

Track ID: MHCOTE25011
Annual Quality Assurance Report (AQAR) of the IQAC
Academic Year: 16th Sept. 2016- to 31st August 2017

Part – A

1. Details of the Institution

1.1 Name of the Institution

1.2 Address Line 1

Address Line 2

City/Town

State

Pin Code

Institution e-mail address

Contact Nos.

Name of the Head of the Institution:

Tel. No. with STD Code:

Mobile

Name of the IQAC Co-ordinator:

Mobile:

9869254774

IQAC e-mail address:

pcerpiqac@mes.ac.in

1.3 NAAC Track ID (For ex. MHCOCN 18879)

MHCOTE25011

1.4 NAAC Executive Committee No. & Date:

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

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

EC(SC)/17/A&A/134.1 dated 16/09/2016

1.5 Website address:

www.pcerpanvel.ac.in

Web-link of the AQAR:

pcerpanvel.ac.in/disclosures/iqac/aqar2016-17.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.31	2016	2021

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

20/10/2016

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

2016-17

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

i. AQAR _____-N/A-_____ (DD/MM/YYYY)

1.10 Institutional Status

University

State Central Deemed Private

Affiliated College

Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(Approved by NCTE)

Type of Institution Co-education Men Women

Urban Rural Tribal

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

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

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

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

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes Any other (Specify) UGC-COP Programmes **2. IQAC Composition and Activities**2.1 No. of Teachers 2.2 No. of Administrative/Technical staff 2.3 No. of students 2.4 No. of Management representatives 2.5 No. of Alumni 2.6 No. of any other stakeholder and
community representatives 2.7 No. of Employers/ Industrialists 2.8 No. of other External Experts 2.9 Total No. of members 2.10 No. of IQAC meetings held 2.11 No. of meetings with various stakeholders: No. Faculty Non-Teaching Staff Students Alumni Others 2.12 Has IQAC received any funding from UGC during the year? Yes No If yes, mention the amount 2.13 Seminars and Conferences (only quality related) (**Refer annexure x -Page 58**)

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

Total Nos. International National State Institution Level

(ii) Themes

Designing 21st Century Classroom

2.14 Significant Activities and contributions made by IQAC :

- Making a perspective plan for the next five years
- Organization of Research colloquia
- Guiding students to take up research projects
- Conducted a value-added certificate course in First-aid for the F.Y. B.Ed & S.Y. B.Ed. students
- Certificate program in Extension activity completed with DLLE, University of Mumbai.
- Introduction of rubrics and Reciprocal Peer teaching
- Encouraging the cascade model to share innovative teaching and learning strategies
- Initiated the eco-friendly project of making & supplying of paper-bags to local vendors free of cost.

2.15 Plan of Action by IQAC/Outcome:

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

Plan of Action	Achievements
1. Registration of the college for 2 F & 12 B	Initial process completed & application submitted to the UGC.
2. Signing a Memorandum of Association with another institution/NGO/industry at the State/National/International level	Memorandum of association signed with Mahatma Gandhi Mission's university.
3. Enhancement of research related activities	-Organization of Research colloquia -Guiding students to take up research projects other than compulsory by the University
4. Addition of Certificate & Diploma programs	-Certificate program in First aid conducted in collaboration with MGM college of Nursing - Certificate program in Extension activity completed with DLLE, University of Mumbai
5. Organizing Faculty Development Programmes	-Course on ICT in Education was organized - Training on Preparation for autonomy conducted

* Please find attached the Academic Calendar of the year as Annexure-1 –Page.28

2.15 Whether the AQAR was placed in statutory body

Yes

No

Management

Syndicate

Any other body

Provide the details of the action taken:

- The management approved and enabled the process of registration for 2F & 12 B

-Consent sought for signing the MOU with another University

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	1	0	1	0
PG	1	0	1	0
UG	1	0	1	0
PG Diploma	0	0	0	0
Advanced Diploma	0	0	0	0
Diploma	0	0	0	0
Certificate	2	1	3	3
Others	M.A. Education	0	0	0
Total	6	1	6	3
Interdisciplinary	1	0	0	1
Innovative	0	1	0	1

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

B.Ed: CBSGS (Credit based Semester wise Grading System) with Elective options

M.Ed: CBCS (Choice based Credit System) with Elective options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	2
Trimester	—
Annual	—

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

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

Please refer to Analysis of the feedback as Annexure-2–Page.38

Online feedback in the form of reviews can be viewed on the college website.

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

M.Ed. programme has been changed from CBSGS(Credit based Semester-wise Grading System) to CBCS (Choice Based Credit System) and grading system has been changed from 7 point to 10 point grading system.

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
16	09	02	01	04

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
-	-	-	-	-	-	-	-	-	-

2.4 No. of Guest and Visiting faculty and Temporary faculty

-

06

02

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	01	09	--
Presented papers	04	09	--
Resource Persons	--	01	--

Refer annexure iii–Page.42

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

- Reciprocal peer teaching
- Innovative teaching learning strategies like: Spoken Tutorial, Co-operative learning strategies like Gallery walk, Learning Chips, think-pair-share, video analysis

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

200

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

- Framing of multiple choice questions on every unit
- Preparation and application of Rubrics
- Preparation of weightage tables and blue print for conducting test.

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

Curriculum restructuring -01

Syllabus dev -08

2.10 Average percentage of attendance of students

F.Y.B.Ed.- 98% S.Y.B.Ed.- 95%
F.Y.M.Ed.- 97% S.Y.M.Ed.- 93%

2.11 Course/Programme- wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
F.Y. B.Ed.	24	4%	46%	34%	8%	8%
S.Y.B.Ed.	35	Results Awaited				
F.Y. M.Ed.	04	25%	75%	-	-	-
S.Y.M.Ed.	24	9%	85%	8%	-	-

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

The IQAC uses the Context-Input-Process-Product (CIPP) Model for monitoring and evaluating curriculum-transaction.

The *context evaluation* stage assists in decision-making and planning, related to the academic calendar, theory, exams, practice teaching, co-curricular activities, extended activities, research etc. This enables the management and Principal to identify the needs,

assets, and resources of the institution in order to provide a programme that will be beneficial.

In the second stage that is *input evaluation stage*, discussion on the objectives, proposal for the task and criteria of evaluating each task is done. This enables to map the task details related to theory and practicum.

The third stage of *process evaluation* reviews the quality of the program's implementation. In this stage, program activities are monitored, documented and assessed by the teacher educators. The objective of this stage is to provide feedback regarding the extent to which planned activities are carried out, guide staff on how to modify and improve the program plan, and assess the degree to which participants can carry out their roles. The final component to CIPP is the *product evaluation* which assesses the SWOT analysis of each task/activity on the student teachers. It also checks the efficiency of planning, execution and assessment / follow - up with respect to various activities.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	03
UGC – Faculty Improvement Programme	---
HRD programmes	---
Orientation programmes	01
Faculty exchange programme	08
Staff training conducted by the university	10
Staff training conducted by other institutions	---
Summer / Winter schools, Workshops, etc.	---
Others (Principal's Meet)	---

Refer annexure iv–Page.47

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	08	--	--	--
Technical Staff	01	--	--	--

Criterion – III**3. Research, Consultancy and Extension**

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

- In-house research colloquium was organized for teachers and students. This encouraged sharing, interacting and discussions on various research proposals.
- Teachers were motivated to take up Minor Research Projects financially sponsored by University of Mumbai.
- Students were also motivated to carry out action research. Research based paper presentations at the National Level seminar was encouraged.
- Faculty Research Forum established by the Mahatma Education Society also helps to clarify doubts on research and discuss new ideas to enhance research knowledge.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	---	---	---	---
Outlay in Rs. Lakhs	---	---	---	---

3.3 Details regarding minor projects

	Completed	On going	Sanctioned	Submitted
Number	02	---	---	02
Outlay in Rs. Lakhs	---	---	0.51 lakhs	---

3.4 Details on research publications

	International	National	Others
Peer Review Journals	---	03	---
Non-Peer Review Journals	---	---	---
e-Journals	---	01	---
Conference proceedings	---	05	---

Refer annexure v–Page.49

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	--	--		--
Minor Projects	2016-17	University of	51,000	30,000/

