

**MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION AND RESEARCH
PLOT NO 1, SECTOR 8, KHANDA COLONY
NEW PANVEL WEST**

SELF APPRAISAL REPORT

PART I PROFILE OF THE INSTITUTION

PART II CRITERION WISE INPUTS

**PRINCIPAL: Dr Sally Enos
CO-ORDINATOR: Mrs Bhavna Dave
SAR UPLOADED DATE: 19/1/16**

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL (NAAC)**

An Autonomous Institution of the University Grants Commission

PART I: Profile of the Institution

1. Name and address of the institution: Pillai College of Education and Research Plot No 1, Sector 8, Khanda Colony, New Panvel
2. Website URL : www.pcerpanvel.ac.in
3. For communication: 9820374303/ 9869254774

Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Dr Sally Enos Principal	(022) 27481864 27460289	(022) 27464161	senos@mes.ac.in enosally@gmail.com
Vice-Principal	-	-	-
Co-ordinators Mrs Bhavna Dave	09869254774	--	bhavnadave14@gmail.com

Residence

Name	Telephone Number with STD Code	Fax No.
Dr Sally Enos	022- 27456430/ 09820374303	-
Vice-Principal	--	-
Mrs Bhavna Dave	022-27450967/ 09869254774	-

4. Location of the Institution:

Urban

Semi-urban

Rural

Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year	
MM	YYYY
07	2007

8. University / Board to which the institution is affiliated :

9. Details of UGC recognition under sections 2(f) and 12B of the UGC act.

Month and Year		Month and Year	
2(f)		12 B	
MM	YYYY	MM	YYYY
--	--	--	--

10. Type of Institution

- a) By funding
- i. Government
 - ii. Grant-in-aid
 - iii. Constituent
 - iv. Self-financed
 - v. Any other
- b) by Gender
- i. Only for Men
 - ii. Only for Women

iii. Co-education

- c) By Nature
- i. University Dept.
 - ii. RIE
 - iii. IASE
 - iv. Autonomous College
 - v. Affiliated College
 - vi. Constituent College
 - vii. Dept. of Education of composite college
 - viii. CTE
 - ix. Any other

d) Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

e) Details of Teacher Education Programmes offered by the institution:

Sr.No	Level	Programme/ Course	Entry qualificat	Nature of Award	Duration	Medium of inst
i)	Pre-primary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
ii)	Primary/Elementary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
iii)	Secondary / Sr.secon	--	--	Certificate	--	--
		--	--	Diploma	--	--

	dary	B.Ed	Graduate s	Degree	2years	English
iv)	Post Graduat e	--	--	Certificate	--	--
		--	--	Diploma	--	--
		M.Ed	B.Ed	Degree	2years	English
v.	Other (specify)	--	--	Certificate	--	--
		--	--	Diploma	--	--
		Ph.D (Edu)	M.Ed/ MA (Edu)	Degree	2-5yrs	English

f) Give details of NCTE recognition (for each programme mentioned in Q.12)

Level	Program	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/Sr. secondary	B.Ed	WRC/APW02767/1233 44/2015/148286	2015-16	100
Post Graduate	M.Ed	WRC/APW06392/1251 32/2015/156654	2015-16	50
Other	Ph.D	Affiliated University of Mumbai	2015-16	15

PART II Criterion-wise inputs

Criterion I : Curricular Aspects

1. Does the institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Does the institution offer self-financed programmes(s)?

YES

If yes,

a) How many programmes?

02

b) Fee charged per programme

B.Ed 65000/ & M.Ed 75,000

3. Are there programmes with semester system

YES

4. Is the institution representing / participating in the curriculum development / revision processes of the regulatory bodies?

Yes No

If yes, how many faculty are on the various curriculum development / vision committees / boards of universities / regulating authority.

08

5. Number of methods /elective options (programme wise)

D.Ed.

--

B.Ed. (Full Time)

09

M.Ed. (Full Time)

06

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there programmes offered in modular form

Yes No

Number

7. Are there programmes where assessment of teachers by the students has been introduced

Yes No

Number

8. Are there programmes with faculty exchange / visiting faculty

Yes No

Number

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools Yes No
- Academic peers Yes No
- Alumni Yes No
- Students Yes No
- Employers Yes No

10. How long does it take for the institution to introduce a new programme within the existing system?

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes No

Number

12. Are there courses in which major syllabus revision was done during the last five years?

Yes No

Number

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes No

14. Does the institution encourage the faculty to prepare course outlines?

Yes No

Criterion II: Teaching –Learning and Evaluation

1. How are students selected for admission into various courses?

a) Through an entrance test developed by the institution

b) Common entrance test conducted by the University / Government

c) Through an interview

d) Entrance test and interview

e) Merit at the qualifying examination

f) Any other (specify and indicate)

For B.Ed the weightages for written test is 40%, Oral CET is 20% and 40% of the marks at the qualifying exam. For M.Ed the weightages for written test is 40%, Oral CET is 35% and 25% of the marks at the qualifying exam. The merit is considered on the basis of minority status, subjects, Quota and category as per state government rules and regulations.

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year

9-7-14

b) Date of last admission

9-8-14

c) Date of closing of the academic year

30-5-15

d) Total teaching days

223

e) Total working days

251

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	5	94	99	1	9	10	4	85	89
M.Ed.(Full Time)	0	34	34	0	0	0	0	34	34

4. Are there any overseas students?

Yes

No

If yes, how many?

NA

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the Number of students / trainees enrolled)

- a) Unit cost excluding salary component (B.Ed)
- b) Unit cost including salary component (B.Ed)
- c) Unit cost excluding salary component (M.Ed)
- d) Unit cost including salary component (M.Ed)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	83%	51%	67%	51%
M.Ed.(Full Time)	67%	50%	-	-

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted in percentage

Programme	Theory	Practice Teaching	Practicum
B.Ed.	40%	30%	30%
M.Ed.(Full Time)	50%	10%	40%

10. Pre-practice teaching at the institution

1	5
---	---

a) Number of pre-practice teaching days

b) Minimum number of pre-practice teaching Lessons given by each student

0	1
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	0
---	---

b) Total number of practice teaching days

2	5
---	---

c) Minimum number of practice teaching lessons given by each student

2	0
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

Number of Lessons
In simulation

0	4
---	---

Number of Lessons
Pre-practice
Teaching

0	2
---	---

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation ?

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programme	Internal	External
B.Ed.	50%	50%
M.Ed. (Full Time)	40%	60%

16. Examinations

a) Number of sessional tests held for each paper

0	3
---	---

b) Number of assignments /Essay for each paper

0	1
---	---

17. Access to ICT (Information and Communication Technology) and technology

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other – e journals, research tools, Journals.	√	

18. Are there courses with ICT enabled teaching-learning process?

Yes No

Number

19. Does the institution offer computer science as a subject?

Yes No

If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Development and Extension

1. Number of teachers with Ph.D. and their percentage to the total faculty strength

0	6	4	6
---	---	---	---

2. Does the institution have on-going research projects?

Yes No

If yes, provide the following details on the on-going research projects

Funding agency	Amount (Rs.)	Duration (years)	Collaboration, if
--	--	--	--
--	--	--	--

3. Number of completed research projects during last three years.

4. How does the institution motivate its teachers to take up research in education? (Mark 'O' for positive response and 'X' for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other (specify and indicate)

5. Does the institution provide financial support to research scholars?

Yes No

6. Number of research degrees awarded during the last 5 years.

a. Ph.D

1

b. M.Phil

7. Does the institution support student research projects (UG & PG)?

Yes

No

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International Journals	√		06
National journals – referred papers	√		03
Academic articles in reputed	√		02
Books	√		10
Any other (specify and indicate)	--	--	

9. Are there awards, recognition, patents etc. received by the faculty?

Yes

No

Number

10. Number of papers presented by the faculty and students (during last five years):

Faculty Students

National seminars

79	11
17	--
23	--

International seminars

Any other academic forum

11. What types of instructional materials have been developed by the institution?
(Mark 'Ö' for yes and 'X' for No)

Self –instructional materials

√

Print materials

√

Non-print materials

√

(e.g. Teaching Aids / audio-visual, multimedia. etc.)

√

Digitalized (Computer aided instructional materials)

Question bank

Any other- 40 modules prepared on Communication technology
for e-PG Pathshala, UGC

12. Does the institution have a designated person for extension activities?

Yes

No

If yes, indicate the nature of the post

Full-time

Part-time

Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes

No

14. Are there any other outreach programmes provided by the institution?

Yes

No

15. Number of other curricular / co-curricular meets organized by other
academic agencies / NGOs on Campus

Yes

No

16. Does the institution provide consultancy services?

Yes

No

In case of paid consultancy what is the net amount generated during last three years.

Rs 1,41,000/-

17. Does the institution have networking / linkage with other institutions /
Organizations?

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq.mts.)

4401

2. Are the following laboratories been established as per NCTE Norms?

- | | | | | |
|---|-----|-------------------------------------|----|-------------------------------------|
| a) Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) science lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab | Yes | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |

3. How many Computer terminals are available with the institution?

75

4. What is the Budget allotted for computers (purchase and maintenance during the previous academic year?

1, 51,700

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

1,05,699

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

56,497

7. Budget allocation for campus expansion (building) and upkeep for the current academic session / financial year?

23, 50,000

8. Has the institution developed computer-aided learning packages?

Yes

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	1	11	0	0
Non-teaching	0	09		

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. Number of regular and permanent teachers
(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers		9		
Readers	1	1		
Professors		1		

12. Number of temporary /ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	-	1	-	-
Readers	-	-	-	-
Professors	-	-	-	-

a. Number of teachers from

Same state

11

Other states

02

13. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:14
M.Ed.(Full time)	1:7

14. a. Non-teaching staff

Open

Reserved

Permanent

Temporary

M	F	M	F
2	5	-	-
-	-	-	-

b. Technical Assistants

Open

Reserved

Permanent

Temporary

M	F	M	F
1			
1			

15. Ratio of Teaching-non-teaching staff

1.5 : 1

16. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

55,40, 931 (B.Ed) ; 21,07,865 (M.Ed)

17. Is there an advisory committee for the library?

Yes No

18. Working hours of the Library

On working days

8hrs

On holidays

5hrs

During examinations

8hrs

19. Does the library have an Open access facility

Yes

No

20. Total collection of the following in the library

a. Books

- Text books

5011

- Reference books

8184

b. Magazines

10

c. Journals subscribed

- Indian journals

39

- Foreign journals

03

d. Peer reviewed journals

08

e. Back volumes of journals

54

f. E-information resources

- Online journals / e-journals/

6195

- e books

97000

- CDS / DVDs

35

- Databases

01

- Video cassettes

--

- Audio cassettes

--

21. Mention the

Total carpet area of the Library (in.sq.mts.)

243.46

Seating capacity of the Reading room

150

22. Status of automation of Library

- | | |
|---------------------|-------------------------------------|
| Yet to initiate | <input type="checkbox"/> |
| Partially automated | <input checked="" type="checkbox"/> |
| Fully automated | <input type="checkbox"/> |

23. Which of the following services / facilities are provided in the library?

- | | |
|---|-------------------------------------|
| Circulation | <input checked="" type="checkbox"/> |
| Clipping | <input checked="" type="checkbox"/> |
| Bibliography compilation | <input checked="" type="checkbox"/> |
| Reference | <input checked="" type="checkbox"/> |
| Information display and notification | <input checked="" type="checkbox"/> |
| Book bank | <input type="checkbox"/> |
| Photocopying | <input checked="" type="checkbox"/> |
| Computer and Printer | <input checked="" type="checkbox"/> |
| Internet | <input checked="" type="checkbox"/> |
| Online access facility | <input checked="" type="checkbox"/> |
| Inter-library borrowing | <input checked="" type="checkbox"/> |
| Power back up | <input checked="" type="checkbox"/> |
| User orientation / information literacy | <input checked="" type="checkbox"/> |
| Any other Open Access system | <input checked="" type="checkbox"/> |

24. Are students allowed to retain books for examinations?

- Yes No

25. Furnish information on the following

Average number of books issued/Returned per day

Maximum number of days books are permitted to be retained

by the students	5
by the faculty	10
Maximum number of books permitted for issue for students	02
for faculty	10
Average number of users who visited / Consulted per month	200
Ratio of library books (excluding textbooks And book bank facility) to the number of Students enrolled.	1: 62

26. What is the percentage of library budget in relation to total budget to the institution

1.74

27. Provide the number of books / journals / periodicals that have been added to the library during the last three years and their cost.

	2012-13		2013-14		2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	130	70,00,750	80	50,590	82	64,600
Other books	270	1,30,074	140	70,234	101	87,500
Journal/ Periodls	05	8563	05	6360	02	3440
Any other	--	--	--	--	--	--

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2012-13	2013-14	2014-15
B.Ed.	--	--	02
M.Ed. (Full Time)	01	--	01

2. Does the institution have the tutor-ward / or any similar mentoring system?

Yes No

If yes, how many students are under the care of a mentor / tutor?

B.Ed 14 & M.Ed 7

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

5. Examination Results during past three years (provide year wise data)

	UG			PG		
	12-13	13-14	14-15	12-13	13-14	14-15
Pass percentage	100	100	97	100	100	100
Number of first classes	31	26	07	17	05	09
Number of distinctions	0	0	0	0	1	0
Exemplary performances (Gold medal and univ ranks)	0	0	0	0	04	0

6. Number of students who have passed competitive examinations during the last three years (Provide year wise data)

	I	II	III
NET	06	0	02
SLET / SET	02	0	01
Any other (specify and indicate)		05	07

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
(i) Merit Scholarship			
(ii) Merit-cum-means	02	01	
(iii) Fee concession	02	01	01
(iv) Loan facilities		01	02
Any other (specify and indicate)			

8. Is there a Health Centre available in the campus of the institution?

Yes No

9. Does the institution provide Residential accommodation for:

Faculty Yes No

Non-teaching staff Yes No

10. Does the institution provide Hostel facility for its students?

Yes No

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields Yes No

Indoor sports facilities Yes No

Gymnasium Yes No

12. Availability of rest rooms for women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

15. Does the institution obtain feedback from students on their campus experience?

Yes No

16. Give information on the Cultural Event (Last year data) in which the institution participated.

	Organised		Number	Participated		
	Yes	No		Yes	No	Number
Inter - Collegiate	1			√		05
Inter-university	-					-
National				√		01

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State - collegiate	NIL	
National	NIL	
International	NIL	

18. Does the institution have an active Association?

Yes

If yes, give the year of establishment

19. Does the institution have a student Association /Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

22. Give the details on the progression of the students to employment / further study (Give percentage) for last three years

	2012-13 (%)		2013-14 (%)		2014-15 (%)	
	B.Ed	M.Ed	B.Ed	M.Ed	B.Ed	M.Ed
Higher studies	19	23	16	6	10	11
Employment	78	77	80	92	85	80
Teaching	77	77	79	92	85	80
Non-teaching	1	-	1	-	-	

23. Is there a placement cell in the institution?

Yes No

If yes , how many students were employed through placement cell during the past three years.

12-13	13-14	14-15
11	16	09

24. Does the institution provide the following guidance and counselling services to students?

- Academic guidance and Counselling Yes No
- Personal Counselling Yes No
- Career Counselling Yes No

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body / management	2
Staff Council	
IQAC / or any other similar body / committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (LMC, FMC)	2-3

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility Yes No

Medical assistance Yes No

Insurance Yes No

Other (Uniforms for Non teaching) Yes No

4. Number of career development programmes made available for non-teaching staff during the last three years

0	3
---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC / NCTE or any other recognized organisation

08

- b. Number of teachers who were sponsored for professional development programmes by the institution

National

02

International

02

- c. Number of faculty development programmes organized by the Institution

0	8
---	---

- d. Number of Seminars / workshops / symposia on curricular development, teaching-learning, assessment, etc. organised by the institution

1	4
---	---

- e. Research development programmes attended by the faculty

0	3
---	---

- f. Invited / endowment lectures at the institution

2	5
---	---

6. How does the institution monitor the performance of the teaching and non-teaching staff?

- a. Self-appraisal

Yes No

- b. Student assessment of faculty performance

Yes No

- c. Expert assessment of faculty performance

Yes No

d. Combination of one or more of the above

Yes No

e. Any other (specify and indicate)

Yes No

7. Are the faculty assigned additional administrative work?

Yes No

If yes, give the number of hours spent by the faculty per week

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	<input type="text" value="0"/>
Fees	<input type="text" value="83,18,112"/>
Donation	<input type="text" value="0"/>
Self-funded courses	<input type="text" value="0"/>
Any other (Development fees, Workshop registration,)	<input type="text" value="7,89,120"/>

9. Expenditure statement (for last two years)

	2013-14	2014-15
Total sanctioned Budget	13316482	1,22,39,443
% spent on the salary of faculty	57.73	62.49
% spent on the salary of non-teaching employees	5.61	6.10
% spent on books and journals	2.31	1.27
% spent on development activities (expansion of building)	--	--
% spent on telephone, electricity and water	0.60	0.59
% spent on maintenance of building, sports facilities, hostels, residential complex and student	15.63	17.01

% spent on maintenance of equipment, teaching aids, contingency etc.	0.27	0.30
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty	1.18	1.81
% spent on travel	0.16	0.17
Any other (specify and indicate)		
Total expenditure incurred	12707836	12720171

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
<input type="text"/>	36,12,939 (2014-15)
<input type="text"/>	50,43,735 (2013-14)
<input type="text"/>	66,00,622 (2013-14)

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT / Technology supported activities / units of the institution:

Administration	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Finance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Career Counselling	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Aptitude Testing	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Examinations / Evaluation /Assessment Yes No

(Any other) Library transactions Yes No

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

- | | |
|---------------------------|-------------------------------------|
| a) For teachers | <input checked="" type="checkbox"/> |
| b) For students | <input checked="" type="checkbox"/> |
| c) For non-teaching staff | <input checked="" type="checkbox"/> |

19. Are there any on-going legal disputes pertaining to the institution?

Yes No

20. Has the institution adopted any mechanism / process for internal academic audit / quality checks?

Yes No

21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes No

Criterion VII: Innovative Practices

1. Does the institution have an established Internal Quality Assurance Mechanisms?

Yes No

2. Do students participate in the Quality Enhancement of the Institution?

Yes No

3. What is the percentage of the following student categories in the institution?

Category		Men	%	Women	%
a	SC	--	--	08	6.15
b	ST	--	--	--	--
c	OBC	01	0.7	01	0.7
d	Physically challenged	--	--	01	0.7
e	General Category	04	3.0	115	88.46
f	Rural	--	--	--	--
g	Urban	05	3.8	125	96.15
h	Any other (specify)				

4. What is the percentage of the staff in the following category?

Category		Teaching Staff	%	Non-Teaching Staff	%
A	SC	01	7	--	--
B	ST	--	--	--	--
C	OBC	01	7	--	--
D	Women	13	92.85	6	66.66
E	Physically Challenged	01	7	--	--
F	General Category	12	85.71	9	100
G	Any other (specify)	--	--	--	--

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	2013-14	2014-15	2013-14	2014-15
SC	04	08	04	08
ST	--	--	--	
OBC	05	02	05	01
Physically challenged	--	01	--	01
General Category	105	123	103	120
Rural	--	--	--	
Urban	115	134	112	130
Any other (specify)	--	--	--	--

CRITERION I CURRICULAR ASPECTS

1.1 Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them?

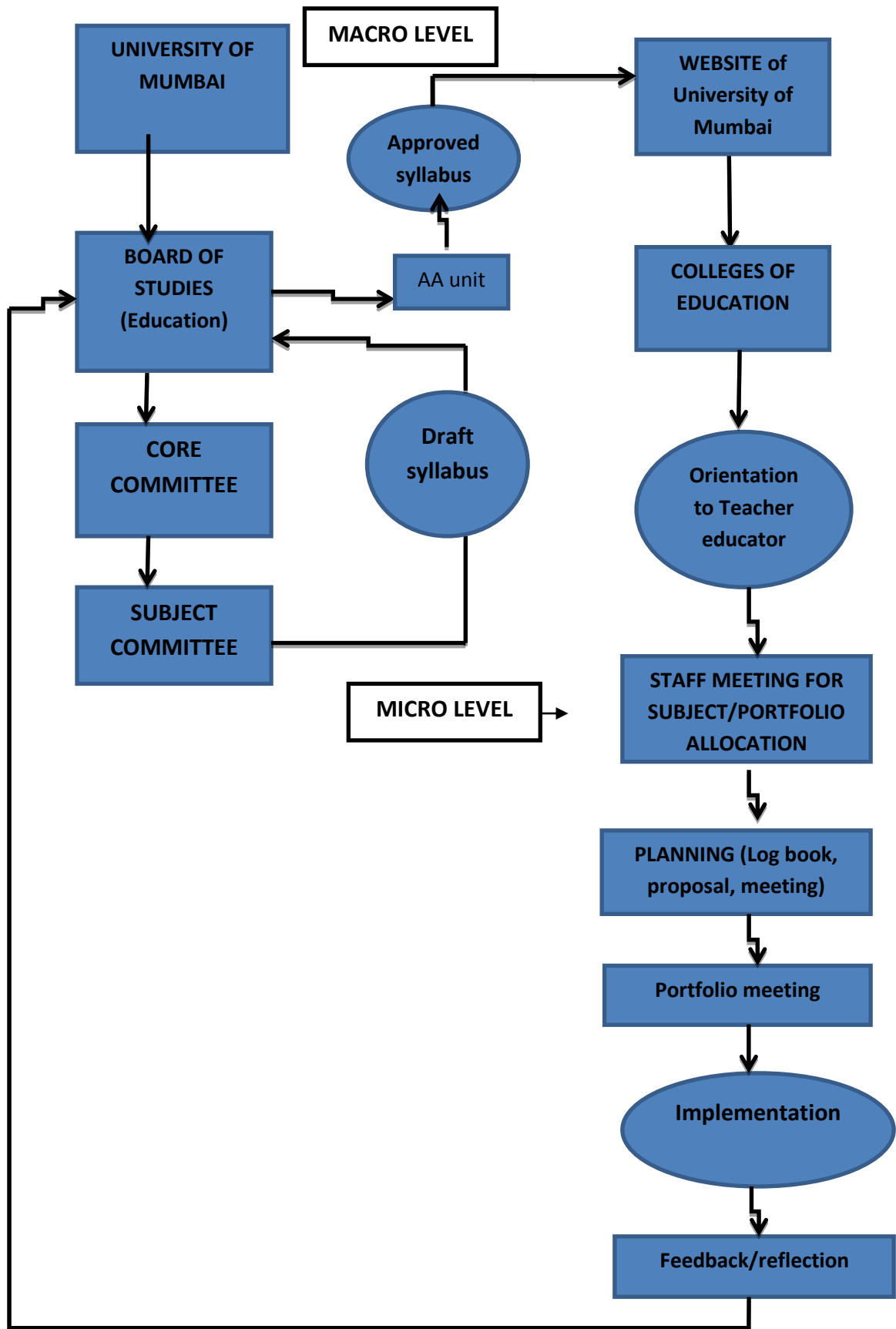
The major focus of the college is the academic achievement of student teachers of B.Ed. and M.Ed. programme along with value inculcation, development of professionalism and competencies, creating environmental awareness and social consciousness. The major thrust is to foster virtues by integrating values and core element in regular teaching and practicum, mentoring, expert talks, morning assembly, co-curricular activities and community work. Environmental awareness and consciousness has become integral part of the college culture which is achieved through organization of a series of national level seminar on Environmental Re-engineering and various other environment related activities like waste management, plantation drives, visits and nature trails. The college creates awareness and also sensitizes about current social and global issues through talks, street play, community work etc. The motto of our college is to develop positive attitude towards the teaching profession by inculcating dedication, commitment, accountability and professional ethics consciously through teaching learning process, practice teaching, internship and all other activities of college. The college takes efforts to develop competencies in ICT, teaching skills, communication skills, Leadership qualities in global context among student teacher through various workshops, sessions by teachers and add on courses.

Refer Annexure 1, 2 & 3 for vision and mission, objectives and Core Values of the institution

1. Specify the various steps in the curricular development processes.

Our college is affiliated to University of Mumbai and follows the syllabus prescribed by them. In the last five years the B.Ed. syllabus has changed thrice and M.Ed. syllabus has changed twice. The curriculum is developed at two levels. i.e. Macro and micro level. At the macro level, Board of studies, Education (BOSE) formulates the curriculum framing core committee comprising of syllabus convener and core committee members to prepare the syllabus. The core committee with the consensus of BOSE further formulates various committees for different subjects. After preparation of draft syllabus, core committee scrutinizes and submits it to the board of studies. Once approved by the BOSE, the approval of academic council is taken. The approved copy of the syllabus (B.Ed. / M.Ed.) is the final syllabus which is then uploaded on the website by the academic unit (AA unit), University of Mumbai. A copy of the syllabus is then forwarded to all affiliated colleges of University of Mumbai and orientation programmes are scheduled to orient the teacher educators of different colleges.

Schematic representation of the curricular development process



Our College has been actively participating in curricular development at macro level. Principal Dr Sally Enos was the Syllabus Convener twice (converting the curriculum to Credit based Grading system and semester pattern) and part of core committee in the last revision of B.Ed. and M.Ed. syllabus. Faculties were also part of core committees and syllabus draft preparation committees for various subjects in B.Ed./M.Ed.

At micro level, our college conducts staff meetings to discuss and clarify the entire curriculum. Various subjects and portfolio allocation is done with mutual consent to be executed in the academic year in a systematic and planned manner. The faculty members write details of planning in log book which includes content framework, objectives, teaching strategy, instructional media used, time frame, values and core elements to be integrated. After implementation of this in the classroom teaching, teachers reflect on the same in term end staff meetings. The outcome of brainstorming and reflections are helpful for further improvements.

College makes efforts to identify the needs of student teachers with reference to the curriculum through CET examination interviews, regular observations and informal interactions. On the basis of deliberation and brainstorming sessions, some modifications are brought about in the curriculum within the purview of freedom given by University. Feedbacks are also taken from students, alumni, peer, employers (schools), academic experts, practice teaching schools throughout the year to assess their needs. The information obtained is later discussed in the follow up meetings and accordingly incorporated in the curriculum transactions.

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

The world has transformed into a global village and the horizons of knowledge have expanded. Hence inclusion of concepts in different subjects which are of importance in today's global era are focused in the B.Ed. and M.Ed. curriculum. In order to keep our students abreast and ready to face the challenges, the curriculum gives thrust on constructivist approach to teaching and learning along with inclusion of topics like globalization, education for peace and education for human rights are included in Sociological foundations of education. Topics in Educational Management include event management, conflict management and stress management to enable the students to be attuned with the changing scenario in education. Guidance and counselling subject includes topics like dealing with depression, academic stress. Subjects like Information and Communication Technology, Environmental education are also a part of B.Ed. syllabus. Core elements and values are given special prominence in teaching as well as practicum and integrated into all activities of our college.

At M.Ed. level topics in the core course 'Advanced Educational Philosophy and Sociology of Education' contain education for science, values & citizenship and education for self, society and humanities. It also covers topics such as humanism, dialectical materialism, feminism, globalization and its impact on education etc. Topics in Advances in Sociology cover social stratification & mobility, stratification

& equality of opportunity, education & culture, Education and Modernization, peace education. Core Course 'Advanced Educational Psychology' contains classroom ecology, metacognition Constructivist Theories, Transformative Learning Theories, Brain Based Learning etc. and it reflects the global trends. Contents like Educating Teachers for Restructured Schools (SSC, CBSE, ICSE, IB and IGCSE), Application of ICT, Quality Assurance and Accreditation, Issues in Special Education and integrated teacher education, research in teacher education in the core course 'Teacher Education' also reflect the global trends. Elective course 'Advanced Educational Technology' contains contents like Applications of Educational Technology in formal, non-formal (Open and Distance Learning) informal and inclusive education systems, Instructional Technology, Personalized System of Instruction, Prospects of e- Learning, Current Trends in e-Learning etc. Elective Course, 'Guidance and Counseling' includes contents such as Guidance for Special Population, Career Guidance, Rational Emotive Behaviour Therapy, Grief and Crisis Intervention Strategies, Coping strategy for Disaster affected victims, Counselling in Focus Areas of Life Skills: Health and social events, Sexual violence, HIV/AIDS prevention, Suicide prevention etc.

Keeping in mind the challenges of globalization, issues on health and social concern are handled through various co-curricular and extracurricular activities like talks, street play, rallies, visits etc. College conducts add on course on spoken English to help students to cope up with the globally accepted language. It also runs courses to teach MSOffice as well as open source software like LibreOffice to develop students' digital skills. College conducts workshop, seminar and sessions related to environmental issues, skills to create awareness and develop competency for the local and global challenges. In association with Cambridge University Press India Ltd. our college has conducted Testing Knowledge Test (TKT) for the student teachers. It is a new test awarded by the highly prestigious University of Cambridge ESOL and tests teachers' knowledge of teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Environment friendly practices are a unique feature of our college. We believe in practicing what we preach. Through Environmental education subject, nature club activities and extended activities sufficient opportunities are provided to sensitize the students on environmental issues and make them environmentally conscious in every action. It is conceptualized and internalized in a manner that leads to natural and spontaneous environment friendly behavior. Activities like tree plantation drives, composting by using biodegradable waste and visits to places of environmental significance are conducted. A series of national level seminar on Environmental Re-

engineering series based on the themes declared by UN has been a consistent and successful effort since 2010. The teacher educators, environmentalist, school teachers, and student teachers are given opportunities to participate and present papers which are published in seminar proceeding with ISBN. College, in collaboration with Hariyali, an NGO involved students in sapling making, tree plantation and post plantation care at the sites adopted by them. The students have also been a part of the activities conducted by the Navi Mumbai Environment Prevention Society to create awareness on wetland conservation and mangrove management.

The vision, mission and objectives of our college reflect value based education. Our teacher educators ensure integration of core elements and values in their lectures, practicum and all extended activities. This not only inculcates values but also trains the student teachers to integrate them in their activities. Institution strongly believes that values are not taught but caught. Values of professionalism, accountability, professional ethics, modesty, sincerity and self-control are inculcated through practice teaching. Curricular activities and sports help to instill cooperation, team spirit, fair play, truthfulness among the student teachers. Activities like visits, community work, excursion and talks make us possible to indoctrinate the values of courtesy, compassion, humility and sympathy. Our faculty makes a conscious and consistent effort to correct, check and ensure value based behavior while planning, executing and evaluating activities and also through dynamic mentoring system in tutorial groups.

