The Annual Quality Assurance Report (AQAR) of the IQAC
2013-14

The Annual Quality Assurance Report (AQAR) of the IQAC

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

Part – A

AQAR for the year *(for example 2013-14)*

2013- 2014

1. Details of the Institution

1.1 Name of the Institution

HANSRAJ JIVANDAS COLLEGE OF EDUCATION

1.2 Address Line 1

Dr. Madhuri Shah Campus

Address Line 2

Ram Krishna Mission Marg

City/Town

Khar West, Mumbai

State

Maharashtra

Pin Code

400 052

Institution e-mail address

hjcollege@rediffmail.com

Contact Nos.

022-26044641

Name of the Head of the Institution:

Dr. Anita Swami

Tel. No. with STD Code:

022 26044641

Mobile:

9820653125

Name of the IQAC Co-ordinator:

Dr.Usha A. Borkar

Mobile:

9820003265

IQAC e-mail address:

hjceiqac@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)*

MHCOTE10480

OR

1.4 **NAAC Executive Committee No. & Date:**
(For Example EC/32/A&A/143 dated 3-5-2004. This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

EC/54/RAR/084

1.5 Website address:

www.hjce.in

Web-link of the AQAR:

http://hjce.in/wp-content/uploads/2017/02/AQAR-2013-14.pdf

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

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA/ %	Year of Accreditation	Validity Period
1	1st Cycle	B+	85-90 (%)	2003	8.1.2009
2	2nd Cycle	A	3.09	2011	8.1.2016

1.7 Date of Establishment of IQAC :   DD/MM/YYYY | September 2003 |

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

   i. AQAR 2011-12 SUBMITTED TO NAAC ON 28/9/2012 VIA ON LINE SURVEY (Uploaded on College Website)
   ii. AQAR 2012-13 SUBMITTED TO NAAC ON 30/9/2013 VIA ON LINE SURVEY (Uploaded on College Website)

1.9 Institutional Status

   University   State ☐ Central ☐ Deemed ☐   Private ☐

   Affiliated College   Yes | Y | No ☐

   Constituent College   ☐ Yes | N | No

   Autonomous college of UGC   Yes ☐   No | N |

   Regulatory Agency approved Institution   Yes | Y | No ☐

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

Type of Institution   Co-education   [Y]   Men [ ]   Women [ ]

Urban [Y]   Rur[al] [ ]   Tribal [ ]

Financial Status   Grant-in-aid [Y]   UGC 2(f) [Y]   UGC 12B [Y]

Grant-in-aid + Self Financing [ ]   Totally Self-financing [ ]

1.10 Type of Faculty/Programme

Arts [ ]   Science [ ]   Commerce [ ]   Law [ ]   PEI (Phys Edu) [ ]

TEI (Edu) [Y]   Engineering [ ]   Health Science [ ]   Management [ ]

Others   (Specify)   PH.D   Education

1.11 Name of the Affiliating University *(for the Colleges)*   University of Mumbai

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

Autonomy by State/Central Govt. / University   NA

University with Potential for Excellence   No   UGC-CPE   No

DST Star Scheme   No   UGC-CE   NO

UGC-Special Assistance Programme | No | DST-FIST | No |

UGC-Innovative PG programmes | No | Any other (*Specify*) | NO |

UGC-COP Programmes | No |

2. IQAC Composition and Activities

2.1 No. of Teachers | 07 |

2.2 No. of Administrative/Technical staff | 01 |

2.3 No. of students | 02 |

2.4 No. of Management representatives | 01 |

2.5 No. of Alumni | 02 |

2. 6 No. of any other stakeholder and

   community representatives | 01 |

2.7 No. of Employers/ Industrialists | NIL |

2.8 No. of other External Experts | 01 |

2.9 Total No. of members | 15 |

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: 03   No. 03

Non-Teaching Staff 04   Students 01   Alumni 01 Others 02

2.12 Has IQAC received any funding from UGC during the year?   Yes Y   No N

If yes, mention the amount   Rs.3,00,000/-

2.13 Seminars and Conferences (only quality related)

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

Total Nos. 19   International   National 03   State   Institution Level 16

(ii) Themes

> One day NHRC (National Human Rights Commission) sponsored Training Programme on 'Women Rights Capacity Building Programme for student teachers' was conducted on 23 December 2013.
> NAAC Sponsored One Day National Level Seminar on an extremely relevant theme "Benchmarking for Excellence in Higher Education" on Saturday, 29th March 2014.
> One week National Workshop on "Research Methodology in Social Sciences" sponsored by ICSSR Western Regional office, Kalina, Mumbai successfully between 24th February to 4th March 2014.
> A three days training programme in the usage of Learning Management System MOODLE by HJCE Center for E learning (HJCE CEL)

To empower our students with knowledge, skills and attitude that will build their capacities so that they emerge as competent teachers and global citizens the college arranged for workshops and lectures of various experts on different topics.

By In-house Faculty
- 'Preparing an Effective C.V.'
- 'Know Thyself
- 'A Small Truth to Give Life 100%'
- 'Voice Culture'
- 'Creativity'
- 'E-Learning'
- 'Managing our Emotions'
- 'Life Skills'
- 'Value Education'.

By Guest Speakers
- *'Value* Integrated Teaching and Learning-VITAL' by Swami Muktananda and Smt. Sharada Ganapathy
- 'Anti Dowry 'by Smt.Asha Kulkarni
- 'Thalessemia' by Shri Vinay Shetty
- Awareness on HIV by Smt.Mamali Ganguly
- 'Safety Issues of women' by Shri Manoj Gujjar (Sub inspector of Police)
- 'Stress Management' by Shri Yukta Chaitanya

2.14 Significant Activities and contributions made by IQAC

1. Quality Assurance Initiative through National Level Seminars/Workshops.

2. Collaborations with Department of Educational Technology, IIT Mumbai, IGNOU etc.

3. Initiating linkages with Khar Police station, Chinmaya Mission, Apple India, Disha Counseling

4. SWOT Analysis by significant stakeholders

5. Career Advancement Scheme assessment by IQAC

6. Annual Free of Cost Counseling Sessions by trained Psychologist for students and community

7. Training Workshops for students by Trail Blazzers & IIT, Mumbai

8. Incorporating Reflections in lesson plans

9. Intellectual Sharing forum to enhance collaboration among faculty

10*.* Infrastructure up gradation

2.15 Plan of Action by IQAC/Outcome

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

    *** Attached the Academic Calendar of the year as Annexure i and Plan of Action with Action Taken Report as Annexure ii.**

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

Management ☐   Syndicate ☐   Any other body ☐

Provide the details of the action taken   NA

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	01	-	-	-
PG	-	-	-	-
UG	01	-	-	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others	01 (Study Centre of M.A. (Edu.) of IDOL, Univ. Of Mumbai) 05 IGNOU Study Centre			05
Total	08	-	-	05

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	01
Trimester	-
Annual	-

1.3 Feedback from stakeholders*   Alumni [Y] Parents [Y] Employers [Y] Students [Y]
   (On all aspects)

Mode of feedback   :   Online [ ]   Manual [Y]   Co-operating schools (for PEI) [Y]

Please find an analysis of the feedback in the Annexure iii

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

The B.Ed course syllabus was revised during 2013-2014 with the entire programme being of Two Semesters. The college Faculty was involved in most of Syllabus framing and orientations. The salient features of the newly introduced syllabus are as follows:

1. Book reviews were included for 10 marks

2. Micro-teaching was given weightage

3. The Practicum in each semester is now considered as a course with a total of 20 credits

4. Both the methods of teaching were introduced in Semester I and ICT in Education was included in Semester II

5. Several contemporary and relevant topics introduced in the syllabus

6. Psychology journal was given weightage of 5 marks

7. Internship during practice teaching was given weightage of 10 marks

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

NO

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
09	09	NIL	NIL	NIL

2.2 No. of permanent faculty with Ph.D.

05

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

2.4 No. of Guest and Visiting faculty and Temporary faculty

NIL   NIL   NIL

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	7	9	NIL
Presented	10	10	NIL
Resource Persons	NIL	NIL	NIL

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

- ▪ The college faculty uses a multitude of teaching strategies such as Cooperative Learning Strategy, Constructivist Strategies, Creative Teaching, Designing Instructions using Games, Integrating Multicultural Education in Classroom, Problem Based Learning, and Designing Instructions using Multiple Intelligences,

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

197

2.8 Examination/ Evaluation Reforms initiated by

the Institution (for example: Open Book Examination, Bar Coding,
Double Valuation, Photocopy, Online Multiple Choice Questions)

Institution followed its previously initiated extremely successful exam related practices: ▪ Tutorials before every class test & prelimis;   ▪ Brainstorming Sessions after every class test & prelimis where students with help of teachers analyse constructively drawbacks in the exam/test papers.   ▪ Music and Meditation theraphy before essays and exams.   ▪ Individual student feedback from the Principal after every activity of the practicum and examination – formative feedback.

