classrooms.

-**Google classroom:** All the faculty members were trained in use of Google classroom by field experts from the Somaiya technical staff.

## TRAINING FOR STUDENTS

-**Language Laboratory:** Ms. Rupal Thakkar oriented students on '**The Orell language Lab**' and by co-ordinating with Ms. Takshashila Jadhav, English Method faculty trained about **49 B.Ed students**.

-**Training in computer tools in teaching and learning:** The Certificate Course in Computer Applications, "**Web Tools in Teaching and Learning**" was conducted in 2 sessions (10 days each) for 50 students by faculty, Ms. Hema Peese .

**-Training in Interactive multimedia presentation:** Training was given to students by faculty members in various subject specific concepts and students created CDs containing the interactive multimedia presentations.

## NETWORKING AND E-GOVERNANCE

**-Use of Social media like Whatsapp on a daily basis** was used extensively by the faculty and the students regarding important deadlines, announcements, reminders, etc for academic and non academic matters;

**-Creating email id of faculty and students:** All the 100 students and the faculty members were given email ids within the Somaiya campus. The college is well connected with the entire sister institutions within the campus and all information can be shared across all the faculty members of Somaiya Vidyavihar;

**-Class Group Email:** The students were given a chance to take the initiative to be the admin of the group mail of the class for the whole year. The password was shared with all the staff and the students. The mail was used for:

- ✓ Uploading study and reference materials;
- ✓ Important announcements and deadlines of submissions;
- ✓ Posting weekly timetable
- ✓ Examination timetable
- ✓ Placement announcements
- ✓ Internship circulars

### 4.6 Amount spent on maintenance in lakhs :

i) ICT	Rs 2,14,050/
ii) Campus Infrastructure and facilities	Rs 12,860,000/
iii) Equipments	Nil
iv) Others	Rs 1,13,756/
<b>Total :</b>	Rs 16,13,806/

## Criterion – V

### 5. Student Support and Progression

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

##### Efforts in the direction of enhancement of Student Support Services:

- Student council was empowered to participate in democratic decision making;
- Several guest lectures, women development programs, add on certificate courses were arranged for the students;
- As per the feedback of the students, reasonable flexibility in academic, examination and practice teaching schedule was implemented;
- Students were sent for practice teaching to two of the top ten schools of Mumbai as identified by Hindustan Times survey;
- As a part of student development program, 30 students were sent to International colloquium at Pillai College of Education and Research and 20 students got the opportunity to attend the Sixth Annual HEF on Innovation in Education in SIMSR.
- Encouraging one of the visually challenged student (Ms. Sachu) to present papers in Senior Scholar Seminar Series
- Four students presented a paper on the topic, 'Values, Youth and Changing Times' at K. J Somaiya Buddhist Centre;
- Flexibility in timing and mode of examination was provided to the visually challenged student (Ms Sachu)
- Exposure to the functioning of various school boards (SSC, ICSE, CBSE) were given through practice teaching in these institutions. Guest lectures of resource persons from these schools were organised;
- Grievance Redressal Mechanism through open forums, student council meetings as well as open door policy;
- In house counselling in the institution every Wednesday by visiting counsellor;
- Students with low academic achievement were identified through their performance in Essay and Prelims and Remedial Teaching Program was arranged for them;
- Mentoring through proctorial system was one of the features of student support .In addition to this M Ed students also mentored the B Ed students in Microteaching, Simulated teaching and Practice teaching;
- Study circles were arranged for collaboration among students to enhance their performance;
- Scholarships were provided to needy students with good academic achievements in semester I;

- Financial guidance and instalment facilities of paying fees were provided to four students;
- Extended internship was provided to the students to get better idea of roles and responsibilities as a school teacher;
- Shadow teaching feature was continued this year with better planning;
- One week extensive content enrichment program was provided to drill the subject content;
- Health Check-ups were arranged by expert doctors from Fortis Hospital;
- Inviting schools from different boards for Campus Placement.

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

-Academic progression is carried out in the following ways:

- Semester wise analysis of PT lessons;
- Study circles for analysis of academic difficulties;
- Student profile;
- Formative evaluation in the form of Essay tests, Class tests and Open book assignments;
- Counselling for following up of students with academic difficulties.

Alumni progression is tracked in the following ways:

- Use of social networking sites for sharing the achievements;
- Telephonic media;
- Use of Alumni form;
- Feedback from placement schools.

### 5.3 (a) Total Number of students

UG	PG	Ph. D.	PGDME
100	15	16	21

### (b) No. of students outside the state

14

### (c) No. of international students – Nil

#### Men 2013-14

#### Women 2013-14

Course	No	%

B.Ed	6	6.32
M.Ed	0	0
PGDME	4	19.05

Course	No	%
B.Ed	89	93.68
M.Ed	12	100
PGDME	16	76.19

#### Men 2014-15

Course	No	%
B.Ed	2	2
M.Ed	1	6.66
PGDME	4	19

#### Women 2014-15

Course	No	%
B.Ed	89	89
M.Ed	14	93.3
PGDME	17	80

2013-14						2014-15					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
85	8	-	1	1	95	97	1	-	1	1	100

#### Demand ratio (2014-15)

Course	Applied	Admitted
B.Ed	193	100
M.Ed	24	15
PGDME	21	21

#### Dropout (2014-15)

Course	Dropout	%
B.Ed	3	3
M.Ed	0	0
PGDME	0	0

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

CET orientation for B Ed and M Ed was held on 18<sup>th</sup> July, 2014 . B.Ed orientation was attended by 193 students and 24 students attended the M.Ed CET Orientation

A 2 day NET coaching Workshop was held on 20<sup>th</sup> and 22<sup>nd</sup> December 2015, attended by 15 students. The workshop was conducted meticulously by all faculty members to enable the student teachers to participate and pass NET/ SET examinations.

No. of students beneficiaries

132

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

NET	-	SET/SLET	-	GATE	-	CAT	-
IAS/IPS etc	-	State PSC	-	UPSC	-	Others	-

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

Ms Shweta Padmanabhanwas appointed as a counselor for the students of B Ed, M Ed & PGDME. The sessions were conducted from Feb 4 to March 25 every Wednesday in college premises. 8 students were counseled out of which 3 were for career guidance. Areas covered were as follows:

- Family bias;
- Sexual harassment;
- Career unawareness;
- Family hassles;
- Relationship hassles;
- Personality problems;
- Conviction of a disorder;
- Stage fear.

Personal counseling, social counseling, memorizing techniques, Anxiety management tips, Career related opportunities were provided.

No. of students benefitted

08

### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed as on 25/5/15	Number of Students Placed as on 25/5/15
15	99	*24	*05

\*No of students offered through campus placement but not accepted: 10

### 5.8 Details of gender sensitization programmes

**Gyan Pushpanjali-** the research paper reading sessions is annually held at the college where research scholars from other institutes present their research work. . 3 Papers among the 11 papers presented this year were on *Gender sensitization* which was presented by research scholars from Tata Institute of Social Sciences.

Title of the Paper	Presenter	Date
Gender based violence and vulnerability to sexual & reproductive health decision making- An Inter-sectional study among women in low income community in Mumbai	Ms. Raisa Biswas	17 <sup>th</sup> January, 2015
Ageing under the rainbow: Understanding the networks and unmet health needs of elderly gay men in Mumbai, India	Mr. Murugesh Sivasubramaniyan,	14 <sup>th</sup> February, 2015
Utilization of maternal health care services among poor urban women: A study of a resettled & rehabilitated settlement in Mumbai	Ms Malvika Sharma	21 <sup>st</sup> February, 2015

**-Research Project:** In B.Ed a research project was conducted on awareness regarding female foeticide among pre service teachers of SSR college of Education, Silvasa. Silvasa was selected on account of being lowest in sex ratio. As a part of this program, a need analysis was conducted followed by implementing modules on female foeticide.

**-World Girl Child Day (11th October):** a program was conducted on this day where presentations were made highlighting innovations that have been introduced to achieve the education for girl child

women . There was a speech on the theme of ‘**Save the Girl child**’ which sensitized the audience. Apart from this the event also included a poem which depicted the cries of girl child.

**-Expert Talk on Family Managed Business by Mr. Parimal Merchant**, Advisor, AIFMB (Asian Institute of Family Managed Business), on Monday, 23<sup>rd</sup>, March, 2015 which inspired our female students to participate and initiate family business.

#### **-Woman Development Cell initiatives**

**The International Woman’s Day:** It was celebrated on 8<sup>th</sup> March, 2015 with great vigour and enthusiasm by the students. The following activities were undertaken:

-A **gallery walk** was conducted showcasing posters of all the woman who excelled in various fields inspite of being embroiled in social taboos were displayed;

-**Videos** were shown on women problems all over the world, injustice meted to the women, discrimination issues, educational issues, child marriages and some grave social problems on property matters, equality among sexes, etc;

-A **Quiz** on empowered women was also conducted.

#### **-Programs on Women Health**

**-Dr. Aparna Padgaonkar** , MD, DGO, DNB, on 13<sup>th</sup> November, 2015 gave a lecture on “**A Brief Overview On Women’s Health: A Need For Today**”( Adolescent → Menopause). She discussed regarding the neglect of women towards their reproductive health issues and brought into focus the remedies and precautions regarding the same.

*-Fortis Hospitals* delegated 2 lady gynecologists to sensitize the students and faculty towards *cervical cancer* and *breast cancer*. The early signs, symptoms, precautions, medications, treatment were discussed elaborately through a power point presentation;

-A medical check-up was conducted for all the B.Ed and M.Ed students and as well as for the teaching and non teaching staff by the Doctors of Fortis Hospital.

**- SUPW( Socially Useful Productive Work):** -Workshop on Warli painting was conducted on 10<sup>th</sup> March, 2015 by **Ms. Vrushali Ghate**, Teacher educator at our sister institution of S.K.Somaiya D.Ed College to sensitize women students on the small and cottage industries that they can run using our own rich arts and crafts. Students did warli paintings on pots, handmade paper, tinted paper, craft paper, cloth pieces, greeting cards, etc;

## 5.9 Students Activities

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

State/ University level  National level  International level

### No. of students participated in cultural events

State/ University level  National level  International level

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

Sports: State/ University level  National level  International level

Cultural: State/ University level  National level  International level

## 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	02	Rs137150  (Interest free loan from college to (1) Ms. Yadav Manish Rs.83100/- & Ms. Khan Nahid Arif Rs.54,050/-)
Financial support from government	Nil	Nil
Financial support from other sources	01	Rs 54860  (Scholarship received from Narayani Devi Bagla Memorial Scholarship to Ms. Veera D'Mello through HO on 22/4/2015.)
Number of students who received International/National recognitions	Nil	Nil

## 5.11 Student organized / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

**5.12 No. of social initiatives undertaken by the students**

12

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

Total number of grievances addressed = 6

Sr No	Grievance	Details of the Grievance	Action taken
1	Insufficient time for preparation for prelims	B. Ed students came up with a common grievance in Semester 1 regarding the availability of short time for the preparation for preliminary examination. And hence requested for study holidays and also one day gap between two papers during the preliminary examinations.	Common solution was arrived in consensus with the student council as to grant study leave for prelims and certain topics were taught asynchronously through Google classroom and flipped classroom.
2	Club Activities be cut short	B Ed students felt that the club activities were too many and too time consuming	Club activities were reduced and were not conducted beyond college hours.
3	Flexibility in proctorial system	As the B Ed students felt that there was no need to have the time slot in time table under proctorial system so they requested to have no proctor meets in the college hours. Instead they could meet their proctors at any time as and when they needed	Proctorial meet was removed from the time table
4	No guest lectures beyond 4 pm	B Ed students requested to have the guest lectures within the college hours as many of them came from faraway places.	Guest lectures were kept during college hours as far as possible
5	Many defaulters regarding attendance were there but no	B Ed students who were regular had the common	Defaulters were not allowed to appear in the

	action was taken against them	grievance that no action was taken against the students who were consistently absent	campus placement interviews
6	Preparation of worksheets and lesson plans to be after sem 1 exams	B Ed students who could not make the worksheets and lesson resources in the sem 1 before the exam had the common grievance that they had less time to study. They wanted the lesson resources submission to be after the examinations	Submission of the lesson resources was declared to be after examinations

## Criterion – VI

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

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

##### **Vision**

K J Somaiya Comprehensive College of Education and Research aspires to be an internationally recognized premier institution that offers to the society globally competent teachers who are humane, collaborative and multicultural in their outlook

##### **Mission:**

Following are the mission statements of the institute:

- To develop an understanding of academic content at a higher level by weaving 21<sup>st</sup> century interdisciplinary themes into core subjects;
- To develop Learning and Innovation Skills among students and teachers;
- To equip teachers and students with research driven instructional practices;
- To foster life skills and work place skills among students and teachers;
- To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments;
- To instill among the students and teachers the civic virtues and the spirit of giving back to the society multifold.