Syllabus includes ICT in education as a core paper. Teacher educators ensure that student teachers are trained in the use and application of computers in teaching learning process. Teachers make use of CDs, DVDs, videos, power point presentations, audios, mobile phones, social networking sites like Facebook, blogs, Google groups, facilities of chat, email and YouTube for the curriculum transaction using blended learning approach. In this way the institution creates awareness about the uses of ICT and encourages students to use the same. Our faculty provides training to the students those who are not computer literate. College provides time and resources to sharpen their digital skills. Our library uses ICT in the following specific ways, Library Oxygen Software to manage different library routines & processes such as cataloguing, statistics, issuance and return of resources and attendance records. OPAC (Online Public Access Catalogue) is the computerized version of library catalogue or database of library holdings. Library users can access information of various databases, e-journals, e-books through internet. We provide Current Awareness Service (CAS) and other reader advisory services through internet. Students are encouraged to make use of ICT resources for their practice teaching lesson planning, project work, seminar presentation, open book examination and other examinations and research work. Google group is created for teachers as well as for students to make communication of portfolios, instructions and academics easier. Alumni blog is created to publicize the activities of Alumni Association and to make communication possible. Alumni Association also has its e-newsletter.

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

Yes, the institution makes use of ICT for curriculum planning. The institution's website reflects institution's vision, mission, activities, details of faculty, admission procedure and is updated from time to time. Apart from this the academic planner of the institution are transacted through college digital management system. Information regarding curricular, co-curricular and extended activities is uploaded. The staff and students can access the information. The time tables, programme schedules of activities and notices regarding college activities are communicated through Google groups. For the planning of practice teaching and internship, we make use of Google forms and Microsoft Access to prepare a database.

1.2 Academic Flexibility

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

The institution provides opportunities to the student teachers to develop the skill of reflections in the following ways:

During assembly student teachers share thought of the day followed by reflection on that thought.

During the pre-practice teaching, simulated and practice teaching sessions the teacher educators as well as peer provide constructive feedback to the students in order to enhance their teaching competencies. The student teachers are also encouraged to seek feedback from the school teachers in the areas of improvement which can be incorporated into their future practice lessons. Teacher educators conduct post discussion which helps student teachers to reflect on their teaching.

We follow the practice of writing reflections after the lesson is taken which gives opportunity to the student teachers to reflect on the strengths and weaknesses of their teaching and improve further. During internship, students reflect on their daily experiences in school which they express in their written report.

Student teachers are given the opportunity to share their experiences and reflections after each activity like community work, cultural programme, internship programme, external competitions and visit to other institutions. College emphasizes on writing reflections after every activity in the form of reports.

During tutorials the student teachers are trained to reflect upon the units learnt by them earlier to check any gaps in understanding and to develop new insights in the concerned topics.

Seminars are held in different subject in a similar professional manner in the classroom setup. Students prepare papers on the given theme for which they need to refer books, surf the internet, discuss with teachers and peers and then present their own ideas and viewpoints. During the discussion session, while defending or clarifying any question they need to reflect back on what they have read, studied or thought. Students are also given opportunities to reflect through book review sessions,

The students are provided with conducive learning environment and encouraged to express their doubts, queries and contributions during lectures.

Students reflect back on their academic experiences while giving performance feedback on the working of the institution and staff.

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

The curriculum framework itself provides flexibility to the students for giving examination and completion of activities. Theory and practicum are marked separately, thereby providing scope of flexibility in completing the same. Accordingly the college provides extra time and efforts to bring the weaker students on par with the main class within the stipulated time limit.

Grouping of student teachers for practice teaching, simulated lessons and tutorials is done considering their potentials, and requirements of the school. Our college provides exposure to schools of different boards, levels and medium.

Opportunities for student teachers to interact with differently abled learners through formal practice teaching, internship and community work.

Teacher educators follow various methods, techniques and models of teaching encouraging the use of ICT and Library resources. Teachers provide varied learning experiences to the student teachers through field work, survey, cooperative learning, role play, constructivist approach, problem based learning etc. Computer assisted teaching is followed to provide blended learning experience. We conduct regular seminars, workshop and sessions which provide them a rich experience to promote higher level thinking.

Our college has Nature club, Literary club, Global citizenship club, Well-being club through which we conduct various activities to support learning. Students are given freedom to choose and participate in various club activities as per their interest.

A variety of co-curricular activities also provide sufficient scope to select and participate in as per their potential and choice.

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

The course and strategies introduced by the college in the last three years are as follows:

Communication skill:

- Considering the importance of English language in today's world, Spoken English course was started in the year 2010-11. It was prepared in the form of different modules to develop the written and oral communication of D.Ed. and B.Ed. student teachers. This practice has been continued to enhance the communication skills of student teachers as an extended component of curriculum transaction
- In association with Cambridge University Press India Ltd. our college has conducted Testing Knowledge Test (TKT) for the student teachers. It is a test awarded by the highly prestigious University of Cambridge ESOL and tests teachers' knowledge of teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world.
- Workshop on 'Phonics, Syllable and Accent Rules'-2013
- Our college faculty conducted workshops on 'Micro skills' for special teachers working in schools for mentally challenged students.

ICT skills :

- Our faculty conducts a one week crash course on Microsoft office to update the student teachers' digital skills in word, excel and Power Point.
- A certificate course on Libre Office for student teachers is provided to help them understand and get acquainted with open source application software. This is done under the Spoken Tutorial project which is developed by IIT Mumbai. The entire course is a week long programme wherein the students invest an hour daily. The students learn with the help of Spoken tutorials prepared under the able guidance of proficient and competent intellectuals of IIT Mumbai. At the end of each tutorial, the students submit assignments which are based on the topic covered in the tutorials. On completion of the course, the students are provided with a certificate from IIT Mumbai.
- Two days National Level Seminar on "Systemic Integration of ICT in Education in the Global Context"-2013

Life skills

- Talk on "Art of Survival" by Dr. Sudhakar Upadhyay.-2012
- Workshop on "Value education" by Mr. Rajesh Kumar- 2012
- National Level Seminar on "Re-Envisioning Education with Smart Skills"-2014
- Talk on Swami Vivekanand and his teachings by Ms. Vijay Kulkarni.
- Yoga and meditation session by Ms. Bharati Iyer-2014, 2015
- Session on "NEO Humanistic Education" by Shri. Anmishanand Acharya-2014

- Our college faculty conducted workshops on ‘Life skills’ for students Ashramshalas at Borivali-2013,2014
- Talk on ‘Life and its significance’ by Mr. Vijay Kulkarni.-2014
- Session on ‘Meditation’ by Mr. Sanjay Bhatia-2014
- Faculty and students attended self-defense training camp at Mangaon organized by Department of students Welfare, University of Mumbai and then trained other students in the college-2014
- Workshop on “Being Mindful” by Ms. Japneet Anand and Ms. Minu Joshi-2015
- **Assembly:** Assembly is specially organized to sensitize student teachers about many social, environmental, educational issues. Our student teachers selects theme based on values, ethics and various life skills like decision making, problem solving, interpersonal communication, stress management, time management, creative thinking, critical thinking etc. Student teachers use stories, role play, power point presentations, videos, you tube etc. They participate in debate, discussion etc. Assembly provides a platform to develop socially responsible teachers.

Community orientation

- Rally and Street play on ‘Women empowerment’
- Student teachers contribute their services to Shantivan Ashram for Dam building, cooking and road building to get the opportunity to learn life skills
- Student teachers extended their services to Shantivan ashram, SEAL ashram and Old age home in cleaning of roads, weeding, spending time with inmates of old age home.
- Mahatma Education society’s community service day is organized in the month of January every year extending our service to the NGO’s in and around cities. Our student teachers entertained and interacted with the inmates of Balgram, Khanda colony and Immanuel Mercy Home, Chiple with variety of games, dance and activities. This provided a platform to connect to the community.
- First week of October is celebrated as ‘Joy of Giving week’. During this week, student teachers and faculty donated utility items like books, stationery, clothes, perishable items at ‘Immanuel Mercy Home’ near Chiple, New Panvel.

Social responsibility

- National level seminar on Environmental Re-engineering series 3-Sustainable Energy for All- 2012
- National level seminar in collaboration with YASHADA on Environmental Re-engineering series Water Cooperation-2013

- National Level Seminar on “Aesthetics and Health: An Integral Part of Education”-2014
- ICSSR sponsored National level seminar on “Environmental Re-engineering Family Farming. 2014
- Session on ‘Waste management by Mrs. Kavita Andhare-2014
- Session by Ms. Pinky Virani about spreading awareness on sexual abuse-2013
- Talk on Cancer awareness by Mr. Vijay Gokhale
- Talk on “Naturopathy” by Dr. Sudhakar Karade-2013
- Workshop on “Gender sensitization” by Mr. Harish Sadani- 2013
- Workshop on Varicose veins by Dr. Kavita Puri-2014
- Workshop on Women Safety-2015
- Talk on women’s health issue by Dr. Sheetal Mohite-2015
- College undertook a rally to spread the message of gender sensitivity and women empowerment-2013 and 2015

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

a) INTERDISCIPLINARY/MULTIDISCIPLINARY:

The college conducts seminars on various subjects. We organize workshops on pedagogical analysis, evaluation process, making teaching aids, using creative lesson, using various models of teaching, etc. These all activities are held in the form of team teaching considering multidisciplinary nature of these strategies. The college makes conscious efforts to hold sessions on various topics.

‘Research forum’ organized by Mahatma Education Society provides a dynamic platform to present and share views with experts and professionals from various disciplines like Engineering, Management, Commerce, Arts, Architecture etc. of Mahatma Education Society. Such experiences are helpful to gain diverse ideas and opinions which in turn are shared with students through the teaching learning process.

Resource persons from different fields like environmental science, psychology, management, pure sciences, and information technology are invited for different sessions considering the interdisciplinary nature of B.Ed. and M.Ed. programme.

b) MULTI-SKILL DEVELOPMENT: The following skills are developed through different activities

Thinking Skills

Critical thinking- Micro skill teaching includes peer feedback and discussion through which students critically analyses each other’s teaching skills. Students critically observe each skills, behavior, attitude and actions while doing peer observation during practice teaching. After every event team critically analyzes the planning and functioning of event.

Creative thinking – Creative lessons are included in simulated lesson. Students are encouraged to make greeting cards, gift articles, book marks, invitation cards, flowers for various pro. Different competitions are held like Rangoli, Mehendi, advertisement/ Jingles, caption writing, poster making and best out of waste etc.

Decision-making and problem solving –Students are involved in planning of different programmes. They are actively engaged in organization of national level seminars and given freedom to take some decisions.

Personal skills

Social skills–Student teachers develop cooperation; interpersonal skills, tolerance, and sportsmanship during organization of various programmes, visits, survey and sports. They develop social values during community work.

Leadership skills-Student council is selected which include General Secretary, Cultural in-charge, Discipline in-charge, Academic in-charge, and Sports in-charge members. They are assigned different duties and responsibilities to run the college activities smoothly. Student managers of the extension activities are selected and extension activities are carried out under their leadership. Leadership is about creating team, sustaining team and achieving objectives from team. We believe ‘No team skills, team kills’. Student councils are directed to work in team for all activities of college. Faculties of our college model team behavior through their portfolio work. Activities like organization of co-curricular activities, group competitions, community work are done in groups wherein students learn leadership qualities, skill of negotiation and cooperation.

Work with cultural diversity –College get students from different background based on socioeconomic status, religion, linguistic, age, and education. Care is taken to make heterogeneous groups which promote the idea of working with different people.

Functional skills

Communication skills: Through spoken English course and interactions with teachers, students enhance their communication skills. We insist that each student communicates with the group in assembly, co-curricular activities, simulated teaching, seminar presentations, book review etc.

Time management – Time management workshop is arranged for the students. Deadlines for submissions are followed strictly. Principal and teachers orient them regarding effective utilization of time and resources.

Resource management – Students plan and organize different cultural programmes and visits through which they learn to manage resources.

Digital skills -Students are required to prepare two computer assisted presentations in their methods. Students are trained to handle computer, LCD, handy-cam and other gadgets. They are involved in video shooting and photography of events. Students who are not techno savvy are given training for making power point presentations

c) INCLUSIVE EDUCATION:

Student teachers learn about inclusive education, various categories of marginalized groups, and their education through the subject Psychology of learner. They also learn about their needs and various policies regarding inclusive education in

Philosophical Foundations of Education. They are empowered to provide guidance and counseling to students with different mental and physical challenges in Guidance and counseling.

Students are sensitized through community work. Students are sent to organize various curricular activities for the students of Balgram- Orphanage, Primary school of Adivasi, Shalon Sophia home for mentally challenged, Datar Institute for special human activities –Disha. Students get to learn different strategies to fulfill the academic need of different strata of society.

d) PRACTICE TEACHING:

Student teachers are oriented to 8 micro skills i.e. set induction, illustrating with example, reinforcement, blackboard work, stimulus variation, questioning, explanation, closure. Out of these eight skills, they practice four to five main skills and present them as a whole in one integrated lesson. This is followed by 20 macro lessons in their respective methods in the practicing schools.

Prior to practice teaching in schools student teachers are oriented through workshop mode the various components of lesson planning and instructional aids. These workshops are conducted to give detail hands on experiences along with theoretical knowledge to the students. Demonstrations of lessons are given by method masters in each method. Along with the practice lessons six simulated lessons on Models of teaching (4) and power point presentations (2) are presented.

The student teachers are oriented regarding practice teaching activity. They are given Practice Teaching timetable. Students take guidance from their guiding professor in different methods and prepare lesson plans. Teachers supervise the lessons and give written as well as oral feedback. Other students and teachers of practice teaching may present in the class for the purpose of observation. Students do take feedback from them and reflect their own teaching which is expressed in the form of reflections in the lesson plan.

e) SCHOOL EXPERIENCE / INTERNSHIP:

After completion of Practice teaching the student teachers are sent for one week internship. They spend the entire day in the school assisting teachers to organize various activities, project work, preparing teaching aids, productively engaging free periods and getting acquainted with school records and school functioning.

f) WORK EXPERIENCE /SUPW

College organizes following SUPW/WE activities to provide an opportunity to revive and keep alive the rich heritage and cultural traditions of our country as well as to encourage creativity among students. Our college does take care of making eco-friendly products.

- Making greeting cards
- Preparing paper flowers
- Preparing chocolate bouquet and baskets

- Preparing paper basket

Students make paintings on jute bags which are used for giving as gifts for the delegates of the national level seminar. They also prepare batches, bookmarks and greeting cards which are very cost effective, ecofriendly and useful at the time of different programmes.

Anapoorna Yojana under extension activity.

Such programmes add a new dimension to the student teacher's personality and also equip them with entrepreneurial skills for alternative vocations. It also inculcates dignity of labour and value for goods and services.

Any other:

Women empowerment:

Our college is proactive in providing and maintaining a congenial working environment for all the women employees and students. The Women's development cell undertakes activities to create social awareness, legal awareness and develop life-skills among the students. The activities conducted are workshop on women safety, women health awareness programme, self-defense training program, yearly rally on women's day, drama, expert talks on various aspects of women's life, poster competition on the theme 'women and society', poem recitation competitions, Project on Survey of Women's Status in Society, seminars, add on courses on spoken English, medical camp, slogan writing competition, workshop on gender sensitization etc.

Health and Well-being:

College runs well-being club to create awareness on mental, physical and emotional health of student teachers; to help them attain mental and physical well being and to instill and imbibe healthy mental and physical practices among them. The club organizes a talk on cancer awareness, Understanding the Self and Mindfulness, adolescent health challenges, AIDS awareness, Naturopathy. Workshop on Time management and SUPW programmes were also conducted. Sessions on Yoga and meditation are a consistent effort by the club.

Environmental education: Our institution is concerned about making people environmentally aware and sensitize about environmental issues. With this motto, seminar series on environmental Re-engineering are organized and various activities like workshops, talks, visits are conducted through Nature club. Environmentally conscious citizen is one of the important thrust of our curriculum transaction process.

Integrating values: Using education for value transmission and to make competent teachers with strong values and ethics is another important goal of our institution which is achieved through consistent and conscious efforts of all members of our institution. Value inculcation is emphasized at each and every step of curriculum development.

Social commitment: Our institute's vision and mission emphasizes the goal of making socially responsible teachers to perform different roles as a teacher in the present society. We try to utilize every opportunity to make it a reality. Student

teachers are sensitized and prepared to contribute their time and skill for the community welfare which is done through community services which is part of syllabus and extended activities beyond syllabus like rallies, street play literacy drive, visits, talks, sessions etc. Our alumni are encouraged, directed, mentored to extend their services to community through the platform of Alumni Association to continue the noble cause ahead. Faculties take every possible opportunity to make use of their knowledge and skill for the marginalized group of society.

1.3 Feedback on Curriculum

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

Students are encouraged to provide timely and valuable suggestions through grievance redressal cell, student council and suggestion box with reference to curriculum at the end of the curriculum.

We collect information from alumni through questionnaire which helps us to understand the effectiveness of B.Ed./M.Ed. program and lacunae between the requirements at school and the existing B.Ed./M.Ed. programme.

We also get feedback from practice teaching schools in the written and mainly oral manner.

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

The feedback is collected from students, teachers, alumni, practice teaching schools. Formal and informal feedback is in quantitative as well as qualitative form. The same is analyzed by the principal and teachers of our college.

The overall analysis is discussed in the staff meetings to brainstorm the lacunae and hurdles faced by students as well as teachers. Emerging solutions and suggestions are taken with the consensus of the staff and the necessary changes are carried out in the next academic year. Suggestions are conveyed to the relevant college and university committees.

3. What are the contributions of the institution to curriculum development?

Principal Dr. Sally Enos

2011-12

- Convener of committee for converting the B.Ed. Syllabus into credit based grading system, semester wise, University of Mumbai.

- Core committee member for framing the M.Ed. Syllabus (CBSGS) university of Mumbai
- Part of the core committee for revision of syllabus of Special Need Education, Diploma in Early Childhood Care and M.Ed., University of Mumbai.
- Subject Convener to draft syllabus of ‘Guidance and Counselling’ of M.Ed. programme.
- Member of the Syllabus Revision Committee for ‘Advanced Educational Philosophy’ and ‘Sociology of Education’ and ‘Educational Technology’ for M.Ed. Programme, University of Mumbai

2012-13

- Convenor of committee for framing the B.Ed. Syllabus (CBSGS) University of Mumbai.
- Conducted Orientation Program for the Principals of Education colleges affiliated to University of Mumbai on the revised CBSGS B.Ed. syllabus on 31st August, 2013 and 2015 at Seva Sadan college of Education, Ulhasnagar.
- Part of the coordination committee in Education under the ordinance 5177 related to B.Ed. Semester I examination 2013, University of Mumbai.

2014-15

- Core committee member for syllabus framing for two year B.Ed. programme, University of Mumbai.
- Core committee member for syllabus framing for two year M.Ed. programme, University of Mumbai.
- Subject convener for ‘History, Politics and Economics of Education’ and ‘Pedagogy, Andragogy and Assessment’ for the two year M.Ed. Programme, University of Mumbai.
- Member of the Syllabus Revision Committee for ‘Educational Technology’ for the two year M.Ed. Programme, University of Mumbai.

Dr. Karuna Gupta

2011-12

- Core committee member for framing the M.Ed. Syllabus (CBSGS) university of Mumbai
- Subject convener to draft syllabus of ‘Advanced Educational Psychology’ of M.Ed. programme.
- Member of the Syllabus Revision Committee for ‘Research Methodology’ for M.Ed. Programme, University of Mumbai.

2014-15

- Part of Core committee for framing syllabus of two year M.Ed. programme, University of Mumbai.

Dr. Pratima Pradhan

2011-12

Member of the subject committee to draft syllabus of 'Teacher education' of M.Ed. programme.

2014-15

Member of the Syllabus Revision Committee for 'Teacher education' and 'History, Politics and Economics of Education' for the two year M.Ed. Programme, University of Mumbai

Dr. Geeta R Thakur

2011-12

Member of the committees to draft syllabus of Computer in Education, ICT in Education, Economics Method and Commerce Method.

2014-15

Member of the Syllabus Revision Committee for Economics and ICT education for the two year B.Ed. Programme of the University of Mumbai.

Mrs. Bhavana Dave

2014-15

Member of the Syllabus Revision Committee for course 'Language across the curriculum', 'Gender, school and society' for the two year B.Ed. Programme of the University of Mumbai.

Mrs. Geeta S Thakur

2014-15

- Member of the Syllabus Revision Committee for course 'Learning and Teaching' for the two year B.Ed. Programme of the University of Mumbai.

Mrs. Bindu Tambe

2014-15

- Member of the Syllabus Revision Committee for 'Contemporary India and Education, 'Knowledge and curriculum' for the two year B.Ed. Programme of the University of Mumbai.

1.4 Curriculum Update**1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction?**

In last five years B.Ed. and M.Ed. programme underwent a drastic transformation thrice. The syllabus was changed in the years 2011-12, 2013-14, 2015-17.

During 2011-12, the major changes in the **B.Ed programme** were:

- Conversion into semester- wise, credit based grading system.

- Student friendly approach
- Some topics were reduced from the syllabus
- Question paper pattern was changed
- Sections were converted to courses.
- Increase in time for writing examination by half an hour.

During 2011-12, the major changes in the **M.Ed programme** were:

Apart from the above mentioned changes syllabus of core course ‘Teacher Education’ was drastically changed. Internal assessment of 40 marks in each core course and elective paper covered 20 marks of one class test held in the given semester. 10 marks were allotted for one written assignment and 10 marks for one paper presentation/Book Review.

During 2015-16, the major changes in the B.Ed. programme are:

- The duration of B.Ed. programme is increased to 2 years.
- The basic unit of one hundred students is divided into units of 50.
- School internship is increased to 16 weeks.
- Three broad curricular areas Foundations of education, Curricular and Pedagogy and School internship.
- Qualitative and quantitative evaluation and assessment procedures are highlighted.
- Constructivism, comprehensive learning, contextual pedagogy and ICT integration is given emphasis.

The duration of M.Ed. programme is also increased to 2 years with 4 semesters. The intake of 35 students has been increased to one unit of 50 students. The Internship will be organized in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme according to their specialization chosen under close mentorship by faculty.

The papers are grouped as perspective courses, tool courses, teacher education courses and specialization courses. Apart from the regular foundation courses ‘History, Politics and Economics of Education’, ‘Education Studies’, and ‘Curriculum Studies’ are included as perspective courses. Introduction to Research Methods, Advanced Research Methods, Communication and Expository Writing and Self-Development are considered as tool courses. The syllabus has core courses within specialization courses for elementary and secondary level as well.

Refer Annexure 4 and 6 for B.Ed and M.Ed syllabus 2013-14 respectively

2. What are the strategies adopted by the institution for curriculum revision and update?

Our college carried out the following activities for curriculum revision and update: Our faculties were part of core committee and syllabus framing committee and gave their inputs for the revision of the syllabus. Faculties also attended orientation to

revised syllabus which was later shared with other staff members in college. In the course of the program the strengths and weaknesses were timely reported to the board of studies.

1.5 Best Practices in curricular Aspects

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

Reflective practices in B.Ed. and M.Ed. programme:

Reflective practices in curriculum transaction are focused for behaviour management of student teachers. These reflective practices are important for enhancing communication in the class, improving classroom behavior, developing teaching skills and making classroom practice teaching effective. They are also very helpful for student teachers in continuous successful progression as trainee in B.Ed. programme. Our college makes conscious efforts through assembly, practice teaching, various co-curricular activities, tutorials and internship to instill reflective thinking.

Professional empowerment:

Our institution has M.Ed. Department started in 2008, in house Journal PJERT launched in 2011, Ph.D. centre started in 2012 and is a PCP centre for M. A. (Education) since 2007. These academic platforms provide opportunities to our faculty to teach at various levels and enable them to grow professionally. Our institute encourages faculty to take minor research grants and major research grants. Institution also supports faculty to extend their services as resource person. The professional empowerment of faculty enables quality sustenance and quality enhancement.

Research, ICT and library resources:

Curricular development process is strengthened due to availability of technology and resourceful knowledge centre to our faculty. The library has a collection of learning resources in different form and it provides open access to users. OPAC (Online Public Access Catalogue) is the computerized version of library catalogue or database of library holdings. Library users can access information of various databases, e-journals, e-books through internet. Wi-Fi Internet services along with sufficient number of computers and other devices are available in college. Our college being a Research Centre has the required research material in print and digital form to facilitate researchers to carry out their research.

Environment based approach:

One of the important objectives of our college is to create environmental consciousness and concern among the student teachers. College curricular and co-curricular activities are focused to achieve this objective. Through environmental education subject, nature club activities, seminar series on Environmental Re-

engineering and extended activities, sufficient opportunities are provided to sensitize the students on environmental issues and make them environmentally conscious in every action. It is conceptualized and internalized in a manner that leads to natural and spontaneous environment friendly behavior. The different actions and activities undertaken by the college are mentioned in question no. 4 of criteria 1.1.

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

Seminar series for environmental based approach: College has been organizing series of National level seminar every year on Environmental reengineering based on the themes declared by UN. It has been a consistent and successful effort since 2010. Various themes related to environmental issues are brainstormed and discussed during seminar which provides rich learning experiences, enables attitudinal changes and also develops skills which are very crucial in becoming environmental conscious citizen.

360⁰ performance appraisal: Continuous improvement in curriculum transaction is possible through 360⁰ performance appraisal. Feedback from student teachers is taken at the end of the year and teachers do a peer-appraisal. This feedback is then made available by the Principal to the teacher educators in the form of average points and in descriptive form. Feedback is also taken from alumni, employer and various stakeholders at various occasions on different aspect of B.Ed. / M.Ed. programmes. Teaching learning process, curricular, co-curricular activities and extended activities are evaluated. Thus helping in quality enhancement of B.Ed./M.Ed. programme.

Literacy drive: Our institute started literacy drive in slum area near Trifed tower, Kamothe, Navi Mumbai in academic year 2015-16. The main objectives of literacy drive is to enhance the literacy rate, to ensure the continuity of education for school dropouts through NIOS, to create awareness among women on social issues, health and safety and to provide guidance and vocational counseling to school/college dropouts. The student-teachers along with the staff members and alumni of our college dedicate their time and knowledge to this literacy drive program. Various activities are planned and organized in order to achieve the above mentioned objectives.

Value based transmission: During the entire curriculum development process, our institute considers value inculcation as the central point. The vision, mission and objectives of our college reflect value based education. Our teacher educators ensure integration of core elements and values in their lectures, practicum and all extended activities. This not only inculcates values but also trains the student teachers to integrate them in their activities. Curricular activities and sports help to instill cooperation, team spirit, fair play, truthfulness among the student teachers. Activities like visits, community work, excursion and talks make us possible to indoctrinate the values of courtesy, compassion, humility and sympathy. Our faculty makes a conscious and consistent effort to correct, check and ensure value based behavior while planning, executing and evaluating activities.

CRITERION II TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

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

Our institution is a minority unaided institution affiliated to the University of Mumbai and we are attached to the Vinnanudaan Adhyapak Mahavidyalaya Sansthachalak Association (MVAMSA) for its centralized admission process. The eligibility criteria are based on NCTE norms, rules of Government of Maharashtra and University of Mumbai. A candidate for the degree of Education (B.Ed.) must have passed a bachelor's degree examination. For the General or Open category students it is 50% of marks in B.Ed. and for rest of the reserved categories it is 45% in B.Ed. Teachers having minimum 2 years' experience were exempted from the above criteria but they need to produce an experience certificate (countersigned by the Education officer), appointment letter of the school they were working with, a relieving letter and an approval letter.

A candidate for the Master Degree of Education (M.Ed.) must have passed Bachelor's Degree in Education with 55%.

The students have to fill the CET exam form the date of which is announced by MVAMSA. After the written CET exam, oral exam is conducted based on which MVAMSA gives the score card for the students. B.Ed. score card is calculated on the basis of academic score at graduation, CET written examination score and CET oral examination score (40%+40%+20%) and 50% for English language content test. M.Ed. score card is calculated on the basis of academic score at B.Ed. examination, CET written examination score and CET oral examination score (25%+40%+35%).

The merit list of students uploaded by MVAMSA is displayed on the noticeboard according to the minority, category, quota (70%, 28%,2%) and their method subjects (Arts 40% + Science/Math 40%+ Commerce 5% + Social Science 15%). As per the merit and rounds, the students fill the college level forms and pay the fees. Then the students register online with University of Mumbai through the college. Later, the final list of admitted students is submitted to the Pravesh Nyantran Samiti for approval and University of Mumbai for eligibility and enrolment.

2. How are the programmes advertised?

Our B.Ed. and M.Ed. programme is advertised through advertisements in local newspapers, institutional website: www.pcerpanvel.ac.in, banners displayed at

various locations, prospectus and word of mouth by alumni students and teachers, practice teaching schools and enquiry at the sister-concerns.

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

The prospective students can get information through the institutional website about the location of the college, vision and mission of the institution, the management committee, eligibility criteria to the course, completion requirements for the B.Ed. and M.Ed. programme, the course structure, duration of the course, elective papers offered, list of faculty and facilities available in the college. Relevant information about the B.Ed. and M.Ed. programme along with the fee structure is also gained by the students through telephonic enquiry and personal visits to the campus. Along with the admission form the students are given the college prospectus and syllabus which reinforces the information gained.

4. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The admission process is carried out through Centralized Admission Process by MVAMSA and all the criteria regarding admission given by the NCTE and Government of Maharashtra are followed. The institution adheres to the rules strictly. The students qualify through the Common Entrance Test conducted by MVAMSA and are admitted to the institution based on their subject and the quota (Mumbai university graduates- 70%, within Maharashtra graduates-28% and other university graduates- 2%) on merit.

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

Before the admission is confirmed each student undergoes a counselling session with the Principal and the teachers wherein their doubts and apprehensions are sorted. The admitted students face an induction session which orients them to the entire B.Ed./M.Ed. programme after which semester-wise and course-wise orientation is provided. The purpose of the practical courses and its plan of action is discussed with the class and if need be, demonstrations are also given. This enables to reduce the curricular anxiety of the students.

Apart from this a democratic and secular approach, safety measures for women students, individual and group guidance and counselling adopted by the institution help to retain students from different cultural and religious backgrounds. Multi-linguistic instruction helps to cater to the students from

various linguistic backgrounds. Fee concession is also given to economically backward students. Elevator and ramp at the entrances helps the physically challenged students to approach the office and classrooms with ease. Conducive ICT enabled infrastructure and resources help the students to learn at their own pace. Various social and cultural programmes organized from time to time enable the students to mingle with their classmates and be comfortable with each other. All these measures help us to retain the diverse student population.

6. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

Before the commencement of the teaching programme, the CET scores of the B.Ed. and M.Ed. students help to assess the students' knowledge. A database is created and filled in at the time of panel interview which helps us to know the skills, achievements and aspirations of the students. A talent hunt is organized to assess the social, leadership, and communication skills of the students. The students' needs are also judged at the induction programme organized by the institution before the commencement of the programme.

2.2 Catering to Diverse Needs:

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

The Principal and staff members of the institution coordinate efficiently as a team to create an overall environment conducive to learning and development of the students.