2.9 No. of faculty members involved in curriculum
restructuring/revision/syllabus development

9	9	1

as member of Board of Study/Faculty/Curriculum Development workshop
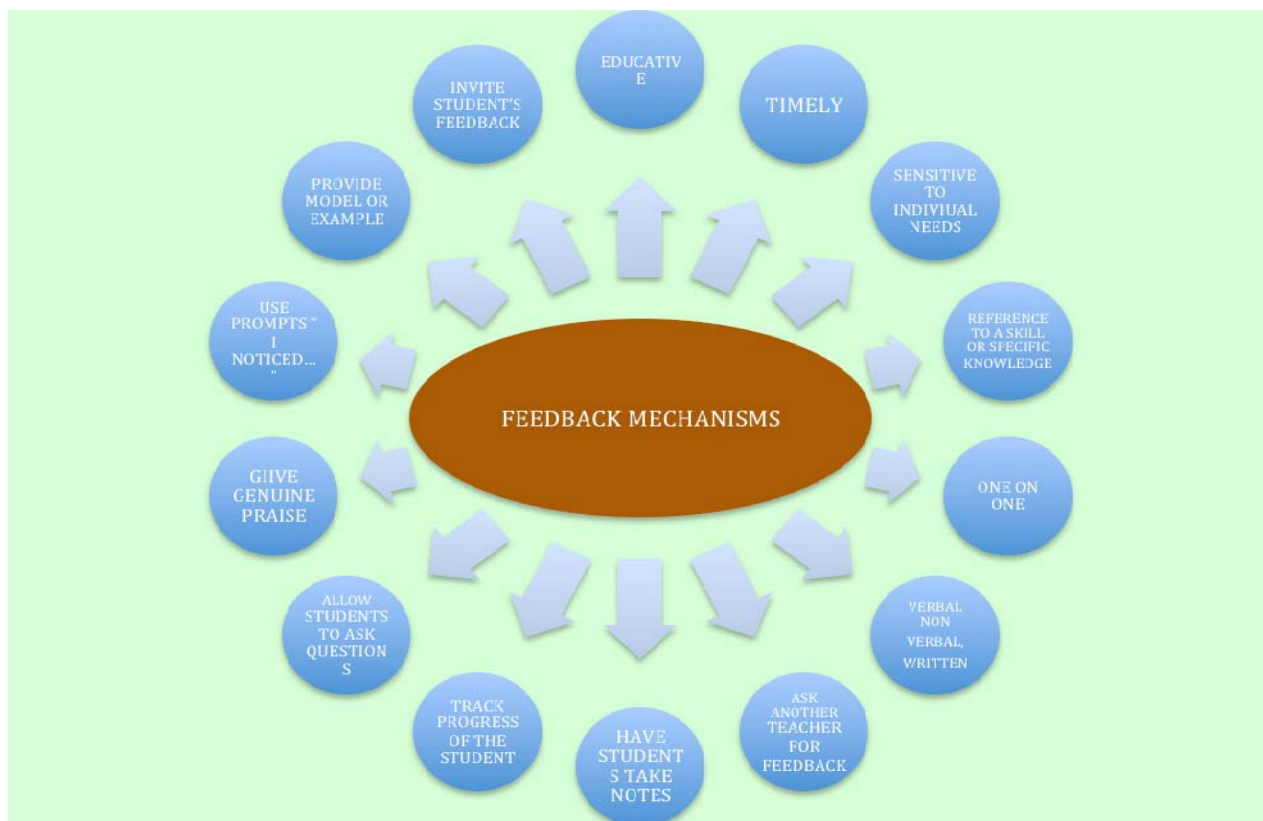
2.10 Average percentage of attendance of students

97%

2.11 Course/Programme wise
distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed	100	01	55	38	4	02

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

HJCE IQAC monitors using the following well thought out feedback and follow up mechanism.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	NIL
UGC – Faculty Improvement Programme	02
HRD programmes	NIL
Orientation programmes	NIL
Faculty exchange programme	NIL
Staff training conducted by the university	01
Staff training conducted by other institutions	02
Summer / Winter schools, Workshops, etc.	01
Others	06

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	02	01	01	NIL
Technical Staff	NIL	NIL	NIL	NIL

Criterion – III

3. Research, Consultancy and Extension

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

- IQAC has developed quality benchmarks in all activities of the institution to ensure continuous improvement in the entire operations of the institution.
- IQAC conducts workshops, awareness programmes, study circle and special lectures on Quality innovations, TQM and workshops related to ICT, leadership, governance and strategic perspective planning.
- IQAC looks after the adequacy, maintenance and proper allocation of support structure and services.
- IQAC monitors the quality of research programmes proposed and undertaken.

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	01	-	-
Outlay in Rs. Lakhs		5, 25000/-	-	-

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	04	-
Outlay in Rs. Lakhs	-	-	2,19,000	-

3.4   Details on research publications

	International	National	Others
Peer Review Journals	17	06	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	-	-	-

3.5 Details on Impact factor of publications:

Range | - | Average | - | h-index | - | Nos. in SCOPUS | - |

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2012-17	ICSSR	5,12,775	3,57,750
Minor Projects	2013-14	2 Research Projects University of Mumbai & 2- Research Projects ICSSR	25,000 19000 75,000 100000	20,000 15,200 25,000 40,000
Interdisciplinary Projects	NIL	NIL	NIL	NIL
Industry sponsored	NIL	NIL	NIL	NIL
Projects sponsored by the University/ College	NIL	NIL	NIL	NIL

Students research projects *(other than compulsory by the University)*	NIL	NIL	NIL	NIL
Any other(Specify)	NIL	NIL	NIL	NIL
Total		01 Major + 04 Minor Research Projects	7,31,775	4,57,950

3.7 No. of books published   i) With ISBN No. `01`   Chapters in Edited Books `02`

   ii) Without ISBN No.   `-`

3.8 No. of University Departments receiving funds from

   UGC-SAP `-`   CAS `-`   DST-FIST `-`

   DPE `-`   DBT Scheme/funds `-`

3.9 For colleges   Autonom `-`   CPE `-`   DBT Star Scheme `-`

   INSPIRE `-`   CE `-`   Any Other (specify) `-`

3.10 Revenue generated through consultancy `-`

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	NIL	03	NIL	NIL	NIL
Sponsoring agencies	NIL	NAAC, NHRC, ICSSR	NIL	NIL	NIL

3.12 No. of faculty served as experts, chairpersons or resource persons `01`

3.13 No. of collaborations   International `-` National `03` Any other `-`

3.14 No. of linkages created during this year `04`

3.15 Total budget for research for current year in lakhs :

   From Funding agency `7,31,775` From Management of University/College `NIL`

Total   7,31,775

3.16 No. of patents received this

year

Type of Patent		Number
National	Applied	NIL
	Granted	NIL
International	Applied	NIL
	Granted	NIL
Commercialised	Applied	NIL
	Granted	NIL

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

Total	International	National	State	University	Dist	College
01	01	NIL	NIL	NIL	NIL	NIL

3.18 No. of faculty from the Institution   01
       who are Ph. D. Guides
       and students registered under them   03

3.19 No. of Ph.D. awarded by faculty from the Institution   02

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

JRF   NIL   SRF   NIL   Project Fellows   NIL   Any other   NIL

3.21 No. of students Participated in NSS events:

University level   -   State level   -

National level   -   International level   -

3.22 No. of students participated in NCC events:

University level   -   State level   -

National level   -   International level   -

3.23 No. of Awards won in NSS:

University level [-]   State level [-]

National level [-]   International level [-]

3.24 No. of Awards won in NCC:

University level [-]   State level [-]

National level [-]   International level [-]

3.25 No. of Extension activities organized

University forum [-]   College forum [09]

NCC [-]   NSS [-]   Any other [-]

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

Reaching out to the unreached
As part of Extension work students undertook projects on the theme of Status of Women Survey (SWS), Online Information Technology Project (ITP) and Population Education Club (PEC). They also participated in the Inter- Collegiate Udaan festival by DLLE and won the Third prize in poster competition**.**

Joy of Giving
The tradition of **'Joy of Giving'** was started in 2009, as a nation-wide, weeklong "festival of philanthropy", to observe, the birth anniversary of Mahatma Gandhi, engaging people through *"acts of giving"* - money, time, resources and skills –including the corporate, NGO and government sectors, schools, colleges and the general public.

The Joy of Giving Week was observed by the students and staff by collecting clothes, stationery, footwear, utensils, other useful articles and money too. These donations are later handed to the NGO Anmol, working for the street children.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	931.492 sq. mt	-	NA	NA
Class rooms	04	-	NA	NA
Laboratories	03	-	NA	NA
Seminar Halls	01	-	NA	NA
Other Rooms Rest Room & Washroom [Male & Female], Office, Staff Room, Library, Store Room, Pantry	10	-	NA	NA
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	28	-	UGC	NA
Value of the equipment purchased during the year (Rs. in Lakhs)	5,67,675/-	-	UGC	NA
Others	-	-	-	-

4.2 Computerization of administration and library

> ➢ Tally 9 was installed for better administration
>
> ➢ In the Library, earlier practices like Bar coding, setting up of institutional repositories and N-list facility were continued.

