

K J Somaiya Comprehensive College of Education, Training and Research
(Re – Accredited A by NAAC)

ANNUAL QUALITY ASSURANCE REPORT

2015-16

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

1. 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.bed@somaiya.edu

Contact Nos.

Phone No: 21022265

Fax No: 21024458

Name of the Head of the Institution:

Dr. Vasundhara Padmanabhan

Tel. No. with STD Code:

022 - 21022265

Mobile:

9324391418

Name of the IQAC Co-coordinator:

Dr Pooja Birwatkar

Mobile:

9324498518

IQAC e-mail address:

principal.bed@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(SC)/11/A &A/7.3 dated 19-01-2016

1.5 Website address:

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

Web-link of the AQAR:

https://www.somaiya.edu/bed/about_us/quality_assurance/AQAR/en

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B++	84	2005	5 years
2	2 nd Cycle	B	2.67	2010	5 years
3	3 rd Cycle	A	3.07	2015	5 years
4	4 th Cycle				

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

01-04-2005

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

2015-16

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
- v. AQAR 2014-15 submitted to NAAC on 30/05/2015

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

-

(specify)

-

UGC-COP Programmes

-

2. IQAC Composition and Activities

2.1 No. of Teachers

05

2.2 No. of Administrative/Technical staff

01

2.3 No. of students

0

2.4 No. of Management representatives

01

2.5 No. of Alumni

01

2.6 No. of any other stakeholder and
community representatives

01

2.7 No. of Employers/ Industrialists

01

2.8 No. of other External Experts

01

2.9 Total No. of members

13

2.10 No. of IQAC meetings held

03

2.11 No. of meetings with various stakeholders:

No.

28

Faculty

20

Non-Teaching Staff - 02 Students- 04

Alumni -02

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. 08

International -Nil

National- 01

State-Nil

Institution Level-07

(ii) Themes

National Seminar on “Education for Peace”

Workshops

-Scope of Google Apps in Education-12th March, 2016

-Instructional Design-11th March, 2016

-Expressing Emotions through Dance -13th Feb, 2016

-Inclusive Education-3rd Dec, 2015

-Creative writing workshop-18th Sept, 2015

-Education for Peace -25th Aug, 2015

-ANAPANA Meditation session -9th Sept, 2015

2.14 Significant Activities and contributions made by IQAC

The IQAC was involved in preparing for 3rd cycle of accreditation by NAAC. The NAAC team visited from 10-12th Dec, 2015. The IQAC coordinated with the NAAC team and arranged for hospitality and all

other logistics for the visit. The IQAC was continuously involved in ensuring a smooth conduction of the visit.

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

1. Academic

-The IQAC was majorly involved in developing strategic action plan for the smooth beginning of the 2 year B.Ed and M.Ed starting from 2015.

The IQAC cell ensured that the faculty members participated in framing the curriculum for the 2 year B.Ed and M.Ed.

-Guidance for preparing the Session plans was provided by IQAC cell to all faculty members since the curriculum and course structure had changed;

- The IQAC cell provided training in Google apps to the faculty and students;

-Google Classroom were again mandated by the IQAC cell to be used as teaching learning platforms for all subjects

-Content test result for the 2015-16 first year batch was monitored and the students who needed extra support were identified and mentored as well as students who scored well were provided enrichment programs;

The following training program has been initiated by the institute in 2015.

-Training program for developing learning resources for visually impaired students;

-Training programs for developing improvised science apparatus;

-Techniques of constructive teaching- learning like Problem based learning, site based, learning Science Experiments; web based teaching, TED talks, videos etc were focused;

-Psychology lab under guidance of IQAC devised *Self Awareness Program* for B.Ed students which included administration and interpretation of various psychological tools and tests. The student profile has been uploaded on the website;

-Mid-term monitoring through feedback from students as yard stick for improvement was initiated.

2. Practicum

-Training in micro skills and lesson planning workshops were conducted though it was not a mandatory aspect of new curriculum;

-Exposure to demonstration lessons by experts and alumni working in CBSE, ICSE and IGCSE Board schools;

-3 weeks of internship on rotation basis in best schools of Mumbai out of which 3 schools were voted amongst the top 10 best schools of Mumbai as per Hindustan Times Survey;

-Continuation of the best practice of *Shadow Teaching*.

3. Add on Programs

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

-Web tools;

-Creative writing;

-English speaking and writing skills program for the needy students;

-Jeevan Vigyan program

-Exposure of students to foreign languages like Japanese, Spanish and French which are conducted on regular basis

Besides this, IQAC cell is now preparing curriculum for a *Diploma Program in Education for Peace* which the institute proposes to start soon.

4. Workshops: the IQAC cell initiated several workshops:

-Scope of Google in Education

-Instructional Design

-Expressing Emotions through Dance

-Inclusive Education

-Creative writing workshop

-Education for Peace

5. Research

- Seed money of Rs 10,000 is available annually to be availed by faculty members for research purposes. Ms Usha Sharma used the seed money of Rs. 10000/- for completing research based project entitled, '*A Study of Perceptions of Pre Service Teachers towards Female Feticide Awareness Program*'

-Peer Review of Articles and Research Papers to be published under supervision of Research Committee;

-Organizing of Six Monthly Research Meet where the aspiring Ph. D. candidates of college are given a platform to present their work done.

-Organized the 23rd Senior Seminar Scholar Series on "Education for Peace" in March, 2016;

-The regular activities like faculty forum, research paper reading are also going on. From July, 2015 till April 2015, 27 faculty forums have been conducted.

6. Consultancy

-A one day training program for the in service teachers of Sharda English Medium School, Kopergaon for Use of Power Point & Movie Maker in July 2015;

- A survey on identifying the causes of dropouts of students at the junior college after class X at K J Somaiya School, Sameerwadi in Nov, 2015;

Training in *techniques of personality assessment of students* for in-service teachers of Manohar Kotwal Madhyamik Vidyalaya, Mumbai in Feb, 2016

7. Collaborations

MOUs with

- *Global Foundation* for evolving a syllabus for Education for Peace;

- 10 Practice Teaching Schools of various school boards;

-Sister institution *Vinay Mandir* for infrastructure sharing and use of labs, sports facilities

- *Somaiya Buddhist Studies* for Learning for learning languages like French, Spanish and Japanese.

8. Human Resource Development

-IQAC in collaboration with *Global Foundation* organized 4 day workshop on Education for Peace in August 2015 covering competencies like holistic thinking, interpersonal skills, problem solving, decision making skills etc;

-Orientation to the teachers to 'Orell Language Lab' in September 2015;

-2 teachers have completed their refresher courses in June 2015;

- English speaking course for the non-teaching staff using digital language lab;

- One day workshop by ***Teach for India*** which aimed to give a new perspective to teacher preparation for faculty and M.Ed students;

- The faculty and non-teaching staff have been given HR orientation training in November, 2015.
Training for EBSCO Database Service (EDS) for faculty and M.Ed students in October, 2015;

-As a part of student development program, 10 students got the opportunity to attend the Annual HEF on creating a student centric great higher education institution on 5th March, 2016;

-Five students presented papers in Senior Scholar Seminar under mentorship of faculty;

-Free medical checkup of the staff and students in collaboration with Fortis Hospital in Nov, 2015.

9. Library

-Framing of Library Policy;

-Display of books for approval of books and sale of books;

-Orientation to B.Ed /M.Ed / Ph.D / PGDME regarding EBSCO Database Service (EDS) and Online Self Renewal;

-Emailing the content page of the new arrived journal to faculty and students;

-Emailing the new arrival list to faculty and students;

-Emailing the free e-books received from publishers.

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 train the would be teachers with the latest pedagogies and technology	Teaching -Instructional material, e notes and handouts were disseminated through the common 4 email ids created for all levels of students (B.Ed, M.Ed, PGDME, Ph.D); -Use of Goggle Classroom for teaching; - Training in use of Google Apps held in

	<p>March 2016;</p> <p>-Use of asynchronous and synchronous modes of teaching like flipped learning, mobile learning, blended learning;</p> <p>-Use of ICT enabled support systems like group email, blogs, social networking sites like Facebook, WhatsApp etc for curricular and co-curricular aspects;</p> <p>-For the course EPC students were provided with workshop on Expressing Emotions through Dance.</p> <p>Practicum</p> <p>-Exposure to students to the best schools in Mumbai during the first phase of internship conducted in Jan 2016;</p> <p>Research</p> <p>Mentoring of the students to present papers and Essays in the Senior Scholar Seminar Series whereby 5 B.Ed students and 2 M.Ed and 1 PGDME student presented papers as well as essays;</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 cater to individual needs to the students and aim at holistic development of students	<p>-The institute through its psychology department had initiated from 2015 a program called Know Yourself. The objective of this program was to develop a better understanding of the emotional intelligence, personality, learning style, multiple intelligence and locus of control of self. This will help students in developing appropriate mentoring and counselling strategies. A battery of psychological tests were administered to students and their portfolios were created;</p> <p>-Introduction of and systematic coaching for sports like badminton, squash and utilization of gym facility for students was introduced</p>

	<p>from year 2015;</p> <p>-Training in foreign languages like Japanese and French was also introduced.</p>
To initiate the introduction of new courses and diploma programmes	<p>The IQAC organized in July 2015, a training program called <i>Antarjyot</i> which was conducted by Global Foundations for the faculty whereby they were given platform to understand the concept of Education for Peace</p> <p>-In the same lines the IQAC organized Senior Scholar Seminar Series for year 2015-16 on '<i>Education for Peace</i> in partnership with Global Foundation</p> <p>- The IQAC proposes to start diploma program in <i>Education for Peace</i> and has prepared a curriculum for the same in April 2016. The institute proposes to start this diploma program in collaboration with Global Foundations from 2016-17 session onwards</p>
To contribute towards community development	<p>The IQAC this year adopted a nearby Vidyavihar slum area for community work. From 16th -30th Nov the faculty and students were engaged in imparting variety of programmes as well as conducting various sessions on topics like RTE, health and sanitation, life style diseases, reproductive health education, substance abuse, vaccinations, child rearing practices, malnutrition, prenatal and ante natal health, guidance and counselling to adolescents and women regarding adolescent problems, career and social problems, science experiments and teaching, income generation activities for women, English communication skill as well as computer proficiency skills.</p>
To promote culture of research	<p>-Research paper reading sessions by research scholars of the institute were conducted where they presented their progress as well as discussed their areas of research;</p> <p>-27 faculty forums were conducted where faculty discussed their papers published;</p>

	-Pre-Ph.D. course for the research scholars was started from Jan, 2016.
To continue with the earlier best practices	-Shadow Teaching was continued this year (2015-16) too; -New Best practice of holistic approach to student's development and creative approach to the course EPC (Enhancing professional capacity) were initiated.