In the day to day classroom teaching, different avenues are provided to the student-teachers for exchanging ideas, raising issues and discussing themes and problems. Advance announcement of program schedule enables the learners to plan and organize their activities. Students are encouraged to apply the knowledge creatively to relevant situations. Availability, approachability, & accessibility of the teaching and non-teaching staff motivate the students to learn. Noise free surrounding, extra library hours, and computer facilities enhance student learning. The effective functioning of the student council also ensures that a favorable environment is maintained throughout the year which in turn helps greatly in students' learning and development.

The institution caters to their psychomotor and affective domains through the organization of various competitions, co-curricular activities, sports, indoor games and celebration of days of importance like teacher's day, Gandhi Jayanti, Hindi divas, International women's day etc. This helps in the development of their hidden talents, managerial and organizational skills and fosters virtues like co-

operation, fair play, sympathy, gentleness and modesty. At the same time, student teachers are empowered with competencies required for professional growth.

As the students complete the year's work- curricular, co-curricular and extra-curricular, under the guidance of the teacher educators handling different portfolios, they are trained to develop an attitude of professionalism and to perform different roles as an individual and in a team expected of them with dedication, commitment and accountability.

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

Through our experience and observation we have identified the diverse learning needs of the students with respect to language, subject orientation, learning styles, technology and physical challenges. To cater to these diverse needs different strategies have been used and modified from time to time.

Classroom interaction while teaching the various subjects is done through discussions, debates, brainstorming and co-operative learning techniques like Think-pair-share, gallery walk, jigsaw etc. Multi-linguistic approach used by the teachers helps students to understand the subject concepts properly. Library is equipped with text books in English, Marathi and Hindi to cater to the needs of students from varied linguistic background. Educators make maximum use of stimulus variation, probing and developmental questioning techniques which enable them to sustain interest. Students having neuro-muscular problems were given extra time for writing the examination papers. Teachers ensure that students with eyesight problems are seated in the front row.

ICT enabled curriculum transaction for better understanding caters to the different learning styles. The schematic-framework of the various courses is uploaded on 'Google-groups' specially created for the students. Diagrammatic representations for concept simplification and clarity are also uploaded. Mnemonics are made for factual concepts and are shared to help retention. The students' comments are viewed and doubts if any are clarified online.

We have tutorial groups with a mentor-student system, especially to identify and help the slow learners as well as to motivate the others. The teachers meet the students on a regular basis. Peer-tutoring is also encouraged.

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

Theory course papers like Psychology of the learner, Psychology of learning, Sociological foundations of Education and Guidance and Counseling, Educational Evaluation, Philosophy, Research Methodology, Teacher Education and Pedagogy subjects, give good insight in understanding the role of diversity and equity (Refer syllabus).The experiments conducted in Psychology of Learning help the student teachers gain an insight into the varied mental processes of individuals such as fatigue, motivation, learning styles, thinking

styles etc. 'Sociometry' is used in the class and the results are recorded and analyzed thus making the students realize the diversity in the classroom. Although practical components are comparatively minimal, theoretically students are equipped to cater to differently-able students. Besides theory subjects, co-curricular activities also help the students to understand the role of diversity and equity in teaching learning process. Community service activities sensitize the need for equal learning opportunities for the disadvantaged sections of the society. Action research conducted by the B.Ed. students and research conducted at the M. Ed. level also makes them aware of the role of diversity and equity in the teaching-learning process.

Extra-curricular activities such as talks and workshops also enable students to understand the concept of diversity. Student teachers are sensitized to the problems of the students in the contemporary world by talks given by the school-counsellor. They gain an insight into the significance of guidance services that is made available in schools. Various club activities help the student teachers to identify the various resources that are available to teach the subjects and thus are able to cater to diverse needs of the students. Workshop conducted on 'Making of Teaching aids' complements and supports the need to meet diversity of students. Apart from this the college organizes student council elections in a democratic manner which provides equal opportunities to be elected and shoulder responsibilities as council members.

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

As per our mission, vision, objectives, regular staff meetings are informally conducted to develop an appreciation of the role of teachers in the prevailing socio-cultural and political context in the educational system. Teacher educators are given opportunities to attend workshops, seminars to update their knowledge of the ever demanding needs of the student community. The college follows the cascade model of teacher training and thus has set up an Intellectual Forum wherein the teacher educators who have attended seminars or workshops discuss with other members of the staff with respect to using new methodologies and strategies to meet the requirements of the students. Faculty enrichment and professional development programmes are also organized in the institution. Workshop on how to nurture teacher efficacy was conducted in the college. Besides all this, the institution plans out small group activity with a teacher in-charge for each group thus enabling on-to one interaction with all students. This helps the teacher educators to sense the diverse student needs.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Knowledge related to diversity is acquired through the various theory subjects in both B.Ed. and M.Ed. The students are given opportunities to plan and organize various activities. The emphasis of teamwork in co-curricular and extra-curricular activities enables to develop the essential skills required to handle diversity. This learning experience enables the student-teachers to creatively apply the knowledge and skills acquired in their practicing schools. Quiz, elocution, extempore, celebrations of important days, community service day, cultural activities and debate competitions sensitize the learners on diversity and inclusion. Participation in workshops on Jerk Technology, Transactional Analysis, preparation of teaching aids and dramatization etc. help student teachers develop knowledge and skills related to diversity and motivates them to apply these skills during practice teaching in schools. These acquired knowledge and skills are applied in various linkages with community and practice teaching schools, and when they participate in various intercollegiate competitions and clubs. They also imbibe values of sensitivity, empathy, tolerance of others' view point, and extending cooperation.

2.3 Teaching-Learning Process:

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

The B.Ed. course itself is a pro-active program designed to engage student-teachers in active learning since it has a lot of activities and emphasis is laid on practical training.

Teacher educators take interactive lectures which encourages student-teachers to participate in class room discussions. Different methodologies like role-play, dramatization and co-operative learning strategies are used to a great extent which involves the students as active participants. Brain storming is used to elicit ideas. ICT enabled teaching-learning also keeps the students active. Presentations by the students compel them to surf the various websites for information, diagrams and graphics.

Library visits are encouraged to keep the learners active wherein the students prepare for seminar presentations, make notes for their study and carry out research activities. Open book assignments also keep our student teachers active as they assimilate their thoughts and ideas by referring to the books in the library. At the end of the academic year the institution gives best library user award for English, Marathi and Hindi Medium students.

Practice teaching engages the student-teachers as active participants preparing for their content and teaching aids for micro-lessons, macro lessons and simulated lessons. Students try their best to take each lesson earnestly with a lot of enthusiasm and quality as per the expectation and standards set by the institution. Internship is a rigorous activity in the B.Ed. program. This gives a complete overview to each student teacher with respect to the actual functioning of the school.

Action research is carried out under guidance of the teacher educators wherein the students are actively involved in tool preparation, data collection, analysis, interpretation and report preparation.

Students had taken up individual projects under the Extension activity conducted by the Department of Lifelong Learning and Extension, University of Mumbai. Other extended activities like the community service, 'Joy of Giving' Week, National level seminars, educational visits, trips and the co-curricular activities in college motivate student-teachers to be energetic and display their talents with enthusiasm.

2. How 'learning' is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The purpose of all the teaching-learning activities is discussed in the class. Interactive teaching learning is a key aspect in all our institutional activities. The nature of the task, process and assessment pattern is well explained to the students. Resources are made available to the students to execute the process. The timeline of completion is set and they are asked to complete the activities at their pace according to their ability. The students then manage their studies keeping in mind all criteria.

Different methodologies are used to make the teaching-learning student-centered. Self-management of knowledge is also made possible through seminar presentations, open book assignments, planning and preparation of practice teaching, presentation of simulated lesson, internship, open book assignments, seminar presentations on various topics, varied competitions and action research in B.Ed. and dissertation in M.Ed. Through these activities, students develop communication skills, public speaking skills, technological skills, research skills and reference and supplementary skills necessary for teaching-learning. Teachers act as facilitators of knowledge in the entire B.Ed. course.

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

A variety of instructional approaches are used by the teacher educators to ensure effective learning. Co-operative learning strategies like think-pair-share, jigsaw

and gallery walk are used which help to give rich learning experiences to the students. Models of teaching like Concept attainment model (CAM), Inquiry Training Model (ITM), Jurisprudential Inquiry Model (JIM), Advanced Organizers, Information transfer and mind mapping help the students not only to understand the concepts in a better manner but trains them also to use these models when they teach in the practice teaching schools.

Teachers also use ICT enabled innovative techniques like the web quest and flipped classroom to teach theory subjects. The pcer-google group also is a platform from which the students can access the power-point presentations, spoken tutorials, computer-based story boards and e-content developed by teachers to learn effectively.

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

Yes, the institution provides additional training in models of teaching and the major focus is on the following:

- Concept Attainment Model
- Inquiry Training Model
- Jurisprudential Inquiry Model

The above models of teaching are demonstrated by the teacher educators. As part of the simulated lessons each student teacher gives one lesson each on the models. In addition, student teachers use these models of teaching in their macro lessons. These models are used during internship also.

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

Yes, micro-teaching session is conducted as a pre-teaching activity.

The main skills practiced are:

Teaching Skills	No. of lessons given by each student
Skill of Set induction	1
Skill of Explanation	1
Skill of Questioning	1
Skill of Chalkboard writing	1
Skill of use of illustrations/AV aids.	1
Skill of Stimulus variation	1
Skill of Reinforcement	1
Skill of Closure	1

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

In the month of April, permission is sought from the education officer and the practicing schools for allowing the students to take up their practice lessons for the following academic year. The practice teaching dates are sought along with timing of the school, timetable of that particular day, information related to units and lessons to be taught at least 10 days prior to the commencement of the lesson. The practice teaching in-charge then makes the time table. The students are placed in the school, keeping in view their methods and the school timetable. The timetable is accordingly prepared with the help of student leaders. Four copies of the timetable are prepared. One copy of the time table is given to each: the school supervisor, supervising teacher educator, group leader and one is displayed on the institution notice board.

The students prepare their lesson plans according to the standard and subjects allotted to them and submit it to their guiding professors. The lesson plans are carefully checked, guided and suggestions for improvement and execution are given. Thereafter the students make their final lesson plans and present their lessons in the schools. The teacher educators are assigned practicing schools for supervision. The student teachers are supervised by the teacher educators and observed by their peers.

The student teachers are evaluated for overall effectiveness and interactivity, with respect to the skill of introduction, explanation, questioning, stimulus variation, Blackboard work, class control, time management, use of teaching aids, integrating values and above all the extent to which the set objectives are achieved. The students are assessed qualitatively and quantitatively wherein the descriptive remarks and suggestions are given on their lesson plans for improvement. The student teachers are expected to write their reflections on the lesson immediately after its completion and the observers are expected to write their observation in the observation book. At the end of the entire day general feedback is provided by the supervising teacher educator to the group. The peer observers also provide feedback on the strengths and weaknesses of the lessons observed and the peer observation reports are also signed.

Next day the students approach the supervising teacher educators for their individual feedback with reference to the written suggestions on their lesson plans. The students then approach their respective method guide for further inputs and suggestions before the next lesson guidance. Based on this the next lesson is prepared, guided and delivered. Thus the cyclic process continues. The system is so planned that at the completion of the entire practice lessons every student is observed by each teacher-educator.

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

Our lessons are taken keeping in mind the block teaching pattern which is described in detail above.

After the completion of the practice lessons, the internship programme was carried out for 6 days in the month of February. It comprised of various activities: SUPW activities, administration of open book assignment, attending and organizing morning assembly, handling of proxy periods, value education classes, studying school records like attendance register, general register, and teacher's log books, organizing quiz and other competitions, activities, cultural programmes, sports, decorating notice boards, correcting books, attending the library/laboratory/AV rooms, observation of school teachers' regular lessons, assisting in invigilation/supervision in class-tests, interview with Principal/Vice-Principal/supervisor/Senior teachers. Cognitive apprenticeships wherein student teachers under the assigned school teacher (mentor) observe the mentor's work, interact, assist and gain experiences. All the activities are supervised and evaluated by the teacher educator allocated to that school. After the internship the student teacher submits the complete file of the internship with a day wise report duly signed and certified by the Principal of the internship school/college. A consolidated group report is also prepared and submitted by the group leader in charge.

For M.Ed. internship, in and around teacher-education colleges are selected. Permission is obtained from the respective institutes and allotted to the student teachers for one- week internship in the month of January.

M. Ed students are expected to observe the working of the B. Ed College, observe five teacher educators of the college and take two lectures-one in core paper and the other in any elective paper. All the activities are evaluated by the supervising teacher educators of the same institution where the students are placed for internship. After the internship, the student teacher submits the complete file of the internship with a day wise report duly signed and certified by the Principal of the internship B. Ed. College. A consolidated group report is also prepared and submitted by the group leader in charge.

The Internship is a very fruitful and a rich field experience for every student teacher.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the practice teaching sessions/plans are developed by involving the school staff. The practice teaching time tables are prepared with the accord of the School Principal or Supervisor. The subject-wise units to be taught are given by the school subject teachers. School supervisor/senior teacher also supervises the practice lessons

and gives feedback for further improvement. Student teachers interact with the school subject teachers for understanding of the content that is to be taken.

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

Before the initiation of the practice teaching the student teachers are well oriented with the micro-skills, different methods and techniques of teaching using multi-sensory approach. Workshops on preparation of different teaching aids, improvised aids and working models helps the students to effectively handle the diverse learning needs of the students. Furthermore, theory papers like Psychology, Sociology and methods give ample scope to orient student teachers about the diverse learning needs in the class room. Individual guidance for content and delivery is given for effective execution and delivery of the lesson.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

Our college gives opportunities to learn and use technology. Workshops to train students in using MS Office and LibreOffice, web surfing, using search engines, using educational blogs, educational applications are also conducted. This ICT knowledge gained is used in lesson preparation, content enhancement, ideas and illustrations, making instructional materials, worksheets, readymade quiz, assignments, etc. The institution ensures that the student-teachers are equipped to use technology in schools as and when they get opportunities.

2.4 Teacher Quality

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

For practice teaching, ten schools in the vicinity of the college are identified. As per the norms laid down by the University of Mumbai, 10 student teachers are allotted to each practice teaching schools (10:1)

The groups are formed on the basis of:

- Subject combination and level of teaching
- Medium of instruction
- Proximity of place of stay to the school

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

Feedback is a regular mechanism adopted by the institution to inform the student-teachers about their respective performances in theory, practice teaching as well as

co-curricular and extended activities. Feedback is given on a one to one basis. The strengths and the weaknesses are analyzed and communicated to the student-teachers. Check is kept to see if there is a marked improvement in the student-teacher's next performance. Besides this 'Reflection' column has been introduced in the lesson plan, internship report, community report, book-review wherein the student-teacher can do a self-appraisal of the work carried out. Teacher-educator of the tutorial groups reviews the written feedback given by the supervising teacher-educators and discusses the same with the student teacher for further improvement.

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

The institution ensures student teachers are updated on the policy directions and educational needs of the schools by conducting orientation programmes, by organizing talks by experts and guiding the student teachers at every stage of their activity during internship programme. Theory papers like School Management, Educational Philosophy, and Teacher Education also contribute in this area. During internship the Principal of the schools and senior teachers are requested to take special sessions on the school educational needs. Students also learn about the educational needs of the schools from the campus interviews held in the college.

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

The Secondary school code, contacts with the CBSE, ICSE IGCSE and IB authorities, regular interactions with the school personnel give an insight to understand the requirements and expectations of the school. Teacher-educators attend workshops and seminars with respect to school subjects and teaching methodologies which help them to realize the needs of the schools. Teacher educators then accordingly guide the student teachers. School teachers are also invited to conduct workshops in the college which provides an interactive platform to discuss the recent developments and teaching methodologies. Beside all this, a change in the school subjects or the curriculum also gets reflected in the textbooks which the teacher educators and the student teachers are well conversant with.

5. What are the major initiatives of the institution for ensuring personal and Professional /career development of the teaching staff of the institution

The institution supports professional as well as personal development of the teacher educators by encouraging them to enroll and attend orientation and refresher courses. The Principal promote research activities through 'Research Forum' of Mahatma Education Society, minor research projects and presentations of papers in in-house seminars and publications of papers in ISBN and ISSN published by the college. The teacher-educators are informed regularly about attending seminars, workshops and training programmes in other institutions, encouraged to present papers at the local,

state, national and international level and persuaded to write articles for publications. The college also organizes National level seminars which not only fosters organizational skills but enhances their knowledge in different aspects. Teacher-educators are also encouraged to be resource persons, guest lecturers as and when invited by other institutions. They are also supported to conduct workshops and share their expertise.

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

Yes, the institution appreciates and motivates teacher educators for their performance. Positive encouragement is given after completion of any activity which boosts the confidence of the teacher educators. More opportunities are provided to excel in the area of specialization. Sufficient time and resources are also provided by the institution to encourage the teacher educators to give quality performance.

2.4 Evaluation Process and Reforms

1. How the barriers to student learning are identified, communicated and addressed?

The barriers to student learning are identified through one-to one interaction, observations in practice teaching and co-curricular activities and assessment of class-tests conducted throughout the year. The students are provided opportunities to communicate any issues related to academics to the Principal through the suggestion box kept in the classroom. Slots are also provided to voice their needs to the council members which in turn is attended to by the Principal. Problems of the students are communicated through tutorial meets and feedback sessions.

The students of the institution hardly have any barriers with respect to infrastructure, human and material resources. The management and the Principal coordinate to give the best infrastructural facilities to the students and encouraging the teachers to maintain quality in teaching-learning. Humaneness of the teaching and non-teaching staff, easy approachability and accessibility creates a conducive environment for learning. Students have access to technology and are allowed to learn at their pace. Our well-equipped library minimizes the barriers of accessibility and availability of content notes.

The problems in academics are addressed with the adoption scheme in the college wherein students who consistently perform low in academics are adopted by teachers and a mentor-student pair is formed. The mentor guides the students in academics and helps to keep them at par with the other student-teachers. Peer tutoring is also implemented wherein the students who are academically better are paired with the low achievers. Teachers use co-operative learning strategies so that every student develops confidence and participates actively in the teaching-learning process. Language barriers are overcome with the help of add-on courses. Through tutorial

groups and individual counseling the issues related to curriculum overload are addressed. Within the given framework of time the students are encouraged to work at their own pace.

2. Provide details of various assessment /evaluation processes used for assessing student learning?

Structure of the B.Ed. and M.Ed. syllabus comprised of ‘Part A’: Theory – External Assessment and ‘Part B’: Practical work – Internal Assessment.

The examination of part A is semester end examination and the internal assessment of semester wise Practicum in Part B is submitted at the end of each semester.

The internal assessment is a criterion based assessment. For the practicum in part-B, every internal assessment activity is assessed using a pre-determined criterion which is made known to the students well in advance.

A uniform pattern of grading based on the UGC scheme and University of Mumbai’s B.Ed. and M.Ed. ordinances are followed. Qualitative feedback is given by the assessor which is shared with the students highlighting the strengths and weaknesses of the activity. The evaluation pattern in our institution also ensures that every student is observed and assessed by each teacher educator by the end of the semester thus enabling an unbiased and collective approach to evaluation.

Refer annexure 5 for Ordinances of B.Ed. Syllabus 2013

Refer annexure 7 for Ordinances of M.Ed. syllabus 2013

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

The student’s performance in their essays and class tests are assessed and papers with their grades are shown to the students. A common class feedback accompanied by descriptive remarks are written on feedback sheets by the teachers and communicated to the students on a one-to one basis. This feedback is also communicated to the tutorial group teacher and remedial measures are adopted according to the requirement of the individual student-teacher.

Common issues related to examinations are addressed by taking sessions tips on exam papers, presentation style, improvement in speed, stress management, time management and study habits are given. Gradually this practice is developed in our teaching-learning

Basic requirement is drilled thru our teaching in curriculum transaction.

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

ICT is used to prepare question banks and question papers. Teachers make entries of the marks and grades and then data base is created to monitor students’ progress. Facebook, Whatsapp, edmodo are also used for formative evaluation of students.

Google forms are used to enter marks for micro skills. Internal assessment is also computerized.

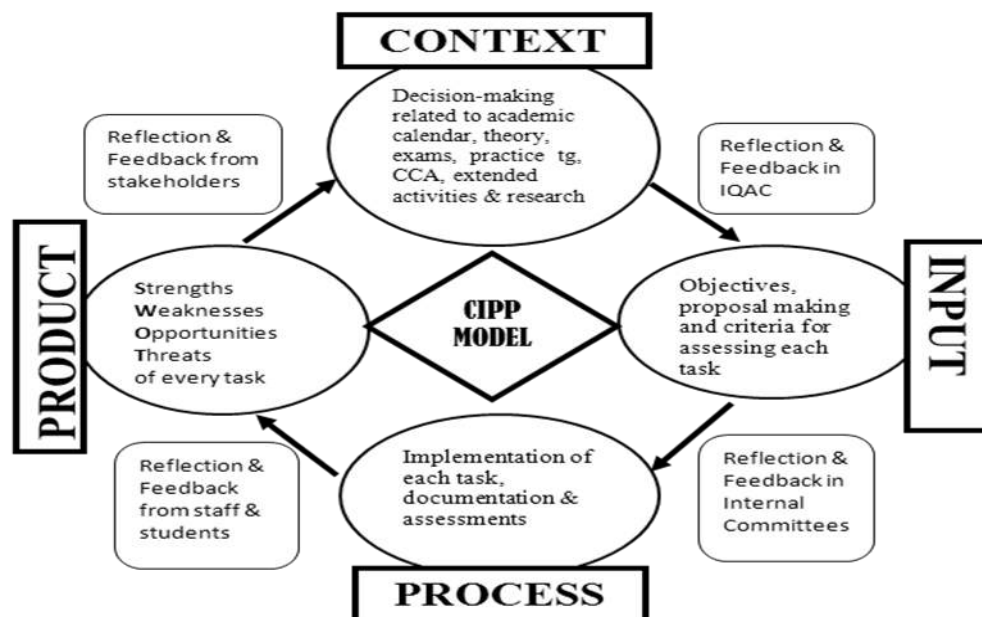
2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Our institution uses the 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.



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

The delivery of variety of instructions in the areas of theory, practice teaching, extended activities and co-curricular activities have enabled the faculty to use different approaches to teaching-learning process in a prudent manner. The faculty spontaneously and naturally blends the approaches of behaviorist, cognitivist and constructivist along with appropriate technology leading to holistic learning. This also accommodates the learners with diverse needs like linguistic, physically challenged, varied subject backgrounds etc.

This blended approach has also enabled the faculty to be effective resource persons in handling workshops and sessions on various areas like teaching skills, life skills, teaching aids, examination, Evaluation and research. In a short period teachers have been able to adapt to different technology, content delivery and approaches to teaching creating a niche for themselves and the institution.

The style of curriculum transaction of our faculty is well appreciated by the students and serves as a model and practiced in their professions.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

Our institution encourages and motivates teachers to take up research activities in any areas of their interest. The teachers are permitted to take up research work outside the college and work in collaboration with institutes like the Homi Bhabha Centre for Science Education, University of Mumbai, Tata Institute of Social Sciences. Similarly facilities for minor research, action research are made available to the teachers within the college. Teachers are extended with the facilities and resources necessary for these research activities. The institution creates opportunities by conducting research based seminars every year where good quality research papers are invited. Research Methodology workshops are conducted from time to time to update the knowledge of the teachers with the latest aspects of research. This also encourages the teachers to be more research-oriented. Mahatma Education Society organizes a research forum every year for the faculty and teachers from our institution are encouraged to participate in it.

Our institution is a recognized Ph.D. center for University of Mumbai and the teachers are encouraged to enroll and complete their theses. The teachers in our institution also get opportunities to train the student teachers through guidance for B. Ed. and M.Ed. students for action research and dissertations, respectively.

We have a well-stocked, technology enhanced library wherein a large number of research books, BUCH volumes (Survey of Research in Education), journals, encyclopedias, standardized tools and publications are available. The computer lab with its well -connected internet facilities are made available to the teachers. The in-house journal, PJERT also encourages the teachers to enhance and contribute to the research interests. Guidance for research work through recognized faculty members, Dr. Sally Enos, Dr. Karuna Gupta and Dr. Sunita Wadikar as Ph.D guides are a huge source of experience and expertise for the teachers who wish to take up research based activities. These varied facilities and resources enable assimilation and dissemination of the research work by the teachers. Our institution believes in encouraging and promoting research culture amongst the teachers by organizing and also motivating them to participate in seminars, conferences, orientation and refresher programmes, workshops and research forums. Teachers are supported psychologically by assuring support and assistance in their work.

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

The institution encourages research in all areas of interest to the teachers but our thrust area is education through which various environmental issues, social issues, psychological aspects, educational and human resource management, inclusive education, ICT in Education, curriculum development and teacher education are dealt with.

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

Yes, action research projects are taken up by the faculty. Action Research conducted by faculty members are:

- A study named, “Web Quest for enquiry based and constructivist based learning” was conducted to highlight different elements of Web Quest and the essential requirement of good WebQuest. This action research created an inquiry - based environment wherein teachers are encouraged to motivate students by asking intriguing questions. They challenge students to go beyond information retrieval and analyze and synthesize information. When students are asked to analyze their findings they compare, contrast and rethink and relate them to personal experiences thus retention increases. When they are asked to create something original, the learner is able to construct the knowledge.
- “A Study of Student Teachers’ Perception about Performance Appraisal” was conducted and it was found that content knowledge, pedagogical knowledge of teachers, motivation by teachers are given highest preference by the student teachers. Another important criterion is the creation of interest among students, interaction with students, personality, punctuality and communication. Innovations, discipline, positive attitude of teachers are given weightage to some extent by the student teachers as criteria for performance appraisal of the teachers.
- A study was conducted “Training and Effectiveness of Multimedia e-content prepared by Student Teachers in Economics for Students of standard IX”. Student teachers were trained in the development of storyboard for creating e-content for Economics subject of standard IX syllabus of SSC board by using ADDIE model. This training was given to 14 student teachers of Pillai College of Education and Research, New Panvel. The prepared modules were implemented on 150 standard IX students. E-content was found to be more influential in student success than the traditional method. The analyses in the present study have shown that there was a significant difference in the post - test score of control and experimental group. Students, in general, showed a very positive attitude towards

e-content. They agreed that e-content was a very good technique for learning and found it very beneficial.

- A study, ‘Kindle Students’ Thinking Through Digital Mind Mapping’ was conducted to prove the effectiveness of mind mapping for the teaching learning process of student teachers especially those who have visual learning preferences. The results of this study encourage the use of cognitive tools for distributing visual knowledge representations for collaborative learning. Mind Mapping as cognitive tools help to better understand learning process, they help to evaluate learning, and self-regulated learning by externalizing what they are themselves thinking and to see what others are thinking and when possible, to then continue their own and others’ flow of thinking. This benefits student teachers for their own learning. This exercise gave them training to apply mind mapping tool for collaborative knowledge construction of their students.
 - Using EDMODO and blogging to train student teachers to create a story board.
 - A study was conducted to study the Inculcation of Citizenship Values through Board Game
It was found that while playing BGCG, the learners play to get higher civic index to become the best citizen of their country. The items were prepared based on civic indicators i.e., regular voting, regular volunteering, protesting, campaign contribution etc. The game is recommended as appropriate cost effective learning tool for developing civic responsibilities and civic literacy. It is helpful to create positive attitude towards civic responsibilities and create civic awareness among students even in the absence of required real experiences.
 - A study was conducted on the Impact of Collaborative Construction of Visual Concept Maps
In this study, concept mapping was used as a pedagogical tool for enhancing teaching and learning. The purpose of the study was to explore the nature of visual concept mapping as a pedagogical tool, and to study its effectiveness in relation to learning style preferences. The focus of the study is also on how to contribute to the group's collaborative knowledge where students are engaged in shared cognitive activities mediated by technological tools, artifacts and use each other's ideas and tools to jointly evolve the cognitive skills.
 - A case study was conducted on the use of solar energy panels in Dr. V. Pillai Campus at Sector 16, New Panvel. The working and maintenance of the panels, its advantages and limitation were studied and presented.
- 4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

Conference / Seminar / Workshop attended by the faculty members over the last five years.

Dr. Sally Enos

- Presented paper on health Education at the UGC sponsored National seminar “Recent trends in Physical Education, Health Education, Yoga and Stress Management” on 11th to 13th August, 2010, organized by Department of Physical Education Catholicate College, Kerala.
- Presented paper cum demonstration titled “Environmentally productive actions with solid wastes” at the National seminar on ‘Environmental Re-engineering for Enhanced Living’, organized by Pillai College of Education and Research, New Panvel on 1st and 2nd October, 2010.
- Participated in the International workshop on Open Education Resources (OER) organized from 24th to 26th February, 2011 by the Institute of Distance and Open Learning (IDOL), Mumbai University in association with Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi. This is a sister concern of COL, Vancouver, Canada.
- Invited as resource person for teacher educators and Principals of Special Education Colleges on the theme. “21st Century Classroom and Leadership role”, at the National Institute of Mentally Handicapped Regional Centre, Navi Mumbai from 3rd to 9th November, 2011.
- Chairperson for paper presentations on the theme ‘Learning-oriented testing and evaluation’ at the International Conference on “Elevating Learning” organized by Dr. Bhabha Saheb Ambedkar Open University, Ahmedabad, AIAER, Gujarat Chapter and Bhartiya Shikshan Mandal ,Gujarat Prant, on 3rd and 4th December, 2011.
- Presented a paper titled “Learning to Evaluate, Evaluating to Learn” at the International Conference on “Elevating Learning” organized by Dr. Bhabha Saheb Ambedkar Open University, Ahmedabad, AIAER, Gujarat Chapter and Bhartiya Shikshan Mandal, Gujarat Prant, on 3rd and 4th December 2011.
- Presented a paper on “Institutional Plan and Learner Success” at the 13th National Conference of the Association of Indian College Principals (AICP) held at Veer Narmad South Gujarat University Campus, Surat from 18th to 20th February, 2012.
- Participated and presented paper in the national conference on “Life skills Education for Prospective Teachers” organized by the Indian Association of Teacher Education and Maulana Azad National Urdu University, Hyderabad from 15th to 17th December, 2012.
- Conducted an interactive session of “Self Improvement Programme for teachers of Fr. Agnel Polytechnic College, Vashi, on 17th August, 2012.
- Key note address on Environmental sustainability and Ethics at the National seminar “Environmental Reengineering: Series 3: Sustainable Energy for All, on 19th and 20th October, 2012.

