EXECUTIVE SUMMARY

The NAAC Peer Team visited our institution on 09\textsuperscript{th} and 10\textsuperscript{th} January 2005. After thorough review of the various organizational processes the team accredited our institution as B++ with an institutional score of 84. Since then, our institution has embarked on the path of continuous quality improvement. This reaccreditations assessment report is the reflection of our sincere and committed effort towards the destination of quality improvement, quality sustenance and quality enhancement. Following is the executive summary of our journey towards these goals:

Organizational milieu:

For last five years the institution has focused upon reengineering of the earlier organizational processes and gearing them towards quality improvement for creating conducive organizational climate. This process is depicted diagrammatically as follows:
**Regulatory bodies and control:**

To bring the qualitative improvement in the organizational environment the regulatory bodies play an important role. Several bodies can be mentioned here, that have a direct as well as indirect control on the effective functioning of the institution.

For instance NCTE, UGC, and University of Mumbai provided regulatory framework for the effective functioning of the institution. Apart from them, the Somaiya Management with its several regulatory bodies try to enhance the quality of the organizational climate. For this the following processes are designed, implemented, monitored and evaluated and reviewed. The following diagram helps us to understand the process of quality control through the regulatory bodies under Somaiya Management:

<table>
<thead>
<tr>
<th>Staff Training and Development</th>
<th>Local Managing Committee</th>
<th>IQAC</th>
<th>Designing policies</th>
</tr>
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<tbody>
<tr>
<td>Monitoring the compliance</td>
<td>Advisory Committee</td>
<td>Academic Audit Committee</td>
<td>Developing system guidelines</td>
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</table>

- Identifying laws and regulations
- Agreeing and interpreting the laws and regulations
- Monitoring the compliance
- Developing system guidelines
- Staff Training and Development
- Local Managing Committee
- IQAC
- Somaiya Management
- Take corrective action
- Reviewing
Key relationships with community:

All these years the institution has strived to expand its linkages with the community. For us the community means practice teaching schools and colleges, teacher education agencies and non-government organizations. The process of establishing linkages between our institution and community is symbiotic. This symbiotic nature of our relationship is reflected in the following diagram:

Our Challenges:

Though our graph of institutional development is constantly moving vertically and qualitatively we do realize that we have many challenges to face to make our institution a quality institution. Some of the challenges are:

The changing global educational context, changing perspective of teacher preparation, constantly advancing nature of instructional technology, constantly increasing global, social and national demands, un-aided status of the institution.

But we strongly believe that these challenges are our opportunities of future qualitative growth and with sheer determination, zeal, team work, synergistic environment of the campus and dedication we will take the strides towards quality success.
**Criterion I: Curricular Aspects**

1.1 **Curricular Design and Development**

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Objectives</th>
<th>Considerations</th>
<th>Activity</th>
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<tbody>
<tr>
<td>To develop in students an understanding of the principles of pedagogy and its implications on curriculum transaction and evaluation</td>
<td>To enable the students to:</td>
<td>• Intellectual</td>
<td>Workshops on:</td>
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<td></td>
<td>- develop deeper insight into principles of pedagogy;</td>
<td>• Academic</td>
<td>• Micro Teaching</td>
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<td></td>
<td>- apply the pedagogical principles to curriculum transaction and evaluation;</td>
<td>• Training</td>
<td>• Lesson Planning</td>
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<td></td>
<td>- analyze the curricular content based on core elements and values</td>
<td>• Value orientation</td>
<td>• Year Plan, Unit Plan, Unit Tests;</td>
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<td></td>
<td>- design the instructional strategies for nurturing the core values among the school children;</td>
<td>• Employment</td>
<td>• Pedagogical Analysis for incorporation of core values;</td>
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<td></td>
<td>- master the skills to develop appropriate evaluation strategies</td>
<td></td>
<td>• Maxims and Principles of Teaching;</td>
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<td>• Correlation;</td>
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<td></td>
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<td>• Preparation and use of Instructional Materials;</td>
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<td></td>
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<td>• Innovative Methods and Techniques of Teaching;</td>
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<td>• Co-Curricular activities incorporating the Core Values.</td>
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<td></td>
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<td></td>
<td>• Constructivism and Reflective Teaching;</td>
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<tr>
<td>To develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium</td>
<td>- To orient the students to the changing educational scenario; - To develop competencies required in teachers in international schools; - To achieve 100% computer literacy; - To develop professionalism, the spirit of co-operation and team spirit.</td>
<td>• Intellectual, • Academic, • Training, • Self development • Community and National Employment, • Global trends and demands.</td>
<td>• Add-on program for teachers preparation for international schools; • <em>Pratyush</em> - Inter collegiate competition based on innovative methods of teaching; • Simulated Teaching using innovative teaching techniques; • Share and Care Program; • Appropriate emphasis on the changing role of the teachers through units like professional development, Professional Ethics; • Research based individual projects.</td>
</tr>
<tr>
<td>To provide opportunities to</td>
<td>-To orient the teachers and students to the</td>
<td>• Intellectual,</td>
<td>• Research based</td>
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<tr>
<td>the faculty and the students to undertake research projects contributing to new insights into the teaching learning process</td>
<td>research methodology; - To develop insight about the application of various innovative research techniques and designs; - To provide platform for the faculty and the students to present their research work at Seminars/Conferences.</td>
<td>• Academic, • Training, • Self development • Community and National Development, • Employment, • Global trends and demands, • Issue of Ecology and Environment.</td>
<td>individual projects; • Research paper reading sessions; • Faculty forums on research topics and designs; • Teaching the paper on Research Methodology at M Ed. Level; • Guiding research projects at B Ed, M Ed and Ph D levels; • Offering a certificate course in research Methodology.</td>
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<td>To enable students to live in harmony with oneself and others in the profession, community and society at large</td>
<td>- To develop the spirit of celebrating diversity, - To sensitize the students to their role as national and global citizens.</td>
<td>• Intellectual, • Academic • Training, • Access to the Disadvantaged, Equity, • Self development, • Community and National Development, • Value Orientation.</td>
<td>Guest lectures; • Extension Activity; • Exposure to constructive and collaborative methods of transacting curriculum; • Organization of National Seminars on Inclusion, • Peer tutoring; • Team Teaching; • <em>Jeevan Vidya, Jeevan Vigyan</em>, Yoga.</td>
</tr>
<tr>
<td>To instil nationalism and internationalism among students so as to prepare them for a global</td>
<td>- To orient the students to the international educational scenario; - To train the students in team teaching, and co-operative learning</td>
<td>• Intellectual, Academic, • Training, Equity, • Self development, • Community and National Development,</td>
<td>Offering special field of International Education and Environmental education; • Celebration of</td>
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<tr>
<td>Life through international co-operation and peaceful co-existence strategies;</td>
<td>National Development,</td>
<td>National days and festivals;</td>
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<tr>
<td>- To sensitize the students to global environmental issues and problems.</td>
<td>• Value Orientation,</td>
<td>• Organizing Guest lectures ‘International schools’ and ‘Peace Education’, Seminars, workshops, discussions and quiz on topics like Gender Equity, Child Rights, Human Rights, Women’s Rights, etc.</td>
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<tr>
<td>To sensitize the student to global environmental issues and problems.</td>
<td>• Employment,</td>
<td>• Celebration of Ozone day, Wild Life week, Green Consumer day;</td>
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<tr>
<td>- To sensitize the students to the need for life-long learning;</td>
<td>• Global trends and demands,</td>
<td>• Projects on ‘Paper recycling’ and ‘Loss of Bio-diversity’.</td>
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<tr>
<td>- To orient the students to avenues of learning through open Universities;</td>
<td>• Issue of Ecology and Environment.</td>
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<tr>
<td>- To inspire the faculty and students to pursue further education,</td>
<td>To inspire students for life long learning and for reaching the unreached.</td>
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<tr>
<td>- To sensitize the students to the need for life-long learning;</td>
<td>• Intellectual, Academic,</td>
<td>Awareness Programs about courses offered by IGNOU and YCMOU;</td>
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<tr>
<td>- To orient the students to avenues of learning through open Universities;</td>
<td>• Training,</td>
<td>• Presentations by NGOs;</td>
<td></td>
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<tr>
<td>- To inspire the faculty and students to pursue further education,</td>
<td>• Access to the Disadvantaged,</td>
<td>• Community work, Extension work;</td>
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<td></td>
<td>• Self development</td>
<td>• Starting of M Ed., PGDME and Ph D programs of Mumbai University;</td>
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<tr>
<td></td>
<td>• Community and National Development,</td>
<td>• M Ed course of IGNOU and</td>
<td></td>
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<tr>
<td></td>
<td>• Value Orientation, Employment, Global trends and demands.</td>
<td>MA Ed of YCMOU;</td>
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<td></td>
<td></td>
<td>• Faculty working as Counselors, and</td>
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<td></td>
<td>• Research Guides at M Ed and MA Ed</td>
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</table>
2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

- All the faculty members give their feedback to the respective Syllabus Revision Committees;
- Dr Vasundhara Padmanabhan, Dr Sybil Thomas and Dr Kalpana Kharade were involved in the committee for the revision of syllabi at B Ed and M Ed levels;
- Dr Vasundhara Padmanabhan, as a member of BOS in Education, was actively involved in finalizing the syllabi of B Ed, M Ed and MA Ed courses of University of Mumbai

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The B Ed curriculum was modified and updated in the academic year 2008-09. The following points reflect the global trends incorporated in the curriculum:

- Educational Psychology included topics like critical, reflective and lateral thinking, constructivist approach to learning, cooperative learning, inclusive education, etc.
- The nomenclature of Paper 4 was changed from Communication Modes to Information and Communication Technologies in Education, which incorporates the use of technology in education and technology of education.
- One optional paper on International Education has been introduced, which is being offered by the institution.
- The practicum aspect of B Ed curriculum was also modified. The practicum now includes 2 computer assisted presentations, seminar presentations, co-operative learning as a technique in simulated lessons, pedagogical analysis (infusion of core values as mentioned by NPE-1986 such as protection of the environment, gender equality, scientific temper, and presentation of one co-curricular activity encompassing core values of NPE.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?
Through the teaching of papers like Environmental Education, Information and Communication Technology in Education and topics like Multiculturalism, Inclusive education etc., the institution strives to sensitize students towards the national and international issues.

Organization of various seminars, workshops and guest lectures on value education such as *Jeevan Vidya, Jeevan Vigyan*, Yoga as Stress reliever, celebration of various national and environmental days, celebration of festivals of all religions are some of the highlights through which the institution attempts to develop in the student teachers the right attitudes and values.

**Regarding ICT, please refer to the previous paragraph.**

5. **Does the institution make use of ICT for curricular planning? If yes, give details.**

For preparing the brochures, Academic Calendars, time tables of theory, practicum, circulars and notices about the co-curricular activities, etc., all the concerned teachers prepare and communicate through e-mail to the Principal, faculty and the clerical staff.

1.2 **Academic Flexibility**

1. **How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

Our institution believes in and strives at following the constructivist philosophy of education. *Reflective teaching* suggests that experience alone is insufficient for tackling such situations but that experience coupled with reflection can be a powerful strategy for teacher effectiveness. Observing and reflecting on one’s own teaching, and using observation and reflection as a way of bringing about improvement. For this, our institution makes deliberate attempts to orient the students to reflective teaching.

This process begins from micro teaching sessions in which the students are asked to comment on their own micro teaching lessons. They are encouraged to evaluate their own performance and reflect upon the needed action for further improvement. This process is further crystallized in the form of writing reflections on their lessons.

Students are:
- asked to identify the positive and negative points of their performance.
- asked to reflect upon how they would have improved upon their lesson if given a second chance.
- provided with a format for reflective teaching in which the students are required to write their reflections based on the questions given in the format.
- encouraged to discuss their reflections with their lesson-guiding teacher, who tries to solve students' problems as well as provides the necessary inputs required for improvement.

A research project was undertaken by one M Ed student (2008-09) in the area of reflective teaching in which our B Ed students were given a systematic orientation to reflective practices in teaching. They were asked to follow the steps of reflective thinking for improvement of their practice teaching performance. This reflective teaching module helped the students greatly for improving their performances in the classroom management.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Considering the prescribed syllabus as the basic minimum, the institution has always been trying to supplement it with enriching experiences. To mention a few, Content Enrichment Program, English Speaking Course for vernacular medium students, Research Paper Reading Sessions, Senior Scholars’ Seminar Series, Pratyush etc., sending students to seminar organized by Ramakrishna Mission, Power point presentations, article review presentations in the Morning Assembly, Tips to write CV, to face interviews, etc.

In Practicum too, visits to International Schools, to Institutions for children with special needs, student volunteers to work with visually handicapped children, Share and Care program for achieving 100% computer literacy etc

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

English speaking courses, Linguaphone cassettes, Extension Work-Annapurna Yojana, ITP Projects (reviewing critically 10 websites), Cleanliness Drive in the Campus, Working with NGOs, etc in addition to the ones mentioned in the previous 2 paragraphs.

Life Skills-Jeevan Vigyan, Jeevan Vidya, sending students to value education seminars organized by Ramakrishna Mission, students and faculty attending Hindu-Christian Dialogue in the campus, Community work with different
NGOs, Ms. Lamya Kagdi’s CORT Tools, Ms. Pooja Birwatkar conducted sessions covering life skills and Ms Shamim Ujjainwala conducted sessions on personality development program for faculty members.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

**Interdisciplinary/Multidisciplinary** – Through team teaching, internal and external correlation of subjects at B Ed level and through research dissertations at B Ed and M Ed levels.

**Multi-skill development:** Micro Teaching skills, Bridge Lessons for integration of skills, dramatization, role play, play way methods of teaching, etc. through Innovative lessons (Simulated Teaching), PPT presentations, concept mapping, mind mapping, graphic organizers, singing, dancing, writing research papers for publication, paper presentations in seminars, indoor and outdoor games, SUPW, Information Technology Projects in extension work, literary skills by writing for the College Magazine and so on.

**At M Ed level,** training was given in using EXCEL for statistical analysis, typing dissertations on MS word, etc. referencing through EBSCO, our Educational Portal, Open Courseware.
Since last year, all M Ed notes and communications are through e mail. This year, it is extended for B Ed and PGDME students also.
Some faculty gives maximum research guidance online,

**Inclusive Education:** Seminar on Inclusive Education, Project Priyadarshini, Personality development program and study skill development program, project based on guided discovery technique and concept mapping technique for teaching science in inclusive set up for visually impaired girls.

**Practice Teaching:** in reputed schools for three to four days a week. The post graduates get opportunities to teach in higher secondary level.

**School experience/internship:** One week in house training in the schools and colleges for providing first hand experiences of the different activities of the schools including practice teaching, arts and craft.

**Work experience /SUPW:** Utilizing the hidden talents and competencies of the students in different creative areas like candle making, embossing, ceramic painting, glass painting, newspaper bags etc.
1.3 Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The Institution implements the curriculum with utmost care and systematically. Feedback from the stakeholders is taken as follows:

- **Students** - Through informal discussions, formal open forums during the year and course evaluation at the end of the year.
- **Alumni** - Through informal discussions during alumni meet and soon after the results are declared.
- **Academic Peers** - During Centralized Assessment Process where all teachers from various colleges meet and exchange opinions about the syllabus. And through formal discussions in B.O.S. and Curriculum Revision Committee meetings.
- **Employers** - Through L.M.C. and Thursday HOI meetings.
- **Community** (Practice teaching schools) - Through feedback every year at the end of the practice teaching programs and formal meetings with the schools Principals approaching us for placements.

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

- The faculty conveys feedback about the curriculum to the concerned authorities like the members of BOS and committee members as well as conveners of curriculum revision committees.
- In the seminars conducted by the college, action plans are evolved, which are conveyed to the University authorities and the faculty of other colleges through the report on the proceedings;
- The feedback obtained through the **course evaluation** by the students, feedback from the academic peers and practice teaching schools as well as other community centers about the present curriculum is used for the effective implementation of the same in the institution.
- Based on the needs of the practice teaching schools, the following changes were incorporated:
  - Use of co-operative learning strategies like dramatization, role play and games are employed during practice teaching.
  - Time Management is ingrained through grouping lessons in which a group of students come together, plan for the lesson and present it together through the Team Teaching strategies. We have developed a different kind of lesson evaluation format for such lessons.
The revised B. Ed. curriculum is found to be lengthy by the students and the teachers as more activities have been incorporated into the Practicum aspect. Therefore, the common topics from different papers are identified and transacted through team teaching method.

3. What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)

The same is presented in Q 2 of 1.1 from page 2 onwards.

- Dr Vasundhara Padmanabhan convened the Revision of the syllabus of two papers - *Curriculum Development* and *Open and Distance Learning* for the course MA in Education of University of Mumbai. She is also the convenor of the Committee for designing the syllabus for the proposed 1 year course-PGDHE of Mumbai University.
- Dr Vasundhara Padmanabhan, as a member of BOS in Education, was actively involved in finalizing the syllabii and Ordinances of B Ed, M Ed and MA Ed courses of University of Mumbai

1.4 Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The following courses have undergone changes during last five years:

- Bachelor of Education
- Master of Education

The changes in the above programs have contributed a lot to the quality improvement of the courses and students satisfaction. Following are some of the indicators of the same:

a. B Ed program:

Theory component:
The change in the nomenclature of following subjects indicates the broadening of the scope of these subjects:

i) The school management is changed to *Educational management*

ii) The change in the titles Communication Modes in Education to *Information and Communication Technology* in Education suggest the change in the perspective of the subject.
iii) Addition of International Education in the list of Special Fields to make the syllabus globally relevant.

**Practicum:**
Addition of open book assignments and seminars to promote self learning in the students, infusion of core values through co curricular activities to sensitize our students to inculcation of values, developing a Poster Bank and Concept Map Bank based on the syllabi, introduction and implementation of co operative learning techniques in practice teaching as well as B Ed and M Ed curriculum transaction for acquainting the student with innovative constructive learning strategy.

These changes have led to the curriculum becoming more need based and student friendly. This exposure gives an extra edge to the students to be competent teachers in the changing scenario of education.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

Please refer to Pages 9-12

1.5 Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The institution had undertaken the following steps during last five years:

1. **Quality Sustenance Measures:** The institution has taken following steps for the quality sustenance in the curricular aspects.

   - **Analyze the effectiveness of earlier practices** through feedback mechanism and assessment reports;

   - **Designing optimization strategies** by preparing the annual action plan on the basis of constructive inputs by various feedback agencies like professional peers, inputs from Governing Body, Advisory Committee, L.M.C., Academic Audit Committee, students, practice teaching schools, community centres and information collected through the proceedings of seminars, workshops and conferences organized by our own institution as well as other institutions.
• **Evolving guidelines** - Through system guidelines developed by the institution for their effective implementation as well as the well defined annual action plan.

• **Implementation of strategies for continuous improvement** - Through the academic calendars.

• **Consolidate the time tested strategies** and processes by making them a regular features of the action plans.

• **Build evaluation strategies** – for measuring the effectiveness of the implemented strategies through the feedback and performance appraisal systems as well as the achievement of course outcomes.

• **Automation strategies** - Through the careful implementation of system guidelines, mid term monitoring and annual evaluation of the various academic processes.

• **Knowledge management and training** through faculty forums, faculty development programs, induction and mentoring programs.

2. **Quality Enhancement Measures:** The measures related to quality enhancement of curricular aspects may be classified into two levels.

   • **Measures related to quality enhancement of students’ learning:**
     For this the following activities have become a regular feature of our action plans.
     - Diagnostic testing,
     - Content enrichment programs - inputs by subject experts in the field;
     - Tutorials, Open book assignments, Seminars,
     - Open courseware,
- Development of I.C.T. skills (Share and Care Program);
- Peer tutoring,
- Mentoring, counseling,
- Rewards/ recognition/appreciation,
- Attending guest lectures/visiting institutions of national repute like HBCSE
- Attending workshops and seminars organized by our own institution and others
- Open forums for students’ grievances and problems,
- Making team efforts for the solution of students academic problems,
- Capacity building of the students through various ‘add-on’ programs,
- Making modifications after the course evaluation by the students,
- Valuing learning diversities through inclusive practices.

• Measures related to quality enhancement by capacity building of the faculty
  This is achieved through following activities-
  - Induction program for newly recruited faculty,
  - Mentoring activities for the professional confidence of the new recruits,
  - Faculty forums for knowledge enhancement,
  - Encouraging faculty participation in various seminars, workshops, conferences,
  - Encouraging the faculty for making their SWOT analysis, career development plans and supporting them for the realization of the same,
  - Promoting the research activities among the faculty,
  - Capacity building of the academic and support staff through training,
  - Rewards and appreciations for the good performance of the faculty,
  - Promoting staff welfare policies,
  - Encouraging the faculty to avail the facilities like visitorship in the reputed institutions like HBCSE
  - Attending seminars, workshops, Paper presentations, guest lectures
  - Encouraging self initiative among faculty for designing appropriate practices for creating a new learning culture.
  - Utilizing the synergy existing in the Somaiya Vidyavihar campus for the quality enhancement of the institution.

2. What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

As discussed in the previous question the institution continuously strives for the quality improvement, quality sustenance and quality enhancement in the curricular aspects. For this, the institution has to take several innovative and creative measures. They can be summarized as follows –

• Innovations for promoting students’ learning - This is achieved through-
  - Emphasize upon self study by the students,
  - Encouraging peer learning through co-operative learning strategies,
  - Introducing new learning strategies like seminars, paper presentations, article reviews,
  - Providing wide access to online resources,
  - Organizing content enrichment program.

• Innovations for effective curriculum transaction - For this following activities are organized -
- Orientation of faculty to innovative teaching and learning strategies like concept mapping, reciprocal teaching, etc.
- Adopting team teaching approach for the transaction of certain common content areas.
- Collaborative learning approach for action research activity.

**Innovations for effective assessment of students’ learning** - This is done through

- Diagnostic testing of students’ content knowledge,
- Formative evaluation through various measures like open book assignments and tests,
- Provision of retest to attain minimum level of performance;
- Undertaking remedial measures for the low achievers,
- Organizing differentiated enrichment programs for the learners,
- Timely and constructive feedback on students’ learning,
- Optimum use of rewards and appreciations to maximize learning.

**Innovations for students’ capacity building** - For this the following activities are organized –

- Providing training in ICT skills;
- Research skills through research projects;
- PowerPoint presentations, article reviews by students in Morning Assembly;
- Equipping the students with learning tools like concept mapping and cognitive organizers,
- Organizing ‘add-on’ programs for equipping the students for the international schools’ environment,
- Arranging English Speaking Course for effective communication skills,
- Workshops in Micro teaching, Practice Teaching, Innovative Teaching, preparation of Instructional Aids,
- Personality development programs,
- Enlarging the students’ horizon of knowledge and experiences through their participation in seminars, workshops and various guest lectures,
- Providing platform for show casing the talents of the students through inter collegiate competition ‘Pratyush’;
- Arranging educational visits for widening the experience zone of the students.
- Paper presentation skills through participation in seminars
- Developing right attitudes and values through co curricular activities, Jeevan Vigyan, Jeevan Vidya, etc.
Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment:

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?

Following were the major observations made by the NAAC peer team and steps taken by us for their implementations.

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<tr>
<th>Sr. No.</th>
<th>Observations</th>
<th>Steps taken</th>
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</table>
| 1       | Exploring possibilities of innovations even in the predetermined university curriculum framework. | • Analyzing curriculum and exploring the possibility for using team teaching, collaborative learning strategies;  
• Introducing topics, techniques even beyond the curriculum (Kohlberg’s model of teaching, philosophy of Paulo Freire, constructivist teaching learning strategies, reciprocal teaching etc.)  
• Add on program on international schools, value education;  
• Introduction of more than prescribed number of micro teaching skills, etc. |
| 2       | Catering to the differentiated needs of the advanced as well as low achievers. | • Providing the students frequent feedback about their performance and motivating high, medium as well as low achievers to put their best for their better performance.  
• Assigning Mentor’s roles for capable students;  
• making heterogeneous grouping for peer tutoring;  
• Frequent open book assignments and re examinations for low achievers;  
• Regular Tutorials for the consolidation and indepth mastery of content.  
• Allotment of challenging topics as Project work for the gifted learners. |
| 3       | Revising some of the institutional missions and goals in order to removing the generality in them. | • Mission statements are translated to reality through concrete action plans and concrete activities. The detailed description of the same may be found in all our AQAR reports during last five years. |
2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The details are presented under question 1.5 (1)
Criterion II: Teaching - Learning and Evaluation

Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

**B Ed Course:** Till the current year, there used to be 50% Management seats. From 2005-06, CET was introduced. The college fills the seats through two CET systems operating-Government CET and Association CET. All the students who opt for the institution are granted admissions on merit.

**The institution follows the following admission process:**
- Advertisement in leading Newspapers
- Sale of admission forms
- Scrutiny of forms
- Orientation to CET exams
- Organizing the CET exams
- Conducting oral interviews
- Displaying the Merit list as sent by the Association for Unaided Colleges
- Admission of students

**M Ed and PGDME Courses:** Since 2007-08, the college is running its full time M Ed program and part time PGDME program. The admission process is decentralized and the college admits students purely on the basis of merit.

2. How are the programs advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The details of various courses/programs that the college conducts are advertised through newspaper advertisements, the college website, letters to practice teaching schools and placement schools, and through e-mails to those who want to know the profile of the college and especially, by word of mouth of staff and the alumni.

Information is provided to prospective students about the programs, facilities and the vision and mission of the college through the advertisement, prospectus and brochures of the institution about programs such as Seminars, Pratyush, Annual Day, etc.

Orientation of student teachers to the CET is done for all applicants and then, the information about the campus, the college and the various courses conducted is disseminated.
3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The process of admission is monitored in the following manner:

- Setting up of admission committee consisting of Principal, senior teaching and non-teaching staff
- Appointing a faculty in-charge for planning and implementation of the admission process
- Periodical review and follow-up of the procedure by the admission committee
- Strictly adhering to the norms of the admission procedure prescribed by the association of unaided institutions
- Providing timely support as well as counseling to the admission seeking students
- Creating a Psychologically conducive environment for the students
- Providing appropriate infrastructural facilities like – sitting room, sanitation, canteen facilities to the students.
- Bringing transparency in the admission procedure by timely displaying the admission results

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (Eg. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

- Each year, in order to cater to the diversity in linguistic backgrounds, the college ensures the curriculum transaction in medium wise sessions.
- Also the demonstrations in micro-teaching, simulated teaching etc are all conducted in English, Hindi and Marathi in all the teaching subjects/methods;
- Notes and hand-outs are provided, as far as possible, in all the three languages.
- Guidance to reference books too are provided in a similar manner.
- The Book Bank facility is also provided medium wise.
- In the year 2008-09, the college had a special admission in the form of the visually challenged, Ms. Anupama Pillai. For her the following pedagogical accommodations were made:
  1. Converting the instructional material into audio form with the help of special computer software (JAWS)
  2. Selection of inclusive instructional strategies like co-operative learning,
  3. Encouraging her participation in several co curricular activities,
  4. Assuring that legitimate facilities are provided to the disabled students (For Eg. Providing extra time for examinations, providing a writer for the internal examinations).

5. Is there a provision for assessing student’s knowledge/ needs and skills before the commencement of teaching programs? If yes, give details on the same.
The students before gaining admission to the B. Ed. program have to undergo the CET which has incorporated English Proficiency Test from this year. The score is decisive in gaining admissions to the B. Ed. institution as per the choice of the students. The CET tests their general awareness, aptitude, logic etc.

After the CET exams, the students have to appear for the oral examination. This tests their communication skills, confidence, content mastery, language fluency as well as presence of mind.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

- Motivation is the magic word that is instilled in the teaching as well as the non teaching faculty. The college, through its various activities, ensures that the environment for the learner is an educative and encouraging one. The learners are provided constructive inputs in terms of feedback for their micro-teaching, practice teaching, simulated teaching, seminar presentations etc.
- The college employed the concept of ‘Inclusive Education’ to make learning effective and efficient for visually challenged student, Ms. Anupama Pillai. Using the relevant software (JAWS) the instructional support material was converted into audio form and provided to her.
- The learners are provided opportunities to excel and are mentored in the use of various innovative teaching strategies. They replicate team teaching, collaborative and co-operative strategies employed by the faculty in the school settings.
- The Morning Assembly is used as a platform to cater to the spiritual, intellectual, and linguistic as well the general awareness of the learners through activities such as recitation of the campus prayer, thought for the day, news headlines and research article review, and word magic for enhancing the word power of the students.
- The students are trained as well as encouraged to participate in various collegiate and inter-collegiate competitions so as to showcase their talents and develop their confidence.
- Through the annual college festival, Pratyush and SSSS, a platform to explore new frontiers in the field of education and creativity is unleashed to the learners so that they are a step ahead when it comes to procuring employment as compared to their counterparts from other colleges of education.