## 6.2 Does the Institution has a management Information System

Yes, the institute has an MIS which is utilized for generating various reports to be sent to the Management, University, Govt. of Maharashtra, NCTE and NAAC (RAR, AQAR, etc).

### **a) Administrative uses of MIS**

- Downloading the information from internet vis-a-vis admission policies, new rules and regulations, etc;

- Generating and maintaining admission records;

- Generating Merit lists for admissions;

- Maintaining database about the faculty;

- Generating Financial accounts;

- 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 with University, Management;

- Analyzing feedback forms; generating annual budgets, students profile; Generating and maintaining attendance reports.

### **b) Academic uses of MIS**

- Preparing student records for various purposes (Roll Numbers, method list, Practice Teaching list, campus placements etc.);

- Preparing circulars for all scholastic, co-scholastic and administrative purposes etc.);

- Using Library software (BOOK WORM), INFLIBNET and other library software;
- Preparing Research reviews and analysis for researches at M.Ed and B.Ed level ;
- Retrieving information for preparing IQAC reports, seminars and other reports;
- Preparation of instructional material;
- For online guidance of B.Ed., M. Ed, PGDME and Ph. D students;
- For curriculum transaction using the synchronous and asynchronous learning modes using group email, blogs social networking sites like Facebook, Zorpia, and WhatsApp etc. Google drives, Google forms, Google classrooms and other online software were used for spreading, managing and retrieving information

#### **c) Uses of MIS for Examination and Evaluation**

Preparing question papers;

Preparing question bank and model answers vis-a-vis Tutorials;

Preparing Mark lists;

For maintaining a database of Internal Assessment;

Analysis of Examination Results;

Rank wise Sorting of Students' Results;

Evaluation of research report;

For generating Internal Assessment reports to be sent to University.

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

#### **6.3.1 Curriculum Development**

The college follows the Mumbai university curriculum for the educational programs run by the institution hence there is not much scope for developing any new curriculum. Never the less we have developed and implemented several add- on programs at B.Ed. level.

They are:

Training in using web tools for instructional purposes;

Experiential learning for environmental education;

Creative writing for teachers;

Experiential learning for science education.

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

Along with earlier instructional practices like cooperative learning, blended learning, flipped learning this year our teachers have successfully used Google classroom applications for instructional purposes.

-The teachers have used co- teaching for teaching many concepts;

-Participatory learning strategies like inquiry learning and experiential learning also formed the part of teaching learning process this year;

-The major contribution of teachers this year has been compilation of learning resources in the form of lesson plans for different teaching techniques, instructional resources for school subjects and web resources for various courses.

### 6.3.3 Examination and Evaluation

Following measures were taken in different areas:

#### **Examination**

- Pre-examination orientation to the format of examination pattern;
- Organizing tutorials;
- Exhibiting course wise grade for transparency;
- Individual and class feedback of courses;
- Written and Oral feedback;
- Previous years' Question Papers are available in soft copy  
B Ed([https://www.somaiya.edu/bed/admission/notice\\_board/bed/en](https://www.somaiya.edu/bed/admission/notice_board/bed/en))  
M Ed([https://www.somaiya.edu/bed/admission/notice\\_board/med/en](https://www.somaiya.edu/bed/admission/notice_board/med/en))  
PGDME([https://www.somaiya.edu/bed/admission/notice\\_board/pgdme/en](https://www.somaiya.edu/bed/admission/notice_board/pgdme/en))
- Remedial Teaching;
- Providing the provision of retests;
- Bringing the flexibility in examination schedules (For visually challenged and post partum student)

#### **Practicum**

- Counselling academically weak students regarding change in their method subjects and medium of instruction;
- Mentored for micro teaching sessions by giving constructive feedback;
- Facilitating self-evaluation through reflective practices;
- Individualized lesson plan guidance and lesson supervision feedback;
- Computer assisted presentations, book review presentations and Viva-Voce for research projects to evaluate the student's presentation skills and communication skills;

**Co curricular and SUPW activities** were evaluated on the basis of the finished products.

### **Library**

New library services were initiated from November, 2014 as follows:

- Online Self Renewal;
- Reserving the books online;
- Global Common Circulation

**EBSCO Database Service (EDS)** was demonstrated to students and faculty.

Webliography

(<https://www.somaiya.edu/bed/admission/library/Webliography/en>)

and Knowledge portal

(<https://www.somaiya.edu/bed/admission/library/KNOWLEDGE%20PORTAL/en>)

) of learning resources were created and available on college website,

- Providing open access to internet and computers for students;
- Equipping the computer lab with latest web tools like wondershare quiz creator, hot potatoes and mind map;
- Equipping Science lab with new instruments for Science experiments

### **Instrumentation**

The following were purchased:

5 Exhaust fans and 4 Ceiling fans;

Collar mike and hand mike;

Printer with photocopy and scanner machine;

A microwave oven.

### **6.3.6 Human Resource Management**

Following initiatives were taken in this regard:

- Mentoring the newly recruited faculty;
- Faculty training for using smart board and Google applications;
- Using biometry for attendance;
- Free medical check up of the staff and students in collaboration with Fortis Hospital;
- Sponsoring faculty participation in International/national level seminars/workshops.

### 6.3.7 Faculty and Staff recruitment

3 faculty members were recruited

One Assistant librarian and one library attendant was recruited.

### 6.3.8 Industry Interaction / Collaboration

Students are exposed to real school environment through practice teaching, shadow teaching, research based projects and extended internships.

This year college strengthened the collaboration with the PT schools by introducing extended internship for B.Ed. and M.Ed. students. The duration of this internship was nearly a month. During this time the B.Ed. students worked with school teachers, co-planned learning activities with school teachers, tried out various teaching techniques and contributed to the school functioning. The school teachers mentored students in many activities.

### 6.3.9 Admission of Students

- Admissions are made as per the guidelines of the Pravesh Niyantran Samiti;
- The students are admitted rigorously on the basis of merit;
- The policy of inclusion is followed while admitting the students;
- Financial help, flexibility in the payment of fees in easy installments is allowed for the needy;
- Scholarships are provided to the needy students who are academically bright and financially backward.

## 6.4 Welfare schemes for

Teaching	02(Health check up, Appreciation and Awards)
Non teaching	03(Health check up, English speaking courses Appreciation and Awards)
Students	04 (Health check up, Scholarships, Mentoring, Counseling ,Placements)

**6.5 Total corpus fund generated**

Rs.2,45,350 /

**6.6 Whether annual financial audit has been done**

Yes

No

√

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	-	No	-
Administrative	Yes	NN Desai and Company	Yes	VK Kanhere and Company

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

For UG Programmes

Yes

√ (in process)

No

For PG Programmes

Yes

√ (in process)

No

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

The institute continues with the following practices:

-Open Book assignments;

-Class test of 60 Marks instead of 20 marks to give training in answering university exam papers;

-Re tests and re exams for weak students, tutorials and subject wise mentoring.

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

In the Academic Council Meeting, Mumbai University has recommended the autonomy status for our college. UGC team is awaited for autonomy visit.

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

Supervision for Practice Teaching lessons;  
Organising demonstration and innovative lessons;  
Judge for competitions;  
Participation in SSSS (Senior Scholars Seminar Series) and presented scholarly papers;  
Guest lectures and enrichment programs for present students;  
Involvement in lesson plan guidance, subject specific inputs, exam related and career related counseling.

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

Parent spouse meet was arranged where several activities were organized and feedback was taken.

**6.13 Development programmes for support staff**

A 15 day Development Program for support staff of the sister institutes of Somaiya campus and college was conducted from 27<sup>th</sup> October to 15<sup>th</sup> November 2015, by the institute to groom them in Business English Communication skills and Informal English Communication skills.

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

This year students were involved in Bio-composting through hands on experience. Students were also engaged in Vermi composting through Site Based Learning followed by discussion on how waste generated by different canteens of campus is used to create vermin compost.

## Criterion – VII

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

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

The college has added the following innovative practices to the list of earlier continued innovative practices:

**1. Extended internship for one month:** It is a creative step taken by our institution aiming towards bringing qualitative improvement in practice teaching. During this period the B.Ed students were guided and mentored by the school teachers in lesson planning, organizing co-curricular activities, developing worksheets and rubrics, teaching aids. The teachers also observed their practice teaching lessons and gave them feedback. The students too prepared several instructional resources for the schools. They helped the schools to conduct various curricular and co-curricular activities. Hence the entire experience proved to be beneficial for schools and college.

**2. Using Google classroom application for instructional purposes-** This application helped the teachers to create conducive environment for participatory learning. The teachers shared learning resources, gave assignments, and provided feedback to the students through this application. It facilitated co-learning among the learners and gave them opportunity to work at their own pace.

**3. Equipping faculty members in web technology-** The College trained the teachers in using Smart boards and Google application for active engagement of the learners.

**4. Promoting peer mentoring among B.Ed. and M.Ed. students-** This year the college gave the M.Ed. students opportunity to get better professional learning by involving them in the lesson planning guidance, lesson observations and mentoring during internship activities.

**5. Using social media for reaching the learners-** Keeping in mind the popularity of social media among the learners the college too used What's Up, Facebook for connecting fast with the learners.

**6. Accommodating disability-** This year we had admitted a visually impaired student. For her we provided the following accommodations:

- Providing e-content;
- Permitting online assignment submissions;
- Providing online guidance and feedback;
- Allowing computer based examination and periodical tests.

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

**Strategic Priorities for the Academic year 2014-15**

1. The college will develop the knowledge and competences among the prospective teachers for using the technological pedagogical tools available.
2. The college will assume a catalyst role in fostering transformative leadership among the educational leaders of HEIs.
3. The college will mobilise and sensitize prospective teachers towards social responsibility.
4. The college shall promote the value of multiculturalism through curricular and co curricular activities.
5. The college shall expose the faculties and prospective teachers towards the extension activities.