- Participated and presented paper in the national conference on “Empowering learner in learning and Assessment at Micro level” organized by the Institute of Distance Learning, University of Mumbai on 23rd & 24th November 2012.
- Attended the briefing session on the question bank workshop organized by Staff Selection Commission, Government of India, January 2013.
- Participated and presented paper on “Boss or a Leader- decisive factor in human resource training strategies” organized by the ‘All India Principals’ conference’ from 21st to 23rd February 2013 at Goa.
- Conducted workshops on disaster management at the Academic Staff College, University of Mumbai:
 - Orientation course at the Department of Education, University of Mumbai on 17th November, 2013.
 - Refresher course (commerce), at the Changu Kana Thakur College of Arts, Commerce and Science, New Panvel on 31st December, 2013.
 - Orientation course at Academic Staff College, University of Mumbai on 23rd January, 2014.
 - Refresher course (Multi-disciplinary – Social Science), Political Science department, University of Mumbai on 21st February, 2014.
- Participated and presented paper on “Sustaining and Reflecting Ethical Identity of the Institution” at the 15th AICP conference held in Amritsar from 28th February to 3rd March, 2014.
- Attended the workshop on Soft skill development organized by ASC, Kerala University from 18th March to 22nd March 2014.
- Co-ordinator for the paper titled Communication Technology and also the content writer for modules for UGC awarded project under e PG Paathshala for Adult education in April 2014.
- Conducted workshop for the teachers of Mar Thoma School, Govandi on Time Management on 6th June, 2014.
- Conducted workshops on disaster management at the Academic Staff College, University of Mumbai
 - Orientation course at Department of Education on 12th June, 2014.
 - Refresher course at Department of Education on 22nd September, 2014.
 - Orientation course at University of Mumbai on 15th November, 2015.
- Chairperson for the technical session at the ICSSR sponsored conference, “Enabling Education: Equipping students for Life” at Pillai College of Education and Research, Chembur on 18th July, 2014.
- Conducted evaluation workshop for M.Sc. Nursing students of Mahatma Gandhi Mission University, New Bombay College of Nursing, Kalamboli in August, 2014.
- Invited as resource person for “Women and Environment” under the theme “Women leads to Change” at the International conference held by National Association of Soroptimist International of India held on 28th September, 2014.

- Attended a national workshop on e-learning, content creation and hosting organized by inflibnet, Gandhinagar from 3rd to 5th December, 2014.
- Presented paper on “Windowsill Vegetable Farming –an Access to Nutritive Seasonal Favourite” at ICSSR sponsored National Seminar on Environment Re-engineering- Series 5: Family Farming held on 8th and 9th December 2014.
- Chairperson for the technical session at the UGS sponsored National level conference on “Emerging issues in Industry and Service sector” on 10th January, 2015.
- Participated and presented paper on “Transformational mind set for purposive education” at the 16th AICP conference held in Ahmedabad for 30th January to 1st February, 2015.
- Conducted workshop on disaster management at the Academic Staff College for:
 - Orientation course at Department of Education on 28th January, 2015
 - Refresher course at GTCCL, Sanskrit Department, Sanskrit Bhavan, Kalina Campus on 16th February, 2015.
 - Refresher course, Department of Civics and Politics, Pheroza Shah Mehta Bhavan, Kalina Campus, University of Mumbai on 2nd March, 2015.
- Conducted workshops on examination preparedness for students of class X and XII of St. Peters Mar Thoma Church in January 2010, 2011, 2012, 2013, 2014 and 2015.
- Presented a paper at the 48th annual conference by IATE in Bengaluru on the theme Professionalization of Teacher Education: Current reforms held on 22nd March to 24th March 2015.

Dr. Karuna Gupta-

- Chairperson for paper presentations on the theme, e-learning for continuing professional development at the UGC sponsored national seminar at Kapila Khandwala College of Education, Santacruz on 8th April 2010.
- Presented a paper on “Evaluation Reform” at the International Conference at Lucknow on 18th and 19th June, 2011.
- Invited as resource person for teacher educators and Principals of Special Education Colleges on the theme. “21st Century Classroom and Leadership role”, at the National Institute of Mentally Handicapped Regional Centre, Navi Mumbai from 3rd to 9th November, 2011.
- Presented a paper on “Use of life skills to student teachers” at the International Conference organized by Rajiv Gandhi National Institute of Youth Development from 22nd to 25th November, 2011.
- Conducted various sessions on Research methodology at various colleges as:
 - “Case study in Qualitative Research” for the Department of Education, University of Mumbai on 27th June, 2012.

- Chairperson for paper presentations at MES' Research Forum conducted on 28th September, 2012 at Panvel campus.
 - Orientation to basics of Research to IB students and teachers of Dr. Pillai Global Academy, New Panvel IN 2013.
 - Tools and Techniques of Research and stages of construction of a research tool and hypotheses formulation and testing at the ICSSR sponsored workshop on Educational Research in Social Sciences at HJ College of Education, Khar in 2013.
 - Research methodology at K.M. Vasudevan Pillai campus, New Panvel in 2013.
- Conducted an interactive session on 'Self-improvement programme' for teachers of Fr. Agnel Polytechnic College in Vashi on 17th August, 2012.
 - Conducted a workshop on 'Blueprint preparation' for teacher educators of colleges of education affiliated to the University of Mumbai at Bombay Teachers Training Center on 15th September, 2012.
 - Participated and presented a paper titled, "Learn with the World and not just about the World" at an International conference on Perspectives in Higher Education: Alternatives in the context of Globalization at University of Mumbai from 8th to 10th January, 2014.
 - Chairperson at the International conference on Perspectives in Higher Education: Alternatives in the context of Globalization at University of Mumbai 8th to 10th January, 2014.

Dr. T.A. James

- Attended Orientation Programme organized by UGC Academic Staff College from 1st to 29th November, 2011 at the University of Mumbai.
- Attended a workshop organized by 'South Asian International Schools Association at Singapore International School at Dahisar, Mumbai in June 2011 and 2012.
- Conducted a workshop for teachers on writing research papers and the extended essay at Dr. Pillai Global Academy, Gorai on 23rd July, 2011, and 22nd September, 2012.
- Participated in a seminar conducted by Dr. Howard Gardner, the author of the book 'Multiple Intelligence' at the American School in Mumbai on 31st January, 2012.
- Organized workshops for faculty members on conducting the various examinations of IGCSE and IB Boards:
 - Cambridge International Examinations on 20th October, 2012, for the IGCSE teachers
 - 'A' level Cambridge Examinations on 3rd October, 2013 at Dr. Pillai Global Academy.
- Attended a seminar on "The Prevalence of Child Sexual Abuse in Indian

schools” at D. G. Khaithan International School.

- Chaired a session of the International Seminar “Management Wisdom of the 21st Century” organized by the Management Institute at Panvel on 4th December, 2012.
- Attended a national network meeting of Cambridge Schools chaired by Mr. William Bickerdike, the Regional manager of South Asia Cambridge Education on 10th December, 2012 at SVKM International School.
- Attended a 3-day workshop on ‘A’ level English language teaching by the University of Cambridge, U.K., at Rustomji International School, Dahisar in November, 2013.
- Attended and presented a paper, “Role of religion in Peace making” at the two-day UGC sponsored national seminar organized by Gandhi Shikshan Bhavan College of Education, Juhu, Mumbai on 30th and 31st January, 2014.
- Participated and presented a paper, “Innovative tools in Teaching” at the UGC sponsored national seminar ‘Academic Excellence – Current Challenges’ on 8th February, 2014 at the Sree Narayana Guru College of Education, Chembur, Mumbai.
- Participated and presented a paper on “Critical Thinking Skills” at the national seminar organized by Pillai College of Education and Research, New Panvel on 7th April, 2014.
- Participated and presented a paper, “Sculpting Human Professionals” at the national conference jointly organized by Bombay Teachers Training College and St. Xavier’s Institute of Education on 5th and 6th August, 2014.
- Attended a One Day Workshop on University Guidance Conference for Cambridge International Schools on 15th November, 2014 organized by University at DG Kaithan International School, Malad, Mumbai.
- Participated and presented a paper, “Grow Rich with Money Plant at home” at the ICSSR sponsored National Seminar organized by Pillai College of Education and Research, New Panvel on 8th and 9th December, 2014.

Dr. Pratima Pradhan

- Presented paper titled “Self- control in Adolescents and the Role of the Teacher” at National level seminar organized by Pillai College of Education and Research, Chembur on 8th & 9th October, 2010.
- The above paper was published in the University News, January 03-09, Volume 49, no. 01, entitled “Empowering Teachers for Institutional Development”.
- Attended the Refresher Course in Education from 22nd June to 12th July, 2011 organized by UGC Academic Staff College, Guru Nanak Dev University, Amritsar.

- Attended and participated in the International workshop on “Creative approaches for teaching English and History” organized by Guru nanak College of Education and Research, Bhandup on 14th September, 2011.
- Attended and participated in the two day National Seminar on “Empowerment of Teachers: A Practical Solution” organized by H. B. B. Ed. College, Vashi, on 24th and 25th January 2012.
- Co-ordinator for the National Level Seminar on Human Resource Management, organized by Pillai College of Education and Research, New Panvel on 4th and 5th April, 2012.
- Presented a paper titled “Challenges of Open and Distance Learning in Dual Mode Universities” at a two - day National Seminar Fifty years of ODL in Dual Mode University of India, organized by IDOL Department, University of Mumbai, on 23rd & 24th November, 2012.
- Presented a paper titled, “Global Perspective through Co-curricular programme – A Pathway to World Culture and Peace,” at a three - day UGC sponsored International level seminar on Redefining Education: Expanding Horizons, organized by Bombay Teachers’ Training Institute, Colaba, from 10th to 12th January, 2013.
- Attended and participated in 3-day International seminar on “Perspectives in Higher Education: Alternatives in the context of Globalization” and presented a paper titled, ‘Becoming Reflective: A Need for Excellence in Teacher Preparation’ at University of Mumbai from 8th to 10th January, 2014.
- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September, 2014
- A joint paper titled “Coping with Emotions and Adolescents” was published in PCERP Seminar Proceeding Book -6 “Re-Envisioning Education with Smart Skills”, ISBN 978-81-924684-5-7, April 2014.
- Attended seminar on ‘Enabling Education: Equipping Students for Life’ organized by Pillai College of Education and Research, Chembur on 18th & 19th July, 2014 and presented a paper on ‘Outrospection: A Key to Learning to Live Together’.
- Attended ICSSR sponsored seminar on ‘Environmental Re-Engineering: Series-5 Family Farming’ organized by Pillai College of Education and Research, New Panvel on 8th & 9th December, 2014 and presented a paper titled ‘Empowerment of Women through Family Farming: Challenges and opportunities’.
- Attended and presented paper titled ‘Impact of School Climate on Social Competence of the Students’ at Annual Conference from 26th to 28th December, 2014 at the All India Association for Educational Research (AIAER) on ‘Quality Assurance in Education’ organized by Department of Education, School of Social Sciences, Ravenshaw University, Cuttack, Odisha.

- Content writer for five modules of e-text and interactive video on “Communication Technology” under e-PG Pathshala: A Gateway to all Post-Graduate Courses, an MHRD Project under the National Mission on Education through ICT (NME-ICT).

Dr Geeta R. Thakur-

- Presented a joint paper on “A study of the effectiveness of Pictorial concept mapping in the teaching of Science at the International conference, ‘Episteme – 4’ from 5th to 9th January, 2011 at the Homi Bhabha Centre for Science Education.
- Conducted workshops on “Making Instructional Material” at various colleges as:
 - St. Xavier’s Institute of Education and Research, Churugate on 3rd August 2011.
 - Pillai HOC College of Education and Research, Rasayani in 2012
 - Thakur Shyamnarayan College of Education and Research, Kandivli in 2012
 - D. Y. Patil College of Education, Nerul on 17th July, 2013.
 - Manjara College of Education, Airoli on 30th July, 2013.
- Conducted sessions on Micro teaching skills at:
 - In-service training for Special Education teachers from all over Maharashtra organized at the National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai on 15th and 16th November, 2011.
 - Special Education teachers at Punarvas, Nerul organized by the United Forum of Special Educators on 31st August, 2013.
- Attended a one-day workshop on “NAAC Accreditation: Process and Advantages” at Birla College, Kalyan on 17th December, 2011.
- Attended a workshop on Window Movie-making at Somaiya Comprehensive College of Education and Research on 21st January, 2012.
- Presented a paper titled “A Study of Stress Management of Teacher Educators” at Sinhgad College of Education on 25th and 26th March 2012.
- Presented a paper titled “Professional Development of Teacher Educators through Asynchronous Learning Tools” at Somaiya Comprehensive College of Education and Research on 10th and 11th April 2012.
- Presented a paper titled “Instilling Energy Ethics through ECAC ” at a two - day National level on the theme Environmental Re-engineering, Series 3- Sustainable Energy for all, organized by Pillai College of Education & Research, New Panvel, on 19th & 20th October, 2012.
- Presented a paper titled “An Effective Tool to create Environmental Awareness- ECAC ” at a two-day National level seminar on the theme

“Creating Awareness to Conserve and Protect Environment - Role of Education”, organized by H. B. B.Ed. College, Vashi, on 22nd & 23rd January, 2012.

- Attended the refresher course in “ICT and e-content development by UGC – Academic Staff College, Devi Ahilya Vishwavidyalaya, Indore from 18th June to 8th July, 2013.
- Attended and participated in a 3 - day workshop on “Statistical Analysis in Social Science Research” at K. J. Somaiya Comprehensive College, Vidyavihar from 10th to 12th July, 2013.
- Conducted a workshop on “ICT in Education” at HOCL CBSE School, Rasayani on 25th August, 2013.
- Attended and participated in a three - day International Seminar on “Perspectives in Higher Education: Alternatives in the Context of Globalization” and presented a paper with the title ‘Digital Mind mapping for Collaborative knowledge construction’ at University of Mumbai from 8th to 10th January, 2014.
- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September, 2014
- Conducted classroom teaching in Instructional Media and Methods in Nursing Education for first year M.Sc. nursing students of MGM New Bombay College of Nursing, Kamothe, Navi Mumbai in August 2014 and 2015.
- Published paper with title ‘Understanding Organizational behaviour of Colleges of Education at Team process level’ in Pillai Journal of Educational Research and Technology with ISSN 2249-4367, Vol-4.No.1. January - June 2015.
- Attended and presented paper titled “Using WebQuest for enquiry based and constructivist based learning” at the International Colloquium “Emerging Trends in Education” organized by Pillai College of Education and Research, Chembur on 21st February 2015.
- Attended and presented paper titled “Nurturing Naturalistic Intelligence through integrated curriculum and constructivist based approach” at the National level seminar on “Environmental Re-Engineering: Series 3 – Family farming” organized by Pillai College of Education and Research, New Panvel on 8th & 9th December 2014. This paper was published in the seminar proceedings with ISBN-978-81-924684-6-4.
- Appointed as a judge to assess projects of teachers of 85 different schools of L-ward, held in Gandhi Bal Mandir High School, Kurla, Mumbai on 3rd December 2014.
- Published paper with title ‘A study of Organizational Culture of Colleges of Education in Maharashtra state’ in Transacademia an international journal of education with ISSN 2319-3492. Vol-3.No.1. January-June 2014.

- Published paper with title ‘Inculcation of citizenship values Board game’ in an international peer reviewed scholarly research journal for ‘Humanity Science & English language’ online ISSN: 2348-3083 print ISSN-2349-9664. Vol. I/I. July-Sept, 2014.
- Published paper with title ‘Transformational and Transactional Leadership of Principals in Colleges of Education’ in European Academic Research. ISSN 2286-4822.Vol. II Issue 3/June 2014.
- Published paper with title ‘A Study of Student Teachers’ Perception about Performance Appraisal’ in ‘Conflux Journal of Education’ (A Peer reviewed International Journal). pISSN 2320-9305 eISSN 2347-5706 Volume 1, Issue 6, November 2014.
- Published paper with title ‘Kindle Students’ Thinking Through Digital Mind Mapping’ in ‘Cognitive Discourses International Multidisciplinary Journal’ pISSN 2321-1075 eISSN 2347-5692 Volume 1, Issue 3, November 2013.
- Published paper with title ‘Correlates of Organizational Factors improving Stress management of Teachers in Educational Varsity-A descriptive study’ in e-Reflection: An International Multidisciplinary Peer reviewed Journal ISSN 2278-120X Volume-II Issue-VI November-December 2013.
- Published paper with title ‘Training and effectiveness of multimedia e-content prepared by student teachers in Economics for students of std. IX’ in An International Peer Reviewed and Referred Scholarly Research Journal for Interdisciplinary studies. ISSN 2278-8808 (E), ISSN 2319-4766 (P) Impact factor- 4.194. Vol.-II/XIV. Sept-Oct 2014.

Mrs. Harshani Patre

- Presented paper titled “Prathamik sikshan bhavishyateel guntavanuk” at the UGC sponsored seminar organized by Chembur Comprehensive College of Education on 14th and 15th October, 2010.
- Attended and participated in a workshop on Shodhniband Lekhan Margsardhan, organized by Shikshak Mitra and Government B.Ed. College, Panvel on 14th July, 2011.
- Presented a paper titled “ihrvia ApUvaa-” at the National Level Seminar on Environmental Re-engineering: Series 2-Forest Resource Management organised by Pillai’s College of Education and Research, New Panvel on 19th and 20th October, 2011.
- Presented a paper titled, “Udyamsheeltheth Saalechi Bhoomika” at the national level conference on Empowering Learner for entrepreneurship organized by Adv. Vitthalrao Hande College of Education, Nashik on 7th and 8th January, 2012.

Mrs. Bhavna Dave

- Presented a paper, “A study of the effect of the revised English text book as perceived by the teachers and students of standard X” on 29th July 2010 at the Research Forum organized by Mahatma Education Society.
- Attended the national level seminar on “Terrorism: A Global Phenomenon at Royal College of Arts and Commerce, Mira Road on 21st August, 2010.
- Presented paper on “Curriculum and its transactions: The human rights perspective” at UGC sponsored National seminar organized by Bombay Teacher’s Training College on 26th and 27th August, 2010
- Presented a paper on “Water conservation using Coco soil mix” at the national level seminar on ‘Environmental Re-engineering for Enhanced Living’ organized by Pillai College of Education and Research, New Panvel on 1st and 2nd October, 2010.
- Attended the 4-week orientation programme organized by UGC-Academic Staff College, H.P. University, Shimla from 2nd May 2011 to 28th May 2011.
- Presented a paper titled “Engaging students in teaching and learning-Ways and Means” at the National Seminar on Teaching, Learning and Evaluation-Shaping our Future organized by St. Teresa’s Institute of Education, Mumbai on 18th July, 2011
- Coordinator for the National Level Seminar On Environmental Re-engineering: Series 2-Forest Resource Management, organised by Pillai College of Education and Research, New Panvel on 19th and 20th October, 2011.
- Presented a paper titled “Grandma’s Healthcare Practices” at the National Level Seminar on Environmental Re-engineering: Series 2-Forest Resource Management organised by Pillai’s College of Education and Research, New Panvel on 19th and 20th October, 2011.
- Presented a paper titled, “Global Competencies to meet the challenges of Higher education – Review and development agenda”, at the International conference on Emerging Issues and Challenges in Higher education organized by Shri Jagdishprasad Jhabarmal Tibrewala University, Jhunjhunu, Rajasthan from 4th to 6th November, 2011.
- Conducted sessions on Micro teaching skills at:
 - The in-service training for Special Education teachers from all over Maharashtra organized at the National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai on 15th and 16th November, 2011.

- For Special Education teachers at Skills and Ability School, ICMH, Nerul organized by the United Forum of Special Educators on 31st July, 2013.
- Presented a paper titled “Printed Symbols to Living Speech-Let’s make it possible!” at the National Level Seminar cum workshop on Current Challenges in English Language Teaching organized by Sree Narayana Guru College of Commerce, Chembur, on 24th February, 2012.
- Presented a paper titled “Coalescing Skills in Language and Peace Education” at a three - day National level conference on Education for Peace, organized by Department of Education, University of Mumbai, from 5th to 7th December, 2012.
- Presented a paper titled “Strategies enabling development of the community” at the 46th National conference of IATE on ‘Teacher Education and Community Development’ organized by DDE, Maulana Azad National Urdu University, Hyderabad, from 15th to 17th December, 2012.
- Attended and participated in a 5 - day workshop on “Research Methodology” at Pillai College of Education and Research, Chembur from 22nd to 26th July, 2013.
- Part of the organizing committee of the National seminar on Environmental Re-Engineering: Series-4- ‘Water Co-operation’ organized by Pillai College of Education and Research, New Panvel, on 29th and 30th November, 2013.
- Attended the Refresher Course in Education organized by UGC-Academic Staff College, Kumaon University, Nainital, from 4th to 22nd December 2013.
- Participated in the National Seminar on “Protection of Human Rights of Women in India” held on 1st and 2nd March, 2014 at Centre for Women’s Studies, Kumaun University, Nainital.
- Attended an International conference on the theme ‘Women leads to change’ at K. Vasudevan Pillai Campus held by National Association of Soroptimist International of India on 28th September, 2014.
- Attended a one day state level workshop on “Life Skills and Academic Stress Management” on 27th March 2014 at R.B.T. College of Education, Dombivli.
- Attended and presented paper on “Engage and Empower Learners with m-Learning” at the one day State Level Conference on ‘Innovative Technology for Sustainable Learning: An Introspection’ on 26th April, 2014, organized by Pillai HOC College of Arts, Science and Commerce, Rasayani.
- Attended the roundtable consultation on “Teacher Education: Enhancing Quality and Relevance” held at St. Xavier’s Institute of Education, Mumbai on 10th May, 2014 as a part of Change Agents for School Education and Research(CASER).
- Conducted evaluation workshop for first year M.Sc. students of MGM New Bombay College of Nursing, Kamothe, Navi Mumbai, August 2014 and 2015.

- Organizing Secretary of the National Seminar on Environmental Re-engineering: Series 5-Family Farming, supported by the Western Regional Centre's ICSSR, Mumbai on 8th and 9th December, 2014 at Pillai College of Education and Research, New Panvel
- Participated in the two day State level workshop on “Blended Learning-Pathway to Student Success” on 17th and 18th March 2015, at Homi Bhabha Centre for Science Education, Mumbai.
- Content writer for modules of e-text and interactive video on “Communication Technology” under e-PG Pathshala: A Gateway to all Post-Graduate Courses, an MHRD Project under the National Mission on Education through ICT (NME-ICT).

Mrs. Geeta S. Thakur

- Presented paper on “A case study on the Bio-Filter at Naval civilian housing colony, Kanjurmarg” at the national level seminar on Environmental Re-engineering for Enhanced Living organized by Pillai College of Education and Research, New Panvel on 1st and 2nd October, 2010.
- Attended a seminar-cum-workshop on Learning Disabilities conducted by Guru Nanak College of Education and Research, Bhandup on 14th February, 2011.
- Attended the 4-week orientation programme organized by UGC-Academic Staff College, H.P. University, Shimla from 2nd to 28th May 2011.
- Attended the National Seminar on Teaching, Learning and Evaluation-Shaping our Future organized by St. Teresa's Institute of Education, Mumbai on 18th July, 2011.
- Presented a paper titled “Innovative Teaching Learning Process: Blending Techniques” in the UGC sponsored National Seminar on “Emerging Opportunities in Future Higher Education” organized by Seva Sadan's College of Education, held on 11th and 12th October 2011.
- Conducted sessions on Micro teaching skills at:
 - The in-service training for Special Education teachers from all over Maharashtra organized at the National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai on 15th and 16th November, 2011.
 - Special Education teachers at Skills and Ability School, ICMH, Nerul, organized by the United Forum of Special Educators, on 31st July, 2013.
- Presented a paper titled, “A study of secondary school students' awareness of the human reproductive system and its implications” on 18th November, 2011 at the Research Forum organized by Mahatma Education Society.
- Presented a paper titled “Modernizing Learning through cloud computing” at the International Conference on “Elevating Learning” organized by Dr. Bhabha Saheb Ambedkar Open University, Ahmedabad, AIAER, Gujarat

Chapter and Bhartiya Shikshan Mandal, Gujarat Prant, on 3rd and 4th December, 2011.

- Presented a paper titled “It’s our turn now...” at a two - day National level seminar on the theme “Creating Awareness to Conserve and Protect Environment- Role of Education”, organized by H. B. B.Ed. College, Vashi, on the 22nd & 23rd January, 2012.
- Presented a paper titled “Employing Solar Energy- A Case Study on the Use of Solar Energy Panels at Vasudevan Pillai Campus ” at a two - day National level seminar on the theme “Environmental Re-engineering, Series 3- Sustainable Energy for All”, organized by Pillai College of Education & Research, New Panvel, on 19th & 20th October, 2012.
- Participated in a two - day National level conference on Responses to changing educational paradigms organized by Homi Bhabha Centre for Science Education, on 15th September, 2012.
- Attended and participated in a 5 - day workshop on “Research Methodology” at Pillai College of Education and Research, Chembur from 22nd to 26th July, 2013.
- Attended the Refresher Course in Education organized by UGC-Academic Staff College, Mumbai University, Mumbai, from 14th October to 2nd November 2013.
- A part of the organizing committee of the National seminar on Environmental Re-Engineering: Series-4- ‘Water Co-operation’ organized by Pillai College of Education and Research, New Panvel, on 29th and 30th November, 2013.
- Conducted classroom teaching in Instructional Media and Methods in Nursing Education for first year M.Sc. nursing students of MGM New Bombay College of Nursing, Kamothe, Navi Mumbai in August 2014 and 2015.
- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September, 2014.
- Attended and presented paper titled “Social Media – Inspiring Kitchen Gardens” at two day National level seminar on “Environmental Re-engineering: Series 5: Family Farming” at Pillai College of Education and Research, New Panvel on 8th and 9th December, 2014. This paper was published in the seminar proceedings with ISBN-978-81-924684-6-4.

Mrs. Namrata Saxena-

- Presented Paper jointly with Dr. Sunita Wadikar on ‘Moving beyond traditional classrooms- preparing a Global Competent Teacher’ in the UGC sponsored Two days State level seminar on ‘Transformational Innovations & Diversity in Teacher Education’ organized by Gujarat Research Society’s, Hansraj Jivandas College of Education, Khar, on 10th and 11th March 2012.
- Conducted a workshop on ‘Jerk Technology’ at Pillai College of Education

and Research, New Panvel and Chembur in 2012.

- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September 2014.
- Attended International Colloquium “Emerging Trends in Education” organized by Pillai College of Education and Research, Chembur on 21st February 2015.
- Attended Early Years Education Forum and Exhibition 2015 by Early Years Educational Services, Middle East.

Mrs Devanshi Praveen:

- Presented a paper titled “Challenges of a Multicultural Classroom-Ways of Coping” at the State level Seminar at N.S.S. College of Education, Tardeo on 16th and 17th September 2011.
- Presented a paper titled “A Study of Environmental Practices in Schools in the Township of Panvel” at the National Level Seminar on Environmental Re-engineering: Series 2-Forest Resource Management organised by Pillai College of Education and Research, New Panvel on 19th and 20th October, 2011.
- Conducted a session on Micro teaching skills during the in-service training for Special Education teachers from all over Maharashtra organized at the National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai on 15th and 16th November, 2011.
- Presented a paper titled, “A study of the effects of the teacher education programme on teacher efficacy at secondary level” on 18th November, 2011 at the Research Forum organized by Mahatma Education Society.
- Presented a paper titled, “Fun with Grammar Teaching”, at ‘Prabhuddhan’, an international conference on Elevating Learning organized by Dr. Bhabha Saheb Ambedkar Open University, Ahmedabad, AIAER, Gujarat Chapter and Bhartiya Shikshan Mandal, Gujarat Prant, on 3rd and 4th December, 2011.
- Presented a paper titled “Exploring Vocabulary Acquisition Strategies-A Challenge” at the National Level Seminar cum workshop on Current Challenges in English Language Teaching organized by Narayan Guru College of Commerce, Chembur, on 24th February, 2012.
- Presented a paper titled “Issues and challenges of teacher Education Programme” at the State Level Seminar on Transformative Innovations and Diversity in Teacher Education organized by H.J. College of Education, Khar (W), on 10th and 11th March 2012.
- Attended an evaluation workshop on preparation of blueprint at Bombay Teachers’ Training College, 15th September, 2012.
- Presented a paper titled “Creating a High Performance Organization Culture” at a NAAC- sponsored two days National level seminar on “Human Resource

Development for Quality Enhancement in Educational Institutes: Perspective and Prospects organized by Gokhale Education Society's College of Education and Research, Parel, on 23rd October, 2012.

- Presented a paper titled "Employee Engagement is the key to Employee Retention- A study" at a one-day seminar on Management Wisdom for the 21st Century, organized by Pillai Institute of Management Studies and Research, New Panvel, on 4th December, 2012.
- Conducted a one-day workshop on Micro teaching skills for Special Education teachers at Punarvas, Nerul, organized by the United Forum of Special Educators, on 31st August, 2013.
- Conducted a one-day workshop on Micro teaching skills for Special Education teachers at Saifee Hospital, Charni road, organized by the United Forum of Special Educators, on 19th October, 2013.
- Attended and participated in a three - day International Seminar on "Perspectives in Higher Education: Alternatives in the Context of Globalization" and presented a paper with the title 'Going Digital: Ethics and Skills' at University of Mumbai from 8th to 10th January, 2014

Mrs Leena Elsa Oommen

- Participated in UGC sponsored one day National Level Workshop on "Revitalising Gandhian Values in 21st Century" organized by Hansraj Jivandas College of Education on 29th July, 2011.
- Presented a paper titled "Upliftment of Indian Domestic Workers through Self Help Group (SHG)" in one day State level seminar on 'Human rights' under the theme " Globalization: Degeneration of the Third Sector" organised by Guru Nanak College of Arts, Science and Commerce, held on 9th December, 2011.

Mrs Tina Roy

- Participated in UGC sponsored one day National Level Workshop on "Revitalising Gandhian Values in 21st Century" organized by Hansraj Jivandas College of Education on 29th July, 2011.
- Presented a paper titled "Equipping 21st Century Learner's with 21st Century Skills" at the two days UGC sponsored National Seminar on "Emerging Opportunities in Future Higher Education" organized by Seva Sadan's College of Education, held on 11th and 12th October 2011.
- Conducted a session on Micro teaching skills during the in-service training for Special Education teachers from all over Maharashtra organized at the National Institute for the Mentally Handicapped Regional Centre, Navi Mumbai on 15th and 16th November, 2011.
- Attended and participated in a two-day workshop DOW- Trailblazers Teacher

Training, named “Trailblazers Multiply the Message” on Environment Education Innovative Classroom Teaching Methods held on 19th and 20th November, 2011 in Karjat.