2. How does the institution cater to the diverse learning needs of the students?

The following strategies are employed to cater to the diverse learning needs of the students:
- Theory sessions are conducted in English and the vernacular (Hindi and Marathi) mediums to ensure all the students are active learners;
As in the University examinations, all the questions of tests and term-end examinations are in all the three languages;

For practice teaching, the college obtains permissions for its students from a choice of English, Hindi and Marathi medium schools;

The vernacular medium students are provided the facility of undergoing the ‘English speaking course’ so that they are competent enough in communicating confidently in English;

Proctorial and tutorial systems provide individual counseling to maximize their potentials.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Through the teaching of topics like Learning Disabilities - Dyslexia, Dysgraphia, Dyscalculia, Autism, etc. and educational visits to give practical exposure to such cases;

Seminars on topics like Inclusive Education, Child Rights, Human Rights, Gender Equity, National Curriculum Framework - 2005, etc.,

Exposure to NGOs like Teach India, Aseema, etc. who visit us for campus placements;

Making heterogeneous groups for co-operative learning;

Workshops in the use of multiple intelligence approach, participatory learning strategies;

Teacher educators practicing whatever they preach:

respecting the individuality of each child, avoiding harsh and sarcastic remarks, warm, friendly and supportive classroom climate;

Co-curricular activities celebrating diversity;

Involving students in community work, projects for visually challenged;

Organizing visits to Special schools, institutions that house people with special needs, etc so that students develop feelings of empathy and concern for them.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The college is fortunate and blessed to have Dr. Kalpana Kharade who, though visually challenged, is the most versatile, systematic and well read faculty. She is a living example of the fact that nothing is impossible for those who have the burning desire to achieve. The other faculty members are thus privileged and feel inspired to have a worthy mentor in Dr. Kalpana Kharade.

Teachers were trained in Participatory Learning Strategies by the faculty of TISS;

Seminars were conducted on topics like Inclusive Education, Child Rights, Human Rights, Gender Equity, National Curriculum Framework - 2005, etc.,

Interaction with NGOs like Teach India, Aseema, etc. who visit us for campus Placements.
5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Please refer to the response in 2.2 (Question No. 3 on page 21)

2.3 Teaching - Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The students are encouraged to utilize the library facilities by provision of library reference periods and access to library from 10 am to 6 pm six days a week.

Active Learning is promoted by employing various activities, such as:
- Seminar presentations
- Self study cum discussions
- Co-operative learning techniques
- Open book assignments;
- Research based projects / Dissertations / Research article reviews;
- Group learning strategies such as brainstorming, buzz sessions etc
- Concept mapping techniques.

The college believes in utilizing technology effectively for teaching, research and extension services. Accordingly it possesses its own website at: www.somaiya.edu

- This website provides data about the college, its founder, address by the Principal, the faculty profile, various courses that the college conducts as well as those conducted by the IGNOU and YCMOU study centers of our college etc.
- The website also has open courseware that students can avail of for their study and reference.
- Apart from the above the college has opened the following email addresses for uploading handouts, useful links, assignments, etc.;

  bedcourseware@gmail.com; medcourseware@gmail.com;
pgdmecourseware@gmail.com, KJSalumni@gmail.com
ignoumed@gmail.com

Students are given passwords and they are supposed to read and come to the classes. The focus questions facilitate discussions in the class. Students are slowly, but surely responding to this system.

Individual projects, simulation, peer teaching, role-playing, internships, practicum, etc. have been discussed in the earlier parts.
2. How ‘learning’ is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The college is in the process of a paradigm shift from teaching to learning. For effective teaching learning process to take place, it is inevitable that the learner is an active participant. Thus to make learning student centered various strategies employed.

The strategies are presented under 2.3(1) on page 22.

3. What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

In addition to the others mentioned above, the Science/ Maths students are trained in Bruner’s Concept Attainment Model, Advance Organizer Model, Inquiry Training Model, Concept Attainment Model, Inducto-Deductive and Analytico-Synthetic Methods, Demonstration Method, Heuristic Method, Laboratory Method etc. For teaching Social Sciences, Jurisprudential Inquiry Model, Source Method, Narration and Story Telling Methods (History), Journey Method, Regional Method, Comparative Method in Geography, Brainstorming, Case study, Lecture Demonstration and discussion methods in Economics and Commerce, Direct Method and Communicative Approach in teaching languages.

Several innovative Instructional Modules have been developed and tried out by the M Ed faculty with their students: Differentiated Instruction, Instructional Scaffolding, Various Models of Co-Operative Learning, Reflective Teaching, Concept Mapping, Guided Discovery, Teaching Science through formulating and testing Hypotheses, Instructional Modules for English Speaking, Internet Based Projects for developing learning to learn skills, etc.

*Competition vs Cooperation Based Information Processing Method* (constructivist approach to learning) is one of the methods developed and used. The subjects like History, Geography, Languages, Economics, Science in lower classes can be taught by this method.

The steps are as follows:

- The teacher divides the class column wise into 2-3 groups and announces competition between them;
- The questions based on the next lesson are listed and given to students.
- They are to read the text books and come prepared with the answers;
- Next day, the teacher asks questions as in a quiz competition;
- The students are to look into the books and answer;
- Based on group performance, the teacher declares the winning group.
This method will not only trigger a competition among the groups, but also, motivates the students to learn on their own, by processing the information in the text books, which is hardly being done now-a-days...The teacher can be a facilitator of learning, an evaluator of learning outcomes….rather than giving information already in the books!

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The institution trains the students to apply the models of teaching such as Concept Attainment Model, Inquiry Training Model, Kohlberg’s Model and Synectics Model to the school topics in their methods in the simulated settings.

On an average the students are encouraged to give at least one lesson in any of the above models in simulated and in real classroom settings.

5. Do student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

The students are trained in at least five of the following micro teaching skills:

- The skill of Set Induction
- The skill of Fluency in Questioning
- The skill of Probing Questioning
- The skill of Stimulus Variation
- The skill of Explanation
- The skill of Illustrating with Examples
- The skill of using the Chalk Board

For each of the skills the student gives 1 lesson in at least 5 of these skills. After all the skills are practiced, the bridge lesson follows in which integration of 3-4 micro teaching skills is achieved.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

- Lesson Planning Workshop precedes practice teaching.
- Faculty demonstrations of lessons in school settings and discussions thereafter to highlight the methodology and techniques of teaching involved.
- Schools for Practice teaching are approached for permissions in the month of June-July - the beginning of the academic year by the faculty members;
- Practice teaching groups are made medium wise with a faculty member in charge of each group; two leaders are elected by each group. Each group has around 12 students in it and at least two schools allotted to it;
- The leaders and the teachers approach the schools, collect their time tables, collaborate with the supervisors, take units to be taught from the respective subject teachers and prepare lesson plans;
The lesson plans are guided by method masters; teachers supervise the lessons by going to different groups by rotation. They observe 8 lessons a day, provide written as well as constructive oral feedback to each student. School teachers are invited to observe or at times, they themselves volunteer to observe these lessons.

The students are allowed to teach 1 period a day on a given Practice teaching day. On an average, 12 students are allotted to a Practice teaching school, of which 8 students teach on a given day. The remaining 4 students observe the lessons.

For each lesson, the student teacher has to do self evaluation in a book made for that purpose, the observers have to record their feedback in the observation books and the faculty makes written observations in a supervision check list which is handed to the student teacher for the purpose of filing it as a record.

Practice teaching is conducted on Mondays, Wednesdays and Fridays of each week. For each practice teaching week, the students/group leaders collect units of teaching in the previous week. They then make entire lesson plans on those topics in consultation with their method masters.

The plans are then guided individually before students actually implement them in class. This ensures that the content is correct and presented in the most effective manner to the school students.

7. Describe the process of Block teaching / Internship of students in vogue.

- The College realizes the importance of conducting the Block teaching and Internship for the students and how it goes a long way in providing actual hands on experience to the student teachers about the functioning of a full fledged teacher.
- For Block teaching an entire week is selected. Students try and complete several Practice Lessons without compromising on the quality of lessons. To ensure this, most of the time in the week before block teaching is reserved only for guidance of the lessons by the faculty. Each student in a span of 5 days gives about 5 Practice lessons.
- The Internship week too is planned meticulously and well in advance. The following is planned for the internship week:
  - 1 Team teaching lesson
  - 1 Supervised Literary activity
  - 1 Supervised Craft activity
  - Conduction of morning assembly
  - Exhibition on the Craft activity taught by the group
  - Unit planning and Unit Testing are conducted during this period
  - Any remaining practice lessons.
  - Any other task as assigned by the school

Thus care is taken to ensure that the week is a productive one in terms of learning, experience and team building.

8. Are the practice teaching sessions/plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details on the same.
To a certain extent, the Practice lessons are developed in coalition between the school subject teacher, the method master and the student teachers themselves.

- The school teacher allots the unit that the student teacher will give a lesson on. Specific guidelines on the content, methodology etc are also advised.
- The student teacher in consultation with the method master then prepares a rough plan on the execution of the lesson, bearing in mind the guidelines provided by the school subject teacher.
- When the lesson is actually taught, the school subject teacher may also be present.
- Feedback thus adopted is a comprehensive one. It involves inputs by the student teacher himself/herself, the school subject teacher, the peers of the student teacher, and the college faculty.

9. **How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

Through the theory papers, student teachers are familiarized with the concept of diverse learners in schools. This is further consolidated through their interactions with students during Practice teaching. Furthermore they are taught various techniques such as the following to handle diversity in schools:

- Use of computers for teaching using computer assisted presentations
- Use of teaching aids to facilitate maximum learning
- Use of co-operative learning strategies for facilitating the maximum participation of diverse ability students
- Use of models of teaching such as CAM, ITM and JIM for catering to the curiosity of the students and individual differences
- Use of gaming for teaching / evaluation for motivating and developing interest in learning
- Use of Role play / Dramatization to break classroom monotony for students belonging to different learning styles
- Furthermore realizing the contribution of performing as well as other forms of art to make teaching learning fun, the college based its annual college festival *Pratyush* on the theme ‘*Going beyond the traditional*’. The student teachers had an opportunity to explore the effectiveness of using paintings, handicrafts, Origami, Music etc to make teaching learning interesting and interactive. They were also privileged to see various experienced school teachers put their creativity into action through the above based theme.
- Since the college conducts the M.Ed. course, the students savor research paper readings sessions based on several themes, like ‘Multiple intelligence’ being a few of them. Our M Ed students have also undertaken research projects based on themes like differentiated instruction, instructional scaffolding, self directed learning, computer assisted instruction for catering to the learning diversity in the school environment. This throws open to them various techniques employed using constructivist approaches by researchers and the conclusions thereof.

10. **What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**
The student teachers undergo the share-n-care program, wherein students adept at computer applications and their use, mentor students who lack this ability. In the process, refining of skills for the mentors and competency building for the others occur. The long term effects are evidenced in the form of team building and healthy synergy between all the students.

The students have to individually present a Computer Assisted Presentation on any topic in their selected methods. This gives them an opportunity to handle sophisticated fourth generation technology. The use of these presentations is encouraged for teaching in schools if the school permits and has the requisite facilities for the same.

The students are also encouraged to make use of sophisticated fourth generation technology for conducting co-curricular activities.

2.4 **Teacher Quality**

1. **Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

Yes, the co-operative approach is employed to plan the Practice lessons of the student teachers. But the proportion is seldom 50-50 between the school staff and the mentor teachers.

The school teachers contribute by selecting the unit and also at times suggesting the strategies to be employed for the teaching of the same. The next step for planning is then accomplished by the mentor teachers and the student teachers. They plan and keeping the suggestions of the school teachers in mind, devise the best techniques that can be utilized to teach the desired content considering the constraints of quality and time.

2. **What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

About 12-13 students are attached to a particular practice teaching school. While on a given Practice teaching day, about 8 students give their lessons the remaining 5 are required to make observations.

The grouping of students into Practice teaching groups is made on the following considerations:
- Proximity of the student teachers’ residence to the Practice teaching school
- Methods selected by the student teacher
- Medium of teaching of the student teacher
- Student teachers’ caliber as exhibited during the Micro-teaching sessions
- Language fluency

3. **Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

The three fold strategy for feedback is employed during practice teaching. This ensures transparency and fairness in feedback to the student teacher.
- The student teachers’ first reflects on their own lesson for highlights and suggestions to self for further lessons.
- The peers who observe their lessons too are encouraged to point out the highlights and suggestions for further improvement of the concerned student teacher.
- The faculty then provides a one to one comprehensive and constructive feedback to the student teacher. Care is taken to ensure that all the feedback given is for the students’ progress without hurting their ego or emotions in any manner.
- Then the student and the guiding teacher together plan further lessons in the light of the feedback received.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Our student teachers are oriented to the policy directions and educational needs of the schools belonging to different boards through the following activities:

- Arranging orientation program for the students in which the Principals from different school boards orient our students with policy decisions regarding admission, curriculum transaction and examinations.
- In the year 2009-10, Ms Chitra Chari from Podar International School oriented the students to the various curricular frameworks of IGCSE and IB Boards.
- Senior teachers from S.K. Somaiya Vinay Mandir and Pune Vidya Bhavan spoke about the policy decisions related to SSC Board as well as the service conditions for the teachers.
- Our alumni, Ms Neha Manchanda also shared her experiences about the work culture and environment in International Schools.
- Our student teachers also informally interact with the school teachers during the practice teaching sessions to know more about the working conditions in the schools.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The faculty is in constant touch with the school curriculum and the changes therein during the practice teaching program. Any changes in the syllabi are communicated to the faculty by the concerned school teachers due to the rapport between them.

These days, due to the emphasis given to individual differences between learners and learning difficulties faced by the learners, it is essential that student centered strategies are employed that are individualized.

The faculty attend various seminars to enhance their repertoire of skills and techniques that they can impart to student teachers to handle diversity in class.

Then they try out co-operative and other constructivist learning strategies during curriculum transaction, which, in turn, acts as a model lesson for students to try out in schools.
6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The following steps have been taken:
- The faculty is encouraged to attend and present papers at various state and national level seminars/conferences/symposia. The expenses for the same are borne by the college.
- They are deputed to be judges at various zonal level school subject teachers’ exhibitions, science exhibitions, debates, elocution competition and so on.
- They are motivated to take up various study courses such as M. Phil., PGDME, M.A. etc to enhance their priorities and be life long learners.
- They are asked to make presentations at the faculty forum in college so that they make optimum use of their time to read academically relevant topics/research articles and present the same.
- Those who were still to clear their NET/SLET were given allowances in terms of study leave to prepare for their examinations.
- Those who had to appear for examinations /attend classes during college working hours were given exemptions for certain hours so that they could prepare and appear for the exams.
- Faculty members also handle the IGNOU and YCMOU study centers so that they could develop their administrative skills and also benefit the institution in return.
- Teachers with recognition for PG teaching were provided opportunities to teach at the M.Ed. level for IGNOU so that they get exposure to teach at the PG level and this year, they are given opportunity to teach at M Ed full time course and guide a few dissertations.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

These achievements could be of the following kinds:
- Clearing NET/ SLET
- Acquiring higher qualifications -M Phil/Ph D, PGDME, etc.;

Rewards are given as follows:
- Getting deserving candidates recognition for PG teaching / Ph.D. guide by the University;
- Placing them in higher scales-senior scale, selection grade, Reader, etc.
- Recognition for outstanding services towards the institution;
- Award of Appreciation Letters for the desirable qualities exhibited;
- Praising the staff for the good work done in front of students, in LMC and staff meetings, etc.

2.5 Evaluation Process and Reforms
1. How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

- The Principal has an approachable demeanor towards students. Students feel free to approach her any time to sort out any problems that they encounter.
- The student council functions as the mouth piece of the students and puts forth their suggestions / problems before the Principal and the faculty for their speedy resolution.
- The college has the ‘Proctorial system’ wherein an average of 12 students are assigned to a faculty member - a mentor/counselor, who listens to their personal, academic or emotional problems and provides appropriate suggestions to resolve and handle the same.

2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

As per the directives of the University of Mumbai, the student teachers desirous of obtaining the B. Ed. degree have to complete the Practicum of 500 marks and then appear for the term-end University examinations in the month of April. The composite of the achievement at the Practicum level and the Theory examinations provides the final achievement of the student. The break up of the marks is as given below:

THEORY – EXTERNAL ASSESSMENT (500 Marks)  5 papers X 100 marks each

Candidates will be examined in the following subjects:

PAPER I  Philosophical and Sociological Foundations of Education
PAPER II  Psychology of the learner and the Learning Processes
PAPER III Educational Management and Educational Evaluation
PAPER IV  Information and Communication Technology in Education and Special Fields.

SECTION 2: Any one of the following fields;
Action Research, Education for Rural Development,
Environmental Education, Guidance and Counseling,
International Education, Inclusive Education,
Computers in Education

PAPER V :  Two special methods (any two of the following)
Marathi, English, Hindi, Gujarati, Urdu, Sanskrit,
History, Geography,
Economics, Commerce,
Science, Mathematics

PRACTICUM – INTERNAL ASSESSMENT (500 Marks)
I) **Practice Lessons** (250 Marks)

i) 4 Micro-skill Lessons and 1 Integrated lesson (Bridge) compulsory (No Marks)

ii) 4 Simulated Lessons (Role play, Games, Models of teaching, Creative techniques)

\[ (4 \times 5) = 20 \]

iii) 2 Computer Assisted Presentation mode

(One in each special method) ...............................................................\( (10 \times 2) = 20 \)

iv) 20 Practice Lessons of 10 marks each ......................................\( 10 \times 20) = 200 \)

v) Unit Planning, Preparation of Unit Test, Administration of Unit Test, Scoring & Marking in any one special method ........................................... 10

One Essay per section in each theory paper ........................................ 50

vi) Open Book Examination .................................................................... 10

**Two Terminal Examinations** ................................................................. 140

iii) **Practical work** ................................................................. (50 Marks)

a) Research-based Individual Project-Work (20 Marks internal guide)

(10 marks viva-voce by other staff member of the same college) ........... 30

b) Seminar Presentation (in any one method) ........................................ 10

c) One Co-curricular activity preparation and presentation

encompassing core-elements of NPE......................................................... 10

2. **How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

Constructive feedback is given to the students so as to boost their morale and self confidence and to keep them motivated throughout the year to excel. For this, proctorial groups are formed in which the teachers mentor their students in small groups, counseling individually so as to cater to the diverse abilities.

The students are counseled in the proctorial groups throughout the year not only for the theoretical component but also for various practical components of the course.

Feedback in the form of grades for each answer and feedback for upgrading the answer is given; the first term grades – question wise as well as total for each student is displayed on the notice board.

Based on the results of the first term, groups of advanced learners, slow learners and average learners are formed and enrichment programs and tutorials are conducted in a need based manner.
The formative evaluation gives feedback to the teachers regarding certain aspects of the content covered which might need revision/remedial teaching. The same is done in medium wise tutorial groups.

3. How is ICT used in assessment and evaluation processes?

Various formats for assessment such as supervision checklists, reflection formats, observation checklists and rating scales are prepared using ICT.

Student information sheets are generated, in which the profile of the student and the case history is mentioned in brief, which acts as the basis for the mentor to give counseling and to keep track of the progress.

All the mark sheets are generated in MS Excel to keep records.
As per the practicum specified in the curriculum, each student’s performance on the various aspects are compiled and based on the total marks obtained, the grades are awarded to the students and sent to the University for Part B – Internal Assessment.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

The following best practices were introduced by the institution in the area of teaching, learning and evaluation.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Activity</th>
<th>Best Practices Introduced</th>
</tr>
</thead>
</table>
| 1       | Teaching-Learning process | • Use of learner centred strategies like co-operative learning for curriculum transaction,  
• Use of constructivist approach to the instruction of certain topics,  
• ICT application to curriculum transaction,  
• Use of cognitive organizers for better presentation of content,  
• Use of other innovative techniques like brainstorming, role play and buzz sessions,  
• Creating educational portal, e-mail IDs for providing instructional materials online for B. Ed., M.Ed. and PGDME students,  
• Using ICT approach to learning,  
• Use of seminars, group presentations as self learning tools,  
• Use of cognitive organizers as learning tools. |
| 2       | Evaluation            | • Differentiated approach to remedial measures for high and low achievers,  
• Provision of retesting for certain activities like content test, essay writing and term exams etc.,  
• Emphasis upon focused writing practice for the examination,  
• Bringing transparency in evaluation procedure by informing the
students in detail about their performances in various activities,
- Providing timely feedback, guidance as well as counseling to the needy students.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The Institution reflects upon the best practices in the delivery of instruction by:

- Obtaining feedback from students about the innovative instructional strategies introduced,
- Discussing the innovative practices during the staff meetings, I.Q.A.C. meetings, Advisory Committee Meetings regarding their feasibility and effectiveness;
- Asking the faculty members to write reflective reports of their annual performances in the area of instruction.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Observations</th>
<th>Steps taken</th>
</tr>
</thead>
</table>
| 1       | Reducing the over emphasis upon theoretical aspects of the curriculum.       | - Theory sessions are minimized by identifying the common topics across the syllabus and delivering them through team teaching.(for eg., topics like – Maxims, Correlation, characteristics of a textbook, qualities of a teacher, pedagogical analysis are taught through Team teaching. Besides this, the common areas in the method papers are also identified and taught in a similar manner)  
- More time is devoted to open book assignments, seminars and workshops,  
- Many lectures have been replaced by participatory learning strategies,  
- More emphasis is given to play way methods of teaching using gaming etc,  
- ICT is extensively used for developing self-learning skills,  
- More practical assignments are given in each paper. |
| 2       | Introducing innovations in curriculum transactions for the benefit of the trainees. | - Using innovative teaching strategies like co-operative learning, self study, supervised study, seminars and workshops;  
- Asking the students to prepare assignments based on information found on the internet and other resources;  
- Introducing the students to cognitive organizers like concept mapping, graphic organizers and outlining;  
- Using constructivist approaches to teaching and learning;  
- Use of Blended learning as an effective alternative to lectures; |
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3</td>
<td>Coordinating with some more NGOs for better college and community linkage in extension work.</td>
</tr>
</tbody>
</table>
|   | • Working with schools for the children with special needs;  
|   | • Working with Gopal Old Age Home, Pratham, Aseema, Akanksha, National Association for the Blind;  
|   | • Developing English Speaking Course for the school children in the vicinity;  
|   | • Developing personality development programs for visually challenged college going girls;  
|   | • Developing training module for enhancing the study skills among the visually challenged students;  
|   | • Undertaking small research projects for the children with special needs;  
|   | • Arranging motivational talks for the teachers, students, para-professionals working for the deprived children. |
| 4 | Emphasize upon the development of communication skills among the students  
|   | Since 2005 we have organized:  
|   | • Motivational talk by Mr Suniel Raikar for explaining the need and importance of good English, communication skills and speech etiquette in the present context  
|   | • English speaking program for our students almost every year  
|   | • In 2006 our students and the faculty were benefited by the interaction with Ms Bethany Alling who gave them several tips for communication in English  
|   | • The college has lingua phones, the use of which has helped our students to improve their communication skills. |
| 4 | Emphasize upon ICT related skills development among the students.  
|   | • Organizing “Share and Care” program for development of ICT skills.  
|   | • Encouraging the students to prepare ICT based instructional materials;  
|   | • Computer assisted presentations made a regular feature of Morning Assembly;  
|   | • Undertaking Information Technology Projects as an extension work activity. |
| 5 | Optimum use of educational technology for bringing innovations in the preparation of teaching aids.  
|   | • Presented in the previous point. |
| 6 | Increasing student participation in the learning process.  
|   | • Using co-operative learning approach for curriculum transaction.  
|   | • Seminar presentations of the topics by the students;  
|   | • Frequent open book assignments based on higher learning objectives;  
|   | • Many lectures replaced by discussions, seminars and workshops. |
| 7 | Emphasize upon  
|   | • Selection of suitable subject wise microteaching skills: skill of
<p>| | | |</p>
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<tr>
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</table>
| **subject wise selection of micro teaching skills for establishing better bridge between the simulated and real classroom situation.** | illustrating with examples for grammar, science, maths; skill of explaining for science, social studies;  
- Orienting the students to the skill of chalk board work, stimulus variation, skill of fluency in questioning, probing questioning, etc.;  
- Bridge lessons for integration of skills; |   |
| **8** | **Making the criticism lessons more meaningful.** | - Each student is required to give 20 Practice Teaching lessons which are observed by the supervisors and even by peers after which critical but constructive feedback is provided to the students.  
- Reflective self evaluation is made a regular feature;  
- Arranging discussion sessions during proctorial meetings on the P.T. lessons;  
- Open forums to facilitate two way communication;  
- Involving school subject teachers in the evaluation of Practice teaching lessons |   |
| **9** |   |   |
| **10** | **Using accepted performance appraisal proforma for the teachers.** | - For all these years the institution had been using a performance appraisal format developed by us but from this academic year we have started using the performance appraisal format recommended by NAAC. |   |
| **11** | **Conducting periodical performance assessment of the teachers.** | - SWOT analysis and goal setting by teachers;  
- Encouraging self evaluation and reflection;  
- Conducting performance appraisal of the teachers twice a year;  
- Peer evaluation of the teachers’ performance.  
- Provision of constructive feedback and guidance by the Principal. |   |
| **12** | **Improving the teacher student interaction qualitatively through brainstorming sessions.** | - Organizing open forums in which the feedback, opinions, grievances of the students are sought;  
- Participatory decision making for the effective implementation of curricular and co curricular activities.  
- Using proctorial meetings for problem solving and improving teacher-student interactions;  
- Involving student council for bringing the teachers – students and other stakeholders together. |   |
| **13** | **Motivating the students to participate more in the co-curricular activities for their personality development.** | - Co-curricular activities occupy a very important place in the process of making of an efficient teacher. The faculty members have taken a unanimous decision to consciously and deliberately encourage the participation of our students in various college level as well as intercollegiate co-curricular events.  
- Their participation is not only promoted but systematic efforts are made for their successful performances in such events by preparing them for the same. Here the teachers as well as students brainstorm for creative ideas for their |   |
effective performances. As a result our students have received several awards in various events during last five years. The following shows the increasing trend over the last five years in students achievement:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Name</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>Best Teacher Personality</td>
<td>Ms Salma Chamadia</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Light Music Singing Competition</td>
<td>Mr Piyush Anam</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td>Poster Competition</td>
<td>Ms Bharti Mehta and Ms S Chitra</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td>Innovative techniques of teaching (Pratyush)</td>
<td>Ms Salma Chamadia and Group</td>
<td>First</td>
</tr>
<tr>
<td>2006-07</td>
<td>Extempore Competition</td>
<td>Ms Meera Gautam and Ms Priya Mehta</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td>Best Dressed Female in Personality Contest</td>
<td>Ms Meera Gautam</td>
<td>Second</td>
</tr>
<tr>
<td></td>
<td>Poster Competition</td>
<td>Ms Priya Mehta</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Best Practices for Fostering Child Rights</td>
<td>Ms Meera Gautam and Group</td>
<td>Third</td>
</tr>
<tr>
<td>2007-08</td>
<td>Slogan Writing</td>
<td>Ms Komal Aher</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Elocution</td>
<td>Ms Saraswati Yadav</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td>Extempore</td>
<td>Mr Paul D’Souza</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Extempore</td>
<td>Ms Gulnaaz Mujawar</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td>Elocution</td>
<td>Ms Vijayshee R</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Poetry Recitation</td>
<td>Ms Neha Manchanda</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td>Extempore</td>
<td>Ms Pankti Mehta and Ms Dwivedi Sarita</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Teaching through Music</td>
<td>Mr Shreehari Gokarankar</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>Teaching through art &amp; craft</td>
<td>Ms Lopa Gandhi</td>
<td>Third</td>
</tr>
<tr>
<td></td>
<td>Group dance on the theme Child Labour</td>
<td>Ms Sipika Bhushan and group</td>
<td>Third</td>
</tr>
</tbody>
</table>

Bringing uniformity in the annual schedule and weekly schedules by

- The care is taken that the annual schedule is duly translated into weekly schedules and carefully and clearly reflected in the weekly timetables. (for ex:- the activities like tutorials, seminars, open book assignments, proctor meetings are regularly reflected the time tables.)
<table>
<thead>
<tr>
<th>Mentioning the activities like tutorials in the time table.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15</strong> Emphasizing the need and importance of the concept of tutorials</td>
</tr>
</tbody>
</table>
| ● Before the terminal examinations a detailed schedule of subject wise tutorials is designed in which the students are divided into groups.  
● Each teacher is allotted a group of students for the tutorials.  
● Care is taken to arrange even medium wise tutorials.  
The in charge teachers explain the students about the concept and the nature of tutorials discuss with them the tutorial schedule and meticulously follow it with the students participations. The students are assigned the study questions, suggested the references and helped with the completion of assignments. Their assignments are thoroughly examined and the students are asked to present them in the tutorial group after which the discussions are held on the assignments. This activity helps a lot for better preparation of the students for the tests. |
| **16** Introducing innovations in the practice teaching and internship program. |
| Introducing during the P.T. lessons  
● team teaching, co-operative learning strategies’ reflective teaching and self evaluation,  
Encouraging the students to  
● seek feed back from the school teachers,  
● undertake innovative activities like language games, play way methods of teaching, conducting brain storming sessions, debates, quizzes, discussions, arts and crafts, etc during internship. |
| **17** Allotting the students to the practice teaching schools after diagnosing their abilities. |
| ● Micro teaching is the activity where in the students teaching abilities are observed.  
● Subject-wise content tests also help to diagnose students’ content mastery.  
● The programs like Talent Search, Morning Assembly and other cultural events help to find out the communication skills and language abilities of the students.  
Based on the above, students’ ability wise grouping is made as per the needs of the schools. |
| **18** Bringing rationality in the demonstration lessons by the faculty and school teachers and their observations by the students. |
| Demo lessons are given by teacher educators, distinguished alumni who are experienced and from reputed schools.  
Students observe teachers’ lessons in schools and later, discuss with teacher educators. Lessons are guided accordingly. |
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Please see the previous table.
Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

For this the following steps are taken-

- **Indirect influence for motivating the teachers:**
  - Discussions on the researches in the latest areas during faculty forum meetings,
  - Research article review as a regular feature of morning assembly activities,
  - Providing access to free online foreign research journals through our website;
  - Due recognition given to the teachers for their innovations in guiding the students for research projects.