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

1. 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	-	01	-
PG	1	1	01	-
UG	1	1	01	-
PG Diploma	1	-	01	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	01	01	03	02
Others	-	-	-	02
Total	05	03	07	04

Interdisciplinary	02	-	-	-
Innovative	01	-	-	

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Elective Option	In the light of two years' B.Ed program, elective will be offered in third semester.
Semester	2-B Ed, M Ed
Trimester	0
Annual	1PGDME

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

(On all aspects)

Co-operating schools (for PEI) ✓

Mode of feedback:

Online

☒

Manual

☐

** Analysis of the feedback provided in the Annexure III*

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

The new 2 year B.Ed course is constructed considering global trends in teacher education to meet the emerging needs. 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;

-Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education;

-Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning.

The design of the programme would enable students to specialize in one subject area, at one/ two levels of school.

Global Trends in Practicum

The new B.Ed. curriculum provides for sustained engagement with the self, the child, community and school, at different levels, and through establishing close connections between different curricular areas;

In the first year, there shall be work on the field amounting to a minimum of 4 weeks spread over several days throughout the year. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field;

School Internship is designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools.

At M.Ed Level

The curriculum of 2 years M.Ed. programme comprises of the following components:

1. A Common Core that includes perspective courses, Tool Courses, Teacher Education courses and a Self-Development component;
2. Specialization Branches where students choose to specialize in any one of the school levels/ areas (such as elementary or secondary and higher secondary);
3. Research leading to dissertation and 4. Field immersion / attachment/ internship;
4. Organization of workshops, practicum activities and seminars, debates, lectures and discussion groups for students and faculty to enhance professional skills and understanding of students.

Highlights of new curriculum

-Psychology of development and learning: The course is comprehensive and includes modern theories with implications and applications as the base of the course;

-Curriculum studies involve the intricacies of developing curriculum and focuses on issues in developing curriculum and research;

-Economics of Education: The course brings in perspective the economic effects of education highlighting the way in which economic impact of the interventions is calculated. It also provides an insight for different projects on education;

-In papers like Philosophy of Education the holistic approach has been adopted in terms of contemporary developments and issues in philosophy of education which enable students develop a philosophical outlook towards educational problems.

Practicum

-Internship has been extended to 7 weeks;

-Research and Dissertation have been given ample time as they are spread across the 2 years;

-Sessional work is introduced in M.Ed;

-Compulsory assignments for every paper.

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
08	06	01	00	01

2.2 No. of permanent faculty with Ph.D.

04

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
06	02	01	00	00	00	01	00	08	02

2.4 No. of Guest and Visiting faculty and Temporary faculty

02

04

2.5 Faculty participation in conferences and symposia

No. of Faculty	International level	National level	State level
Attended	-	15	-
Presented papers	-	14	-
Resource Persons	-	02	-

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

-Cooperative learning techniques like Simple Jig Saw, think pair share, Round table, Number Heads Together, Round Robin, buzz as well as seminar method, role play and discussion, case study, brainstorming, use of ICT, educational games, flipped classroom, blended learning and Google classroom;

-Experiential Learning;

-Use of concept maps and graphic organizers while delivering the content;

-6 Cs approach for teaching history;

-Shadow Teaching;

-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;

- Web Analysis;
- Developing improvised apparatus using inquiry learning approach

Workshops by Professionals

- ANAPANA Meditation session by Mr Sandeep Kulkarni on 9th September, 2015;
- Creative Writing Workshop for B.Ed students by Ms Pushpalatha Raja (Alumnus) on 18th September by 2.00 pm;
- Session on Equality of outcome, Equality of access & Equality of opportunity by Mr Laxman Gaikwad on 28th September, 2015;
- Workshop on Inclusive Education on the occasion of World Disability Day by Ms. Sachu Ramlingam (Alumnus) on 3rd December, 2015;
- Workshop on Expressing Emotions through Dance by Shri Ganesh Om (Bharatnatyam Exponent, Coach and Life skills Trainer) on March 11, 2016;
- Workshop on Instructional Design by Mr Shakti Jhala (Alumnus) on Mar 11, 2016;
- Workshop on Scope of Google in Education by Mr. Varun Menon and Mr. J. Singh (Google Education Expert) on Mar 12, 2016.

2.7 Total No. of actual teaching days during this academic year: 180

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

- Flexibility in the scheduling of the exams to cater to differential needs of the learners. (6 students this year have enrolled for dual degree. For them separate class test was conducted.);
- Essay tests were conducted for 10 marks instead of 5 marks and class tests were of 70 marks instead of 20 marks so as to provide more exposure & training in writing examinations;
- 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;
- 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;
- After the preliminary examinations, remedial teaching was arranged for the students to give individualized guidance;
- Double evaluation for all the courses was done for preliminary examination.

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

08(Syllabus for diploma in Education for Peace)

2.10 Average percentage of attendance of students

80%

2.11 Course/Programme wise distribution of pass percentage

Title of the Programme	Total no. of students appeared	Grade							College %
		O	A	B	C	D	E	Fail	
B Ed (F Y B Ed Sem I)	66	3	41	19	1	0	0	2	97%
M Ed (F Y M Ed Sem I)	06	0	04	02	0	0	0	0	100%

Title of the Programme	Students Appeared	Distinction	First Class	Second Class	Pass Class	Total Pass	College %	Univ %
PGDME	21	0	15	4	0	19	90.47%	83.83%

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:

IQAC Contributes by way of:

- Developing linkages with the different stakeholders:* Signing 10 MOUs with 10 different schools and with K J Somaiya Buddhist Centre;
- Establishing collaboration with the field/market:* signed MOU with Global foundation for development of Peace Education Curriculum and conducting seminar for peace education;
- Giving direction to planning process:* Planning annual academic year for all the courses and session plans for different subjects;
- Developing Learning Resources:* – Course wise learning resources and web portal was developed;
- Enhancing student support services:* Focusing on staff development through organizing Faculty Development Programs for teaching and non-teaching staff;
- Designing institutional policies:* Prepared policies for staff activities and different portfolios;
- Focusing on research:* Arranging research meet, giving seed money for research and establishing research committee.

Monitors by way of:

- Frequent staff meetings;
- Open 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 peers.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programs	Number of faculty benefitted
Refresher courses	02
UGC – Faculty Improvement Program	-
HRD programs	01
Orientation programs	12
Faculty exchange program	01
Staff training conducted by the university	-
Staff training conducted by other institutions	01
Summer / Winter schools, Workshops, etc.	12
Others	04

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	01	-	-
Technical Staff	1	-	-	-

Criterion – III

3. Research, Consultancy and Extension

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

IQAC through its meetings and regular suggestion led to the following actions:

1. Research meets organized regularly for peer reviewing the papers to be presented in seminars and conferences.
2. Faculty forums being organized on contemporary topics related to education and knowledge sharing through presenting learnings from seminars, refreshers courses, visits etc.
3. Review of results of B.Ed. & M.Ed. Programs adopted for identifying weaker students and remedial teaching organized for the same.
4. Action Research projects to be undertaken: causes of absenteeism, students profile
5. Regular feedback from stakeholders, analysis and remedial action undertaken.

3.2 Details regarding major projects-

	Completed	Ongoing	Sanctioned	Submitted
Number	2	0	0	2
Outlay in Rs. Lakhs	14.34,600/-	-	-	-

3.3 Details regarding minor projects-NIL

3.4 Details on research publications

	International	National	Others
Peer Reviewed Journals	6	1	1
Non-Peer Reviewed Journals	-	3	
e-Journals	1	-	
Conference proceedings	2	8	

3.5 Details on Impact factor of publications:

Range Average	h-index	Nos. in SCOPUS
0.3 – 4.89	1.93	-

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2 projects 2013-2015	ICSSR and UGC	Rs 14,34,600/-	Yes, Partly(last installment yet to be received)
Minor Projects	Nil	-	-	-
Interdisciplinary Projects	Nil	-	-	-
Industry sponsored	2015-16	Global Foundation (As seminar grant)	2 lacs	Yes
Projects sponsored by the University/ College	2015-16	College (Seed money)	10,000/-	Yes
Students research projects (other than compulsory by the University)	Nil	-	-	-
Any other(Specify)	Nil	-	-	-
Total	4	-	-	Yes (partly)

3.7 No. of books published) With ISBN No.

01

Chapters in Edited Books

NIL

ii) Without ISBN No- 1

3.8 No. of University Departments receiving funds from - NA

UGC-SAP -

CAS -

DST-FIST -

DPE -

DBT Scheme/funds -

3.9 For colleges

Autonomy In Progress

DBT Star Scheme

INSPIRE

CE

Any Other (specify)

3.10 Revenue generated through consultancy

Nil

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

3.11 No. of conferences organized by the Institution -1**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**

-Global Foundation Higher Education Forum;

-Homi Bhabha Centre for Science Education;

-Tata Institute for Social Science for Research Paper Reading Sessions;

-Nehru Science Center

-VigyanParishad;

-National Association for Blind for developing resources;

-Faculty (Ms Hema Bhadaurkar) is committee member of Shikshanshastra Paribhasha Kosh for developing Kosh in Education;

-Pratham (NGO)

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	-	2		-	-	-

3.18 No. of faculty from the Institutionwho are Ph. D. Guides and students registered under them

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

Not this year

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

JRF SRF Project Fellows Any other

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 State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

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

10 B.Ed. students participated in the *Lakhon Mein Ek Campaign* organized by the NGO Pratham. Out of 10 students 2 students were placed at HKPR zone and rest of the students in M zone of Mumbai city. Orientation was given after which students went for field work for 4 days. Students were given options to choose the communities they wanted to work in. Around 8 communities were covered by the

students. The students also engaged in mobilizing volunteers from the community. The language and math achievement of students from these communities was assessed.

Extension activities were carried on for the residents (especially children and women) of Vidyavihar slum area. Several need awareness surveys, awareness programs and hands on experience drive were carried on as a part of extension activities.

A comprehensive list is as under:

- Program on Reproductive Health Education;
- RTE;
- Life style diseases & Diseases like malaria, dengue, leptospirosis etc
- Malnutrition;
- Substance Abuse
- Child rearing practices;
- Prenatal and Post-natal health;
- Vaccinations;
- Guidance and counselling to adolescents and women regarding adolescent problems, career and social problems;
- Financial literacy program;
- Science experiments and teaching;
- Income generation activities for women;
- English communication skills;
- Computer proficiency skills

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1261.15 sq mtr	1346.52 sq mtr	Management	2607.67 sq mtr
Class rooms	2400 sq ft	-	Management	2400 sq ft
Laboratories	450 sq ft	6976 sq ft	Management	7426 sq ft
Seminar Halls	2849 sq ft	1500 sq ft	Management	4349 sq ft
Auditorium	-	4049 sq ft	Management	4049 sq ft
No. of important equipment purchased (\geq 1-0 lakh) during the current year.	31 computers	10 computers	From tuition fees	41
Value of the equipment purchased during the year (Rs. in Lakhs)	9,84460/	3,63,720	From tuition fees	13,48,180

Others		9,990		
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4.2 Computerization of Administration and Library

Computerization of Administration: 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 and Barcode Scanner

- EBSCO and N-LIST are on-line resources are subscribed for educators, Faculty, M.Ed students and Ph.D research scholars

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
Text books	7811					
Books (B.Ed)	2102	15,98,700+1	124	81,680	7812-7935	81,680
Books (M.Ed)		6,24,992	56	43,537	2103-2158	43,537
Reference Books	32	-	-	-	32	-
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	2	5000/- 7462/- =12,462	2	5000/- 7462/- =12,462	2	5000/- 7462/- =12,462
CD & Video	153	-	-	-	-	153
Others (specify)	1275 (123 Titles)					

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centers	Computer Centers	Office	Departments	Others
Existing	31 computers 1 Laptop	1lab and 19 computers	38 connections	38	01	3	2(library) 6 psych lab)	-
Added	10	5	08	-	-	-	-	-
Total	41	19	38	-	-	3	8	

* 10 computers have been discarded

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

HR software training was conducted in the month of Nov, 2015 for training the staff and non-teaching regarding biometry and automization of administrative process;

-Training for EBSCO Database Service (EDS): The librarian conducted training on 16th 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 12th November, 2014 on the new Services available in the library since November, 2014 in the college. Following are some of the services offered:

-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.