Let us see how these strategic priorities were brought in to reality:

Let us see how these strategic priorities were brought in to reality:

	Action Taken	Date	Teacher In charge
<b>Goal 1</b>  <b>The college will develop the knowledge and competences among the prospective teachers for using the technological pedagogical tools available.</b>			
1	Orienting the students towards use of Google classrooms, Mobile learning, flipped learning, and blended learning.	Ongoing in academic year 2014-15	All Faculty Members
2	Exposing students to digital tools and Programs like SPSS, Excel, EBSCO, INFLIBNET, Webtools	Ongoing in academic year 2014-15	All Faculty Members
3	Offering add on programs on web tools and certificate programs on	Ongoing in academic year 2014-15	Hema Peese
		Experiential Learning in	(18 to 22 Dec.

	communication skills, etc. to enhance the learning experiences.	Environmental Education	2015)
		Creative Writing Skills Workshop	Ms Pushpalatha Raja
4	Using Google classroom in teaching learning process to instill the competency of using E learning resources and pedagogical tools.-	Ongoing in academic year 2014-15	All Faculty Members
5	Pilot testing Google classrooms and promoting researches to find the perceptions of faculty and prospective teachers towards it.	26 <sup>th</sup> April, 2015	Dr. Sreetanuka Nath
6	Orienting the leaders of institutions towards various leadership practices through workshops	22 <sup>nd</sup> April, 2015	Dr. Vasundhara Padmanabhan
7	Motivating the prospective teachers to use movie editing tools, album tools for videography and movie making	Ongoing in academic year 2014-15 For : Pratuysh , SSSS, Internship, Practice Teaching and other curricular and co curricular activities	Ms. Usha Sharma
<p style="text-align: center;"><b>Goal 2</b></p> <p><b>The college will assume a catalyst role in fostering transformative leadership among the educational leaders of HEIs.</b></p>			
1	Sensitizing prospective leaders through exposure to workshops of Higher Education Forum	14 <sup>th</sup> March 2015	Dr. Vasundhara Padmanabhan
2	SSSS - Leadership in Educational Institutions: Opportunities and Challenges- Guiding the way to 21st Century	29-30 April 2015	Dr. Divya Sharma

<b>Goal 3</b>			
<b>The college will mobilise and sensitize prospective teachers towards social responsibility</b>			
1	Eco friendly activities at Enviro Vigil	Phase 1: September 24 to 26, 2014  Phase 2: December 18, 2014	Ms Usha Sharma
2	Women empowerment initiatives Swachata Abhiyaan	Phase 1: September 24, 2014  Phase 2: December 18 & 20, 2014	Ms Usha Sharma
3	Understanding the work culture of Enviro Vigil & Trail blazers	Phase 1: September 24 to 26, 2014  Phase 2: December 18, 2014 December 18	Ms Usha Sharma
<b>Goal 4</b>			
<b>The college shall promote the value of multiculturalism through curricular and co curricular activities</b>			
1	Celebrating the festivals of all the religions during the year	Ongoing in academic year 2014-15	Ms. Kruttika Bhat & Ms. Takshashila Jadhav
2	Sensitizing prospective teachers towards different cultures through discussion and sessions	Ongoing in academic year 2014-15	All Faculty Members
3	Imbibe cultural values in lesson planning	October 28, 2014	Ms Usha Sharma
4	Orienting prospective teachers to take up research projects	Ongoing in academic year 2014-15	All Faculty Members
5	Research Paper Reading Sessions	17 <sup>th</sup> Jan. to 13 <sup>th</sup> April 2015	Dr. Divya Sharma
<b>Goal 5</b>			
<b>The college shall expose the faculties and prospective teachers towards the extension activities</b>			

1	Orienting faculty members for preparing proposal for major and minor grants	Ongoing in academic year 2014-15	Dr. Vasundhara Padmanabhan & Dr. Kalpana Kharade
2	Orienting faculty to prepare proposal for various seminars and workshops	Ongoing in academic year 2014-15	Dr. Vasundhara Padmanabhan & Dr. Kalpana Kharade
3	Exposing faculty towards different avenues of activities through meetings and discussions	Ongoing in academic year 2014-15	Dr. Vasundhara Padmanabhan & Dr. Kalpana Kharade
4	Motivating faculty to take up consultancy assignments in extension activities	Ongoing in academic year 2014-15	Dr. Vasundhara Padmanabhan & Dr. Kalpana Kharade
		Basic Workshop in Research Methodology For Hiranandani College of Nursing, Mumbai  2nd September to 4th September 2014	Dr. Vasundhara Padmanabhan  Dr. Pooja Birwatkar

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

*\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

#### **Best Practice: 1**

**Title of the practice: Using Google classroom for instructional purposes**

**The context that required the initiation of the practice:** This age being a digital age and the students being digital learners it is necessary for the teachers to adopt the instructional practices which are liked by these learners. This requires that the teachers use digital pedagogical strategies in their teaching. Google classroom is one of such strategy.

#### **What is Google classroom?**

Google Classroom is an application with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs. It is designed to help teachers create and collect assignments in

paperless way including time-saving features like the ability to automatically make a copy of a Google Document for each student. It also creates Drive folders for each assignment and for each student to help keep everyone organized. Students can keep track of what's due on the Assignments page and begin working with just a click. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in classroom.

### **3. Objectives of the practice**

This practice had the following objectives:

1. To create learning spaces for the learners;
2. To facilitate teacher-student interaction;
3. To develop the culture of self-directed learning;

**4. The Practice:** This practice was conducted with the following phases:

**Phase 1: Orientation phase:** During this phase all the teachers were oriented to the functioning of this application.

**Phase 2 Implementation phase:** During this phase all the teachers created Google class in their respective courses and invited their students to participate in this learning environment. The teachers and students found this environment very exciting.

Following are some of the perceived benefits of this practice:

**Easy to set up:** Teachers could add students directly or share a code with their class to join. This process was found to be quick.

**Saves time:** The simple, paperless assignment workflow allowed teachers to create, review, and grade assignments quickly, all in one place.

**Improves organization:** Students could see all of their assignments on an assignment's page, and all class materials were automatically filed into folders in Google Drive.

**Enhances communication:** Classroom allowed teachers to send announcements and start class discussions instantly. Since students could post to the stream, they could help out their classmates.

**Secure:** Like the rest of Google Apps for Education services, Classroom contains no ads, never uses anybody's content or student data for advertising purposes, and is free for schools.

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

Initially it was difficult to run this application smoothly. The reasons were:

1. Lack of technological knowledge among some students;
2. Lack of internet facility available with some students.

To overcome these obstacles the teachers gave orientation and demonstration to the needy students again. The students were asked to use college internet facility.

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

This practice was found to be quite impactful. It reduced the instructional time which was utilized for discussing higher order questions and more engaging activities. It helped the teachers to reach out the students quickly and provide them guidance on one to one basis. It helped the students to work at their own pace even from homes.

7. **Resources required:** The College need not spend anything on this practice as this facility was provided at Somaiya campus level.

## **Best Practice 2**

### **1. Title of the practice: Extended Internship**

**2. The context that required the initiation of the practice:** Practice teaching is one of the crucial course component of B Ed program. This program seems to have not much utility value as perceived by all the stakeholders, especially the employers as 20 stray lessons in school/s and a week of internship hardly give exposure to the student teachers to multifaceted role teachers have to play once they are employed in schools. The schools are reluctant to oblige the institutions with teaching periods as these are novice teachers and 20 stray lessons do not make any impact both ways. The institution wanted to see if the student teachers are made available to the schools as a resource to be deployed according to their needs; it may add value and utility to both the parties. The institute in this regard decided not only to give exposure to the curriculum of SSC and CBSE schools, but also an extended internship of about one month in those schools willing to collaborate. The extended internship was made possible in regular one year B Ed program in three schools affiliated to different Boards: SSC(New English School, Kherwadi, Bandra), CBSE (Datta Meghe Learning Academy, Airoli) and ICSE(Podar International School, Kalyan

### **3. Objectives of the practice**

This practice had the following objectives:

1. To provide exposure to the student teachers regarding the multifaceted role teachers have to play once they are employed in schools;
2. To provide an extended, realistic teaching experience for the prospective teachers who can try out the various methods and techniques to realize the desired learning outcomes;

**4. The Practice:** This practice was conducted with the following phases:

**Phase 1: Orientation phase:** During this phase all the student teachers were oriented to the practice of internship and their roles and functions during internship

**Phase 2 Implementation phase:** Schools were approached for permission regarding conduction of extended internship. During this phase all the students who were willing to be a part of extended internship for 30 days were send to the respective schools.

**Phase 3 Evaluation Phase:** Feedback was taken from the principals of the schools as well as teachers. Feedback was also taken from our students. This feedback was analyzed to aid in making additional improvements in this internship program for the next academic session.

Following are some of the perceived benefits of this practice:

- More enriching experience provided to teachers to understand the needs and demands of teaching;
- Realistic exposure regarding functioning of schools;
- Additional opportunities for students to continually examine beliefs and practices and act upon findings to improve teaching and learning;
- Overall development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills;
- Student teachers were further equipped to cater to diverse needs of learners in schools;
- Reflection on their teaching experience for qualitative improvement.

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

Some of the obstacles faced were:

- Constraints such as space and resources;
- Time availability with school teachers to guide the interns as they were busy in curricular and co curricular activities;
- Availability of classes for interns for Practice teaching was limited;

- Some students were found to be not upto mark in their teaching by the school and hence the school teachers had to repeat the content taught by student teachers in most of the classes due to which completion of syllabus was delayed.

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

This practice was found to be quite impactful. As revealed by the feedback of the students as well as that of the school. Students got an opportunity to teach the students with the lesson plans made by the curriculum dept of schools which provided them further exposure regarding the different pedagogies and curricular demands. They got an exposure of preparing notes for the students and were also given hands on training regarding making worksheets related to the content and the subject allotted to them under proper guidance. Students also indulged in preparing formative papers, paper checking, taking remedial sessions, attending staff meetings, handling club activities of own subject, experience of assisting in preparation of schools annual program.

- 7. Resources required:** The college facilitated the preparation of instructional material to be used in schools. The schools also provided students with teaching learning material and resources.

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

-The institute arranged training of student teachers to make paper bags organic farming, tree plantation programs, making manure etc by different resource persons of the organization at Enviro Vigil, Kalwas. Student teacher sold these articles and raised funds for the disadvantaged group of people in a particular NGO;

-This year GMO project was taken by students for sensitizing the community towards the ill effects of consuming the products which are genetically modified. The student teachers prepared the resources required for creating materials for awareness of GMO .One group of students utilized the resources in the sister institute of campus to sensitize the student community who are most receptive for taking responsibility of spreading awareness in community to ban such products;

-The college in collaboration with Trailblazers Adventure Travel conducted a ten hour cleanliness drive at Sanjay Gandhi National Park, Borivili on December 18, 2015;

- A nature trail was organized for B.Ed students at Bombay Natural History Society [BNHS], which is one of the oldest non-governmental organizations in Asia;

-Visit to Mangroves was organized by the college and Soonabai Pirojshah Ecological Centre commonly known as Godrej Mangrove, Vikhroli. Students were given orientation about various important topics like adaptations of mangroves, their growth, types of mangroves, and the number of species in the Godrej mangroves, type of environment required for the mangroves to grow, importance of mangroves.

**7.5**

**Whether environmental audit was conducted?**

Yes

No

☒
☐

**7.6 Any other relevant information the institution wishes to add.**

-The university team has visited the institute in regard to granting autonomous status and has recommended that autonomous status be given.

-A SWOT analysis of the college was done at the beginning of the year with goal to bring qualitative improvement in the institution;

-Faculty members also set achievable goals for themselves during the Goal setting exercise and did their self SWOT analysis. Portfolio allocations were based on this SWOT analysis;

-A detailed academic calendar was prepared at the beginning of the year for all the courses;

-This year the college has entered the 3<sup>rd</sup> Cycle of Accreditation. The RAR has already been send to NAAC in the month of April, 2014. The college is gearing up for the NAAC team arrival

**-Gyan pushpanjali-** research paper reading session was organized as a part of the silver jubilee celebrations. 11 research scholars from reputed institutes like HBCSE and TISS presented papers

-The faculty members were part of the various subject specific syllabus revision committees for drafting the syllabus of two year B.Ed;

-Dr. Kalpana Kharade, faculty member was the core committee member of NCTE for M Ed syllabus revision;

One of our faculty members, Dr Kalpana Kharade won the following awards:

1. National Role Model Award-2014 by Ministry of Social Justice;
2. Hirkani Award-2015 by Mumbai Doordarshan

The Principal was one of the 100 commonwealth leaders selected from across 53 countries to attend CSC Leaders' Meet 2015: The Leadership Development Program in UK from April 12-19.

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

-This academic year (2015-16) the institute has entered the 3rd cycle of NAAC accreditation. The RAR has already been submitted to NAAC and the institute is presently awaiting the arrival of the NAAC team.

-This year (2015-16) also being the silver jubilee celebration year, the college aspires to design all its programs in terms of extending its vision and mission to not only academic arenas but moving beyond them and extending to the community as well.