		Mumbai		
Interdisciplinary Projects	---	---	---	---
Industry sponsored	---	---	---	---
Projects sponsored by the University/ College	---	---	---	---
Students research projects (other than compulsory by the University)	---	---	---	---
Any other(Specify)	---	---	---	---
Total	---	---	---	---

3.7 No. of books published i) With ISBN No.

ii) With ISSN No. iii) Chapters in Edited Book 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

Autonomy 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	---	2	---	---	---
Sponsoring agencies	---	ICSSR	---	---	---

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency From Management of University/College
 Total

3.16 No. of patents received this year- None

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	---	---

3.18 No. of faculty from the Institution

who are Ph. D. Guides
 and students registered under them

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

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

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: (Not Applicable)

University level State level
 National level International level

3.22 No. of students participated in NCC events: (Not Applicable)

University level State level
 National level International level

3.23 No. of Awards won in NSS: (Not Applicable)

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

3.24 No. of Awards won in NCC: (Not Applicable)

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

3.25 No. of Extension activities organized

University forum	<input type="text" value="02"/>	College forum	<input type="text" value="04"/>	
NCC	<input type="text" value="---"/>	NSS	<input type="text" value="---"/>	Any other <input type="text" value="---"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility (**Refer annexure viii & ix –Page.56,57**)

- Literacy drive at the slums near Trifed tower, Panvel
- Aids Awareness Campaign at various places in Navi Mumbai & Pen
- Celebration of Community Service day with the inmates of Balgram Children's Home at MES' Pillai Campus
- Survey of women status in the society, Debate, Quiz and Essay-writing competitions on women related themes
- Street play in UDAAN, organized by Department of Lifelong Learning and Extension, University of Mumbai
- Tree Plantation Drive at Morbad, Rabale, Maharashtra

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	4401.52	---	---	---
Class rooms	1. 9932 sq.mt 2. 56 sq.mt	---	---	---
Laboratories	Sci. Lab 30 sq.mt Psy. Lab 42 sq.mt ICT Lab 42 sq.mt Workshop 42 sq.mt	---	---	---
Seminar Halls	42 sq.mt	---	---	---
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	---	---	---	---
Value of the equipment purchased during the year (Rs. in Lakhs)	---	---	---	---
Others	---	---	---	---

4.2 Computerization of administration and library

- Library is computerised with 8 computers, 1 printer and internet facility with Wifi
- Library Oxygen Software is used to manage different library routines & processes i.e. Cataloguing, Issue/ Return and attendance records.
- Office Operations are all enabled through ICT. Library users can access information of various databases, e-journals through internet. E-mails are used as means of communication between user and library.
- Library also uses N-List for giving access to e-resources
- Administration - 2 computers + printer + scanner with internet facility.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	8184	Rs.75,600	70	23846	8254	Rs.99,446
Reference Books	5011	Rs.75,500	9	3528	5020	Rs.79028
e-Books	97000+	Resource Sharing				
Journals	52	Rs.62,080	2	Rs.3,440	54	Rs.65,250
e-Journals	6000+	sharing				
Digital Database	NList	sharing				
CD & Video	35					
Others (specify) Dissertation/Research Reports	140		15		155	

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	75	2	Broadband	4	2	1	3	-
Added	-	-	1 wifi router	-	-	-	-	-
Total	75	2		4	2	1	3	-

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

Library: At the start of the session library conducts **orientation session** for students to make them aware of library resources and their usage.

4.6 Amount spent on maintenance in lakhs :

	B.Ed.	M.Ed.
i) ICT	3925	2657
ii) Campus Infrastructure and facilities	108745.50	----
iii) Equipments	13,09206	67,233.50
iv) Others	33,36,395	10,98,973
Total :	47,58,271.50	11,68,863.50

Criterion – V**5. Student support and Progression****5.1 Contribution of IQAC in enhancing awareness about Student Support Services**

- The college orients the students on the various cells and committees working for the support of the students at the beginning of the academic year. Students are informed about their functions and encouraged to be active members of these bodies.
- The various cells and committees for student support are the Student Council, Anti Ragging Cell, Women Development Cell, Grievance and Redressal Cell, Library Committee and Placement Cell.
- The Student Council is elected by the students through ballot. The elected members are given roles and responsibilities for student welfare. The elected members encourage students to make use of the suggestion box placed outside the classroom.
- The committees and cells organize regular meetings and thus enhance awareness about the functioning of the support services.

5.2 Efforts made by the institution for tracking the progression

- Student progression is tracked through the techniques like peer and self-evaluation, internal assessments, feedback sessions and reflective journals.

5.3 (a) Total Number of students

	UG	PG	Ph. D.	Others
2015-16	39	25	15	--
2016-17	37+25	25+4	13	--

(b) No. of student outside the state 10

(c) No. of international students Nil

B. Ed.

Men	Year	No.	%	Women	No	%
	2015-16	2	5		37	95
	2016-17	1	4		24	96

M. Ed.

Men	Year	No.	%	Women	No	%
	2015-16	4	16		21	84
	2016-17	-	-		4	100

	Last Year (2015-16)						This Year (2016-17)					
	General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
B. Ed.	38	1	0	0	0	39	21	1	0	3	0	25
M. Ed.	25	0	0	0	0	25	4	0	0	0	0	4

Demand Ratio:

B.Ed. - 3:1 (2015-16); 5:1 (2016-17)

M.Ed. – 1.5:1 (2015-16); 9:1 (2016-17)

Drop-out %:

B.Ed. – 12% (2015-16); 4% (2016-17)

M.Ed. - NIL (2015-16); NIL (2016-17)

5.4 Detail of student support mechanism for coaching for competitive examinations (if any)

A session on writing the teacher eligibility test (TET) was organized by the college. An alumni was invited to guide the student teachers on preparation and writing the test.

No. of student beneficiaries

35

5.5 No of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

- **Student Counselling** – The institution has a counsellor who can be approached by the student teachers anytime in the college as well as over the phone.
- **Career guidance** – The students were made aware of the various work opportunities

after B.Ed. and M.Ed.

- A session on writing a resume and facing an interview was also taken.
- Campus interviews were organized by the placement cell for B.Ed. and M.Ed.

No. of students benefited from Student counselling

2015-16	05
2016-17	1

No. of students benefitted from Career Guidance

60 (B.Ed. & M.Ed.)

5.7 Details of campus placement

Being a two year B. Ed. and M.Ed. Programme, the first batch of the students got placed in 2017. The details of the placement are as followed:

On Campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
11	47	26	20

5.8 Details of gender sensitization programmes

Curricular:

Course 9, Section 1 of the **B. Ed.** Syllabus is dedicated to “Gender School and Society”. As a part of the curriculum, the course deals with sensitizing student teachers on topics like patriarchy, feminism, sexuality, equity, equality, gender biasness in health and nutrition, education, employment and stereotyping. Apart from the theoretical knowledge, the following activities were conducted:

- Presentation on Women role models of contemporary India.
- Assignment was given on ‘How women are portrayed in print media and movies? Ways to remove this biasness.

Course 5 of the **M.Ed.** syllabus on “Sociology of Education” covers a topic on the thoughts of revered personalities like Maharishi Karve, Babasaheb Ambedkar, Chatrapati Shahu, Mahatma Jyotiba Phule on Women’s Education.

Extra-Curricular:

- Expert talks were organized on gender sensitization
- Apart from the syllabus, debates on issues like Gender equality, Women being better leaders were also conducted.
- Student teachers of B.Ed. presented a street play on “Laws to Combat Sexual Harassment”

5.9 Students Activities

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

State/University Level National Level International Level

Number of students participated in cultural events

State/University Level National Level International Level

- **Participation at the UDAAN Festival: 20 students for street play and 1 student for poster making competition**

Number of students participated in other events

State/University Level National Level International Level

State/University Level:

- 3 students participated in inter-collegiate essay writing competition.
- 2 students participated in inter-collegiate elocution competition.