- Presented a paper titled “The So-Called Weaker Sex” in one day State level seminar on “Human Rights- Education, Awareness and Enlightenment”, organized by Guru Nanak College of Arts, Science and Commerce, held on 9th December, 2011.
- Presented a paper titled, “A Study of the Impact of an Instructional Module (Using Games) on ‘Indices’ in Maths on Conceptual Clarity and Mathematics Anxiety of Std. VIII students”, 30th March, 2012 at the Mahatma Education Society Research Forum.
- Presented a paper titled “Simply Speak- Endless Possibilities” at a two - day UGC sponsored National level seminar on DigiAge Learning– New Dimensions, Changed Perspectives organized by St. Teresa’s Institute of Education, Santacruz, on 27th & 28th July, 2012.
- Participated in a two - day National level conference on Responses to changing educational paradigms organized by Homi Bhabha Centre for Science Education, on 15th September, 2012.
- Presented a paper titled “Let’s turn the Bad Apples into Good Apples” at a one- day seminar on Management Wisdom for the 21st Century, organized by Pillai Institute of Management Studies and Research, New Panvel, on 4th December, 2012
- Presented a paper titled “Schools without Boundaries - Ceaseless Possibilities with Digital Tools” at a three - day UGC sponsored International level seminar on Redefining Education: Expanding Horizons, organized by Bombay Teachers’ Training Institute, Colaba, from 10th to 12th January, 2013.

Mr. Vikas Tupsundar-

- Presented a paper “Karmachaari karyaprerana Shaikshanik sansthaanchi gunatmak vrudhhi va maanav sansdhan vikasathil sahasambandh” at a NAAC - sponsored one- day National level seminar on Human Resource Development for Quality Enhancement in Educational Institutes: Perspective and Prospects organized by Gokhale Education Society’s College of Education and Research, Parel, on 23rd October, 2012.
- Presented a paper titled “Criminality- A Problem for Creating a Peaceful Culture in India” at a three- day National level seminar on Education for Peace, organized by Department of Education, University of Mumbai, from 5th to 7th December, 2012.
- Presented a paper titled “Swami Vivekananda Sakaraatmak vichar preranecha ek mahaprachand urjasthroth” at a two - day National level conference on Swami Vivekananda- The Universal Man, organized by Chembur Sarvankash Shikshan Shastra Mahavidyalaya, Chembur, on 11th & 12th January, 2013.

Mrs. Bindu Tambe

- Conducted a one-day workshop on Micro teaching skills for Special Education teachers at Saifee Hospital, Charni road, organized by the United Forum of Special Educators, on 19th October, 2013.
- A part of the organizing committee of the National seminar on Environmental Re-Engineering: Series-4- ‘Water Cooperation’ organized by MES’ Pillai College of Education and Research, New Panvel, on 29th and 30th November, 2013.
- Attended a seminar on “Wetland Conservation and Way Forward” organized by Delhi Public School, Nerul on 1st February, 2014.
- Attended and presented paper on “Transformation of Learner Strategies” at the one day State Level Conference on ‘Innovative Technology for Sustainable Learning: An Introspection’ on 26th April, 2014, organized by MES’ Pillai HOC College of Arts, Science and Commerce, Rasayani.
- Attended and presented a paper titled “Social Maturity and Emotions in Adolescents” at the Seminar Series organized by the Research Forum of Mahatma Education Society on 12th September, 2014.
- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September, 2014.
- Conducted classroom teaching in Standardized and Non-Standardized test in Nursing Education for first year M.Sc. nursing students of MGM New Bombay College of Nursing, Kamothe, Navi Mumbai in August 2014 and 2015.
- Organizing Secretary for one-day national level seminar on “Aesthetics and Health: An integral part of Education” at Pillai College of Education and Research, New Panvel on 18th April, 2015.
- Content writer for three modules of e-text and interactive video on “Communication Technology” under e-PG Pathshala: A Gateway to all Post-Graduate Courses, an MHRD Project under the National Mission on Education through ICT (NME-ICT).
- Participated in the two day State level workshop on “Blended Learning- Pathway to Student Success” on 17th and 18th March 2015, at Homi Bhabha Centre for Science Education, Mumbai.

Mrs. Chitra More

- Presented a paper titled “A Comparative Study of Professional Attitude of Secondary School Teachers of Different Boards” at the Seminar Series organized by the Research Forum of Mahatma Education society on 27th September, 2013.

- Attended a seminar on “Wetland Conservation and Way Forward” organized by Navi Mumbai Environment Protection, Nerul on 1st February, 2014.

Ms. Alpana Sharma

- Attended an International conference on the theme ‘Women Leads to Change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September 2014.
- Attended and presented paper titled “Celebrating diversity in and out of the classroom” at two day UGC sponsored National conference at St. Xavier’s Institute of Education on 19th and 20th March 2015.

Mrs. Mayuri Jadhav

- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September 2014.
- Attended a talk on “Swami Vivekanand Youth Convention” organized by Ramkrishna Mission Ashram, Pune at Senior Citizen hall, Old Panvel on 30th November, 2014.
- Attended and presented paper titled “Biowall–Its Construction and Effects on Air Quality” at two day National level seminar on “Environmental Re-engineering- Series 5: Family Farming” at Pillai College of Education and Research, New Panvel on 8th and 9th December, 2014. This paper was published in the seminar proceedings with ISBN-978-81-924684-6-4.
- Attended and presented paper titled “Human Rights Education and Curriculum in India” at one day National level seminar on “Issues and Challenges in Human Rights Education” at PVDT College of Education for Women on 14th March, 2015.
- Attended and presented paper titled “Civic Engagement of Higher Education Students” at MES Research Forum Faculty seminar series at Pillai HOC College of Engineering and Technology, Rasayani on 20th March, 2015.

Ms. Prerana Panjari

- Attended an International conference on the theme ‘Women leads to change’ at Pillai Campus held by National Association of Soroptimist International of India on 28th September 2014.
- Invited as a resource person by NavJivan Centre, Khapre, Murbad to demonstrate a creative lesson in science method on 13th December, 2014.
- Attended and presented paper titled “Using ICT to promote literacy and lifelong learning” at one day National Level Seminar on “ICT transforming Education” at Gujarat Research Society’s Hansraj Jeevandas College of Education, Khar (W) on 23rd April 2015.

- Attended and presented paper titled “A Study of Mathematical Anxiety of Students of standard VIII in relation to their Metacognitive Awareness and Self -Regulated Learning” at MES Research Forum Faculty seminar series at Pillai HOC College of Engineering and Technology, Rasayani on 20th March, 2015.

Ms. Bhagyashri Mhatre

- Presented a paper on “Collection development challenges and services catering strategies in Electronic era” at UGC sponsored National conference, organized by Gokhale College of Education & Research in collaboration with Dr. MSG Foundation, Mumbai on 17th and 18th February, 2011.
- Attended Refresher Course on “New Trends in Library Management and Challenges in Information Science” organized by UGC Academic Staff College, University of Pune from 28th November to 18th December 2011.
- Attended workshop on “Koha Skills” organized by the Pillai Institute of Information Technology from 28th to 30th January, 2012.
- Attended & Participated in the workshop on “Career Advancement Schemes (CAS) as per UGC Guidelines and Self Development for Academic Librarians” organized by Ramniranjan Jhunjhunwala College, Ghatkopar (W) on 15th May, 2012.
- Presented a paper titled “The Role and Impact of the Internet on Library & Information Service” in the 4th National Research Conference at Guru Nanak Institute of Management Studies, Matunga (E) on 15th December, 2012. Her paper was also published in the conference proceeding of the seminar with ISBN: 978-81-910922-6-4.
- Presented a paper jointly on “Modern Ways of Marketing Information Services & Products in Libraries.” At the UGC Sponsored National Conference, ‘C-PALEE’ on 7th and 8th January, 2013 organized by Seva Sadan’s College of Education, Ulhasnagar.
- Attended and participated a one - day workshop on “Digital Era in Librarianship: Meeting the needs of gen Y” organized by Kohinoor Business School, Vidyavihar (W) on 1st March, 2014.
- Attended the UGC Sponsored Orientation Programme organized by UGC-Academic Staff College, University of Mumbai, from 28th October to 25th November, 2014.
- Attended and participated in the one day State Level Conference on “Librarian to Cybrarian- Future of Librarians” held on 12th December 2014, Organized by the D. Y. Patil University, Navi Mumbai.
- Attended and Participated in the workshop on “Innovative and Emerging Technology Tools and Techniques for Effective Librarianship-2015” Organized by Kohinoor Business School, Mumbai on 24th January 2015.

Mr. Ronak Shaikh

- Attended and participated in the workshop on “Content Management System using JOOMALA” organized by Sardar Patel College of Engineering, Bhavan’s Campus, Andheri (W) on 15th and 16th June, 2012.
- Attended workshop on “Koha Skills” organized by Pillai Institute of Information Technology from 28th to 30th June, 2012.
- Presented a joint paper on “Modern Ways of Marketing Information Services & Products in Libraries.” At the UGC Sponsored National Conference, ‘C-PALEE’ on 7th and 8th January, 2013 organized by Seva Sadan’s College of Education, Ulhasnagar. The above paper was published in Conference proceeding of the seminar with ISBN: 978-81-922534-1-1.

3.2 Research and Publication Output

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

Our institution believes in developing a teaching learning environment where the developments seen on a global level is manifested in our approach. Our teachers have prepared various schemes for different subjects of the B. Ed. syllabus. These have helped the students in concept clarity and understanding of the content. Power point presentations with relevant, correct content are used by both B. Ed and M. Ed. for everyday teaching. These along with the teacher’s explanation help the students understand the concepts through visual and auditory means. We also have spoken tutorials prepared and presented in the classroom which helps promote self -learning among the students. Our institution encourages teachers to prepare and use teaching aids and instructional materials. We have method- wise classrooms which depict theme based boards which are used to impart content knowledge to student teachers. Our faculty has also undertaken the preparation of e-content modules for UGC for e PG Paathshala- Adult Education in Information and Communication Technology. In this the teachers have created e-content which are presented through audio-visual means for adult education learners. The teachers were also course writers for BA and MA (Education) of Institute of distance and open learning, University of Mumbai. Our students also prepare teaching aids, posters, charts which are used during practice teaching.

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

The institution has all the human and material resources needed for developing appropriate instructional materials. We have a well- equipped library with ample number of books on the preparation and use of different instructional materials for various subjects. Computers and laptops with internet facility are provided to the faculty as well as students. Curriculum lab with instructional materials for different boards, their syllabi, and teaching aids are made available to the students teachers as well as the teachers. Financial resources in terms of the cost of the materials incurred for the various instructional materials, is reimbursed by the institution. Our society has in-house DTP and printing facilities that eases the printing and publication process.

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

- The Principal and the teachers of our institution were part of the team which developed e-text and video on thirty eight modules of “Communication Technology” under e-PG Pathshala: A Gateway to all Post-Graduate Courses, a MHRD Project under the National Mission on Education through ICT (NME-ICT).
- The faculty has created Spoken tutorials which help in self- paced learning for the students.
- A presentation uploaded by our faculty, Mrs. Namrata Saxena on Slideshare on '**Correlation**' was awarded by Slideshare as that got top 2% views of the slide in the world in 2013; having 15888 views. Top countries which viewed it include India, USA and Pakistan.
- The faculty develops power point presentations which are audio and video enabled thereby catering to the different learning needs of the students.

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

Our institution encourages and motivates the staff to attend and conduct workshops and training programmes for material development. We conduct a teaching aid workshop every year since 2008. Workshops are also conducted for Window-movie making, CAM Studio preparation. This expertise are also shared with other colleges wherein our teacher participate as resource persons.

Our teachers have attended training for developing various instructional materials and these are practiced in the daily teaching learning. Trainings for MOODLE,

Open Education Resources, Virtual classrooms, ePG Paathshala, Blended learning, WiziQ for M .A. Education have been attended by the staff.

Dr. Geeta R Thakur and Mrs. Namrata Saxena has completed courses in post graduate diploma in Instructional Design and certificate course in IDC respectively.

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

- University News – Jan 03-09, Vol 49, Issue 1
- Shikshan Samiksha, July 2010
- Quest in Education, January 2008
- Indian Journal of Higher Education, July – December 2012, ISSN 0976-1314
- Pillai Journal of Education and Research Technology, Vol-4.No.1. January - June 2015, ISSN 2249-4367,
- Transacademia, Vol 3, No.1. January-June 2014, ISSN 2319-3492
- Humanity Science and English Language, Vol. I/I. July-Sept, 2014, eISSN 2348-3083, pISSN 2349-9664.
- European Academic Research, Vol. II Issue 3/June 2014, ISSN 2280-4822
- Conflux Journal of Education, Volume 1, Issue 6, November 2014, pISSN 2320-9305, eISSN 2347-5706.
- Cognitive Discourses International Multidisciplinary Journal, Volume 1, Issue 3, November 2013 eISSN 2347-5692, pISSN 2321-1075.
- Educational Varsity-A Descriptive Study in e-reflection, Volume-II Issue-VI November-December 2013, ISSN 2278-120X,.
- Scholarly Research Journal for Interdisciplinary Studies, Vol.-II/XIV. Sept-Oct 2014, eISSN 2278-8809, pISSN 2319-4766
- PHCER Academic Journal, ISSN 2347-7512
- Sanshodan Chetna, Vol 1, Issue 4, March 2013, ISSN: 2319-5525
- Teacher Education (Indian Association of Teacher Educators), Vol 47, No.1, April 2013, ISSN No. 0379-3400

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

We are an upcoming institution striving towards excellence. We await our turn for recognition and awards.

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

- A Minor Research Project on “Global Mindedness of the Professional College Teachers: A Comparative Perspective” sanctioned by University of Mumbai was carried out successfully and report was submitted in July, 2014 by Dr. Pratima Pradhan.
- Dr. Geeta R. Thakur carried out a Minor Research Project on “Training and Effectiveness of Multimedia e-content based on ADDIE model prepared by student teachers in Economics for the students of standard IX” sanctioned by University of Mumbai and the report was submitted in July, 2014.
- Dr. Geeta R Thakur has been awarded her Ph.D. in 2014 and her topic of research was “A Study of Organizational Behaviour of Colleges of Education in Maharashtra State”.
- Mrs. Bhavna Dave has submitted her thesis to the University of Mumbai and her topic of research was, “A Study of the Effectiveness of Brain Compatible Instructional Interventions on Knowledge Acquisition and Problem Solving Ability of Students of Upper Primary class.

3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

Our institution believes in extending the expertise available in the institution with others. This is accomplished through the various consultancy services provided based on the area of expertise of the faculty.

- Dr. Sally Enos presents her expertise in the field of **examination and environment**. She gives motivational tips for students who appear for the Xth and XIIth board exams. She has been invited as a resource person for the various orientation and refresher courses to share her knowledge and expertise on Disaster management.
- Dr. Karuna Gupta- Consultancy in Research
 - External referee for M.A. (Edu.) YCMOU- Viva in Jan, 2011
 - External referee for PhD thesis for University of Tamil Nadu, YCMOU and University of Pune.
 - Invited as an external referee at YCMOU for PhD viva voce on 29th June, 2012
 - Member of the Ph. D course committee for finalization of the components of Ph. D course for University of Mumbai

- Conducted a session on ‘Case Study in Qualitative Research’ for the Department of Education, University of Mumbai, on 27th June, 2012
- Conducted a session on ‘Tools and Techniques of Research’ for Ph. D students as a part of their course at the Department of Education, University of Mumbai on 6th & 7th July, 2012

Dr. T.A. James- Curriculum planning for IGCSE and IB board and in conducting workshops for teachers

- He conducts workshop for IGCSE teachers on curriculum planning, conducts workshop for IBDP teachers on Research Methodology i.e. writing ‘Research Paper’ and the Extended Essay at Dr.Pillai Global Academy, Gorai on 23rd July, 2011,
- Conducted a workshop for teachers on writing ‘Research Paper’ and the Extended Essay at Dr.Pillai Global Academy, Gorai, on 22nd September, 2012.
- On 20th October, 2012, organized a workshop for the IGCSE teachers on how to conduct Cambridge International Examinations.

Dr. Geeta R. Thakur- in e-learning and Instructional materials

- Conducted a workshop on “Instructional Material Preparation” at St. Xavier’s Institute of Education & Research, Churchgate on 3rd August, 2011.
- Conducted a workshop on Instructional Material Preparation for the B.Ed students of Pillai College of Education and Research, New Panvel, the B.Ed students of HOC Pillai College of Education and Research, Rasayani and the B.Ed. students of Thakur Shyamnarayan College of Education and Research, Kandivaliin 2012.

Mrs. Namrata Saxena- in the field of teacher training pre and primary schools

Curriculum consultancy, academic management and teacher training for pre-schools and primary schools at Edukidz International Pre-school and Dr. Pillai Global Academy – this includes accountability for making and executing year plans, monthly syllabus, lesson plans, co-curricular activities, book selection and printing, report card designing and writing and also ensuring quality teaching learning in classrooms by monitoring classroom practices, giving feedback and training.

Faculty consultancy services have been provided to various institutions depending on the need.

- The teachers conducted 12 sessions in Science, Mathematics and English subject covering important concepts for class VI for ‘Virtual Classroom’ Project launched by Mumbai Municipal Corporation in collaboration with Pearson Education Services and Sterlite Tech Foundation, to train the Primary school students of Marathi medium across Mumbai city in the year 2011-12 and 2012-13.

- The faculty conducted session on ‘Skills in Teaching’ during the in-service training for Special Education teachers from all over Maharashtra organized by the Government of Maharashtra at The National Institute for the Mentally Handicapped, Regional Centre, Navi Mumbai, 2011-12 and 2013-14.
- A similar workshop was conducted on 19th July, 2012 at Pillai Institute of Polytechnic. The objective of the workshop was to familiarize the Junior College teachers with basic skills essential for effective teaching and handling classroom situations at Junior College level.
- Our teachers share their expertise in teacher education and educational evaluation with the students of M.Sc. Nursing at Mahatma Gandhi Mission University, Kamothe.
- The faculty has been invited as resource persons for conducting workshops in Ashramshala schools on ‘Life-skills Education’ and ‘Career Guidance’ to create awareness among the students of secondary section as a part of the Corporate Social Responsibility of the well-known Jindal Steel Works Company for three consecutive years.
- The faculty took up content writing for e-text and interactive video on “Communication Technology” under e-PG Pathshala: A Gateway to all Post-Graduate Courses, an MHRD Project under the National Mission on Education through ICT (NME-ICT), sponsored by UGC.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, the institution has competent staff in their own field of expertise. Their specialties include

- Dr. Sally Enos-Disaster management, Environmental Education, Educational Evaluation grading, Examination
- Dr. Karuna Gupta- Educational Research, Management, Guidance and Counselling , Teacher Effectiveness, Personality Development
- Dr. T.A. James- Research, Curriculum Planning
- Dr. Geeta R. Thakur- e-learning, Instructional Materials
- Group consultancy on Micro skills, Life Skills, Career Guidance etc.

The expertise of the staff is publicized on our website and through interpersonal relations with other colleges, Universities and community. Our faculty is invited

as resource persons to conduct workshops, sessions in seminars, as experts for orientation and refresher courses and thus become a source of publicity.

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

Revenue generated in the past five years about 1 lakh 41 thousands only .The honorariums received through individual and group consultancy outside the college is utilized by the concerned experts. The college does not take any share in the revenue generated but provides the necessary facilities and moral support to sustain the area of consultancy.

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

The institution does not claim the revenue generated through consultancy.

3.4 Extension Activities

1. How has the local community benefited from the institution?

- The teacher-educators of the college conduct sessions on ‘Skills in Teaching’ at various colleges. The objective of this workshop was to help familiarize the college teachers with basic skills essential for effective teaching and handling classroom situations.
- Teacher educators conduct interactive sessions at Bhandodkar College, Thane titled, “Know Thyself - The Three Qs”. This session dealt with knowing and dealing with the 3 important quotients – Emotional, Intelligence and Spiritual which are very important aspects of today’s life.
- Virtual classrooms - The teachers conducted 12 sessions in Science, Mathematics and English subject covering important concepts for class VI for ‘Virtual Classroom’ Project launched by Mumbai Municipal Corporation in collaboration with Pearson Education Services and Sterlite Tech Foundation, to train the Primary school students of Marathi medium across Mumbai city.
- AIDS awareness campaign- Our institution focusses on HIV/AIDS awareness programme as the major community work. Student’s undergo orientations provided by Jyoti’s Charitable Trust, they put up more than 250 posters at different locations in and around Panvel area, perform street plays and skit on HIV/AIDS on World AIDS Day at various locations in Old Panvel, Khanda Colony, New Panvel, Kalamboli. Students get opportunity to listen to the experience of the people living with HIV. These activities helped in sensitizing as well as creating awareness in our students and most importantly in the people of the society towards the facts and myths about HIV/AIDS.
- Hariyali- It is a NGO working selflessly towards saving the environment in collaboration with the Thane Municipal Corporation. Our institution has been

associated with it for sapling-making process at the Hariyali site located at Kasarwadavali at Ghodbandar, Thane. Our students planted seeds of various plants and prepared more than 250 saplings and arranged them in the nursery and watered them in the second phase. We were also involved with the post-plantation process at the Bhavale site a few kilometers away from Kalyan. Continuing with this collaboration, our teacher educators attended a tree plantation initiative by Hariyali at Rabale hills, Navi Mumbai.

- Alumni Association- The alumni of our institution helps the children of Balgram, an orphanage in Khanda Colony with their academics by helping them with the concepts in Maths, Science, English, Grammar, Social studies. We also conduct various activities and competitions with these children. Our institution and its alumni association also works with other community agencies like Aniket Ashram - an orphanage for boys, Shantivan – a rehabilitation center for leprosy patients and it also houses an old age home, Seal ashram – a center for destitute people, Emmanuel Mercy Home – a haven for destitute and street children and adults. At these places, our institution and its faculty devote their time and try and engage the community and the needy people.
- The street plays and rallies on status of women to create awareness about women empowerment, equality of gender, sexual harassment faced by the women and various laws that help protect their dignity and honour is a regular feature of our institution. In partnership with Department of Life- long Learning and Extension, we engage our students to conduct a survey on the status of women in the society, which helps create awareness about the real life situations in the society and also motivate the students to work for the upliftment of the women in the society.
- Our faculty have been invited as resource persons for conducting workshops in Ashramshala schools in various villages of Boisar, on ‘Life-skills Education’ and ‘Career Guidance’ to create awareness among the students of secondary section about the various opportunities available to them after their studies and also important skills necessary for today’s world are explained through interactive sessions.
- Our faculty is also invited to grace various functions in different schools and colleges and also as a judge to evaluate Projects of teachers of various schools. They are also appointed as subject expert and committee member for preparation of ICT training modules and providing training to the teachers as one of the project under RAMSA which was organized by MSCERT.
- Our institution and its faculty also a paper setter for Question bank preparation for the examinations for appointment to Government banks.
- The teacher educators of our institution are involved in conducting lectures in various colleges and courses depending on their experience and expertise like teacher education, mass media, instructional design and educational evaluation.

- Our Principal conducts workshops on Disaster management for the refresher and orientation programme for the Academic Staff College, University of Mumbai and at Changu Kana Thakur Arts, Science and Commerce College, New Panvel. She also is a paper setter for question bank preparation for the examinations for appointment to Government banks.

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

Institution – school networking

Our institution collaborates with schools nearby for practice teaching & internship. This networking helps our institution in understanding the changing needs of the students and the schools, which further helps the student teachers to prepare their teaching learning experiences accordingly. Our institution is also accessible to schools to conduct campus interviews to absorb our student teachers as trained teachers.

Our institution also has partnership with NGOs which work towards the upliftment of the community. It is an eye-opener for our students when they get the opportunity to work with the people in the community. They develop values of sympathy and empathy towards others.

Institution – community networking

The institution has benefitted through various workshops and talks conducted by various people from the community to enhance the teacher training programme and benefit our teachers and student teachers.

Following are the various themes of the seminars, workshops and talks conducted over last few years:

Environment:

- A National level seminar on Environment, conducted since 2011, is a series that focusses on themes as declared by the United Nations. This series draws many prominent personalities from different areas of Environmental concern as resource persons. We had Mr. Chandrakant Badsavle who is managing agro tourism in a village in Karjat and spoke to us regarding different means of sustainable agriculture that needs to be practiced by all of us. Late Dr. Chitra Natrajan from Homi Bhabha Center for Science Education was a resource person for our seminar on “Energy for all”, Dr. Bharat Bhushan, Dean YASHDA was our guest speaker for “Water Co-operation”

seminar. Similarly we had Mr. Julios Rego, Linesh Pillai, experts in their field for our seminar on Family Farming.

Health:

- An awareness programme on “Adolescent Health Challenges for Youth Today and Tomorrow” was conducted by Dr. Janaki Patil, a practicing gynecologist and representative from the Federation of Gynaecological Societies of India (FOGSI), Navi Mumbai, to help teacher trainees to understand and able to start a dialogue with their future students.
- Talk on Naturopathy and Yoga, March 2012- Dr. N.M. Kamath, a Holistic Practitioner spoke about naturopathy and gave valuable tips of healthy living.
- Talk on Cancer: Every year in March, Mr. Vijay Gokhale conducts a very informative session on all the basic things that is important to know and be aware about cancer. The presentation also includes a video about early detection of cancer in women.
- A workshop on ‘Tired/Aching legs...Varicose Veins!!’ was conducted for two years by Dr. Kavita Puri and her expert team of Yogikripa Medichem under the preventive healthcare initiatives, for the teachers and students of our institution. The workshop comprised a presentation by Dr. Puri on information related to varicose veins and a screening session for early detection of venous insufficiency in limbs.
- A session on women’s health issues was conducted by Dr. Sheetal Mohite (M.S. Gynaecology& Obstetrics) on 22nd February, 2015. She spoke about the various gynaecological issues that women face on an everyday basis.
- To inspire the young and budding professionals our teachers and students attended a talk on Meditation by CIDCO VP, Mr. Sanjay Bhatia. He gave an insight into how lives today have become mechanical and how it is important to slow down and connect with the supreme power. One of the methods is to practice meditation using the Sahajmarg Yoga.

Information and Communication Technology:

- Talk on Information and Communication Technology, August 2010- CampusOne, an organization providing computer-based solutions for educational institutes conducted a session for our B.Ed. students on importance and need of ICT, e-learning, e-teacher and e-education.
- National level seminar on ICT, Systemic Integration of ICT in education in the Global Context, was conducted in 2013, had many prominent personalities from different areas of ICT as resource persons. Mr. Dilip Tikle, Founder and Consultant at Connect DOTS Consulting and Training; Mrs. Ela Goyal, MCA Faculty, SIES College of Management Studies.

Women empowerment:

- A talk on ‘Art of Survival’ was organized for B.Ed. students on 3rd October, 2012. The session was conducted by Dr. Sudhakar Upadhyay and stressed on the urgent need for women to equip themselves with essential skills to handle the unwanted situations faced by them.
- A workshop on ‘Gender Sensitization’ was conducted by Mr. Harish Sadani and his team from a NGO, MAVA (Men Against Violence and Abuse) on 23rd February, 2013. The workshop dealt with issues related to Gender Inequality and its implications, gender sensitivity, understanding the difference between ‘Sex and Gender’ and understanding ‘how Gender & Patriarchy operates as a System’. A short film ‘Mulichya Jaatila He Shobhat Nahi’ in Marathi was also shown, which was followed by a healthy group discussion.
- To acquaint the students with changing scenario of teaching profession at the global level, especially with reference to IB program, a talk was organized on “Global system of Education” On 20th March, 2013. The session was conducted by Ms. Anjana Sahi, the co-ordinator, DR. Pillai Global Academy, who highlighted the importance of global learning, special features of IB program and its relevance in Indian context.

Social issues –

- In order to inculcate social values among the future teachers, our institution effectively introduces these values through our daily teaching learning, community work and also through seminars and workshops. One such seminar was organized on 4th & 5th April, 2012 titled, “Managing Human Resources”. The problems facing the society and how to build values of social skills were discussed in this seminar. The experts spoke about the need for psychological well- being of people, differences between the corporate and education work cultures were also discussed.
- Our institution along with Soroptimist International Bombay and Dr. Pillai Global Academy, New Panvel organized a session on ‘Child Sex Abuse’ and POSCO Act on 14th September, 2013. The speaker, Ms. Pinki Virani, a renowned human right activist and the author of four bestselling books, threw light on the subject of sexual harassment of boys and girls by close family members. The session was an eye opener and gave an insight to the student teachers about the present day scenario. It provided guidelines for identification of the signs and symptoms in such cases.

2. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

Our institution believes that being a teacher training center, we cannot work in isolation from the community we all are a part of. Hence community work is of utmost

priority in the working of the institution. For the immediate future our college would continue its work with the orphanages and rehabilitation centers that it collaborates with on a regular basis. Aniket, Balgram, Jyoti's Care Center, Shantivan, Emmanuel Mercy Home are all agencies with whom we are associated with over the course of time where we conduct "ShramDaan".

Our institution also plans to continue its contribution to environment protection by being associated with 'Hariyali' in planting and preserving trees.

Our efforts at creating awareness regarding issues of women in the society will also be a continuous work.

In the long run, we wish to start and continue Literacy Drive for the needy people in our local area. The institution aims to create awareness of the importance of education, and then work with the groups to make them literate.

Our institution would have more institution-school networking in order to enable the community of teachers to have better input in the society on a local level.

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

All projects initiated by the institution were time bound projects taken up on a yearly basis with respect to AIDS awareness, Women empowerment, literacy program. However this year we have taken up a project on literacy drive which we hope to pursue it as a continuous process.

HIV aids activity- orientation, rally, street play, donation, survey, spread awareness through posters, flash mob etc.

From 2008 to 2011, our institution focused on HIV/AIDS awareness programme as the major community work project. Students underwent orientations provided by Jyoti's Charitable Trust. The trust has two centers viz., Jyothi's Terminal Care Centre and Jyothi's Rehabilitation Centre. These two centers are residential care homes providing comprehensive services to people with HIV-AIDS in a homely, congenial environment irrespective of caste, creed or religion. Our students put up more than 250 posters at different locations in and around Panvel area to dispel misconceptions and spread awareness about HIV-AIDS; they also undertook survey and collected data about HIV awareness among the people. Students performed street plays on HIV/AIDS on World AIDS Day at various locations in Old Panvel, Khanda Colony, New Panvel, Kalamboli and at Dhirubhai Ambani Hospital. During their visits to different care centers, the students got opportunity to listen to the experience of the people living with HIV and spend some memorable moments with the inmates. A substantial amount was also contributed to Jyoti's Charitable Trust by our students and teachers. This project definitely helped in sensitizing as well as creating awareness in our students and most importantly in the people of the society towards the facts and myths about HIV/AIDS. Since 2012 due to CBSGS- Credit based semester grading system and the admission pattern we were unable to continue with this project.

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

Social and citizenship skills and values are of utmost importance in the global world of today. Our institution is a staunch believer that these values and skills have been inculcated through all the activities of the college. Hence, curricular, co-curricular and extra-curricular activities of the curriculum become a means to initiate these values in our students.