-In the wake of B.Ed and M.Ed courses becoming of two year duration, all the teaching faculty would collaboratively indulge in goal setting exercises at the beginning of the year and chalk out the academic plan for meeting the curricular requirements of the courses. Strategic planning will be done in order to successfully transcend the transition to enhanced duration of B.Ed and M.Ed courses. In the wake of this, the institute will hold curriculum training programs and academic enrichment sessions for the faculty. Specialized resource person will be called to conduct specific training sessions.

-The institute plans to make its best practices like experiential learning, flipped learning, blended learning, Google classrooms, shadow teaching, extended internship, etc a more regular feature of all academic interactions.

-A 2 year B.Ed program would require constant and more elaborate support from the schools. The institute plans to hold series of round table discussions with schools principals regarding strengthening the symbiotic relationships with them. These discussions would center on developing a synergy between the schools and the institute in terms of understanding the academic challenges, evolving pedagogical strategies which are need based, enhancing the professional skills and responding to the demands of the globalized system of education.

-As a part of the **Silver Jubilee Celebrations**, the institute will majorly venture into community service through activities like:

### **1. Conducting Faculty Development programs for teachers from Municipality schools. These programs would be in areas like:**

-Subject specific training (Maths, Science, Languages etc);

- Training in Innovative strategies of teaching;
- ICT integrated language learning strategies;
- Evaluation Strategies;
- Training in Worksheet preparation

## **2. Community work for Warli community;**

### **3. Conducting specialized research based training programs for differently abled (visually challenged, hearing impaired etc)**

### **4. Conducting training program in life skills and computer skills for slum dwellers in the vicinity**

## **Alumni**

Another major thrust of the institute this year would be to empower the Alumni Association and enhance its participation in the institute through activities like guest lectures, community work, co-curricular activities, mentoring of students, organizing event of the institution etc.

The college proposes to conduct a refresher course for its alumni regarding current pedagogical practices, updating of professional skills and research.

## **- Research**

Faculty members like previous years would be initiating efforts for grant of major and minor research projects;

Each faculty member would avail the research grant of Rs 10,000 set aside for each faculty member by the institute and conduct action researches.

## **Library work to be undertaken**

- Making bound volumes of old journals;
- Computerization of serial control;
- Research tools from Thesis and Dissertations will be compiled as an institutional resource;
- Processing the list of withdrawal books and the donated books which are received in the library;
- Bar-coding the entire collection;
- Identifying the free journals in the education field.
- Library orientation at the starting of the academic year with demonstration on searching on EBSCO and N-LIST, library software as well as library services like online renewal and reserving a book;

**Besides the above the institute would continue organizing its regular annual features like:**

- Senior Scholar Seminars Series;
- Inter collegiate competition “ Pratyush”;
- Workshops on research methodology;
- Workshops on NET/SLET preparation;
- Faculty forum on a various new curricular and research trends in the field of education,
- Certificate Courses;
- Research paper reading sessions.

Name : Dr Pooja Birwatkar

Name: Dr Vasundhara Padmanabhan

\_\_\_\_\_  
*Signature of the Coordinator, IQAC*

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*Signature of the Chairperson, IQAC*

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**Abbreviations:**

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

## **ANNEXURE 1**

### **COMPOSITION OF IQAC**

Dr Vasundhara Padmanabhan	Chairman
Dr Pooja Birwatkar	Coordinator of IQAC
Sri V Ranganathan	Member of Management
Dr Vijay Joshi	Nominee from Local Society
Dr Satish Ailawadi	Nominee from Local Society
Dr Vijayam Ravi	Nominee from Local Society
M. K Radhakrishnan	Senior Administrative Officer
Dr Kalpana Kharade	Faculty members
Ms Rupal Thakkar	Faculty members
Ms Hema Peese	Faculty members

## **ANNEXURE II**

### **ACADEMIC CALENDAR**

#### **B. Ed. Academic Calendar - 2014-15**

First Semester: July 14, 2014 - December 24, 2014

Diwali Vacation: October 20, 2014 - November 8, 2014

Second Semester: January 2, 2015 - May 31, 2015

Winter Vacation: December 25, 2014 - January 1, 2015

#### **FIRST SEMESTER**

##### **AUGUST**

<b>Date</b>	<b>Activity</b>
<b>12.08.2014</b>	Formal inauguration of the B.Ed. Programme and Orientation to the B.Ed. Syllabus /Founder's Day Celebrations Week
<b>13.08.2014to22.8.14</b>	Intensive Content Enrichment Programme (Method 1,2)/Micro Teaching Workshop / Pre- Independence Day Programme(14.8.14)/Exposure to Reflective Teaching/Founder's Day Celebrations Week
<b>20.08.2014</b>	Demonstration of Bridge Lessons by faculty
<b>21.08.2014-22.8.2014</b>	Bridge Lessons by students/Visit to Practice Teaching school- getting units from schools
<b>22.08.2014-28.8.14</b>	Intensive Content Enrichment Programme (Method 1,2-Teaching Subjects)/ Lesson Planning Workshop

<b>30.08.2014</b>	Observation of model lessons by alumni working in International Schools
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#### SEPTEMBER

Date	Activity
<b>02.09.2014</b>	Content Test-Method-2/Orientation to Practice Teaching
<b>03.09.2014 to 06.09.2014</b>	Teachers Day Celebrations/Practice Teaching lesson guidance/Ganpati Festival Celebrations
<b>8.09.14-13.9.14 15.9.14- 30.9.14</b>	First Phase of Practice Teaching (Mondays, Tuesdays, Wednesdays, Fridays) followed by Block Practice Teaching/English Speaking Course
<b>18.09.2013</b>	Ozone Day Celebrations
<b>Additional Certificate course in Multiculturalism/Transactional Analysis/Activity based Teaching in Science</b>	

#### OCTOBER

Date	Activity
<b>01.10.2014</b>	Gandhi Jayanti,Dassehra & Eid Celebrations
<b>4.10.14 to 18.10.14</b>	Intensive Coaching in Theory/Seminar Presentation/Tutorials/Research based Project guidance
<b>20.10.14 to 8.11.14</b>	<b>Diwali Vacation/Community work</b>
<b>Additional Certificate course in ICT integration in Language Teaching/Active Learning Strategies</b>	

#### NOVEMBER

Date	Activity
<b>10.11.14 to14.11.14</b>	First Semester Class test

<b>15.11.2014</b>	Orientation, demonstration and lesson planning of Simulated Teaching 1(Gaming)
<b>17.11.2014</b>	Simulated Teaching 1
<b>18.11.13</b>	Orientation, demonstration and lesson planning of Simulated Teaching -2(Role-play)
<b>19.11.14</b>	Simulated Teaching 2
<b>Additional certificate course</b>	Certificate course in Psychological Tools and Techniques/Rubrics
<b>20.11.14 to 29.11.14</b>	Feedback of Class Test/Intensive Coaching in Theory / Tutorials

#### DECEMBER

<b>Date</b>	<b>Activity</b>
<b>2.12.2014 to 6.12.14</b>	Study leave for First Semester University Examinations
<b>8.12.14 to 11.12.14</b>	First Semester University Examinations
<b>Second Semester</b>	
<b>16.12.14</b>	Orientation to Research based Projects/Internship
<b>17.12.14</b>	Orientation, demonstration and lesson planning of Simulated
	Teaching 3 (Concept Attainment Model-CAM)
<b>18.12.14</b>	Simulated Teaching 3
<b>19.12.2014 to 22.12.2014</b>	Orientation, demonstration and lesson planning of Simulated teaching/guidance / Educational Visits
<b>24.12.2014</b>	Simulated Teaching 4(Creative techniques)/Christmas Eve
	Celebrations
<b>25.12.14 to 1.1.15</b>	Christmas Vacation

<b>Additional certificate course in Experiential Learning</b>
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**JANUARY**

Date	Activity
2.1.15 to 3.1.15	Guidance for second phase of Practice Teaching/ Campus
	interviews
5.1.15 to 10.1.15	Block Practice Teaching
12-1-15 to 17-1-15	Internship
	Preparations for Pratyush /Campus interviews /Republic Day
19.1.15-23.1.15	Celebrations
24.01.2015	<b>Pratyush- Intercollegiate Competition</b>
	Book Review/Computer Assisted Presentations of method set 1,2
27.1.15-30.1.15	Socially Useful Productive Work based activities
31.01.2015	Sports Day
Full month: Psychological Experiments(Every Thursday)/Campus interviews	

**FEBRUARY**

Date	Activity
04.02.2015	Picnic
<b>Full month: Intensive coaching in Theory / Tutorials / Research based</b> <b>Project/Computer Assisted Presentations of method set 1, 2</b> <b>/Psychological Experiments/ Library referencing</b>	

**MARCH**

Date	Activity
02.03.2015-8.03.15	Submission of all practicum, Remedial teaching / Enrichment Programmes
17.03.2015 to	Second Semester Class Test
22.03.2015	
30.03.2015-31-3-2015	Feedback of Second Semester Class Test/Viva of Research based

#### APRIL

Date	Activity
1.04.2015	Study leave for University Examinations
29 and 30 <sup>th</sup> April	Senior Scholar Seminar series

#### M.ED. ACADEMIC CALENDAR 2014-15

First Semester	
First Term	From August, 2014 to December, 2014.
Diwali Vacation	From October 20, 2014 to November 8, 2014
Winter Vacation	From December 25, 2014 to January 1, 2015 (Both days inclusive)
Second Term	From January 2, 2014 to May 30, 2015
FIRST SEMESTER From Aug 2014 to Dec, 2014	

#### August, 2014

Week 1: (13-16 <sup>th</sup> August ): An Orientation week
<b>Tuesday, 12<sup>th</sup> Aug</b>
1:00 pm - 3: pm - Welcoming M.Ed students
3:00 pm - 4:30 pm - Orientation to the campus and college
4:30 pm - 6:00 pm - Orientation to syllabus
<b>Wednesday, 13<sup>th</sup> August</b>
1:00 pm - 3: pm - Accommodating in the library
3:00 pm - 4:30 pm - Orientation to research
4:30 pm - 6:00 pm - Interactive sessions begin
<b>Thursday day, 14<sup>th</sup> August</b>
1:00 pm - 3: pm - <b>Exploring the repertoire of knowledge:</b> Library reference
3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - Pre independence celebration with B.Ed peers
<b>Friday, 15<sup>th</sup> August : Holiday on account of Independence day</b>
<b>Saturday, 16<sup>th</sup> August</b>
1:00 pm - 3: pm - Guided Reading session

3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - Students discussion
<b>Week 2: (18-23<sup>th</sup> Aug): A week of learning and valuing learning</b>
<b>Monday, 18<sup>th</sup> Holiday on account of Janamashtami</b>
<b>Tuesday, 19<sup>th</sup> August</b>
1:00 pm - 3: pm - Orientation to Learning resources
3:00 pm - 4:30 pm - Allotment of guides and selection of research areas
4:30 pm - 6:00 pm - Interactive session
<b>Wednesday, 20<sup>th</sup> August</b>
1:00 pm - 3: pm - Library referencing
3:00 pm - 4:30 pm - Discussion on selected research areas
4:30 pm - 6:00 pm - Interactive session
<b>Thursday, 21<sup>st</sup> August</b>
1:00 pm - 3: pm - Research article reading
3:00 pm - 4:30 pm - Cooperative learning
4:30pm - 6:00 pm - Interactive sessions
<b>Friday, 22<sup>th</sup> August</b>
1:00 pm - 3: pm - Library reference
3:00 pm - 4:30 pm - Interactive sessions
4:30 pm - 6:00 pm - Cooperative learning session
<b>Saturday, 23<sup>rd</sup> August</b>
11:00 am -12:30 pm : Critical reflection session
12:30 pm - 2:00 pm: Exploring research arenas
2:30 pm - 4:00 pm: Co learning
4:00 pm - 6:00 pm: Interactive sessions
<b>Week 3 (25- 30<sup>th</sup>)August)</b>
<b>Monday, 25<sup>th</sup> August</b>
1:00 pm - 3: pm- <b>Peer guiding B.Ed students for micro lessons</b>
3:00 pm - 4:30 pm - Interactive sessions
4:30 pm - 6:00 pm - Cooperative learning session
<b>Tuesday, 26<sup>th</sup> August</b>
1:00 pm - 3: pm - <b>Peer Guidance sessions continued</b>
3:00 pm - 4:30 pm - Discussion on open book assignment
4:30 pm - 6:00 pm - Interactive sessions
<b>Wednesday, 27<sup>th</sup> August</b>
1:00 pm - 3: pm - <b>Article Reading and reflecting</b>
3:00 pm - 4:30 pm - Active learning session
4:30 pm - 6:00 pm - Cooperative learning
<b>Thursday, 28<sup>th</sup> August</b>
1:00 pm - 3: pm- Co exploration of course wise learning resources