National Level:

- Ms Teena Johny gave an inaugural speech at the 6th Bharatiya Chhatra Sansad in 2016
- Ms Sanjana Gandhi gave a speech on “Reservation on caste...Social Justice or Total Injustice” at the 7th Bharatiya Chhatra Sansad in 2017

5.9.2 Number 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

The students bagged the Third prize for the street play at the UDAAN Festival 2017

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial Support from institution	5	2,00,000
Financial Support from government		
2015-16	NIL	NIL
2016-17	4	Applied
Financial Support from other sources (Religious organizations)	02	1,60,000
Number of students who received International/ National recognitions	--	--

5.11 Student organized/initiatives

Fairs: State/University Level National Level International Level

Exhibitions: State/University Level National Level International Level

5.12 Number of social initiatives undertaken by the students

5.13 Major grievances of student (if any) redressed: There were no major grievances at B.Ed. & M.Ed. level.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision:

“To foster positive attitudes and ideals to be socially responsible and competent teacher with individual identities in order to enable the student teachers to translate great ideas into good actions”.

Mission:

“ To promote purposive education through globalization of mind and society and using education for value transmission in order to enable the student teachers to perform effectively different roles as a teacher in the present society.”

6.2 Does the Institution have a management Information System

- The Information System of PCER provides information to all its stakeholders.
- The website has detailed information about all the activities of the institution. The website is regularly updated after activities and programmes of the cells and clubs.
- The website is open for all to view and has information about the institution, the society, the faculty, student, activities, research etc.
- The institution has a Facebook page for the alumni and important events or information is communicated through this channel.
- The institution has maintained all its records – administrative and academic in a computerised form some of which are accessible and others are password protected for confidential purpose.

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

6.3.1 Curriculum Development

- The faculty was a part of the syllabus revision committee for the 2-year B.Ed. and M.Ed. course.
- Two of our faculty members were part of the core-committee for B.Ed. and M.Ed (CBSGS) for 2015-17.
- The Principal was a part of the core-committee for B.Ed. and M.Ed (CBCS) effective 2016-18.

6.3.2 Teaching and Learning

- Reciprocal peer teaching
- Innovative teaching learning strategies like: Co-operative learning strategies, Gallery walk, Kagan's Learning Chips, video analysis

6.3.3 Examination and Evaluation

Students:

- Framing of multiple choice questions on certain units.
- Preparation and application of Rubrics for Peer and Self assessment
- Training given to students for preparation of weightage tables and blue print for conducting tests.

Teachers:

- Paperless delivery of examination papers during Internal tests for the B.Ed. and M.Ed. students
- On-line assessment of assignments

6.3.4 Research and Development

- In-house research colloquium was organized for teachers and students. This encouraged sharing, interacting and discussions on various research proposals.
- Teachers were motivated to take up Minor Research Projects financially sponsored by University of Mumbai.
- Students were also motivated to carry out action research. Research based paper presentations at the National Level seminar was encouraged.
- Faculty Research Forum established by the Mahatma Education Society also helps to clarify doubts on research and discuss new ideas to enhance research knowledge.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Library – information sharing, reference sharing, resource sharing with other libraries
- 'Saturday Alerts' is a new practice followed by the librarians to keep in connect with students and teachers
- ICT – up-gradation and regular maintenance of resources
- Instrumentation – better internet connectivity provided

6.3.6 Human Resource Management

- CAS details of the eligible staff members forwarded to the University for further action
- Teacher Educators encouraged to attend Orientation Programmes and Refresher Courses

6.3.7 Faculty and Staff recruitment

There was no need of faculty recruitment as the institution has the required staff.

6.3.8 Industry Interaction / Collaboration

- MoU with MGM University
- Interaction with the HR department of various schools for placement of student-teachers.

6.3.9 Admission of Students

- Teachers took the initiative to approach different degree colleges to create awareness about the Teacher Training Centre and the process of CET application as well as the last dates for both B.Ed. and M.Ed.
- Prospective students were given a crash course on the various aspects of preparing the CET exam.
- Updated website for the information regarding admissions

6.4 Welfare schemes for

Teaching	Mahatma Credit Society
Non-teaching	Mahatma Credit Society
Students	-

6.5 Total corpus fund generated

16 lakhs

6.6 Whether annual financial audit has been done

Yes

No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	---	Yes	Mahatma Education Society
Administrative	Yes	University of Mumbai	Yes	Mahatma Education Society

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

For UG Programmes Yes No

For PG Programmes Yes No

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

- For the assessment of the answer papers, the University has introduced on - screen evaluation of exam papers. On-screen assessment will speed up the declaration of results within time.
- Implementation of the online filling of examination form for various semesters for the B.Ed. & M.Ed. programme- University Examinations.
- Generating Hall tickets, centre details online enhances efficiency and speed of delivery of information.
- Consolidated result sheet are made available online.
- Introduction of the Choice based Credit System for M.Ed. programme to enable the students at the PG level to select optional papers of their choice from other branches in Arts stream.
- The institution is a centre for University of Mumbai examinations. The question papers for UG and PG courses are downloaded with the watermark of the college name, date and time stamp. Confidentiality is maintained till they are distributed to the students.
- Facial recognition was added as a security feature for downloading question papers.

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

- The University encourages colleges to apply for autonomy
- Meeting s were held by the Vice Chancellor to orient about the merits of autonomy in Institutions
- The need for Academic Audit for colleges desirous of seeking institutional autonomy was emphasised.
- Colleges are encouraged to undergo the Academic Audit for quality

6.11 Activities and support from the Alumni Association

Our alumni members conducted various activities:

- Sharing time and moments of joy at Harigram and Shantikunj Old Age home
- Women's day celebration 8th March, 2017 with the women caretakers of Balgram and Kamal Arnav Ashram.
- Grocery worth Rs.5000 was donated at Kamal Arnav Ashram.
- School fees for six months were paid at Phadke School for five students of the Ashram.
- Essay writing and Painting competitions were held at Balgram and Arnav Charitable Trust to celebrate Independence Day.
- Tree plantation at Senior Citizen's Association to mark the celebration of Earth Day.
- One of our alumnus presented an interactive session with our students on Professional Competencies for Classroom Management.
- Our alumni participated whole-heartedly in the literacy programme initiated by the college for the slum children near Trifed tower, Khanda.

6.12 Activities and support from the Parent – Teacher Association

- A guardian- student teachers- teacher educators meet was conducted at the start of the B.Ed. & M.Ed. programme to discuss in detail the nature of the two-year programme.
- Guardians are a part of the IQAC Committee and give suggestions which help in enhancing quality of teaching-learning and evaluation.

6.13 Development programmes for support staff

- An awareness programme was conducted for the support staff on cashless transactions, various loan facilities, the interest rates and other useful banking information.
- A free health check-up and dental care were organized for the non-teaching staff in the campus.

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

- Compost making
- Paper bag project has been started keeping in mind the local vendors
- Water – audit done in the campus and leaky taps were fixed
- Collection of e-waste

Criterion – VII: Innovations and Best Practices

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

- The use of Context-Input-Process-Product (CIPP) Model of Evaluation has been strengthened by the IQAC which has instilled a spirit of healthy competition among students and teachers
- Policy made for Student Competency Enhancement has enhanced the skills of the students.
- The Paper-bag project has aroused a deeper sense of Social commitment amongst students and teachers.

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

- Research related activities were promoted
- New teaching-learning methodologies adopted by the staff
- Social Commitment initiatives strengthened.
- MOU signed with another University
- Additional Certificate Course in First Aid
- Policy made for Student Competency Enhancement

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

- Environmental Consciousness
 - Assessment & reflection
- (Refer to Annexure vi –(Page.51) for Best Practices as per NAAC***

7.4 Contribution to environmental awareness / protection

- National Seminar on Environmental Re-engineering, Series 7: Year of Pulses was conducted in October.
- Sensitizing the students towards the issues and concerns with respect to the environment on World Sparrow Day, Water Day, Earth Day.
- Paper Bag Project
- Compost making

7.5 Whether environmental audit was conducted?

Yes

No

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

SWOT Analysis added as annexure vii –Page.55

8. Plans of institution for next year:

- Code of Ethics booklet to be made for students and staff of the institution
- Academic Audit to be conducted
- MOU with an NGO to be signed
- Obtaining Research Grants from Funding agencies
- Exposure to students and teachers to various research areas
- Organization of Intercollegiate Workshops/ Faculty Development Programmes/ Competitions etc.
- Courses in Guidance & Counselling, Scouts & Guides and Communicative English to be started



Name: **Dr. Bhavna Dave**
Signature of the Coordinator, IQAC



Name: **Dr. Sally Enos**
Signature of the Chairperson, IQAC

Annexure: i**MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION & RESEARCH**

Sector 8, Khanda Colony , New Panvel

ACADEMIC CALENDAR 2016-17

First Year B.Ed.