- **Direct influence for motivating the teachers to undertake researches:**
  - The following steps are taken in this regard-
    - Encouraging and guiding the teachers to undertake research projects under the university minor research grants,
    - to be the members of research related associations,
    - to publish their research based papers in reputed national as well as international journals,
    - to present their research based papers during various national or international level seminars/conferences.

Organizing research methodology orientation programs for the teachers,

Organizing research paper reading sessions in which latest research topics are presented by the researchers and the alumni.

2. What are the thrust areas of research prioritized by the institution?

The thrust areas prioritized by the institution for quality enhancement of the teaching learning process are:

a. **Innovations in the teaching learning process**

- Critical evaluation of the text books of various subjects;
- Evaluating the prevailing curricula at different levels,
- Comparing the curricular design, curriculum transaction and evaluation strategies of schools affiliated to SSC,CBSE,ICSE and IGCSE Boards;
- Comparing the effectiveness of various teaching learning techniques with respect to learning achievements, attitude, interest etc.,
- Developing and trying out various instructional modules in various subjects for improving the learning outcomes;
- Implementing innovative teaching learning strategies (Self directed learning, Cognitive apprenticeship, Enquiry based learning, various models of co-operative learning, reflective teaching, etc.) and examining the impact of the same on various learner variables;
b. Inclusive education

- Impact of the thoughts and practices of various educational thinkers like Paulo Freire.
- Development of differentiated instructional strategies in an inclusive learning environment
- Using guided discovery techniques for teaching Science to visually impaired students.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

- Dr. Vasundhara Padmanabhan conducted a survey on the *Perception of Science and Engineering College Students of the Teaching Effectiveness of their Teachers* which provided the basis for developing a module for teacher training for Engineering College and Polytechnic College Faculty.
- Dr. Kalpana Kharade and Dr. Sybil Thomas studied the perceptions of B.Ed. students about co-operative learning through a survey which led to the use of cooperative learning as a teaching-learning strategy by the faculty at B Ed and M Ed levels;
- Dr. Sybil Thomas used the context maps as a learning tool and tried to study the levels of understanding of psychological concepts among the M.Ed. students;
- Ms. Sunita Britto conducted a research project for B.Ed. students titled: *A Comparative Study of the Customer Satisfaction Value of three Selected Education Institutions in the City of Mumbai* which sensitized the faculty to the concept of customer satisfaction and motivated them to adopt more student friendly strategies during interactions.
- Dr Vasundhara Padmanabhan and Dr. Kalpana Kharade have been designing and trying out English Speaking Modules for B Ed vernacular medium students, which will be used every year based on the needs of the target group.

Many other research based individual projects presented in the appendix ------*(To be filled)* have also contributed to the change in the attitude of students as well as the faculty towards the deprived sections of the society.

4. Give details of the Conference / Seminar / Workshop attended and/or organized by the faculty members in last five years.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Faculty Member Who Attended</th>
<th>Topic</th>
<th>Organized by</th>
<th>Date</th>
</tr>
</thead>
</table>
| 1       | Dr. Saramma Chandy          | 1. From teaching to enabling assimilation  
<p>| 2       | Ms Raju                     | 1. Workshop on co-operative | H.J.C College of | 27.09.2008 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Event Description</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Ms Hema Peese</td>
<td>Workshop on co-operative learning</td>
<td>H.J. College of Education</td>
<td>27.09.2008</td>
</tr>
<tr>
<td>4</td>
<td>Dr Anju Naik</td>
<td>Research Methodology and Tools of Research</td>
<td>Chembur Sarvankansh College of Education</td>
<td>21.10.2008</td>
</tr>
<tr>
<td>5</td>
<td>Ms Rupal Thakkar</td>
<td>National Conference on Carbon Foot Printing and Environment Management</td>
<td>K.J. Somaiya College of Science and Commerce</td>
<td>24.01.2009</td>
</tr>
<tr>
<td>6</td>
<td>All Faculty Members &amp; students</td>
<td>Management Information System</td>
<td>Prof. Jha of SIMSR K.J. Somaiya Comprehensive College of Education</td>
<td>26.11.2007</td>
</tr>
<tr>
<td>7</td>
<td>All Faculty Members &amp; students</td>
<td>Educational Finance</td>
<td>Prof. Ranjani of SIMSR K.J. Somaiya Comprehensive College of Education</td>
<td>27.11.07</td>
</tr>
<tr>
<td>8</td>
<td>All Faculty Members &amp; students</td>
<td>Stress Management</td>
<td>Prof. Shailaja of SIMSR K.J. Somaiya Comprehensive College of Education</td>
<td>28.11.2007</td>
</tr>
<tr>
<td>9</td>
<td>All Faculty Members &amp; students</td>
<td>Creativity</td>
<td>Ms Meers Gautam of Shishuvan (Alumni) K.J. Somaiya Comprehensive College of Education</td>
<td>15.01.2008</td>
</tr>
<tr>
<td>11</td>
<td>All Faculty Members &amp; students</td>
<td>Management Theories</td>
<td>A. Ramachary of CASE, Baroda K.J. Somaiya Comprehensive College of Education</td>
<td>16.02.2008</td>
</tr>
<tr>
<td>12</td>
<td>Faculty &amp; M Ed Students</td>
<td>Cognitive Capabilities and Achievement in Science among Upper Primary Pupils by Dr. Vasundhara Padmanabhan</td>
<td>K.J. Somaiya Comprehensive College of Education</td>
<td>12.10.2007</td>
</tr>
<tr>
<td>13</td>
<td>Faculty &amp; M Ed Students</td>
<td>Dialogue in Formal Communication: A Study of Student Talk in D &amp; T Unit in India by Dr. Sugra Chunawala &amp; Swati Mehrotra</td>
<td>K.J. Somaiya Comprehensive College of Education</td>
<td>20.102007</td>
</tr>
<tr>
<td>No</td>
<td>Faculty &amp; M Ed Students</td>
<td>Study Title</td>
<td>Institution</td>
<td>Date</td>
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</tr>
<tr>
<td>14</td>
<td>Faculty &amp; M Ed Students</td>
<td>Evaluation of Homi Bhabha Curriculum for Science Education by Dr Beena Choksi</td>
<td>K.J.Somaiya College of Education and Research</td>
<td>27.10.2007</td>
</tr>
<tr>
<td>15</td>
<td>Faculty &amp; M Ed Students</td>
<td>Middle School Students’ Understanding of Objects by Dr Chitra Natrajan &amp; Ms Gandhimati</td>
<td>K.J.Somaiya College of Education and Research</td>
<td>24.11.2007</td>
</tr>
<tr>
<td>16</td>
<td>Faculty &amp; M Ed Students</td>
<td>The Study of Maths Class Room- A Walk through my Research by Dr Sharada Gade</td>
<td>K.J.Somaiya College of Education and Research</td>
<td>10.12.2007</td>
</tr>
<tr>
<td>17</td>
<td>Faculty &amp; M Ed Students</td>
<td>An Experiment with Guided Discovery Activities as a Means for Inclusiveness in Science Teaching and Learning by Dr Kalpana Kharade and Dr Sybil Thomas</td>
<td>K.J.Somaiya College of Education and Research</td>
<td>14.12.2007</td>
</tr>
<tr>
<td>18</td>
<td>Faculty &amp; M Ed Students</td>
<td>Support Services Provided and Desired: A Study of the Usefulness of the Support Services Provided by IGNOU to the Distance Learners of Study Center 1601 and the Services Desired by them.</td>
<td>K.J.Somaiya College of Education and Research</td>
<td></td>
</tr>
</tbody>
</table>

**Dr Vasundhara Padmanabhan** presented papers in the following Seminars/Conferences:

- **Fostering of the Ability of Formulating and Testing Hypotheses through the Teaching of Science among Secondary School Students**. Paper presented at the Second Peoples Education Congress on the focal theme *Science Education in India*. Hosted by Homi Bhabha Centre for Science Education (TIFR), Mumbai. October 05-08, 2009.
- **Educational Portal: Unveiling the Integrated Resources** – Paper presented jointly with Ms Anjali Kale at the NAAC Sponsored seminar on *Capacity Building in Teacher Education* organized by K.J.Somaiya College of Education and Research (March 20-21, 2009)
- **Development of Open Course Ware: An Endeavor to Provide Online Learning Resource**. National Seminar on *Online Learning: Opportunities and Challenges* conducted by KK College of Education on March 5, 2009.
- **Support Services Provided and Desired: A Study of the Usefulness of the Support Services Provided by IGNOU to the Distance Learners of Study Center 1601 and the Services Desired by them**. Paper presented in the workshop on *Improving the Open Learning System in the Western Region* organized by the Institute of Distance Education, University of Mumbai, April 4-5, 2008.
- **XXXI Indian Social Science Congress on Indian People's Struggles and Movements for an Equitable Society** at SNDT Women’s University, Churchgate from December 27-31, 2007.
- **The Role of Media in Promoting Environmental Ethics** - UGC-Sponsored National Conference on *Environmental Ethics: Exploring Multiple Perspectives*


- **Project Priyadarshini: Empowering Students and Teachers to be Agents of Social Change** - International Conference EDU-COM 2006 Engagement and Empowerment: New Opportunities for Growth in Higher Education organized by Edith Cowan University, Australia in Nong Khai, Thailand, November 22 -24, 2006. The URL for download is:


Emerging Values as a result of Globalization, Liberalization and Privatization – State Level UGC sponsored seminar on Values: A Multidisciplinary Perspective, St. Xavier’s Institute of Education, 2005.

Conferences / Seminars organized by the College Faculty:

- NAAC Sponsored seminar on Capacity Building in Teacher Education (March 20-21, 2009)
- Pratyush –Intercollegiate competition on ‘Beyond the Traditional..’ (Teaching through music, crafts and Origamy’ (January 30, 2009)
- “Towards fostering Child rights- A seminar for Dissemination and Action” (February 2007)
- Pratyush –intercollegiate competition on ‘Best practices for fostering child’s rights’ 16th January 16, 2007. Workshop in Research Methodology- (July 11-14, 2006). The resource persons were experts from TISS, Homi Bhabha Center for Science Education (HBCSE) and from the P G Dept of Education, University of Mumbai.
- Workshop on Participatory Teaching – Learning: (December 5-6, 2006 and December 12-13, 2006) in collaboration with Tata Institute of Social Sciences (TISS).
- Seminar on Gender Equity in Education by Dr David Sadker in collaboration with American Center (November 29, 2006)
- ‘Philosophy of Education for the Globalizing World’ (February 2005)
- Priyadarshini – One week’s Personality Development Program for visually challenged college-going girls. (December 26-31,2005)
- Seminar on Inclusive Education;(2005)

Workshops organized by the college faculty:

- Organized a One day Leadership programme for the Principals and Vice Principals of various institutions of the Campus on 31st October 2009
- Organized a workshop on Standardisation of Achievement tests and administration of Psychological tests for M Ed students of IGNOU along with M Ed full timers from 23rd to 29th October 2009
- Organized an Extended Contact Program of 10 days for the first time in Mumbai for PGDHE students of IGNOU(2009)
- Add On Program on International schools (Seminar cum workshop) (26-31 December, 2008)
- Faculty Development Workshops for Nareshwadi and Sameerwadi schools;(2007-08)
- Faculty Development Workshops in Engineering and Polytechnic Colleges;(2006-2008)
- Dr Kalpana Kharade conducting Personality Development programs for visually challenged; (2005, 2007, 2008)
- Participatory Learning Strategies by resource persons from TISS for the faculty of the college and sister institutions (2006);
Research Methodology workshop by HBCSE, TISS and Education Department Experts (2006);

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

   a) *Proceedings of the seminars published and circulated to all teacher education institutions and to those at the helm of affairs:*

   - NAAC Sponsored seminar on *Capacity Building in Teacher Education* (March 20-21, 2009)
   - Seminar on *Child Rights* ; (2007)
   - National Seminar on ‘*Philosophy of Education for a Globalizing World*’ in February, 2006;
   - *Seminar on Inclusive Education;*(2005)

   b) *Compilation of the Lesson Plans* of the participants of various colleges in Innovative Teaching:Pratyush-2008 and 2009

   c) *Video Recording of the Innovative Lessons* presented by students in intercollegiate competition Pratyush. CDs are given to colleges at a nominal cost. This can act as a guide for Teacher Education Institutions as well as learning resource for schools.

   d) *Open Courseware* for B Ed Course put on our website;

   e) *Subject wise compilation in CDs of PowerPoint Presentations* of school subjects prepared by students under the guidance of teachers.

   f) *Contributions of the faculty to the development of Instructional materials:*

   **Dr. Vasundhara Padmanabhan:**
   - A sample Computer assisted presentation package developed on the concept of Learning;
   - A Psychological test : *Cognitive Capabilities Test for Transition Period (CTT- T)* developed for upper primary pupils, standardized, copyright generated and given to National Psychological Corporation, Agra;
   - Evolved modules for English Speaking, teaching English composition, teaching Science through formulating and testing hypotheses with the M Ed students for their dissertations.

   **Dr. Kalpana Kharade:**
   - Developed self study material for some units in Philosophy of Education and methods of teaching English.
   - Along with Dr Sybil Thomas, developed Instructional materials for guided discovery project for visually challenged students.
   - Developed Instructional materials for teaching the four language skills in English.
• Developed instructional modules for teaching Geography through differentiated teaching approach
• Teaching English Grammar through co-operative learning strategies.
• Developing oral reading skills through Instructional scaffolding techniques
• Developing creative story writing skills.
• Developing persuasive essay writing skills through cognitive apprenticeship.
• Teaching Geography through inquiry based learning.

Dr. Satyawati Rawool:
• Developed instructional material on *Constructivist Learning Practices*. These include activities as well as lesson plans for school teachers.
  
  Additional Information given under Q.3 below.

Ms Raju Talreja:
• Evolved a format for self evaluation of teacher educators for her M Phil Dissertation

Ms Sunita Britto:
• Ms. Sunita Britto has developed a C.A.I. package for various topics on Philosophical foundations of Education (such as Philosophy and Education, Ancient Indian goals of education)

Ms Anjali Kale, the Librarian:
• Hundreds of free foreign journals made accessible to all from our website;
• Resources for Teacher Educators- Creation of an Educational Portal for the website of the college.

2. Give details on facilities available with the institution for developing instructional materials.

• Rich literature on instructional design,
• Well equipped computer lab,
• Encouraging and supporting Management for allotting required financial resources for innovations,
• Principal as a guiding and steering force behind every innovative approach,
• Students at M Ed., M Phil and Ph D Level to try them in the field.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

  ➢ Open Courseware for B Ed Students,
  ➢ Educational Portal as a learning resource for teacher educators,
  ➢ Subject wise compilation of PowerPoint presentations made by our students on various topics,
  ➢ Video CDs of Innovative Lessons of Intercollegiate Competition *Pratyush*,
  ➢ Every teacher uses ICT to prepare PowerPoint presentations and handouts related to her subject,
Course wise e-mails are created wherein the instructional materials are uploaded for access by students.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

   a. Organized by the institution for students and Teachers:
      - The college organized a workshop on preparing games and puzzles in Mathematics with the help of resource persons from HBCSE.
      - The orientation programs on preparation of creative instructional materials and low cost teaching aids which our students had received from the institution like Marathi Vidyan Parishad had helped them to make the school childrens’ learning more effective and constructivist.
      - Nehru Science Center at Worli has also trained teachers in making Science Teaching aids.
      - Dr Satyavati Rawool organized a seminar-cum workshop on Constructivist Learning Practices this year.
      - Share and Care program for preparing computer assisted presentations by the students.
      - SUPW workshops for students to prepare various socially useful articles like Glass paintings, fabric painting, crochet etc.
      - Dr. Vasundhara Padmanabhan and Dr. Sybil Thomas received training in ‘Concept Mapping’ and ‘Research Paper Writing’ during a month’s visitorship offered by HBCSE.
      - Dr Kalpana Kharade and Dr Sybil Thomas organized a series of workshops for students in ‘Concept Mapping’, ‘Mind Mapping’, ‘Graphic Organizers’ etc.

5. List the journals in which the faculty members have published papers in the last five years.

   Publications by Dr Vasundhara Padmanabhan:
      - An Action Plan to Overhaul the Teacher Education Curriculum-Published in the Journal of All India Association of Education and Research, Vol.9, Nos.3&4, September and December 2007.
      - Emerging Values as a result of Globalization, Liberalization and Privatization—State Level UGC sponsored seminar on Values: A Multidisciplinary Perspective, St. Xavier’s Institute of Education, 2005, published in Virat
Dr. Kalpana Kharade and Dr Sybil Thomas:

- Conducted a project on the theme Looking for an Alternative Strategy for Teaching and Testing: An Experiment with Concept Mapping in an Inclusive Science Classroom. Published as a full paper in the 2nd International Conference on Concept Mapping, CMC 2006 held in Costa Rica, September 5-8, 2006 available at http://cmc.ihmc.us
- Knowledge Management and Teacher Education in and for the New Times by Dr. Kalpana Kharade and Dr Sybil Thomas published in University News 42(26), June 28- July 04, 2004

6. Give details of the awards, honors and patents received by the faculty members in last five years.

**Dr. Kalpana Kharade** has been awarded the following:

- Giant Group Award for Academic Excellence – 2007

**Dr Saramma Chandy**: (faculty member in 2008-09)
Recipient of National Award for Teachers from Govt of India, Ministry of Human Resources Development. The award was given by President A P J Abdul Kalam on Teachers Day in 2006.

**Patents generated**:
A Psychological Test - Cognitive Capabilities Test for Transition Period (CTT- T) standardized, copyright (TM Regd No 564838; Copyright regd No. c A-73256/2005 Dt. 13.5.05 generated and given to National Psychological Corporation, Agra. (by Dr Vasundhara Padmanabhan).
7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

**Minor Research Grants Projects**
The college had the opportunity to get in many research endeavors as our faculty members got the Minor Research Grant given by University of Mumbai for their following research projects:

**Dr. Vasundhara Padmanabhan**
- *Standardization of Teaching Competency Scale for Secondary School Teachers* (2009)
- Standardization of the Cognitive Capabilities Test for the Transition Period (for upper primary students of age 11-13years (2005).

**Dr Kalpana Kharade and Dr Sybil Thomas**
- Responding to Student Diversity- An Experiment with Guided Discovery Activities as a Means for Inclusiveness in Science Teaching and Learning (2006)

**Ms. Sunita Britto:**
- *A Study of the Discipline Problems Faced by Student Teachers during Practice Teaching and Suggestions to Overcome them.* (2006)

**Ms. Pooja Birwatkar :**
- A Study on Knowledge and Attitude of Adolescent Girls Towards Reproductive Health Issues (2006)

**Research Dissertations Successfully Completed at M. Phil. Level:**
- *Performance Appraisal System in Teacher Education Institutions- An Indicator of Academic Accountability of Teacher Educators* by Ms Raju Talreja ( 2009 : Guided by Dr Vasundhara Padmanabhan)
- *A Comparative Study of Course-Related Stress among the Student Teachers at Different Levels of Teacher Education Courses* by Aradhana Abhyankar (2009 : Guided by Dr Vasundhara Padmanabhan)
- *A Study of Self Esteem of B Ed Students in Relation to their Hemisphericity and Study Habits* by Ms Hema Peese (2009 : Faculty member)

Apart from the above, the M Ed faculty has guided 67 M Ed Dissertations in the last two years. The details are presented in the Appendix

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.
   - Organized *Faculty Development Programs* for Polytechnic and Engineering college teachers.(2006-2007)and Teachers of Nareshwadi School;
Principal and Teachers of Sameerwadi School. We taught the teachers from Sameerwadi how to prepare power point presentations as well as animations. (2007-08)

We worked with Quetzal, an online private enterprise (2008), for sharing our expertise in giving tips to school teachers to develop ICT based instructional materials.

We are also in the process of tying up with TATA Interactive Systems for providing consultancy to train school teachers of Jharkhand.

2. **Are faculty/staff members of the institute competent to undertake consultancy?**

If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Following are some of the areas in which we are competent to provide consultancy services:

**Dr Vasundhara Padmanabhan**
- Research methodology;
- Aptitude Testing;
- Innovative teaching learning strategies for effective curriculum transaction;
- Participative Learning Techniques;
- Best practices for quality enhancement of teaching learning processes;
- Self Performance appraisal, Peer Appraisal;
- Course Evaluation;
- SWOT analysis and goal Setting;
- Developing instructional designs and modules,
- Designing need based faculty development programs,
- Designing curriculum for educational programs.
- Need Assessment of institutional personnel for training
- Need Assessment of Institutions for Strategic Planning
- Guidance and counseling for school students
- Training college teachers in Active learning, Blended learning strategies.

**Dr Kalpana Kharade**
- Context Mapping, Concept Mapping, Graphic Organizers
- Qualitative Research Methods
- Innovative teaching learning strategies for effective curriculum transaction;
- Developing need based modules for English Speaking Courses
- Designing curriculum for educational programs.
- Designing need based faculty development programs,

**Dr Satyavati Rawool**
- Constructivist approaches and Practices in teaching and Research

**Ms Raju Talreja**
- Preparation of Self Appraisal formats
- Aptitude testing
- Teacher Training in constructivist approaches to teaching Commerce
Ms Sunita Britto

- Teacher Training in constructivist approaches to teaching Science and Mathematics
- Conducting workshops in TQM

Ms Hema Peese

- Conducting faculty development programs for Marathi teachers
- Conducting workshops in making Year Plans, Unit plans, Unit tests etc
- Conducting workshops for school teachers in Educational Statistics

Ms. Rupal Thakkar

- Administering, scoring and interpretation of Psychological tests
- Organizing Environment friendly activities
- Guidance and counseling for school students

We publicize about our strengths in several formal and informal occasions with parents, alumni, school teachers, weekly meetings of the Principals at the campus, meetings with the teacher educators and school Principals. Besides we provide the information about the same on our website.

4. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Since ours is an unaided college, we all strive to generate funds. In fact, the first few English Speaking Courses for non teaching staff, for Principals of sister Institutions and Buddhist monks and for the students of Kurla school, were conducted for the college and the faculty did not take anything for that.

Faculty Development Program for Engg and Polytechnic College faculty, for school faculty in collaboration with Quetzal- did fetch several thousands. 25% of the income from these were paid as remuneration to concerned faculty members.

From the above, the institution has generated about Rs 80,000=/

5. How does the institution use the revenue generated through consultancy?

To maintain and develop the infra structure and to develop a corpus as ours is an unaided college which has to face the uncertainties of the policy decisions and their impact on admissions.

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programs, partnering with NGOs and GOs)

We have worked with NGOs like Aseema, Akanksha, Gopal Old Age Home, Schools for Visually Challenged, Teach India, etc. under community work;
GOs- like HBCSE (TIFR), IGNOU, YCMOU, Nehru Science Center, Worli, Tata Institute of Social Sciences (TISS), National Association for the Blind (NAB), Dept. of Adult Education and Extension,

- Providing well trained, well equipped teachers and teacher educators for the community,
- Providing the school children with special needs better academic inputs,
- Developing social, national and cultural values among the school children through various co-curricular activities,
- Contributing to the development of school children through English speaking programs,
- Professional development of the school and college teachers through our faculty development programs,
- Provision of guidance services to the SSC and HSC students in the community in the form of aptitude testing;
- Teacher educators at D.Ed. as well as B.Ed. level got enriching experiences through our multiple academic extension activities and programs like guest lectures, seminars, workshops, etc.

We have been providing opportunities for life long learning through the study centers of IGNOU and YCMOU.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

Following is the brief description of the same.

- **Community participation in institutional development**- The participation of various community agencies in our institution has benefited us as follows-
  - Guest lectures by the management faculty on the themes related to institutional planning, institutional development and institutional climate,
  - Rich academic experiences through the attainment of various seminars and workshops by our faculty organized by the institutions like Ramakrishna Mission,
  - Community Involvement in *Priyadarshini Project*
  - Orientation and exposure to community related issues and need for our involvement in their solution.

- **Institution-community networking**- This has resulted in
  - Widening our horizon of academic, social as well as emotional experiences through various community work activities conducted for NGOs,
  - Better inputs into our students’ preparation for their roles as community leaders and agents of social change;
  - Opportunity for contributing to the social cause through activities like blood donation, environmental awareness program, human right education etc.

- **Institution-school networking**- This networking has resulted in
  - Opportunity for understanding the ground realities in the functioning of schools;
  - Teachers updated about the recent trend and practices in schools;
3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The institution intends to take up the following activities for providing the community orientation to the students.

- **Teaching:** The institution will equip the students with following teaching strategies for better serving the different categories of the students in the community.
  - Differentiated instruction,
  - Inclusive pedagogical practices,
  - Reciprocal teaching,
  - Cognitive organizers as learning tools,
  - Developing study skills and habits.

- **Research:** The students will be equipped with the research methodology so that they would be able to solve the educational problems facing them in their future career by applying scientific methods.
  - Involving the students in institutional research projects conducted for the community,

- **Extension services:** The students will be actively involved in various community based extension activities for orienting them to the community problems. Following are some of the thrust areas were in the extension activities will be planned:
  - Computer literacy training to the economically deprived children,
  - Personality development programs for the children with special needs,
  - Collaborating with NGOs working for the cause of deprived sections,
  - Placement of the students with NGOs;
  - Environmental education programs organized for the community,
  - Peace education and human right education programs,
  - Reaching the unreached through compensatory educational activities.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Following is the brief account of the same -

- Faculty development programs for the school teachers, college teachers as well as teacher educators at D.Ed. level,
- Personality development program “Priyadarshini” for the visually challenged college going girls,
- Development of study skills among the visually challenged school children,
- English speaking program for the school children in the vicinity,
- Involving practice teaching school teachers, Principals, college teachers and even teacher educators in our seminars and work shops,
- Donating the instructional material prepared by our students to the schools in the vicinity.
- Trained Nareshwadi teachers and the Principal in the latest Pedagogy and participative methods of teaching.

5. **How does the institution develop social and citizenship values and skills among its students?**

Some of the programs are listed-
- Orienting the students to pedagogical analysis of the subject content for developing values among the school children,
- Celebrating national and all religious festivals,
- Organizing debates, discussions on the social issues,
- Organizing guests lectures on the social and citizenship problems,
- Organizing seminars on the themes related to socially important issues like gender equity, human rights, inclusive education,
- Providing the budding teachers a platform for presenting creative lessons on socially important issues like human rights, child rights,
- Organizing competitions on slogan writing, painting, poster making on the socially and nationally important themes,
- Infusing the core value elements in the fine art activities like dance, songs, dramas etc.

3.5 **Collaborations**

1. **Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

HBCSE(TIFR), IGNOU, Nehru Science Center, Worli, Tata Institute of Social Sciences, National Association for the Blind, Dept. of Adult Education and Extension, IGNOU,

We feel proud to be associated with the various national level agencies. Some of such agencies with which we could establish linkages are mentioned with pride below-

- **Homi Bhabha Centre for Science Education (HBCSE-TIFR)** We are associated with this prestigious national level institutions since 2004. Our associations with this institution have mutually enriched and benefited both the institutions. Following is the brief description of the same-

  - Eminent scholars of HBCSE-Dr Arvind Kumar and HC Pradhan who have been the members of our *Advisory Committee*. Their constructive feedback and suggestion as well as recommendations have contributed to the quality enhancement process of our institution.
  - *Dr. Kalpana Kharade* and *Dr. Sybil Thomas* have conducted a research project on the theme “*Responding to Learning Diversity: An Experiment with Guided Discovery Technique for Teaching and Testing Science in the Inclusive Classroom*”. The senior scientists have provided us with a great assistance in conceptualizing and conducting the experiment.
  - Few experts have been resource persons for several times during our annual seminars.
- They have also been invited for the guest lectures for our M.Ed. program.
- Two of our faculty members availed the facility of visitor ship to HBCSE
  Dr. Sybil Thomas (for training in concept mapping) and Dr. Vasundhara Padmanabhan (for training in writing research papers of international standards);
- In 2008-09 we organized a seminar on the theme of “National Curriculum Framework 2005” in association with HBCSE;
- Our M.Ed. as well as Ph D students are provided with the research guidance as well as library facility in HBCSE
- Some of the faculty members were the external referees for M.Ed. Dissertations and we learnt a lot from their feedback;
- Dr. Vasundhara Padmanabhan made a poster presentation in epiSTEME-2-an international conference held by HBCSE;
- Dr. Kalpana Kharade and Dr. Sybil Thomas were the resource persons for the PGRP program of YCMOU conducted by HBCSE study centre.

**Indira Gandhi National Open University (IGNOU)**

The college is a Study Center 1601 of IGNOU. The study centre was established in 1992-93. The centre offers programs at Master’s and Bachelor’s levels in Arts and Commerce. In Education, it is offering the following courses:

- Postgraduate Diploma Programs
- Post-Graduate Diploma in Higher Education (PGDHE),
- Post-Graduate Diploma in Distance Education (PGDDE)
- Post-Graduate Diploma in Journalism and Mass Communication (PGJMC)
- Diploma Programs
- Diploma in Early Childhood Care and Education (DECE)
- Diploma in Nutrition and Health Education (DNHE)

We have also activated various certificate courses. The centre also offers Management of Business Administration (MBA) program. At present, 65 programs are offered at our study centre and the enrolment totals to 1200. The centre is linked through EDUSAT and regular teleconferencing sessions are held for various courses. Our centre is an examination centre for the IGNOU Term End Examinations and also entrance examinations. The centre continues to grow in leaps and bounds.