- Our classroom teaching promotes these values by the interactions and discussion in the class where every student has an opportunity to connect in the class with one other. Our seminars and workshops become a ground to create awareness of these values and how they should be imbibed by all. Practice teaching is a major part of the curriculum which allows the students to appreciate and develop these values. Club activities at the college level help students understand the need for and ways to inculcate and make a habit of these values. Community service activities where we work one-on-one with the society, understand the needs of the society help our students to enhance these values and the importance of these values needed in our society becomes clearer.
- We also conduct indoor and outdoor sports for our student teachers which promote values like sportsmanship, organizational skills and team spirit. Student teachers also conduct assemblies in groups in the class on a regular basis. This develops confidence in public speaking and also team work.
- Our student teachers also get the opportunity to attend and participate in a national youth parliament called Bharatiya Chattr Sansad held in Pune for the past four years. This is a wonderful platform for the students to inculcate values like social responsibility, sensitivity towards social issues, respect for other's view point and also accept opinion of others.
- Celebrating various festivals in the institution- ensuring full participation of all the students with the objective of developing values like co-operation, feeling of unity and brotherhood and respect for each other.
- Organizing workshops- Students are involved in group work which develops values and skills like working in a group, team spirit, healthy competition, adjust, adapt, tolerate, co-operate and being productive.
- Environment related activities- Hariyali, SUPW workshop- creating useful things out of simple house hold things, workshop on "Environment Education through Innovative Classroom Teaching Methods" helped our students to be environmentally conscious individuals viz. eco-friendly practices. On World Wetland Preservation Day (2nd February), we have been associated with the Navi Mumbai Environment Protection Society to preserve and conserve the wetlands in and around Navi Mumbai. On this day, we have a walk and talk with nature or a peaceful rally highlighting the importance of wetlands is conducted.
- Community service- Shramdaan, ie the giving our time and efforts at Jyoti's Charitable Trust, Kalamboli & Jyoti's Terminal Care Center Taloja (both have

AIDS/HIV positive patients), Swargdwar, Rohinjan, rehabilitation center for patients with Leprosy, Aniket- a boys orphanage situated in Panvel, Balgram – another house where children from single parent or orphans are taken care of. At these places on a regular basis our students and teachers give our time to conduct HIV aids awareness through skit, rally, extra –curricular activities, summer camps are conducted. Donations are made in kind as per the need of the place.

- Women – Through our yearly street play during Udaan, an initiative of University of Mumbai Department of Life- long learning and Extension, which is aimed at creating awareness about various issues related to woman and the society. On International Women’s Day (8th March) every year we have been doing street plays and rallies to bring about awareness of the condition of women in the society.

Through above activities during our community service, students realized the importance and joy of giving their time to work towards the various issues prevalent in the society and values like dignity of labour, empathy, compassion, love, care and self-less giving were reinforced in them time and again.

3.5 Collaborations

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

Jindal Steel works Corporate Social Responsibility

The faculty has been involved with JSW for the past three years where in the faculty of our institution conducts workshops in Ashramshala schools on ‘Life-skills Education’ and ‘Career Guidance’ to create awareness among the students of secondary section. These workshops give students an overall view about various courses available to them after their school education. In order to develop life skill values, games are played which helps the students imbibe the values like problem solving, critical thinking, etc.

Pearson Education Services- Virtual Classroom teaching: The virtual classroom project started in 2011 by BMC in collaboration with Pearson Education Services and Sterlite Tech Foundation is an intervention programme, that aims to create a sustainable large scale adoptive model to bring in positive change in the teaching-learning process in Municipal Corporation of Greater Mumbai schools through a pilot initiative in effective delivery of virtual classroom sessions in Math, Science and English to students of class 5 and class 6 of English and Marathi medium schools. This project enables the students and teachers, sitting in their classroom, to interact with consultant teachers in the studio. Our institution and its faculty were involved in conducting Mathematics, English and Science classes. This collaboration was a matter of great honour for PCERP to be associated with this first of its kind project in Mumbai.

Homi Bhabha Centre for Science Education

Our institution works in collaboration with Homi Bhabha Centre for Science Education. We invite their experts as resource persons for our seminars and our faculty is involved as subject expert in teaching Instructional Design. We also regularly attend workshops and seminars organized by them.

University of Mumbai- Our institution has collaborated with the University of Mumbai for starting a Pre - Ph. D course.

Our institution has also forged collaborations with Indian Council of Social Sciences Research (ICSSR) for funding one of our environment seminar and also to organize a Research Methodology workshop.

- Our institution is a PCP center for M. A. Education (Part I & II) for the Institute of Distance and Open Learning, University of Mumbai.
- Our faculty also has collaborations with teacher education organizations on an individual basis like Indian Association of Teacher Education, AIAER, World Peace Organization, etc.

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

- Mahatma Education Society is closely associated with Soroptomist International, a global volunteer movement working together to transform the lives of women and girls. Our institution is associated with the Indian chapter and Dr. Sally Enos holds sessions on women empowerment, environment, and other related topics. The faculty also attends meetings that are held for the same.
- Our institution in collaboration with Cambridge University Press conducts Teaching Knowledge Test, TKT for teachers. This test can be taken by English teachers as well as others. It tests teachers' knowledge of teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world.

3. How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension

- Publication
- Student Placement

Our institution does not have a large scale linkage with international organizations so as to develop and contribute to any of the above mentioned aspects.

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

An institution cannot function in isolation. It has to collaborate and communicate with the society on a regular basis.

- For Practice teaching & internship, the institution has linkages with the schools in New Panvel to arrange for practice teaching lessons and internship for our students. Schools like Mahatma School of Academics and Sports, Mahatma International School, Dr. Pillai Global Academy, Changu Kana Thakur English Medium School, Changu Kana Thakur Marathi Medium School, Karnala Sports Academy's Barns High School (English medium), Karnala Sports Academy's Barns High School (Hindi medium), Vasudev Balvant Phadke School, to mention a few.
- For placements, our students get opportunities in the above mentioned schools. Apart from these, we collaborate with other schools like DAV International School, New Horizon Public School (Airoli and Panvel), Delhi Public School, Panvel and many such schools nearby. These linkages not only offer employment to our students but also help us understand the various teaching methodologies adopted, the changing needs of schools and demands of the society.
- In order to conduct the various co-curricular activities, our institution links with Mahatma School of Academics and Sports, Mahatma International School, Vidyadhiraja College of Physical Education and Research (B.P. Ed.) to exchange resources like, Computer lab, providing or procuring venue for events like sports and celebrations, teachers provide their expertise as judges during various activities, students from B.P. Ed. section provide their assistance during our sports event and outdoor picnic as needed.
- Our faculty is also invited to judge cultural activities in schools. Our institution has linkages with schools when students and faculty conduct action research and involve students and teachers from schools to collect data. This linkage is also seen in seeking data for dissertations during M. Ed. and Ph. D.
- Dance and Karate classes are conducted after college hours in the multi-purpose hall. The playground is open to the local community in the evenings.
- Apart from the inter-institutional collaborations, we also lend our infrastructural facilities with the government bodies for national, state and assembly elections

and also for various competitive exams conducted by Indian Railways, Banks, etc.

- The institution offers a Certificate Course in Communicative English, at a very nominal (subsidized) fee to the students of neighbouring schools and colleges. The course enabled the students to develop fluency in speaking English, develop confidence and enhance personality.

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

Yes, the active engagement of school personnel and our faculty helps in the efficient functioning of the practice teaching sessions. The practice teaching in-charge acts as a liaison between the school Principal, teachers and the college. The foremost step is obtaining permission from the Principals of various schools for practice teaching. The academic calendar and the daily time-table of the school are obtained from the school supervisors / coordinators. The subject-wise units to be taught are also taken from the respective subject teachers. This helps in the planning and preparation of the time table for practice teaching. Once this is done, the same is conveyed to the Principal/Supervisor. On the practice teaching day, along with our faculty, the school teachers also observe the lessons given by our student teachers and give a general feedback on the conduct of the lesson. The faculty also trains the student teachers to use various models of teachers, methods of teaching as per feedback from the school teachers. During internship with various schools the student teachers work along with the teachers in the school and these teachers provide feedback regarding the concerned student teachers.

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

The faculty of the institution have both formal and informal collaborations with other colleges and university faculty.

Conducting sessions, workshops for students, trainee teachers, teachers-

- Principal Dr. Sally Enos conducted a session on Carbon footprints at Pillai College of Education and Research, Chembur, to bring about awareness among the B.Ed. students. This session was organized in collaboration with Rotary Club of Deonar.
- A workshop on 'Fun with Prepositions' was organized for the English method students by the language club of our institution on 9th March, 2012. The resource person for the workshop was Ms. Sudha Nair, an experienced Secondary School teacher.
- Our institution provides opportunity to students to study the status of women in society by collaborating with Department of Lifelong Learning and Extension, University of Mumbai. The students conduct survey based on the

status of women and become aware of the treatment of women in different strata in their neighbourhood and the society.

- Our institution has collaborations with other colleges of teacher education for M. Ed. internship and they also come as visiting faculty. Dr. Saramma Mathew, a faculty at Khilafat College of Education, Byculla, Mumbai takes Advanced Sociology for the students of M. Ed. Dr. Anna Fernandes, Principal at Sree Narayana Guru College of Education, Chembur interacts with students of M.Ed.
- Dr. Sunita Wadikar, Mrs. Sally George, Dr. Brijbala Suri, Dr. Jayashree Ramanathan and other faculty members from our two sister concerns in Rasayani and Chembur also contribute as visiting faculty for M. Ed.
- Our institution is a PCP center for M.A. Education where classes are held for first and second year students and dedicated faculty is engaged catering to the needs of the students. Our faculty, Mrs. Geeta S. Thakur shares her expertise in ICT, an online subject for M.A. Education (Part II). This is an interactive session wherein the students and teacher meet online to discuss on the topics uploaded by the teacher.
- Our faculty, Dr. Geeta R. Thakur acts as a guest lecture for Homi Bhabha Center for Science Education. She uses her expertise of instructional design, e-learning for Post Graduate Research Programme for YCMOU.

3.6 Best Practices in Research, Consultancy and Extension

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

Our institution believes in motivating the faculty in taking up research, consultancy or extension work by approving duty leave and adjustments in the time table to accommodate them. All kind of technical and library support is extended to the staff. The faculty also gets motivated as their profile gets published in the college magazine.

Research – Our institution is a University of Mumbai recognized center for Ph.D. and to cater to the needs of this we have a well-equipped, upgraded library with a lot of relevant books on research, BUCH volumes (Survey of Research in Education), journals, encyclopedias, standardized tools and publications are available. The library is also Wi-Fi enabled so that teachers can use online material resources to enhance their work. Our computer lab is also a great source of information for research. Faculty is encouraged to take up minor research projects. Two of the projects have been successfully completed and submitted to the University and two proposals have been sent to the University for approval. The institution motivates the staff to attend and present quality research papers at

seminars and conferences. The staff also gets opportunity to guide B.Ed. students for Action research and M. Ed. students for dissertations.

Consultancy – Our faculty is given opportunity to make themselves available for consultancy work according to their area of expertise. Our faculty does consultancy in the area of disaster management, environment, educational evaluation, teaching skills, instructional design, curriculum development, teacher training areas, life skills and career guidance.

Extension and community outreach – Our faculty gets invited as resource persons to various workshops and seminars. We have also been consistent with our efforts at the various extension activities in the areas of women development, AIDS awareness, environmental issues and literacy programs.

Each of these activities is possible on a consistent and continuous manner only with all the encouragement and motivation from the management, all the technical and library support.

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

Our institution and its management allow all the faculty members the opportunities to participate in any activity which enhances the above mentioned aspects. The faculty is provided with all the human and material resources to be part of any extension, research and consultancy services. The faculty is motivated to conduct research-based activities, take up consultancy practices in their respective fields of expertise, and is motivated to give back to the society with any extended services that they can offer.

The faculty has been involved with Jindal Steel Works, Boisar for the past three years where in the faculty of our institution conducts workshops in Ashramshala schools on ‘Life-skills Education’ and ‘Career Guidance’ to create awareness among the students of secondary section. These workshops give students an overall view about various courses available to them after their school education. In order to develop life skill values, games are played which helps the students imbibe the values like problem solving, critical thinking, etc.

The virtual classroom project started by BMC in collaboration with Pearson Education Services and Sterlite Tech Foundation is an intervention programme, that aims to create a sustainable large scale adoptive model to bring in positive change in the teaching- learning process in Municipal Corporation of Greater Mumbai schools through a pilot initiative in effective delivery of virtual classroom sessions in Math, Science and English to students of class 5 and class 6 of English and Marathi medium schools. This project enables the students and teachers, sitting in their

classroom, to interact with consultant teachers in the studio. Our institution and its faculty were involved in conducting Mathematics, English and Science classes. This collaboration was a matter of great honour for our institution to be associated with this first of its kind project in Mumbai.

Our faculty is involved in sharing our knowledge in the subjects of teacher education and educational evaluation to M.Sc. Nursing students of Mahatma Gandhi Mission University, Navi Mumbai.

Our institution is also technologically updated with a fully equipped computer laboratory, library and classrooms. We have Google groups formed for teachers and students which ease communication issues. These groups are used to connect with the teachers and students to take care of the everyday needs of the students and teachers.

Team work, consistency and continuity in any of the research, consultancy and extension work taken up by our faculty are a huge motivation for us with appropriate support from the management.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

- 1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

Yes, the physical infrastructure is in accordance with the NCTE norms. The amount invested for developing the infrastructure was 8.5 Crores

Our institution of Education is a six-storey building for the use of B.Ed, M.Ed and B.P.Ed and is also a centre for Ph.D (Education) and PCP centre for MA Education affiliated to University of Mumbai. Our building has Principal's office, separate staff room for B.Ed and M.Ed, conference room, Psychology/curriculum laboratory, Science laboratory, boys and girls common rooms, computer lab, gymnasium, common canteen, administrative office and method rooms, classrooms, multi-purpose hall, playground, counselor's room, library, art and craft room, curriculum lab, are available. Water coolers have been installed on each floor and separate boys and girls washrooms are available on every floor. We also have lift facility and ramp in the building which is open for use by staff and guests.

Refer annexure 8 for Master Plan of the building, floor wise

- 2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

Our college was established in 2007 with the futuristic outlook to keep pace with the academic growth in teacher education. There is no immediate need for expansion since we have sufficient space to run the education programmes.

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

Our college building is well equipped to carry out several extra-curricular and sports activities. Our college has sufficiently large multi-purpose hall for various co-curricular activities. There is a multi-purpose room wherein seminars, workshops and Alumni activities are conducted.

There is availability of large playground for outdoor activities like badminton, volley ball, sports and other games. Celebration of Independence Day and Republic Day are carried out on the playground. Our Gymkhana is well equipped with sufficient gym

equipment and is made accessible for all the staff and students. Facility of swimming pool is also provided.

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

We have a central library for education colleges which includes- Ph.D, M.Ed, B.Ed and B.PEd. Keeping intact our idea of judicious and efficient usage of the available resources, the playground, Science laboratories, swimming pool, multi-purpose hall and gymnasium are shared with other institutions of this campus. There is also a common canteen for our College and school. Rest of the amenities is kept exclusively for our college use.

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

Our college is very vigilant when it comes to providing and maintaining proper hygiene and sanitation facilities for our student-teachers and faculty.

There are:-

- Separate gents and ladies washrooms are available on each floor of the campus and cleaned daily at regular intervals. Each washroom has a mirror, proper functional taps and wash basin. Staff washrooms are available on each floor which, are regularly maintained and cleaned in short interval. Clean drinking water with water purifier attached to each cooler are available on each floor.
- There is spacious canteen which maintains hygiene standards in cooking as well as serving the food items.
- There is a first aid kit with the office for the staff as well as for the student-teachers of our college. There is an on-call doctor facility too.

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

Yes, hostel facility is provided by our college which is located in New Panvel area.

No.of hostels	Hostel Name	Capacity	No.of rooms	Total Area
01	Boys hostel	350	77	6000sq.mtrs
01	Girls hostel	350	116	6000sq.mtrs

Our college hostel is well furnished to accommodate a large number of students and meet their day to day needs. There is Generator facility in girls' hostel for power back-up. There is a hygienic Canteen which serves both non-vegetarian and vegetarian food items on all days of the week. Both the hostels have wardens who are available throughout. Each room of the hostel has beds, chair, study table and carpet. In boys' hostel, each room can accommodate three boys whereas, in girls' hostel, facility for twin sharing and six bedding room is also available. There is also a provision for lift and gym. Sports room is made on the 8th floor, which is under construction. Boys/ hostel have facilities like Television area and parents/guardian room available on the first floor in girls' hostel for rejuvenation. Facility of Refrigerator, water and RO water purifier provided in both the hostels. Ensuring proper safety of the students, there are strict timings in the evenings for both the hostels- Entry timings for girls and boys hostel are 8.30 p.m and 9.30 p.m respectively. The facility of bedding, water, electricity and safety is the prime concern for our college which is looked after with great care by the college and the hostel staff.

4.2 Maintenance of Infrastructure

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

Maintainence of Building (B.Ed & M.Ed)	Amount (in Rs)	Utilized	Unspent
2010-11	23,50,000	23,50,000	--
2011-12	26,00,000	24,50,000	--
2012-13	24,50,000	19,25,000	--
2013-14	23,00,000	20,75,000	--
2014-15	22,50,000	20,75,000	--

Maintainence of Laboratories (B.Ed & M.Ed)	Amount (in Rs)	Utilized	Unspent
2010-11	25,004	72,760	--
2011-12	26,838	52,805	--
2012-13	28298	48,122	--
2013-14	26,648	52,891	--
2014-15	27,568	56,497	--

Maintainence of Furniture (B.Ed & M.Ed)	Amount (in Rs)	Utilized	Unspent
2010-11	1,23,554	2,15,160	--
2011-12	1,75,454	1,64,234	--
2012-13	1,40,784	81,953	--
2013-14	84,989	36,630	--
2014-15	54,999	37,897	--

Maintainence of Equipments (B.Ed & M.Ed)	Amount (in Rs)	Utilized	Unspent
2010-11	35,948	26,368	--
2011-12	18,024	2,407	--
2012-13	30,094	2,575	--
2013-14	20,816	2,779	--
2014-15	12,463	2,882	--

Maintainence of Computers (B.Ed & M.Ed)	Amount (in Rs)	Utilized	Unspent
2010-11	370	4,06,974	--
2011-12	190	2,22,440	--
2012-13	1,45,000	1,15,060	--
2013-14	1,71,200	1,04,002	--
2014-15	1,51,700	1,05,699	--

*Refer Annexure 9 and 11 for Budget allocation for B.Ed and M.Ed 2014-15
Refer Annexure 10 and 12 for Audit report for B.Ed and M.Ed 2014-15*

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The optimal use of available resources is possible due to systematic preplanning done by various heads of the institution before the commencement of the new academic year. There is flexibility to accommodate sudden changes in case of emergencies.

The timings and shifts of the various institutions are so planned that most of the resources can be amicably shared without hindering the flow of activities. We have a Personal Contact Programme centre for MA Education of Institute of Distance and Open Learning, University of Mumbai from December to March every year. The sessions are conducted in the evening. The Alumni Association of our college conducts activities in the college premises during weekends or post college hours. Our college library is well-equipped to meet the reading and research related requirements for student-teachers and faculty. Computer lab is given for state board on line exam for higher secondary students. Canteen serves both, the college of Education as well as school. In this manner the resources are utilized in the most effective manner without restricting the flow of any activity.

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

The institution is built in a manner which allows good ventilation, proper sunlight and spacious corridors which help save electricity to a large extent. The maintenance of taps, water coolers is done on a regular basis by the concerned authorities. The building is given a one-time Italia glass mosaic tile coating which avoids external painting of the building and helps in water proofing.

4.3 Library as a Learning Resource

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

Yes, we have a qualified librarian to run the college library in an efficient manner. Our Librarians are competent to handle the overall functioning of the library. Our library has a full time staff to look after the shelving and maintenance of books as per the requirements. Since our library is technologically enhanced, there is a full time technical staff to address the issues relating to all hardware and software problems and photocopy facility which is looked after by the person in charge.

2. What are the library resources available to the staff and students?

Our library also provides internet & Wi-Fi facility for the staff and students of college of Education to give them access to information on various databases, e-journals, e-books. PCER, Panvel's Library has access to Inflight N-List

program like e-Journal and e-books (6000 and 97,000) through resource-sharing with Pillai College of Arts, Science and Commerce library.

The library has been constantly making efforts to develop a strong collection of learning resources and provide access to all kind of available resources to users. Our Library has an Open Access system consists of wide variety and areas of text books, reference books, educational encyclopedias, dictionaries in education, research journals and publications by NCTE, NCERT, online journals, e-journals, magazines, seminar proceedings, all the staff and students have access to English, Hindi and Marathi newspapers, Newsletters, Maps, International publication and Theses and Dissertations which are stored and managed in the library. There are CD's, DVD's, and research tools-books also in our library to cater to diverse learners' needs. We also provide Newspaper Clipping Service in our library for retrospective search in the area of education. The library is accessible by the students from 10 a.m. to 6 p.m, 6 days a week. There is ample space provided for reading and reference section in the library.

Our library is well-stocked with the necessary reading material and the same is updated with fresh stock every year.

Refer Annexure 13 for Library resources

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

We have Library Membership in which the faculty, staff and students of the Institute are required to enroll as members of the Library (upon joining the Institute) by submitting duly filled in library membership forms which are available at the library circulation counter. This entitles the users to use the resources and services offered for the purpose of academic and research work. We maintain attendance records of the students for all batches to ensure systematic and timely issue and return of books. We have our library committee who takes care of the library resources and works for meeting the needs of the learners by constantly upgrading the resources.

We conduct bi-annual meetings to discuss the various changes in the syllabus from time to time and to update the stock of books and software accordingly. Discussions are held regarding students' attendance, grievances, suggestions if any and infrastructural maintenance.

The composition of the Library committee:-

Dr Sally Enos (Principal PCER)

Dr Nusrat Shaikh (Principal VCPER)

Ms Navneet Sandhu (Librarian)

Ms Bhagyashree Mhatre (Librarian)

Dr Pratima Pradhan (Faculty)

Dr Geeta R Thakur (Faculty)
Ms Litty (B.Ed)
Ms Khyati (M.Ed)
Student Representative (B.P.Ed)

Refer Annexure 14 for Library Committee

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

Yes, our library is computerized. Information & Communication Technology has transformed library services. Most current information are recorded in electronic format, ICT is mostly used in discharging of duties such as cataloguing, reference services, circulation management. Our library uses ICT in the following specific ways:

Library Management Software: We use **Library Oxygen Software** to manage different library routines & processes such as cataloguing, statistics, Issue / Return and attendance records.

OPAC: It is an Online Public Access Catalogue & is the computerized version of library catalogue or database of library holdings. Advantage of OPAC is ease of use & the fact that it saves space.

Office Operations: Word processing & communication through email are all enabled in library through ICT.

Networking: Library users can access information of various databases, e-journals, e-books through internet.

E-reference service: We provide Current Awareness Service (CAS) and other reader advisory services through library alerts.

E-mails: Are used as means of communication between users & library.

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

Yes, the library has computer with internet facility available 24 hours. There are 8 computers, 1 printer, and 2 scanners to facilitate smooth functioning of library of which four workstations are especially provided for research students. The books are issued, ordered and the data is fed using computers. The revision of new stock is done every year. Library also provides reprographic services to students & faculty members. Library has a Photocopy machine which is open for all the staff members and students during the working hours. Wifi facility enables the learners to access information relating to their syllabus, reference

notes, online lectures, prepare their instructional materials, referring to e-books, e-journals and get wide knowledge on any topic of interest.

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

An initiative of Inflibnet- N List (National library and information services infrastructure for scholarly content) is a part of consortium for giving access to e-resources to colleges. Our college is sharing this resource with the sister concern. Library users also access free databases like Shodganga which is a repository of thesis from different universities across India, Shodgangotri- a Repository that would tell us the trends and the directions of research being conducted in Indian Universities and it also helps to avoid duplication of research. , Eric.edu.gov- is an internet-based digital library of education research and information. ERIC provides access to bibliographic records of journal and non-journal literature from 1966 to the present and lastly, DOAJ- a directory of Open access Journals to have access to the articles in all the subjects.

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

The library remains open throughout the year except the national holidays. The working hours are:

Library Timing

Monday – Saturday: 10:00 am – 6:00 pm

Library timings are kept flexible during examinations.

During Vacation Working Hours

Monday – Saturday: 10.00 am – 4.00 pm

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

Orientation is given at the start of a new academic year to students regarding the rules, regulations, issue of the books and the books available for various purposes. Also, display boards and stands are used to update the staff and students about the newly added books anytime in the academic year.

Library also provides Current Awareness Service (CAS) and other advisory services through internet.

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

No. The library has sufficient variety of books for the students use and the books being in the affordable range there was no felt need for the same. The present syllabus

has drastically changed and the contents are spread out and hence book bank system is not considered.

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

The college has not had any visually or physically challenged students till date. In case we have such students, provisions shall be made for their convenience.

4.4 ICT as learning Resource

1. Give details of ICT facilities available in the institution and how the institutions ensure the optimum use of the facility.

Our Administrative staff has internet connection available 24x7. Entire admission process is computerized. The data of the students are also fed using computers. B.Ed and M.Ed staff rooms are Wi-Fi enabled. Our college provides laptops to the teachers to carry out their college tasks. Our classrooms are equipped with Computer, LCD, Speakers, mike and Internet access.

Our Multi-purpose hall has television which is used for transacting course-content effectively for all types of learners. OHP, radio, Lingua phone, CDs-DVDs are also available with the college.

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

- Yes, there is a provision for including ICT in curriculum of B.Ed and M.Ed. As per one year curriculum students had to make two ICT based lesson plans and present those lessons using Computer Assisted presentations which includes proper use of audio, video, animation, graphics. The main purpose of this is to allow students to get acquainted with the use of computers and basic software skills that can make teaching-learning process more interactive, innovative and interesting. There is also a separate course named –Information and Communication Technology in education (Paper-IV) for B.Ed course where the theory of effective usage of ICT is taught in detail.
- Apart from the subject knowledge, hands on experiences are given in LibreOffice course for two months is conducted for student teachers to help them understand and get acquainted with open source software. The students learn different applications of LibreOffice with the help of Spoken tutorials prepared under the able guidance of the proficient and competent intellectuals of IIT Mumbai. At the end of each tutorial, the students submitted assignments based on the topic covered in the tutorials. On the completion of the course, the students were provided with a letter of completion issued on the cover head of IIT Mumbai. Student-teachers are also trained to use ICT for presenting multi-media

presentations which is also a part of curriculum. Our B.Ed and M.Ed staff uses Google groups every year, which is a common portal to engage in classroom discussions and share announcements related to the various activities. Action Research project which, is a minor research done in B.Ed also incorporates the use of computer software like MS Word, MS Excel for preparing research report. Student Teachers who are naïve in using computers are assisted/ trained by the faculty. The students are encouraged to design presentations using Computer applications. M.Ed dissertation is also done by the students using various applications of computers and internet. Workshops and sessions were conducted for M.Ed students to give them hands on experience for creating their own blogs and e-portfolios.

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

Our class rooms are well equipped with latest technology like computers with internet facility, projector and speakers which are utilized by the staff and student teachers in daily teaching-learning process, seminars and workshops. Several new technologies used by the teachers are Multi-media presentations using spoken tutorials for transacting content in an innovative manner. Our staff use ICT in daily classroom teaching-learning by using Videos, TED talks, documentaries, Digital mind-mapping, Web Quest, Blogs, Constructivist approach in Teaching-learning, Co-Operative learning strategies, Self-learning strategies, Flipped classrooms, using Learning objects and other techniques like gallery walk to transact curriculum effectively. Internal assessments are also done using computer applications for eg: using Ms Word, MS-Excel for making spreadsheet for marks and using tabulated data for printing the final results.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching?

The following are the areas where student-teachers adopt technology to improve :-

- In developing lesson plans: The student teachers refer to various portals, reference books online, educational videos to prepare the lesson plans, illustrations, chalk out the apt activity that can help make the lesson interesting.
- Classroom transaction: Our institution encourages the student teachers to use PowerPoint presentations to transact their ideas as a part of Computer Assisted Learning. Student teachers use net facility to improvise their lessons and extract latest information for upgrading knowledge.

Evaluation: The students get examples on different modes of assessment and formats used for formative and summative evaluation through internet. Quiz, multiple choice questions, puzzles, memory games etc can be used in their lesson planning.

Teaching aids like images, graphs, maps etc are downloaded from the internet and used for practice lessons.

OTHER FACILITIES

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

Our Multi-purpose hall is made available to the outside community on holidays and weekends for carrying out various activities like karate, skating and dance classes. Sports ground is also available to the community during holidays, vacations and post college hours. On holidays our campus is also utilized to conduct Government examinations (banking, railways and post office) and is a polling centre for elections.

- 2. What are the various audio-visual facilities/materials available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

The Audio-visual materials available with our college are educational CDs, DVDs, Cassettes which are used for reference purpose by the staff and students. Our institution has also kept special slots in the time table for Computer work. There is availability and accessibility to the repository of CDs, cassettes and power point presentations which are used as reference material for lesson planning, assignments, projects, tasks and activities and also, for preparation of content for various co-curricular activities participated by them.

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

Our institution has method rooms with relevant teaching aids and students are encouraged to prepare their own teaching aids as per the content developed. A well-equipped School Science Lab is shared, Psychology lab, Computer lab, Method rooms, Curriculum lab are available with our institution. Regular repair and maintenance of the laboratories are carried out by lab in-charge and timely inspection is done by the Heads of the institutions

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

Our institution is self-contained with respect to various resources and necessary infrastructure required for a smooth flow of our curriculum. Our multipurpose hall serves to present various presentations, both curricular and co-curricular. It is well ventilated and spacious room with the availability of sound system and mike. A multipurpose room is used for conducting several workshops, seminars and talks. We have a large playground for various sports activities and games. We have opportunities to share the expertise and musical instruments with our sister concerns. There are provisions for bongo, mrdhangam, harmonium, keyboard, drums, dholak, mikes, speaker and indigenous instruments like tabla, violin and guitar etc

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, our classrooms are very much equipped with latest technology for effective transaction of our curriculum. Our classrooms are well equipped and spacious to accommodate latest facilities and ICT tools like LCD projector, speakers, mike system and computers to make daily teaching and learning process smooth and interesting. We have technology enabled classrooms which can cater to all types of learners. However, as the technology advances, we make it a point to upgrade our software and implement the same in our daily routine.