Semester-I

First Semester – 1 st September to 24 th December 2016	
September	ACTIVITIES
1	Orientation to B.Ed. Programme for students
10	Content Test
15	EPC 1 – Reading and reflecting on text
17	Essay–Course 1 Childhood and Growing up
22	EPC 1 – Reading and reflecting on text
24	Essay–Course 2 Contemporary India and Education
28	Picnic
30	Book Review
OCTOBER	ACTIVITIES
2	Gandhi Jayanti
3	World Habitat Day
5	Book Review
7	Essay–Course 3a: Pedagogy of School subjects
8	Garba & Dandia Raas Celebration
10 -22	Indoor games events
11	Dassera
12	Moharram
13	EPC 1 – Reading and reflecting on text
18	Community Service programme commences

20	EPC 1 – Reading and reflecting on text
22	National Seminar on Environmental Re-engineering Series -6
24	Essay–Course 3b: Understanding Disciplines and school subjects
26th October to 14th November 2016 - Diwali Vacation	
NOVEMBER	ACTIVITIES
17	Book Review
19	Book Review
22-25	Class Test 1
DECEMBER	ACTIVITIES
12-15	Semester 1 – University Level Examination
16-22	Central Assessment Programme
23	Community service programme completes
24	Sports Meet
First Semester Ends (Christmas Vacation – 25th December 2015 to 1st January, 2016)	

Second Semester – 2nd January to 2nd May 2017

JANUARY	ACTIVITIES
14	EPC 2: Drama and Art in Education
21	EPC 2: Drama and Art in Education
26	Republic Day
FEBRUARY	ACTIVITIES
1 to 25	Internship Programme
11	EPC 2: Drama and Art in Education
18	EPC 2: Drama and Art in Education
27	Marathi Bhasha Divas

MARCH	ACTIVITIES
1	Essay Course 6: Assessment for Learning
3	World wild life day
4	Critical analysis of an educational film
5	Alumni Meet
6	Essay Course 4: Knowledge and Curriculum
8	Women's Day Celebration
10	Essay Course 5: Learning and Teaching
13	Holi
18	Cultural Competitions
20	International Day of Happiness
21	International Day of Forest
22	World water day
21 to 23	Class test - Semester 2
27	Valedictory function
28-31	Feedback and Revision
APRIL	ACTIVITIES
1 to 10	Study leave
9 and 10	National Level Seminar
17-20	Semester II - University Examination
18-30	Central Assessment Programme- University of Mumbai
Second Semester Ends	
Summer Vacation. 2nd May 2017 to 15th June 2017	

**MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH
Sector 8, Khanda Colony , New Panvel
ACADEMIC CALENDAR 2016-18
Second Year B.Ed.
Semester-III**

Term I – 14th June 2017 to 21st October 2017	
June	ACTIVITIES
14	Orientation to 2 nd year B.Ed.
15	Demonstration to CAM of teaching and Group work
21	Yoga Day Celebration
22	Presentation of CAM by students
23	Demonstration to ITM of teaching and Group work
30	Presentation of ITM by students
July	ACTIVITIES
01	Internship Orientation
03	Internship Begins
15	Demonstration of Creative lesson
22	Presentation of Creative lesson
	Presentation of Theme based lesson
24	Value and core element workshop
27	Presentation of Theme based lessons
14 to 28	Orientation to Courses in B.Ed. Program held in different colleges by University of Mumbai
July	ACTIVITIES
6	Ramzan Eid
7th July to 30th September 2016 – Internship Programme	
15 th August – Republic Day	
5th September-12th September 2016 – Mid Term Break	
October	ACTIVITIES
1	Lectures to Course 7 Section 1 and 2 begin EPC – 3 Activities begin Literacy drive and awareness programme begin

2	Gandhi Jayanti
3	World Habitat Day
8	Garba & Dandia Raas Celebration
10 -22	Indoor games events
11	Dassera
12	Moharram
13	Essay Course 7 – Section 1
15	Essay Course 7 – Section 2
22	National Seminar on Environmental Re-engineering Series -6
24 th – 25 th	Class test 1
26th October to 14th November 2016 - Diwali Vacation Term II – 15th November 2016 to 30th April 2017	
November	Activities
15	Submission of ICT report
17th to 20th November - Term End University Examination 21st to 26th Central Assessment Programme	

Semester IV

28	Orientation to Semester 4 Lectures on course 8 and 9 begin Activities on EPC 4 – Understanding the Self begin
DECEMBER	Activities
1	Orientation to Action Research Project
2 nd to 6 th	Approval of problem for Action Research
7 th to 10 th	Framing of Objectives and hypothesis
12 th to 23 rd	Questionnaire Preparation and Finalization
24	Sports Meet
25th December 2016 to 1st January 2017 - Mid Term Break	
JANUARY	ACTIVITIES
2	College reopens
9th January 2017 to 18th February 2017 – Internship programme	
26	Republic Day
February	ACTIVITIES

20	Essay Course 8 – Section 1
21	<i>International Mother Language Day</i>
22	Essay Course 8 – Section 2
24	Mahashivratri
25	Essay Course 9 – Section 1
27	Marathi Bhasha Diwas Celebration
28	Essay Course 9 – Section 2
MARCH	ACTIVITIES
3	World wild life day
8	Women's Day Celebration
13	Holi
18	Cultural Competitions
20	International Day of Happiness
21	International Day of Forest
22	World water day
27 th to 31 st	Class test 2
APRIL	ACTIVITIES
4	Ram Navmi
9	Mahavir Jayanti
14	Good Friday
10th to 15th – Semester End University Examination	

**MAHATMA EDUCATION SOCIETY'S
PILLAIS' COLLEGE OF EDUCATION & RESEARCH
Sector - 8, Khanda Colony, New Panvel**

ACADEMIC CALENDAR 2016-17

M.Ed. (Part-I), Sem- I & II

1st Term: 1st August-25th October 2016 (Both days inclusive)

Mid Term Break: 6th September - 12th September 2016 (Both days inclusive)

2nd Term: 15th November 2016 - 30th April 2017 (Both days inclusive)

Winter Break: 26th December 2016 – 01st January 2017 (Both days inclusive)

AUGUST	ACTIVITIES
01	Inauguration and Orientation to M.Ed. program
07	Welcome by Seniors to Juniors
15	Independence Day
	Regular Lectures
SEPTEMBER	ACTIVITIES
05	Teacher's Day
	Regular Lectures
OCTOBER	ACTIVITIES
01	Workshop on Research Area and Selection of Topics
05	Picnic
08	Navratri Celebration
13	Writing a Research Proposal
17	Guest Talk– Addiction
18-20	Indoor Games
22	National Level Seminar on Environment Re-engineering, Series -7
27	Diwali Break Starts
NOVEMBER	ACTIVITIES
07	College Reopens after Diwali Break
15	Submission of Dissertation Topics
	Regular Classes and Research Guidance
	Guest Talk
21	Internal Class Test: Course 1
23	Internal Class Test: Course 2
26	Internal Class Test: Course 3
28	Internal Class Test: Course 4
30	Assignment Submission (of 10 Marks)
DECEMBER	ACTIVITIES
	Regular Classes
03	Research workshops on Objectives & Hypotheses
07	Presentation on Philosophy of Education
10	Presentation on History, Politics and Economics of Education