4.3   Library services:

Resources	2012-2013					
	Existing		Newly Added		Total	
	No	Value	No	Value	No	Value
Text Books	2449	196004	2	772	2451	196776
Reference Books	15821	1187330	7	3061	15828	1190391
e-books (NLIST)	51000	5000	75000	5000	97000	5700
e-journals (NLIST)	2100		3000		6000	
Journals	13	6960	8	6240	8	6240
Magazines	12	6770	8	6074	8	6074
Digital Database	Libsuite	--	--	--	--	--
CD's & Videos	91	--	9	--	100	--
Others (Thesis, Bound and Back Volumes of Journals, Research Reports,CCRT)	754	--	--	--	754	--

We pay common subscription for Inflibnet's N-List Programme for e-Books and e-Journals

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Department-ments	Others
Existing	33 + 2 laptops	1	2	4	1	1	Nil	NIL
Added	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
Total	33 + 2 laptops	1	2	4	1	1	Nil	NIL

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

The entire college campus was made Wi-Fi zone and CCTV cameras were installed in the entire campus. Psychology Lab was equipped with Smart Board facility.

Training was provided to entire faculty and students in the following areas:

- MOODLE

- Smart Board

- Google Apps

4.6 Amount spent on maintenance in lakhs :

i) ICT

Rs. 24,000/- To Rs. 28,000/-

ii) Campus Infrastructure and facilities

iii) Equipments

Rs.29,018/-

iv) Others

NIL

Total :

Rs. 57,000/-

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC through various committes worked towards enhancing awareness about Student Support Services:

- Fortnightly Mentoring Programme for students

- Buddy System

- Speak Well Club- to improve communication skills of students with weak communication skill

- Student Grievance Cell

- Placement Celll

- Women Cell

- On Campus Individual Counselling Sessions of trained Psychologists

- Library Orientation

- Career orientation

5.2 Efforts made by the institution for tracking the progression

Institutions track the progress through the following:

- Feedbck from Mentor group, individual feedback with Principal, College councellor, informal interaction with students through the system depicted under 2.12

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
100	-	03	-

(b) No. of students outside the state

04

(c) No. of international students

NIL

No	%	
6	6	Men

No	%	
94	94	Women

Last Year 2012-13						This Year 2013-14					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
89	06	NIL	04	01	100	87	06	NIL	07	NIL	100

Demand ratio   100   Dropout % NIL

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

The college carries out a Counselling and Orientation programme for candidates, interested in pursuing the B.Ed. course. It gives the candidates an overview of the course, the Common Entrance Test (CET), the procedure of admission, and provides answers to a lot of their queries. This service is open to all candidates desirous of pursuing B.Ed. from any college.

No. of students beneficiaries

150

5.5 No. of students qualified in these examinations

NET   01   SET/SLET   -   CAT   -   -

IAS/IPS etc   -   State PSC   -   UPSC   -   Others   2

5.6 Details of student counselling and career guidance

The complexities of today's world has emphasized that there is an urgent need of introducing and strengthening the counseling service in the schools and colleges of our country. Emotional, psychological and social wellbeing helps one cope with challenges of life effectively. To ensure the mental health of the student teachers and community at large, the college has tied up with 'Disha-Child, Adolescent and Adult Counselling Centre'. Every year this service is provided without any charges, where the students can meet with trained counselor and discuss personal or academic problems. It eases a lot of anxiety and stress and provides insights to solving personal problems. The students are encouraged to utilize the facility for their family members, relatives and friends too. In this way, the college accomplishes its responsibility to the students and community.

The Counselling sessions included the following:

- Career Counselling and Vocational Guidance
- Counselling for Academic Difficulties and
- Counselling for Personal Problems

No. of students benefitted   100

5.7 Details of campus placement

On campus		Off Campus	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
25	100	71 10	

5.8 Details of gender sensitization programmes

Activities and Events conducted by the Women Development Cell are as follows:

A One day NHRC (National Human Rights Commission) sponsored Training Programme on 'Women Rights Capacity Building Programme for student teachers' was conducted on 23 December 2013.

The training programme was facilitated by scholars and practitioners from various disciplines and expertise, the course provided an in-depth discussion and analysis of issues of human rights.

Dr,Mafuil Hassan and Dr.Ravi from the Maharashtra State Human Rights Commission were the chief guests,Dr. Asha Bajpai, Head Professor, Socio-Legal Studies And Human Rights, TISS, Mumbai, Prof. Shamim Modi, Social Activist, Founder Member Shramik Adivasi Sangathana and Dr.Usha Ajith Kumar faculty of the college were the resource persons for the training programme.

Around 180 student teachers attended the programme and were sensitized to the issues of women rights.

Inter collegiate Elocution Competition to mark International Women's Day

The College decided to celebrate International Women's Day by organising an Inter-collegiate Elocution Competition on the 12th of March 2014. It provided a platform for students from various colleges to celebrate Women's day and the theme chosen for the competition was "Metamorphosis of Women". The elocution competition was in both English and Marathi. The topics provided to the participants were 'Status of Women at Workplace – My Perspective.' 'Women of 21st Century – My Vision.' 'Social Poverty among Professional Women – A Reflection' and 'Women Empowerment – A Myth or Reality.'

Dr. C. S Laxmi Director of SPAROW- Sound and Picture Archives for Research on Women, the key note speaker for the occasion, enthralled the audience with her inspiring thoughts .The competition saw thirty-six participants presenting their thoughts before the audience; twenty four in English and twelve in Marathi language. The judges for the competition were Mrs.Shirley Mathews, Lecturer, T.J.Singhvi College of Management, Vile Parle and Mrs.Seema Ketkar, lecturer,Gyan Sadhana Degree College, Thane. The prizes were announced at the end of the day with the judges providing a feedback on their performance and also some useful guidelines to keep in mind for a better performance.

5.9 Students Activities

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

State/ University level [-]   National level [-]   International level [-]

No. of students participated in cultural events

State/ University level [-]   National level [-]   International level [-]

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

Sports : State/ University level [-]   National level [-]   International level [-]

Cultural: State/ University level [-]   National level [-]   International level [-]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	NIL	NIL
Financial support from government	04	Rs. 76332/-
Financial support from other sources	NIL	NIL
Number of students who received International/ National recognitions	NIL	NIL

5.11   Student organised / initiatives

Fairs   : State/ University level [-]   National level [-]   International level [-]

Exhibition: State/ University level [-]   National level [-]   International level [-]

5.12   No. of social initiatives undertaken by the students   [09]

5.13 Major grievances of students (if any) redressed:
A grievance redressal cell and a Grievance Committee have been constituted to address student grievances, to provide a congenial atmosphere to the students and help in the smooth functioning of the institution.

- For this a **Suggestion Box** is placed in the Library where it is accessible to all the students. The Grievance Committee holds a staff meeting in which the grievance is discussed and measures of addressing it are discussed.

- Mentor Group is also a significant platform for students to express their grievances and suggestions which is then discussed in the staff meeting and deliberated on means of addressing the problem.

The suggestions that have been acted upon

- To curb the disturbance during lecture time caused by the noise outside, the lecture hall has been made centrally air conditioned and sound proof, which has helped in delivering lectures and having interactions peacefully.

- On the behest of the student teachers, the college has extended access to computers and internet facility before and during the breaks and after college hours to students who lack the facility at home.

- Similarly the library services are also extended before and after college hours to facilitate academic reading.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The vision of the institution is ***Empower, Emerge, Evolve*** and ***Encompass***.

- ➢ ***Empower*** to sow the seeds of knowledge
- ➢ ***Emerge*** to nurture the innate potentialities
- ➢ ***Evolve*** to blossom into an integrated personality, and
- ➢ ***Encompass*** to commit/pledge to the global society.

The following mission statements are carried out to achieve the vision of the institution-

- develop core competencies by providing knowledge base to student teachers,

- develop practical competencies by creating a learning environment, developing teaching learning strategies and developing resources to support learning,

- develop reflective competencies to help student teachers to reflect on how language, disability, race, gender, geographical locations and other differences impact on learning and appropriate adaptation of teaching strategies,

- to build up the capacity of student teachers to adjust and respond to the diverse needs of students to create an inclusive classroom environment,

- to sensitize the student teachers to social purposiveness reflected by concepts like equality, equity and secularism,

- to align the transaction of the curriculum [theory and practicum] and non-curriculum in consonance with the core values described by NPE 1986, and Constitution of India,

- to bring a global perspective to the curricular and total student teacher's experience,

- to endeavor to promote research skills,

- to build up the capacity of student teachers to integrate ICT in curriculum transaction,

- to develop responsiveness to community needs.