This year (2008) the college has been granted permission to conduct two more courses, M. Ed and M.A. Ed. Programs through the Program Study Center 1688P

**Practice Teaching** - Our interactions with the eminent scholars from H.B.C.S.E., teachers and principals of international schools have helped us to better streamline the process of practice teaching by making it more student centered and constructivist. The orientation programs on preparation of creative instructional materials and low cost teaching aids which our students had received from the institution like Marathi Vidyan Parishad had helped them to make the schools children’s learning more effective and constructivist.

**Research** - This point has elaborated upon in the answer of the question 3.5.1.
Consultancy: We had lot of opportunities to provide our consultancy services to various school and college level institutions. Now we are looking forward to working with TATA Consultancy Services to extend our expertise for the schools in Jharkhand.

Extension – We could extend our services to the social institutions and N.G.O.s through our community work activities,
- We could work for the children with special needs through our various extension activities like “PRIYADARSHINI PROJECT”, English Speaking Program, Study Skill Development Program and Computer Training Program for the Economically Deprived Children.
- We could also extend our expertise for the professional development of school and college teachers through our faculty development programs.

Publication:
- The publications of the reputed institutions like HBCSE, TISS, IGNOU and YCMOU have always helped us to enrich our knowledge reservoir,
- The expert comment of the faculty of nationally reputed institutions have helped us to improve the quality of our faculty publications, as these experts have peer reviewed some of our faculty publications. (The HBCSE experts had peer reviewed the research publication of Dr. Kalpana Kharade and Dr. Sybil Thomas on the theme of concept mapping. Besides
- Dr. Vasundhara Padmanabhan had also got her research based papers peer reviewed by Dr. Padmini from Mysore University and HBCSE faculty.
- Our teachers got the opportunity to be the counselors for some of the courses of these open universities. This experience gives our teachers opportunity to update their knowledge and expand their horizon of experiences.
- Dr Nagraj Rao (up to 2006) and then Ms Raju Talreja (2006 onwards) gained a lot of insight into the functioning of open university as centre co-coordinators;
- We also provide research guidance to the students of post graduation programs of MEd and PGDHE;
- Our students are greatly benefited by the excellent study materials prepared by IGNOU; they get first hand experience about satellite TV and teleconferencing;

Student Placement:
- Our association with many reputed schools in the city through our placement cell, we could place many students in those schools with the salary ranging from 8,000 to 21,000

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

University of Illinois showed the initiative to be associated with us. Their representative visited us in May, 2009. We are in the process of taking it further.
3. How did the linkages if any contribute to the following?

- **Curriculum Development:** IGNOU syllabi provided the model for developing the syllabi of 3 papers - *Management of Education, Curriculum Development and Open and Distance Learning* - for MA Ed Course of University of Mumbai (Dr Vasundhara Padmanabhan was a part of the Committee);

- **ECCE and Research Methodology** curricula have been reviewed by the experts from international schools and HBCSE experts respectively. Their suggestions and recommendations have helped us to better conceptualize the courses.

- **Teaching:** Our faculty are able to enrich their content knowledge as they are also counselors of M Ed and PGDHE courses of IGNOU;

Interactions with HBCSE faculty has helped our faculty to get better insight into research methodology;

- **Training** : The college, for the first time, successfully conducted the 10 days’ **Extended Contact Program (ECP)** -which incorporated Teleconferencing, workshops seminars and discussions- for **PGDHE** students enrolled in Mumbai in May, 2009;

- **Practice Teaching** - Our inter actions with the eminent scholars from H.B.C.S.E., teachers and principals of international schools have helped us to better streamline the process of practice teaching by making it more student centred and constructivist in its approach.

- **Research** - This point has elaborated under question 3.5.1. Our Ph D student, Hemalatha Marathe also availed the facility of visitor ship from this reputed institution for training in concept map

- **Consultancy:** Our faculty gained exposure to the national scenario which widened their horizon of knowledge and skills and instilled confidence to advise other schools and colleges and train their faculty (mentioned under consultancy 3.3 Question 1 )

Now we are looking forward to working with TATA Consultancy Services to extend our expertise for the schools in Jharkhand.

- **Extension** –
  - We could reach out to the unreached to the social institutions and NGOs through our community work activities,
  - We could work for the children with special needs through our various extension activities like “PRIYADARSHINI PROJECT”, English Speaking Program, Study Skill Development Program and Computer Training Program for the Economically Deprived Children.
  - We could also extend our expertise for the professional development of school and college teachers through our faculty development programs.
- **Publication:**
  Training received at HBCSE facilitated writing of some papers by
  - Dr. Vasundhara Padmanabhan and presenting them in International Seminars and publications in their seminar proceedings as well as in journals like *Edutracks, Virat Surya, Journal of All India Association for Educational Research, etc.*
  - Dr. Kalpana Kharade and Dr. Sybil Thomas conducted a project on the theme “*Looking for an Alternative Strategy for Teaching and Testing: An Experiment with Concept Mapping in an Inclusive Science Classroom*”. The HBCSE experts peer reviewed the research publication and helped to improve the quality of the publication. As a result, it got published as a full paper in the 2nd International Conference on Concept Mapping, CMC 2006 held in *Costa Rica, September 5-8, 2006* available at [http://cmc.ihmc.us](http://cmc.ihmc.us).

- **Student Placement:**
  - Our association with many reputed schools in the city through our placement cell, we could place about 90% of our students in those schools with the salary ranging from 8,000 to 21,000.
  - One of our M Ed students of the year 2007-08, Mr. Amol got placement as Project assistant at HBCSE

4. **What are the linkages of the institution with the school sector? (Institute-school-community networking)**

- **For practice teaching and the internship program** we collaborate with aided, unaided, junior colleges to make the venture more meaningful for both the institution as well as the community.
- **For Research Projects:** For this we use our research expertise to undertake several issues related to school education and through small research based projects we contribute to the creative and constructive solutions of educational problems.
- We also extend our expertise for the professional development of the in service teachers through
  - Giving the subject wise PPT CDs prepared by our students
  - Faculty development programs for Schools to prepare PPTs in various subjects;
  - To judge Science and other Teaching Aids Exhibitions,
  - To be the Guest of Honour in schools for prize Distribution, for giving vocational guidance
- **For Campus Placements:** We invite educational institutions from the community to conduct campus interviews to recruit our students.

5. **Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.**

Practice teaching is an important component of B.Ed. curriculum, the success of which depends upon several educational and organizational factors. One of such factors is the
co-ordination between institution and the practice teaching schools. For this our institution makes deliberate efforts through following activities.

- **Planning phase:**
  - Preparing the P.T. schedule in consultation with schools and their academic schedule,
  - Getting the constructive suggestions from the Principals, subject teachers about the allotment of no. of B.Ed. students with respect to their educational background and academic competencies,
  - Providing the B.Ed. students with the opportunity of observing the demo lessons by the school teachers which are the examples of bringing the theories and their practical application in to reality within the classroom framework,
  - Consulting the subject teachers about the curricular requirements with respect to dealing with a particular unit.

- **Implementation Phase :**
  - Keeping the school personnel informed about the P.T. schedule and required changes to be made in the same,
  - Involving the school teachers in the P.T. lesson observations,
  - Doing time to time monitoring of the P.T. schedule by involving the school personnel in informal discussion.

- **Evaluation Phase :**
  - Getting the feedback from the school personnel about the P.T. program,
  - Incorporating the constructive suggestions and recommendations of the school personnel in the re planning of P.T. program for the next academic year.

6. How does the faculty collaborate with school and other college or university faculty?

For this we make deliberate attempts in this regard-

- **Collaboration with the school faculty:**
  - Through conducting research based projects in which the school teachers may be involved as co-planners and co-implementers,
  - Implementing the innovative teaching learning strategies by involving the school teachers as co-planners, observers as well as co-evaluators.

- **Collaboration with the college teachers (Teacher educators):**
  - Through the curriculum revision and curriculum renewal activities,
  - Through developing a data base for teaching certain curricular components,
  - Sharing expertise with each other for effective curriculum transaction,
  - Evaluating the curriculum effectiveness through various formal as well as informal meetings.

- **Collaboration with the university faculty:**
  - Developing the teacher education curriculum framework at the different levels (B.Ed., M.Ed.),
- Developing subject wise course content of teacher education programs at different levels,
- Developing the norms of effective curricular transactions,
- Developing and implementing the norms of curriculum evaluation of teacher education programs at different levels,
- Developing the instructional materials for the teacher education curricula for the distance mode of teacher education programs.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

Following table helps us to understand this process-

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Quality enhancement procedural steps</th>
<th>Research</th>
<th>Consultancy</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Need analysis based on previous experiences.</td>
<td>- Choosing the most needed areas for research, - Choosing the student oriented research designs.</td>
<td>- Analyzing the feedback of the earlier activity, - Identifying the key areas for consultancy.</td>
<td>- Analyzing the feedback of the earlier activities, - Short listing the key areas for extension activities based on the previous experiences and feedback.</td>
</tr>
<tr>
<td>2</td>
<td>Emphasize upon the organizational needs and priorities.</td>
<td>- Identifying the research areas keeping in mind the institutional issues as well as the issues pertaining to the agencies having linkages with the institution.</td>
<td>- Focusing upon the areas of educational importance, - Emphasize upon the needs of sister institutions in the campus, - Keeping in mind the available expertise in the institution, - Keeping in mind the needs of the stakeholders.</td>
<td>- Focus upon the socially useful and importance areas for extending expertise, services and co-operation.</td>
</tr>
<tr>
<td>3</td>
<td>Preparing a quality plan.</td>
<td>- Formulating the objectives of the activity, - Identifying the assumptions,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Foreseeing the constraints and challenges,
- Identifying the appropriate human and material resources,
- Preparing annual schedule of the activities,
- Preparing phase wise detail action plan,
- Designing the assessment mode.

5 Monitoring compliance with standards.

- Meticulous following up of the system guidelines,
- Collecting mid time feedback,
- Organizing frequent meetings and discussions on the progress of the activity,
- Making necessary changes in the schedule if required.

6 Reviewing.

- Collecting the post activity feedback from the different stakeholders,
-Analyzing the feedback and drawing conclusions about the effectiveness of the activity,
- Preparing reflective report of the activity,
- Re-planning the activity for the next academic year.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Our institution has evolved several best practices in the area of research, consultancy and extension work. They are based on the sound principles of need based approach, innovation and creativity, community centeredness and availability of resources. (time, human and material resources)

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Guiding Principles</th>
<th>Research</th>
<th>Consultancy</th>
<th>Extension</th>
</tr>
</thead>
</table>
| 1       | Need based approach. | Themes Selected:  
- Differentiated instruction,  
- Reflecting teaching,  
- Designing modular programs for language skills development,  
- Academic achievement of the low achievers,  
- Study of organizational climate and stress,  
- Self efficacy and language learning strategies,  
- Inclusive education. | - Faculty development programs for planning and assessment of teaching learning,  
- Orientation to I.C.T. application to teaching-learning process. | - Cleanliness awareness programs for the campus,  
- Study skills development programs for the visually challenged students,  
- English speaking programs for the school children, |
<p>| 2       | Innovation and      | - Selection of the themes for this were | - Orientation to effective | - Priyadarshini project for the visually |</p>
<table>
<thead>
<tr>
<th>Creativity</th>
<th>- Self directed learning, Instructional scaffolding, - Scientific methods of problem solving, - Co-operative learning, - Cognitive organizers, - Guided discovery technique.</th>
<th>curriculum transaction, - Orientation to innovative instructional technology.</th>
<th>challenged college going girls, - Application of instructional scaffolding for enhancing study skills of visually challenged students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community centeredness</td>
<td>- Problems of the children with special needs, - Comparison of curriculum design and transaction in various school Boards, - Problem of child labor, - Problems of school facilities and academic achievements of the students, - Role of PTA Meetings in quality enhancement.</td>
<td></td>
<td>- Working with old age homes, - Human right awareness program, - Computer training to the economically deprived children, - Participation in the out-reach, - Program for the school drop-outs.</td>
</tr>
<tr>
<td>Availability of resources</td>
<td>- Small scale research projects, - Brief experimental designs, - Selection of themes as per the abilities and areas of interest of the students and their guides.</td>
<td>- Designing programs for the shorter duration, - Selecting area for consultancy as per the availability human resources in the institution.</td>
<td>-Designing programs for the shorter duration, - Students’ contribution to the provision of certain resources like stationeries, plants even some times food, -Allotment of the duties as per the expertise of the teachers and students.</td>
</tr>
</tbody>
</table>

**Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?**

   We have taken note of the constructive suggestions given by the respected NAAC peer team members with respect to our research consultancy and extension activities. We also have taken corrective steps to implement the recommendations given by the NAAC peer team members. Following is the brief account of the same-
<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Areas</th>
<th>Observations</th>
<th>Steps taken</th>
</tr>
</thead>
</table>
| 1     | Research | Need for greater initiatives on the part of faculty for research activities. | - Undertaking of University Minor Research Grant projects by the faculty members,  
- Attending refresher course in research methodology,  
- Attending research methodology workshops organized in the college,  
- Participating in research paper reading sessions,  
- Publishing research based papers in the reputed journals,  
- Guiding the B.Ed. research projects, M.Ed. dissertations and Ph D theses;  
- Participating in faculty forums on research designs and methods,  
- Undertaking & guiding research activities in the areas related to recent trends in the field of education.  
- Using cognitive organizers like concept map and graphic organizers as an effective teaching and learning tool,  
- Orienting the students to use co-operative learning techniques and cognitive organizers during their practice teaching lessons,  
- Making use of reflective teaching principles by the teachers as well as students during their curriculum transaction. |
| 2     | Consultancy | Utilizing the teachers’ expertise for providing consultancy to the schools. | - Organizing talks on innovative teaching techniques for the school teachers,  
- Organizing workshops on innovative teaching techniques for the school and college teachers,  
- Providing training to the teachers of our sister institutions in innovative teaching skills, action research and ICT applications to curriculum transaction.  
- We have updated our Information Brochure about our staff expertise and salient programs in our prospectus as well as on our websites. Besides the information about their expertise is provided in various gatherings like weekly |
HOI meetings, meetings with the school Principals, Placement Schools and various NGOs and consultancy agencies.

<p>| | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Extension</td>
<td>Focusing upon the educational needs of the children with special needs through extension activities;</td>
</tr>
</tbody>
</table>

We have organized **For Visually Challenged Girls:**
- Priyadarshini Project: Personality Development Program,
- Development of study skills program for school children,
- Worked with mentally retarded, hearing impaired and spastic children,

**For economically deprived children:**
- Conducted English Speaking Course;
- Orientation to the computer literacy skills

Incentives to students in the form of awards, appreciations, internal assessment course for better participation in the community work & extension activities.

We express our appreciations for the students good work in the area of community work by giving them the certificates of appreciation.
All our students put in 120 hours’ extension work and are awarded ten(10) marks in the final examination;
The Department of Adult and Continuing Education gives the certificates to the extension work leaders.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**

Apart from this the following constructive steps have contributed to a great extent to the success of these activities-
- Developing system guidelines for these activities,
- Job distribution for these activities as per the swat analysis of the faculty,
- Awards and appreciations for better performances of the teachers and students in these activities,
- Providing expert guidance to the faculty and the students by eminent personalities,
- Providing economic incentives for participating in consultancy activities,
- Providing concessions like compensatory leave for extra working days if required,
- Writing reflective reports of the activities,
- Democratic and collaborative approach to consultancy and extension work activities.
Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure.

The third floor of the building entirely belongs to our institution. There are the following rooms: Lecture Halls separately for B Ed and M Ed, equipped with LCD and computer; 4 class/method rooms; Multipurpose Room, ET/Computer Room, Psychology and Science Labs, Reading Room, Library, Rest Room for girls, Staff Room, Principal’s Office, Administrative Office, Store Room, IGNOU Study Center, Three wash rooms for Gents and three for Ladies.

The Lecture Halls are equipped with public address system such as LCD and OHP, hand mike, etc., comfortable seating arrangements, lingua phones for orienting vernacular students to English speaking well equipped computerized Library with access to foreign journals and online research databases (EBSCO), Psychology Laboratory, well equipped Computer Lab, playground, sports equipments, open courseware and access to life long learning through open university study centers IGNOU and YCMOU.

In addition, there are hostel facilities for boys and girls, canteen facilities, catering services, etc. Apart from this, certain common facilities such as playground, Auditoriums, Board rooms are available whenever needed.

Two lifts are provided on either side of the building and are accessible to staff and needy students. All the rooms are equipped with good quality furniture and other necessary equipments.

The following table gives the details of expenditure on Purchase of furniture, library books, office and lab equipments, computers from 2004-05 to 2008-09.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Furniture &amp; Fixture</td>
<td>230,064.00</td>
<td>-</td>
<td>14,331.00</td>
<td>-</td>
<td>16,537.00</td>
</tr>
<tr>
<td>2</td>
<td>Library Books</td>
<td>36,773.00</td>
<td>24,027.00</td>
<td>92,524.00</td>
<td>235,881.00</td>
<td>26,029.00</td>
</tr>
<tr>
<td>3</td>
<td>Teaching Aids</td>
<td>400.00</td>
<td>8,437.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Psychological Lab</td>
<td>33,067.00</td>
<td>-</td>
<td>-</td>
<td>22,204.00</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Office Equipments*</td>
<td>154,600.00</td>
<td>-</td>
<td>-</td>
<td>8,040.00</td>
<td>50,140.00</td>
</tr>
<tr>
<td>6</td>
<td>Computers**</td>
<td>69,200.00</td>
<td>154,760.00</td>
<td>26,176.00</td>
<td>202,000.00</td>
<td>2,12,270.00</td>
</tr>
<tr>
<td>7</td>
<td>Book Bank</td>
<td>-</td>
<td>26,164.00</td>
<td>13,077.00</td>
<td>7,905.00</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Electrical Installation</td>
<td>76,763.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>596,117.00</td>
<td>213,388.00</td>
<td>146,108.00</td>
<td>476,030.00</td>
<td>304,976.00</td>
</tr>
</tbody>
</table>

*including water cooler & Aquaguard, Xerox Machine, Air Conditioners.

**including Printer, Scanner, LCD Projector.

Please find the master plan in Annexure…
2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The Institution plans to meet the needs of academic growth by augmenting the infrastructure as follows:

- We have regular B.Ed., M.Ed. and P.G.D.M.E. programs along with several Open University courses. To accommodate these programs smoothly we have kept the different timings of the different courses. For eg., the timings of B.Ed. course is 9.30 a.m. to 3.30 p.m. while the M.Ed. classes are conducted from 12.00 noon to 6.00 p.m. The time slot for the P.G.D.M.E. program is 4.00 p.m. to 6.00 p.m. on four days a week. All the Open University courses are mainly run either on Sundays or during vacations.

- To keep pace with the needs of the academic growth of the institution, we have equipped ourselves with more computers, LAN and internet connections in the computer lab. Specific schedule of different courses is prepared so that all the students can access the ICT facility without any disturbance.

- The library is regularly equipped with the latest books, journals and magazines to meet the needs of the increasing number of students. Every year, adequate number of reference books in different media are added to the stock. The library schedule is also made in such a way that the students from the different courses can avail the library facility during different time slots. The library has secured access to EBSCO, the website has link for resources for teacher educators in the form of Educational Portal and open courseware.

- The college is generally open from 10.00 a.m. to 7.00 p.m., so that the students can make optimum use of the space for their study purpose. The students can also make use of the college premise, computer lab on Sundays. To make better learning environment and facilitate quality guidance the staff room is equipped with air conditioned cubicles for each teacher.
  - For this, provision is made in the budget every year, approved in the LMC meeting in the later half of the year; the Management places order against the requisitions made and the things are delivered to the college.

This is how the college plans the optimum utilization of the existing infrastructure and augments it time to time for the academic growth.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

The college provides excellent infrastructural facilities such as

- lecture halls for B Ed and M Ed, each equipped with LCD and OHP,
- public address system, hand mike, collar mike,
- well equipped Computer Lab,
- Electronic camera, Handicam, etc
- Harmonium, Tabla, etc.,
- CDs of Instrumental Music (classical),
- comfortable seating arrangements,
- lingua phones for orienting vernacular students to English speaking,
- hostel facilities for boys and girls,
- rest room for girls,
well equipped computerized Library with numerous encyclopedias, foreign journals and online research databases (EBSCO),
Psychology Laboratory,
playground,
sports equipments.

4. **Give details on the physical infrastructure shared with other programs of the institution or other institutions of the parent society or university.**

As mentioned in the earlier question the institution utilizes the infrastructure very effectively for its academic growth. Apart from this the institution also does the following for optimum utilization of the infrastructure.

Our premises are synergistically used for the following purposes:

By our sister institutions during 7.30a.m. to 9.30a.m. for conducting their classes and faculty development programs and other academic events of our sister institutions

- For conducting university sponsored orientation programs related to the revised B Ed curriculum.
- For conducting examinations of several academic agencies like Mumbai University, I.G.N.O.U. and S.M.U. This activity helps us also to raise our funds.
- In future, we are planning to conduct computer literacy program for the children from deprived sections of the society. We are also planning to provide our premise for several activities of the N.G.O.s working for the cause of physically challenged people.

We are privileged to be housed in a campus with lots of facilities like Board Rooms, Auditoriums, Play Grounds, Libraries, etc. which can be utilized by us whenever needed.

- We use the Polytechnic and Management College Hostel Facilities for our students also.

- We use the Board Rooms, Auditoriums of the sister institutions for our purposes. There are two auditoriums in SIMSR (Management Institute) with a seating capacity of 125 each, of Engineering College with a seating capacity of 375 and Prayer Hall of Arts and Commerce College with a seating capacity of 200.

5. **Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)**

The institution has in the vicinity Somaiya Diagnostic Center which offers a free and complete check up for all the faculty members all through out the year.
A complete health check up facility is availed by the students at nominal cost by the same center.
Separate washroom facilities for men and women are available for the staff and the students. Separate rest rooms are available for girl students.
Three canteens in the campus offer quality food at reasonable rates. The facility of ordering tea, snacks helps students to have a quick bite during recess. Aqua guard and cooler facility is available for providing safe and clean drinking water. Clean and hygienic sanitary conditions are maintained by monitoring the work of the sweeper and other peons.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Separate hostel facilities at reasonable rates (Rs 17,600 per annum) are available for the boys and girls.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>SIMSR (Somaiya Management institution)</th>
<th>KJ Somaiya Polytechnic College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
<td>200 (girls), 400 (boys)</td>
<td>83 (girls), 173 (boys)</td>
</tr>
<tr>
<td>No. of B.Ed. students in the hostel</td>
<td></td>
<td>01 (2008-09)</td>
</tr>
<tr>
<td>No. of M.Ed. students in the hostel</td>
<td>01 (2007-08)</td>
<td>02 (2008-09)</td>
</tr>
</tbody>
</table>

- During IGNOU and YCMOU Contact Programs, hostel facilities are provided to needy students.

**Recreational** facilities in the Hostel include Meditation Room for Boys, Sports & Gym equipments, T.T.Table in Prayer Hall, T.V.Facility (Boys/girls separately), Cooking Pantry available, Cleanliness & Hygiene is taken care of by Hostel Staff.

Sports Day is organized comprising of indoor and outdoor activities. The college is equipped with the necessary equipments for sports.

### Maintenance of Infrastructure

1. **What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repairs &amp; Maintenance</td>
<td>200,000.0</td>
<td>0</td>
<td>200,000.0</td>
<td>150,000.0</td>
<td>150,000.0</td>
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<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>Furniture</td>
<td>0</td>
<td>0</td>
<td>100000</td>
<td>200000</td>
<td>200000</td>
</tr>
<tr>
<td>2</td>
<td>*Lab Equipments</td>
<td>70000</td>
<td>70000</td>
<td>50000</td>
<td>50000</td>
<td>50000</td>
</tr>
<tr>
<td>3</td>
<td>**Office Equipments</td>
<td>80000</td>
<td>0</td>
<td>50000</td>
<td>0</td>
<td>100000</td>
</tr>
<tr>
<td>4</td>
<td>***Computer, &amp; Accessories</td>
<td>300000</td>
<td>300000</td>
<td>200000</td>
<td>500000</td>
<td>400000</td>
</tr>
<tr>
<td>5</td>
<td>****Library Books</td>
<td>50000</td>
<td>50000</td>
<td>60000</td>
<td>150000</td>
<td>200000</td>
</tr>
<tr>
<td></td>
<td>**Total</td>
<td>500000</td>
<td>420000</td>
<td>460000</td>
<td>900000</td>
<td>950000</td>
</tr>
</tbody>
</table>

* Includes Psycho Lab, Teaching Aid Lab.
** Includes Watercooler, Aquaguard, Refrigerator, Air Conditioners, Xerox Machine, Telephone Intercom etc.
*** Includes Printers, Scanners, LCD etc.
**** Includes B.Ed, M.Ed and Book Bank Books.

**Details of Repairs and Maintenance from 2004-05 to 2008-09.**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repairs &amp; Maintenance</td>
<td>233,631.00</td>
<td>397,952.00</td>
<td>118,485.50</td>
<td>202,915.00</td>
<td>142,698.00</td>
</tr>
<tr>
<td>2</td>
<td>M.Ed. Staff Room Cubicles</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>86,751.00</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>External &amp; Internal Painting of College Building</td>
<td>350,542.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>124,242.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>584,173.00</td>
<td>397,952.00</td>
<td>118,485.50</td>
<td>289,666.00</td>
<td>266,940.00</td>
</tr>
</tbody>
</table>

Note: Repairs and maintenance charges includes AMC for Computers, Air conditioners, Aqua Guard, Water Cooler, Cyclostyling machine, Xerox Machine, Telephone Intercom etc.
2. **How does the institution plan and ensure that the available infrastructure is optimally utilized?**

Careful planning of the infrastructural utilization has been done with the starting of M Ed, PGDME, Research Methodology, M Ed (IGNOU) and MA Ed(YCMOU) courses.

- The timings of B Ed course is from 9.30 am to 3.30 pm.
- The timings of M Ed course is from 12.00 noon to 6.00 pm.

  - Lectures are planned in such a way that the M Ed core papers are transacted in M Ed lecture hall/computer room/cubicles in the staff room/library upto 3.30 pm.
  - PGDME course timings are from 4.00pm to 6.00 pm, thrice a week (Kept flexible to cater to the needs of outside students and therefore held on Saturdays from 2.00pm to 6.00 pm).
  - IGNOU centre operates from 4.00pm to 7.00 pm (except on Wednesdays) and by then the IGNOU library space will be available exclusively for IGNOU students.
  - Till 4.00 pm the room is utilized as a multipurpose lab for various activities of our B Ed students.
  - Computer facilities and library are open to B Ed and M Ed students during separate timings. The computer lab is open even on Sundays for the benefit of needy students.

Psychology lab is used even as an IQAC Cell. The B Ed and M Ed students are given hands on experience in the use of psychological tests for guidance and for research during the time allotted for the purpose.

The college timings are adjusted in such a way for conducting SMU Exams so that everything goes on smoothly in mutually exclusive periods.

3. **How does the institution consider the environmental issues associated with the infrastructure?**

Since the college is on the third floor, there is no threat of rain water, seepage, etc. The class rooms are well lighted and ventilated, breezy, have curtains for using LCD, OHP, etc.

We do the following keeping the environmental issues in mind:

- Careful use of water resources.
- Timely repairing the faulty water connections and drainage system.
- Avoiding electricity wastage and saving it by preaching as well as practicing the principle of saving the energy by switching off lights, fans, computers, LCDs when not needed.
• Our premises are quite airy and have lots of natural sunlight which help us to save the electricity.
• Deliberate efforts are taken by each one of us to keep the premises clean.
• We being a teacher education institution, also try to create awareness among the students in the campus about the cleanliness in the campus. For this we arranged the cleanliness drive in the campus by active involvement of the school children and by organizing the street plays in the campus.
• For several years, our institution has conducted tree plantation program in the campus.
• We conduct several awareness activities like celebration of Green Consumers’ Day, Ozone Day, Earth Day and Recycling of the Papers etc.
• In 2005 we had also celebrated Environmental Friendly Ganesha Festival where the idol and its decoration were done with the help of environmental friendly materials. A competition in this regard generated a lot of ideas in addition to sensitizing the students.
• We also teach the students to make best out of waste things during S.U.P.W. activity.

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The librarian possesses the requisite qualifications for the post. The library attendant has done a certificate course in Library Science. Computer attendant takes care of the computers.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

The library is well equipped with different teaching learning resources.

Books Available:
B.Ed 5743
M. Ed 1702
ECCE 606
Book Bank 2300

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subject</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adult Education</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Computer</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>Distance Education</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Economics</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>General</td>
<td>47</td>
</tr>
</tbody>
</table>
### Table of Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>20</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>25</td>
</tr>
<tr>
<td>Management</td>
<td>14</td>
</tr>
<tr>
<td>Marathi</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
</tr>
<tr>
<td>Psychology</td>
<td>7</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>367</strong></td>
</tr>
</tbody>
</table>

**Magazines:** 3 (Frontline, Reader’s Digest, Lokprabha)

**Journals:** 14 including University News, Edutracks, Journal of Educational Planning and Administration, CASTME, etc.

**Bound volumes** 34 (Inspirational Quote, Edutracks, University News, Journal of Educational Planning and Administration)

Hundreds of online free foreign journals, EBSCO research Database, Educational Portal, etc.

### 3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

The curriculum and teaching methods in K. J. Somaiya College of Education require both intensive and extensive use of the materials in the library. Keeping in view its essential role, the library is being constantly enriched by the acquisition of latest books, journals and other educational material. This helps the library to keep pace with changing times and to further the advancement of the academic endeavors of the college.