3:00 pm - 4:30 pm - Critical reflection session
4:30 pm - 6:00 pm - Interactive session
<b>Friday, 29<sup>th</sup> August : Holiday on account of Ganesh Chaturthi</b>
<b>Saturday, 30<sup>th</sup> August</b>
11:00 am - 2: 00 pm : Sharing expertise and guiding B.Ed peers
2: 00 – 4:00 pm : Interactive sessions
4:00 pm - 6:00 pm: Co-learning Platforms

**September, 2014**

<b>Week 1: (1-9<sup>th</sup> Sept): A week of learning and valuing learning</b>
<b>Monday, 1<sup>st</sup> September</b>
1:00 pm - 3: pm- Grooming future teacher educators: M.Ed students giving practice teaching guidance to B.Ed students.
3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - Problems solving platforms
<b>Tuesday, 2<sup>nd</sup> September</b>
1:00 pm - 3: pm- <b>Mentor-Mentee Platforms:</b> M.Ed Students mentoring B.Ed Students for practice teaching
3:00 pm - 4:30 pm - Group learning
4:30 pm - 6:00 pm - Reflecting on content
<b>Wednesday, 3<sup>rd</sup> September</b>
1:00 pm - 3: pm - <b>Exploring the repertoire of knowledge:</b> Library reference
3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - Cooperative learning
<b>Thursday, 4<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Exploring the repertoire of knowledge:</b> Library reference
3:00 pm - 4:30 pm - Critical reflection session
4:30 pm - 6:00 pm - Interactive session
<b>Friday, 5<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Teacher Day Celebration</b>
3:00 pm - 4:30 pm - Supervised reading
4:30 pm - 6:00 pm - Students discussion
<b>Saturday, 6<sup>th</sup> September</b>
11:00 am -12:30 pm : Interactive session
12:30 pm - 2:00 pm: Exploring research arenas
2:30 pm - 4:00 pm: Peer learning
4:00 pm - 6:00 pm: Co-learning Platforms
<b>Week 2: (8-13<sup>th</sup> Sept): A week of learning and valuing learning</b>
<b>Monday, 8<sup>th</sup> September : Holiday on account of Ganesha Visarjan</b>
<b>Tuesday, 9<sup>th</sup> September</b>
1:00 pm - 3: pm- Reviewing/ discussing research areas
3:00 pm - 4:30 pm - Supervised reading
4:30 pm - 6:00 pm - Co operative learning
<b>Wednesday, 10<sup>th</sup> September</b>
1:00 pm - 3: pm - Library referencing
3:00 pm - 4:30 pm - Open book assignments

4:30 pm - 6:00 pm - Interactive session
<b>Thursday, 11<sup>th</sup> September</b>
1:00 pm - 3: pm - Research proposal preparation
3:00 pm - 4:30 pm - Cooperative learning
4:30 pm - 6:00 pm - Interactive sessions
<b>Friday, 12<sup>th</sup> September</b>
1:00 pm - 3: pm - Library reference
3:00 pm - 6:00 pm - Field visit to exhibition ' <i>Antarchakshu</i> ' organized by Xaviers college, Mumbai
<b>Saturday, 13<sup>th</sup> September</b>
11:00 am -12:30 pm : Critical reflection session
12:30 pm - 2:00 pm: Learning about accessing new web tools/e journals
2:30 pm - 4:00 pm: Co learning
4:00 pm - 6:00 pm: Practice exercises
<b>Week 3 (15- 20<sup>th</sup> Sept): A week of building symbiotic learning environment</b>
<b>Monday, 15<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Synergistic Collaborations:</b> M.Ed Students involvement in Lesson Planning Guidance for B.Ed
3:00 pm - 4:30 pm - Interactive sessions
4:30 pm - 6:00 pm - Cooperative learning session
<b>Tuesday, 16<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Mentor-Mentee Platforms:</b> M.Ed Students mentoring B.Ed Students regarding nuances of quality teaching
3:00 pm - 4:30 pm - Open book assignment
4:30 pm - 6:00 pm - Interactive sessions
<b>Wednesday, 17<sup>th</sup> September</b>
1:00 pm -3: pm- <b>Exploring the repertoire of knowledge:</b> Library referencing
3:00 pm - 6:00 - <b>Getting into the guise of active researchers:</b> Discussion on Research Proposals with the Guides
4:30 pm - 6:00 pm - Interactive session
<b>Thursday, 18<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Mentor-Mentee Platforms continue</b>
<b>Doing our bit for the environment :</b> Ozone Day Celebrations
3:00 pm - 4:30 pm - Cooperative learning
4:30 pm - 6:00 pm - Asynchronous session
<b>Friday, 19<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Reviewing literature: actively seeking information ( Library referencing )</b>
3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - Open book assignments
<b>Saturday, 20<sup>th</sup> September</b>
11:00am -12:30 pm : Interactive session

12:30 pm - 2:00 pm: Students discussion
2:30 pm - 4:00 pm: Asynchronous session
4:00 pm - 6:00 pm: Cooperative learning
<b>Week 4 (22<sup>nd</sup> – 26<sup>th</sup> Sept): A week of meeting stakeholders and building relations</b>
<b>Monday, 22<sup>nd</sup> September</b>
1:00 pm - 3: pm - <b>Mentor-Mentee Platforms continue</b>
3:00 pm - 4:30 pm - Cooperative learning
4:30 pm - 6:00 pm - Interactive session
<b>Tuesday, 23<sup>rd</sup> September</b>
1:00 pm - 3: pm - <b>Mentor-Mentee Platforms continue</b>
3:00 pm - 4:30 pm - Critical reflections
4:30 pm - 6:00 pm - Cooperative learning
<b>Wednesday, 24<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Exploring the repertoire of knowledge: Library referencing</b>
3:00 pm - 6:00 - <b>Further discussion on Research proposals</b>
<b>Thursday, 25<sup>th</sup> September</b>
1:00 pm - 3: pm - <b>Mentor-Mentee Platforms continue</b>
3:00 pm - 4:30 pm - Critical reflections
4:30 pm - 6:00 pm - Interactive session
<b>Friday, 26<sup>th</sup> September</b>
1:00 pm - 3: pm- <b>Reviewing literature: actively seeking information ( Library referencing )</b>
3:00 pm - 4:30 pm - Cooperative learning
4:30 pm - 6:00 pm - Students discussion
<b>Saturday, 27<sup>th</sup> September</b>
11:00 am -12:30 pm : Asynchronous session
12:30 pm - 2:00 pm: Interactive session
2:30 pm - 4:00 pm: Critical reflections
4:00 pm - 6:00 pm: <b>Parent/ Spouse/Alumni Meet</b>
<b>Monday, 29<sup>th</sup> September</b>
1:00 pm - 3: pm- Library referencing
3:00 pm - 6:00 pm - Presentation and discussion on research proposals
<b>Tuesday, 30<sup>th</sup> September</b>
1:00 pm - 3: pm - Library referencing

3:00 pm - 6:00 pm- Presentation and discussion on research proposals continues
<b>October, 2014</b>
<b>Week 1: (1<sup>st</sup>-4<sup>th</sup> Oct)</b>
<b>Wednesday, 1<sup>st</sup> October</b>
1:00 pm - 3: pm- Library referencing
3:00 pm - 4:30 pm- Presentation and discussion on research proposals continues
4:30 pm - 6:00 pm- Asynchronous session
<b>Thursday, 2<sup>nd</sup> October : holiday on account of Gandhi Jayanti</b>
<b>Friday, 3<sup>rd</sup> October : holiday on account of Dussera</b>
<b>Saturday, 4<sup>th</sup> October</b>
11:00 am - 2: 00 pm : Book review/research paper review presentation (course 1)
3:00 pm - 4:30 pm : Cooperative learning
4:30 pm - 6:00 pm: Library reference
<b>Week 2: (6<sup>th</sup>-11<sup>th</sup> Oct)</b>
<b>Monday, 6<sup>th</sup> October : holiday on account of Id</b>
<b>Tuesday, 7<sup>th</sup> October</b>
1:00 pm - 3: pm - Designing research projects
3:00 pm - 4:30 pm - Critical reflections
4:30 pm - 6:00 pm - Cooperative learning
<b>Wednesday, 8<sup>th</sup> October</b>
1:00 pm -3: pm - Discussions on research articles/project with guides
3:00 pm - 4:30 pm - Open book assignments
4:30 pm - 6:00 pm - Interactive sessions
<b>Thursday, 9<sup>th</sup> October</b>
1:00 pm - 3: pm- learning through flipped classrooms (course1)
3:00 pm - 4:30 pm – Lectures
4:30 pm - 6:00 pm - Critical reflections
<b>Friday, 10<sup>th</sup> October</b>
1:00 pm - 3: pm- learning through flipped classrooms (course2)
3:00 pm - 4:30 pm - Students discussion
4:30 pm - 6:00 pm - Interactive sessions
<b>Saturday, 11<sup>th</sup> October</b>
11:00 am - 2: 00 pm : Book review/research paper review presentation (course 2)
3:00 pm - 4:30 pm : Interactive sessions
4:30 pm - 6:00 pm: Library reference
<b>Week 3: (13<sup>th</sup>-18<sup>th</sup> Oct)</b>
<b>Monday, 13<sup>th</sup> October</b>
1:00 pm - 3: pm- Learning through flipped classrooms(course3 )
3:00 pm - 4:30 pm - Cooperative learning
4:30 pm - 6:00 pm – Co learning
<b>Tuesday, 14<sup>th</sup> October</b>
1:00 pm - 3: pm - Orientation to psychological tools
3:00 pm - 4:30 pm - Cooperative learning
4:30 pm - 6:00 pm - Interactive sessions
<b>Wednesday, 15<sup>th</sup> October</b>
1:00 pm - 3: pm- learning through flipped classrooms(course4 )
3:00 pm - 6:00 pm - Book review/research paper review presentation(course 3)

<b>Thursday, 16<sup>th</sup> October</b>
1:00 pm - 3: pm - Library reference
3:00 pm - 4:30 pm - Interactive sessions
4:30 pm - 6:00 pm - Cooperative learning
<b>Friday, 17<sup>th</sup> October</b>
1:00 pm -3: pm- library reference
3:00 pm - 4:30 pm - Students reflections
4:30 pm - 6:00 pm - Interactive session
<b>Saturday, 18<sup>th</sup> October</b>
11:00 am - 2: 00 pm : Book review/research paper review presentation (course 4)
3:00 pm - 4:30 pm : Interactive session
4:30 pm - 6:00 pm: Co-learning
<b>October 20<sup>th</sup> - 26<sup>th</sup> Oct : Diwali Break</b>
Monday, October 28 <sup>th</sup> :Class test (course 2)
Tuesday ,October 29 <sup>th</sup> :Class test (course 3)
Wednesday October 30 <sup>th</sup> :Class test ( course 4)
October 31 <sup>st</sup> :Library visits for review of related literature for research project