-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

-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 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;

-Orell language lab was used by Ms Aarti Chandru for training students with weak communication skills and identified the needs of the students. From March 23, 2016 onwards, classes were conducted for improving diction; tone, clarity of speech etc;

-Ms Hema Bhadawkar & Ms Usha Sharma conducted a teacher training program at Sharada High School, Kopergaon on July 13, 2015. The aim of the training program was to train the teachers for use of web tools for class teaching. The program included use of story jumper, microsoft power point and movie maker.

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 all the 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	52,440/-
ii) Campus Infrastructure and facilities	9,02,801/-
iii) Equipment	16,873/-
iv) Others	9,92,973/-
Total:	1965087/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

-As per suggestion by the IQAC committee as on Oct 3, 2015, diagnostic test has to be conducted in the institution and then proper remediation can be given so through the analysis of marks of essays and the preliminary exam diagnosis was made. Remedial Teaching program was conducted for the weaker students. They were given feedback of performance and personal tips were given on how to present the answer in university exams.

-The IQAC cell suggested need for identification of the lacunas of students in their communication as well as written skills. Ms Aarti Chandru focused on the students having weak communication skills and identified the needs of the students. Following this Ms Chandru catered to the needs of students through the use of language lab in development of communication skill of these students. From March 23, 2016 onwards, classes were conducted for improving diction, tone, clarity of speech etc.

-The IQAC committee suggested to provide compensatory programs for newly admitted students so as to orient the students regarding practicum that was already completed. For this as decided that content enrichment for these students will happen beyond college hours ie after 4 pm every day for these students, exhaustive weekly content enrichment program was conducted for the new students on basic concepts in subjects. Guest lectures of subject specialists were arranged for widening the mental horizons.

-Since the IQAC committee recommendations directed towards evolving better mechanism for the gifted students in the form of enrichment program, tutorials followed by study circles were conducted for the students. Here groups were made and peer mentoring went on for the discussion of answers to university questions. From December 15 to December 18, 2016 in Sem 1 & April 11 to April 13, 2016 in Sem 2 study circles were conducted. Feedback was given to group presentation.

-For the student development as an IQAC initiative the resource of alumni group was tapped for student development through guest lectures and workshops. Under this we had programs on the following topics –Use of Google Groups in Education (Mr Varun Menon), Instructional Design (Mr Shakti Jhala), Creative Writing in English (Ms Pushpalatha Raja). These aimed at preparing the existing students for entering International schools.

-As a part of IQAC initiative the institution started offering sports coaching. Sports coaching were given to the B Ed students from November 28, 2015. Faculty of sister institution helped in availing sports training from field expert. Students got extra coaching for Badminton, Squash etc

-Under IQAC active involvement two of our teachers were in screening committee for the overall campus scholarship interviews. The faculty found out two most eligible students and enabled them to bag a financial support from Somaiya Vidyavihar Scholarship Nirmala Raychand Savla Memorial Scholarship. One of the B Ed students got Rs. 60,000 while the other one got Rs 57,500. Installment facility was also provided for paying B Ed, MEd, Ph D as well as PGDME fees

-As a part of initiative of IQAC under student support services from the current year counseling was provided to the students on Wednesday from 9 00 am to 10 am from 23 September, 2015. Ms Shweta Padmanabhan was appointed as a counsellor was appointed for addressing the academic difficulties, relationship issues, career guidance.

5.2 Efforts made by the institution for tracking the progression

-Extended Content Enrichment: As a part of student support, monthly exhaustive content enrichment program was planned. The students got exposure on basic concepts, rules, principles, laws etc from September 2015 to till October 29, 2015. Days were allotted for drilling the concepts. Questions from previous years' papers were given by the faculties for solving. Once their progression was tracked again the students were drilled on the weaker concepts.

-Student Profiles: Student profiles began as the initiative of psychology Lab. In order to create self-awareness in the B Ed students from October 10, 2016, psychological tools were administered on them. The tests included Eysenck's Personality Questionnaire, Mangal's Emotional Intelligence Inventory, Achievement Motivation Scale by Pratibha Deo & Asha Mohan, and Leadership Effectiveness Scale by Dhar and Pethe and Online Learning style inventory adapted by Odessa Student Success Centre. Finally students profile was made for each student.

-Six monthly reports of research work by Pre Phd students: The Research Meet organized on October 16, 2015 aimed at finding the progress in the research area for the current batch of PhD students. In this session, the research scholars presented their research proposals. Among them were Ms. Rupal Thakkar, Ms. Bharati Hajari, Ms. Priya Rajwade, Ms Hema Bhadawkar. Apart from this among the pre Ph.D students, Ms Surbhi Negi, Ms Rutika Sankhe, Ms Usha Sharma also presented the outline of their proposals. The session enabled the Pre Ph D students to narrow down the scope of their study.

Follow up of counselling sessions: On September 23, 2015, Ms. Shweta Padmanabhan was appointed as a counsellor for the students. Students took prior appointments over phone and then availed the facility every Wednesday from 9 00 am to 10 00 am .After the session was over counsellor Ms Padmanabhan again followed up whether the session was beneficial to the student in making proper adjustments in their lives.

Remedial Teaching Programs: The students who were weak in the class tests and preliminary exams were given remedial teaching by respective subject teachers. Students were made aware of the expected points and how it is to be presented. The university questions were discussed individually and students were trained for presentation answers.

Placements Feedback: The institution keeps track of the students' performance by co coordinating with the placement schools. Through emails, social networking sites like WhatsApp and manual filling up of forms the feedback of the students are taken from the employers. After assessing the feedback from the employers the program was modified through the practice of shadow teaching concept.

Alumni Progress through groups on social networking sites:

From the academic year 2015-16, WhatsApp group was created so as to know about whether the alumni has been going for further study or has cleared NET/SET. So the following is the status of the alumni progress.

Pursuing further study Course (no of students)	NET cleared	Faculty exchange	Achievements in career
MA Economics -2 (Aaliya Khan ,Sonam Chanda) PGDME-3 (Drishti Sheth ,Iram Khan, Vaibhav Patil) MCom-2 (Pravesh Singh ,Dimple Bhanushali) International University -2 (Anu Madhok, Pooja Mahensaria)	1 (Ms Anu Madhok)	1 (Ms Parveen Sheikh-Visit to Cornell university)	1 (Mrs Bharati Hazare- Best Principal Award)

5.3 (a) Total Number of students

UG	PG	Ph. D.	PGDME
66	7	18	38

(b) No. of students outside the state

Nil

(c) No. of international students– Nil

Men (2015-16)

Course	No	%
B Ed	2	2
M Ed	2	28
PGDME	5	13.5
Ph D	2	10.52

Women (2015-16)

Course	No	%
B.Ed	64	96.97
M Ed	5	71.4
PGDME	33	86.84
Ph.D	16	89.47

Men (2014-15)

Course	No	%
B.Ed	2	2
M.Ed	1	6.67
PGDME	4	19.00
Ph.D	2	15.34

Women (2014-15)

Course	No	%
B.Ed	98	98
M.Ed	14	93.33
PGDME	17	80.95
Ph.D	11	84.61

B Ed

2014-15						2015-16					
Gen	SC	ST	OBC	Phy challenged	Total	Gen	SC	ST	OBC	Phy challenged	Total
97	2	-		-	99	69	1	-	-	-	70

Demand Ratio (2015-16)

Course	Applied	Admitted
B Ed	92	76
M Ed	12	8
PGDME	40	40
Ph D	22	5

Dropout (2015-16)

Course	Dropout	%
B Ed	10	13
M Ed	2	25
PGDME	2	5.15
Ph D	-	-

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

CET coaching was given for the students of B Ed & M Ed on July 19, 2015.

B Ed orientation was attended by 81 students and M Ed orientation was attended by 8 students.

No. of students beneficiaries

89

5.5 No. of students qualified in these examinations

NET	1	SET/SLET	GATE	-	CAT	-	-
IAS/IPS etc	-	State PSC	-	UPSC	-	Others	11

*2 IELTS, 3 PET, 6 CENTA Olympiad

5.6 Details of student counselling and career guidance

As a part of student support, counselling was provided to the students on every Wednesday from 9 00 am to 10 am from 23 September, 2016. Ms Shweta Padmanabhan was appointed as a counsellor for addressing the academic difficulties, relationship issues, career guidance etc.

The problems which the students faced were under different heads:

- Academic pressure
- Single parent issues
- Grieving due to parental death
- Lack of confidence, shyness
- Nervousness, Stress
- Anxiety issues

Overall Ms Padmanabhan used different techniques like study skills & task completion techniques, stress inoculation technique, self-boosting techniques, coping techniques, cognitive behavioural technique.

5.7 Details of campus placement

B. Ed being a two year course which began in 2015-16, placements would be conducted at the end of the year 2016-17. The institute is sharing the placement opportunities with the alumni data base. The placement cell has been actively engaging in providing opportunities for the Alumni who have not yet been placed. WhatsApp group has been created so as to keep the alumni updated about the placement opportunities. The placement in charge took charge of following up with the Alumni for placing them in different schools. The lists of schools are Universal High School, Bombay Scottish School, P.G Garodia School, S.M.Shetty School, A.V.M School, Rishikul School, Zaya Foundation, Teach India, and many more. One of the new placement schools added to our list is Deutsche School, Bombay (DSB) which is an international school based on the National Curriculum of England and the German Curriculum of Thüringen. The placement of students for this school is in process.