**Objective of the Library Committee:**

To satisfy the knowledge needs of the user community within K. J. Somaiya College i.e., B.Ed, M.Ed, PGDME, IGNOU & YCMOU - B.Ed and M.Ed, IGNOU- M.A. in Education, Ph.D. students by building a relevant and informative collection of books, journals, theses dissertations and special material like Educational Compact discs.

**The purpose of Library Committee is as follows:**

1. Decide upon the functioning, rules and regulations with regard to working of the library on a day to day basis.
2. Provide advice to help the library achieve the organization objective & realize its strategic plans.
3. Promote the library role & enhance its effectiveness in the educational process.
4. To act as a channel of communication & dialogue between the library & its users.
Formation and composition of Library committee:

The Library Committee is formed by the Principal. The composition may include both permanent and temporary staff.

The current Library Committee comprises of 7 members as follows:

- Dr. Vasundhara Padmanabhan - Chairperson & Principal
- Dr. Kalpana Kharade - Member (M.Ed Faculty)
- Mrs. Raju Talreja - Member (M.Ed Faculty)
- Ms. Sunita Britto - Member (M.Ed Faculty)
- Mrs. Rupal Thakkar - Member (B.Ed Faculty)
- Mr. Radhakrishnan - Member of Non-Teaching Staff (Accountant)
- Ms. Trupti More - Secretary & Librarian

Working of the Library Committee:

Usually minimum 2 meetings are held in one academic year i.e., one in each semester (August to December & January to April). Urgent meetings are also conducted on an ad-hoc basis.

For the 1st semester meeting the librarian prepares the agenda of meeting i.e. the points which will be discussed in the meeting along with date, time & venue of the meeting. This circular is circulated amongst all committee members.

During the meeting, the librarian presents the stock verification report for the previous academic year. The librarian brings to the notice of committee statistics about missing books, books not returned by students & staff. The necessary actions are decided by committee. For e.g. Overdue reminders have to send to defaulters.

Issues like Budget for current academic year, Purchase of new books, Renewal/Subcription of Journals, Library automation & website updating are also discussed in detail. The minutes of the meeting are noted by librarian.

4. Is your library computerized? If yes, give details.

The library is computerized. We use Bookworm software. The library is equipped with two computers with Internet connectivity, necessary software etc., and a scanner.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The institution library is fully equipped with computer, scanner, LAN, internet and reprographic facilities for the benefit of the staff and the students. The library also offers the facility of open access to books, journals etc. The librarian effectively utilizes the Internet and scanning facilities to email the current
research reviews and articles published in the journals, magazines to the faculty members. The staff also regularly accesses the journals, books etc. in the library. Librarian orients the students to the use of library and internet facilities for accessing information on various topics and for research purposes. The M Ed students are oriented to the use of online journals and EBSCO. The students regularly refer the journals, volumes of abstracts of researches in education and online research journals for their research purposes. Since the students have the book bank facility there is no over crowding of the library for issuing of the books. Library periods are provided in the time table and the students are made to write open book assignments, make seminar presentations in various papers. This makes the students effectively utilize the library resources to its fullest. The Xerox machine is available, but only urgent matters are done in the college and for the staff. Students have the facility of going downstairs and getting xerox copies.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

Inflibnet services is provided in the form of a link in our website. This serves as a reference for our students especially for writing bibliography part of theses.

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is open full day on all the working days of the college. The library is open from 10.00a.m. to 6.00 p.m. in order to facilitate referencing by the B Ed as well as M Ed students. Sometimes, on request by the students, Library and Computer Lab are kept open on Sundays also and the timings are extended beyond the working hours.

8. How do the staff and students come to know of the new arrivals?

The staff’s approval is sought for the purchase of new books. Once the books are accessioned in the library the details of the same are mailed to all the faculty members. At the beginning of the academic year a display of the new arrivals is arranged for the faculty and the students. The faculty, in turn, informs the students for referrals to the new arrivals and the students also refer to it in the library periods. As and when there are new arrivals, they are displayed in the Library and the students and the teachers are informed about them.

9. Does the institution’s library have a book bank? If yes, how is the book bank facility utilized by the students?

Right from the year 2000, the institution has been offering the book bank facility to the students. This reservoir of knowledge is upgraded on a regular basis. This book bank facility is for B Ed students and they are given in the beginning of the
academic year and they keep the set of 10 books with them. They return them before collecting their Marks Cards. They are utilized by the students for regular reading, for their various assignments, seminar presentations in papers, examinations etc.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

Till 2008 we never had any opportunity to serve any student with special needs. It was only last year we had a privilege to contribute to the educational development of a visually challenged student, Anupama Pillai. We would have provided the books in Braille format to her, but unfortunately because of her late blindness she was not equipped with the Braille literacy skills. We would have also been happy to equip our library with computer software, but she was not even a computer literate. Therefore, we had to confine ourselves to very primary kind of technology, i.e. tape recorder and CD player. Our faculty member Dr. Kalpana Kharade who is also a Visually Challenged person, helped her with the audio recordings of instructional material using the software JAWS and arranging writer for her exams.

4.4 ICT as Learning Resource

1. Give details of ICT facilities available in the institution ( Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The details of ICT facilities are already mentioned under question 1.1(4,5)

The following activities of the college ensure their optimum utilization:

- **Share and Care program** in which computer savvy students mentor other students to attain computer literacy and help prepare power point presentations in their subjects of specialization.

- **Computer assisted presentations** are made by the students in the morning assembly and are peer reviewed and valuable tips are given for improvement.

- **As a part of Extension work**, students have undertaken Information Technology Projects in which each student downloads ten websites on a specific topic and critically reviews them.

- **All the handouts and instructional material** are uploaded on three separate email Ids created for B Ed, M Ed and PGDME students; the web albums are also uploaded on these emails to encourage students to use internet.

- Students use **computers and internets** for their seminar paper presentations.

- M Ed students use **computers and internet** extensively for reviewing the related literature, for statistical analysis and for typing their dissertations.
For celebrations of national and international days, students use *computers* for making attractive presentations.

2. **Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.**

The college continues to implement its best practice of imparting computer skills to all the students through the *Share and Care Program*. The main objective of this program is to make our students of B Ed and M Ed conversant in computer applications to education. The peer modeling and peer tutoring approaches were adopted for training. The students with sound knowledge of computers train their peers in basic computer operations. They acquainted them with the need and utility of Internet and taught them to search the required material through Internet.

The B Ed students made their computer assisted presentation lessons and power point presentations for seminars and other activities. They access internet to get latest data about the practice teaching lessons and also to make teaching aids. They make their students work on computers for their lessons to promote ‘active learning’.

The M Ed students use *internet, power point presentations* for their internship activity, research review, simulated teaching and other presentations in the class. They even type their dissertations using *MS Word*, use *MS Excel* for statistical analysis and for graphical representation of statistical data.

Thus the program not only develops the *computer, surfing, sifting and presentation skills* but also touches upon the affective domain by boosting their confidence, motivation that they can excel.

In Extension Work, students download 10 websites and review them critically.

3. **How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

The institution makes optimum use of I.C.T. in curriculum transaction at all levels-teaching, research and extension. This can be explained with the help of following points:

i). ICT pedagogy approach: Each teacher makes use of LCD for making presentations, illustrating with pictures, showing movie clips, videos, etc.

ii). Subject-specific approach:
   - developing language games, animations for story telling as well as for the development of other language skills;
   - Illustrating scientific phenomena and math principles,
   - Google earth and other visuals, maps, etc in Geography,
   - Pictures, inscriptions and historical relics for Source Method of Learning History, etc.

iii). Practice driven approach: They have not only started making ample use of I.C.T. in their presentations and simulated lessons, submitting set of slides, animated presentations or P.P.T. presentations as instructional material as a part of their course requirement.
iv). ICT skills development approach:
Every year, the institution conducts a “Share and Care” program - during practice teaching days and holidays-in which all the non-techno savvy students are peer tutored in computer literacy skills such as making ppts, downloading websites, review of research literature, using EXCEL for statistical analysis, making graphs, typing in MS word in vernacular languages also.
In extension work, the students download 10 websites each and write their critical review.
Teleconferencing meant for IGNOU courses is also used for the benefit of our students whenever relevant.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

Following is the brief description of the same.

**Lesson planning:** The institution has web portal in which several useful links for lesson planning and curriculum transaction are available. The students are encouraged to make use of this facility. As a result, the students get wonderful exposure to variety of innovative and creative ways of lesson planning, which they use for their simulated as well as practice teaching.

**Classroom transaction:** Though we emphasize the ample use of ICT in classroom transaction by the students, it is not always possible because not all practice teaching schools have this facility in their premises as a result only those students make use of power point presentations or any other form of ICT who are allotted to the schools were such facilities are available and they are permitted to use them.

**Evaluation:** The B.Ed. students are taught various statistical techniques for effective evaluation of the students. Here they are oriented to the Microsoft Excel functions for preparing the unit test results, processing and interpreting them by calculating measures of central tendency and variability.

*Please refer to previous question for more details.*

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

- Our computer lab and other instructional materials are used by the students of Open Universities.
- The I.C.T. based instructional materials prepared by the students are donated to the practice teaching schools as a mark of gratitude.
- Our teachers share their expertise in I.C.T. with the school teachers of Somaiya Vidyavihar. We have taught the teachers from *Sameerwadi* how to prepare power point presentations as well as animations. We worked with *Quetzal*, a private enterprise, for
sharing our expertise (with school teachers of Mumbai) in developing ICT based instructional materials.
- We are planning to develop computer literacy program for the children from deprived social categories, which will be implemented our computer lab beyond the college hours.

2. **What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

We have CDs on National Geographic Channel Series, individual power points CDs prepared and submitted by our students as well as compilation of the PPTs given by the students into subject wise CDs; 12 Audio CDs of Indian Classical Music (instrumental), audio and video cassettes of lingua phones for learning English;

The teachers use the subject wise PPT CDs in the Morning Assembly to orient the students to the various ideas for making PPTs. Then the students are encouraged to make use of them in Practice Teaching.

Students are encouraged to make use of scientific apparatus’s available in the Science Lab of the college as well as other sister institutions for their practice teaching lessons.

All students are motivated to use the teaching aids available in the college to make their practice lessons more effective.

3. **What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

We have Psychology Lab, Computer Lab, Science and Maths Lab and Multi Purpose Lab. The materials available are updated by adding every year to the already existing ones.

At the end of every academic year, stock taking is done to review the need for maintenance and to plan for the next academic year. Thereafter, the necessary materials are purchased and added to the existing stock.

4. **Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

Multi purpose Hall is utilized for practicing for innovative lessons, Co curricular activities, SUPW, etc.

Workshops related to SUPW, subject related lab activities are conducted in the multi purpose lab.

Music and sports equipments, though available with the institution, are used only sparingly as the courses are very hectic and the students neither have the time nor the inclination to use them on a regular basis.
5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution’s future plans to modernize the classrooms.

The institution has separate lecture halls for B Ed and M Ed fully equipped with latest technologies LCD, OHP facilities and acoustics. The computers in the Lecture Halls have Internet connection and other necessary software for teaching and public address system facility like mike, collar mikes, tape recorder etc.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

- Efforts towards modeling the best practices in bringing diversity in instruction
  - Using innovative instructional strategies and devices like co-operative learning, C.A.I. and P.P.T. during curriculum transaction at B.Ed. and M.Ed. levels,
  - We are trying to evolve model lessons based on constructivist, co operative strategy where the students are put into action searching data in books, websites, encyclopedia, thesaurus, dictionary, etc., while the teacher plays the role of a facilitator.
  - Encouraging the students to use web resources as learning resources;
  - Reflecting upon the best practices in diversity in instruction;
  - Using the reflective teaching self observation format after every session and every term.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

Use of ICT for quality enhancement

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Area</th>
<th>Innovative practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching</td>
<td>- Open course ware,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- On-line handouts and assignments,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Transparency in evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Blended learning , Participative learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop learning to learn skills, self-learning skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation , Review and Printing of weekly Time tables , circulars, notices without wasting paper and time( done mostly from home, beyond college hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reviewing scanned articles, related literature, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Research</td>
<td>- Access to on-line research based journals,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Orientation to the use of MS Excel for data analysis,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Online sharing of researches with colleagues and teacher fraternity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online research guidance for B Ed, M Ed, M Phil and PhD</td>
</tr>
</tbody>
</table>
### 3. What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?

- Constantly upgrading the learning resources as per the need of the students and the needs of the society;
- Providing opportunities for the students to derive maximum benefits from them;
- Compiling learning materials and upgrading them as online resources so that the community also benefits from them;
- Maximizing the utilization of the facilities to develop global competencies in the teachers, students and the non teaching staff;
- Maintaining student friendly approach to the utilization of the learning resources;
- Constantly reflecting on their use by getting feedback from all the stakeholders.

### Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

Complying with the observations made by NAAC peer team with respect to
infrastructure.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Observations</th>
<th>Steps taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishment of multipurpose science laboratory &amp; social studies laboratory.</td>
<td>multipurpose science &amp; social studies laboratory has been established.</td>
</tr>
<tr>
<td>2</td>
<td>Establishment of laboratory for computer education, psychology (with latest equipment &amp; tests) &amp; educational technology.</td>
<td>Established multipurpose computer laboratory cum educational technology cell. A separate psychology laboratory has been functional.</td>
</tr>
<tr>
<td>3</td>
<td>Establishment of language laboratory with required facilities.</td>
<td>The educational technology cell is equipped with linguaphones.</td>
</tr>
<tr>
<td>4</td>
<td>Using the college space as a resource centre for the educational needs of the community.</td>
<td>The college space is utilized for organizing activities related to educational and other needs of the differently abled students.</td>
</tr>
<tr>
<td>5</td>
<td>Reallocating girls common room.</td>
<td>Girls’ common room has been reallocated as suggested.</td>
</tr>
<tr>
<td>6</td>
<td>Allotting method rooms for economics, commerce, history &amp; geography subjects.</td>
<td>The practice was already in vogue. Now medium wise sessions held for general papers.</td>
</tr>
<tr>
<td>7</td>
<td>Making optimum use of computer laboratory for administrative purposes.</td>
<td>The computer laboratory is optimally utilized for administrative purpose of admission, accounts, circulars, notices, etc. and for evaluation.</td>
</tr>
<tr>
<td>8</td>
<td>Expanding infrastructure for generating resources &amp; community welfare</td>
<td>Effective utilization of the infrastructure for conducting the examinations of open universities to generate resources.</td>
</tr>
<tr>
<td>9</td>
<td>Involving students in environment related activities for their personality development.</td>
<td>Students are actively involved in various environmental activities such as celebration of various environmental days, paper recycling, making vermi compost, market survey, conducting electricity and water audit, conducting awareness programs, etc.</td>
</tr>
<tr>
<td>10</td>
<td>Establishing house system for keeping the campus clean.</td>
<td>Cleanliness drive has been intensified.</td>
</tr>
<tr>
<td>11</td>
<td>Increasing the duration of library hours.</td>
<td>The extension of the library hours has been implemented. The library timings are 10.00 a.m. to 6.00 p.m.</td>
</tr>
<tr>
<td>12</td>
<td>Making the infrastructure in the library comfortable. (Reading room &amp; furniture)</td>
<td>Necessary facilities are provided in the library, with comfortable furniture. Provision for reading room has been made.</td>
</tr>
<tr>
<td>13</td>
<td>Streamlining the method of borrowing the books through the computerization of library.</td>
<td>Has been completed.</td>
</tr>
<tr>
<td>14</td>
<td>Procuring &amp; using educational soft wares for facilitating computer assisted learning.</td>
<td>They are being used by the students for their teaching.</td>
</tr>
<tr>
<td>15</td>
<td>Arranging short term courses in computer literacy courses for the</td>
<td>The faculty and the non teaching staff are adept in computer skills through continuous</td>
</tr>
<tr>
<td>No.</td>
<td>Faculty &amp; Non-Teaching Staff.</td>
<td>Peer Tutoring.</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>16</td>
<td>Making the self learning packages as a part of curricular transaction.</td>
<td>We have made a beginning in this endeavor. We still have a long way to go.</td>
</tr>
<tr>
<td>17</td>
<td>Using computers for analyzing data related to research, examination results and field work.</td>
<td>Workshops on use of computers for analyzing research data are conducted. Examination results and field work data are analyzed with the help of the computers.</td>
</tr>
</tbody>
</table>

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?
Quality Sustenance and Quality Enhancement Measures for Infrastructure and Learning Resources

Institutional Strategic Goals

Strategic Objectives

Strategic Measures adopted

- Increased accessibility and affordability of resources
- Managing Enrollment growth in various academic programs
- Quality improvement of the teacher education programs

Planning and decision support to create facilities for faculty and students

Preserving, enhancing and effectively utilizing physical resources

Increased financial resources by various self financing courses and activities

Scholarships

By doing need analysis,

By creating conducive facilities

Performance evaluation by students & faculty

Installment facility for payment of fees

By optimum utilization and augmenting the physical resources

Developing feedback devices; transparent and objective

Implementing government schemes

Using innovative instructional strategies
5.1 Student Progression

1. How does the institution assess the students’ preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (students’ pre-requisite knowledge and skill to advance) to completion?

- Oral Exam is a part of CET introduced since 2004. The Principal and the faculty take pains to interview thoroughly to assess their entry behavior.
- **Content enrichment programs** to develop content proficiency in the subject matter to be taught in the schools; (A comprehensive question bank for each method paper was drawn from class 6 to 12, questions were asked, doubts were clarified. This was followed by a content test to ensure mastery in the subject matter);
- Training in spoken English for the vernacular medium students via the linguaphones and through interactive modules;
- ‘A library referencing session’ by the librarian in the beginning of the year;
- The **Share-n-care** program: training in basic computer skills for those student teachers who lacked basic computer skills from their peers who were adept at computers;
- Training in microteaching skills of introducing a lesson, fluency in questioning, probing questioning, explanation, illustrating with examples, stimulus variation, using chalk board, etc.
- Training in preparing effective, yet economical teaching aids
- Medium wise tutorials and feedback sessions to promote the inclusion vernacular medium students in every academic activity,
- Hands on training on – lesson planning, content enrichment, SUPW, evaluation, pedagogical analysis for value incorporation, innovative teaching methods like co op learning, blended learning, play way methods of teaching, transactional analysis, models of teaching, preparing year plan, unit plan, unit test, etc. through workshops;
- Literary and cultural activities to develop desirable attitudes and values such as unity in diversity, inclusion, multiculturalism, secularism, environmental awareness, cleanliness, etc;
- Development of leadership qualities by electing student council members, project managers, practice teaching group leaders, etc and assigning appropriate tasks;
- Value Education Seminars, Workshops;
- Exposure to the student teacher community through intercollegiate competitions- Pratyush;
- Exposure to community service through community work and extension work;
- Proctorial system for giving personalized counseling;
- Exposure to research methodology and to field work through the **action research projects**;
- Financial support too was rendered to the needy students by helping them procure scholarships, free ships etc.
• **Campus interviews** through the *placement cell*: Before each campus interview, a brief orientation program by the concerned schools about their salary structure, job specifications, etc. (Here too the efforts of the alumni proved very handy).

[A unique feature of 2007-08 was that several SSC, ICSE, IGCSE as well as many reputed international schools of the city showed keen interest and conducted campus interviews. This year too, the alumni offered us their services by reporting job vacancies in their schools].

• *Tips on writing their CVs, facing interviews, mannerisms, etiquettes* etc. (Alumni too were roped in to enhance placement services).

• Registering on the website: *India Career Portal* to enhance our students’ chances of getting better jobs;

• Exposure to concept mapping, mind mapping, graphic organizers, outlining techniques by expert faculty;

• Sensitization to special learning needs of children through seminars, workshops, educational visits, etc;

• Inculcation of the spirit of sportsmanship through indoor and outdoor games;

• Essay writing, open book assignments, tutorials, library assignments, etc. for developing right study habits and study skills;

• Continuous formative evaluation, constructive feedback and follow-up;

Thus through the utilization of a plethora of activities at the curricular, co-curricular, personal, professional levels, our students were much sought after in various esteemed schools as teachers.

2. **How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?**

• Talent search is done followed by opportunities to exhibit talents and their due recognition and encouragement to participate in intercollegiate competitions;

• Friendly attitude of teachers towards students leading to ego maximization;

• Picnics, educational visits, for creation of ‘we-feeling’;

• Cultural activities like group dance, singing, skits, celebration of festivals, birth days,

• Use of participatory learning strategies like co-operative and collaborative techniques, brainstorming, buzz sessions, role play, dramatization, quizzes and discussion for curriculum transaction;

• Institution of awards like *Best Student of the Year, Most Helpful Student of the Year, Best in Co-Curricular Activities, for 100% Attendance, for Maximum Library Reference, Leadership prizes, prizes for winning various competitions, etc.* Cash prizes are awarded to meritorious students. Some faculty members have financially assisted a couple of needy students.

• Celebrating Christmas with the kids of the students, organizing games for them,

• House system as well as encouragement to participate in various institutional and *inter collegiate co-curricular competitions* ingrained a spirit of sportsmanship, healthy competitiveness and perfection qualities in students.

• To enhance sensitivity among students, the following guest lectures were arranged – ‘Laws protecting Women’, ‘Role of women in Society’, Dowry as a social evil’, ‘Image of women in modern Indian society’. Various competitions on Gender inequality, Values etc were arranged at the community level. A session
on self defence was arranged for the girl students. Inputs on non-traditional career options available for women were also provided to them.

- Regular celebrations of **national festivals** like the *Independence Day, Republic Day* as well as festivals like Diwali, Eid, Onam, X'Mas and picnics along with educational visits that contribute to ‘we-feeling’ among the students.
- By participating in *Priyadarshini* project, student teachers developed empathy towards visually impaired girls in different colleges and taught them communication skills, etiquette, positive thinking etc. This activity proved to be emotionally and mentally satisfying.

3. **Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Name of the Student</th>
<th>Year</th>
<th>Reason for Dropping out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shirur Manjula P.</td>
<td>2006-07</td>
<td>Medical reasons</td>
</tr>
<tr>
<td>2</td>
<td>Padukone Sonila</td>
<td>2008-09</td>
<td>Medical reasons</td>
</tr>
</tbody>
</table>

Both these students were personally counseled by the Principal and the Staff. But due to the severity of their medical problems, very little could be done to remedy or alleviate the same. Hence the students had to be relieved.

4. **What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?**

- To groom the students, *personality development program, SUPW and calligraphy sessions* were conducted.
- *English speaking course*, for vernacular medium students to improve communication skills;
- To broaden knowledge horizons and provide actual first hand experience to our learners, *educational visits* to Nehru Science Center, Prince of Wales Museum, etc were arranged.
- To develop empathy towards special people of our society, community work was conducted with REAP, Spastics Society of India, Gopal Old Age Home, and Astitva (School for Mentally challenged). Realizing the growing stress among the students due to deadlines, lessons, examinations etc, a *Yoga Class* was arranged for the students.
- During examinations the **library timings were adjusted**. This was to facilitate reference work and regular studying habits among students.
- A *placement cell* was put in place and it was manned by an able staff who made sustained efforts to qualitatively and quantitatively systematize the activities of the placement cell.
- Student teachers who had never before taken up a profession were given **tips for writing their CVs, facing interviews, mannerisms, etiquettes** etc. Alumni too were roped in to enhance placement services.
• Financially weak students were assisted by helping them procure **free ships, scholarships** etc from various Government and Non-Government organizations.

• The students were also encouraged to be life long learners by enrolling themselves for various courses offered by **IGNOU and YCMOU** for which our institution has study centers.

• Our students get a wide exposure to update themselves with various techniques of teaching, paper reading sessions, panel discussions etc via our college annual festivals **Pratyush and Senior Scholars’ Seminar Series**.

• A healthy mind in a healthy body is the secret of a well balanced life . And thus, a **free medical checkup** was conducted for all our students by the Somaiya Diagnostic Center.

• The **Proctorial system** is the hallmark of our institution. Students are mentored by specific staff members. This ensures timely sorting out of problems, grievances, a better rapport between the staff and students and thus a healthy environment in the institution.

• An infrastructural facility in the form of the **elevator** was added to our premises, for the differently abled people.

• Students were made aware of various pressing **sociological problems** and their **role and rights** in such cases by conducting guest lectures on ‘Laws protecting women’, ‘Role of women in society’, ‘Dowry as a social evil’, ‘Image of women in modern Indian society’.

Almost all our students get placed in various international schools, ICSE, CBSE, SSC Board schools even before their results are declared.

• At the **M.Ed. Level** five students have cleared their NET/SLET examinations in last two years.

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Most of our students were absorbed by prestigious educational institutions even before their results were out and at a commendable pay scale .

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Total number of students</th>
<th>Average number who joined Schools/Colleges as teachers</th>
<th>% of those who joined Schools/Colleges as teachers</th>
<th>No. of students who have undertaken higher studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07 B.Ed.</td>
<td>100</td>
<td>90</td>
<td>90%</td>
<td>3 %</td>
</tr>
<tr>
<td>2007-08 B Ed</td>
<td>49</td>
<td>40</td>
<td>82%</td>
<td>9 %</td>
</tr>
<tr>
<td>2007-08 M Ed</td>
<td>39</td>
<td>37</td>
<td>95%</td>
<td>40%</td>
</tr>
<tr>
<td>2008-09 B Ed</td>
<td>69</td>
<td>55</td>
<td>80%</td>
<td>8 %</td>
</tr>
<tr>
<td>2008-09 M Ed</td>
<td>40</td>
<td>32</td>
<td>80%</td>
<td>25 %</td>
</tr>
</tbody>
</table>

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.
Not only the alumni, but also all others who can log on to our website are able to access

- Our open courseware;
- Our Educational Portal;
- Free Online Foreign Journals

What’s more, we disseminate this information in seminars and conferences. One student from Kolhapur who came for our M Ed admission told gratefully, she could pass by reading from our courseware as she was pregnant!

Learners who desire other courses are also encouraged to utilize the rich collection of library books that are our pride. This service is provided at a nominal fee. Many who are doing M Phil and other PG courses regularly come for reference work.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution has an active ‘Placement Cell’ in place. The cell not only creates awareness about job vacancies in SSC, ICSE, CBSE, IGCSE and IB schools but also provides students unique inputs on how to face an interview, writing CVs, talks on ‘Managerial Practices’ by prominent resource persons etc.

Reputed schools are invited to conduct Campus interviews for our students. This is systematized by providing student profiles to these schools. Mock interviews are also conducted to assuage student fears with regard to facing interviews. The alumni are also roped in to track down good job vacancies.

As a result of such perseverant and systematized efforts, our students are well placed in several prominent schools in and around Mumbai. The salaries range from Rs. 8000/- to Rs. 20,000/- per month.

In the last 2 years particularly almost 91% of our students are gainfully employed. (2007-2008: 46 students out of 49 are teachers, in 2008-09: so far 62 students out of 69 are teachers). Others are pursuing higher studies.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

The working of the ‘Placement Cell’ is so far doing well, but the faculty members only have to be given additional charge. When faculty members resign and go for better opportunities, the problem assumes more seriousness. However, all efforts are being made to keep the process going on. A few problems in the form of record keeping, especially when students fail to give us feedback, are felt. In fact, more and more NGOs like Teach India, Aseema, etc. came to conduct interviews last year. Institutions like Tata Interactive Systems are also keen on conducting campus interview from next year.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The practice teaching schools are located in the vicinity of the institution. But the students would prefer to be placed nearer to their residence. Therefore it is the International school that are showing more interest in recruiting our students than the practice teaching schools. Hence even the practice teaching schools are warmly invited to our college to conduct Campus interviews in our college on a priority basis. In fact,
several students are identified during practice teaching and absorbed later in these schools.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Each year reputed schools are invited to conduct campus interviews in our institution. All the expenditure concerning the process of placement are met by the institution. The database for all our students is stored in the college computers. In 2008-09, the college professionalized the activities of the Placement Cell, by tying up with India Career Portal. This portal provides the data of our students on the web, and thus magnifies the job prospects of our students to potential recruiters on the Internet.

5.2 Student Support

1. How are the curricular (teaching-learning processes), co-curricular and extra curricular programs planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- Curriculum transaction is done in parallel medium wise groups (English and Hindi/Marathi)
- A Glossary of all translated words is available in the library as a ready reckoner for anyone who wishes to avail of it.
- Though handouts are primarily in English, a list of reference books (compulsory and discretionary) in all the 3 languages is provided to the vernacular students for preparing notes.
- Tutorials are conducted in 2 separate groups: English and Vernacular group.
- The library books are constantly updated with both English and vernacular books to assist our students.
- Questions for essays are provided in all the 3 languages to facilitate understanding and students too are encouraged to write in the language of their fluency.
- Those from Hindi and Marathi medium teach in Hindi and Marathi medium schools respectively;
- The vernacular students are also encouraged to learn English the English speaking courses. This boosts their confidence and they are not at a loss when it comes to job opportunities.

In case of co-curricular activities, the use of all 3 languages is encouraged. Thus dances, songs, dramatics, poems are all conducted in a language free environment. Those proficient in Urdu are encouraged to compose and read nazms and shers. Those good at folk dances are encouraged to perform the same. More than anything else, we use the talents of our students and ask them to mentor their peers.

2. How is the curricular planning done differently for physically challenged students?
In 2008-09, we had a visually challenged student in our college. This was a challenge for the faculty as well as the other students. For the faculty, just showing a few demonstrations, pictures etc, would not suffice. They had to describe what they were showing to facilitate learning for our special student.