6.2 Does the Institution has a management Information System

> - Yes the instituion has Management Information System which has been presecribed by Director of Higher Education.
>
> - Tally 9 has been installed for account keeping.
>
> - Student database right from Admissions to Submission of Internal assessment marks is digitalized.

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

6.3.1 Curriculum Development

- All the staff members were active participants of the syllabus revision. They also were the resource persons for orientation to the revised syllabus in their respective Courses/Methods/Special Fields.

6.3.2 Teaching and Learning

- Training students in Reflective practices in the teaching learning process.

- Curricular transaction through innovative methods like Scenario based learning, co-teaching (with expert), games, films, various strategies of co-operative learning, role-plays, blended learning, flipped classroom.
- Training students in Integration of ICT for lesson planning as well as execution.

6.3.3 Examination and Evaluation

The following practices are carried out in a meticulous manner in order to ensure student teacher's optimum performance in Practicum as well as Theory components:

- Speak Well Class
- Tutorials

- Remedial teaching in groups

- Individual counseling

- Peer teaching

- Drill and practice

- Self- study materials

- Participatory Learning Strategies

- Access to Internet & Web Site

- Individual one on one counselling by the faculty and the Principal

- Counselling and individual talk with Parents and family members

- Interaction with Parents during the Parent teacher Meetings

- In-house free professional counseling services

- Buddy System

- The college conducts twice the number of essays instead of those prescribed by the University of Mumbai to give maximum practice to student teachers in preparing responses to more number of questions. This helps the students to be more comprehensively prepared for the term end examinations conducted University of Mumbai.

- Besides the class test that is mandatory mid term assessment, the college conducts preliminary examinations on the same lines as the term end examinations conducted University of Mumbai. This is done as in order to provide extra practice and feel of the final examination to the students.

6.3.4   Research and Development

- **_One week National Workshop:_** The college organized One week National Workshop on "Research Methodology in Social Sciences" sponsored by ICSSR Western Regional office, Kalina, Mumbai successfully between 24th February to 4th March 2014. 25 participants attended the workshop from different colleges of Mumbai including the entire faculty of H.J. College of Education. It was a well lived one-week; enlightening and informative, where the experts from research field helped the participants to hone the research skills.

- **_Educational Journal of H.J. College:_** The college has come up with the first issue of the journal titled: "Hansraj Jivandas College's Journal on Futuristic Education".Faculty

members regularly attend National /International seminars and present papers for their professional development.

- Faculty memebrs publish research and conceptual papers in Peer Reviewed National and International journals

- Forum for Intellectual Sharing: Research knowledge and other academic experiences specifically related to teaching, learning and evaluation, acquired by the faculty is shared with the colleagues, through a unique practice called "Knowledge Caravan through Sharing".

6.3.5   Library, ICT and physical infrastructure / instrumentation

- Smart boards,

- TVs,

- Teaching Aids,

- Lab equipments,

- Podium,

- Camera,

- Sound system,

- Installation of CCTV in the entire college campus,

- WiFi connectivity in the entire college campus.

6.3.6   Human Resource Management

- Yoga for faculty and support staff

- Counseling session for faculty and support staff

- Faculty development initiatives like Training for Google Apps, MOODLE and integrating I Pad in teaching and learning

- Deputing staff for various workshops and seminars

6.3.7   Faculty and Staff recruitment

   No new faculty or staff were recruited

6.3.8   Industry Interaction / Collaboration

The MHRD, under its National Mission on Education through ICT (NME-ICT), has assigned work to the UGC for development of e-content in 77 subjects at postgraduate level. The content and its quality is the key component of education system. High quality, curriculum-based, interactive content in different subjects across all disciplines of Social Sciences, Arts, Fine Arts & Humanities, Natural & Mathematical Sciences, Linguistics and Languages is being developed under this initiative named e-PG Pathshala. The College has received a prestigious consultancy task of E-Content Creation for PG Program in the Paper titled 'Role of Universities in Life Long Learning'.

6.3.9   Admission of Students

- CET Orientation Course was conducted to improve the quality of minority intake

- Efforts were made to reach out to the Gujarati minority community so that the quality and quantity of student applications under minority admissions improve.

6.4 Welfare schemes for

Teaching	NIL
Non teaching	Loan Facility
Students	Instalment facility for payment of fees

6.5 Total corpus fund generated

NIL

6.6 Whether annual financial audit has been done   Y Yes   No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	No	No	NO
Administrative	YES	Joint DE's Office-Government Auditors	Yes	Management

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

For UG Programmes   Yes [ ]   No [NO]

For PG Programmes   Yes [ ]   No [NO]

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

> University continued with its earlier system of Credit Based Grading System and no major reforms were introduced.

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

> The University promotes autonomy by giving freedom to the colleges to follow their own schedule of Practice teacing and other practicum within the stipulated time frame. Also the college has freedom to choose their own Practice teaching schools, community centres.

6.11 Activities and support from the Alumni Association

- Demonstartion lessons by the Alumni
- Alumni were a part of Campus Placement
- Alumni were invited to conduct workshop for faculty and students on how to integrate I Pad in teaching and learning
- Felicitaion of Rank Holder Alumni
- Interaction of the Alumni with current batch students to clarify their doubts and initiate smooth transition of the new students to the course.

6.12 Activities and support from the Parent – Teacher Association

- Families of the students support in setting up Annaporna Yojana stalls.
- Constant interaction of the faculty and staff for ensuring well being of the student.

6.13 Development programmes for support staff

> The following initiative have been taken for support staff:
>
> ➢ Yoga and Meditation sessions
>
> ➢ Participation in workshops & training sessions organised by Joint Director's office
>
> ➢ Free of cost professional Counselling services for the support staff and their families
>
> ➢ Rendering financial support for medical treatment of support staff

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

> ▪ Terrace Gardening in College premises
>
> ▪ 'Gift a Plant' intitative with all Practice Teaching Schools
>
> ▪ Installation of Solar Panels

Criterion – VII

7. Innovations and Best Practices

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

- Sensitizing students to Women Issues and to issues of Senior citizens.

- Speak Well Club and utilization of Language laboratory to enhance the language proficiency of the student teachers

- A hands -on training programme on integrating ICT with classroom learning, to become techno savvy teachers. This year the students learnt how to apply Dreamweaver, Flash, Photoshop and html to teaching to become effective teachers.

- Faculty Development Initiatives through training sessions for MOODLE

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year
> ➢ Included in the detailed Plan of Action in point 2.15

> *Refer to detailed Plan of Action in point 2.15 mentioned as Annexure ii*

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

> *Refer to Annexure iv*

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

7.4 Contribution to environmental awareness / protection

- Terrace Gardening in College premisies

- 'Gift a Plant' intitative with all Practice Teaching Schools

7.5 Whether environmental audit was conducted?   Yes [ ]   No [√]

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> *Refer to Annexure v for SWOT Analysis*

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

> - Apply to NCTE for M.Ed programme in order for the instituion to continue in composite settings.
>
> - Prepartion for implementation of two year B.Ed programme