4.6 Best practices in Infrastructure and learning Resources

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

Our faculty has imbibed the judicious use of material resources on the principles of reuse, reduce and restructure without hindering the flow of activities. The diversity of instruction in the curriculum encourages the teachers to improvise the available facilities and rooms for the effective transaction of the curriculum. Innovative teaching methodologies are incorporated using ICT to suit the needs of visual and auditory learners. Our rooms are ICT enabled therefore; it provides sufficient opportunities to move around the campus to create an appropriate environment for teaching-learning process. The requisite facilities required are added to make effective utilization of available resources.

Ready adjustment and accommodation to the flexibility and changes in the time table for effective use of classrooms, Computer lab, Library, Playground, multipurpose hall, Multipurpose room, gymnasium and varied equipment are part and parcel of the faculty team behavior. The planning and execution with reference to the infrastructure by the staff are regularly reflected to ensure maximum utilization of resources in a systematic and uninterrupted manner.

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

ICT is used for student progression by using Google groups, Facebook for interacting on important matters, obtaining views of students and keeping them in loop with the system. Our Alumni gets constant feedback and updates of activities that are conducted and in this way there is interaction maintained at both the levels.

For curriculum transaction ICT is used for better understanding of curriculum for diverse learners. ICT is used for teaching-learning and evaluation mechanisms.

In curricular aspect ICT is used for the process of teaching –learning to cater to diverse learners’ needs, preparation of practice teaching timetable and syllabus for practice lessons, calculating and analyzing data for Action Research and doing marks entry for internal assessments.

In Research Consultancy ICT is used for research extensions and consultancy. Faculty uses the library resources available. We have Wi-Fi enabled computer lab, availability of updated software for computing the research data and for further analysis.

We use mobile media like WhatsApp and Google Groups for making timely announcements to the students and staff. Our college promises quality transaction of the curriculum, which is also a consistent approach for our faculty members. Hence, use of innovative practices related to ICT has become our daily classroom teaching-learning process. We incorporate the use of educational videos, TED talks, documentaries, Digital mind-mapping, Web Quest, Blogs, Constructivist approach in Teaching-learning, Co-Operative learning strategies, Self-learning strategies, Flipped classrooms, using Learning objects and other creative techniques like gallery walk, Blended learning, concept mapping, multi-media presentation and 3-step interview for giving varied learning experiences to our learners.

3. What innovations/best practices in ‘infrastructure and learning resources’ are in vogue or adopted/adapted by the institution?

Our team works by keeping constantly updated through Google Groups which is a common portal to disseminate information related to curricular aspects. Our Annual newsletters of Alumni Association are put on the Alumni blog and college website so that e-newspaper is available to all, hence maintaining transparency of work done. Practice teaching uses ICT right from planning till execution stage. Our college website is updated on a regular basis. Our library is Computer enabled where databases are fed using computers.

CRITERION V
STUDENT SUPPORT AND PROGRESSION

5.1: Student Progression

- 1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme to completion?**

In order to assess the students' preparedness for the programme, one to one counseling as well as group counseling is carried out before the filling of the Common Entrance Test forms for B.Ed. / M.Ed. programme. During the counseling programme the students' awareness and attitude towards the teaching profession is gauged and relevant information is disseminated. Oral examination which is a part of Common Entrance Test assesses the communication skills of the candidates and helps to identify the interest level of students, level of motivation, mental preparedness, their planning for the course and their inclination and commitment towards teaching as a profession.

Since the students come from diverse subject backgrounds, after admission at the onset we provide general orientation with reference to the Vision, Mission and ethos of the institution, syllabus ordinances, theory, practical, internal assessment for a holistic view of the B.Ed. /M.Ed. programme, thus ensuring a mental preparedness in achieving the programme objectives. Before the execution of any aspects of the curriculum, area specific orientations are provided to ensure systematic and smooth completion of various courses/ activities of the B.Ed./M.Ed. programme in sync with its area objectives. In the course of the programme, the strengths and weaknesses of the students are identified with respect to their selection of method, language ability, communication skills, teaching skills and use of technology through one to one interactions, tutorials, group activities, group /individual observation and supervision of activities. Content test, class tests and essays help in identifying the learner need in theory. Accordingly appropriate remedial measures are provided before or after class on a regular basis. This helps in the step by step accomplishment of the task objectives by the student from its commencement to the completion of the programme.

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

The environment provided by the institution is conducive for the overall growth and development of an individual. The teachers being approachable, serve as a friend, philosopher and guide in the true sense. The students are helped and guided at every stage of their B.Ed. / M.Ed. programme.

The teacher educators provide extrinsic motivation and promote intrinsic motivation in the student teachers to accomplish each task in a systematic manner by breaking the complex procedure into simpler steps. The student teachers are trained using innovative teaching methods, approaches, devices where every student is facilitated with proper class room interactions. Teachers adopt multi-linguistic approach while teaching to cater to the needs of students from vernacular medium (Hindi and Marathi). Experiences shared by the alumni with the current batch motivate them further to strive for excellence in theory, practical and research activities. The students are involved in various curricular and co-curricular activities at different levels of the programme, the students are trained to organize the content with the help of different curricular and co-curricular activities.

The teachers ensure the satisfaction of the student teachers by providing them a conducive, democratic environment. Well-equipped classroom, library and ICT resources enable the students to perform effectively. The institutions' ambience, humane touch of the teaching and non-teaching staff promotes satisfaction among the students which reflects through their formal and informal feedback.

The institution ascertains the holistic development of the student teachers. They are trained to be a good teacher and a good human being. Activities like community service, seminars on various social themes and workshop on skill development, expert talks, yoga and meditation, visits, excursions, adventurous activities, indoor and outdoor sports, group activities, cultural competitions, extension work, celebration of important days are organized to help the student teachers develop emotionally, socially, aesthetically, morally and intellectually.

Performance of the students is improved gradually with the help of constructive individualized feedback given to the students after every micro and macro lessons, simulated lessons, essays and class tests. Discussion of the questions and pattern of writing the answers is carried out after every lecture to help them understand and write appropriate answers. Seminar presentations, open book assignment, action research and other curricular and co-curricular activities further help them enhance their performance.

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

Details of the gender-wise drop-out rate after admission in the last five years are as follows:

Year	B.Ed.		M.Ed.	
	Male	Female	Male	Female
2010-11	Nil	Nil	Nil	Nil
2011-12	Nil	Nil	Nil	1
2012-13	Nil	Nil	Nil	Nil
2013-14	Nil	Nil	Nil	Nil
2014-15	Nil	1	Nil	1

In our institution the drop-out rates are negligible for B.Ed. and M.Ed. programme due to the above mentioned mechanism adopted (*refer 5.1.1 & 5.1.2*). The students who have dropped out are due to transfer of spouse/parents/guardians, health issues or family problems.

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

The world has transformed into a global village where the level of competition keeps increasing gradually. In order to enable the student teachers to compete for job, they are equipped with necessary skills on technology, communication and life skills through workshops and add on courses. Workshops on writing a job application, preparing curriculum vitae, preparing for an interview as well as on appropriate dressing sense are conducted.

To help them progress to higher education, they are given information about post graduate courses, research work and NET/SELT examination through orientations, Google groups and display boards. Resources and guidance are also made accessible through career counseling.

Number of students appearing NET/SLET examination

Year	No. of students who appeared	No. of students who qualified		
		NET	SLET	CTET / TET
2013-14	4	Nil	3	3
2014-15	5	3	-	2

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

Generally 30 to 35% of students on an average go for further studies while the rest choose teaching as a career. The details for the last three years are given below:

B. Ed.

Year	Percentage of students who went for further studies	Percentage of students who choose teaching as a career.
2012-13	45	81
2013-14	31.5	62
2014-15	36	71

M. Ed.

Year	Percentage of students who went for further studies	Percentage of students who choose teaching as a career.
2012-13	14	60
2013-14	30	83
2014-15	18	85

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes, the alumni of the college get access to the library books and other reference materials as and when required. ICT resources are also made available for those who opt for further studies. They are allowed to take photocopies of the articles they need for their professional enhancement. They are invited as resource persons to give talks or take workshops, to attend workshops conducted by the institution which is essential to enhance their profession skills. They are encouraged to participate and present papers in the national level seminars organized by the college.

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

Yes, the institution has placement cell and we have an association with schools like the Ryan Group, New Horizon Public School, Delhi Public School, Barns and CKT and in-house institutions. Our students have also got placements in various institutions which organized walk in interviews. The working of the placement cell can be seen clearly in the below mentioned flow chart.

Information on job openings are received from schools and advertisements



The information are disseminated to the students via Google groups or displayed on the bulletin boards



Student teachers are guided to prepare application letters and encouraged to apply



Student teachers are prepared for interview by conducting workshops.



The interviews are either organized in the campus or at their schools.



Follow-up with the schools are ensured to track the number of student teachers selected for the job.

The list of school and the students who got placement through the placement cell is as follows:

Schools	2013-14	2014-15
St. Joseph's High School	02	01
Dr. Pillai Global Academy	04	01
Delhi Public School	02	03
Mahatma School of Academics & Sports	02	02
Mahatma International School	02	03
New Horizon Public School	04	-
CKT	-	02
Teacher Education Colleges	04	01

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

Student teachers from Hindi and Marathi medium who have opted Science/Math/Social studies as special method find it difficult to get job. They do not get job as the number of the vernacular medium school is less and these students do not get jobs in English medium schools due to low language competency. Such students are suggested to join lower / primary school and English speaking classes to help improve their competency.

Student teachers from English medium belonging to State board find it difficult to adjust to CBSE, IGCSE ICSE and IB boards. To help these students, talks, workshops are organized and the resources are made accessible in order to cope up with the syllabi of different boards.

Student teachers with Bachelor degree in Commerce and Bachelor and Master degree in Micro-biology face difficulty in getting jobs in schools as the schools do not offer education in subjects specific to these fields. Such students are encouraged to opt for primary schools and alternative careers are suggested like curriculum development, joining NGOs working in the field of education like Teach for India. Graduates are also encouraged to pursue post-graduation.

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

Yes, through internship, 5% of our student teachers are absorbed by the practice teaching schools. Some of our practice teaching schools are part of our placement list of schools.

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

Placement cell is part of the working of the institution. When the interviews are scheduled to be held in the college premises, the institution takes responsibility for hospitality, arrangement of the human and ICT resources. Students are encouraged to use ICT for applying for jobs. The institution maintains a separate notice board for display of placement related information and also informs the students about various vacancies.

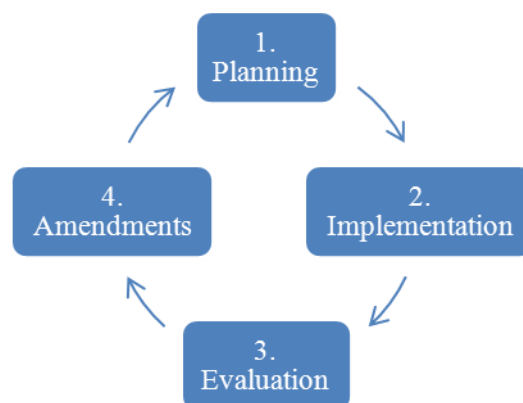
5.2: Student Support

1. How are the curricular, co-curricular and extra-curricular programmes planned, evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The B.Ed. / M.Ed. programme is an integration of curricular, co-curricular and extra-curricular activities. The effectiveness implementation of the curriculum in

our institution is carried out in a cyclic process, namely, planning, implementation, evaluation / feedback, amendments of the strategy (if any).

The planning of the same begins at the end of the previous academic year in the form of preparation of academic calendar, portfolio distribution and discussion on nature of activities to be conducted. It is done after reviewing previous year's work and students' feedback and the programme is revised, if needed. Based on the objectives of the curriculum and that of the institution, the



portfolio committee formulates the appropriate objectives. The curricular and co-curricular activities are thoughtfully distributed among the teacher educators. The committee plans and prepares as per the portfolios and presents it in the form of tentative proposals. Before the commencement of any college activity a staff meeting is conducted to explain the role of each teacher educator in order to have a successful organization of that activity. Communication across the institution is done with the help of circulars, Google groups, WhatsApp, SMS, email. The information is then disseminated to the students through the display boards and their consensus is sought on the planned schedule.

The plan implemented is thoroughly followed keeping in view the objectives of the activity and planning as per the schedule. The implementation of an activity is a collaborative effort of all the teacher educators and the student teachers.

Any activity or task implemented is evaluated on the predetermined criteria based on the objectives. Evaluation helps in assessing the degree of accomplishment of the objectives. The overall impact of the activity is evaluated by the portfolio in-charge and reported in their logbook.

Amendments are made on the basis of the evaluation report submitted by the teachers and the feedback from different sources, like students, peer, community, schools, and the alumni.

A good co-ordination and team work among the teacher educators and the students help in the effective functioning of all curricular, co-curricular and extra-curricular activities.

2. How is the curricular planning done differently for physically challenged students?

Our classrooms are ICT enabled to cater to the visual and hearing impaired students. In the last 5 years we encountered only two students, one from B.Ed.

(2011-12) and one from M.Ed. (2014-15) with mild neuro-muscular co-ordination and these students were given extra time to complete their written work.

3. Does the institution have mentoring arrangements? If yes, how is it organized? Mentoring with respect to academics, personal, professional growth, vocational, research

Yes, the mentoring is done at the three levels: Large group level wherein timely and appropriate orientation, instructions, inspirational talks are conducted/given to the entire class. Small group level wherein the entire class is placed in different tutorial groups, method groups, lesson guidance groups, action research guidance groups, internship groups and clubs. To ensure that each student gets guidance from all the teachers, groups are made in such a way that every student gets an opportunity to be under the guidance of most of the teachers. At the Individual level, mentoring is done by the teachers, Principal and if need arises by the counselor.

Mentoring required at the academic front is done by providing them with guidance to prepare their own notes, techniques such as content mapping, mnemonics are used to help them comprehend and retain content of the syllabus. Students are also trained in analyzing questions and writing answers to it accordingly. Feedbacks are provided at the large group and individual level after every class test, essay, micro and macro lessons. In addition, for B.Ed. students, schemas were prepared by the institution in the form of concept map which enabled the students to understand and assimilate content in a holistic manner.

Students who were weaker in academics were identified and special attention is given to them under the adoption scheme. At the personal level they are given remedial coaching by the teacher educators. The students are encouraged to read loudly, write the answers, concept map and relate the answer to the questions asked.

For professional growth of the students, personal feedback system is followed after every practice teaching lessons. Workshops are conducted on personality development, boosting self-confidence, writing resume in order to enhance professional development. Apart from those, our institution in coordination with Cambridge University Press India Ltd. conducts Testing Knowledge Test (TKT). This test aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world. Educational visits to places like museums, plant nursery, cottage industries are also organized.

One Research study is a compulsory activity of the B.Ed. / M.Ed. programme. The students are given guidance to conduct the study thus laying the foundation for the student teachers to conduct research work in school.

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

Mentoring is an integral part of teaching in our institution and done along with the everyday teaching learning activities. The institution promotes professional growth of the teachers which leads experiences for effective teaching and mentoring.

The teachers are encouraged to attend and present papers in various national level and international level seminars, workshops and conferences organized by different institutions, attend orientation and refresher programmes from time to time to hone their skills, conduct action research and publish their research findings in their annual journal as well as the journals of other institutions.

The institution provides opportunity, flexibility and freedom to the teachers to execute their respective portfolios and also try out innovative methods of teaching.

The teachers have an easy access to resources like library, computer and internet facilities. The institution provides modern infrastructure wherein each teacher gets sufficient space for teaching and mentoring.

Consistent and regular staff meetings are conducted for motivating the teachers to share their new ideas, teaching strategies, difficulties and discuss measures to overcome these difficulties.

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

Yes, the institution has a website which is updated from time to time and the website address is www.pcerpanvel.ac.in. The institution is a part of the Mahatma Education Society and their website is www.mes.ac.in. The website displays comprehensive information about the institution, courses it offers, list of B. Ed and M. Ed. faculty members and their development programmes, admission procedures and eligibility, news on national level seminars, publications, exam schedule, academic calendar, latest news, results, placement corner and contacts, associations of the institute, activities conducted in the college and achievement of the students from 2009 onwards.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Academically low achievers are identified through classroom interactions during lectures, practice teaching lessons, their performance in group activities and formative evaluation like content test, class tests, essays and semester

examination. Remedial measures taken in the form of adoption scheme, peer tutoring and group learning strategies enable the low achievers to perform better.

Adoption scheme is followed wherein students who are consistently performing low in academics were adopted by teachers and a mentor-student pair was being formed. The mentor would guide the student in academics to keep them at par with the other student teachers. The students were also helped in preparing their own notes and writing answers.

Peer tutoring is adopted wherein the students who are better academically are paired with the low achievers. Thus low achievers get an opportunity to get the difficulties resolved with the help of the advance learners.

In the tutorial groups, discussion strategy is used on select topics wherein the low achievers benefit from the discussion. Care is taken to form a heterogeneous group of learners keeping in view the needs of the low achievers.

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

Keeping in mind different learning styles and the comprehension ability of the learner different teaching strategies are adopted.

The following strategies are adopted for advanced learners:

- Seminar Presentations: Learners are given units for self-study and are given opportunity to teach the peer through seminar method.
- Discussion Method: Discussion method is adopted in classroom teaching to give such students an opportunity to present their views on the topic paving way for deeper thoughts and comprehension.
- Debates: Topics which can be debated upon are taught using the debate method. In the process of arguments and defending the students learn the content.
- Co-operative Learning: Co-operative learning strategies like think-pair-share, jigsaw puzzle, etc are used.
- Techniques like Self Questioning and KWL Strategy – Know- Want to know – Learn helps the academically advanced learners to enrich their knowledge.

The following strategies are adopted for slow learners:

- Various cooperative learning strategies helps the slow learners to learn from the academically high achievers.
- Topics which demand group work and practical work are covered through the workshop technique so that the students get hands on experience and also interact with the peer.

- Strategies like mind mapping, concept mapping, role play, gallery walk, songs in teaching etc. are also used.
- Techniques like PQ4R – Preview, Question, Read, Reflect, Recite and Review encourages the slow learners to do independent learning.
- Multimedia and multi linguistic approach encompasses all types of learners.
- Participation in class room discussions, grouping of the slow learners and the advance learners for seminar presentation and group work give the slow learners an opportunity to learn from the advanced learners

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

Vocational, personal, educational and career guidance and counseling services are made available to the students. For vocation, add on courses on English language and LibreOffice software are made an integral part of the college programme. They are aimed at equipping the student teachers with global skills. Personality development programmes are conducted to make the students aware of the different aspects of personality. Tutorial groups are formed wherein the students openly discuss their personal issues if any with the tutorial teacher in-charge. Students are provided with information related to various competitive examinations essential for a teacher like the CTET, TET etc. Students are provided with information related to job openings at different schools. Workshops to help the student teachers to write applications and face the interviews are also conducted. Students interested in going for further studies are given guidance to help them choose a course.

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

The institution has a grievance redressal cell and the committee comprises of the Principal, one teacher educator and General Secretary of the class. The students convey their grievances in tutorial groups and through tutorial group in-charge, General Secretary and group of council leaders. The students can also directly approach the Principal with their grievances. Suggestion box is kept in the classroom wherein student teachers can put forth their suggestions. Every month the General Secretary of the class meets the Principal to read and discuss the suggestions/grievances. Grievances, if any, are also resolved. Fortunately, the institution has not encountered any major grievances of the students.

10. How is the progress of the candidates at different stages of programs monitored and advised?

Through the past experiences of the 1 year B.Ed. programme, three distinct phases has been identified. Each of these phases had its own issues and problems which

needed to be catered to move on to the next phase. Tentatively the phases can be demarcated as

Initial phase: the students come with problems like lack of confidence and content knowledge, anxiety and apprehension regarding the overall programme and barriers in classroom communication. This is due to the completely new area of higher studies that they have entered. These issues are sorted out gradually through orientation programmes, workshops, small group activities with theoretical inputs. Discussing the purpose and the weekly plans before the execution of the activities enables them to be physically and mentally prepared thus reducing their anxiety. Continuous observation and interaction with the students helps in monitoring and encouraging them to overcome their difficulties.

Second phase: During this phase, the problems faced by the students are sustaining interest and motivation, balancing theory and practical, time management and disciplines and stress management. These issues and problems are taken care of by guiding the students and giving them constructive feedback at the individual and group level. By the end of semester 1 the students are able to balance theory and practicals and manage their time effectively.

In the final phase, being confident in the curriculum transactions the challenges faced by the students are mainly development of professional literacy and professional competency. Internship programme enables them to acquire knowledge of the professional skills. Training and workshops regarding placement, interviews, preparing a profile, demonstration lessons in schools are conducted. The students are guided and trained for professional growth even after second semester end examination. The institution ensures that the requirement of each student is catered through individual and group counseling for placements/higher studies

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

Practice teaching is an important and major step towards becoming a teacher. It is therefore essential to prepare the student teachers for future. Teaching competencies are developed in with the help of various activities.

Pre-practice preparation- Teaching is an art and an integration of various skills. To help the student teachers acquire teaching skills, the intricacies of teaching skills is taught to them. These are called as micro skills.

Workshops on Micro skills are conducted to enable the students to effectively integrate them in a lesson. We take 8 micro skills which the students practice and

4 to 5 skills are recorded. After the demonstration lesson the students present their micro skills in a simulated environment among the peer. A Teach – Re-teach cycle is adopted to ensure that each student teacher learn and effectively use all the components of teaching in an integrated lesson.

Orientation and demonstration of each skill in each subject is done by the teacher educators to exhibit how to use each skill separately and also how to use them in an integrated form in the lesson. Observation skills are honed by focusing their attention to the finer aspects of teaching.

Planning a lesson requires a deeper understanding of its components. Therefore workshop on framing of Objectives, Content analysis and integrating skills, values and core elements given by NPE in the lesson are conducted. The method masters also brief the student teachers on writing the lesson plan, maxims of teaching and correlation.

To help the student teachers to integrate stimulus variation, workshops on Instructional aids are also conducted. The students are trained to make simple and economical teaching aids using the available materials. The student teachers are also encouraged to prepare/improvise/share teaching aids which enhance creativity and environmental consciousness among them. They are briefed on the proper use of and maintain the teaching aids. The teaching aids used by the students are retained by them.

Follow-up support in the practice teaching – The practice teaching programme follows a set pattern of timetable preparation, acquiring portion to be taught in schools, planning the lesson, guidance by the guiding professor, executing supervised lesson in schools, written and oral feedback, students' reflection, guiding professor's counter signature followed by guidance for the next lesson. The students are trained to observe the peer lessons.

The guidance given to the student teachers emphasizes on improving the suggestions given by the supervisor in the previous lesson and strategies for executing the next lesson. Thus improves their skills and bring about a change in undesired behaviour, etiquettes and manners. Individual feedback is provided in the written and oral form to the student to acquaint them with their strengths and weakness. Group feedback on general errors in lesson planning and its execution is also provided to the student teachers. Student teachers are also encouraged to write reflections on the lesson taken to understand the gaps in their teaching if any and think of new ways to reduce them.

5.3 Student Activities

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

The Alumni Association was formed in the year 2010 and the office bearers were elected. However it was officially registered with the Charity Commissioner's Office on 20th August, 2015 under the name 'Pillai Education Panvel Alumni Association' and new committee was formed.

The alumni office bearers are as follows:

- President: Dr Sally Enos
- Secretary: Mrs. Devanshi Praveen
- Jt. Secretary: Mrs. Bindu Tambe
- Treasurer: Mr. Arjun Thakur
- Jt. Treasurer: Mrs Deepa Ghiya

The last election was held on March 2015

The lists of activities conducted by Alumni Association during the last three years were

Activities carried out in 2012-13

- Summer classes for the street children were conducted to train them in English alphabets, Numbers, Simple operations, tables, Rhymes and songs for a month.
- The alumni donated stationery items, raincoats, umbrellas and files at Aniket Children's Home.
- Eight week long summer camp was conducted at Aniket Children's home and the activities included
- Workshop on personality development to instill virtues like etiquettes, positive attitude, communication skills, cooperation and confidence.
- Celebration of art and craft week to enhance their creativity in different activities like painting, paper quilling, stain glass painting, best out of waste and facial and Egyptian art of writing.
- Edutainment week wherein entertainment was efficiently integrated with education
- Health week to create awareness on the first aid treatment and precautions to be taken to maintain a healthy lifestyle.
- Rock n Roll week comprised of sessions on Bollywood dance, yoga and games.
- Tree plantation drive was carried out in the premises of the Aniket's Children Home with the help of the children and the members of the alumni.
- Summer camp was conducted at Balgram which included narration of The epic – Mahabharata, workshop to teach students the art of making birds out of

the waste cloth and creating decorative pieces using colourful threads and beads.

- Workshop at Balgram was conducted to teach the children Foldable Rangoli designs during their Diwali vacation.

Activities carried out in 2013-14

- Visit to Balgram (an orphanage) to facilitate the children in academics, art and craft.
- A permanent aid in academics has been provided by one of the alumni members to the children of Balgram.
- Summer camp was conducted at Balgram in the month of May which included narration of The epic- Mahabharata, Canvas painting and tattoo making, Virtual tour of Maharashtra, Phonetics, Paper flower making, Grammar basics, First Aid workshop and value education class.
- Virtual tour of Maharashtra was taken at Aniket children's home as well.
- The October Service week was marked by members doing their best at the individual level like donation of basic necessities and stationery for the under privileged. Besides, the association had also organized an environmental visit to a nursery in Kharghar.
- Hand painted diyas was donated at Balgram, Aniket Children's home and Mazhe Ghar – an old age home.
- Snacks and savories were donated at Mazhe Ghar, on the eve of Diwali.
- The girls of Balgram were donated some festive goodies as well.
- One of the members celebrated Children's Day by distributing goodies amongst the street children and by spending some quality time with them.
- Yoga, Stress busters, Laughter therapy and meditation was conducted for the B.Ed. current batch which lasted for a week.
- One of the members had taken up the task of educating an under privileged lady.

Activities carried out in 2014-15

- Visit to Balgram (an orphanage) to facilitate the children in academics, art and craft.
- A permanent aid in academics has been provided by one of the alumni member to the children of Balgram.
- Summer camp was conducted at Balgram in the month of May which included narration of 'The epic- Mahabharata', Mehendi basics for girls, Crocheting basics, Best out of waste, Bottle art, Paper craft, Aarti plate decoration, Quiz on current issues, Games, Dance and Shloka recital.
- Hand painted diyas, diya base and toran was donated at Balgram and H.B. old age home, New Panvel.

- Snacks and Savories were donated at H.B old age home and Balgram, on the eve of Diwali.
- The girls of Balgram were donated some festive goodies as well.
- One of the members celebrated Children's Day by distributing goodies amongst the street children and by spending some quality time with them.
- One of the members had visited a children's home in a tribal village named Karanjale near Panvel and donated some sweets, stationery and groceries.
- The association had sponsored four girls of Balgram for English speaking classes.
- One of the members had taken up the initiative of cleaning some areas of Sector 15 in New Panvel.

Give details of the top ten alumni occupying prominent position.

- Mr. Rajesh Kumar: Vice President, Customer Relation, Tree House Education and Accessories Ltd.
- Beena Negi: Principal Barns high school, Hindi Medium, New Panvel
- Nitin Gaikwad: Headmaster at Raigad Zilla Parishad School, Kasat Panvel Taluka
Block level Gender Coordinator, Block Resource Centre, Panchayat Samiti, Panvel
- Sanjay Sawale: Asst. Headmaster at Raigad Zilla Parishad School, Kasat, Panvel Taluka
Coordinator of Alternative Education, Block resource centre, Panchayat Samiti, Panvel
- Vineeta Negi: Coordinator at New Horizon Public School, New Panvel
- Shreekala Nair: Supervisor at DAV International School, Kharghar

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

The alumni help the institution in extension activities, motivational talks in areas of their expertise, demonstration lessons to motivate the students for practice teaching, training sessions in co-curricular activities, as judges for competitions, participation and paper presentation seminars conducted by the college, etc.

Few sessions taken are listed below:

- Mrs. Bharati Iyer conducted week long Yoga Sessions for the students teachers to rejuvenate the mind, body and soul.
- Mr. Rajesh Kumar took a session on value education to highlight the degradation of our value system and its importance in the modern Indian society.

- Mrs. Sunita Junerkar completed a journey on cycle from Karnataka to Kanyakumari. She took up the mission to spread the message on environmental awareness as well as women empowerment and a session on this was taken.
- Punam Sista was a part of the prestigious Teach for India programme for two years. She motivated the student teachers to be a part of this mission by her inspiring talk.
- Sangeeta Parmar shared her expertise with the student teachers on Waldorf system of education.
- Mrudula Naik took a session on the ancient Indian Modi, Brahmi and Sharda Script.

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

The B.Ed. and M.Ed. programs are integrated with extra-curricular activities. We identify the talents of the students through talent hunt activities and make the students realize their own potentials. The institution has been providing opportunities to the students to participate in cultural activities, sports and games and competitions like singing, dancing, and elocution etc. The winners are selected and encouraged to participate in intercollegiate competitions. The students sometimes unearth their potentials in this manner and the result is the accolade they win for our college.

The list of achievements of students during the academic year 2013-14 is as follows:

- B.Ed. student Ms. Shaily Shah and M.Ed. student Ms. Alpana Sharma represented Pillai College of Education and Research as Student Speaker for Nation's largest Youth Parliament, the 4th Bharatiya Chhatra Sansad. The event was hosted from January 10 – 12, 2014 at MAEER'S Maharashtra Institution of Technology (MIT) in Pune, Maharashtra. Shaily expressed her views on 'Voice of the Youth': *Ek Sawal Sau Jawab – Why isn't the youth of today participating in politics?* While Alpana presented her views on the topic – *'Films, music, sports unifying factors in India.'*
- Mrs. Sudha K, secured the second position in the Inter-college essay writing competition held during Algeria - The Festival of Joy at DR. K. M. Vasudevan Pillai Campus, New Panvel.
- Mr. Sujan Sing Patil secured the second position in carom competition held on 16th January, 2014 at Sainath College, Vashi.