14	Presentation on Psychology of Learning and Development
15	Presentation on Teacher Education
19	Guest Lecture
24	Sports Meet
JANUARY	ACTIVITIES
02-9	Study Leaves for the Students
10-13	Semester I Examinations as per University of Mumbai Schedule
	Regular Lectures and Research Guidance
20	Workshop on Review of Literature
	Guest Lectures
23	Visit to University Library
25	Community Service and Uberang
FEBRUARY	ACTIVITIES
	Regular Lectures and Research Guidance
4	Presentation on Sociology of Education
6	Presentation on Research Methodology
7	Workshop on Research Tool Preparation
08	Presentation on Curriculum Design and Development
11	Presentation on Higher Education Studies
23	Workshop on Gender Sensitization
28	Submission of Assignment – Guidance & Counseling
MARCH	ACTIVITIES
	Regular Classes and Research Guidance
8	Women's Day Celebration
20	Workshop on Varicose Veins
30	Submission of Assignments (of 10 Marks) – All Courses
APRIL	ACTIVITIES
	Regular Classes and Research Guidance
10-13	Internal Class Tests on Course 5, 6, 7 & 8
22-30	Study leave for students
MAY	ACTIVITIES
2-5	Semester II Examinations as per University of Mumbai Schedule

MAHATMA EDUCATION SOCIETY'S
PILLAIS' COLLEGE OF EDUCATION & RESEARCH
Sector 8, Khanda Colony, New Panvel

ACADEMIC CALENDAR 2016-18

M.Ed. (Part -II)
Semester-III & IV

June	ACTIVITIES
14	Orientation to 2 nd year M.Ed.
16	Review of Research Work
19	Workshop on Research Design
20	Workshop on Research Tool Preparation
21	Yoga Day
25-30	Internship
July	ACTIVITIES
3	Visit to University Library
8	Workshop on Preparation of Questionnaire
15	Guest Lecture
24	Presentation on Secondary and Higher Secondary Education
27	Review of Research Work
30	Submission of Assignment 1
August	ACTIVITIES
5	Guest Lecture
12	Presentation on Pedagogy, Andragogy and Assessment
15	Independence Day
24	Orientation to Internship
25-31	Mid-term Break
September	ACTIVITIES
4-30	Internship at TEIs
October	ACTIVITIES
3	Sharing of Internship Experience and Report Submission
7	Submission of Assignment 2 & 3
12-14	Class Tests
16-26	Diwali Vacation
27	Follow up work on Dissertation
28	Workshop on Data Analysis
31	National Seminar on Environmental Re-engineering Series -7
NOVEMBER	ACTIVITIES
6-11	Data Collection for Research work
20-22	Term End University Examination

25	Orientation to Semester 4
27-30	Review of Research Work, Data Collection & other research related activities
DECEMBER	ACTIVITIES
8	Guest Lecture
9	Workshop on Research Report Writing – I
23	Presentation on Optional Course -I
24	Sports Day
25-31	Mid Term Break
JANUARY	ACTIVITIES
4	Presentation on Optional Course II
8	Workshop on Research Report Writing – I
9	Assignment Submission of Optional Course 1
13	Follow up of Research Dissertation
	Orientation to Internship
15-31	Internship
FEBRUARY	ACTIVITIES
1-3	Internship Continues
5	Sharing of Internship Experience and Report Submission
6	Follow up of Research Work
10	Workshop on Research Report Writing – II
23	Workshop on Gender Sensitization
27	Marathi Bhasha Diwas Celebration
MARCH	ACTIVITIES
8	Women's Day Celebration
16	Submission of Dissertations
27-31	Review of Papers
31	Assignment Submission of Optional Course 1
APRIL	ACTIVITIES
6	Class Test on Optional Paper I
9	Class Test on Optional Paper I
13	National Level Seminar
15-30	Study leave for students
MAY	ACTIVITIES
2-5	Semester End University Examination

N.B. : 1. Other days are meant for regular lectures, research guidance and library work.

2. Every Monday 1st Half Option 1 and 2nd Half Option 2

Annexure ii

ANALYSIS OF FEEDBACK FROM THE ALUMNI**Objectives:**

1. To study the perception of the PCER-Panvel alumni with reference to the utility of B.Ed. programme in their school related activities
 - a. with respect to various school boards
 - b. with respect to different levels of teaching
2. To study the perception of the PCER-Panvel alumni with reference to the B.Ed. programme on their self-development

Methodology:

- A tool was prepared with respect to the various curricular, co-curricular as well as extra-curricular activities of the B.Ed. one year programme.
- The questionnaire was administered on the alumni of last five years (one year B.Ed. program).
- The data was collected through face-face to face interactions, online mode and also in the alumni meet.
- The sample size was 121 students.

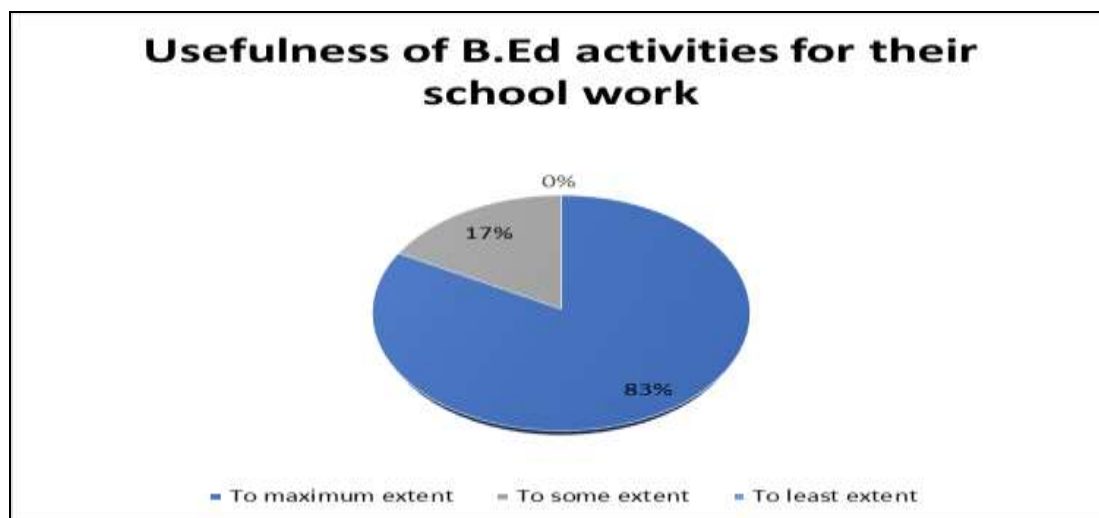
Analysis of Feedback:

1. To study the perception of the PCER-Panvel alumni with reference to the utility of B.Ed. programme in their profession

Table no. 1: Perception of Alumni about usefulness of various activities of B.Ed. programme in their profession

Sr. no.	Particulars	To maximum extent	To some extent	To least extent
1	Lectures	88%	12%	0%
2	Guidance for practice teaching lesson	92%	8%	0%
3	Practice teaching lesson	97%	3%	0%
4	Co-curricular activities	95%	5%	0%
5	Evaluation system	82%	18%	0%
6	Talks	70%	30%	0%
7	Seminar	81%	19%	0%
8	Internship	97%	3%	0%
9	Community work	78%	22%	0%
10	Power point presentations	75%	25%	0%
11	Simulated lesson	73%	37%	0%
12	Objective specification workshop	78%	22%	0%
13	Teaching aid workshop	77%	23%	0%
14	Evaluation workshop	79%	21%	0%

Figure no. 1



As can be seen from the above table and figure, maximum number of students have said that practice teaching, guidance for lessons, internship and lectures have helped them to a great extent in their teaching-learning, whereas co-curricular activities have shaped their personality to a maximum extent as it provided them with opportunities to exhibit their talents. The other activities of the B. Ed. curriculum have also been very helpful in their careers as teachers.

1. a. To study the perception of the PCER-Panvel alumni with reference to the utility of B.Ed. programme in their school related activities with respect to various school boards.

Table no. 1.a. Utility of B.Ed. programme w.r.t. various school boards					
Boards	No. of Students	Mean	Std. Deviation		
1.	26	73.00	4.63		
2.	34	67.95	18.90		
3.	22	57.14	27.62		
4.	18	72.67	7.02		
5.	21	75.00	4.15		
	Total 121	68.74	16.89		
ANOVA					
	Sum of squares	df	Mean square	F	Sig.
Between groups	1434.398	4	358.600	1.289	NS
Within groups	1406.471	116	278.207		
Total	2840.870	120			

Result: There is no significant difference among the perception of Alumni teaching in various boards regarding usefulness of B.Ed. Programme.