#### November, 2014

<b>Week 1: (3<sup>rd</sup> -8<sup>th</sup> Nov )</b>
<b>Saturday 1<sup>st</sup> November</b>
Library visits for review of related literature for research project
<b>Monday, 3<sup>th</sup> November</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 4:30 pm - Feedback/Reflection on class test (course 1)
4:30 pm - 6:00 pm - Feedback/Reflection on class test (course 2)
<b>Tuesday , 4<sup>h</sup> November : Holiday for Muharram</b>
<b>Wednesday, 5<sup>th</sup> November</b>
1:00 pm - 3: pm- Discussions on research with guides
3:00 pm - 4:30 pm - Feedback/Reflection on class test (course 3)
4:30 pm - 6:00 pm - Feedback/Reflection on class test ( course 4)
<b>Thursday, 6<sup>th</sup> November : Holiday for Gurunanak jayanti</b>
<b>Friday, 7<sup>th</sup> November</b>
1:00 pm - 3: pm- Group exploration of content areas
3:00 pm - 4:30 pm - Seminar presentation (course 1)
4:30 pm - 6:00 pm - Seminar presentation (course 1)
<b>Saturday, 8<sup>th</sup> November</b>
1:00 pm - 3: pm- Guided reading session
3:00 pm - 4:30 pm - Seminar presentation (course 2)
4:30 pm - 6:00 pm - Seminar presentation (course 2)
<b>Week 2: (10<sup>th</sup> -15<sup>th</sup> Nov )</b>
<b>Monday, 10<sup>th</sup> November</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 4:30 pm - Seminar presentation (course 3)
4:30 pm - 6:00 pm - Seminar presentation (course 3)
<b>Tuesday , 11<sup>th</sup> November</b>
1:00 pm - 3: pm - Library reference
3:00 pm - 4:30 pm - Seminar presentation (course 4)
4:30 pm - 6:00 pm - Seminar presentation (course 4)

<b>Wednesday, 12<sup>th</sup> November</b>
1:00 pm - 3: pm - Discussions on research with guides
3:00 pm - 4:30 pm - orientation to dissertation format
4:30 pm – 6:00 pm - Oreintation to chapter 1
<b>Thursday, 13<sup>th</sup> November</b>
1:00 pm - 3: pm- Guided reading session
3:00 pm - 4:30 pm - Open book assignment (course 1)
4:30 pm - 6:00 pm - Interactive session
<b>Friday, 14<sup>th</sup> November</b>
1:00 pm - 3: pm- Group exploration of content areas
3:00 pm - 4:30 pm - Open book assignment (course 2)
4:30 pm - 6:00 pm - Interactive session
<b>Saturday, 15<sup>th</sup> November</b>
11:00 am -12:30 pm : Library reference
12:30 pm - 2:00 pm: Open book assignment (course 3)
2:30 pm - 4:00 pm: Interactive session
4:00 pm - 6:00 pm: Presentation and discussion of review of related literature
<b>Week 4: (17<sup>th</sup> -22<sup>th</sup>Nov)</b>
<b>Monday, 17<sup>th</sup> November</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 4:30 pm- Open book assignment (course 4)
4:30 pm - 6:00 pm - Interactive session
<b>Tuesday, 18<sup>th</sup> November</b>
1:00 pm - 3: pm- Guided learning
3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - interactive session
<b>Wednesday, 19<sup>th</sup> November</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 4:30 pm - Interactive session
4:30 pm - 6:00 pm - Interactive session
<b>Thursday 20<sup>th</sup> Nov</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 4:30 pm - Study circle (course 1)
4:30 pm - 6:00 pm - Revision and discussion (course 2)
<b>Friday, 21<sup>st</sup> Nov</b>
1:00 pm - 3: pm-
3:00 pm - 4:30 pm - Study circle (course 2)
4:30 pm - 6:00 pm - Revision and discussion (course 1)
<b>Saturday, 22<sup>nd</sup> November</b>
11:00 am -12:30 pm : Preparation for portfolio submissions
12:30 pm- 4:00 pm: Study circle (course 3)
4:00 pm - 6:00 pm: Revision and discussion (course 4)
<b>Week 4: (24<sup>th</sup> -29<sup>th</sup>Nov)</b>
<b>Monday, 24<sup>th</sup> November</b>
1:00 pm - 3: pm- Preparation for portfolio submissions
3:00 pm - 4:30 pm - Study circle (course 4)
4:00 pm - 6:00 pm: Revision and discussion (course 3)
<b>Tuesday, 25<sup>th</sup> November</b>

1:00 pm - 3: pm- Library reference
3:00 pm - 4:30 pm - Oreintation to chapter 2 of dissertation
4:30 pm - 6:00 pm - Discussion with research guides
<b>Wednesday, 26<sup>th</sup> November</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 6: 00 pm - Mentor mentee platform for simulated teaching
<b>Thursday, 27<sup>th</sup> Nov</b>
1:00 pm - 3: pm- Library reference
3:00 pm - 6:00 pm - Mentor mentee platform for simulated teaching
<b>Friday, 28<sup>st</sup> Nov</b>
1:00 pm - 3: pm- library reference
3:00 pm - 6:00 pm - Mentor mentee platform for simulated teaching
<b>Saturday, 29th November</b>
11:00 am -12:30 pm : Revision exercises (course 1)
12:30 pm - 2:00 pm: Revision exercises (course 2)
2:30 pm - 4:00 pm: Revision exercises (course 3)
4:00 pm - 6:00 pm: Revision exercises (course 4)

#### December, 2014

<b>Week 1 &amp; 2 : (1<sup>st</sup> -13<sup>th</sup> Dec): Study leave for University Sem I examination</b>		
Week 3 (15- 18th Dec): University Sem I exams		
<b>Friday, 19<sup>th</sup> Dec</b>		
1:00 pm - 3: pm- library reference		
3:00 pm – 6:00 pm - Workshop on Instructional design		
<b>Saturday, 20th December</b>		
11:00 am - 5: 00 pm : workshop on instructional design		
<b>Week 4 ( 22-24<sup>th</sup> Dec)</b>		
<b>Monday, 22<sup>nd</sup> December</b>		
1:00 pm - 6:00 pm-workshop on Research Tool development		
<b>Tuesday, 23<sup>rd</sup> December</b>		
1:00 pm - 6:00 pm-workshop on Research Tool development		
<b>Wednesday, 24<sup>th</sup> December</b>		
1:00 pm - 3: pm- Submission of E portfolio for all courses		
3:00 pm - 4: 00pm- Reviewing of Sem I		
4: 00 pm - 6:00 pm: Christmas Celebration		
<b>Week 4&amp;5 ( 25<sup>th</sup> – 1<sup>st</sup> Jan, 2015) : Christmas break</b>		

#### SECOND SEMESTER From January 2, 2014 to May 30, 2015

<b>January 2015</b>		
<b>Week 1: (2<sup>nd</sup> to 3<sup>rd</sup> Jan.)</b>		
<b>Friday- 2<sup>nd</sup> Jan.</b>	1:00 pm - 3: pm	Welcoming M.Ed. students
	3:00 pm - 4:30pm	Orientation to syllabus (Course 5)
	4:30pm - 6:00pm	Orientation to syllabus (Course 6)
<b>Saturday - 3<sup>rd</sup></b>	11:30pm -1:00pm	Library Sessions

Jan.		
	2:00 pm - 3.30 pm	Interactive session
	3.30 pm - 5.00 pm	Orientation to Research Paper Reading Session
<b>Week 2: (5<sup>th</sup> to 10<sup>th</sup> Jan.)</b>		
<b>Monday – 5<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Sessions
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Tuesday- 6<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference
	3:00pm - 4:30pm	Distribution of Assignments - Course 5
	4:30pm - 6:00pm	Research Guidance
<b>Wednesday- 7<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	<b>Exploring the repertoire of knowledge:</b> Library reference
	3:00pm - 4:30pm	Distribution of Assignments - Course 6
	4:30pm - 6:00pm	Research Guidance
<b>Thursday- 8<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Sessions
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Friday- 9<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Saturday-10<sup>th</sup> Jan</b>	11:30 pm - 1:00 pm	Library Reference
	2:00 pm - 3.30 pm	Research Paper Reading
	3.30 pm - 5.00 pm	Research Guidance
<b>Week 3: (12<sup>th</sup> to 17<sup>th</sup> Jan.)</b>		
<b>Monday-12<sup>th</sup> Jan</b>	1:00 pm -3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Tuesday-13<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Wednesday- 14<sup>th</sup> Jan</b>		Holiday - Makarsakranti
<b>Thursday- 15<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Friday- 16<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Saturday-17<sup>th</sup> Jan</b>	11:30 pm -1:00 pm	Library Reference/Data Collection
	2:00 pm -3.30 pm	Research Paper Reading
	3.30 pm - 5.00 pm	Research Guidance
<b>Week 4: (19<sup>th</sup> to 24<sup>th</sup> Jan.)</b>		
<b>Monday-19<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance

<b>Tuesday-20<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Wednesday-21<sup>st</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Flipped Class
	4:30pm - 6:00pm	Research Guidance
<b>Thursday-22<sup>nd</sup> Jan</b>	1:00 pm -3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Friday-23<sup>rd</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Submission of Assignment - Course 5
	4:30pm - 6:00pm	Research Guidance
<b>Saturday-24<sup>th</sup> Jan</b>	11:30 pm -1:00 pm	Library Reference/Data Collection
	2:00 pm - 3.30 pm	Research Paper Reading
	3.30 pm - 5.00 pm	Research Guidance
<b>Week 5: (25<sup>th</sup> to 31<sup>st</sup> Jan.)</b>		
<b>Monday-25<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Orientation to Chapter Writing-3
	4:30pm - 6:00pm	Research Guidance
<b>Tuesday-26<sup>th</sup> Jan</b>		Republic Day
<b>Wednesday-27<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Flipped Class
	4:30pm - 6:00pm	Research Guidance
<b>Thursday-28<sup>th</sup> Jan</b>	1:00 pm - 3:00 pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Friday-29<sup>th</sup> Jan</b>	1:00 pm - 3: pm	Library Reference/Data Collection
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Research Guidance
<b>Saturday-30<sup>th</sup> Jan</b>	11:30 pm -1:00 pm	Library Reference/Data Collection
	2:00 pm - 3.30 pm	Interactive Session
	3.30 pm - 5.00 pm	Research Paper Reading
<b>February 2015</b>		
<b>Week 1: (1<sup>st</sup> to 8<sup>th</sup> Feb):</b>		
<b>Sunday – 1<sup>st</sup> Feb</b>	Holiday	
<b>Monday – 2<sup>nd</sup> Feb.</b>	1:00 pm -3:00 pm	Library Reference
	3:00pm-4:30pm	Workshop for Statistical Analysis of Data (Quantitative)
	4:30pm-6:00pm	
<b>Tuesday- 3<sup>rd</sup> Feb.</b>	1:00 pm -3:00 pm	Library Reference
	3:00pm-4:30pm	Interactive Session