5.8 Details of gender sensitization programmes

Sr no	Date	Activity
1	19/9/15	Inauguration of WDC -Guest lecture on Legal support for Women by Ms Anita Bafna Guest lecture on Multiple roles of women in the society by Dr Lalita Jogad
2	26/9/15	Guest lecture on Sexual Harassment at Workplace by Dr Mrinal Sathe
3	3/10/15	Guest lecture on Domestic Violence by Ms Vipula Naik
4	19/3/16	Pratyush Inter collegiate festival based on Inclusion of Transgender
5	16/11/15	Adoption of Slums for women Empowerment program to raise status of women life skills intervention & awareness of social issues ,Pre natal & Post natal care & Income Generation Program for housewives
6	27/11/15	Literary activities - Monologue based on Women Leaders Malala & Sarojini Naidu

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	1.66(B.Ed), M.Ed(1)PGDME(16), Ph.D(1) 2. 40	1.The total fee amount was divided into instalments as per the fee structure and duration of program 2. Students who participated in French, Japanese and sports were paid the fee by the college. Total amount= Rs 40,000/
Financial support from the campus	02(B.Ed)	Ms Priyanka Sharma (Rs 57,500) Ms Nikita Rege (Rs 60,000)
Financial support from government	Two UGC JRF UGC single girl child fellowship	Approx 25000/month
Number of students who got national and international recognition	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

08

The institution caters to the needs of the community and gives back multifold. For this on November 16, 2015 the community work began as a part of social responsibility. Under the initiative of Slum Adoption Program, the area near Vidyavihar station was adopted. Group of students chalked out a need based program for the slum dwellers.

The following is the detail list of the program conducted

Sr No	Program Objective	Target group
1	Understanding concept of light Conceptual clarity in certain topics of science	Visually challenged students
2	Ujwal Bhavishya Abhiyan Financial literacy, Counseling & career guidance	Slum people
3	Life skill intervention and awareness on social issue.	Women & kids
4	English Vinglish-Analyzing impact of English language teaching on communication skills of marginalized students.	Primary & Secondary School going students.
5	Basic computer skills, Developing technological skills	Primary & Secondary School going students
6	Vocational Training as women empowerment initiative	empowerment House wives & young unemployed
7	PIPE- Program Experiments Visuals Posters Games	School going students
8	Pre-natal & post-natal care-An awareness program for the pregnant ladies	Women in reproductive age

5.13 Major grievances of students (if any) redressed:

Total number of grievances addressed = 15

No	Grievance	Action Taken / To be taken
Infrastructure		

1	AC facility in Main Lecture hall	Extra ceiling fans and wall fans were installed
2	Shortage of drinking water Shortage of water in washroom	Services provided immediately
3	Liquid soap in washroom	Liquid soap was provided in washroom.
4	Need printer	Printer has been provided.
5	Uncleanliness	Cleaning staff made more vigilant. Slogans regarding awareness about cleanliness put up. New dustbins for wet and dry garbage disposal installed. Cleanliness committee was formed to keep a check and report to Principal.
Academic Grievances		
6	Objected to college time extension beyond college hours	Extended on few days such as during NAAC visit, cultural function etc. for this compensatory holidays were given to prepare for examination
7	Too many assignments in Google classroom and difficult to cope with.	Assignments were given in phase wise manner.
8	No set rule for Absenteeism, late coming and leaving college without informing	Following rules were framed: Students arriving after 10.15 am shall be considered as absent for the day. For recurring defaulters whose absenteeism exceeds more than 10 days for a year, regular late comers and regular half day leave without information the Placement opportunities of such students shall be affected.
9	Holidays on Saturdays	Self-study, library reference, EPC, sports and language courses etc were introduced.
10	Apprehensions regarding increase in the college fees for next year	Assurance was given that the college fees shall not be increased for second year.
11	Requiring hard copy of notes	As an ecofriendly practice, compiled notes and other resources were provided in Google classroom.
12	Postponement of dates of Preliminary exam of Sem 2	Prelims were postponed for fifteen days
13	Schools for shadow teaching should be rotated among students	All the students were given opportunity to visit different type of schools due to rotation of the groups during shadow teaching
Others		
14	Need canteen facilities	Canteen fellow could be contacted in between the lectures and a note pad was kept where students could write well in time so as to

		order food before the lunch time .Apart from this students were allowed to go to canteen for having lunch.
15	Opportunities of going for intercollegiate competition out was given to a few	They were explained the procedure of screening and selection of students which is practice in institution

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 21st 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.

Values: The institution endeavors to strive towards fulfillment of the vision of Somaiya Vidyavihar:

"Giving back to the society multifold what society has given to us." - Pujaya K.J Somaiya (Our Founder)

'Na Manushyaat Paro Dharma'

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). MIS is in place for

- Library;
- Alumni;
- Accounts;
- Admission;
- Student profile;
- HR software;
- Examination.

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

6.3.1 Curriculum Development

In the light of implementation of revised B.Ed. and M.Ed. programmes all the teachers have actively participated and contributed in the process of course development process of the Mumbai University.

Apart from the prescribed curricular activities the college has organized enriching learning experiences in the form of:

Making sports like badminton, squash a regular part of B.Ed curriculum

Training in foreign languages like Japanese and French;

Training vernacular students in English communication using language lab.

6.3.2 Teaching and Learning

Along with earlier instructional strategies like cooperative learning, case based learning, inquiry learning, experiential learning, ICT enhanced learning through Google classroom the teachers have also used strategies:

- Movie making at M.Ed. level by Dr. Kalpana Kharade;
- Dialogic learning at M.Ed. level by Dr. Pooja Birwatkar;
- Co-teaching at B.Ed. level by:

- Dr. Vasundhara Padmanabhan and Ms. Usha Sharma in *Learning and Teaching*
- Dr. Vasundhara Padmanabhan and Ms. Hema Peese for *Assessment for Learning* ;
- Dr. Kalpana Kharade and Ms. Rupal Thakkar in *Childhood and Growing Up*.

-6 C method for teaching of History at B.Ed. level by Ms. Hema Bhadawkar in which she selected a primary source that can be used to teach History and analyzed the same using the 6C approach: 6 Cs were Content, Citation, Communication, Context, Connections and Conclusions

-Collingwood's approach to reconstructing the past through historical imagination: Steps used were Reenactment, Interpolation and Interrogation.-by Ms. Hema Bhadawkar

6.3.3 Examination and Evaluation

The college has continued the following earlier practices in this area:

- 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;
- Making previous years' question papers available in soft copy
- Remedial Teaching;
- Providing the provision of retests.

This year 2 new initiatives were introduced:

1. Comprehensive approach to the assessment of students' personality through psychological testing and organizing academic, psychological inputs as per the findings from the tests;
2. Introducing co-assessment of the students' answer sheets for increasing the reliability of the assessment.

Practicum

- Counselling academically weak students regarding change in medium of writing examination;
- Mentoring for micro teaching sessions by giving constructive feedback;
- Facilitating self-evaluation through reflective practices;
- Involving M.Ed. students as senior peers in the micro-teaching supervision and lesson guidance of B.Ed students.

6.3.4 Research and Development

Following initiatives were undertaken in this area this year:

- Organizing research meets in which research topics, research proposals of research scholars were discussed;

- Conducting research committee meetings in which faculty presented their research initiatives
- Mentoring faculty members for writing major and minor research proposals.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library

- Increase in the issue dates of books from 4 to 7 days;
- Intimating about new arrivals through e mails;
- Organizing display for approving books
- Making learning resources like handouts, specimen lesson plans etc available for students through library;
- Orienting post graduate students and research scholars to online data bases;
- Continuous updating knowledge portals.

ICT

10 Lenovo computers worth Rs 363,720.00 were purchased which were installed in computer laboratory and staff rooms

6.3.6 Human Resource Management

Following initiatives were taken in this regard:

- Faculty training for using Google Apps;
- Using biometry for attendance;
- Free medical checkup of the staff and students in collaboration with Fortis hospital and free eye check up with Surya optician;
- Deputing faculty to attend session on health topics by medical experts at sister institute- K J Somaiya College of Science and Commerce
- Sponsoring faculty participation in national level seminars/workshops.
- Assistant Librarian and Library assistant were send for training programs

6.3.7 Faculty and Staff recruitment

In view of resignation of one faculty member (Ms Krutika Bhat), one part time teaching faculty was recruited for commerce subject (Mr Vijay Mahida)

6.3.8 Industry Interaction / Collaboration

As an initiative toward institute - industry linkage the college has successfully established linkage with Global Foundation

The college has signed a MOU with Global Foundation in 2015 under which the following sponsored activities were conducted:

-A workshop on Education for Peace called "*Antarjyot*" for school and college teachers was held from 25-28th August 2015;

-A National Seminar on *Education for Peace* was held in March, 2016;

- Development of syllabus for Education for Peace for teachers which was completed in April, 2016.

6.3.9 Admission of Students

Admissions are made as per the guidelines of the Pravesh Niyamtran 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 instalments is allowed for the needy;

-Scholarships are provided to the needy students who are academically bright and financially constrained.

6.4 Welfare schemes for

Teaching	06*
Non-teaching	11**
Students	07***

*Provision for gratuity, PF, LTC is in place. Health checkup by Fortis Hospital, Faculty Appreciation letters given by College and Award by Somaiya Trust given to Ms Rupal Thakkar for being Outstanding Senior Faculty

** Provision for gratuity, PF, LTC, Earned Leave Encashment annual medical allowance (Rs 3500 per person), uniform, . Health checkup by Fortis Hospital, English speaking course, Appreciation letters given by College, HR training by Somaiya Trust

***Health checkup by Fortis Hospital, Scholarships given by Somaiya trust to 2 B.Ed students, Counseling by Counselor Shweta Padmanabhan, Placements, Seminar, Add on courses, Sports fund)

6.5 Total corpus fund generated

Nil

6.6 Whether annual financial audit has been done Yes No

☒ ☐

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	YES	AAA NAAC	No	-
Administrative	YES	AAA NAAC	YES	V K Kanhare and Co (Internal Audit)

*Academic and Administrative Audit by Knowledge Consortium of Gujarat on 23- 24th Sept, 2015.

**NAAC- 3rd cycle of Re accreditation from 10-12th Dec, 2015.

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

For UG Programmes Yes ☐ No ☒

For PG Programmes Yes ☐ No ☒

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

University of Mumbai focuses on continuous comprehensive assessment process for evaluating the students' learning. It has introduced different tools and techniques of evaluation -like book review, critical analysis of films, field based surveys, case studies of diverse learners, participation in various co-curricular activities etc.

At M.Ed. level too it has included students' presentations for each course. Besides students' day to day active participation in the classroom engagement process is also taken into consideration for evaluation of the students.

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

Mumbai University is encouraging actively the colleges which have got A grade by NAAC to opt for autonomy

6.11 Activities and support from the Alumni Association

This year following initiatives were taken by the alumni association:

-Mr. Varun Menon organized one day workshop on *Use of Google Apps* on 12th March, 2016;

-Mr. Shakti Jhala conducted a workshop on *Instructional Design* on 11th March, 2016;

- Ms. Pushpalatha Raja conducted a workshop on *Creative Writing* on 18th Sept, 2015;

-Ms. Sachu Ramalingam conducted a workshop on *Inclusive Education*

-Ms. Parveen Khan conducted an orientation programme on *internship activities* in Jan 2016;

-Ms. Kalyani Subramanyam conducted an orientation session on *Job expectations in CBSE schools* in October, 2015;

- Ms Vipula Naik conducted a session on *How to handle domestic violence* on 3rd Oct, 2015.