1. b. To study the perception of the PCER-Panvel alumni with reference to the utility of B.Ed. programme in their school related activities with respect to various levels of teaching.

Table no. 1.b. Utility of B.Ed. programme w.r.t. various levels of teaching					
Level	No. of Students	Mean	Std. Deviation		
1	24	70.89	6.47		
2	21	76.00	3.95		
3	37	63.95	23.07		
4	23	72.38	4.00		
5	16	82.00			
	Total 121	68.74	16.89		
ANOVA					
	Sum of squares	df	Mean square	F	Sig.
Between groups	1143.151	4	285.788	1.002	NS
Within groups	11697.718	116	285.310		
Total	12840.870	120			

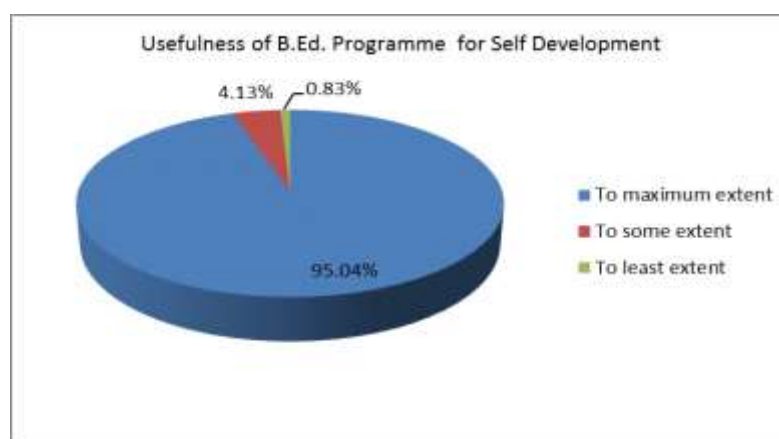
Result: There is no significant difference among the perception of Alumni teaching at various levels regarding usefulness of B.Ed. Programme.

2. To study the perception of the PCER-Panvel alumni with reference to the B.Ed. programme on their self-development

Table no. 2: Effect of B. Ed programme on self –development

	No. of students	To a maximum extent		To some extent		To least extent	
Self-development	121	115 (N)	95.04%	05 (N)	4.13%	01 (N)	0.83%

Figure no. 2



As can be seen from table no. 2 and figure no. 2, 95% of the students felt that the various activities of the B.Ed. curriculum have helped them in their self-development to a maximum extent whereas negligible felt that it has not been useful to them.

Annexure iii

Faculty Participation in Seminars/Workshops /Conferences 2016-17

Principal Dr. Sally Enos

- “Pulses for Green Economy” at the National Level Seminar on Environmental Re-engineering Series 7- Year of Pulses, Organized at Pillai College of Education and Research, New Panvel on 22nd October 2016 and Published in PCERP Seminar proceedings with ISBN 978-93-82626-45-9
- “Equality and Equity in Education have we failed”? At the Global conference of Management, Commerce & Economics on 19th November 2016.
- “Social awareness to build Emotional intelligence” at AICP, 18th International conference held at Sri Krishna Arts and Science College, Coimbatore(4th – 6th Feb 2017)
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017.

Prof. Sally George

- Chaired the paper presentations as well as participated in the National Level Seminar on Environmental Re-Engineering Series-7: ‘Year of Pulses’ on 22nd October 2016
- Chaired the paper presentations as well as participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017.

Dr. T.A. James

- Attended 1 day Seminar on IGCSE English Language teaching by University of Cambridge, U.K. at Takur International School, Kandivali (w), in the month of November 2016.
- Participated and presented a Paper on the UGC sponsored National Seminar ‘Academic Excellence- Current challenges’ on 8th February, 2016 at Sree Narayana Guru College of Education in Chembur, Mumbai. Presented a Paper on ‘Innovative tools in teaching’ and it was published in their Journal.
- Attended one day seminar on career counseling Programme conducted by Young Buzz’s team of expert career counselors at Taj Hotel, Bandra on 16th December 2016.
- Attended a two Days Workshop on University Guidance Conference on 10th November, 2016 organized by Univariety at Sea Prince, Juhu, Mumbai.
- Attended two days MISA Conference that was held in Mumbai on the 10th and 11th of February, 2017.
- Attended a seminar on “Child Abuse and its consequences” in Kala Goda Auditorium, Organized by “ARPAN” on 6th December 2017.

- Participated in the National Level Seminar on “Environmental Re-engineering Series 7-Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017.

Dr. Pratima Pradhan

- Participated in the National Level Seminar on “Environmental Re-engineering Series 7-Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017

Dr. Latha Venkataraman

- Presented research paper entitled “ Blended Learning- Redefining the Traditional Role of Teachers” at one day National Level Seminar on “ Towards Excellence In Teacher Education” conducted by MCT’s College of Education & Research and Anjuman-I-Islam’s Akbar Peerbhoy College of Education, Vashi on Saturday 6th August 2016, at Vashi, Navi Mumbai.
- Presented research paper entitled “ After Sales Service and its Impact on Customer Satisfaction-A Survey” at Faculty Seminar series under the aegis of MES Research Forum on 23rd September, 2016 at Dr. K.M. Vasudevan Pillai Campus, New Panvel.
- Presented research paper titled “Nurturing Innovative Thinking for Sustainable Competitiveness” at the 5th Global Conference on the theme “ Managing Business in India-An Emerging Economy” conducted by PIMSR, New Panvel on 3rd December, 2016.
- Presented research paper entitled “Active Listening for Empathetic Leadership” at the 2 day National level seminar organized by University of Mumbai in January, 2017
- Presented research paper titled “ The Engaged Spirituality of Mahatma Gandhi” at UGC Sponsored Two-day Interdisciplinary International Conference on Gandhism: Past, Present and Future” on 3rd & 4th February, 2017, organized by Gandhi study Centre, New Arts, Commerce & Science College, Wardha, Maharashtra.

Dr. Geeta R. Thakur

- Participated in the National Level Seminar on “Environmental Re-engineering Series 7-Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Organizing Secretary of the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017.

Dr. Bhavna Dave

- Participated & selected as a speaker on the topic “Teacher as an Educator, a Motivator & Inspirator- Are we Auditing?” at the 1st National Teachers’ Congress from 23rd to 25th September, 2016, organized by MAEER’s MIT Group of Institutions, Pune & supported by AICTE, Association of Indian Universities, Maharashtra Principal’s Federation and Government of Maharashtra.
- Organizing Secretary of the National Level Seminar on “Environmental Re-engineering Series 7- Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017

Mrs. Geeta S. Thakur

- Presented a paper titled, “Production of Pulses: Issues and Solutions” at the National Seminar on Environmental Re-engineering Series 7: Year of Pulses organized by Pillai College of Education and Research, Panvel on 26th October, 2016.
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017
- Attended a workshop on “Creating A Mindset Towards Inclusive Classrooms” jointly organized by Sree Narayana Guru College of Education (B.Ed.) and Drishti on 28th February 2017

Mrs. Namrata Saxena

- Organised and awarded the Certificate for completion of Experiential Education Workshop V2 recognised by Centre of Experiential Education (CEE) & eep India conducted at Dr. Pillai Global Academy New Panvel, delivered by Experiential Education Lab on 3rd and 4th June 2016
- Certificate of Participation obtained for attending a one-day English Language Teaching Workshop conducted by Maria Brown at Podar International School, organised by Oxford University Press on 28 November 2016
- Certificate of Participation obtained for attending a two day Leadership Conclave PLAN 2017 organised by Shaping India at Smt. Sulochanadevi Singhanian School, Thane on 18th and 19th January 2017
- Participated in the National Level Seminar on “Environmental Re-engineering Series 7- Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017.

Mrs. Bindu Tambe

- Participated & selected as a speaker on the topic “Transformation of Learner Strategies: Then and Now” at the 1st National Teachers’ Congress from 23rd to 25th September, 2016, organized by MAEER’s MIT Group of Institutions, Pune, & supported by AICTE, Association of Indian Universities, Maharashtra Principal’s Federation and Government of Maharashtra
- Presented a paper titled, “The Humble Pulses” at the National Seminar on Environmental Re-engineering Series 7: Year of Pulses organized by Pillai College of Education and Research, Panvel on 26th October, 2016. The paper was published in the PCERP Seminar Proceeding with ISBN number 978-93-82626-45-9.
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017.