Name : *Dr. Usha A. Borkar* *Name: Dr. Anita Swami*

_____ _____

Signature of the Coordinator, IQAC *Signature of the Chairperson, IQAC*

_____*** _____

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing

SLET   -   State Level Eligibility Test

TEI   -   Teacher Education Institution

UPE   -   University with Potential Excellence

UPSC   -   Union Public Service Commission

****

ANNEXURE i
ACADEMIC CALENDAR 2013-14

SEMESTER I					SEMESTER II				
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
ORIENTATION TO B.ED COURSE	COMPUTER CLASSES	COMPUTER CLASSES	DIWALI VACATIONS	COMPUTER CLASSES	COMPUTER CLASSES	COMPUTER CLASSES	THEORY LECTURES	BRAINSTORMING	PREPARATION FOR EXAMINATION
ORIENTATION TO CBGS	THEORY LECTURES	THEORY LECTURES	COMPUTER CLASSES	THEORY LECTURES	THEORY LECTURES	THEORY LECTURES	ESSAY	SUBMISSION OF PRACTICUM	UNIVERSITY SEM II EXAMINATION
WORKSHOPS	ESSAY	ESSAY	THEORY LECTURES	ESSAY	ESSAY	ESSAY	CLASS TEST	PREPARATION FOR EXAMINATION	
THEORY LECTURES	GUIDANCE	CONTENT TEST	CLASS TESTS	TUTORIALS	UNIT TEST	RESEARCH GROUP MEETINGS	TUTORIALS	PRELIMINARY EXAMINATION SEM II	
LESSON PLANNING	PRACTICE TEACHING	GUIDANCE	BRAINSTORMING	WORKSHOPS	SIMULATED LESSONS	SEMINAR PRESENTATION	BRAINSTORMING	ANNUAL DAY	
MICROTEACHING	STUDENT COUNCIL ELECTIONS & PROGRAMMES	PRACTICE TEACHING	TUTORIALS	PREPARATION FOR SEM I EXAMINATION	GUIDANCE	OPEN BOOK ASSIGNMENT	MENTOR GROUP MEETINGS		
DEMONSTRATION LESSONS	COMMUNITY WORK	EXTENSION	STUDENT COUNCIL PROGRAMME	UNIVERSITY EXAMINATION SEM I	PRACTICE TEACHING		EXTENSION		
GUIDANCE	GROUP WORK	STUDENT COUNCIL PROGRAMMES	GROUP WORK	COLLEGE PICNIC	INTERNSHIP	STUDENT COUNCIL PROGRAMME	STUDENT COUNCIL PROGRAMME		
COMMUNITY WORK	SIMULATED LESSONS	SIMULATED LESSONS	MENTOR GROUP MEETINGS	EXTENSION	RESEARCH GROUP MEETINGS		GROUP WORK		
	MENTOR GROUP MEETINGS	GROUP WORK	RESEARCH GROUP MEETINGS	EDUCATIONAL VISITS	SEMINAR ORIENTATION		UGC SPONSORED STATE LEVEL SEMINAR		
		RESEARCH GROUP MEETINGS	COMMUNITY WORK	RESEARCH GROUP MEETINGS	SPORTS' DAY				
			PRELIMINARY EXAMINATION SEM I	MENTOR GROUP MEETINGS	CAI ORIENTATION				
		DIWALI VACATIONS		CHRISTMAS VACATIONS	OPEN BOOK ASSIGNMENT ORIENTATION				

Perspective Plan of Action 2013-14 and Action Taken Report

❖ PLAN OF ACTION: *Preparation of Academic Calendar*
❖ ACTION TAKEN REPORT: Academic Calendar projected the activities – both curricular and co-curricular which were conducted by varied committees

❖ PLAN OF ACTION: *Implementation of new syllabus semester wise*
❖ ACTION TAKEN REPORT: The prescribed syllabus was implemented successfully with 100% results. The results of the academic year 2013-14 is as follows:

Grade	Number
O	1
A	55
B	37
C	4
D	1
E	1

❖ PLAN OF ACTION: *Cultivating Competencies and Capacity Building*
❖ ACTION TAKEN REPORT: These was done through the following activities:

Care and Share…
The students shared varied talents and skills-nail art, paper bag, greeting cards and envelope making, baking a cake without an oven and making different sandwiches. In addition the skill of making mental calculations easier with Vedic Math was also shared.

Gardening
Students spent some fruitful hours on the terrace garden nurturing the plants. At the end of the practice teaching session they gifted potted plants to the schools. To convey the message that gifting plants instead of flowers is a better choice they also gave a small note on the benefits of housing indoor plants

The Student Council…

Student's Council in college is a means to develop initiative, enthusiasm, leadership qualities and teamwork through participation and involvement in activities, projects and policies of the college. The Student Council was elected by the procedure of campaigning through posters and canvassing, Secret Ballot, followed by a swearing –in ceremony for investiture of office. The Student's Council organized activities that energized and brightened the course. The activities that they organized are as follows:

1. Friendship Day
2. Independence Day
3. Teacher's Day
4. Picnic to Silent Hills Resort
5. Sports Day

6. Annual Day

Inter collegiate Competitions
The student teachers also received a number of opportunities to share their talent and win several laurels for the college at various intercollegiate competitions.

Training in ICT
Every year students undergo a hands -on training programme on integrating ICT with classroom learning, to become techno savvy teachers. This year the students learnt how to apply Dreamweaver, Flash, Photoshop and html to teaching to become effective teachers.

Extra mural learning
Educational visits provide wonderful opportunities to extend student learning and to enrich their understanding and appreciation of themselves, others and the world around them. For this purpose-

- The college organized an educational visit to **Nehru Science Centre.**
- A visit to 'Shantivan' Leprosy Rehabilitation Centre Near, near Panvel was organized to sensitize students towards the under privileged.

Excursion: Students were taken for an excursion to Coorg, Karnataka. They came back with an unforgettable experience of Incredible India.

Mental Fitness: To ensure the mental health of the student teachers and community at large, the college has tied up with 'Disha-Child, Adolescent and Adult Counselling Centre'. The students are encouraged to utilize the facility for their family members, relatives and friends too. In this way, the college accomplishes its responsibility to the students and community. The Counselling sessions included the following:

- Career Counselling and Vocational Guidance
- Counselling for Academic Difficulties and
- Counselling for Personal Problems

Workshops/ Lectures/Talks

To empower our students with knowledge, skills and attitude that will build their capacities so that they emerge as competent teachers and global citizens the college arranged for workshops and lectures of various experts on different topics.

Exploring, describing and explaining new knowledge through Action Research

Action research is widely used in education, especially by teachers who use it to improve their teaching. To train our students to acquire research skills and use it for forming theory from action and solving day-to-day classroom problems, students took up research projects under the guidance of the faculty

Placements: HJCE Placement cell is intended primarily to assist students in their career planning and provides information that helps the student teachers to give a

direction to their aspirations and interests. The Placement cell believes in timely counseling and arranges Campus Interviews that provides opportunities to the student teachers to compete for best positions in the premier schools and colleges in the city. This year the 25 schools and junior colleges participated in the Campus Interviews held on 1st February 2014. The schools and junior colleges absorbed most of the students after the initial rounds of interviews and demonstration lessons.

- ❖ PLAN OF ACTION: *Empowering the faculty*
- ❖ ACTION TAKEN REPORT: These was done through the following activities:

Staff Professional Development: The purpose of staff learning and development is to enable staff, individually and collectively, to enhance their knowledge, expertise and skills in order to enable them to fulfill their job role effectively and support progression. In the college the staffs is encouraged to self-reflect and identify their own development requirements and aspirations and is supported in this process by the principal and management. Encouraging staff participation and presentation of papers in International, National, and State level seminars, publishing research based and conceptual papers in Peer reviewed International and National Journals has enabled the faculty to empower themselves with requisite skills.

Career Advancement Scheme (CAS)

- • Academic Performance Indicator was introduced by the U.G.C. under the VIth Pay Revision, which was accepted and implemented by the State Government.
- • Keeping in tune with this, the CAS committee assessment was organized by the college on 22nd January 2014 for all the nine faculty of the college. The committee, which comprised of Joint Director's Nominee and Vice Chancellor's Nominee along with President, GRS, College Principal and IQAC Coordinator, confirmed the Self Assessment done by the faculty and recommended the promotions of all faculty to their respective stage. The entire experience enabled the faculty to identify the parameters for improvement and move toward excellence.

- ❖ PLAN OF ACTION: *Honing the Institutional Research culture*
- ❖ ACTION TAKEN REPORT: These was done through the following activities:

Sponsored research projects undertaken/completed:
- • Dr,Usha Borkar and Smt.Pallavi Talekar have undertaken the ICSSR,New Delhi sponsored research project: 'Knowledge and Attitude of Pre Service and In Service Primary teachers towards Right To Education (RTE)'.
- • Smt.Vaishali Sawant and Dr,Usha Borkar are working on the UGC, Western Regional Office, Pune sponsored research project: 'A Study of Effectiveness of Wiki to Develop Std VII Science Digital Flexi book by Student Teachers"

- Dr.Tandra Bandyopadhyay has taken up the Mumbai University sponsored project on "A Study of Awareness of National integration among the B.Ed students Teachers in greater Mumbai"
- Dr.Karuna Sinha is working on the ICSSR, New Delhi sponsored "Awareness about Learning Disability among the Teachers of Different Boards in Greater Mumbai and Thane District- A Study"and is on the verge of completion.
- Dr.Shrima Banerjee is working on the Mumbai University sponsored research project "Self-Directed Learning Readiness and Job Satisfaction among Secondary school teachers of Mumbai region".
- Dr.Usha Ajith Kumaris working on the ICSSR, Mumbai sponsored "A Study of the Awareness of Gandhi an Values among the Junior College Students of Maharashtra"

Research Centre activities

One week National Workshop
- The college organized One week National Workshop on "Research Methodology in Social Sciences" sponsored by ICSSR Western Regional office, Kalina, Mumbai successfully between 24th February to 4th March 2014. 25 participants attended the workshop from different colleges of Mumbai including the entire faculty of H.J. College of Education. It was a well lived one-week; enlightening and informative, where the experts from research field helped the participants to hone the research skills.

Educational Journal of H.J. College
- The college has come up with the first issue of the journal titled: "Hansraj Jivandas College's Journal on Futuristic Education".

❖ PLAN OF ACTION*: Collaborating, Networking & Consultancy*
❖ ACTION TAKEN REPORT: These was done through the following activities:

One Day NAAC Sponsored National Seminar on "Benchmarking for Excellence in Higher Education."