Each faculty then prepared a CD of their notes and Dr. Kalpana Kharade converted it into the audio form using the relevant software (JAWS) to make it more useful for her. A writer too was arranged for her to aid her in the examinations.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

The USP of our institution is the ‘Proctorial System’. In this system, a faculty member acts as a mentor to about 10 students. Doubts, difficulties pertaining to academics, co-curricular activities as well as personal problems are sorted out. The mentor acts as the counselor and enables the counselee to view the problem in other perspectives. Thus as a result, solutions to the problems emerge for the counselee. Many women have varied personal/familial problems. They pour their hearts out and the mentors try to boost their self confidence by giving moral support.

Similarly, for M Ed students, the students are mentored by teachers who guide their dissertations.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

1. Faculty forums are held on a regular basis, where faculty members are individually motivated to present
   - paper on any topic of their expertise;
   - present some new technique they have evolved;
   - review a book/research article they may have read;
   - share the inputs they gained from a seminar/workshop attended.
2. Recently the librarian has been roped in to identify topics of interest in journals, scan them and e mail to each staff member. The same would be read in depth and presented by the staff member in the faculty forum.
3. The faculty is encouraged to present papers at various intercollegiate seminars and conferences.
4. Each year the faculty is encouraged to apply for the ‘Minor Research Grant’ to conduct a research on any academic area.

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The website www.somaiya.edu has the websites of all the institutions managed by Somaiya Vidyavihar. Our website displays the following information about the college:

a) Our founder’s thoughts
b) From the Principal’s desk
6. Does the institution have a remedial program for academically low achievers? If yes, give details.

The faculty takes great pains to improve the students’ performance by adopting to various remedial teaching strategies. A few of these are:

a) The content enrichment program is organized to better the accomplishment in their content by inviting subject experts from sister institutions;
b) Tutorials are conducted regularly in English, Hindi and Marathi mediums to provide effective inputs on writing answers in the examinations.
c) Only 10 essays per year are advocated in the B.Ed. syllabus. But in our college they write about 20 essays. The time allotted is also gradually reduced to boost the speed of writing in the examinations.
d) Several open book essays are organized so that students are motivated to referencing and making notes. This also broadens their perspective on various topics in the curriculum.
e) A question bank containing all possible questions per topic is provided along with the standard answers to the same. Practice in writing is given in Proctorial groups;
f) Provision for reteach and retest is given for some till they accomplish minimum standards;

7. What specific teaching strategies are adopted for teaching
   a) Advanced learners and (b) Slow Learners

Advanced Learners :

1. There are various strategies adopted by the institution to pep up the performances of advanced learners. These students are identified in the first month itself through the observation of their micro-lessons, couple of essays and then student specific strategies are chalked out.
2. They are given rigorous practice in writing answers as per the University requirements and are given topics for self study and referencing as enrichment programs. They are also given challenging topics for seminar presentations, ppt based lessons and research projects.
3. They are constantly encouraged to set a higher level of aspiration for themselves and as a result, this year, out of 11 students who have got distinction in the University, we have got 2 students and one of them (Ms Vijayashree Ranganathan) is the First Rank Holder!
Slow learners:
In case of slow learners, the following strategy is employed:
- The reasons for poor performance are identified. Appropriate corrective action is taken.
- For example, if the problem is in language expression, then the student is guided to opt for the language of proficiency as the medium for answering the papers. If it is an expression problem, the student is advised to use diagrams/concept maps wherever possible to clarify his answer.
- A lot of drill in the form of written work is given to such students.
- Also, a detailed question bank along with the model answers for each question goes a long way in improving the performances of such slow learners.

8. What are the various guidance and counselling services available to the students? Give details.

In addition to the Proctorial system, guidance regarding the methods, special fields to be chosen, the medium for practice teaching is given to help students excel in these areas.
Personal problems are heard and counseling given by the Principal/faculty members with whom that particular student may enjoy better rapport.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The institution has a very approachable climate so far as grievance redressal is concerned. The Principal is open to criticisms as well as suggestions from the students. She is accessible to the students whenever they want.
Many students have severe financial problems right from the time of admission with regards to their fees. In such cases, the Principal allows need-based installment system, sometimes helps with bank loans to solve their financial problems.

If the grievance is related to a staff member, then that person is given a chance to explain his/her point of view. Then corrective steps are resorted to. The Principal is supportive and empowers the person with needed guidance/inputs.

Also, the Principal sets aside certain time each week during her lectures to address the grievances of the students. Students feel free to approach her regarding their problems as they are confident about her just judgment.

When students hesitate to come individually, open forums are arranged where student council members convey the pooled grievances and the faculty tries to sort them out.
In this manner the students and the staff are freed from different interfering problems so that they can concentrate fully on the demands of the B.Ed. course.

10. How is the progress of the candidates at different stages of programs monitored and advised?
Students progress is monitored every term per activity. Eg. The students progress in Practice teaching is monitored in the first term to analyze their progress. Similarly the process is carried out for Essays, Simulated and Micro lessons. Such a monitoring helps identify potential rankers of the college. It motivates the ones who are selected and encourages the others to work towards being in that elite group the next term. Those selected in the crème batch, are then rigorously coached and individual guidance is provided to boost their morale as well as their performance. Such a drill creates a win-win situation for both the college and the students.

11. How does the institution ensure the students’ competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The following workshops are conducted before sending the students for practice teaching:

**Micro Teaching Workshop** (Pl refer to details under Q 5 on page 27).
For each of the skills, the faculty gives orientation and demonstration in English, Hindi/Marathi. Each student gives one lesson-teach and re-teach sessions in at least 5 of these skills. After all the skills are practiced, the bridge lesson follows in which integration of 3-4 micro teaching skills is achieved. This goes on for a week.

Bridge Lessons integrating more than two skills are demonstrated and then students give one lesson each of 15 minutes’ duration;

A week long **Lesson Planning Workshop** is conducted on the following aspects:
- Objectives-General objectives, instructional objectives, specifications/learning outcomes;
- Content Analysis;
- Pedagogical Analysis for incorporation of core values;
- Learning Experiences: Direct and Indirect
- Preparation and use of Instructional Materials;
- Methods and Techniques of Teaching;
- Evaluation strategies

The faculty gives orientation and demonstration to each of these above aspects in English, Hindi/Marathi. Then the students work in subject wise groups. At the end of the week, the students are ready with a lesson plan on a topic of their choice.

Side by side, in methods periods, the following are dealt with giving a lot of illustrations from each subject:
- Maxims and Principles of Teaching;
- Correlation-external and internal correlation;
- Innovative Methods and Techniques of Teaching;

This is followed by faculty demonstrations of lessons in school settings and discussions
thereafter to highlight the methodology and techniques of teaching involved. Here student teachers gain first hand experience of how to handle a class, how to develop class control as well as maintain class discipline. This is supplemented by demonstrations by alumni and other teachers including the Principal in simulated settings.

Content test is held, so that student teachers have an idea as well as a certain level of proficiency in the methods that they will teach during Practice teaching. But before that, students are made to read the concerned books and shortlist the concepts for which they need additional inputs. Then, **Content Enrichment Program**, interactive sessions are organized by inviting experts from sister institutions.

**Follow-up Support:**

Lesson Observation Checklist is discussed with the students to let them know what teacher behaviors are desirable and which are undesirable. This provides a basis for preparing for their practice lessons. Constructive feedback is given to the student teachers soon after the lessons by supervisors and peers. Self evaluation/reflection is also encouraged to make them analyse their own lessons critically.

Open Forums are held once in 15 days to clear general apprehensions about practice teaching process. Such feedback is crucial if the aim is to build confidence in a student teacher and enable him/her to exploit his/her potentials to the fullest.

5.3 Student Activities:

1. **Does the institution have an Alumni Association? If yes,**

   (i) List the current office bearers

   (ii) Give the year of the last election

   (iii) List Alumni Association activities of last two years.

   (iv) Give details of the top ten alumni occupying prominent position.

   (v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution does have an Alumni Association in place, but not formally registered as an association. However, some of the alumni are emotionally attached to their *alma mater* and are closely associated with the institution’s activities. They are:

- Mr Syed Hassan is the most active alumnus since 1992. Other alumni who are attached to the insti

Since the last 3 years, the alumni association has been involved in the following activities:

1) Interacting with the fresh batch of B.Ed. student teachers at their Orientation Program.
2) Conducting sessions/Workshops on Creativity for the B.Ed. student teachers.
3) Functioning as guest lecturers at the B.Ed. and M.Ed. level.
4) Constantly in touch with the college to aid placement services.
5) Attending Pratyush and SSSS as Paper presenters / Participants.
6) Working with IGNOU as coordinators/counselors of various IDE programs.

Our Alumni are well placed in several Schools and Colleges of Education as teachers and teacher educators and paid competitive remuneration.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the alumnus</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr Devendra Jadhav</td>
<td>Professor, Reader</td>
<td>K J Somaiya College of Science and Commerce</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Junior College, Dombivli</td>
</tr>
<tr>
<td>2</td>
<td>Dr Keshav Jadhav</td>
<td>Reader, Principal</td>
<td>Chembur M Ed College</td>
</tr>
<tr>
<td>3</td>
<td>Ms Lekha Visaria</td>
<td>Reader, Trustee, Lecturer,</td>
<td>NMIMS, Vile Parle</td>
</tr>
<tr>
<td>4</td>
<td>Dr Sunil Karve</td>
<td>Lecturer</td>
<td>School at Vikhroli</td>
</tr>
<tr>
<td>5</td>
<td>Mr Sharad Tambe</td>
<td>Lecturer</td>
<td>Indian Modern School, Dubai</td>
</tr>
<tr>
<td>6</td>
<td>Ms Sheela Thomas</td>
<td>Lecturer</td>
<td>Gulf Indian High School, Dubai</td>
</tr>
<tr>
<td>7</td>
<td>Ms Waheeda Rabal</td>
<td>Lecturer</td>
<td>Dept of Education, University of Mumbai</td>
</tr>
<tr>
<td>8</td>
<td>Ms Sudha Pingle</td>
<td>Lecturer</td>
<td>SIES College</td>
</tr>
<tr>
<td>9</td>
<td>Ms Shailashri Ail</td>
<td>Principal</td>
<td>NCT Convent High School, Ulhasnagar</td>
</tr>
<tr>
<td>10</td>
<td>Ms Cynthia Gomes</td>
<td>Senior Teacher</td>
<td>Dominic Savio High School, Ghatkopar</td>
</tr>
<tr>
<td>11</td>
<td>Mr Hassan Sayed</td>
<td>Lecturer</td>
<td>HBCSE (TIFR)</td>
</tr>
<tr>
<td>12</td>
<td>Amol Parab</td>
<td>Visiting Faculty Teacher</td>
<td>Our Institution</td>
</tr>
<tr>
<td>13</td>
<td>Mr Paul D’Souza</td>
<td>Teacher</td>
<td>Ecolè Mondialè</td>
</tr>
<tr>
<td>14</td>
<td>Ms. Vijayashree Ranganathan</td>
<td>Teacher</td>
<td>Hiranandani School</td>
</tr>
<tr>
<td>16</td>
<td>Ms. Neena Malhotra</td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

In addition, most of our M Ed students of the last two years—more than 60 of them—are working in various teacher education institutions in and around Mumbai.

As stated earlier, the alumni perform the following functions for institutional growth:
- Liaison with the Placement cell to provide gainful employment for future Teachers/ Teacher educators
- Act as resource persons to conduct sessions on preparation of creative and cost effective teaching aids, demonstration lessons etc
- Act as counselors for various IGNOU courses
- Act as live publicity agents to garner students for the various institutional courses
- Present papers /act as participants for Pratyush/ SSSS.
- Come over as guest lecturers for the B.Ed. as well as M.Ed. level.

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

The college directs all notices vis-à-vis co-curricular activities in different institutions through the student council to its student teachers. Student teachers are motivated to participate, are provided inputs on participating in these contests, and mock trials are conducted to boost their confidence.

2007-08 :

1) Mr. Atul Singh from the M.Ed. class was adjudged the “Sportsman of the year 2007-08” while Ms. Shweta Thakkar of the B.Ed. emerged as the “Sportswoman of the year 2007-08” for winning maximum events on Sports day.
2) 5 of our student teachers participated in the BTTC week celebrations held at BTTC, Colaba that commenced on 5th February 2008. They participated in events like Personality contests, Singing competition etc.
3) 1 student teacher participated in the Poster Making competition, held at the Rizvi College of Education, where the theme was “Child Rights”.
4) A fund raising week was conducted for the “National Foundation for Communal harmony“. The students of the B.Ed. and the M.Ed. sections contributed generously and the proceeds were mailed to the organizers.
5) Ms. Komal Aher received the first prize in slogan writing event, Ms. Saraswati Yadav received 3rd prize in the elocution competition event and Ms. Mamta Vishwakarma, and Ms. Priya Bhatia participated in the poster making events and Ms. Madhuri Singh participated in the slogan writing event arranged during the intercollegiate competition Pratyush.
6) Mr. Paul D’Souza and Ms. Gulnas Mujawar participated in Extempore Speech at Pillai’s College of Education, Chembur. The topics given to them were :-
   - Emotional Intelligence
   - Role of Education in eradicating superstition

2008-09

Mr. Arun Chavan and Mr. Amol Ubale from the M.Ed class were adjudged the ‘Sportsmen of the Year 2008-09’ while Ms. Sheetal Khade of the B.Ed section emerged as the ‘Sportswoman of the Year 2008-09’.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Organized by</th>
<th>Participation</th>
<th>Awards Won</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/9/2008</td>
<td>Elocution Competition</td>
<td>Pillai’s College of Education</td>
<td></td>
<td>Ms. Vijayshree Ranganathan</td>
</tr>
<tr>
<td>13/1/2009</td>
<td>Theme Based</td>
<td>Our College</td>
<td>33 students</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
<td>Organizers</td>
<td></td>
</tr>
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<td>----------------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13th January, 2009</td>
<td>Group Dance Workshop-Exploring street play</td>
<td>K.K. College of Education</td>
<td>Mr. Prashant Suryawanshi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Sakina Qureshi</td>
<td></td>
</tr>
<tr>
<td>13th and 14th January, 2009</td>
<td>Peace Festival Dept. of Applied Psychology, University of Mumbai</td>
<td>Ms. Sheetal Khade</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Nishad Anita</td>
<td></td>
</tr>
<tr>
<td>16th January, 2009</td>
<td>Matoshri Ramabai Ambedkar Inter Collegiate Elocution</td>
<td>Siddharth College of Commerce and Economics</td>
<td>Ms. Vidynapan G.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Rajbhar Ritarani</td>
<td></td>
</tr>
<tr>
<td>25th February, 2009</td>
<td>Extempore Competition</td>
<td>Bombay Teachers Training College</td>
<td>Ms. Pankti Mehta and Ms. Dwivedi Sarita</td>
<td></td>
</tr>
<tr>
<td>31st January, 2009</td>
<td>Pratyush</td>
<td>K J Somaiya College of Education and Research</td>
<td>Mr. Shreehari G.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Lopa Gandhi</td>
<td></td>
</tr>
<tr>
<td>14th February, 2009</td>
<td>Theme Based Group Dance</td>
<td>Hansraj Jivandas College of Education</td>
<td>14 students</td>
<td></td>
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<td></td>
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</tbody>
</table>

3. How does the institution involve and encourage students to publish materials like /materials brought out by the students during the previous academic catalogues, wall magazines, college magazine, and other material. List the major publications /materials brought out by the students during the previous academic session.

The students proficient in a language are encouraged to write reports on various activities conducted in the college, be it picnic, visits, Independence day celebrations, SUPW etc. His helps identify and tap literary talent among the students. Also students are motivated to compose their own short stories, poems, write ups on varied topics. We have compiled the aforesaid reports and published them as a magazine. This year we plan to come out with a College magazine.
**Academic catalogues** of Lesson plans, Research Dissertations, Research proposals are kept in the Library.

Students are encouraged to present research papers in seminars. The proceedings are published and sent to the various teacher education institutions.

### 4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

The college does have a student council which is nominated as per University Guidelines at the beginning of the year.

In the year **2008-09** the following was the constitution of the student council:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Criteria</th>
<th>Name of the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest Scorer</td>
<td>Ms. Vijayashree Ranganathan</td>
</tr>
<tr>
<td>2</td>
<td>Principal’s Nominee</td>
<td>Mr. Shreehari Gokarankar</td>
</tr>
<tr>
<td>3</td>
<td>Achiver in Sports</td>
<td>Ms. Kavita Juvekar</td>
</tr>
<tr>
<td>4</td>
<td>Reserved Category</td>
<td>Ms. Harshada</td>
</tr>
</tbody>
</table>

The **major activities undertaken** were:

- Voicing out the general student grievances and finding solutions;
- Major activities such as co curricular activities, Sports Day, picnic, Pratyush, seminars, educational visits, etc were conducted due to the collaborative efforts of the faculty and the student council.

The activities of the student council are funded by the college.

### 5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Students’ representation is there in almost all activities of the college-there are Group Leaders for practice teaching, community work, extension work, sports, cultural activities, share and care program, etc.

### 6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the program and the growth and development of the institution?

Yes. The students’ feed back is taken from their performance appraisal of teachers, course evaluation at the end of the year. They also give feed back while collecting their mark sheets. Employers give word-of-mouth feedback when our teachers meet them during practice teaching days.

Feedback is used to make practice teaching more need based and responsive to the changing educational context. This has been done by introducing add on programs on international schools, share and care program, inclusion of international Education as an
optional paper, introduction of constructivist and cooperative learning techniques, more practice driven approach to the preparation to the examinations, etc., conducting seminars on Globalization, Inclusive Education and so on.

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

- Participatory and constructive mode of learning involving students and faculty as equal stakeholders in the teaching learning process,
- Maximum possible transparency in admission and evaluation procedures,
- Maximum utilization of ICT,
- Student participation in decision making,
- Encouragement to students and faculty for participation in seminar and workshops,
- Activity centered curriculum transaction,
- Flexibility in framing of time table keeping in view the psychological principles,
- Peer tutoring in many curricular activities,
- Child rights as the theme of the seminar under Senior Scholar Seminar Series, which brought the rights of children into light and generated mass awakening among the teachers to work for the cause,
- Inclusive education, women and child rights as well as Sex Education and HIV/AIDS as the major theme for action research which, in addition to equipping the students with the skills and rigours of research, enabled them to dwell on serious critical concerns needing immediate action,
- Functioning of elevators which has led to creating sensitivity towards differently abled people,
- Vocational and career guidance through extension activity where students brought into focus some exceptional careers and disseminated knowledge and information regarding them,
- Celebration of all National Festivals and the other festivals like Diwali, Eid and Christmas which create a feeling of unity and bonding keeping in view our multicultural heritage,
- Share and Care program to achieve 100% computer literacy among students.
- Since the students of our institution come from various mediums of education, to cater to their needs, the college ensures that the curriculum transaction is conducted in a medium wise manner.
- Open book assignments are conducted on a regular basis so as to enhance better comprehension and retention of the subject matter.
- Just before the commencement of the theory examinations, the college organizes tutorial sessions in each of the papers to clear any doubts by providing a question bank and an outline of the answer key to streamline the efforts of the students.
- The institution believes in creating teachers who have a sound mind in a sound body. Towards this endeavour, the college conducts the Proctorial system, whereby student teachers’ are helped to empowered to their problems under the guidance of their mentors.

2. Emphasis upon the topical issues pertaining to education – The organization of SSSS on the theme of NCF 2005: A Paradigm Shift is the indicator of our concern in this regard.
3. **Participatory and constructivist mode for instructional design** – The faculty and the students were involved in planning and implementing the various participatory and constructivist teaching learning strategies for effective curriculum transaction at all the levels. Various activity centered teaching and learning strategies were successfully designed and implemented during this academic year.

5. **Maximum possible transparency in admission and evaluation procedures** - The institution follows the twin principles of transparency and accountability in all the processes of institutional management including admission and evaluation.

6. **Maximum utilization of ICT** - The teaching, non teaching staff and the students make maximum utilization of information and communication technology for the effective management of academic, human and material resources.

7. **Encouragement to students and faculty for participation in seminars and workshops** – the institution encourages the participation and provides various opportunities to the faculty and the students to participate in various academic events like workshops, seminars and conferences arranged at different levels.

8. **Emphasis upon continuous staff development** - the institution takes great care for the professional and personal development of its staff members by encouraging them to undertake various professionally enhancing programs. This enhances the quality of instruction.

9. **Faculty forum** - the institution organizes the faculty forum meetings regularly in order to enhance the knowledge and skills of the faculty in the wide areas of education.

10. **Student centered principles of planning and management** – the care is taken to follow the student centered approach to the planning and management of various curricular and co curricular events to be held during the academic year. The principles of flexibility and need based approach are meticulously observed in all the institutional endeavors.

11. **Linking the academic activities to the community issues** - This year the academic activities like action research, guest lectures, seminar were centered around the social issues like women and child rights, communal harmony as well as environmental issues.

12. **Sensitivity towards differently abled people** – one of the mission statements of the institution is centered around the theme of “reaching the unreached”. Along with various curricular and co curricular activities the institution has shown its sensitivity towards the differently abled people by making necessary infrastructural changes. This year the elevator was made functional and available for the differently abled people along with others.

13. **Vocational and career guidance** - this year the students were acquainted with the various professional opportunities by providing them with the necessary orientation and guidance.

1. **Bringing the educational institutions together**
Our college takes initiative in bringing the educational institutions together at different levels.

- Through organization of inter collegiate completion Pratyush on the theme ‘Beyond the Traditional…’ we could bring the creative minds from different colleges of education on a common platform for infusing fine arts into the teaching learning process.
- The sixteenth in the series of Senior Scholars’ Seminar on the theme Capacity Building in Teacher Education could bring the colleges of education in Mumbai together and brainstorm a very proactive action plan for building the capacity of teacher education institutions.
- A workshop on educational philosophy of Paulo Freire and a Seminar on the Pedagogy of the Oppressed also united the likeminded teacher educators and students for reflecting upon the challenges and possibilities of applying the Brazilian philosopher’s thoughts and practices in Indian context.

3. Emphasis upon the constructivist approach to teaching learning strategies:

Our institution believes in the constructivist philosophy of education. Therefore care is taken to design the teaching learning strategies based on this philosophical approach. This year many teacher educators designed their curriculum transaction by using variety of constructivist strategies like co operative learning and participatory leaning. The students also trained in various cognitive strategies like concept mapping and different cognitive organizers as well as reciprocal peer tutorial and peer mentoring.

4. Implementation of systems guidelines

To systematize the managerial processes of academic aspects of B.Ed and M.ED programs, the institution had developed a set of guidelines for effective and smooth functioning of each and every portfolio and activity. This year the college has seen to it that all the faculty members were aware about these system guidelines and implemented them in their respective portfolio.

1. The teaching as well as non teaching staff members work as per the twin principles of transparency and accountability for every portfolio including admission as well as evaluation system of every educational program.

2. **Bridging the digital divide:** We believe that capacity building of any institution may be attained by bridging the digital divide. Therefore care is taken to equip all the faculty as well as non teaching along with students with the ICT skills and in turn these skills are effectively used in teaching, learning, evaluation, administrative purposes as well.

3. **Providing exposure to various academic and non academic events:** The institution promotes the participation of teachers and students in various academic and non academic events by enlarging their horizons of intellectual experiences.
4. **Providing opportunities for professional growth:** We see to it that a conducive environment for professional growth is provided to all the staff members. It includes:
   - Encouraging participation in various academic events;
   - Providing opportunities for further education to part time courses or open Universities;
   - Encouraging the faculty to undertake research;
   - Encouraging faculty to present papers at different levels;
   - Organizing faculty forums for knowledge enrichment of the teachers;

5. **Student centered approach:** The institution adopts student centered approach to planning and organizing every academic and non academic event in which the students needs, problems, priorities are taken into consideration. Besides flexibility innovations are the principles which guide us in every endeavor.

6. **Building the bridge:** The institution strives to build the bridge between the future teachers and the community at large. Hence the care is taken that the future teachers are exposed to variety of societal issues hindering the educational system of the nation. Therefore during community work, research based individual project, co curricular activities and curriculum transaction efforts are made to link the teacher preparedness to solve the social issues.

7. **Catering to the needs of the differently abled people:** This is the era of inclusion. Therefore the future teachers need to be sensitized for the life situations of the differently abled people. Keeping in mind this necessity the institution designs it’s various curricular and co curricular activities. For e.g. the community work focused upon the problems of differently abled people. Even for research based individual projects the issue of visually impaired students was given priority. Not only that, this year the institution has set an example by admitting a visually challenged student in B.Ed program. The teachers, the curriculum transaction, the system of evaluation and students participation are geared to be inclusive.

8. **Vocational and career guidance:** Our institution believes in shouldering the responsibility of providing various professional opportunities to our students. Therefore the students are systematically guided and prepared for placement activity. They are given valuable tips for preparing CV, appearing for interviews etc. The M.ED students are also given extra guidance and coaching for SET/NET examinations.

9. **Valuing diversity:** We believe not only in unity in diversity but we feel that each and every kind of diversity needs to be celebrated and preserved with great sensitivity and care. Therefore different community festivals are celebrated with great enthusiasm in our institution. They include various national festivals like Independence Day and Republic Day, religious festivals like Diwali, Eid and Christmas as well as International events like Science Day, Mother Earth Day, and Ozone Day etc. Care is taken to involve different categories of people in the joint happiness. This year we shared our joy of Christmas celebration with visually challenged children of Kamala Mehta School.
10. **Share and Care program**: Our institution believes in the principle of co-operation among the teachers as well as students. Therefore, Share and Care activity is organized to develop friendship and cohesiveness to sharing the computer knowledge with the peers who are novice to this area. This effort along with the knowledge about the computer and confidence of using it for learning purpose thus bring the young minds together to care for each other as well as share their knowledge and happiness with each other.

### Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?**

<table>
<thead>
<tr>
<th>Evaluative Observations</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a need for establishment of a formal <strong>placement and guidance cell</strong>.</td>
<td>A placement Cell is in place since 4 years and is functioning actively. Guidance is being given in proctorial groups.</td>
</tr>
<tr>
<td>2. <strong>Students’ grievance redressal cell</strong>,</td>
<td>Proctorial Groups also serve as Grievance Redressal Cell.</td>
</tr>
<tr>
<td>3. <strong>Regular feedback from students</strong> is to be provided to teachers.</td>
<td>Given in Open Forums and also in the form of suggestions in a Suggestion Book this year.</td>
</tr>
<tr>
<td>4. The College needs to establish an <strong>alumni association</strong>.</td>
<td>An Alumni Association is active with few students always willing to be a part of the institutional endeavors.</td>
</tr>
<tr>
<td>5. The College only extends the government programs for financial help to students. Such programs could be further extended to the needy/meritorious students through <strong>certain</strong> endowments or donations.</td>
<td>The management provided scholarship to two deserving candidates; the Principal has helped two students with fees payment; need-based installment plan is available for paying the fees.</td>
</tr>
</tbody>
</table>
6. It would be useful to promote the literary acumen of the students and the faculty with the publication of College Newsletters or Annual Magazine. The college news used to be published in the campus paper VOICES. This year, we have started the publication of college newsletter.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

Quality sustenance and enhancement measures

Our measures towards quality sustenance and enhancement towards student support and progression are depicted through the following diagram:
EXTERNAL SOURCES

Parents | Practice Teaching Schools | Community Centres | Placement Agencies

Faculty

Appraisal Reports and Proctorial Meetings

Informal feedback and discussions

Educational needs
- ADD On
- Share & Care
- Tutorial
- Remedial teaching
- Orientation to open university courses
- Encouragement for further studies (MED, PGDME)
- Installment payment for fees
- Scholarships

Personal needs
- Guidance and Counseling Services
- Health Services

Career needs
- Placements
- Career Guidance
- Orientation to CV Writing and facing an interview

Students

INTERNAL SOURCES

Placement Agencies

Parents

Practice Teaching Schools

Community Centres

Personal needs

Career needs

Informal feedback and discussions

Educational needs

Personality developmental needs
- Value Education
- Orientation to time and stress management
- Indoor and Outdoor sports facilities

Placement Agencies

Parents

Practice Teaching Schools

Community Centres
Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. What are the institution’s stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Vision

K. J. Somaiya Comprehensive College of Education, Training and Research aspires to be a leading institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning.

Mission

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

1. to develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.

2. to develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.

3. to provide opportunities to the faculty and the students to undertake action research projects contributing to new insights into the teaching learning process.

4. to enable the students to live in harmony with themselves and with others in the profession, community and society at large.

5. to instill the spirit of fellowship among students, to prepare them to be global citizens through cooperation and peaceful coexistence.

6. to inspire students for lifelong learning and for reaching the unreached.

They are made known to the various stakeholders through brochures, orientation programs, student orientation programs, staff meetings, Parent Teacher-Alumni Meetings.

2. Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution’s traditions and value orientations?

- to develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation. (the students)

- to develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium. (the students)
to provide opportunities to the faculty and the students to undertake action research projects contributing to new insights into the teaching learning process. (the school sector)

to enable the students to live in harmony with themselves and with others in the profession, community and society at large. (needs of the society),

to instill the spirit of fellowship among students, to prepare them to be global citizens through cooperation and peaceful coexistence (needs of the society),

to inspire students for lifelong learning and for reaching the unreached. (education institution’s traditions and value orientations).

3. Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

- System’s Approach to institutional problems;
- Institution of an Advisory Committee;
- Action plans generated thro’ discussions among HOI and Mgmt;
- Compliance Reports to be sent regularly;
- Directions are given in LMC, GB, Adv Body Meetings;
- Internal Academic Audit.