Mrs. Pradnya Jadhav

- Attended a workshop on “Creating A Mindset Towards Inclusive Classrooms” jointly organized by Sree Narayana Guru College of Education (B.Ed.) and Drishti on 28th February 2017
- Participated in the National Level Seminar on “Environmental Re-engineering Series 7- Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017

Ms. Smitha Kurup

- Presented a paper titled, “Pulses and Health” at the National Seminar on Environmental Re-engineering Series 7: Year of Pulses organized by Pillai College of Education and Research, New Panvel on 26th October, 2016. The paper was published in the PCERP Seminar Proceeding with ISBN number 978-93-82626-45-9
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017

Ms. Bhagyashree Mhatre

- Attended Workshop on “Cloud Based Integrated Library Management System for 21st Century Libraries” organized by Navinchandra Mehta Institute of Technology and Development on 10th March, 2017
- Participated in the National Level Seminar on “Environmental Re-engineering Series 7- Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016

- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017

Ms. Navneet Sandhu

- Participated in the National Level Seminar on “Environmental Re-engineering Series 7-Year of Pulses”, organized at Pillai College of Education and Research, New Panvel on 22nd October 2016
- Participated in the National Level Seminar on “Designing the 21st Century Classrooms at Pillai College of Education and Research, New Panvel on 9th & 10th April 2017

Annexure iv

Details of Faculty Development Programme-2016-17

Faculty Development Programme	Details
1. Orientation Programme	1. Mrs. Bindu S. Tambe completed the Orientation Programme from the Central University of Hyderabad from 17/05/17 to 13/06/17.
2. Refresher Course	1. Dr. Geeta R. Thakur completed the refresher programme in Teacher Education from 15 th May to 4 th June at Sardar Vallabhbhai Patel University, Gujarat. 2. Dr. T.A. James completed the refresher programme in Education on 'Technology and Academic Engagement' from 1 st August to 22 nd August 2017 organized by UGC HRDC Mumbai under RUSA at Department of Education, University of Mumbai 3. Mrs. Namrata Saxena completed the refresher programme in Education on 'Technology and Academic Engagement' from 1 st August to 22 nd August 2017 organized by UGC HRDC Mumbai under RUSA at Department of Education, University of Mumbai
4. Faculty Exchange Programme	1. Dr. Sally George conducted sessions for M.Sc Nursing First Year students of MGM Institute's University Dept.of Health Sciences-Kamothe on the topics:Personality Tests & Intelligence Tests 2. Dr. Geeta R. Thakur and Mrs. Geeta S. Thakur took sessions on Instructional Media and Methods in Nursing Education. It included the theory as well as practicals wherein the nurse educators were taught to make instructional aids for their respective subjects. 3. Dr. Bhavna Dave and Mrs. Bindu Tambe took sessions on Standardized and Non-Standardized Tests in Nursing Education. It included theory as well as a workshop on Evaluation wherein they were taught preparation of Year Plan, Unit Plan, Blue Print, Weightage table, Question paper, Marking Scheme and Question wise

	<p>analysis with respect to their nursing curriculum.</p> <p>4. Mrs.Pradnya Jadhav Conducted sessions (4 hrs.) on 'Preparation of Professional Teacher' on 5th and 6th October 2016 and Mrs.Smitha Kurup Conducted a two hour session on 'Tests of Aptitude and Tests of Interest' on 10th October 2016 for Second year M.Sc. Nursing students.</p> <p>5. Dr. T. A. James conducted a workshop on the conduct of IGCSE Cambridge Examination at Dr.Pillai Global Academy, Gorai for the teacher invigilators of CIE Examination in March 2017 on the 2nd February, 2017</p>
<p>6. Staff Training Conducted by the University</p>	<ul style="list-style-type: none"> • All faculty members participated in the Orientation Programme for different subjects for the new B.Ed. syllabus as per NCTE revised regulations and norms 2014 to be implemented from the academic year 2016-17 onwards. • Three faculty members were resource persons at these training programmes conducted by the University.

Annexure v

Publications by Faculty: 2016-17

Principal Dr. Sally Enos

- Published a paper titled “Pulses for Green Economy” in PCERP Seminar proceedings of the National Level Seminar on Environmental Re-engineering Series 7- Year of Pulses with ISBN 978-93-82626-45-9

Dr. Pratima Pradhan

- Published a paper titled “Perceived Impact of School Climate on Secondary School Student’s Social Competence” in a peer-reviewed journal Transacademia, Vol-6, No.1, July- December 2016
- Published a paper titled “Global Perspectives among Higher Secondary School Students” in the PCERP Seminar Proceedings of the National Level Seminar ‘Designing the 21st Century Classroom’ with ISBN 978-93-82626-46-6

Dr. Geeta R. Thakur

- Published research work titled “A study of Organizational Behaviour of Colleges of Education in Maharashtra State” in ERIC (Education Resources Information Center)
- Co-authored and published a paper titled “Let’s make the Augmented Reality, the ‘REALITY’ in the PCERP Seminar Proceedings of the National Level Seminar ‘Designing the 21st Century Classroom’ with ISBN 978-93-82626-46-6

Dr. Bhavna Dave

- Submitted a Minor Research Project titled “A Study of Brain-gym Exercises on the Problem-solving Ability of B.Ed. student-teachers.” under Minor Research Project grant of Rs. 25,000/- sanctioned by the University of Mumbai.
- Co-authored and published a paper titled “A Study of Civic Literacy amongst Different Generations in a Semi-Urban Set-up” in the PCERP Seminar Proceedings of the National Level Seminar ‘Designing the 21st Century Classroom’ with ISBN 978-93-82626-46-6

Dr. Latha Venkataraman

- Published a paper as co-author along with Prof. Sheetal Mary Joseph, titled “A Study of Civic Literacy amongst Different Generations in a Semi-Urban Set-up” in the PCERP Seminar Proceedings of the National Level Seminar ‘Designing the 21st Century Classroom’ with ISBN 978-93-82626-46-6

Mrs. Geeta S. Thakur

- Published a paper titled “Production of Pulses: Issues and Solutions” in PCERP Seminar proceedings of the National Level Seminar on Environmental Re-engineering Series 7- Year of Pulses with ISBN 978-93-82626-45-9
- Published a paper titled “A study of the effectiveness of GeoGebra – A mathematical software, in the Learning of geometrical Concepts in Std. VI”, in the Pillai Journal of Educational Research & Technology (PJERT), Volume 6 No. 1, January-June 2017 issue with ISSN 2249-4367

Mrs. Bindu Tambe

- Submitted a Minor Research Project titled “A Study of Brain-gym Exercises on the Problem-solving Ability of B.Ed. student-teachers.” under Minor Research Project grant of Rs. 26,000/- sanctioned by the University of Mumbai.
- Published a paper titled “The Humble Pulses” in PCERP Seminar proceedings of the National Level Seminar on Environmental Re-engineering Series 7- Year of Pulses with ISBN 978-93-82626-45-9
- Co-authored and published a paper titled “A Study of the Environment Consciousness among the Secondary School Students” in the PCERP Seminar Proceedings of the National Level Seminar ‘Designing the 21st Century Classroom’ with ISBN 978-93-82626-46-6

Ms. Smitha Kurup

- Published a paper titled “Development of Civic Literacy: Thinking beyond I, Me and Mine ” in the PCERP Seminar Proceedings of the National Level Seminar ‘Designing the 21st Century Classroom’ with ISBN 978-93-82626-46-6

Ms. Navneet Sandhu

- Published a paper titled "Impact of Social Media in Libraries" in Pillai Journal of Educational Research & Technology, Vol.6 No. 1 Jan- June 2017 with ISSN 2249-4367.