Following Alumni gave model lessons in various subjects for first year B.Ed students- Varun Menon(History), Shakti Jhala(Commerce/Economics), Vrinda Nagpal(Math), Sadaf Khan(Math), Aditi Agarwal(English) and Dhvani Gala (Science)

6.12 Activities and support from the Parent – Teacher Association

Parent spouse meet was arranged where several activities were organized and feedback was taken 23rd Sept, 2015.

Parent of Ms Khushbu Shah (B.Ed) helped in various co-curricular programs as a makeup artist.

6.13 Development programmes for support staff

The following programmes were organized for the support staff:

-English communication skills development with the help of language lab in July 2015,

- HR training in automization of administrative process was given in Dec, 2015.

-Assistant Librarian and Library assistant were send for training programs

2 non-teaching members were send to Maniben Nanavati Womens' College to attend one day seminar on IT security/Digital College Administration and Government Policy on 4th July, 2015;

-Participation in seminar on the teaching of Bhagwatgita.

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

Following was done in this regard:

- Daily supervising and monitoring of cleanliness of the campus by the cleanliness team;
- Saving water and electricity drive;
- Putting slogans in the campus for creating awareness about environmental issues and need for timely action;
- Neighbourhood cleanliness drive;
- Rain water harvesting;
- Solar lights in campus.

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.

This year two innovations were introduced

1. Framing policies for different activities and departments:

Policy framework encompasses systems and procedures for some of the important aspects of quality framework. The policies include:

- Admission Policy;
- Teaching Learning Policy;
- Library Policy;
- Examination Policy;
- Policy for Faculty Development Program;
- Participation in Seminars and Conferences;
- Anti-Plagiarism Policy;

- Computer Lab Policy;
- Experiential Learning Policy;
- Code of Conduct for Students and Teachers;
- Women Development Cell;
- Grievance Redressal Cell.

2. ‘Academic and Administrative Audit’ by Knowledge Consortium of Gujarat, was conducted on 23-24 September 2015.

AAA is an autonomous organization established in 2009 by the Knowledge Consortium of Gujarat, Education department, Government of Gujarat. K J Somaiya College of Education has volunteered for Assessment and Accreditation by AAA, and a peer team comprising of eminent academic experts visited the institution to acquaint themselves with the strengths and weaknesses of the institution with reference to quality assurance. The process was used to validate the Self-Study Report and help the institution in quality assurance.

The suggestions given by them were:

- Send the college magazine and newsletter to alumni;
- IQAC to undertake administrative audit;
- In IQAC one member is to be from Education College;
- IQAC has to compare results of past years;
- Evaluation of feedback to be put in IQAC and discussed in meeting;
- Placement Cell as a room with placement officer and all records;
- Make a placement brochure;
- Principal room to have a washroom;
- Library needs to be enriched
- Make a supplement to support RAR;
- Seed money has to be utilized;
- ICCR to be contacted for foreign students;
- Photos of awards and recognition to be put in presentation as well as in large boards;
- Anti-ragging to be displayed and undertaking to be taken from students;
- Sexual harassment cell needed;
- Grievance readdressal cell has to be made.

This step helped the college to get an idea about its performance and design strategies for future action for further improvement. It also helped to validate the assessment made by NAAC committee.

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

<p>1. Conducting Faculty Development programs for teachers from Municipality schools. These programs would be in areas like:</p> <ul style="list-style-type: none"> -Subject specific training (Math, Science, Languages etc); -Training in Innovative strategies of teaching; -ICT integrated language learning strategies; -Evaluation Strategies; -Training in Worksheet preparation 	<p>The faculty has prepared concept notes for consultancy in various areas like life skills, experiential learning, parenting , psychological tools, web tools, research methodology, corporate social responsibility, English speaking etc</p> <p>Strategic plans are now being generated regarding the implementation of these consultancy programs in municipality schools</p>
<p>Community work for Warli community</p>	<p>Not done so far but has been planned for 2016-17</p>
<p>3. Conducting remedial classes in various subjects at Municipality schools</p>	<p>Will be done this year – 2016-17</p>
<p>4. Conducting specialized research based training programs for differently abled (visually challenged, hearing impaired etc)</p>	<p>-A project on enhancing conceptual understanding about the concept of light among visually impaired students was conducted on the occasion of international light year. This project was implemented in 3 special schools in Mumbai.</p>
<p>5. Conducting training program in life skills and computer skills for slum dwellers in the vicinity</p>	<p>Mohan Nagar (Vidyavihar slum area) was adopted for community work for year 2015 which was conducted from 16th Nov-30th Nov. The following programs were initiated:</p> <ul style="list-style-type: none"> -Program on Reproductive Health Education;

	<ul style="list-style-type: none"> -RTE; -Life style diseases; -Diseases like malaria, dengue, leptospirosis etc -Malnutrition; -Substance Abuse -Child rearing practices; -Prenatal and Ante natal health; -Vaccinations; -Guidance and counselling to adolescents and women regarding adolescent problems, career and social problems; -Science experiments and teaching; -Income generation activities for women; -English communication skills; -Computer proficiency skills; -A street play was conducted for the local community with emphasis on role of education and media in addressing the problem of social exclusion in Oct 2015.
<p>Alumni</p> <p>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.</p>	<p>For the year 2015-16 the following activities had been initiated as a part of Alumni association.</p> <ul style="list-style-type: none"> -Ms Vipula Naik ,Practicing Lawyer ,Family Court, Bandra, Guest lecture on ‘Domestic Violence’ on 3 October, 2015; -Ms PushpaLatha, Alumnus, 2014-15 (M Ed) conducted Creative Writing Workshop for B.Ed students on 18th September, 2015; -One of our alumni gave Rs 10000/-for Alumni fund which would be utilized for the activities under Alumni association; -Alumni-PTA-Spouse Meet was held on 19th September, 2015. -Alumni were involved in giving demonstration

	lessons in different methods for B.Ed students
<p>- Research</p> <p>Faculty members like previous years would be initiating efforts for grant of major and minor research projects;</p> <p>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.</p>	<p>The following projects were completed and submitted in 2015.</p> <p>Dr. Vasundhara Padmanabhan: UGC Major Research Project entitled '<i>Promoting Institutional Effectiveness: Development and Evaluation of an Instructional Leadership Training Program for the Leaders of Higher Education</i>'.</p> <p>Ms Rupal Thakkar: ICSSR Major Research Project entitled '<i>Scaffolding ICT Integrated English Language Teaching) of Secondary School Vernacular Medium Teachers: A Blended Learning Approach</i>'.</p> <p>-4 Faculty members applied for ICSSR research project but were not granted. The Faculty is in process of applying for funding for these projects from other agencies.</p> <p>-3 Faculty members applied for UGC research project. The results of which are still not declared.</p> <p>-2 Faculty members applied for minor research project from Mumbai University. The results have not been so far communicated</p> <p>-Ms Usha Sharma utilized the seed money of Rs. 10000/- for completing research based project entitled, 'A Study of Perceptions of Pre Service Teachers towards Female Feticide Awareness Program'</p> <p>Research Based Publication of the College <i>Leadership in Educational Institutions: Opportunities and Challenges- Guiding the way to 21st century-</i> ISBN: 978-81-7039-287-3</p>

<p>Library work to be undertake</p> <ul style="list-style-type: none"> - Making bound volumes of old journals; -Computerization of serial control; - Thesis and Dissertations to be included in library records as this is the important assets of the library on which we can get the day membership at the cost of 100/-per day(just for reference without home issue). This facility has to be updated on the website; - 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; 	<p>31 bound volumes of journals are available. Binding of recent journals is still to be done;</p> <p>-Computerization of serial control is still to be done at the campus level;</p> <p>-This has been implemented;</p> <p>- The withdrawn books were through donation, sale or scrap processed. If donated books are useful for the users of the library then those are included in the collection or in the past academic year;</p> <p>It is already done for old collection as well as for new collection</p> <p>-The free journals whenever found are added to the library page on the website under 'webliography' page or 'knowledge portal' on the website</p> <p>This year too this orientation was given to B.Ed, M.Ed, PGDME and Pre Ph.D students;</p>
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<p>Besides the above the institute would continue organizing its regular annual features like:</p> <ul style="list-style-type: none"> - 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. 	<p>23rd Senior Scholar Seminar Series was conducted on <i>Education for Peace</i> in March 2016;</p> <p>-Pratyush was conducted in March 2016 on the theme- Natyatarang;</p> <p>Workshop On research methodology and NET/SLET will be conducted in 2016 due to increase in duration of M.Ed;</p> <p>-27 faculty forums were conducted;</p> <p>The college proposes to start Certificate course in <i>Peace Education</i> from 2016 onwards. The syllabus drafting has taken place in April 2016;</p> <p>In the Research Paper Reading Sessions 6 Ph.D students of the institute presented their proposals as well as their progress.</p>
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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)**

The two best practices of the institution were:

1. Holistic approach to student’s development
2. Creative approach to the course EPC(Enhancing professional capacity)

The details of these best practices are given in the Appendix IV

7.4 Contribution to environmental awareness / protection

- Slogan writing competition was organized on Ozone Day held on 16th Sept, 2015;
- Green Food Fest was organized on 28th Sept, 2016 on Green Consumer Day;
- Wild Life Week was celebrated in October, 2015 by organizing competitions;
- Collage Making on the theme of conservation of wildlife;
- Firefighting mock drill was conducted in October, 2015;

-Organized Teacher Training workshop for 35 pre-service teachers on “**Multiply the Message**”, Environment Education & Innovative Classroom Teaching Methods;

-Celebration of World Earth Day on 22April, 2016.

7.5 Whether environmental audit was conducted? Yes v

7.6 Any other relevant information the institution wishes to add.

KNOW YOURSELF – A Self Awareness Initiative: The institute through its Psychology Department has initiated from 2015 this drive. The objective of this program is to develop a better understanding of the emotional intelligence, personality, learning style, multiple intelligence and locus of control of self. This will help students in developing appropriate mentoring and counselling strategies.

The schedule for administration of test was as under:

- a. Emotional Intelligence 26/9/15
- b. Personality Test 3/10/15
- c. Learning Style Test 10/10/15
- d. Multiple Intelligence Test 17/10/15
- e. Locus of Control 24/10/15

- ***Diploma program in Education for Peace:*** the IQAC has prepared a curriculum for the same and the institute proposes to start this diploma program in collaboration with Global Foundations from 2016-17 session onwards

-The institute is in process of preparing ***Souvenir of Best schools of the World*** which would compile of the vision, mission, best practices and overall philosophies of many of the best educational institutes around the world

8. Plans of institution for next year

- After receiving A grade by NAAC the institution has enthusiastically prepared the strategic plan for next academic year. Following paragraphs are depicting the same:

-Focus on the compliance of NAAC recommendations-The NAAC peer team has given certain recommendations for quality improvement of the institution. College would focus on the compliance of the following recommendations:

-Strengthening remedial teaching and tutorials- Along with regular remedial interventions in the form of study circle, tutorials and the college will use online mode for providing remedial inputs and guidance for different activities.