The College hosted the NAAC Sponsored One Day National Level Seminar on an extremely relevant theme "Benchmarking for Excellence in Higher Education" on Saturday, 29th March 2014. The dignitaries for the Inaugural Function of the seminar were the Honorable Pro-Vice Chancellor of University of Mumbai, Dr. Naresh Chandra, Chief Guest of the Inaugural Address and key note speaker, Deputy Adviser, Western Regional Coordinator, NAAC, Bangalore Dr. Jagannath Patil, President Gujarat Research Society, Smt Kallolini Hazrat and Principal Dr Anita Swami, and the Principals of various colleges of Education and degree colleges.

The inaugural function commenced with the welcome address by Principal Dr. Anita Swami, followed by Presidential address by Madam Kallonili Hazrat.Honorable,the inaugural address by the chief guest Pro-Vice Chancellor of University of Mumbai, Dr Naresh Chandra, the Key Note address by Dr. Jagannath Patil , Deputy Adviser, Western Regional Coordinator, NAAC, Bangalore

The invited talk I, was by Dr. M. Kurup, Secretary and former principal, Kelkar Education Trust, V.G. Vaze College Mulund, Mumbai. He spoke about the process of Accreditation and reaccreditation with special reference to the Third Cycle of Reaccreditation. Dr. Shefali Pandya chaired the Invited Talk I.

Dr. D K Shrivastava conducted the Invited Talk II and spoke about quality in higher education as a challenge and emphasized on research and diversity in faculty and students. Dr. Harchandan who chaired the session, lauded TISS as being synonymous with quality.

The National Seminar was taken further by the panel discussion on "Innovations and best practices in the Institutes" chaired by Dr. Jogdnad, Dean, Faculty of Arts, University of Mumbai. The panelists included Dr. Lilian Rozario (Principal, St. Teresa Institute of Education), Dr. Mintu Sinha (Principal BTTC), Dr. Vandana Maheshwari (Principal, Kapila Khandvela College of Education) and Dr. Indira Shukla (Principal, Gokhale Education Society's College of Education). The panelists shared the best practices in their respective institutes and threw light on handling "Google learners". This was immediately followed by Dr. Jogdand Chair for the Panel Discussion, who spoke on the importance of revamping the exam system and developing knowledge networks and making learning inspiring while linking theory with social concern and empirical reality.

The Valedictory Session was presided by Mr. Sandeep Jain, Under Secretary, Department of Higher Education, Government of India.

Networking with Institutions of higher learning for excellence.

Centre for Distance Education Course

.

- *Centre for Distance Education of the IDOL, University of Mumbai*

This is the seventh year of the college as the Centre for Distance Education programme of the IDOL, University of Mumbai for the **M.A. Education Part I and II.** The in house faculty delivered lectures and carried out the tutorials for the participants. The participants have appreciated the efforts of the faculty.

- *IGNOU Study Center*

Approximately 100 students were enrolled for July 2013 & January 2014 batch for the four Programmes i.e., PGDSLM, PGDHE, CTE and DECE. Regular counseling sessions were arranged successfully for the students of these courses. Extended Contact Programme for the students of both PGDSLM (4 Days) and PGDHE (10 Days) respectively from 16th to 19th May 2014for PGDSLM & from 16th to 25th for PGDHE were organized by the college. A notification from IGNOU, Delhi Headquarters has been received by the college to start with a new course called "Post Graduate Diploma in Educational Management and Administration- PGDMEA" from July 2014.

Prestigious Consultancies

E-PG Pathshala - An MHRD Project under its National Mission on Education through ICT (NME-ICT)

The MHRD, under its National Mission on Education through ICT (NME-ICT), has assigned work to the UGC for development of e-content in 77 subjects at postgraduate level. The content and its quality is the key component of education system. High quality, curriculum-based, interactive content in different subjects across all disciplines of Social Sciences, Arts, Fine Arts & Humanities, Natural & Mathematical Sciences, Linguistics and Languages is being developed under this initiative named e-PG Pathshala. The College has received a prestigious consultancy task of E-Content Creation for PG Program in the Paper titled 'Role of Universities in Life Long Learning'.

Lectures conducted by the staff outside the college
- For PGDME- Post Graduate Diploma in Management of Education at the Department of Education, University of Mumbai, Kalina.

Workshops conducted by the staff for:

- Educationists, Teachers and Teacher Educators from 66 different countries at Scarborough, United Kingdom.
- Teacher Educators, School and Junior College Teachers at Thakur Shyamnarayan College of Education and Research, Kandivali, Mumbai
- Teachers, Parents and Psychology students' at Remedial Course for Teachers organized by Vallabhdas Dogara School for Mentally Retarded
- Student teachers at Gokhale Society's college of Education, at Anjuman Islam's 'Akbar Peeribhoy College of Education' Vashi
- In-service teachers at Anjuman-Islam's Akbar Peerbhoy college of Education.

Judged competitions

- At the 'R' ward Elocution Competition.
- For the Science Exhibition of 'P' Ward.

Invited for Supervision of teaching of a school:
- As External Supervisors at A.H. Wadia School, Andheri to observe the lessons delivered by the school teachers and evaluate their performance.

Curriculum development
- Developing Certificate Program of the Instructional Design.

Contribution to the Revision of B.Ed Programme
- All the staff members were active participants of the syllabus revision. They also were the resource persons for orientation to the revised syllabus in their respective Courses/Methods/Special Fields.

Contribution to Revision of Other Courses:
- SYBA Education and Post Graduate Diploma in Guidance and Councelling.
- Syllabus Revision for FYBA Education.

Course writing and content development
- Course Writer for the purpose of preparing Study Material in the subject of Education Paper IV Educational Evaluation at the TYBA Course.

- Course writer for the subject of Education at the TYBA Programme at IDOL, University of Mumbai.

Awards/ prizes won by faculty
- International Association for Study of Cooperation in Education (IASCE) has recognized Dr. Usha Borkar's contribution to the field of Cooperative Learning. She has received the IASCE Elizabeth Cohen Award for Outstanding Thesis on 4[th]July, 2013 at Scarborough, UK.

Varsity Examinations
- All faculty members contributed to conduct and assessment at Varsity examinations of University of Mumbai

Awarded the Doctorate
- Two faculty members were awarded the doctorate degree

Registration for Ph.D.
- One faculty has registered for Ph.D. from the college Research Centre

❖ PLAN OF ACTION*: Infrastructural change*
❖ ACTION TAKEN REPORT: This was done through the following activity:
- The college acquired a centrally air-conditioned, state of art lecture hall.
- The ladies common room had extra and renovated washrooms.

❖ PLAN OF ACTION*: Responding to community needs*
❖ ACTION TAKEN REPORT: The college fulfilled its social responsibility through following activities:

Reaching out to the unreached
As part of Extension work students undertook projects on the theme of Status of Women Survey (SWS), Online Information Technology Project (ITP) and Population Education Club (PEC). They also participated in the Inter- Collegiate Udaan festival by DLLE and won the Third prize in poster competition**.**
Joy of Giving
The tradition of **'Joy of Giving'** was started in 2009, as a nation-wide, weeklong "festival of philanthropy", to observe, the birth anniversary of Mahatma Gandhi, engaging people through *"acts of giving"* - money, time, resources and skills – including the corporate, NGO and government sectors, schools, colleges and the general public. The students and staff observed the Joy of Giving Week by collecting clothes, stationery, footwear, utensils, other useful articles and money too. These donations are later handed to the NGO Anmol, working for the street children.

❖ PLAN OF ACTION*: Catering to Women Empowerment*
❖ ACTION TAKEN REPORT: The college ensured its commitment to women empowerment through following activities:

A One day NHRC (National Human Rights Commission) sponsored Training Programme on 'Women Rights Capacity Building Programme for student teachers' was conducted on 23 December 2013.The training programme was facilitated by scholars and practitioners from various disciplines and expertise, the course provided an in-depth discussion and analysis of issues of human rights.

Dr,Mafuil Hassan and Dr.Ravi from the Maharashtra State Human Rights Commission were the chief guests,Dr. Asha Bajpai, Head Professor, Socio-Legal Studies And Human Rights, TISS, Mumbai, Prof. Shamim Modi, Social Activist, Founder Member Shramik Adivasi Sangathana and Dr.Usha Ajith Kumar faculty of the college were the resource persons for the training programme.

Around 180 student teachers attended the programme and were sensitized to the issues of women rights.

Inter collegiate Elocution Competition to mark International Women's Day

The College celebrated International Women's Day by organizing an Inter-collegiate Elocution Competition on the 12th of March 2014. It provided a platform for students from various colleges to celebrate Women's day and the theme chosen for the competition was "Metamorphosis of Women". The elocution competition was in both English and Marathi. The topics provided to the participants were 'Status of Women at Workplace – My Perspective.' 'Women of 21st Century – My Vision.' 'Social Poverty among Professional Women – A Reflection' and 'Women Empowerment – A Myth or Reality.'