	4:30pm-6:00pm	Research Guidance
Wednesday- 4 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Library Reference
	3:00pm-4:30pm	Workshop for Analysis of Data (Qualitative)
	4:30pm-6:00pm	
Thursday- 5 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Group Discussion
	3:00pm-4:30pm	Orientation for Chapter Writing (4)
	4:30pm-6:00pm	Research Guidance
Friday- 6 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Library Reference
	3:00pm-4:30pm	Cooperative Group Learning Session
	4:30pm-6:00pm	Research Guidance
Saturday-7 <sup>th</sup> Feb.	11:30 pm -1:00 pm	Library Reference
	2:00 pm -3.30 pm	Research Paper Reading
	3.30 pm-5.00 pm	Orientation for Internship Program
Week 2 ( 9 <sup>th</sup> Feb to 14 <sup>th</sup> Feb): Internship Week		
Monday – 9 <sup>th</sup> Feb - Saturday 14 <sup>th</sup> Feb	Internship	
Week 3: (16 <sup>th</sup> to 21 <sup>st</sup> Feb)		
Sunday – 15 <sup>th</sup> Feb.		
Monday – 16 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Reflective Session on Internship
Tuesday- 17 <sup>th</sup> Feb.		Mahashivratri
Wednesday- 18 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Library Session for Chapter Writing (5)
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Research Guidance
Thursday- 19 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Library Session for Compilation of Research Dissertation
	3:00pm-4:30pm	Group Discussion Course 5
	4:30pm-6:00pm	Research Guidance
Friday- 20 <sup>th</sup> Feb.	1:00 pm -3:00 pm	Library Session for Compilation of Research Dissertation
	3:00pm-4:30pm	Interactive Session Course 6
	4:30pm-6:00pm	Research Guidance
Saturday- 21 <sup>st</sup> Feb.	11:30 pm -1:00 pm	Library Session for Compilation of Research Dissertation
	2:00 pm -3.30 pm	Research Paper Reading
	3.30 pm-5.00 pm	Work Shop for Inferential Analysis for Chapter 5
Week 4: (23 <sup>rd</sup> to 28 <sup>th</sup> Feb):		
Sunday – 22 <sup>nd</sup> Feb.		
Monday – 23 <sup>rd</sup> Feb.	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Submission of written Assignment- Course 6
	4:30pm-6:00pm	Orientation for Guidelines for Report Writing
Tuesday- 24 <sup>th</sup>	1:00 pm -3:00	Library Session

<b>Feb.</b>	pm	
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Research Guidance
<b>Wednesday- 25<sup>th</sup> Feb.</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Seminar
	4:30pm-6:00pm	Research Guidance
<b>Thursday- 26<sup>th</sup> Feb.</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Review of the Research Dissertations in Groups with respective Guides
<b>Friday- 27<sup>th</sup> Feb.</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Research Guidance
<b>Saturday- 28<sup>th</sup> Feb.</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
		Research Paper Reading
	4:30pm-6:00pm	Presentation of Extended Research Abstracts
<b>Week 1: (1<sup>st</sup> to 7<sup>th</sup> March):</b>		
<b>Sunday – 1<sup>st</sup> March</b>		
<b>Monday – 2<sup>nd</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	<b>Submission of final Draft of Research Dissertation</b>
<b>Tuesday- 3<sup>rd</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Library Session for Compilation of Research Project
<b>Wednesday- 4<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Group Discussion
<b>Thursday- 5<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Group Discussion
<b>Friday- 6<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Interactive Session
<b>Saturday-7<sup>th</sup> March</b>		Holi
<b>Week 2: (9<sup>th</sup> to 14<sup>th</sup> March):</b>		
<b>Monday – 9<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Interactive Session
<b>Tuesday- 10<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Interactive Session
<b>Wednesday-</b>	1:00 pm -3:00	Library Session

<b>11<sup>th</sup> aMarch</b>	pm	
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Interactive Session
<b>Thursday- 12<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Interactive Session
<b>Friday- 13<sup>th</sup> March</b>	1:00 pm -3:00 pm	Library Session
	3:00pm-4:30pm	Interactive Session
	4:30pm-6:00pm	Interactive Session
<b>Saturday-14<sup>th</sup> March</b>	11:30 pm -1:00 pm	Library Session
	2:00 pm - 3.30 pm	Research Paper Reading Session
	3.30 pm - 5.00 pm	Submission of Research Dissertation
<b>Week 3: (16<sup>th</sup> to 21<sup>st</sup> March):</b>		
<b>Monday – 16<sup>th</sup> March</b>	1:00 pm - 3:00 pm	Library Session
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Interactive Session
<b>Tuesday- 17<sup>th</sup> March</b>	1:00 pm - 3: pm	Library Session
	3:00pm - 4:30pm	Interactive Session Course 6
	4:30pm-6:00pm	Research Paper Writing (From Project)
<b>Wednesday- 8thMarch</b>	<b>1:00 pm - 3: pm</b>	Library Session
	3:00pm - 4:30pm	Research Paper Review - Course 5
	4:30pm - 6:00pm	Research Paper Review - Course 5
<b>Thursday- 19<sup>th</sup> March</b>	1:00 pm - 3: pm	Library Session
	3:00pm - 4:30pm	Research Paper Review - Course 5
	4:30pm - 6:00pm	Research Paper Review - Course 5
<b>Friday- 20<sup>th</sup> March</b>	1:00 pm - 3: pm	Library Session
	3:00pm - 4:30pm	Research Paper Review - Course 5
	4:30pm - 6:00pm	Research Paper Review - Course 5
<b>Saturday-21<sup>st</sup> March</b>	1:00 pm - 3:00 pm	Library Session
	3:00pm - 4:30pm	Interactive Session Course 6
	4:30pm - 6:00pm	Research Paper Reading Session
<b>Week 4: (23<sup>rd</sup> to 28<sup>th</sup> March):</b>		

<b>Monday – 23<sup>rd</sup> March</b>	1:00 pm - 3: pm	Book/ research paper reviews for course 5
	3:00pm - 4:30pm	Interactive Session
	4:30pm - 6:00pm	Seminar Presentation
<b>Tuesday- 24<sup>th</sup> March</b>	1:00 pm - 3: pm	Group Discussion Course 5
	3:00pm - 4:30pm	Interactive Session Course 6
	4:30pm - 6:00pm	<b>Library reference</b>
<b>Wednesday- 25<sup>th</sup> March</b>	1:00 pm - 3: pm	Interactive Session Course 5
	3:00pm - 4:30pm	Research Paper Review - Course 6
	4:30pm - 6:00pm	Research Paper Review - Course 6
<b>Thursday- 26<sup>th</sup> March</b>	1:00 pm - 3: pm	Interactive Session Course 6
	3:00pm - 4:30pm	Research Paper Review - Course 6
	4:30pm - 6:00pm	Research Paper Review - Course 6
<b>Friday- 27<sup>th</sup> March</b>	1:00 pm - 3: pm	Interactive Session Course 6
	3:00pm - 4:30pm	Research Paper Review - Course 6
	4:30pm - 6:00pm	Research Paper Review - Course 6
<b>Saturday-28<sup>th</sup> March</b>		<b>Ram Navmi</b>
<b>Week 1: (30<sup>th</sup> March to 4<sup>th</sup> April):</b>		
<b>Monday – 30<sup>th</sup> March</b>	1:00 pm -3: pm	Library Session For Revision
	3:00pm-4:30pm	Seminar Course 5
	4:30pm-6:00pm	Library Session For Revision
<b>Tuesday- 31<sup>st</sup> March</b>	1:00 pm -3: pm	Library Session For Revision
	3:00pm-4:30pm	Seminar Course 6
	4:30pm-6:00pm	Library Session For Revision
<b>Wednesday- 1<sup>st</sup> April</b>	1:00 pm -3: pm	Library Session For Revision
	3:00pm-4:30pm	Tutorial Course 5
	4:30pm-6:00pm	Tutorial Course 6
<b>Thursday- 2<sup>nd</sup> April</b>	1:00 pm -3: pm	Library Session
	3:00pm-4:30pm	Tutorial Course 5
	4:30pm-6:00pm	Tutorial Course 6
<b>Friday- 3<sup>rd</sup> April</b>	1:00 pm -3: pm	Library Session
	3:00pm-4:30pm	Study Circle Course 5
	4:30pm-6:00pm	Study Circle Course 6
<b>Saturday-4<sup>th</sup> April</b>	11:30 pm–1.00 pm	Library Session
	2:00 pm-3:30	Study Circle Course 5

	pm	
	3:30pm – 5.00 pm	Study Circle Course 6
<b>Week 2: (6<sup>th</sup> to 11<sup>th</sup> April):</b>		
<b>Monday – 6<sup>th</sup> April</b>	11:00 am -11.40 am	Class Test 5
<b>Tuesday- 7<sup>th</sup> April</b>		
<b>Wednesday- 8<sup>th</sup> April</b>	11:00 am -11.40 am	Class Test 6
<b>Thursday- 9<sup>th</sup> April</b>	1:00 pm -3: pm	Library Session
	3:00pm-4:30pm	Reflections on Class Test – Course 5
	4:30pm-6:00pm	Reflections on Class Test – Course 6
<b>Friday- 10<sup>th</sup> April</b>	1:00 pm -3: pm	Library Session for Research Paper Writing
	3:00pm-4:30pm	Group Discussion
	4:30pm-6:00pm	Generating Research Papers from Dissertation
<b>Saturday-11<sup>th</sup> April</b>	11:30 pm–1.00 pm	Library Session for Research Paper Writing
	2:00 pm-3:30 pm	Group Discussion
	3:30pm – 5.00 pm	Generating Research Papers from Dissertation
<b>Week 3: (13<sup>th</sup> to 18<sup>th</sup> April):</b>		
<b>Monday – 13<sup>th</sup> April</b>	1:00 pm -3: pm	Library Session
	3:00pm-4:30pm	Course Evaluation
	4:30pm-6:00pm	<b>Research Paper Presentation</b>
<b>Tuesday- 14<sup>th</sup> April</b>	1:00 pm -3: pm	Library Session
	3:00pm-4:30pm	Course Evaluation
	4:30pm-6:00pm	<b>Research Paper Presentation</b>
<b>Wednesday- 15<sup>th</sup> April- Friday- 18<sup>th</sup> April</b>		<b>April 15<sup>th</sup> onwards Internal Assessment and Study Leave for Students</b>
<b>Aril 22<sup>nd</sup> and 24<sup>th</sup></b>		<b>M.Ed class test</b>
<b>May 2015</b>		
		Final examinations

### **ANNEXURE III**

## **A REPORT ON ANALYSIS OF FEEDBACK FROM VARIOUS STAKEHOLDERS**

**Student Feedback** – The feedback was taken from the B.Ed., M.Ed., and P.G.D.M.E. students. The feedback was taken as per the feedback format suggested by the NAAC.

### Course Feedback:

Most of the students rated the different papers offered as follows:

- Depth of the course ranged from satisfactory to good.
- Extent of coverage ranged from satisfactory to good.
- Applicability ranged from satisfactory to good.
- Relevance to additional sources and library was satisfactory to unsatisfactory.
- Overall rating of different papers ranged from good to satisfactory for B.Ed. and Good to very good for M.Ed.

### Feedback on Teachers

- The average feedback on teachers by B.Ed. students ranged from good to very good
- The average feedback on teachers by M.Ed. students was very good.

### Overall Program

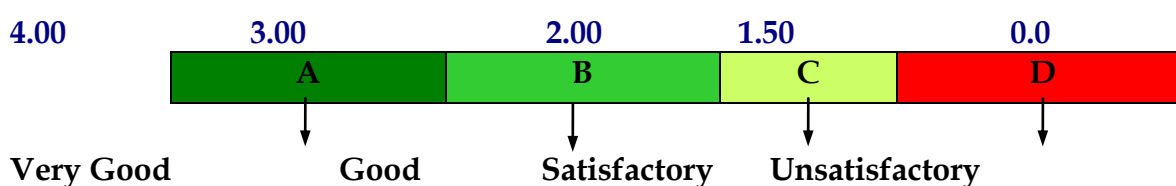
Most of the students rated the different papers offered as follows:

- The syllabus for each course was challenging and adequate.
- The course was manageable.
- 85 to 100% syllabus was covered in the class.
- The students were able to get the prescribed material easily.
- The feedback on communication ranged from sometimes effective to just satisfactorily.
- The feedback on teachers approach ranged from always courteous to always indifferent.
- The feedback on performance feedback ranged from regularly in time to helpful comments.