-To continue use of Google classroom and Google apps

-Undertaking more outreach extension projects -

This year we would include tribal communities for our community work. A comprehensive approach to extension will be adopted which will introduce activities like:

- Health and hygiene for women and children;
- Orientation to effective parenting
- Financial literacy;
- Introduction of locally beneficial entrepreneurial skills.

-Purchasing more reference books in the library

-Planning more number of seminars/workshops-This year along with regular annual activities the college will increase the numbers of seminar and workshops like:

- Workshops on Education for Peace,
- Workshops on expression of emotions through dance and drama
- Seminar on orientation to various disabilities.

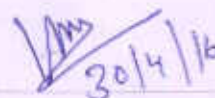
Name: Dr Pooja Birwatkar



30/4/16

Signature of the Coordinator, IQAC

Name: Dr Vasundhara Padmanabhan



30/4/16

Signature of the Chairperson, IQAC

Principal

K. J. Somaiya Comprehensive
College Of Education,
Training And Research,
Vidyavihar, Mumbai - 400 071

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	Chairperson
Dr. Pooja Birwatkar	Co-Ordinator
Shri. V. Ranganathan	Member of Management
Dr. Vijay Joshi	Nominee from Local Society
Ms. Parveen Shaikh	Nominee from Local Society
Dr. Vijayam Ravi	Nominee from Local Society
Ms.KinnariKotecha	Nominee from Local Society
Dr. Kalpana Kharade	Faculty Member
Ms. Rupal Thakkar	Faculty Member
Ms. Hema Bhadawkar	Faculty Member
Ms. Usha Sharma	Faculty Member
Ms. Divya Sharma	Faculty Member
Mr. M.K. Radhakrishnan	Senior Administrative Officer

ANNEXURE II-ACADEMIC CALENDARS

B.Ed

	SEMESTER 1
01/09/2015	Admissions
02/09/2015-03/09/2015	Orientation to Two year B.Ed course
04/09/2015	Orientation to EPC ₁ Practicum
05/09/2015	Teachers' Day Celebrations
07/09/2015	Content Enrichment//EPC ₁ Practicum
08/09/2015	Content Enrichment/Orientation to Book Review/ EPC ₁ Practicum
09/09/2015	Content Enrichment/Orientation to Co-curricular activities/ Founder's Day Celebrations
10/09/2015	Content Enrichment/Orientation to Community work
11/09/2015	Content Enrichment/Instructional Sessions
12/09/2015	Content Enrichment/EPC ₁ Practicum
14/09/2015	Content test/ Instructional Sessions/Hindi Divas Celebration
15/09/2015	Instructional Sessions
16/09/2015	Instructional Sessions/Co-curricular activities

	(Celebration of Ganesh Chaturthi)
17/09/2015	Ganesh Chaturthi
18/09/2015	Instructional Sessions
19/09/2015	Co-curricular activities / Alumni-PTA Meet
21/09/2015	Instructional Sessions/Essay Course 1
22/09/2015	Instructional Sessions
23/09/2015	Instructional Sessions/Co-curricular activities
24/09/2015	Bakr Id/Eidul-Adha
25/09/2015	Instructional Sessions/Science Experiments
26/09/2015	Guest lecture/Club activity/EPC1 Practicum
28/09/2015	Instructional Sessions/Essay Course 2
29/09/2015	Instructional Sessions
30/09/2015	Instructional Sessions/Orientation to field based activities
October 2015	
1/10/2015-3/10/2015	Community Work
5/10/2015-10/10/2015	Field based practicum(One week observation program at school related to B.Ed practicum)
12/10/2015-17/10/2015	Literary week(Book Review presentations)/Film reviewing week/Science Experiments/Club Activities
19/10/2015	Instructional Sessions/Essay Course 3
20/10/2015	Instructional Sessions
21/10/2015	Instructional Sessions/ Co-curricular activities
22/10/2015	Dussehra (Maha Navami)
23/10/2015	Instructional Sessions/ Co-curricular activities
24/10/2015	Muharram/Ashura
26/10/2015	Instructional Sessions/Essay Course 4
27/10/2015	Instructional Sessions/ EPC1 Practicum
28/10/2015	Instructional Sessions/ Science Experiments
29/10/2015	Instructional Sessions /Tutorials/Enrichment Sessions
30/10/2015	Tutorials/Essay Course 5
31/10/2015	Tutorials/ Co-curricular Activities(Diwali Celebrations)
November 2015	EPC 2 Practicum/ Orientation to School Activities/ Workshop on Lesson Planning/Demo lessons by Alumni and Faculty
1/11/2015-15/11/2015	Diwali Vacation
16/11/2015-19/11/2015	Class Tests
20/11/2015	Guest Lectures/Science Experiments/EPC1 Practicum
21/11/2015	Guest Lectures/Science Experiments/EPC1 Practicum
23/11/2015-24/11/2015	Feedback of Class Tests
25/11/2015	Guru Nanak Jayanti
26/11/2015	Remedial teaching/Enrichment Sessions
27/11/2015	Remedial teaching/Enrichment Sessions
28/11/2015	Remedial teaching/Enrichment Sessions
30/11/2015	Remedial teaching/Enrichment Sessions
December 2015	Participation in Co-curricular activities in college /Instructional Sessions/ EPC 2 Practicum/Guest Lectures/Essay Course V
1/12/2015-5/12/2015	Tutorials/Submission of Practicum Related Files
7/12/2015-12/12/2015	Study Leave
16/12/2015-19/12/2015	University Examination Semester I (Tentative)
19/12/2015-24/12/2015	Visit to Schools/Alumni Meet/Co-curricular Activities (Christmas Celebrations)/Add on courses on Web Tools/Creative Writing/TET Coaching/ Peace Education Workshop/ <i>Firki</i> Workshops (Teach for India Initiative)
05/03/2016	Add on Courses/Sports/Library Reference/Discussion Session/Yoga Session
07/03/2016	Maha Shivaratri/Shivaratri
08/03/2016-10/03/2016	Participation in Co-curricular activities in college /Instructional Sessions/ EPC 2 Practicum/Guest Lectures
11/03/2016-12/03/2016	SSSS(Senior Scholars' Seminar Series)
14/03/2016-18/03/2016	Instructional Sessions/ EPC 2 Practicum/Guest Lectures/Tutorials

19/03/2016	Tutorials
21/03/2016	Class Test Course IV
22/03/2016	Tutorials
23/03/2016	Holi
24/03/2016	Class Test Course IV
25/03/2016	Good Friday
26/03/2016	Class Test Course V
28/03/2016-31/03/2016	EPC 2 Practicum
	April
01/04/2016-02/04/2016	Submission of Practicum Related Files
04/04/2016-09/04/2016	Remedial teaching/Enrichment Sessions
11/04/2016-13/04/2016	Study Leave
14/04/2016	Ambedkar Jayanti
15/04/2016	Rama Navami
16/04/2016	Study Leave
18/04/2016-23/04/2016	University Examination Semester II (Tentative)

M.ED. ACADEMIC CALENDAR 2015-16

First Semester		
First Term	31 August 2015 to December 24, 2015 (Both Days Inclusive)	
Second Term		
Diwali Vacation	1 st November to 15 November 2015	
Winter Vacation	December 25, 2 015 to January 1, 2016 (Both days inclusive)	
Second Term	2 January 2015 to May 30, 2016 (Both days inclusive)	
FIRST SEMESTER		
31 August 2015 to December 24, 2015 (Both Days Inclusive)		
September 2015		
Week 1: (31 st August to 5 th September)		
Monday 31 st August	10-5 PM	College Admission Process
Tuesday 1 st Sept.		
Wednesday 2 nd Sept.	3:00 pm – 4.00 pm	Ice Breaker Session (VP)
	4:00 pm -5:00pm	Orientation to the Institution and M Ed Program (VP/KK)
	5:00 pm -6:00pm	Orientation to the Library AJ
Thursday 3 rd Sept.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Orientation to Course I DS

	4:00 pm -5:00pm	Orientation to Course –III US
	5:00 pm -6:00pm	Orientation to Course II KK
Friday 4th Sept.	01:00 pm -3:00 pm	Guided Reading Course –II KK
	3:00 pm – 4.00 pm	Orientation to Course IV PB
	4:00 pm -5:00pm	Course I Discussion and Inquiry
	5:00 pm -6:00pm	Course II Interactive Session
Saturday 5th Sept.	11.30 to 1.30 pm	Guided Reading Course - I
	2-3 pm	Course –III US
	3-4 pm	Teachers Day Celebrations
	4-5 pm	Course IV PB
Week 2: (7th to 12th Sept.)		
Monday 7th Sept.	01:00 pm -3:00 pm	Guided Reading I
	3:00 pm – 4.00 pm	Course III Interactive session
	4:00 pm -5:00pm	Course II Presentations and Interactions
	5:00 pm -6:00pm	Course I Interactive session
Tuesday 8th Sept.	01:00 pm -3:00 pm	Founders Day Celebrations
	3:00 pm – 4.00 pm	Course I Guided Group Discussion
	4:00 pm -5:00pm	Course III Interactive session
	5:00 pm -6:00pm	Course IV Interactive session
Wednesday 9th Sept.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course IV Interactive session
	4:00 pm -5:00pm	Course III Guided Group Discussion
	5:00 pm -6:00pm	Course II KK Interactive session
Thursday 10th Sept.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course IV Interactive session
	4:00 pm -5:00pm	Course I Guided Group Discussion
	5:00 pm -6:00pm	Course II Interactive session
Friday 11th Sept.	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course IV Interactive Session
	4:00 pm -5:00pm	Course I Presentation and Inquiry
	5:00 pm -6:00pm	Course II Guided Discussion
Saturday 12th Sept.	11.30 to 1.30 pm	Exploring Research Area & Discussion with Guides
	1.30 to 2 pm	lunch
	2-3 pm	Course III Guided Discussion
	3-4 pm	Course V Interactive Session

	4-5 pm	Course VI Interactive Session
Week 3: (14th to 19th Sept.)		
Monday 14th Sept.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course II Guided Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course I Interactive Session
Tuesday 15th Sept.	10:00 pm -5:00 pm	Educational Visit to XRCVC
Wednesday 16th Sept.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Inquiry Learning
	4:00 pm -5:00pm	Course II Interactive Session
	5:00 pm -6:00pm	Course IV Problem Solving
Thursday 17th Sept.	Ganesh Chaturthi Holiday	
Friday 18th Sept.	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course IV Interactive Session
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course II Guided Discussion
Saturday 19th Sept.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance
Week 4: (21st to 26th Sept.)		
Monday 21st Sept.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday 22nd Sept.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday 23rd Sept.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday 24th Sept.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course I Interactive Session
	4:00 pm -5:00pm	Course IV Presentation & Discussion
	5:00 pm -6:00pm	Course II Guided Discussion