Annexure vi

BEST PRACTICE-1

Title of the practice: ENVIRONMENT CONSCIOUSNESS

The context that required initiation of the practice:

Growth and development are essential for any community to flourish and progress, however man has initiated a process which has gone beyond his control. One of the worst affected aspects of our life is the environment and its degradation. We, as global citizens of the world, need to focus and make sure that the environment is preserved so that our future generation can enjoy the benefits. At Pillai College of Education and Research, New Panvel, it has been our constant endeavour to practice as well as inculcate the values and practices that will help conserve and preserve our environment. Our institution being a teacher education college gives us the scope to change the attitude of our students who in the future as teachers will be able to multiply the message of environment consciousness.

Objectives of the practice:

- To understand the various aspects of the environment that are important for our survival
- To integrate the values of environment consciousness in our daily activities and teaching
- To promote environmental consciousness to the students and community

The Practice:

Environment consciousness can be developed through environmental re-engineering. Environmental re-engineering is a fundamental rethinking and redesigning of the process / actions leading to better performance and quality environment. It is mainly concerned with the environment and management of natural resources. The emphasis is on creating a pleasant and conducive environment around us by rethinking and reengineering our thoughts, actions and concern for our environment. In this context, our institution has been organizing a national-level seminar since the last six years based on the United Nations declared theme for environment. Through these seminars, we have inculcated certain practices like solid waste management, micro green cultivation, water resource management, energy conservation, appreciation of the environmental resources like forest, soil, water, alternate forms of energy. We also apply environment- friendly practices during any activity by avoiding use of plastics, use of mineral water bottles, tissue papers, excessive use of paper, etc. We use reusable materials, make use of eco-friendly materials like jute bags, chocolate bouquets and potted plants to offer our resource persons and as far as possible air conditioned auditoriums are avoided.

We have an active 'Nature Club' with activities like kitchen waste management, cultivation of micro greens, best out of waste, creating awareness in the community through street plays, rallies and talks.

We continued with our practice of growing “Micro Greens”. Here, we germinate pulses, legumes, and cereals and when they reach about an inch in height and sprout the first two leaves, they are eaten either raw as salad or as garnish on our food items. These micro greens are loaded with nutrients and help us get all the vitamins and minerals we need in our daily life. This is an alternate method of farming which gives our organic food items without the use of pesticides/insecticides. Students are first introduced to the concept and then they are encouraged not only to grow different microgreens but also to consume them. They nurture the seedlings and make sure it gets enough water and sunlight for growth.

We also started making paper bags this past year to be used by the grocery stores and vegetable and fruit sellers. We collect old newspapers and make the bags using simple technique. Once made, we approached the local vendors and vegetable sellers to convince them to use the paper bags. Initial reluctance on their part led to our consistence efforts to convince them and few agreed. Now our students, teachers, non-teaching staff and the Principal make these bags and we distribute them to the vendors in our locality.

Obstacles faced, if any, and strategies adopted to overcome them:

The Micro-greens concept has to continue in a cyclic manner but the curriculum of our courses sometimes does not permit the same. Our students are at different schools for internship for nearly five months in the two-year programme. The paper bag agenda was received with lukewarm response earlier but now our vendors look forward to the supply of these bags on a regular basis. We intend to extend our distribution to more vendors in the years to come.

Impact of the practice:

Environment consciousness which started as an effort is now a part of our daily life. The impact of our efforts can be seen in the attitude change that we see in our students and teachers. Teachers and teacher educators from different colleges seem eager to participate in our seminar as we always strive to provide some take -away from these seminars for the participants. The positive feedback we get from our participants and our eminent guests also is a source of inspiration for all of us to continue our endeavours in environment preservation and conservation.

Resources required:

The resources required for these efforts are provided by the college. The yearly seminars series on Environment is an activity looked forward to by us as well as others who attend these. All the financial and infrastructural backups, if required, are provided by the institution. We believe that any activity leads to success with 100% attitude and actions.

Contact person for further details:

Dr. Sally Enos / Mrs. Bindu Tambe

BEST PRACTICE-2**Title of the Practice: ASSESSMENT AND REFLECTION****The context that required the initiation of the practice:**

It is essential that assessment meets the specific and immediate goals of a course by giving grades and satisfies the accountability demands of the authority offering it. But, it is more essential that it establishes a basis for students to support and enhance learning as well as enables them to undertake their own assessment activities in the future. It was with this purpose in mind that the practice of assessment and reflection was initiated by our college.

Objectives of the Practice:

- To align assessment with Vision, Mission, Objectives, Core values of the institution and the task objectives.
- To enable the teachers and students to apply analytical skills, compare, contrast and appreciate/criticize their tasks
- To facilitate teachers and student teachers to make meaning out of the process they are engaged in; thus developing an increased awareness of their own learning.

The Practice: Our institution uses the Context-Input-Process-Product (CIPP) Model for evaluation of curriculum transaction.

The *context evaluation* stage assists in decision-making and planning, related to the academic calendar, theory, exams, practice teaching, co-curricular activities, extended activities, research etc. This enables the management and Principal to identify the needs, assets, and resources of the institution in order to provide a programme that will be beneficial.

In the second stage that is *input evaluation stage*, discussion on the objectives, proposal for the task and criteria of evaluating each task is done. This enables to map the task details related to theory and practicum.

The third stage of *process evaluation* reviews the quality of the program's implementation. In this stage, program activities are monitored, documented and assessed by the teacher educators. The objective of this stage is to provide feedback regarding the extent to which planned activities are carried out, guide staff on how to modify and improve the program plan, and assess the degree to which participants can carry out their roles. The final component to CIPP is the *product evaluation* which assesses the SWOT analysis of each task/activity on the student teachers. It also checks the efficiency of planning, execution and assessment / follow - up with respect to various activities.

Obstacles faced if any and strategies adopted to overcome them:

Issues such as how to introduce and deepen reflective skills, how to assess reflective writing and the debate around openness had to be dealt with.

Thus teachers and students have to be trained to be able to reflect through various interactive sessions.

Initially we also faced constraints such as issues of time and personal motivation for reflective thinking but however it could be overcome in a period of time. Time issues were sorted out by introducing a time slot for reflective thinking after the lectures daily. Personal motivation was triggered once we could observe the benefits of assessment and reflective practices in our day to day practices.

Impact of the practice:

Assessment and reflection helped to transform the experiences of teachers and students into genuine learning about individual values and goals.

This practice helped the students to develop higher-level thinking and problem solving. Students could get into the habit of linking and constructing meaning from their experiences. 'Reflection' writing is a part of the lesson plan and students are encouraged to write in the space provided immediately after their lesson is over. In the tutorial groups, the mentor teachers 'listen' sensitively and give their responses playing the role of motivators for ongoing effort.

It makes the teacher-educators and student-teachers accountable for their actions. They readily accept appreciation as well as criticism openly.

All committees and clubs of the institution get an insight to be able to improve upon their activities by thinking of strategies to overcome their weaknesses and perform better considering the opportunities available to them.

By fostering a sense of connection to the community and a deeper awareness of community needs, reflection has increased the participation of students as alumni to remain committed to service beyond the term of the course.

Resources required:

This practice requires time, space and sheets to record assessment and reflection.

Future plans:

We plan to continue this practice so that learning becomes a continual process of engaging the mind that transforms the mind. It benefits both the teacher-educators as well as the student-teachers in their overall performance. New metacognitive strategies can be developed so that we are able to scale new heights of quality improvement in all tasks and endeavours.

Contact person for further details: Dr. Sally Enos / Mrs. Bhavna Dave

Annexure vii**SWOT ANALYSIS**

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • Dynamic and resourceful management • Vibrant leadership of the Principal • Well-qualified teachers • Highly motivated teaching and non-teaching staff • Excellent infrastructure • Well-connected campus • Active Placement facility • Effective communication across the organization and team work • Cordial relations with practice teaching schools • Consistent community linkage 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • Semi-urban: Distance from University, accessibility and availability of resources, • Expensive public transportation facilities. • Most students from diverse backgrounds with poor communication skills and diffidence
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • Increasing population in Navi Mumbai region • Focused approach with insight and foresight of the Management 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • Declining interest in teaching as a profession world-wide • Clustered approach: Five Teacher education colleges within five kms. with B.Ed and M.Ed program • Frequent changes in policies of the regulatory bodies • Short –time /delayed notices from the affiliating bodies

Annexure viii

Community Service Initiatives



Annexure ix

Extension activities



Annexure x

National Level Seminars