### KJ Somaiya College of Comprehensive Education, Training and Research

#### Student Feed Back on Teacher

M.Ed. – 2014-15



Name	KK	RT	US	PB	DS
Grade	3.7	3.5	3.4	3.4	3.3
	Very Good	Very Good	Very Good	Very Good	Very Good

#### Student Feed Back on Teacher

B.Ed. – 2014-15

S.No	KK	RT	HP	US	SN	TJ	KB
Grade	3.2	3.5	3.2	3.1	3.3	2.4	2.6
	Very Good	Very Good	Very Good	Very Good	Very Good	Good	Good

#### Name of the Teacher:

1. KK-Dr. Kalpana Kharade,
2. RT- Rupal Thakkar,
3. HP- Hema Pesse,
4. US-Usha Sharma,
5. SN – Dr. Sreetanuka Nath,
6. TJ- Ms. Takshashila Jadav,
7. KB- Mrs. Kruttika Bhat,
8. PB- Dr. Pooja Birwatkar,
9. DS - Dr. Divya Sharma

#### **Analysis of the Feedback from Placement schools**

K.J. Somaiya College has a reputed group of schools who prefer and recruit the student teachers produced by our institute. The college takes online as well as face to face feedback from its employers on regular basis.

**The detailed analysis of employers opinions about the products of K. J. Somaiya College of Education is describes as under:**

- Many of our employers were happy to know that our students were well acquainted with the concept of flip class room, a Taxonomy of Educational Objectives and use of various web tools;
- Majority of employers appreciated our students to be familiar with latest pedagogies strategies like: Experiential learning, Activity based learning, etc;
- Most of employers found our student teachers with sound subject knowledge base;
- Most of employers found that the teachers trained at our institute are best in the Industry, well qualified and talented. There has been a trend of teachers passing out from our institute doing much better in practice field and moving beyond teaching to other avenues of education.

### **Suggestions:**

- There is scope to acquaint and include an understanding of Dr Montessori's philosophy and approach to education;
- Teacher education course academic calendar should match with school calendar so that after campus placement, students can join schools from the beginning of school academic year;
- The trained teachers lack dedication to work in educational world which now follows corporate rules and corporate pay scales. Teacher students aim at high pays like corporate without being as professionally committed as professionals are;
- More intense coaching mentoring of students in smaller groups by the faculty members;
- Some kind of specialization in co-curricular area: Art, Music etc;
- Some exposure to take lessons at primary levels too (at least 2 lessons), as quite a few get absorbed in primary section;
- Designing learning displays (interactive class bulletin boards, theme based or subject based bulletin boards);
- How to design worksheets : the Do's and Don'ts;
- How to write a summary for each child's progress (a paragraph describing their personality and academic progress);

- Preparing students for open house, how to give feedback to parents about their child.

## **Analysis of the feedback given by Practice Teaching Schools**

### **SUGGESTIONS GIVEN BY SCHOOL AUTHORITIES REGARDING CONDUCT OF PT:**

- Application of Innovative techniques in teaching;
- Spending some time with the class teacher to understand how the topic to be dealt in detail;
- Improvement in communication skill;
- Increased duration of Internship;
- More exhaustive inclusion of Shadow Teaching;
- Inclusion of concrete and live examples and skit based explanation, more activities to be included;
- To be well equipped with latest trends of knowledge and teaching so that student teacher can face the challenges of teaching profession;
- More use of teaching aids;
- Informing the dates in advance for better planning;
- Thorough preparation of content knowledge;
- PT to be taken during Nov, Dec when it is not close to exams or annual events. In this way It can be more organised and planned better in the next year.

### **ADVANTAGES TO THE SCHOOLS:**

- Variety in teaching methods used by our student teachers enabled students to understand the topics easily;
- New teaching aids such as Power Point Presentation made the topic more interesting;
- Got help in paper correction work;
- The practice teaching group brought in new teaching learning techniques as they have been exposed to a variety of new techniques at the college.;
- Support in proxy arrangements during absenteeism of regular teachers;
- They helped in making teaching aids and worksheets;

### **DISADVANTAGES TO THE SCHOOLS:**

- Disturbs the planning of the teachers;
- Previous knowledge of a particular topic were sometimes not tested;
- Content knowledge should be improved;
- The teachers had to repeat the content taught by student teachers in most of the classes due to which completion of syllabus was delayed;

## **A Report of the Analysis of the Feedback Taken from the Stakeholders**

### **Alumni:**

K.J. Somaiya Comprehensive College of Education, training and research has a registered alumni association. The alumni of the college are placed in the prestigious and renowned educational institution in Mumbai and even in abroad. They contribute in strengthening the quality of different programs in the institution. Many of our alumni are in touch with most of faculty members on social networking sites like Facebook, Twitter, LinkedIn, Whatsapp and emails. This year we had our Student-Parent/Spouse-Alumni Meet on 27th September, 2014 and whenever our alumni visit our campus, we do take their feedback.

### **The outcome of analysis of their feedback is described as under:**

- They also expressed that KJSCCETR Principal is always approachable to them.
- On Alumni meet, almost all of them said that college is very professional and has always guided them in their journey.
- They also look forward to study further in KJSCCETR. (M Ed, PGDME, Ph D and Other IGNOU courses from our study centre 1601 and 1688 P)
- It has been perceived that alumni appreciate the faculty of the college in putting outstanding efforts. The faculty members provide methodical and well organized teacher training program with excellent guidance. One of the alumni expressed that the learning experiences which they will get in Somaiya as a student teacher, they will not get in any of the teacher education colleges.
- They reflect themselves as brand ambassadors of the college.

### **Parents:**

The college organized the Student-Parent/Spouse-Alumni Meet on 27th September, 2014 with an aim to reach to parents, spouses and guardians of student teachers to keep them informed about the vision, mission of the college, different programs during the year and progress made by the student teachers over a period of time.

This meeting is arranged once a year, where all the faculty members, student teachers along with parent, spouses and guardians participate in a program where in student teachers showcase their talents, Alumni share their experiences with current batch students which is then followed by discussion with Principal and faculty members regarding the attendance and different program which will be conducted during the year required for their completion of B Ed program.

### **The feedback received from the parents, spouses and guardians on that day is given below:**

- One of the spouse mentioned that it was their privilege to attend the meeting. He also expressed that being in classroom with faculty members refreshed his memory in college days and he felt proud to be a part of Somaiya Campus.

- They expressed that the course conducted by the college is very professional, intense and action oriented.
- They expressed that college is running a wonderful program.
- They also felt that their student's future is in safe hands.
- They express their satisfaction over the various different projects within the college and outside, managing work-life balance and educating the family members and kid.
- They found all the members of the college very cooperative and approachable.
- They expressed that their students has become more confident and professional.
- From this feedback it can be concluded that the parents, spouses and guardians were happy and contented with the training provided to their students by this college.

## **ANNEXURE IV**

### **Best practices of the institution (7.3)**

#### **Best Practice: 1**

##### **Title of the practice: Using Google classroom for instructional purposes**

**The context that required the initiation of the practice:** This age being a digital age and the students being digital learners it is necessary for the teachers to adopt the instructional practices which are liked by these learners. This requires that the teachers use digital pedagogical strategies in their teaching. Google classroom is one of such strategy.

##### **What is Google classroom?**

Google Classroom is an application with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs.

It is designed to help teachers create and collect assignments in paperless way including time-saving features like the ability to automatically make a copy of a Google Document for each student. It also creates Drive folders for each assignment and for each student to help keep everyone organized.

Students can keep track of what's due on the Assignments page and begin working with just a click.

Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in classroom.

##### **3. Objectives of the practice**

This practice had the following objectives:

1. To create learning spaces for the learners;

2. To facilitate teacher-student interaction;
3. To develop the culture of self-directed learning;

**4. The Practice :** This practice was conducted with the following phases:

**Phase 1: Orientation phase:** During this phase all the teachers were oriented to the functioning of this application.

**Phase 2 Implementation phase:** During this phase all the teachers created Google class in their respective courses and invited their students to participate in this learning environment. The teachers and students found this environment very exciting.

Following are some of the perceived benefits of this practice:

**Easy to set up:** Teachers could add students directly or share a code with their class to join. This process was found to be quick.

**Saves time:** The simple, paperless assignment workflow allowed teachers to create, review, and grade assignments quickly, all in one place.

**Improves organization:** Students could see all of their assignments on an assignment's page, and all class materials were automatically filed into folders in Google Drive.

**Enhances communication:** Classroom allowed teachers to send announcements and start class discussions instantly. Since students could post to the stream, they could help out their classmates.

**Secure:** Like the rest of Google Apps for Education services, Classroom contains no ads, never uses anybody's content or student data for advertising purposes, and is free for schools.

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

Initially it was difficult to run this application smoothly. The reasons were:

1. Lack of technological knowledge among some students;
2. Lack of internet facility available with some students.

To overcome these obstacles the teachers gave orientation and demonstration to the needy students again. The students were asked to use college internet facility.

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

This practice was found to be quite impactful. It reduced the instructional time which was utilized for discussing higher order questions and more engaging activities. It helped the teachers to reach out the

students quickly and provide them guidance on one to one basis. It helped the students to work at their own pace even from homes.

- 7. Resources required:** The College need not spend anything on this practice as this facility was provided at Somaiya campus level.

## **Best Practice 2**

### **1. Title of the practice: Extended Internship**

**2. The context that required the initiation of the practice:** Practice teaching is one of the crucial course component of B Ed program. This program seems to have not much utility value as perceived by all the stakeholders, especially the employers as 20 stray lessons in school/s and a week of internship hardly give exposure to the student teachers to multifaceted role teachers have to play once they are employed in schools. The schools are reluctant to oblige the institutions with teaching periods as these are novice teachers and 20 stray lessons do not make any impact both ways. The institution wanted to see if the student teachers are made available to the schools as a resource to be deployed according to their needs; it may add value and utility to both the parties. The institute in this regard decided not only to give exposure to the curriculum of SSC and CBSE schools, but also an extended internship of about one month in those schools willing to collaborate. The extended internship was made possible in regular one year B Ed program in three schools affiliated to different Boards: SSC(New English School, Kherwadi, Bandra), CBSE(Datta Meghe Learning Academy, Airoli) and ICSE(Podar International School, Kalyan).

### **3. Objectives of the practice**

This practice had the following objectives:

1. To provide exposure to the student teachers regarding the multifaceted role teachers have to play once they are employed in schools;
2. To provide an extended, realistic teaching experience for the prospective teachers who can try out the various methods and techniques to realize the desired learning outcomes;

**4. The Practice:** This practice was conducted with the following phases:

**Phase 1: Orientation phase:** During this phase all the student teachers were oriented to the practice of internship and their roles and functions during internship.

**Phase 2 Implementation phase:** Schools were approached for permission regarding conduction of extended internship. During this phase all the students who were willing to be a part of extended internship for 30 days were send to the respective schools.

**Phase 3 Evaluation Phase:** Feedback was taken from the principals of the schools as well as teachers. Feedback was also taken from our students. This feedback was analyzed to aid in making additional improvements in this internship program for the next academic session.

Following are some of the perceived benefits of this practice:

- More enriching experience provided to teachers to understand the needs and demands of teaching;
- Realistic exposure regarding functioning of schools;
- Additional opportunities for students to continually examine beliefs and practices and act upon findings to improve teaching and learning
- Overall development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills
- Student teachers were further equipped to cater to diverse needs of learners in schools
- Reflection on their teaching experience for qualitative improvement

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

Some of the obstacles' faced were:

- Constraints such as space and resources;
- Time availability with school teachers to guide the interns as they were busy in annual day practice,
- Availability of classes for interns for Practice teaching was limited
- Some students were found to be not upto mark in their teaching by the school and hence the school teachers had to repeat the content taught by student teachers in most of the classes due to which completion of syllabus was delayed

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

This practice was found to be quite impactful. As revealed by the feedback of the students as well as that of the school. Students got an opportunity to teach the students with the lesson plans made by the curriculum dept of schools which provided them further exposure regarding the different pedagogies and curricular demands. They got an exposure of preparing notes for the students and were also given

hands on training regarding making worksheets related to the content and the subject allotted to them under proper guidance. Students also indulged in preparing formative papers, paper checking, taking remedial sessions, attending staff meetings, handling club activities of own subject, experience of assisting in preparation of schools annual program.

- 7. Resources required:** The College need not spend anything on this practice as this resources were provided by schools.