Dr. C. S Laxmi Director of SPAROW- Sound and Picture Archives for Research on Women, the key note speaker for the occasion, enthralled the audience with her inspiring thoughts .The competition saw thirty-six participants presenting their thoughts before the audience; twenty four in English and twelve in Marathi language. The judges for the competition were Mrs.Shirley Mathews, Lecturer, T.J.Singhvi College of Management, Vile Parle and Mrs.Seema Ketkar, lecturer,Gyan Sadhana Degree College, Thane. The prizes were announced at the end of the day with the judges providing a feedback on their performance and also some useful guidelines to keep in mind for a better performance.

❖ PLAN OF ACTION*: Catering to prospective candidates for B.Ed programme*
❖ ACTION TAKEN REPORT: The college extended its services to students desirous to seek admissions for B.Ed programme:

Counselling and Orientation to the B.Ed. course
The college carries out a Counselling and Orientation programme for candidates, interested in pursuing the B.Ed. course. It gives the candidates an overview of the course, the Common Entrance Test (CET), the procedure of admission, and provides answers to a lot of their queries. This service is open to all candidates desirous of pursuing B.Ed. from any college. This year 150 candidates attended the orientation course.

❖ PLAN OF ACTION: *Cultivating a Digital Age Climate*
❖ ACTION TAKEN REPORT: The college is committed to integration of ICT in teaching and learning which it did through **HJCE CEL**:

HJCE Center for E learning (HJCE CEL)

In the era of digital education, teachers at all levels of education need to be digital educational collaborators. An important task of an educational digital collaborator is to provide electronically or technologically supportive learning and teaching. A stride in this direction has led to the setting up of Hansraj Jivandas College of Education's Center for e -learning (HJCE CEL) which will aim at providing e-learning experiences which will encompass "Everything, Everyone, Engaging and Easy." As a part of this venture, the college had organized a three days training in the usage of Learning Management System MOODLE. The purpose of this training was to enable all the college members to appraise and train themselves with features and applications available on MOODLE. The purpose was to empower the faculty to design, develop and offer need-based e learning courses using MOODLE.

In addition to the above the college through its 'TECHNOGOGY' (TECHNOLOGY AIDED PEDAGOGY AND ANDRAGOGY) practice aims to actively promote the use of Social Media for catering to the academic and research needs of the digital natives i.e student teachers. To prepare for the same, a training programme for development of Web Pages using Zunal was scheduled for all the faculty of the college. The self-study assignments will be given to the teachers online with the web links for advanced reading. The initiative has been taken to train teachers and students to integrate technology and pedagogy.

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Students' Feedback Analysis

Academic Year	2013-2014			
Parameters	Very Good	Good	Satisfactory	Unsatisfactory
Depth of course	50	31	02	-
Extent of course coverage	44	37	01	-
Applicability/ Relevance	45	27	08	-
Learning Value	48	28	03	-
Clarity & relevance	35	36	04	04
Relevance of Additional source	41	33	06	-
Extent of efforts	47	28	03	-
Overall rating	48	31	01	-

Total Number of Students: 100

Strengths of the college as identified by students of Batch 2012-13.

- ❖ The college through its various activities taught how to maintain good rapport with the teachers and what an ideal teacher is like.
- ❖ Every topic in the syllabus is explained in details and not a single topic was left which was not taught.
- ❖ The year went smoothly with the guidance of all the teachers. Though the course was challenging but all teachers succeeded in making it simple and achievable.
- ❖ The study material provided for every course is the best and very useful during examination.
- ❖ The teachers of H.J.College of Education are the best and role models for us.
- ❖ Though the college is strict but it actually helps to bring in the efficiency among the students with respect to punctuality and time management.
- ❖ The course was thoroughly covered and not a single topic was left out.
- ❖ The workshops and seminars organized helped a lot to build up our confidence.

❖ Teachers are very approachable and affectionate.

Weaknesses of the college as identified by students of Batch 2013-14

❖ Students should be oriented to the modern and latest career opportunities at national and international levels.
❖ Number of community workdays should be increased.
❖ More emphasis should be given on the practicum than the theory.
❖ Canteen facilities should be there from Monday to Saturday.
❖ Library should be open on holidays also.

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Annexure iv Best Practices

BEST PRACTICE I

1. **Title of the practice:-**
   SPEAK WELL CLUB

2. **The context that required initiation of the practice:-**
   Communication skills are very essential for success in teaching. Every year from the enrolled student teachers, there are 10-15% students who are weak in their speaking and writing skills. Students weak in speaking, experience low self-esteem during micro teaching and simulated lessons and in spite of content mastery are unable to deliver their lessons effectively and with confidence. On the other hand, poor written skills affect their performance in essays and exams.

3. **Objectives of the practice:-**
   The objectives of the Speak Well Club are as follows:-

   - To develop listening, speaking, and writing skills of students with weak communication skills, so that they are confident teachers who are able to deliver effective lessons.

4. **The Practice:-**
   - In the beginning of the year during presentation of micro teaching lessons the students weak in communication skills are identified on the basis of the feedback received from all the teachers. For around 15 days the students weak in communication, teacher in charge of the Speak well club and studentswho are good in the communication skills posing as volunteers, meet for one hour before college, i.e. from 10-11 a.m.
   - The speak Well Club activities; include activities to develop listening, speaking, reading and writing skills.
   - Activities of listening are carried out in the Language Laboratory, where students listen to good models of that helps them improve their usage of language structures, vocabulary and pronunciation.
   - The practice in speaking is provided in the face to face classroom interaction mode for about ten sessions. A topic is taken up for instance, greeting the students and classroom etiquettes; 'Good Morning', 'How are you today?', 'Please sit down', 'some rules for my class; raise your hand to answer, do not answer out of turn or in chorus' and similar courtesies are written on the board. Students are provided with practice time in pairs, and later they present the learnt models in front of the whole group. Feedback from peers and teacher is provided. The next day is followed by further drilling and practice in the learnt structures and formulas.

- Similarly, introducing a lesson, explanation of a concept with and without a teaching aid questioning and concluding a lesson is also practised in a similar fashion. The practice sessions are specifically targeted to develop those skills that will help in effective lesson delivery and classroom management.
- This is followed by listening sessions in the Language Laboratory to reinforce and reiterate the learnt formulas, their pronunciation and enunciation.
- Apart from the practice sessions in the same face to face mode, students are also helped to improve their writing skills. Student's essays are checked through the lens of language by the peers on the basis of a rubrics provided. The student teachers on the basis of the feedback provided re write their essays that helps them improve their writing skills.

5. **Obstacles faced if any and strategies adopted to overcome them:-**
- In spite of planning the time slots and materials to be used,well ahead in time and identifying student volunteers, certain unforeseen problems are encountered. Students have to miss their Computer Class that is arranged as an extra class too before college begins. Students find it difficult to contribute at times as volunteers due to their personal assignments of the programme.
- Regularity, commitment and practice is essential for student success. Sometimes due to proximity of the residence from the college, heavy rains, bus and train strike and other unavoidable reasons, the student teachers may miss the class. This is made up by the students and their mentoring teacher and buddies meeting later during the day or staying back after college.

6. **Impact of the practice:-**
- The students are able to deliver their lessons with confidence and also have certain language formulas and vocabulary as tool as tools during their lessons. The fluency in speech helps in delivering effective lessons which raises the student teacher self-esteem. This further motivates them to work harder and deliver other lessons effectively.
- Similarly there is a marked improvement in students writing skills and their performance in the essays, class tests and other written exams.

7. **Resources required:-**

The college arranges for the resources; human, infrastructural, material and time. Extra class of one-hour duration is arranged before the college timing on the time table. A classroom is allotted to conduct the sessions. The college has a language laboratory which is utilized for the same purpose. The students are provided time in the Language Laboratory in the last lecture of the day on pre-ordained days, to listen to good models of speaking and vocabulary.Staff in charge and student volunteers help in tutoring and mentoring these students weak incommunication.

8. Contact person for further details:-

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BEST PRACTICE II

1. **Title of the practice:-**

CARE AND SHARE

2. **The context that required initiation of the practice:-**

The Ishwarbhai Committee has recommended that the concept of socially useful productive work is to be developed in the light of the Gandhian philosophy of Basic Education which was work centered. Originating from the Gandhian concept of education, socially useful productive work is a tool for inculcating Gandhian values viz, truth, non violence, self reliance, dignity of labour, co-operation and classless society.

The Care and Share programme fulfills the important aspect of school work of SUPW for which pre-service training is imparted to student teachers.

It was observed that many student teachers who join the B.Ed. course have experience and exposure to preparing various kinds of articles useful to the community. The college felt that this potential had to be tapped for the benefit of all 100 student teachers. Hence the programme of Care and Share found its place in the institution.