Friday 25th Sept.	Holiday for BAKARI EID	
Saturday 26th Sept.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance
OCTOBER 2015		
Week 5: (28th Sept to 3rd Oct.)		
Monday – 28th Sept.	01:00 pm -3:00 pm	Guided Reading I
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 29th Sept.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 30th Sept.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday -1 Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday- 2nd Oct.	GANDHI JAYANTI HOLIDAY	
Saturday-3rd Oct.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance
Week 6: (5TH TO 10TH Oct.)		
Monday – 5th Oct.	01:00 pm -3:00 pm	Guided Reading for Research Proposal
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Research Paper reading Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 6th Oct.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 7th Oct.	01:00 pm -3:00 pm	Guided Reading III

	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-8th Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday 9th Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Saturday-9th Oct.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance for Research Proposal
Week 7: (12th to 17th Oct.)		
Monday –12th Oct.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Research Paper reading Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 13th Oct.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Seminar
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 14th Oct.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course I Seminar
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-15th Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course II Seminar
	4:00 pm -5:00pm	Course I Seminar
	5:00 pm -6:00pm	Course II Interactive Session
Friday – 16th Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III Seminar
	4:00 pm -5:00pm	Course I Exploring Library resources

	5:00 pm -6:00pm	Course II Interactive Session
Saturday-17th Oct.	11.30 to 5.00 pm	Educational Visit
Week 8 (19th to 24th)		
Monday –19th Oct.	01:00 pm -3:00 pm	Guided Reading for Research Proposal
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Research Paper reading Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 20th Oct.	01:00 pm -3:00 pm	Guided Reading I
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Seminar Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 21st Oct.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III Seminar
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-22nd Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III Seminar
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday – 23rd Oct.	01:00 pm -3:00 pm	Guided Reading I
	3:00 pm – 4.00 pm	Course III Interactive Session
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Seminar
Saturday-24th Oct.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance for Research Proposal
Week 9th (26th to 31st Oct.)		
Monday –26th Oct.	01:00 pm -3:00 pm	Guided Reading for Research Proposal
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Research Paper Reading Sessions
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 27th Oct.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Seminar Presentation
	4:00 pm -5:00pm	Course III Presentation

	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 28th Oct.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-29th Oct.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday – 30th Oct.	01:00 pm -3:00 pm	Guided Reading I
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Saturday-31st Oct.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance for Research Proposal
November 2015		
1 to 15th November Diwali Holidays		
Week 10th (16th to 21 Nov.)		
Monday –16th Nov.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 17th Nov.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 18th Nov.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-19th Nov.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session

Friday – 20th Nov.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Saturday-21st Nov.	11.30 to 5.00 pm	Educational Visit
Week 11 (23rd to 28th Nov.)		
Monday –23rd Nov.		CLASS TEST I
Tuesday- 24th Nov.		CLASS TEST II
Wednesday- 25th Nov.	GURUNANAK JAYANTI HOLIDAY	
Thursday-26th Nov.		CLASS TEST III
Friday – 27th Nov.		CLASS TEST IV
Saturday-28th Nov.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance
Week 12 (30th Nov. to 5th Dec.)		
Monday –30th Nov.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 1st Dec.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 2nd Dec.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-3rd Dec.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday – 4th Dec.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Saturday-5th Dec.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment

		Writing/Research Guidance
Week 13 (7th Dec to 12th Dec)		
Monday –7th Dec.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 8th Dec.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 9th Dec.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-10th Dec.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday – 11th Dec.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Saturday-12th Dec.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance
Week 14th (14 to 19th Dec)		
Monday –14th Dec.	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Course IV Presentation and Discussion
	4:00 pm -5:00pm	Course III Interactive Session
	5:00 pm -6:00pm	Course II Presentation
Tuesday- 15th Dec.	01:00 pm -3:00 pm	Guided Reading II
	3:00 pm – 4.00 pm	Course I Guided Discussion
	4:00 pm -5:00pm	Course III Presentation
	5:00 pm -6:00pm	Course IV Interactive Session
Wednesday- 16th Dec.	01:00 pm -3:00 pm	Guided Reading III
	3:00 pm – 4.00 pm	Course III

	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Thursday-17th Dec.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Friday – 18th Dec.	01:00 pm -3:00 pm	Guided Reading IV
	3:00 pm – 4.00 pm	Course III
	4:00 pm -5:00pm	Course I Exploring Library resources
	5:00 pm -6:00pm	Course II Interactive Session
Saturday-19th Dec.	11.30 to 5.00 pm	Library Reading/Research Review/Assignment Writing/Research Guidance
Week 15th (21 to 26th Dec)		
16th to 19th December	Class Test	

Second Semester		
First Term	31 August 2015 to December 24, 2015 (Both Days Inclusive)	
Diwali Vacation	1 st November to 15 November 2015	
Winter Vacation	December 25, 2 015 to January 1, 2016 (Both days inclusive)	
Second Term	2 January 2015 to May 30, 2016 (Both days inclusive)	
JANUARY		
Week 1: 4 th – 9 th Jan, 2015		
Monday 4 th Jan		Overall Orientation to Semester II
Tuesday 5 th Jan		Overall orientation to Dissertation and Internship
Wednesday 6 th Jan	3:00 pm – 4.00 pm	Orientation to course V
	4:00 pm -5:00pm	Orientation to course VI
	5:00 pm -6:00pm	Orientation to course VII
Thursday 7 th Jan	01:00 pm -3:00 pm	Guided Reading
	3:00 pm – 4.00 pm	Orientation to Course VII
	4:00 pm -5:00pm	Course V
	5:00 pm -6:00pm	Course VI
Friday 8 th Jan	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday 9 th Jan	11.30 to 1.30 pm	Guided Reading Course - VIII

	2-3 pm	Course VI Discussion and Inquiry
	3-4 pm	Course VII Interactive Session
	4-5 pm	Dissertation
Week 2: 11th – 16th Jan, 2015		
Monday 11th Jan -14th Jan	Exams- University	
Friday 15th Jan	01:00 pm -3:00 pm	Guided Reading Course –V
	3:00 pm – 4.00 pm	Course VII Discussion and nquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday 16th Jan	11.30 to 1.30 pm	Guided Reading Course - VIII
	2-3 pm	Course VI Discussion and Inquiry
	3-4 pm	Course VII Interactive Session
	4-5 pm	Dissertation
Week 3: 18th – 23rd Jan, 2015- M		
Monday 18th Jan -	01:00 pm -3:00 pm	Guided Reading Course –VII
	3:00 pm – 4.00 pm	Course VIII Discussion and Inquiry
	4:00 pm -5:00pm	Course V Interactive Session
	5:00 pm -6:00pm	Dissertation
Tuesday 19th Jan	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Wednesday 20th Jan	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 21st Jan	11.30 to 1.30 pm	Exploring Research Area & Discussion with Guides
	2-3 pm	Course VII Guided Discussion
	3-4 pm	Course VI Interactive Session
	4-5 pm	Course VIII Interactive Session
Friday 22th Jan	01:00 pm -3:00 pm	Guided Reading Course –V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday 23rd Jan	01:00-6:00pm	Orientation to Research proposal making and discussion with guides along with Library reference
Week 4 : 25-30 Jan		
Monday 25th Jan -	01:00 pm -3:00 pm	Guided Reading Course V

	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Tuesday 26th Jan	REPUBLIC DAY	
Wednesday 27th Jan	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 28th Jan	11.30 to 1.30 pm	Exploring Research Area & Discussion with Guides
	2-3 pm	Course VIII Guided Discussion
	3-4 pm	Course V Interactive Session
	4-5 pm	Course VII Interactive Session
Friday 29th Jan	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday 30th Jan	01:00-6:00pm	Discussion with guides along with Library reference
FEBRUARY		
Week 1 : 1st-6th Feb		
Monday 1st-6th Feb	1: 00-6:00 pm	Workshop on sampling, Tools Designing, Tool Standardization , Referencing, Sampling, Research Design
	Week 2 : 8st-13th Feb	
Monday 8th Feb	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Tuesday 9th Feb	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Wednesday 10th Feb	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 11th Feb	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Friday 12th Feb	01:00 pm -3:00 pm	Guided Reading Course –V

	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday 13th Feb	01:00-6:00pm	Discussion with guides along with Library reference
Week 3 : 15-20th Feb		
Monday 15th -18th Feb	1:00pm-6:00pm	Research proposal presentations
Friday 19th Feb	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Saturday 20th Feb	01:00-6:00pm	Discussion with guides along with Library reference
	Week 4 : 22-27thFeb	
Monday 22th Feb	01:00 pm -3:00 pm	Guided Reading Course –VII
	3:00 pm – 4.00 pm	Course VIII Discussion and Inquiry
	4:00 pm -5:00pm	Course V Interactive Session
	5:00 pm -6:00pm	Dissertation
Tuesday 23rd Feb	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Wednesday 24thFeb	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 25th Feb	11.30 to 1.30 pm	Exploring Research Area & Discussion with Guides
	2-3 pm	Course VII Guided Discussion
	3-4 pm	Course VI Interactive Session
	4-5 pm	Course VIII Interactive Session
Friday 26th Feb	01:00 pm -3:00 pm	Guided Reading Course V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday 27thFeb	01:00-6:00pm	Discussion with guides along with Library reference
Monday 29th Feb	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
	MARCH	
	Week 1 : 1-5TH	

	March	
Tuesday 1st March	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 2nd March	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 3rd March	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Friday 4th March	01:00 pm -3:00 pm	Guided Reading Course V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday, 5th March	01:00-6:00pm	Discussion with guides along with Library reference
	Week 2 : 7-12th March	
Monday 7th March	HOLIDAY- SHIVRATRI	
Tuesday 8th March	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 9th March	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 10th March	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Friday 11th March	01:00 pm -3:00 pm	Guided Reading Course V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday, 12th March	01:00-6:00pm	Preparation for Internship

	Week 3 : 14-19th March	INTERNSHIP
INTERNSHIP		
	Week 4 : 21-26th March	
Monday 21st March	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Tuesday 22nd March	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 23rd March	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 24th March	HOLI	
Friday 25th March	GOOD FRIDAY	
Saturday, 26th March	01:00-6:00pm	Presentation of internship experience. Research guidance
	Week 5 : 28-31st March	
Monday 28th March	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Tuesday 29th March	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 30th March	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 31st March	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry

	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
	APRIL	
	Week 1 : 1-2nd April	
Friday, 1st April	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Saturday, 2nd April	01:00-6:00pm	Presentation of progress of research work Research guidance
	Week 2 : 4-9th April	
Monday 4th April	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Tuesday 5th April	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 6th April	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 7th April	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Friday 8th April	01:00 pm -3:00 pm	Guided Reading Course V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday, 9th April	01:00-6:00pm	Research Guidance
	Week 3 : 11-16th April	
Monday 11th April	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Tuesday 12th April	01:00 pm -3:00 pm	Guided Reading V