Our Steering Forces

Governing Body:

Dr. S. K. Somaiya
Shri. Samirbhai S. Somaiya
Prof. Suresh M. Shah
Shri. V. Ranganathan (IAS)
Dr. Vasundhara Padmanabhan

Vice President, Somaiya Vidyavihar
Trustee, Somaiya Vidyavihar
Hon. Secretary, Somaiya Vidyavihar
Hon. Secretary, Somaiya Vidyavihar
Principal & Ex-officio Member

Advisory Committee:

1. Dr. H.C. Pradhan,
   Homi Bhabha Centre for Science Education,
   TIFR, Mumbai

2. Prof. S. C. Agarkar
   Homi Bhabha Centre for Science Education,
   TIFR, Mumbai

3. Dr. V. G. Gambhir,
   Homi Bhabha Centre for Science Education,
   TIFR, Mumbai

4. Dr. Arun Mavalankar,
   Homi Bhabha Centre for Science Education,
   TIFR, Mumbai

5. Dr. Atul Mody,
   Vivekanand College, Mumbai

7. Dr. M. Rajesh,
Regional Director, IGNOU, Mumbai
Dr. Indu Garg,
Head, Department of Education,
University of Mumbai,
Dr. J. J. Rawal,
President,
The Indian Planetary Society,

Local Managing Committee:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>NAME</th>
<th>DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. S. K. Somaiya</td>
<td>The Chairman</td>
</tr>
<tr>
<td>2</td>
<td>Shri. V. Ranganathan</td>
<td>Hon. Secretary</td>
</tr>
<tr>
<td>4</td>
<td>Prof. S. C. Ghai</td>
<td>Managing Council Nominated Member</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Nalini M. Kumthekar</td>
<td>Managing Council Nominated Member</td>
</tr>
<tr>
<td>7</td>
<td>Dr. Vasundhara Padmanabhan</td>
<td>Principal &amp; Member – Secretary</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Kalpana Kharade</td>
<td>Representative of Teaching Faculty</td>
</tr>
<tr>
<td>9</td>
<td>Ms. Raju Talreja</td>
<td>Representative of Teaching Faculty</td>
</tr>
<tr>
<td>10</td>
<td>Ms Sunitha Britto</td>
<td>Representative of Non-teaching Staff</td>
</tr>
<tr>
<td>11</td>
<td>Shri. P. J. Sonar</td>
<td></td>
</tr>
</tbody>
</table>

5. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Every Thursday, the meeting of the Heads of the Institution is held, chaired by Dr S K Somaiya and convened by Hon. Secretary Shri. V. Ranganathan. In the meetings, strategic decisions are taken and communicated through the Minutes of the Meeting circulated thereafter.

At the institution’s level, SWOT analysis is done by themselves and portfolios are distributed through democratic decision making.

6. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The Management is kept updated about the activities of the institution via email, reporting at the weekly Thursday meetings, through compliance reports, the reports of internal auditors (accounts), of internal academic audit, etc.

7. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Through formal and informal chat with the students, teachers, non teaching staff, alumni, internal academic auditors and mid term monitoring and restructuring of the activities by the Principal.
8. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- Organizes staff training programs for clerical staff, deputes faculty members to participate in seminars, workshops, conferences, etc.
- Participatory decision making process in which suggestions made by each person is considered and accepted of it helps in achieving the objectives in a better manner.
- Appreciation Letters are given acknowledging their efforts;
- Giving due recognition to contribution of each and every member by mentioning in the formal meetings, gatherings, and college functions.

9. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Principal is empowered to take decisions which she deems fit for quality enhancement and betterment of the institution.

Curriculum: Academic Calendar, recruitment of teachers etc are done on time; she is actively involved in

- Teaching a full paper on Processes of Learning, in addition to supervising and monitoring of other curricular and co-curricular activities;
- Orientation and demonstrations in micro teaching and lesson planning workshops, etc at BEd level;
- Orientation and training of newly recruited faculty in micro teaching, lesson planning, pedagogical analysis, action research, etc.
- Teaching/Educational Technology/ Research Methodology at MEd level in addition to guiding about 7 MEd dissertations every year;
- Teaching Organizational Behavior to PGDME students;
- Guiding (at present) 5 PhD students.

She is involved in the syllabus revision of BEd and MAEd curricula of University of Mumbai.
This is in addition to being a counselor for PGDHE and MEd courses of IGNOU.

Administration:

Delegation of authority and democratic decision making are the two salient features which have made administration smooth and efficient; most of the work is done through emails beyond the working hours from home.

Allocation and Utilization of Resources for the Preparation of Students.

The Principal is empowered to allocate resources for

- Buying Library Books, Book Bank and Journals;
- Spending on student welfare programs such as ...............;
- Buying computers, software and their maintenance;
- Organizing Intercollegiate Competitions (Pratyush) and Senior Scholars’ Seminar Series,
- Deputing teachers for seminars, workshops, conferences;
- Organizing educational visits, picnics and sports;
- Organizing guest lectures and workshops;
6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The following is a comprehensive picture of the decisions taken by the various committees:

<table>
<thead>
<tr>
<th>Committees</th>
<th>Decisions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LMC</td>
<td>Purchasing five computers, Blue Star Water Cooler and six revolving chairs</td>
</tr>
<tr>
<td>2. IQAC</td>
<td>- Encouraging the faculty to undertake research projects under University Minor Research Grant</td>
</tr>
<tr>
<td></td>
<td>- Catering to the needs of deprived sections of the society</td>
</tr>
<tr>
<td></td>
<td>- Organizing faculty development programs for schools, colleges</td>
</tr>
<tr>
<td></td>
<td>- Organizing national level seminar on Capacity Building</td>
</tr>
<tr>
<td></td>
<td>- Organizing inter collegiate competition on “Beyond the traditional” for infusing fine arts in teaching</td>
</tr>
<tr>
<td>3. Admission Committee</td>
<td>- Scheduling the admission procedure, orienting the students about admission procedure and completing the procedure in stipulated time</td>
</tr>
<tr>
<td>4. Academic Planning</td>
<td>- Preparing annual schedule, annual calendar of the activities, action plan for each portfolio</td>
</tr>
<tr>
<td>5. Practice Teaching In charge</td>
<td>- Preparing norms for Practice Teaching</td>
</tr>
<tr>
<td></td>
<td>- Emphasis upon preparation of ICT based instructional material</td>
</tr>
<tr>
<td></td>
<td>- Emphasis upon the use of ICT based pedagogical approach to curriculum transaction</td>
</tr>
<tr>
<td></td>
<td>- Focus upon the programs related to the children with special needs</td>
</tr>
<tr>
<td></td>
<td>- Promoting students learning through activities like seminars and open book assignments</td>
</tr>
<tr>
<td></td>
<td>- Introduction of reflective practices in practice teaching</td>
</tr>
<tr>
<td></td>
<td>- Try out of instructional devices during internship</td>
</tr>
<tr>
<td>6. Examinations and progress</td>
<td>- Diagnostic and remedial measures for students’ academic progress</td>
</tr>
<tr>
<td>Internal Assessment Committee</td>
<td>- Providing constructive and timely feedback</td>
</tr>
<tr>
<td></td>
<td>- Providing academic counseling to the needy students</td>
</tr>
</tbody>
</table>
- Provision for retest, re-exam to develop minimum competencies
- Frequent Open Book Assignments to develop speed in writing answers;

7. Research Committee
- Phase wise orientation to research activity
- Peer Review of research proposals of M Ed students
- Individual guidance to the students for conducting research
- Conducting workshop on computer applications for data analysis
- Bringing variety and novelty in research designs
- Organizing research paper reading sessions
- Developing database containing research proposals and synopsis
- Designing a Research Methodology Course.

8. Faculty Development
- SWOT Analysis and Goal Setting
- Conducting faculty forums regularly
- Self Appraisal w.r.t goals set at the end of the year
- Deputing teachers for seminars and workshops
- Encouraging teachers to present papers in seminars

9. Capacity Building centers
- Maintaining and enhancing linkages with the community centers
- Organizing guest lectures by researchers from HBCSE
- Providing training in innovative instructional techniques like concept mapping, graphic organizers

10. Finance Committee
- Generation of funds by conducting open University Examinations
- Earmarking funds for Gratuity for the staff
- Making provisions for timely increments and other service benefits
- Making provisions for augmenting human and material resources

11. Student Development and Welfare
- Organizing English Speaking Course for Vernacular Medium Students

12. Student Council in Charge
- Organization of co curricular activities

13. Placement Cell
- Conducting ADD ON Program on International Schools
- Organising Jeevan Vigyan and Stress Management Programs
- Developing Multi-lingual Glossary of Educational Terms
- Scholarships to needy students
- Provision for paying fees in installments as per individual needs

14. Linkages
Organising guest lectures by the resource person from
HBCSE
Starting M A Ed Course of YCMOU
Starting M Ed Course of IGNOU
Conducting ECP of PGDHE Program of IGNOU

15. Alumni in Charge
Soliciting the alumni inputs in the form of lesson demonstrations and research paper reading sessions

16. Library Committee
Purchasing books worth lacs for M Ed and Ph D programs
Purchasing vernacular medium books for B Ed and M Ed
Preparing need based library referencing schedule
Providing orientation to library resources,
Guidance to access free foreign journals.
Guidance to access EBSCO research database
Developing Educational Portal

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Mentioned under question 6.2

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The decentralization takes place at two levels:
At the Somaiya Campus level
At the institutional level

The decentralization of administrative process at the Somaiya Campus can be depicted diagrammatically:

```
Somaiya Management

Governing Body

Local Managing Committee

Institutional Management – Principal and Various Committees

ACADEMIC
1. IQAC Committee
2. Portfolio Committees
3. Student Council

NON ACADEMIC
Involved in several processes (Admission, Accounts Correspondence)
```
The decentralization process is based on the following guiding principles:
- Allotment of duties as per the SWOT analysis of the person
- Democratic approach in decision making
- Delegation of powers
- Autonomy in functioning and accountability
- Creative freedom to plan and implement the activity
- Transparency in functioning
- Objectivity in assessment of the effectiveness of activity
- System of Rewards and Punishments to take care of motivation;
- Due recognition and appreciation for innovative strategies

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

Collaboration between B Ed., M Ed., PGDME, IGNOU, YCMOU programs;

Ø With University Department of Education for syllabus revision, research inputs, etc.,

Ø Collaboration with other Practice Teaching and other schools;
Ø Collaboration between B.Ed, M.Ed and PGDME programs:
- Mentoring of B.Ed faculty by the M.Ed faculty members,
- Organizing orientation programs based on B.Ed syllabus with the assistance of M.Ed faculty,
- Common orientation to B.Ed. and M.Ed students on topics like cognitive organizers;
- Induction programs for new recruits by senior M.Ed faculty;
- Organizing common co-curricular activities where in M.Ed and PGDME students can be the leaders for the B.Ed students,
- Involving M.Ed students in lesson planning guidance, lesson supervision, care and share program for the B.Ed students,
- Mentoring of the M.Ed students for internship activities by the B.Ed faculty,
- Synergistic efforts of B.Ed, M.Ed and PGDME students as well as faculty members for the successful organization of the prestigious activities of the institution like seminars and Pratyush;
- Identifying the common content areas in M.Ed. and PGDME programs and organizing common orientations for the same.

Ø Collaboration with sister institutions for academic and administrative purposes:

For this, the following efforts are being made:
- Conducting Research Methodology Course for the faculty of sister
- institutions,
- Organizing faculty development programs for the sister institutions,
- Inviting subject experts for Content Enrichment Programs for our students;
- Sharing infrastructural resources like classrooms, Board Rooms, Auditoriums, etc. with the sister institutions,
- Participating in various academic events organized by the sister institutions;
- Providing guidance to the sister institutions for the quality improvement of their academic processes,
- Playing the mentoring role for the teacher education institutions in the campus (D.Ed. college),
- Sharing a common vision of Somaiya Vidyavihar and contributing to its development,
- Availing the synergy that exits in the campus for the mutual development of the institute and the sister institutions.

**Collaboration with the University Department of Education**
- Sharing the expertise with the department in the form of guest lectures organized in the institution as well as in the department,
- Participating in the University organized academic events like seminars, conferences, workshops and paper reading sessions,
- Getting actively involved curriculum development and curriculum revision processes initiated by the University Department,
- Sharing the common vision of students development and welfare with the department of education.

**Collaboration with the practice teaching schools**
For this following steps are taken
- Sharing the organizational philosophy of the schools while conducting the practice teaching program,
- To cope with the ground realities and challenges of the schools by modifying the practice teaching strategies,
- Contributing to the faculty enrichment of the schools through various academic events like S.S.S.S. and PRATYUSH,
- Sharing our expertise with the schools by our faculty being judges, resource persons for different curricular and co-curricular events organized by the schools;
- Conducting training program for the faculty in instructional designing;
- to gear teaching to the needs of the school;
- to expose them to new and innovative methods of teaching;
- for research purposes;
- for placement of our students;

**Collaboration with the placement schools**
This is achieved through-
- Feeling the pulses of the placement schools through formal as well as informal meetings,
- Organizing ADD-ON programmes for providing well equipped employees with knowledge, skills and competencies for the placement schools,
- Organizing guest lectures by the principals and faculty of the international schools for providing our students with the opportunity of getting deeper insight into the international system of education.

- **Collaboration with the NGOs** (like N.A.B., St. Xavier’s Resource Centre for the Visually Challenged) and special schools-
  For this the following programs where undertaken:
  - Conducting research projects with the involvement of children with special needs (refer to research criteria question ---),
  - Involving the N.G.O. representatives like Balprafulata, N.A.B., Pratham etc. in our academic events like S.S.S.S.,
  - Participating in various events like seminars, workshops, exhibitions organized by N.G.O.s like St. St. Xavier’s Resource Centre for the Visually Challenged,
  - Organizing educational visits to the N.G.O.s working for the cause of deprived social categories,
  - Organizing community work activities in co-ordination with various N.G.O.s like Pratham, Spastic society of India, Gopal old age home, Children’s Home, etc.

All these collaborative activities have benefited our students and have contributed to a great extent for making our educational programs qualitatively enriching.

### 5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

<table>
<thead>
<tr>
<th>Sources of feedback</th>
<th>Academic decisions</th>
<th>Administrative decisions</th>
</tr>
</thead>
</table>
| Students evaluation of the teacher | 1. Curricular planning  
2. Curriculum transaction  
3. Evaluation  
4. Guidance and Counseling  
5. Organization of co curricular activities  
6. Placement services  
7. Student welfare policies | 1. Staff welfare policies  
2. Admission procedure  
3. Optimum utilization, augmentation of infrastructure  
4. Governance and management of administrative processes |
| Peer evaluation | | |
| Open forum meetings | | |
| Student Council Meetings | | |
| Staff Meetings | | |
| IQAC Committee Meetings | | |
| LMC Meetings | | |
| Academic Audit reports | | |
7. What are the institution’s initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments’ creating/providing conducive environment).

The Institution has taken the following initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty -

<table>
<thead>
<tr>
<th>Sr. no.</th>
<th>Area</th>
<th>Initiatives taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Co-operation</td>
<td>• Organizing team teaching sessions for common areas of syllabus,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allotting port-folio responsibilities between at least two faculty members for promoting co-operation.</td>
</tr>
<tr>
<td>2</td>
<td>Sharing of knowledge</td>
<td>• Organizing faculty fora,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mentoring of the newly recruited B.Ed. and M.Ed. teachers by the senior faculty.</td>
</tr>
<tr>
<td>3</td>
<td>Innovations</td>
<td>• Organizing orientation program for cognitive organizers like concept mapping,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>graphic organizers and reciprocal teaching.</td>
</tr>
<tr>
<td>4</td>
<td>Empowerment</td>
<td>• Capacity building of the newly recruits through induction program,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Providing opportunities to explore the various abilities of the teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>through job rotation and job enlargement policies,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Providing opportunities for enlarging the horizon of professional experiences by involving the faculty members in multiple activities and programs like counsellorship and co-ordinator ship in open universities and resource persons for various extension programs of faculty development.</td>
</tr>
</tbody>
</table>

6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution? yes

Yes, the library manages the information with the help of Bookworm software. The information involving financial implications are effectively managed.
with the help of Accounts Tally 9.2. Open Courseware and various links on the educational portal deals with management of the information related to administrative and academic information.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The human and the financial resources are allocated for the accomplishment and the sustenance of planned changes in accordance with the action plans.

- **Allocation of human resources** –

<table>
<thead>
<tr>
<th>Allocation of resources</th>
<th>Criteria for allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources</td>
<td>• Performance appraisal of the faculty</td>
</tr>
<tr>
<td></td>
<td>• SWOT Analysis and goal setting</td>
</tr>
<tr>
<td></td>
<td>• Feedback from different stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Following the principle of job enlargement</td>
</tr>
<tr>
<td></td>
<td>• Facilitating the professional and career growth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allocation of resources</th>
<th>Criteria for allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial resources</td>
<td>• Revenue generated</td>
</tr>
<tr>
<td></td>
<td>• Budgetary provisions</td>
</tr>
<tr>
<td></td>
<td>• Institutional goals and objectives</td>
</tr>
</tbody>
</table>

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

To attain the vision and the missions of the institution the college plans and obtains the needed resources as follows-

- **Human resources**-
  - Appointment of qualified and competent staff,
  - Staff training and development,
  - Adopting policies of job enlargement and job enrichment,
  - Emphasize upon the ability of multi tasking among the employees through job rotation,
  - Providing incentives for the better performance,
  - Adopting appropriate retention policies such as giving timely increments, promotions, opportunities for professional growth;
  - Implementing staff welfare policy-earmarking funds in the budget for gratuity, etc.

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Financial resources- Ours is an un-aided institution. Our fees are fixed by the Shikshan Shulka Samiti. To maintain the quality, the institution requires additional financial resources which are generated by:
- Conducting self financing courses such as PGDME, English Speaking Course, Faculty development Programs for the schools and colleges
- Conducting examinations of various universities and institutions.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan for the year is developed through following procedures-

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Steps</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explaining relationship foundation phase- (keeping in mind the relationship between different stake holders and expectations from each of the relationship)</td>
<td>• Through I.Q.A.C. meetings, staff meeting, student council meetings.</td>
</tr>
<tr>
<td>2</td>
<td>Discovery phase – (Exploring problems, assumptions, available human and material resources, constraints, assets and risks)</td>
<td>• Through I.Q.A.C. meetings, staff meetings.</td>
</tr>
<tr>
<td>3</td>
<td>Analyzing &amp; prioritizing phase- (Analyzing the current situations and prioritizing the needs)</td>
<td>• Through discussion in the academic planning committee meetings.</td>
</tr>
<tr>
<td>4</td>
<td>Developing &amp; presenting plan alternative phase- (Reviewing and revising the plan based on several institutional priorities and concerns)</td>
<td>• Through I.Q.A.C. meetings.</td>
</tr>
<tr>
<td>5</td>
<td>Implementation phase-</td>
<td>• Through major highlights, academic annual plan and activity calendar.</td>
</tr>
<tr>
<td>6</td>
<td>Ongoing monitoring phase-</td>
<td>• Through inbuilt mechanism of feedback, mid-time monitoring and appraisal system.</td>
</tr>
</tbody>
</table>

- Involvement process- The different human components are actively involved in the academic planning process. Following is the brief description of the same-

- Practice teaching school teachers – By their feedback obtained during meetings and informal interactions.
- Faculty - By seeking their suggestions, recommendations and opinions through staff meetings and I.Q.A.C. meetings.
- Administrators – By seeking their guidance through L.M.C. meetings, advisory committee meetings and weekly meetings with the management representatives.
5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Objectives are communicated to the employee’s through regular staff meetings, HOI's meetings minutes, best practices are shared by the Principals of the various sister institutions and the faculty. These regular inputs given and solicited from the employees enable the institution to achieve the objectives.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Our vision and mission are in tune with the competencies expected in the teachers of the globalizing world. Slowly, but surely, all strategic plans lead us towards the realization of our vision.

We evolve action plans every year on the basis of the feedback from the stakeholders which are reflected in Part C if our IQAC reports. In our staff meetings and IQAC meetings, we reflect on our activities in the light of the feedback and try to modify the strategies towards the achievement of our goals.

7. How does the institution plan and deploy the new technology?

The technology is regularly upgraded and updated through budgetary provisions made. The planning is done by earmarking certain amount in the proposed budget depending on the need and that is got approved in the LMC meetings.

- We acquire more computers every year. With the starting of M Ed course in 2007-08, we felt the need for equipping another hall with computer and LCD; providing more computers to the faculty to work on in the staff room;

- With the starting of research guidance for M Ed dissertations, for review of related literature, there was a need for accessing foreign journals. Therefore, hundreds of free foreign journals were put on the website of the college as a learning resource. We got access to research database, EBSCO, from the Management Institution, SIMSR.

- With many dissertations to guide, a need was felt for the quick access of certain useful websites. This led to the idea of Educational Portal as a resource for teacher educators.

- Teleconferencing facility and TV are available in ET Room as a part of IGNOU infrastructure.

- This facility is utilized for the benefit of B Ed and M Ed students also.
6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The institution explores the faculty development needs through SWOT analysis, self appraisal, discussion with individual faculty, initiative/interest shown by the staff and accordingly the career progression plans are chalked with the concerned faculty members. For example: Five of our faculty members have joined PGDME course in the academic year 2009-10. Two of our faculty members are promoted to PG teaching. Two of our faculty members have successfully completed the M Phil Course and mandatory requirements of SET/NET examinations.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

a) SWOT Analysis: Analysis is done by each staff member in the beginning of the academic year. That is teachers and the non-teaching staff introspect and reflect on their strengths, weaknesses, opportunities and threats and state them in clear terms. This information should is used by the Principal to allocate portfolios.

(b) Goal Setting: In the beginning of the academic year, every teacher is asked to set goals for himself/herself and submit that document to the Principal. This should be over and above the work being done till now. In this, they should also include an action plan to convert their weaknesses into strengths and threats into opportunities. For eg., a teacher who is not techno savvy is motivated to set for herself the goal of preparing at least 10 lessons involving power point presentations; one who does not have research skills is asked to join a course in Research Methodology or read research journals.

The teachers’ self evaluation at the end of the year has to be w.r.t the goals set by themselves, which will speak for itself the extent to which they have achieved their goals. Teacher’s performance appraisal takes this mainly into consideration.

©Students’ Appraisal of the Teachers: This should also be recorded and analyzed and considered along with the self appraisal of teachers.

(d) Mid Term Monitoring: Based on the feed back from the unit tests, first terminal exams, and the student grievances, certain modifications are made in the transaction of the curriculum.
3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

- timely increments, scales, incentives given as per norms, Appreciation/recognition of work done,
- loan facility for the Head Clerk, Accountant;
- Financial assistance/scholarship of Rs 10,000/= each was given to the children of Mr Sonar and Mr Jadhav towards the fees of Engineering colleges;
- Democratic Decision making;
- Due recognition and appreciation for good work done;

4. Has the institution conducted any staff development program for skill upgradation and training of the teaching and non-teaching staff? If yes, give details.

<table>
<thead>
<tr>
<th>Beneficiaries</th>
<th>Year</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>2005</td>
<td>Training in research methods</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>Training in CORT tools</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>Training in co-operative and participatory learning strategies</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>Training in cognitive organizers</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>Training in reciprocal teaching</td>
</tr>
<tr>
<td>Support staff</td>
<td>2006</td>
<td>Training in English communication</td>
</tr>
<tr>
<td></td>
<td>2006</td>
<td>Training in computer tally</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>Training in vernacular fonts</td>
</tr>
</tbody>
</table>

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

We function within the parameters set by University, UGC and NCTE Following policy measures are taken for the recruitment and the retention of the qualified faculty.

**Recruitment-Policy**: Preference to the candidates who are proficient in English, techno savvy, who are in tune with the vision and mission of the institution, have suitable professional and personal qualities.
- Salary structure as per UGC norms, with time bound/ performance based promotions, provisions for PF, Gratuity, etc.

**Service conditions** – Appropriate time schedule and work load, leave facilities casual leave, sick leave and earned leave facilities as per
Much thought is given to the recruitment procedure in order to select the right persons;

- **Retention** – Opportunities for professional and career growth.
  Implementing various staff welfare measures. Concern for personal problems of the faculty, creating conducive, democratic organizational climate; Identifying the strengths of the faculty, providing opportunities to optimize them, giving due recognition and appreciation for good performance, encouraging participation in decision making.

6. **What are the criteria for employing part-time/ad hoc faculty? How are the part-time/adhoc faculty different from the regular faculty?** (E.g. salary structure, workload, specializations).

Teachers without SET/NET are appointed as ad hoc faculty. The ad hoc faculty differ from the regular faculty in terms of salary structure and the tenure of their appointment. They are given consolidated salary of Rs 15,000/= to Rs 20,000/= depending on their qualifications and experience while the regular and qualified staff receive salary as per the UGC norms.

7. **What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?** (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Programs organized by college (given under 6.4(3))
- Two faculty members were sent to HBCSE for one month’s visitorship;
- The college facilitated securing the University Minor Research Grant for teachers;
- Management facilitated presentation of papers by the faculty in conferences in Costa Rica, Thailand, International Conferences,
- Teachers are encouraged to PG teaching, do M Phil, PGDME courses;
- Teachers are involved in IGNOU and YCMOU for teaching M Ed and MA Ed classes and guiding research dissertations;
- More exposure given to teachers by organizing Research Paper Reading Sessions, Faculty Forums are organized regularly to enrich the content knowledge;
- Deputing to Seminars and Workshops,
- Encouraging them to present papers in SSSS and in other seminars;

8. **What are the physical facilities provided to faculty?** (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Air conditioned staff room, computers are provided in staff rooms with LAN and internet; cubicles were installed in staff room for facilitating research guidance; Individual tables, lockers have been provided.

9. **What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**
For seeking information
Salary slips are given to the teachers, there is a staff circular file in which all the
details regarding the upcoming seminars, workshops, refresher courses, etc are
compiled and the faculty has ready access to the same.

Teachers feel free to enquire about the rules and regulations of the University,
UGC, etc.
The following are the mechanisms for the stake holders:
- Feed back from students, teachers, non teaching staff,
- individualized grievance redressal,
- Proctorial System,
  - e mail, open forum, Parents-Alumni Meet,
  - Accessibility of the Principal and the Management to all anytime over the
    phone, etc.

10. Detail on the workload policies and practices that encourage faculty to be
    engaged in a wide range of professional and administrative activities
    including teaching, research, assessment, mentoring, working with
    schools and community engagement.
Our institution has need based and competency based work load policy. Besides
alloting the workload, the principle of equal and just distribution is followed.
For this the following steps are taken-
  ➢ Compensating upon the workload if a person is allotted more time consuming
    activity like practice teaching.
  ➢ Providing concession in timings if the person is allotted outdoor work.
  ➢ Allotting the workload as per the competencies of the staff (for ex: if the staff is
    good in some activity like writing the reports, articles then he or she is exempted
    from some other administrative or academic responsibility.)
  ➢ Adhering to the NCTE norms for the workload of the lecturer, reader and the
    Principal.

11. Does the institution have any mechanism to reward and motivate staff
    members? If yes, give details.
Appreciation Letters, recognition through e mails, ovation in staff meetings,
announcements in class and other formal programs, timely promotions,
facilitating securing of recognition as PG teacher/Ph D guide; opportunities for
teaching at PG level in courses of IGNOU and YCMOU.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes,
   mention the grants received in the last three years under different heads.
   If no, give details of the source of revenue and income generated.
No. We do not get any grants from the government or UGC. Resource is
generated by Open University Exams, Conducting English Speaking courses,
Faculty Development Programs, etc.
2. What is the quantum of resources mobilized through donations? Give information for the last three years.

We take no donations… Resources are generated as mentioned above.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Our source of income is students’ fees, which is fixed by the Shikshan Shulka Samiti and is revised every year based on the previous year’s audited expenditure. The fees is adequate to cover the day to day expenses. Our financial condition is better with the starting of M Ed and PGDME courses and conducting SMU and other Exams in collaboration with Meritrac. This has enabled us to provide better infra structure to our students.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Allocations increased for Computer, LAN, Internet, Library Books, Psychology Tests.

(Please refer answer to question 4.2)

MKR— to give allocation for Library Books, Journals, Comp., LCD, Psychology Journals, For Pratyush and SSSS,

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).MKR-to provide

Audit report for last 2 years attached herewith.