3. **Objectives of the practice:-**

The objectives of the Care and Share programme are as follows:

- To inculcate in the student teachers a positive attitude of team work and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
- To help them in understanding the principles involved in the different forms of work.
- To provide opportunities for creative self expression.
- To lead the student teachers to participate increasingly in productive work
- To train student teachers for preparation of instructional materials
- To train student teachers for imparting special skills in schools later as teachers.
- To equip student teachers with entrepreneurial skills.

- To provide a platform for the students to exhibit their talents.
- To provide opportunities for sharing of knowledge and skills.

4. The Practice:-

This is an activity in which exceptional kinesthetic skills of students are identified and then a time slot is provided on the timetable in which the students teach these skills to their class fellows.

Every activity is performed after realizing its need and its relationship with the interest of student teachers.

While selecting the activities, the following criteria are kept in view:

1. To be educative, the activities should
   a) Help to develop the total personality of children
   b) Help in the process of their self realization
   c) Help in value formation
   d) Help the student teachers to acquire relevant knowledge and skills
2. To be productive, the activities should result in
   a) Either products which are i) directly consumable by the student teachers and the community, particularly the college and if need be ii) saleable
   b) services having social and economic values

In addition to the above mentioned fundamental criteria, the following criteria should also be considered:
   a) Expertise of the student teachers
   b) Necessary tools, materials, techniques, facilities are readily available
   c) It should be feasible to carry out the activity to fruitful completion.

The student teachers get acquainted with the raw materials, tools, techniques and processes necessary for performing the activity. The process of the activity is demonstrated by the expert. As the work proceeds, the process and products are constantly evaluated with reference to some norms to make necessary adjustments. The final appraisal of the work and the product is made at the end and the records maintained. The "Care and Share" Program has the student teachers and the teacher educators sharing their talents and skill with great zeal and zest. The student teachers learn:

- ❖ Decorative Candle making
- ❖ Coaster making
- ❖ Paper bag making
- ❖ Embroidery
- ❖ Glass painting
- ❖ Badla work on dupattas
- ❖ Mandala painting
- ❖ Culinary art
- ❖ Flower making
- ❖ Making finger puppets
- ❖ Pottery
- ❖ Soft toys
- ❖ Gardening
- ❖ Tie dye on scarves and duppattas
- ❖ Stain glass lamps
- ❖ Calligraphy
- ❖ Making of paper bags and box files
- ❖ Power Yoga, Pranayama & Aerobics
- ❖ Graphology
- ❖ Paper Quilling
- ❖ Salad decoration
- ❖ Fabric painting
- ❖ Baking cakes without oven
- ❖ Tile painting
- ❖ Paper mache
- ❖ Brooches from fresh flowers
- ❖ Bollywood style dance
- ❖ Indian sweets
- ❖ Share market investment
- ❖ Origami
- ❖ Stocking and paper flowers & envelopes
- ❖ Vedic Mathematics
- ❖ Acupressure
- ❖ Table etiquette

❖ Art of macramé

❖ Punch craft

❖ Continental cooking

❖ Nail art

The materials used and prepared by the student teachers under the Care and Share program are environment friendly.

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

Since the B.Ed. programme comprises of many activities to be completed in a slot of not even one year due to the delays in admissions, allotting time for conduct of the care and share programme is a challenge.This difficulty is overcome by organizing the programme in smaller groups when 50 student teachers go to practice teaching schools and 50 student teachers are present in the institution. This makes it convenient for the resource persons to cater to the needs of smaller groups and supervise the work of the student teachers.

With the implementation of two years B.Ed. programme, the aforementioned difficulty is no longer an obstacle.

The student teachers are expected to get their own material for the Care and Share programme. As many student teachers find it difficult to manage the expenses of B.Ed. course also, asking the student teachers to bring in expensive material for the care and share programme is not feasible. Hence, while chalking out the activities and products to be prepared, the first thing to be kept in mind is its cost effectiveness. This problem is taken care of by the institution by giving the student teachers are given the option of learning a skill in a group wherein bare minimum raw material is required.

At times there are a handful student teachers who do not look at the programme very enthusiastically as they have never done such activities in the past or feel that it is not their work to learn or teach such kind of skills in the B.Ed. programmme. These student teachers are then motivated by the teacher educators or their peers to take up the activities in a positive way.

The college conducts many programmes within its limited space. To add to the woes, the records of all 100 students are to be preserved carefully. Hence storing the articles becomes a big challenge. This is sorted out by reorganizing the articles in the cupboard

There are many student teachers who are learning and practicing the skill for the first time. The student teachers are expected to observe the demonstration of the skill, practice once and then prepare the final product to be submitted to the institution. The final product at times lacks the professional finesse.

6. **Impact of the practice:-**

The student teachers having any exceptional or special skills are requested to share the same with others. This provides a platform to exhibit their talents gain recognition and contribute to the practice.

Such programs add a new dimension to the student teacher's personality and it inculcates dignity of labour and value for goods and services.   They can impart the same to school children in their future teaching career. It also provides a catharsis to the students while participating in the activities.

The articles prepared by the student teachers are presented to the practice teaching schools by the student teachers themselves as a token of gratitude for cooperating during practice teaching.

The articles prepared such as soft toys, puppets are also distributed by the student teachers to centers of special education. The articles are gifted to the visiting faculty and guest lecturers by the student teachers. This makes the student teachers see the usefulness of the articles prepared by the student teachers by their own hands.

To add to the above student teachers make use of the articles such as puppets for their own lessons. Also working with their own hands give student teachers the necessary skills to prepare their own teaching aids.

It is also observed that student teachers have taken up teaching of these activities in the schools that they join under the SUPW programme . Also it has been observed that student teachers have learnt the details of the activity after completion of the programme as the catch word is 'learning by doing'.

7. **Resources required:-**

   The resources required were as follows:

   - ❖ Teaching faculty – ten student teachers having the expertise
   - ❖ Seating arrangement for ten groups
   - ❖ Raw material for the activities

8. **Contact person for further details:**

   The Principal,

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ANNEXURE v

Overall Outcome of SWOC/T ANALYSIS – With Students, Parents and Faculty

2013-2014

Conducted by Dr. Karuna Gupta

STRENGTHS	Well maintained Physical Infrastructure
	Techno savvy & Innovations
	Dynamism in teaching and non teaching staff
	Sharing of information- job related, circular (workshops)
	Intellectual sharing
	Academic freedom & flexibility
	Experimentation and opportunities to develop
	Verbal motivation and appreciation
	Student centered environment
	Inclusive practices
	Supportive, positive, motivating Work culture
	Young and dynamic workforce – 90% between 30 -50 years of age
	Most productive workforce
	Strong and supportive research background and climate
	Linkages- good rapport with school- Networking
	Supportive Management
	Committed and dedicated staff
	Involvement and execution academic planning

STRENGTHS	Optimum utilization of Infrastructure and instructional facilities
	Team Spirit- conducive environment
	Mentoring & individualized attention
	Counseling facilities – for faculty, students & their families
	Personality Development through varied workshops, guest lectures and interactions with national and international entities.
	Collaborations- IIT, Mumbai, SNDTWU
	Strong Grievance Redressal mechanism in place
	Staff Welfare- In-service and Retired
	Student Welfare- Counseling to avoid student dropout
	Placements before academic year – students placed in premiere institutions in Mumbai, Maharashtra & abroad
	Medical Unit, Physiotherapy, available to the students
	Recognition that faculty gets as member of the college
	Strong feedback mechanism from all stakeholders
	Seminar and Conferences organized by the college
	Collaborations- IIT, Mumbai, SNDTWU
	Excellent University Examination Results
	Students recruited abroad
	SWOT Analysis with stakeholders

	Space Crunch
	Less number of non- teaching staff
	Reprography – restricted use of technology
	No Separate canteen and tea facility
	Financial constraint for technological advancement
	Highly bureaucratic process
	Maintenance of Service book
Weakness	Salary Slip accounts
	Negative comments –harshly given by staff
	Lack of following rules- punctuality, completing your work on time, leave
	Lack of Addition of library resources- for higher education
	Lack of school text books for all students
	No reimbursement for Staff Development programme
	Not allowed to go for sessions- not encouraged
	Alumni association needs to be strengthened
	Opinions regarding staff
	Staggering time for staff
	Time for reading/preparation
	Written appreciation
	Certain circular are shown to certain people and deputation not disclosed
	Professional Development – with respect to participation, workshops, seminar

OPPORTUNITIES	Conduction of Workshops in the institution
	Research projects- Institutional /other projects
	New challenges through rotation of portfolios
	Interaction with new experts
	Good candidates due to high demand of teachers
	Right to education leading to increased demand of teachers
	More demand for conducting courses for In-Service teachers
THREATS	Establishment of foreign universities- leading to staff and student drain
	Mushrooming of B.Ed. unaided colleges- policies of unaided college-deterioration of quality
	Corporate culture- five days culture
	Constantly Rules, Norms of Government, NCTE, Management