	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 13th April	01:00 pm -3:00 pm	Practical Assignments Course V
	3:00 pm – 4.00 pm	Course VI Interactive Session
	4:00 pm -5:00pm	Course V Presentation and Inquiry
	5:00 pm -6:00pm	Course VIII Guided Discussion
Thursday 14th April	HOLIDAY- AMBEDKAR JAYANTI	
Friday 15th April	01:00 pm -3:00 pm	Guided Reading Course V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday, 16th April	01:00-6:00pm	Research Guidance
	Week 4 : 18-23rd April	
Monday 18th April	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Course VI Interactive session
	4:00 pm -5:00pm	Course V Guided Group Discussion
	5:00 pm -6:00pm	Course VIII Interactive session
Tuesday 19th April	01:00 pm -3:00 pm	Guided Reading V
	3:00 pm – 4.00 pm	Presentation of Tools prepared by students
	4:00 pm -5:00pm	Presentation of Tools prepared by students
	5:00 pm -6:00pm	Presentation of Tools prepared by students
Wednesday 20th April	Holiday- Mahaveer Jayanti	
Thursday 21st April	01:00 pm -3:00 pm	Guided Reading Course –VI
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Friday 22nd April	01:00 pm -3:00 pm	Guided Reading Course V
	3:00 pm – 4.00 pm	Course VII Discussion and Inquiry
	4:00 pm -5:00pm	Course VIII Interactive Session
	5:00 pm -6:00pm	Dissertation
Saturday, 23rd April	01:00-6:00pm	Research Guidance
	Week 5 : 25-30 April	
25th - 30th April	01:00-6:00pm	Revision CLASS TEST

PGDME ACADEMIC CALANDER 2015-16

Semester 1: 16.8.2015-24 .12.2015

16.8.2015- Orientation to the course

23.8.2015- Beginning of Classes: Every Saturday from 10 am- 6 pm

Semester I: Course transaction

20th October -8th November: Diwali vacation

25th December to 1st January: Winter Vacation

Semester 2: 2.1.2016- 31.5.2016

Course transaction

April 15: Submission of Assignments

May 15: Revision and Tutorials

May End: Final examination

ANNEXURE III

ANALYSIS OF FEEDBACK FROM VARIOUS STAKEHOLDERS

STUDENTS' FEEDBACK

Midterm feedback from students on Quality Enhancement (2015-16): Analysis and Results

Items	Advantages	Challenges	Suggestions
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Google Classroom	<ul style="list-style-type: none"> -Exposure to latest technology that is being used by schools -Good means of cooperative learning -Techno savvy & Convenient -Notes easily available even when absent and easy references 	<ul style="list-style-type: none"> -Slow to load -Hectic to submit -Internet connection required all the time, - -Net consuming & costly -No internet connection outside college -Taking print outs is costly -Access problem at initial stage 	<ul style="list-style-type: none"> -Avoid loading assignments -Upload updates on classroom activities regularly -Provide WI FI -Provide orientation
Site based Learning	<ul style="list-style-type: none"> -Good Exposure -Real life learning experience 	<ul style="list-style-type: none"> -Provide sufficient details before the visit -Time Consuming -Travelling Cost 	<ul style="list-style-type: none"> -Small groups with individual teacher in charge
Laboratory Experiments in Science	<ul style="list-style-type: none"> -Good Exposure & learning experience -Interdisciplinary -Revision and content gets stronger and more clear 	<ul style="list-style-type: none"> -Arrangement of Experiments -Timing for using lab are not flexible -Labs not available on weekdays 	<ul style="list-style-type: none"> -Lab should be available in college -Conduct many more experiments -Focus on experiments in school curriculum -Keep experiments on Saturday only

PARENTS' FEEDBACK

This year PTA was organized twice a year, where all the faculty members, student teachers along with parents/spouses of student teachers participated in a programme that is organized by the college. The student teachers showcased their abilities & thereafter it was followed by discussion on the college activities and experiences. On the same day feedback was taken from them.

The major outcomes of this year's PTA are:

- They opined that students are becoming more confident, more focused and responsible with the training programs offered by the institution;
- Parents appreciated the kind of exposure and platform which is given to students of this college is really remarkable;
- At the same times there were few parents and in laws who showed their apprehension regarding the extensive timings of the college, the principal and faculty members counselled the parents and family

members of students and made them understand the objective of two years' course and the need for such training which requires good quality of time.

EMPLOYERS' FEEDBACK

-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' perceptions of the products of K J Somaiya is as follows: The employers found that the student teachers of K.J. Somaiya College of Education are quite confident and of high quality;

-They found a professional approach in their way of working and assessed that they have got good training;

-Many of our employers found among our student teachers a passion towards teaching profession. Most of the employers found our student teachers being dynamic, vibrant, extremely supportive and caring.

PRACTICE TEACHING SCHOOLS' FEEDBACK

This year B.Ed. being two year course in the second semester students had done three weeks internship where shadow teaching practice was followed along with observations of lessons given by school teachers. Following is the feedback which schools have shared based on their experiences of three weeks internships:

-The schools found students to be dedicated and responsible towards their work and performed the tasks assigned to them enthusiastically;

-The schools appreciated bulletin boards prepared by our students;

-Some of schools appreciated the professionalism among our students especially they were impressed with the morning assembly conducted by students;

-Support in proxy arrangements during absenteeism of regular teachers;

-The students were punctual and disciplined and were able to perform efficiently the work allotted to them;

-One of the school gave the feedback that school teachers need more time with similar set of students in order to mentor them in a better way.

ALUMNI'S FEEDBACK

-The alumni in their feedback mentioned that the institution has fulfilled their course expectations during the academic year by providing exposure to various teaching skills and strategies;

-They found the activities conducted in college helped to enhance their performance as a teacher;

-Good exposure to various innovative techniques like Concept Attainment Model, Syneticetc for engaging students actively in classroom;

-The alumni mentioned that biggest strength of college is its faculty committed non-teaching staff, and able leadership of the principal;

-The alumni expect the institute to conduct more training program by experts so that alumni can enhance their teaching skills;

-The alumni of M.Ed course appreciated the value added programs like: research paper reading sessions, national seminars and guest lectures organized by the institution.

The alumni suggested adding more field visit in the curriculum;

-The alumni appreciated that the institution provides platform to students to develop their interpersonal, speaking as well as technology skills and enables would be teachers to be multi-tasking.

ANNEXURE IV

Best Practices of the Institution

Best Practice 1

1. Title of the practice: Holistic Approach to Students' Development

2. The context that required the initiation of the practice: The College offers the support services to the students every year. But the faculty members felt very strongly that we need to focus on the individual needs while designing the support services. Hence this year the college decided to have holistic approach for all-round development of the students.

3. Objectives of the practice

1. To study the personality traits of the students;
2. To prepare the personality profile of all the students;
3. To prepare and implement the individualized personal counseling / enrichment/ remedial plan for each student;
4. To study the effectiveness of the intervention strategies.

4. The Practice

KNOW YOURSELF – A Self Awareness Initiative'. The institute through its Psychology Department has taken initiative to launch this drive from 2015 this drive. The drive aimed at developing a better understanding of the emotional intelligence, personality, learning style, multiple intelligence and locus of

control of self. This will help students in developing appropriate mentoring and counseling strategies. The schedule for administration of test was as under

	Schedule
Administration of Psychological Tests	
a. Emotional Intelligence	26/9/15
b. Personality Test	3/10/15
c. Learning Style Test	10/10/15
d. Multiple Intelligence Test	17/10/15
e. Locus of Control	24/10/15

After the administration of tools and data gathering a comprehensive profile of each student was created. As per this profile personal counseling was organized in which their academic, personal and career issues were sought and student specific guidance was given. In addition to this remedial teaching, study circles were organized for low achievers.

To build the confidence of the students English communication programme was conducted for vernacular students. To promote self-expression a small course on creative writing, workshop on ***Expression through dance and drama*** were organized. To give platform to the hidden talents several competitions were organized.

Besides specialized coaching in sports and foreign languages also helped to give avenue to the development of students. In all this the comprehensive student's personal profile served as a base for all decision making.

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

Being a new practice initially this approach created lot of chaos in terms of understanding the need for such an approach on the part of students, time required to complete the administration of all the tools. It was also quite time consuming to interpret the results of the analysis and come to the concluding decisions. These obstacles were overcome by constructive dialogues between the teachers and students, collaborative efforts of the teachers and meticulous planning for implementation of the action plan.

6. Impact of the practice

This practice brought drastic changes in the very process of designing individualized action plan for students' development. The college could guide the students better in their studies, career and overall personality development.

7. Resources required

The practice required the psychological tests to be xeroxed in multiple copies.

Best Practice: 2

1. Title of the practice: Creative Approach to EPC

2. The context that required the initiation of the practice

The B.Ed. programme has been revised and a new syllabus is launched in every university. Mumbai University also has developed a revised programme of B.Ed. course. In this course a new component called "Enhancing Professional Capacity" (EPC) has been added which aims all-round professional capacity building of prospective teachers. One of the elements of EPC is "Drama for Educational Purposes", which is designed for development of dramatic skills among the teachers so that they can use great potential of drama for classroom engagement in creative and aesthetic manner. The college has taken a very creative approach to this activity.

3. Objectives of the practice

This practice has been conducted with the following objectives:

1. To orient the prospective teachers to the need, significance, origin and types of dramatics;
2. To equip the prospective teachers with the knowledge and competencies for using the various components of drama in classroom practices;
3. To develop aesthetic appreciation among the prospective teachers.

4. The Practice

Here we would like to give the details of the training programme we conducted this academic year.

1. Orientation Phase

The prospective teachers were oriented to the various components of drama through various modes of expression like dance and music. They were oriented by Mr. Ganesh Om, a worldwide well-known artist. This presentation, demonstrations and interactions with the students literally transformed the participants.

2. Implementation phase

In this phase the students organized the following activities:

- Creating a Drama derived from stimuli -photographs, paintings, music, poetry, story, newspapers, television, films, and real life events;
- Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes;
- Review the different dances in India, identifying their significance to the context of origin;
- Writing an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting);
- Critically writing comments on festival performances in India eg: Ramleela, Rasleela;

-Comparing any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)

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

The main obstacle in the way of running this programme was lack of time available with the participants due to the hectic course schedule.

These problems were sort out with lot of prioritization of the college activities and collaborative planning.

6. Impact of the practice

This practice results in:

- Promoting innovations among the pre-service teachers;
- Confidence building of these teachers in using dramatic elements for instructional purposes;
- Preparing the pre-service teachers for the changing classroom scenario.

7. Resources required

This practice just required financial resources for giving honorarium to the resource person. Students mostly utilized non costly readily available costumes and props.