6. Has the institution computerized its finance management systems? If yes, give details. MKR to provide: Tally-9.2.

Tally receipts and payments are generated on a daily basis, all transactions, Bank reconciliations, all Books of accounts till the finalization of Accounts are generated from Tally ERP.
6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

Our significant measures towards the quality enhancement in the area of Governance and Leadership may be explained with the help of following table:

**STEPS TAKEN FOR GOOD GOVERNANCE AND LEADERSHIP**

<table>
<thead>
<tr>
<th>SR.NO.</th>
<th>PROCESSES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leadership and direction: Leading to decision making</td>
<td>Through - Weekly management meetings, - L.M.C. meetings, - I.Q.A.C. meetings, - Staff meetings</td>
</tr>
<tr>
<td>2</td>
<td>Strategic planning Leading to behavioural actions</td>
<td>Through - Strategic planning of the campus, - Institutional annual planning, - Action plans and academic calendars, - Portfolio planning.</td>
</tr>
<tr>
<td>3</td>
<td>Performance management framework For quality control</td>
<td>Through Performance appraisal system, Feed back mechanism, I.Q.A.C. report, Reflective portfolio reports.</td>
</tr>
<tr>
<td>4</td>
<td>Risk and challenges management framework: Focusing upon accountability, creative freedom and innovations.</td>
<td>Through Open forums, Healthy discussions in the I.Q.A.C. and staff meetings.</td>
</tr>
</tbody>
</table>

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The NAAC peer team had expressed its satisfaction over our “Governance and Leadership” component. Never the less their constructive recommendations have helped us to bring qualitative improvement in this area. Following is the brief account of the same-

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Observations</th>
<th>Steps taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gap between the recommendations</td>
<td>Making the given recommendations as a part of action plans for various portfolio activities,</td>
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</tr>
<tr>
<td>given by the different bodies &amp; their implementation.</td>
<td>Meticulous monitoring and follow-up of the implementation of the action plans for bringing the recommendations into reality.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Additional special staff welfare schemes as per recent development.</td>
<td>Timely increments and pay packages as per the government schemes and pay commissions, Loan facilities to the staff, Gratuity for the staff.</td>
</tr>
<tr>
<td>3</td>
<td>Establishment of grievance redressal cell.</td>
<td>We have established a grievance redressal cell comprising of the Principal and the senior faculty. The cell addresses to the grievances of the different stakeholders and takes appropriate action for their satisfaction.</td>
</tr>
<tr>
<td>4</td>
<td>Due consideration for training of the non-teaching staff.</td>
<td>English speaking program for the non-teaching staff, Training in computer tally for the accountant, Training in different computer fonts for the clerical staff, Orientation to different softwares for the technical assistant.</td>
</tr>
</tbody>
</table>

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

We have developed a system of governance and leadership. This system may be described with the help of following diagram-

```
Assessment

What’s working well in the institutional governance & why?

What’s needs further attention and improvement?

Action

Build Vision and Strategy
Plan the future
Ensure policies and programs are responsive to the stakeholders’ needs
Reform Governance Management System
Provide platforms for participation

Analysis

Constant Watch-Tower
Review
What are the institution’s strengths & opportunities?
How can we use them to make governance more effective?
In which areas is our institutional governance weak? Why?
```
Quality is never an accident, it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.”

- William A Foster
Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)?
   If yes, give its year of establishment, composition and major activities undertaken.

The institution has a fully functioning Internal Quality Assurance Cell, which was established on 24th August, 2005. The composition of members at that time was as follows:

1. Chairperson Dr. Vasundhara Padmanabhan
2. Senior Administrative Officer : Ms Anjali Kale
3. Three Teachers : Dr Kalpana Kharade
   Dr. Nagraj Rao
   Mrs Usha Ajithkumar
4. Member of the Management : Dr. (Mrs) Patricia Gokhale
5. Nominee from local Society : Prof. S. C. Ghai
6. Coordinator of the IQAC : Dr. (Mrs) Sybil Thomas

The composition of the IQAC due to the resignations of some of the senior members was reconstituted. Hence, the composition of the present IQAC is as follows:

1. Chairperson : Dr. Vasundhara Padmanabhan
2. Senior Administrative Officer : Mr M K Radhakrishnan
3. Three Teachers : Dr Kalpana Kharade
   Ms Rupal Thakkar
   Ms Sunita Britto
4. Member of the Management: Shri V Ranganathan
5. Nominee from local Society: Prof. S. C. Ghai
6. Coordinator of the IQAC: Ms Raju Talreja

IQAC plays an important function in the quality assurance and quality management of institutional activities. It follows democratic approach in the planning, implementation and evaluation of various programs leading towards the quality enhancement of the institution. While doing so, the institution’s focus is always on the reflection of all the core values in various activities.

Similarly, quality assurance is a planned effort for which the entire institution has to gear to. IQAC of our institution, right from the inception of the cell, is following the sound philosophy of Somaiya Vidyavihar and is striving to attain the vision and missions of our institution. Therefore the IQAC believes in:
IQAC believes in

Freedom to express
Freedom to innovate
Freedom to be creative
Freedom for decision-making

IQAC Parameters for quality assurance

Policy of valuing dialogue and participation
Creating learning organisation
Facilitating professional development
Capacity building
Facilitating collaborations and linkages
Optimum integration of ICT

Performance Indicators

Institutional Climate and System
Diversity and Inclusion
Assessment
Engagement and learning community

Student centred learning perspective;
Development of desirable teaching characteristics;
Active role of teachers in curriculum revision;
Valuing teachers, teaching;
Recognizing and rewarding quality teaching;
Promoting effective recruitment and retention policy
- Provision of support services
- Community engagement and partnership
- Financial aid that supports learning

1. Accounting for and valuing diversity of students
2. Provision of adequate support services
3. Active recruitment and admissions
4. Provision of transition and academic support
5. Providing multiple pathways for learning
6. Accounting for and valuing diversity of staff
7. Providing multiple pathways for reward and recognition of staff
8. Establishing standards and moderation processes

1. Assessment policies address issues of pedagogy
2. Evidence-based approach to assessment policies
3. Alignment between objectives, teaching attributes, assessment tasks and types
4. Formative assessment
5. Provision of timely and developmental feedback
6. Explicit learning outcomes
7. Establishing standards and moderation processes

1. Student engagement in active learning process
2. Fostering and facilitating learning communities
3. Social sensitivity through social connections
4. Staff engagement in teaching, research and extension
Keeping in view this broad perspective the college has organized several activities through its IQAC since 2005 till date:

1. **Activities for conducive institutional climate and systems**
   - Incentive mechanism
   - Research Methodology Course for teachers and faculty of sister institutions
   - Induction program, mentoring program for newly appointed staff
   - Opportunities for professional training of faculty and non teaching staff
   - Encouragement to take up research projects individually as well as collaboratively
   - Institutional development intervention like job rotation, job enrichment etc
   - Staff welfare activities
   - Faculty forums
   - Alumni Association
   - Placement Services
   - Compilation of success stories of outstanding students, teachers and non teaching staff
   - Leadership development programs

2. **Activities valuing diversity and inclusivity**
   - English Speaking Classes
   - Medium wise curriculum transaction
   - Developing and trying out an ‘ADD ON’ training model
   - Application of ICT in Education
   - Developing subject wise multilingual glossaries for syllabus
   - Extension activities and Community Work
   - Catering to needs of students with special needs

3. **Activities related to assessment**
   - Medium wise tutorials
   - Content Enrichment program
   - Provision of re test
   - Remedial Teaching
   - Need assessment through continuous appraisal system
   - Reflection of the practice teaching lessons by the students
   - Transparency in assessment and evaluation
   - Open book assignments

4. **Activities fostering engagement and learning community**
   - Educational Visits
   - Science and Mathematics Laboratory
   - Training in ICT
   - Organizing sessions of value education, art of living etc
   - Setting up a culture of life long education and building a learning society
   - Qualitative improvement of the instructional materials
   - Share and Care program
   - Subscription of online research journals
- Providing opportunities to participate in National Level Seminars
- Providing exposure to innovative classroom practices
- Orientation program in “Jeevan Vidya”
- Preparation of Computer Assisted presentations
- Working with renowned institutions to conduct researches
- Research paper reading sessions
- Linkages with open universities of IGNOU and YCMOU

The above mentioned activities have been a regular feature of our action plans since 2005 till date.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objective

The institution has developed a self-regulated mechanism to evaluate the attainment of goals and objectives. Schematic representation of institutional and individual goal setting is as follows:

3. How does the institution ensure the quality of its academic programs?

Quality Assurance is process (or set of processes) of enforcing quality control standards by applying the planned, systematic quality activities and working to improve the processes that are used in the institution.
Our institution takes systematic steps towards ensuring and maintaining qualities of academic programs. The following are the steps taken towards this:

**i) Definition phase:** The QA activities of this phase are focused on definition of output and selection of appropriate managerial processes for them.

The activities in this phase include:

- Identifying and understanding the need of the target population (different stakeholders - students, parents and teaching and non teaching staff, community)
- Define and formulate a plan (mission statement, objectives, scope translated into annual schedule and annual calendar)
- Define the resources to be used, (human and materials resources including team formation, the budget allocation, etc.)

**ii) Development phase**

During this phase the various programs are designed based on:

- Reflecting on the previous experiences.
- Pre planning of the activity through rigorous discussion in teams
- Finalization of the program/module/activity

**iii) Implementation phase in which the module/activity is brought into practice.**

**iv) Maintenance Phase:** The objective of the QA activities during the maintenance phase is to ensure that a continuous process of evaluation and improvement is being followed.

The main activities cover the systematic monitoring and evaluation of defined quality indicators (such as the results of different means of feedback to measure program/module/activity effectiveness, etc.). Special emphasis is placed on the cyclic and periodic, regular nature of the process of improvements. Along with regular performance appraisal system LMC and academic audit committee also give their inputs for the quality assurance of various programs.

These improvements are not only based on the periodic feedback but also the day-to-day implementation of the program/module/activity/project etc.

**4. How does the institution ensure the quality of its administration and financial management processes?**

Administrative and financial management processes are the two important components of the overall institutional management. Therefore, our institution ensures the quality of its administrative and financial processes through the following well defined steps:

- Set quality targets to be met by your team: This is done during the staff meeting along with the Principal and IQAC team.
- Define how those quality targets will be measured: The institution has developed several assessment mechanisms in the form of performance appraisals and portfolio wise reports. Through the LMC Meetings the managerial representatives keeps a keen eye on the quality targets set.
• Take the action needed to measure quality: This is achieved by mid term and annual monitoring of several portfolios. The Principal and IQAC team does this monitoring.
• Identify quality issues and improvements: After the mid term as well annual monitoring and assessment of the several portfolio activity reports, the Principal along with her team conducts rigorous discussion in quality issues and on the basis of which plan of action for the future is chalked out.
• Report on the overall level of quality achieved: The report of the quality achieved by the administrative and managerial personnel is generally reflected in IQAC report of the institution as well as the annual report of the institution.

5. How does the institution identify and share good practices with various constituents of the institution?

Every year the institution strives to add more and more best practices in it’s functioning. The time tested best practices are not only continued but also regularly reviewed and upgraded to enhance the quality of the program. In this process, thorough discussion is held before the planning and implementation of the practice. Further all the experiences of the best practices are presented through portfolio reports, staff and IQAC reports. Besides they also find their place in our inter collegiate activities like SSSS and Pratyush which are the major platforms to share our enriching experiences and learn from others. During the academic year 2008-09, Senior Scholars’ Seminar Series was centered on the theme of ‘Capacity Building in Teacher Education’. It was a very good opportunity for all the colleges of education as well as schools to share their best practices with their counterpart. In this process many ideas were generated which was included in the action plan of the seminar and annual plan for the academic year 2009-10.

Similarly our experiences with creative teaching were shared in inter collegiate competition Pratyush.

7.2 Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Our institution values the diversity among learners and strongly believes in the philosophy of inclusion. Therefore, to sensitize the teachers towards the issues related to inclusion the college undertakes several activities deliberately and consciously. Following is a brief account of activities:

• Seminar: In February 2005 the college organized SSSS on the theme of inclusive education, which oriented the teachers towards the various aspects of inclusive education. The seminar also oriented the teachers towards the various aspects of inclusion focused in the national policies and the school curriculum.
• Refresher Course: In April 2005 two of our faculty members Dr. Kalpana Kharade and Dr. Rashmi Potdar attended a UGC sponsored refresher course on the theme Inclusive Education conducted in SNDT Univeristy.
Organizing Programs: In December 2005, Dr. Kalpana Kharade organized a weeklong personality development program Priyadarshini for the visually challenged college-going girls in which many faculty members voluntarily involved themselves as resource persons.

Dr. Kalpana Kharade has given several talks on inclusive education for the students of SNDT Departments of Education and NASEOH.

Research Undertaken: In the academic year 2005-06 many teachers undertook action research projects on the theme of problems of education of children with special needs. Following is the list of the research projects:

In 2005-06

- A Study of the Attitude of Teachers towards Assessment in the Integrated Schools of Greater Mumbai.
- A Study of the Attitude of School Teachers towards the Education of Children with Special Needs in an Inclusive Set up.
- Looking for an Alternate Strategy of Teaching and Testing – An Experiment with Concept Mapping.
- In Collaboration with Pratham, an NGO Collaborative Study of the Educational Level of the Children of Slum Area in Mumbai City.
- In 2006-07
  - Responding to Student Diversity – An Experiment with Guided Discovery Activities as a Means for Inclusiveness in Science Teaching and Learning.
  - A Study of the Effectiveness of Dramatization for Hearing Impaired Students of Astitva and Lions Club School for Hearing Impaired Students.

In 2008-09

Valuing Learning Diversity: An Experiment with Instructional Scaffolding Technique for Enhancing Study Skills among Visually Impaired Students.

Paper Presentations: Dr. Kaplana Kharade and Dr. Sybil Thomas presented a paper on Inclusive Teacher Education in the national seminar conducted by Department of Education, Mumbai University in February 2007.

Published a full paper in the 2nd International Conference on Concept Mapping on the theme “Looking for an Alternative Strategy for Teaching and Testing: An Experiment with Concept Mapping in an Inclusive Science Classroom.”

Visits: Our institution organizes regular educational visits to the organizations working for the cause of people with special needs. Such visits too help in sensitizing the teachers towards the issues related to inclusive education. For e.g. since 2007 our college has been visiting St. Xavier’s Resource Center for Visually Challenged where the teachers along with the students had attended a workshop on Inclusive Education.

Inclusive Practices: This year we were fortunate to have first hand experiences of working with a student with visual impairment. The college enthusiastically admitted her and did every possible thing to help her in her educational endeavor. For this the teachers had to gear their teaching strategies having the components of inclusive education. For e.g. application of cooperative learning, small group work, involving her in various curricular and co-curricular activities and breaking all the barriers hindering her access to education.

Thus through the various activities the teachers are sensitized towards the issues of inclusion.
2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

While planning the academic schedule the institution makes it a point to plan curricular and co-curricular activities for the students sensitization to the issues about inclusion. In this regard the transaction of following curricular units at B Ed as well M Ed levels helps in creating awareness about inclusion.

Curricular aspects: At B Ed level

**Paper: Sociological Foundations of Education**
Role of Education in Relation to the Problems of Indian Society: Child Labor, Gender Discrimination, Class inequalities
Education For Human Rights

**Paper: Psychology of the Learner**
**LEARNER DISABILITIES**
Concept ,Identification of Gifted, Slow Learners., Dyslexia, Dysgraphia, Dyscalculia, Autism and Mainstreaming of Children with Learning disabilities

Revised B Ed Curriculum from 2008-09

**Paper: Psychology of the Learner: Learner Diversity**
a. Concept and need for Inclusive Education, Understanding Exceptional Learners (Gifted and Slow Learners), Concept of Learning Disability, Special Educational Needs of dyslexia, dysgraphia, dyscalculia, hearing impairment and visual impairment, strategies for inclusive education

At M. Ed level:

**Paper: Philosophical and Sociological Foundations of Education**
Social Stratification and Mobility :Gender and Education: Difference between gender and sex, gender role attitudes and gender differentiation and stereotyping, Role of religion, socialisation and law in gender ideology, Textbooks and gender stereotypes.

**Paper: Psychological Foundations of Education**

1. Concept of Human Diversity and Learning (Multiple Intelligences, Attitudes and Beliefs). Educational Needs of Diverse Learners.

2. Managing Classroom Behavior
   (a) Identifying Behaviour Problem: i) Academic Failure ii) Aggression
      iii) Depression iv) Problem of Peers
   Paper: Teacher Education
   Role and Competencies required of Teachers for Inclusive Education
Revised M Ed Curriculum from 2009-10

Along with the above units, other topics included for inclusive set up are as follows:

**Paper: Teacher Education: Issues and Innovations in Teacher Education.**

a) Issues arising out of Teacher Education Programs:

   iii) Fulfilling the needs of special Education

In Co curricular activities also the college applies inclusion approach wherein the core values depicting equality of sexes, inclusion, social integration, cultural diversity, social justice etc. are artistically interwoven in various cultural events.

- Quiz on human rights was conducted (2008-09)
- Drafting of Individualized Education Plan for a hypothetical case, (2008-09)
- Organizing Theme based group dance depicting the social issues of gender, child labor etc., (2008-09)
- Celebration of multi religious festivals. (All the years)
- Workshop of Gender Equity conducted by Dr. David Sadker (2006-07)
- Workshop on Philosophy of Paulo Friere (2008-09)

**Visits and Community Work:** along with this the college integrates the educational visits as well as community work activities in the academic plan for sensitizing our students. For details please refer page ..........

All this has great impact on students learning in terms of :

- Awareness about the Concepts
- Awareness about the need of inclusion of values into curricular components
- Sensitization towards the needs and problems of different deprived sections of the community.

3. **Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

Our institution believes in student centered teaching learning strategies creating conducive learning environment. For this the focus is given on social interaction and positive interdependence among the learners, active learner engagement in the process of learning and teaching, learning strategies enhancing learners’ motivation. Fortunately the revised B Ed curriculum also reflects the same vision. It also expects the selection of those teaching learning strategies fostering social interaction, active engagement in learning and self-motivation. They include the following:

- The B Ed Practicum has included seminar presentations by the students in which the students are expected to work collaboratively and cooperatively on a given theme and prepare a seminar presentation.
The B Ed students are to present co-curricular activity in which a core value specified in NPE 1986 needs to be reflected. This activity also is of group work nature in which cooperative efforts of students are expected.

The B Ed students are expected to complete a practical in psychology in the form of cooperative learning.

The Open book assignment requires students’ active engagement and motivated efforts in the process of learning. All these prescribed curricular activities do help in creating conducive learning environment for fostering social interaction, positive interdependence, and self-motivation.

The community work activity also helps in bringing the students together and working towards a common project related to any community issue.

Our college has opted for extension activity in which the student managers and the students work and help each other informally to complete their selected option of extension activity.

We feel proud to mention that even before university provision, our college has been actively using the cooperative learning strategies through various seminar presentation and group based curricular and co-curricular activities. Open Book Assignments and tutorials used to be the regular features of our curriculum transactions.

At M Ed level too the teacher educators have been making ample use of cooperative learning activities and group based activities in their regular curriculum transaction as well as in simulated teaching activities.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

In the changed social scenario, education is expected to be accessible to all the socio-economic categories of the society. There is growing positive social awareness about mainstreaming of the socially economically and educationally deprived sections of the society. In such a changing context the role of the teacher has become multi-faceted. He is expected to develop those role competencies, which will enable him to cater to educational needs of the deprived sections of the society. Our institution has always recognized this need and taken several deliberate measures in this direction.

- Through the project on the theme ‘Looking for an Alternate Strategy of Teaching and Testing – An Experiment with Concept Mapping’ completed in 2005-06. Our students were exposed to the application of concept maps as a learning technique to learn science in cooperative learning environment. Here they could see the impact of this technique even on the students with learning and physical disabilities.

- The project on the theme “Responding to Student Diversity – An Experiment with Guided Discovery Activities as a Means for Inclusiveness in Science Teaching and learning” completed in 2006-07. The B Ed students had direct exposure of working with visually impaired students in the integrated setup.

- In December 2005 the college has conducted a personality development program of one-week duration for the visually impaired college going girls. In this project too our students had opportunity to work with visually impaired students and understand their needs and problems emphatically.

- In 2008-09 the B Ed students were also actively involved in the project on the theme Valuing Learning Diversity – An Experiment with Instructional Scaffolding Technique for Enhancing Study Skills among the Visually Impaired Students. This too was a very enriching exposure for our students as they could take constructive steps towards
preparing instructional scaffolds for enhancing the study skills among the visually impaired students.

- Please also refer to 7.2 Q1 Researches undertaken. In those activities too the students were actively involved. Besides the college had given ample opportunities to work with students with exceptional needs through various community work activities.

- Along with this our SSSS in the year 2005 was based on the theme of Inclusive Education, which helped to develop awareness among our students about the need for inclusion and proactive role of teachers in bringing this concept into reality.

5. **How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

All these years the college had strived to address the needs of the physically challenged people through various constructive measures which included installation of elevators, involvement of students in various community activities catering to the needs of the differently abled people, involving differently abled people in the co-curricular activities of the institution etc.

But this year we had the privilege to serve a visually challenged student. Our strong belief in the philosophy of inclusion all these years had made this challenge easier for us. Therefore we could easily cater to the needs of the students by creating conducive learning environment for her through our various teaching learning strategies and physical infrastructure. Our teachers made several accommodations in their teaching for helping the visually impaired student to access the information. For e.g. reading out the material written on the chalk board, recording the content on tape recorder, arranging a reader and writer for her and providing extra time for several assignments and tests. A conducive emotional environment was created which helped the student to break all the barrier of physical impairment and participate actively in different institutional program including dance, other competitions etc.

6. **How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

In this era it is necessary for the teachers to handle and respond to gender sensitive issues. With this respect the college through its various activities creates an awareness among the student teachers to play their role as an agent of social change. For this the following steps were taken during last four years:

- Seminar on Gender Equity by Dr David Sadker during 2006-07.
- Co-curricular activities on one of the core values i.e. gender equality in 2008-09
- Special focus on the gender sensitive topics in B Ed and M Ed curriculum through discussion -
  - In B Ed: Paper: Sociological Foundations of Education

In M Ed: Paper Philosophical and Sociological Foundations of Education:
1. **Topic: Education of the Disadvantaged**  
   a) Education, Inequality and Social Stratification.  
   b) Education and Equality  
      i) Factors Affecting Equality in Education  
      ii) Measures to Correct Inequality  
      
      - Focus on gender issues in classroom teaching through pedagogical analysis of content based on core values specified in NPE 1986  
      - Along with this our teachers had undertaken research projects on the following themes in which even the students were actively involved in the process of research design, data collection and analysis and conclusions.

   In 2006-07-  
   - A Study of Division of Labor and Financial Freedom enjoyed by Women Teachers of Secondary Schools in Mumbai.  
   - A Study on Knowledge and Attitude of Adolescent Girls towards Reproductive Health Issues.  
   - Apart from this in the year 2006-07, our students were also involved in the project of surveying the status of women through extension activity. In this activity, each student interviewed 100 young girls and women from the age group of 14+ up to 25 years and conducted survey of their academic and personal life.  

Thus our students are made to imbibe the necessary background and sensitization to handle and respond to gender sensitive issues in a skillful manner.
7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

   Access
   
   to the
   
   Organizational performance (Academic and Administrative)
   
   Is ensured to
   
   The stakeholders

   - Management
     through
     - Weekly Meetings
     - LMC Meetings
     - Academic Audit
     - Advisory Committee
     - Meeting
     - Annual Reports
     - IQAC reports
   
   - Employees
     through
     - Staff Meetings
     - Portfolio reports
     - Annual Reports
   
   - Students
     through
     - Annual Report
     - Student Council
     - Meetings
     - Open Forum
   
   - Community/Parents
     through
     - Website
     - Alumni-Parents’ Meet

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

As mentioned in the answer to the question below, the institution has developed a feedback mechanism for collecting information about several academic and administrative processes, data about students’ and different stakeholders’ satisfaction.
and dissatisfaction through different sources. They include feedback reports of the students, practice teaching schools, community centres, performance appraisals for the teachers and administrative staff, academic audit reports, portfolio report of the faculty in charge, open forums, proctors reports and PTA meetings. The information collected through these sources is analyzed thoroughly by the Principal and the IQAC committee. Based on the collected data the institution prepares AQAR in which the detail description of the different academic and non-academic processes leading to the quality improvement is presented. This report is sent to the NAAC office every year. The copy of the same is also submitted to the management representatives, LMC members, advisory committee members and academic audit committee members. Based on this report all these committees give constructive inputs for the further quality improvement. Apart from this an annual report of the institutional performance is also prepared which is sent to the NCTE. Based on AQAR, the institution prepares action plan which includes all the inputs provided by different feedback agencies. This plan also is thoroughly discussed in the annual staff meeting and strategies are chalked out for its successful implementation.

We hold regular staff meetings in which the implementation of the action plan is monitored. Staff meetings are the occasions in which the information collected through different sources is shared and the decisions are taken subsequently.

Student council meetings are also important events in which the students’ representatives are disseminated with important policy decision about various academic processes. Their opinions suggestions and feedback also have important places in the decision making process for quality improvement.

The L.M.C. members and the advisory committee members also play important role in the decision making process for quality enhancement through their constructive feedback on various academic and non-academic processes.

The parents, practice teaching schools and community centres are also involved in the quality improvement processes by seeking feedback from them at various levels. This is how the institution collects and shares different data and information about the various institutional processes and feelings about different stakeholders and uses it for the future institutional progress.
3. **What are the feedback mechanisms in vogue to collect and collate data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

Feedback mechanism is an essential component in the process of quality improvement. Our college has developed a systematic feedback mechanism and its translation in to quality improvement process. Following diagram explains this feedback mechanism and its translation into the process of quality improvement.

**Additional Information to be provided by Institutions opting for Re-accreditation**

1. How are the core values of NAAC reflected in the various functions of the institution?
Our institution believes in the following core values and makes every possible effort to integrate them through our various academic and non-academic activities

<table>
<thead>
<tr>
<th>Sr.n o.</th>
<th>Values</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1      | Contributing to Fostering National Development | • Preparing the well equipped, well educated teachers for the changing global contexts,  
     |                                              | • Developing awareness among the future teachers about the socio economic and cultural issues of the nation through various curricular and co-curricular programs,  
     |                                              | • Developing life long learners needed for the changing global scenario through various open university programs,  
     |                                              | • Fostering the faculty development of school and college teachers through our extension activities,  
     |                                              | • Contributing to the educational development of the deprived sections through community work program,  
     |                                              | • Undertaking various research projects contributing to the solutions of the educational problems of the community,  
     |                                              | • Contributing to the capacity building of the educational institutions through our various academic events like S.S.S. |
| 2      | Developing Global Competencies among Students | • Conducting ADD-ON program for equipping the future teachers for the international educational set up,  
     |                                              | • Developing ICT skills among the students,  
     |                                              | • Developing the English communication skills among the students,  
     |                                              | • Orienting the students to the international educational concepts through international education. |
| 3      | Quest for Excellence                         | • Through our slogan of performance par excellence,  
     |                                              | • Encouraging the students to talk in various inter collegiate events,  
     |                                              | • Preparing the students for the excellent academic results at the university level,  
     |                                              | • Emphasizing upon the innovations and creativity in every undertaken academic as well as co-curricular activities,  
     |                                              | • Providing constructive feed back, timely guidance and counseling after every major academic event. |
| 4      | Inculcating a Value System among students | • Organizing Jeevan Vidya program,  
     |                                              | • Training the students in infusing the core elements prescribed by NPE 1986 and life values through the pedagogical analysis of the course content,  
<pre><code> |                                              | • Celebration of national festivals, |
</code></pre>
<table>
<thead>
<tr>
<th>5</th>
<th>Promoting use of technology</th>
</tr>
</thead>
</table>
| **Developing the values of secularism through celebrations of multi religious festivals,**  
| **Inculcating the social values and sensitivity towards the deprived sections of the society through involvement of students in the community work programs,**  
| **Developing the feeling of oneness and co-operation through co-operative learning activities,**  
| **Conducting debates, elocution competitions on the socially and nationally important issues.** |
| **Applying ICT techniques in the curriculum transaction,**  
| **Adopting subject driven approach for the use of ICT in transacting the methodology papers,**  
| **Training the students in ICT skills through care and share programs,**  
| **Orienting the students to the application of ICT for the development of instructional materials,**  
| **Developing web portal for providing the access to on-line educational resources,**  
| **Communicating with the students about various activities through e-mails,**  
| **Making the students the instructional materials, assignments available through e-mails,**  
| **Orienting the students to the computer application to research data analysis,**  
| **Applying ICT for students’ evaluation, guidance as well as for the development of students’ database.** |

**Mapping of Academic Activities of the Institution**

This is essential to get an accurate picture on admissions, curricular and co-curricular activities of the institution. The mapping when sincerely completed will reflect the efforts of the institution in achieving its vision and mission.

**Guidelines on how to fill the grid**

(1) The grid on page 105 provides an example of how to map out various academic and co-curricular activities of the B.Ed. program. The grid at page 84 may be modified for various programs according to the duration of the teacher education program and its activities.

(2) For example, the B.Ed. session should consist of at least 33 working weeks of 6 days each and each working day should be of six hours of instructional activities. The session-end examinations should commence during the 33rd week while the admissions should as far as possible be completed during the first week. The intervening 31 weeks should be devoted to instructional activities and planned self-study. This 33-week session does not include breaks such as autumn/Pooja/winter/Christmas etc.
(3) If the admissions are spread over the first two weeks, then cells 1 and 2 against “Admissions” should be shaded with a pencil (use a HB pencil, as far as possible).

(4) If the orientation program is spread over 3 days in the third week, then the first half of the third cell against ‘orientation’ should be shaded.

(5) If the practice teaching starts during the 21st week and continues till the 25th week, then cells 21-25 against “practice teaching” should be shaded.

In case, the practice teaching is truncated and conducted in two phases and Phase I is spread over weeks 11 to 15 and students go to practice teaching schools two days a week, then cells 11-15 against practice teaching should be shaded proportionately as shown below:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
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</table>

(6) It is important that mapping of activities, academic as well as co-curricular, in the grid provides an accurate picture of which activities were organized during the preceding session and when they were organized. It is not necessary that various activities listed in column 1 be organized in the same sequence. An institution may organize the set of activities in a manner that reflects its educational vision faithfully.

(7) In case, column # 1 in the grid is inadequate for listing of activities, you may use an additional sheet of paper and extend the grid.