The list of achievements of students during the academic year 2014-15 is as follows:

- On 10th January 2015, the entire arena at the 5th Bharatiya Chhatra Sansad, Nation's largest Youth Parliament roared with applaud as our student Ms. Khyati Raja delivered the inaugural speech. Every year the event is held at Maharashtra Institution of Technology (MIT) in Pune and various issues concerning the development of the country are discussed.
- Mrs. Rinki Kumari secured the 2nd position in Hindi Essay writing competition and Ms. Surabhi Dedhekar won the 2nd prize in the English Essay writing competition at Valeur' an intercollegiate fiesta, hosted by PCER, Chembur held on 13th September, 2014. They expressed their views on the theme "Values" through their writings.
- Mrs. Manju Rani won the 3rd prize in Hindi Essay writing completion while Mrs. Rinki Kumari won the 2nd prize in the Hindi elocution competition held at Lords Universal College, Malad on 28th January, 2015. Expressing their strong views on the theme 'Peace Education', they added a feather on our cap by winning accolades for their views in the competition.
- Mrs. Shraddha Kemble secured the 1st position in Handwriting competition held by Karnala Sports Academy on 26th December 2014.
- Anita Vadenere, Lopamudra Dutta, Madhurima Adak, Payal Sarawgi, Pooja Patel, Ridhima Thapa, Shweta Pandey and Srilakshmi presented a Bihu folk dance at the Uberrang talent hunt competition held on 24th January 2015 and secured the 2nd position. The event was organized by Mahatma Education Society and provided a platform to students to showcase their hidden talents.
- Lopamudra Dutta, Madhurima Adak, Ridhima Thapa, Shweta Pandey and Srilakshmi secured the 3rd prize at the Folk dance competition held in Gokhale Education Society's College of Education and Research, Parel on 24th February 2015. They gyrated to the tunes of a Bengali song and performed a Bihu folk dance.
- Madhu Singh, Lopamudra Dutta and Ringamphi Luithui secured the Third position in a Contest organized by Homi Bhabha Centre for Science Education, Mankhurd on theme 'Innovative – Learning Practices in Science or Mathematics on 27th February, 2015. They presented an innovative method in teaching of Science, titled 'K-Quest'.

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

The institution publishes two Newsletters and one Magazine by the name "SPARK" annually. The student teachers are encouraged to publish articles in

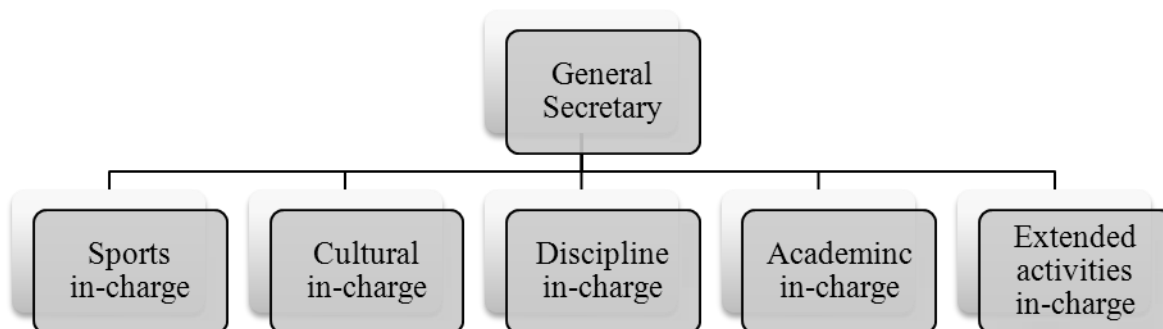
these publications in all three languages i.e. English, Hindi and Marathi. Till to date, the institution has published 8 college magazines and 12 issues of the newsletter. Wall magazines are also maintained by the college on various themes like Women Empowerment laws, environment, our cultural heritage, stress etc. The wall magazines are done tutorial wise and hence the involvement of all the student teachers is ensured. The students are encouraged to present papers in the college seminars which also get published in the seminar proceedings with ISBN.

The details of publications which included the work of the students are as follows:

- M.Ed. students Ms. Smitha Kurup and Ms. Reshma Praskash presented paper titled “Vertical Gardening - A curriculum” at the ICSSR sponsored National Level Seminar on ‘Environmental Re-engineering: Series 5 Family Farming’ held on 8th December 2014.
- M.Ed. students Ms. Nina S. Nair and Ms. Dhanya S. presented paper titled “Unethical issues in Bonsai” at the ICSSR sponsored National Level Seminar on ‘Environmental Re-engineering: Series 5 Family Farming’ held on 8th December 2014.
- M.Ed. students Ms. Shilpa Jeswani and Ms. Monica Tiwari presented paper titled “Bonsai: An Ethical Talk” at the ICSSR sponsored National Level Seminar on ‘Environmental Re-engineering: Series 5 Family Farming’ held on 8th December 2014.
- B.Ed. student Ms. Vidya Chavan presented paper titled “Use of Water Hyacinth for paper making” at the ICSSR sponsored National Level Seminar on ‘Environmental Re-engineering: Series 5 Family Farming’ held on 8th December 2014.
- M.Ed. students Ms. Dhanya S. and Ms. Sukhdeep Datta presented paper titled “Yoga and Aerobics in Education for Mental health” at the National Level Seminar on ‘Aesthetics and Health: An Integral part of Education’ held on 18th April 2015.
- M.Ed. students Ms. Smitha Kurup and Ms. Nina S. Nair presented paper titled “Visual Arts and Pedagogy: Enhancing Artistic Skills” at the National Level Seminar on ‘Aesthetics and Health: An Integral part of Education’ held on 18th April 2015.

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

Yes, the institution has a student council and the council members are elected through a ballot by the students. Each member of the council is assigned his/her role and responsibility according to his/her portfolio. Under each student council member, there are two student representatives who assist them. The constitution of the student council is as follows:



The council looks in to the planning and implementation of various co-curricular and extra-curricular activities, sports - indoor games and field games as well as the annual sports meet. They complement the teacher's role in maintaining discipline and ensure the smooth functioning of various activities. The institution funds the various activities. Additional funds are not generated by the council.

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

The composition of the various committees includes the Principal, one teacher in-charge, one student council and a student representative.

Examination Committee

Objectives

- To carry out formative and summative evaluation of student teachers of B.Ed. / M.Ed. programme in a planned and systematic manner by conducting essay, class test and open book assignment.
- To decide upon the date and time of the tests, question paper setting and submission and result declaration.
- To ensure timely feedback is given by the teacher educators on the progress of the student teachers.

Activities

- The committee decides upon the schedule of the examination which includes date, time and venue.
- Deadlines are set for question paper setting and submission followed by scrutiny of the paper before final printout.
- Supervision timetable is prepared.
- Examination is conducted under proper surveillance of examination committee and the examination supervisor.

- Answer papers are given to the respected subject in-charge for correction along with the submission date of the mark sheet and feedback sheets to be filled.
- Soft copy and hard copy of the mark sheet are maintained.

Practice teaching Committee

Objectives

- To carry out practice teaching of student teachers of B.Ed. in a planned and systematic manner in association with practice teaching schools, teachers and student teachers.
- To help the student teachers to gain experience of all aspects of school functioning in a structured and planned manner.

Activities

- The committee seeks permission from various practice teaching schools for practice teaching and internship.
- It decides the schedule for practice of micro teaching skills, integrated lessons, practice teaching in schools, simulated lessons and internship program.
- Prepares supervision timetable and appoints supervisor for observation of various lessons.
- Prepares the guidance list wherein students are grouped as per their methods and allotted under respective method masters.
- Ensures the smooth conduction of practice teaching lessons along with guidance and feedback.
- Organizes internship program and allots schools to the student teachers keeping in mind their place of stay.

Editorial Committee

Objectives

- To publish quality annual magazine and biannual newsletter for the college by taking contributions from students in the form of articles, drawing, self composed poems and the like.

Activities

- The committee encourages and motivates student teachers to contribute literary articles and reports on various college activities.
- They ensure the quality of the literary articles by scrutinizing and editing the article at two levels: at the student level and by the teacher editors.

- The compiled magazine and newsletters are sent for further editing to chief editor of our institution before the final print.

Library Committee: The composition of this committee includes the Principals, one teacher in-charge, librarians, student representative from B.Ed., M.Ed. and B.P.Ed.

Objective

- To decide and adopt the library policies.
- To govern the management and programs of the library.
- To prepare the annual budget, rules and regulations of the library.
- To deal with all the matters brought to notice by the Librarian.
- To review the progress of library from time to time.

Activities

- The committee provides general directions to the library and formulates library policy for use and procedure accordingly.
- It reviews the functioning of the library with regards to its support to the academic programs of the college.
- It helps to outline the library collection development policy/acquisition policy as and when required, for its effective implementation with procurement, ordering and technical processing.
- It assesses the suggestions of the users and its response from time to time.
- It evaluates the resource procurement accordingly with allocation of the budget.

Co-curricular Activities Committee

Objectives

- To provide a platform for overall development of student teachers through various co-curricular activities decide the activities to be undertaken by the committee.
- To make the student teachers competent to plan, organize, coordinate co-curricular activities.
- To provide exposure to student teachers to integrate art, dance, drama in education.

Activities

- The committee ensures the smooth functioning and celebration of different days and various cultural programmes.

Clubs

The composition of the various clubs of the institution includes one teacher in-charge, one student council and two student representatives.

Nature Club

Objectives

- To enhance environmental awareness & consciousness and concern for the natural environment among the student teachers.
- To provide opportunities to acquire attitudes, values and skills needed to protect and improve the natural environment.

Activities

- The club every year organizes a series of National Level Seminar on Environmental Reengineering. The topic of the seminar is in line with the year declared by the United Nations.
- The members of the club participate in tree plantation drives every year.
- The club encourages students to participate in activities related to mangrove management organized by Navi Mumbai Environment Prevention society since 2013.
- Visits to plant nursery, talks on environment day, world sparrow and waste management are activities undertaken by the club.
- The club organizes poster making competition on various issues revolving environment.

Well being Club

Objectives

- To create awareness on mental, physical and emotional health of student teachers.
- To help student teachers attain mental and physical well being.
- To instill and imbibe healthy mental and physical practices among student teachers.

Activities

- The club organizes a talk on cancer awareness, Understanding the Self and Mindfulness, adolescent health challenges, AIDS awareness, Naturopathy.
- Workshop on Time management and SUPW programmes were also conducted.
- Sessions on Yoga and meditation are a consistent effort by the club.

Literary Club

Objectives

- To develop and hone the literary skills among student teachers.
- To inspire the students to develop a taste for literature.
- To encourage the students to be familiar with the new literary trends.

Activities

- To instill a love for language, the club organizes various activities like the spell bee and elocution competition, workshop on fun with grammar, talks on the teaching of various philosophers.
- It also conducts an Add on course on communicative English.
- Celebration of various important days are undertaken by the literary club like Hindi divas, Marathi bhasha divas and Matru bhasha divas

Global Citizenship Club

Objectives

- To develop critical thinking about global issues and to equip students with knowledge, skill and values to be an active global citizen.
- To foster international mindedness among student teachers.

Activities

- The club organizes LibreOffice tutorials for the student teachers to help them acquaint to open source software.
- Discussion of national and world news during assembly.
- Celebration of International days.
- Viewing and discussion on topics using TED talks, from YouTube, illustrations, story narration.

Cells

Women Development Cell: The women development cell comprises of the Convener, one teacher representative, one non teaching staff, one NGO member, one gender sensitive NGO member and one student representative.

Objectives

- To create social awareness, legal awareness and develop life-skills among the student teachers.
- To provide and maintain a congenial working environment for all the women employees and student teachers.

Activities

- The Women's development cell undertakes activities to create social awareness, legal awareness and develop life-skills among the students.
- The activities conducted are workshop on women safety, women health awareness programme, self-defense Training program, yearly rally on women's day, drama, expert talks on various aspects of women's life, poster competition on the theme 'women and society', poem recitation competitions, Project on Survey of Women's Status in Society, seminars, add on courses on spoken English and LibreOffice, medical camp, slogan writing competition, workshop on gender sensitization etc.

Anti-Ragging Cell

Objectives

- To provide a disciplined and safe environment to the student teachers.
- To keep a continuous watch and vigil over ragging so as to prevent its occurrence.

Activities

- Groupism and bullying are avoided in the class by keeping a tight vigil.
- The dominant students and dominant linguistic groups are taken care of.
- The counselor talks to the entire class from time to time.
- Movies on anti-ragging are shown to the student teachers.
- Counseling is done by the teachers as well as professional counselor.
- Panel discussion is held by the students on issues concerning the well-being of all the students.

Grievance Redressal Cell: The grievance redressal cell comprises the Principal, Teacher in-charge, General Secretary of B.Ed. and class representative from M.Ed.

Objectives

- To address the grievances of the student.
- To provide opportunity to the students to give suggestions for improvement.

Activities

- There is a suggestion/grievance box wherein students can put in their suggestions or grievances.
- The college has an open door system wherein the students directly take their grievances and speak to the teacher in-charge or the principal.

- Formal meeting is taken by the counselor in the class.
- The students are given an opportunity to convey their grievances at individual, small group and collective levels.
- Grievances and suggestions are collected and read once a month by the principal, council and teacher in-charge.
- Confidentiality of the student with grievances are maintained.
- The class issues are handled at the class level and the individual issues are handled at the individual level.
- Certain issues are discussed among the teachers but not discussed in the class.
- So far no grievances are taken up at the management and university level.

Placement cell

Objectives

- To provide opportunities to the student teachers to develop professional literacy and competency.
- To provide vocational guidance to the student teachers to select and enter into an appropriate profession.

Activities

- The committee provides information to the student teachers on various competitive examinations essential for a teacher like the CTET, TET, NET, SLET etc.
- It furnishes the student teachers with information related to job openings at different schools.
- Workshops to help the student teachers to write applications and face the interviews are also conducted.
- Students interested in going for further studies are given guidance to help them choose a course.

Refer Annexure 15 for last two years members of the committee, clubs and cells

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

Feedback letters are sought from the practice teaching schools and junior colleges, data is collected through questionnaire from the alumni as well as the current students. The suggestions obtained are considered during the planning and execution of the curricular and co-curricular activities in the next academic year.

5.4: Best Practices in student support and progression

- Awards and Recognition for students: Rank holders of B.Ed. and M.Ed. are made guest of honor at the alumni meet. Library user of the year award is bestowed upon the student teacher who makes optimum use of library facilities. The best tutorial group is awarded to that group which participates in curricular, co-curricular and extended activities and bags position in the participated activities.
- Transparency in our transactions: The vision & mission of the college is made known to the student on the orientation day of the programme. The college has a website 'www.pcerpanvel@ac.in' which is updated from time to time and includes complete information about the institution, the courses it offers, various activities conducted, examination, admission and eligibility criteria. The website also provides information on the alumni association and the activities undertaken by them. The teachers and the students share common platforms to interact with each other and discuss through Google groups, Whatsapp, Facebook. Display boards are also maintained to share information on practice teaching activities, class and examination timetables, grades, university notices and achievements
- Democratic approach: Students are involved in the decision making process related to college level examinations, conduction of various activities. The students can
- Planning and execution: All the activities of the college are well planned. The students are oriented about the activities well in advance for their mental preparation and smooth execution of the activities. The purpose of the activities is made clear to them.
- Blended learning: The teacher educators are techno friendly and efficiently blend their teaching with online streaming of videos, group activities like seminars, cooperative learning etc.
- Schemas: The teacher educators print and make available to the students a schematic representation of the subject content. The students jot down important points discussed during the lecture to be used later for the examination.
- Adoption Scheme: After the essay test, the weaker students are identified with respect to language and content depth and placed under different teacher educator for adoption. The teacher educators counsel the identified students and special attention is given to improve their academic performance which is regularly monitored. Remedial teaching along with drill and practice of certain content develops confidence and motivate them to perform better.
- Beyond academics:
 - A certificate add-on course in *English* is conducted for the students having who suffer due to language barrier. The course was designed to enable the student teachers to construct grammatically correct sentences,

develop the knowledge of the usage of words and put ideas in a proper sequence.

- A course on *LibreOffice* is organized for the student teachers to help them understand and get acquainted with open source software. The entire course is a weeklong programme and the students learn with the help of Spoken tutorials prepared by the intellectuals of IIT Mumbai. The Spoken Tutorial project, an initiative of the "Talk to a Teacher" project of the National Mission on Education through ICT, was launched by MHRD, Govt. of India.
- In association with Cambridge University press India Pvt. Ltd., the college encourages student teachers to give Teacher Knowledge Test to help them improve their English language proficiency.

CRITERION VI GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

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

Refer Annexure-1, 2 & 3 for Vision, Mission, Objectives and Values.

The mission and vision statements and objectives are prominently displayed in the college premises, classroom and multi-purpose hall. It is also stated in the prospectus, syllabus book, the teachers' log book, the college website in order to make them known to the stakeholders.

During the Orientation program at the commencement of every academic year the Principal orients the student teachers on the mission, vision and values of the college. Teacher educators reiterate the mission and vision of the institution often during the teaching – learning process.

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

Yes. The Mission can be perceived from three major aspects

- To provide *purposive Education* keeping in mind the needs of the society, national development and the global competencies required.
- To ensure *value transmission* by imbibing, reflecting and transmitting through every actions and transactions.
- Effectively *getting into different roles* as teachers to improve the quality of education and the societal well being

The mission of PCER is reflected through its purpose and values which in turn is implemented through the curriculum transaction. We strive to see our student teachers compete inwardly, understand the truth and the reality outside and complete their course as an evolved personality to face the challenges of the profession and life.

- 3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes.**

The top management is completely involved in all our efforts to serve the cause of education. Dr. K. M. Vasudevan Pillai, the Chairman and CEO of Mahatma Education Society is a visionary who has spared no efforts in his pursuit of excellence in the cause of education, for the past four and a half decades. His legendary energy, perseverance, far-sightedness and indomitable spirit have been the driving force for

the unparalleled success of Mahatma Education Society which now has 48 educational institutions in Chembur, Gorai, Panvel and Rasayani. These sprawling well-developed campuses with world class infrastructure and excellent teachers are a living testimony to the sincerity of Dr. K.M Vasudevan Pillai's purpose driven accomplishments.

Dr. Daphne Pillai, Secretary MES, and chairperson of the Governing body is proactively involved in the working of the institutions, a martinet for value based transmission at all levels, She imparts and provides a humane touch to all our efforts. The overall requirement of the development and quality assurance of Mahatma Education Society is planned and discussed in the Board of Management of Mahatma Education Society (Governing body) which is translated to the heads of the institution's meetings collectively or section wise. This in turn is taken up in the Local managing committee, IQAC for planning execution of the input received in a feasible manner. This is discussed and planned more minutely area wise in the staff meetings by the Principal.

The institutional needs, be it infrastructural, facilities, services, finances, human and material resources the management makes it available on request. Under their able guidance, moral support and continuous encouragement, various institutional committees work as a team keeping in mind the motto, *purposive education towards quality enhancement*.

Refer Annexure: 16 Board of Management of Mahatma Education Society

Refer Annexure: 17 IQAC committee of the institution

Refer Annexure: 17 Local Managing Committee of the institution

Refer Annexure: 15 Special Committees of the institution

The composition of the LMC is as follows:

DR. K. M. Vasudevan Pillai - Secretary & CEO

DR. Daphne Pillai - Jt. Secretary & Rector

Shri A. L. Tripathi - Management Representative

Mr.Ramchandran Pillai – Local Representative

Mr. Khalil Shaikh - Non- Teaching Representative

DR. Sally Enos - Principal

DR.T. A. James - Teachers' Representative

DR. Pratima Pradhan - Teachers' Representative

DR.Geeta R. Thakur - Teachers' Representative

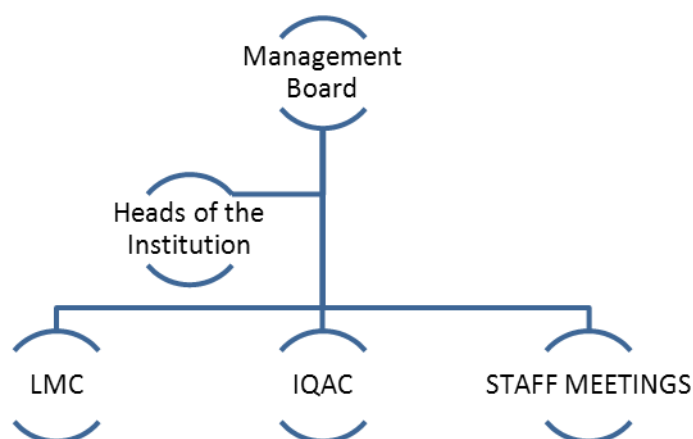
Ms.Bhavna Dave - Teachers' Representative

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

The Management as well as the Head of the institution Principal Dr. Sally Enos, take care to explicitly communicate the management philosophy and values to the teaching

as well as the non-teaching staff, time and again in meetings held throughout every academic year.

A percolating mechanism is used to ensure clarity and consistency of the flow of information. Inter and Intra institutional meetings and institution specific meetings provides input for further transmission of the society's policies, values and roles to be executed by the teaching and non-teaching staff. The Management and the Principal believe in hands-on management, particularly walk-around management. They encourage open communication and open door policy to help in honest communication of ideas, problems and difficulties encountered in the working of the institution. This policy goes a long way in proper functioning of institutional processes and solving problems as and when they arise.



During the meetings, responsibilities are assigned to the different staff members based on their capacity, interest and personal strengths.

The teaching and non-teaching staffs are motivated by the Management and the Principal to fulfil the responsibilities undertaken by them. Problems are heard out and a problem-solving attitude in the true spirit of co-operation and shared responsibility is cultivated at every level.

Duties and responsibilities are clearly defined and communicated to the people put in charge of them through meetings, notices, messages, circulars and e-mail.

Regular meetings of the LMC ensure that valid information and updates are made available to the Management, by the Head of the Institution. This also helps in periodic review of the activities of the institution.

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

The management's keen interest, insight and foresight for quality education enforce a quick and within reach feedback mechanism. Occasional surprise and informed visits to the campus, personal interactions and telephonic exchange is used to relate

immediate action plan and gradual overall progress is reviewed through Website displays, half yearly reports discussed in the heads' meeting, yearly recognition and achievement reports and through LMC reports.

The USP on which we function efficiently is the approachability, accessibility and availability of the management for anyone, anytime and anywhere mantra. Every staff is encouraged to discuss, share the institutional/ personal issues even without prior appointments with the management. A healthy two way communication is maintained.

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

The Management and the Principal take great care to identify and address barriers that might arise in achieving the vision and mission of the institution. The barriers are identified through SWOT analysis:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Well-qualified teachers • Highly motivated teaching and non-teaching staff • Excellent infrastructure • Well-connected campus • Placement facility • Effective communication across the organisation and team work. 	<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. • Lack of proper content base.
Opportunities	Threats
<ul style="list-style-type: none"> • Increasing population in Navi Mumbai region • Focused approach with insight and foresight of the Management 	<ul style="list-style-type: none"> • Declining interest in teaching as a profession world-wide • Clustered approach: Three Teacher education colleges within two kms with B.Ed and M.Ed program. • Rise in teacher education colleges in the region • Frequent changes in policies and curriculum, • Short –time /delayed notices from the affiliating bodies.

Regular meetings in which proper feedback is solicited and obtained and follow-up action taken based on the feedback obtained, has so far ensured that the goals of the organization have been attained.

The institution since its inception has been striving for quality education and value transmission which are applauded by many. Through the formal and informal feedback from students, guardians, schools and other stakeholders the institution sincerely tries to mitigate certain internal hurdles like medium of instruction, lack of proper content knowledge, communication skills, diffidence among students, professional ethics etc which in turn are addressed through the curriculum transaction in the form of tutorial groups, adoption strategy, one to one interaction and guidance for all activities ensuring that each teacher educator gets opportunity to interact, guide, mentor every student in one activity or the other. Ample opportunity for content enrichment in the form of add-on courses, National level Seminars organized by the college, workshops in different areas like research, teaching aids, ICT , club activities have enhanced confidence and led to self-development among students. Although in the last five years the major barriers that slowed down the effectiveness of transactions were curriculum overload, delayed centralized admission process, changing policies of the university, changing curriculum (B.Ed. thrice and M.Ed. twice during the last 5 yrs), the team work and selfless commitment and support of the management board, heads and staff towards quality transaction has helped in achieving the Vision and Mission of the institution. These barriers were time and again discussed in the management and heads meeting and care was taken to execute the mission and the vision through the objectives to the fullest.

Regular appraisal of the program has helped to reduce waiting time and effective services in Admission procedure, Enrolment and Eligibility, Library transactions, Exam form filling, individualized guidance, quick redressal of grievances and to provide opportunities for staff development.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The Management provides facilities like Wi-Fi enabled staff room, good infrastructure, updated learning resource centre thus ensuring an ambience that is conducive to improve the effectiveness and efficiency of the institutional processes. Monetary support as well as moral support is readily extended to the staff in carrying out the work of the institution efficiently. This is seen by way of financial support for conducting workshops, seminars, etc. that benefit the learning experience of the staff and student teachers. Similarly management provides a free hand to develop professionally and encourages the teachers to attend workshops, seminars, orientation programmes, refresher courses, certificate programmes, undertake research work, etc. is readily extended. The college has its own magazine, Journal, news-letter and seminar proceedings providing opportunities to the staff to organize, assimilate,

disseminate and publish articles in various forms. The cost of printing and publishing is borne by the Management.

Teaching and non-teaching staff are felicitated by the Management on the occasion of Teachers' Day, recognizing and appreciating the efforts of the institution and staff. Teachers who have completed their doctoral work are also felicitated by the Management every year, on the occasion of Teachers' Day.

Management provides common platforms in the form of Research Forum, Community service day, Talent search programme (Uber Rang), Inter institutional sports and games, MES – Gmail connection, expert talks on various topics providing sufficient opportunity to interact, share, know and grow. Various inter and intra institutional programs are organized by the management to ensure a holistic development of the staff from the point of view of academic/ professional development, wellness and health.

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

Management is doing things right whereas Leadership is doing the right things. The Principal follows the transformational leadership skills and is actively involved in the institutional administration, in proper governance of the institution. The activities are planned through various meetings with the area specific committees during the academic year to generate the strategy for delivery of the curriculum in the best possible manner. Subject allocation to the different teachers, chalking out the annual calendar, requirement and availability of different resources, their allocation and manner of utilization, teaching practice, schedule of lesson observations and various activities for the teaching of B.Ed and M.Ed courses, are all deliberated and decided in a democratic manner, by Dr. Sally Enos. This paves the way for the smooth functioning of the institution and optimum utilization of material resources as well as human resources. The respective committees are responsible for the planning, organization, implementation, evaluation and review of the portfolio they are in charge. The Principal takes care that the curricular, co-curricular and extra-curricular portfolios are fairly well distributed, coordinated and effectively organized before its implementation. A pre-activity meeting is taken to make the plan of action known to each staff and a SWOT analysis in the post-activity meeting is taken to review the program and the strengths are applauded. The strategy to avoid the hurdles in the future too is discussed and strategized. After every three years the portfolios are redistributed thus providing opportunity to the teacher educators to be part of various tasks and responsibilities. This builds confidence and leadership qualities among all.

6.2 Organisational Arrangements:

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

Refer annexure 15 & 18 for the composition of members of various committees.

List of Committees constituted by PCER, New Panvel for management of different institutional activities:

1. Admissions Committee
2. Local Managing Committee
3. Finance Managing Committee
4. Internal Quality Assurance Cell
5. CCA Committee
6. Practice Teaching Committee
7. Publications Committee (Website, online work, newsletter, Magazines, Publications)
8. Library Committee
9. Examination Committee
10. Research Committee
11. Placement Cell
12. Students' Council
13. Alumni Organisation
14. Women's Cell
15. Grievance Cell
16. Anti-Ragging Cell

IQAC: Although from the beginning we have had the internal quality assurance meetings comprising the Principal and staff of M.Ed. and B.Ed. program we made it a separate committee by officiating it in July 2013.

The committee formed comprised of

Shri A.L Tripathi (Management Representative)

Dr Sally Enos (Principal)

Dr Karuna Gupta (Teaching staff)

Dr James T A (Teaching staff)

Dr Pratima Pradhan (Teaching staff)

Mrs Geeta R Thakur (Teaching staff)

Mrs Bhavna Dave (Teaching staff)

Mr. Ramchandran Pillai (Local representative)

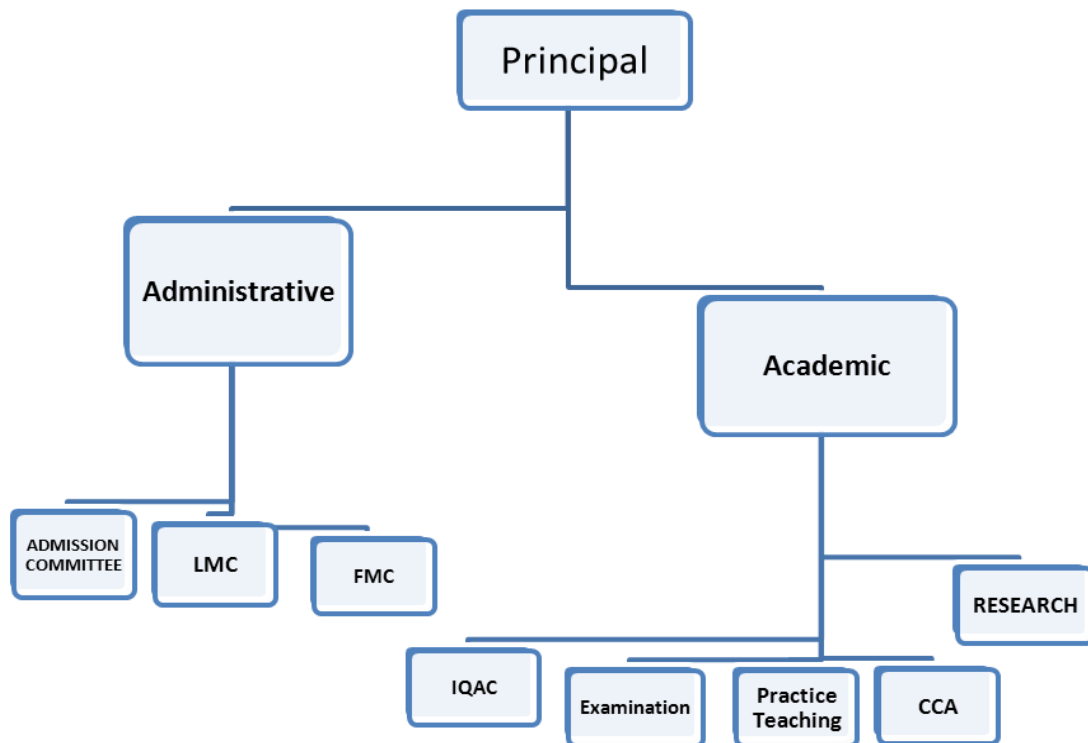
Ms Pramila Shivkar - Non- Teaching Representative

Apart from these the institution also has club committees to develop the interest of students in specific areas.

Nature Club, Well-being Club, Literary Club, Global citizenship Club

2. Through regular meetings and deliberations of various committees as shown in table below the major outcomes of the institution were starting of MA(Education) PCP centre (2007), M.Ed department (2008) Bi-annual National level Seminars (2010), In house Journal PJERT (2011), Ph.D centre (2012), planning and strategizing the credit based grading system semester wise, start of various club activities, add on courses, enhanced ICT resources, well equipped Library infrastructural maintenance and development, initiatives taken in minor research and action research and continuous quality curriculum transaction.

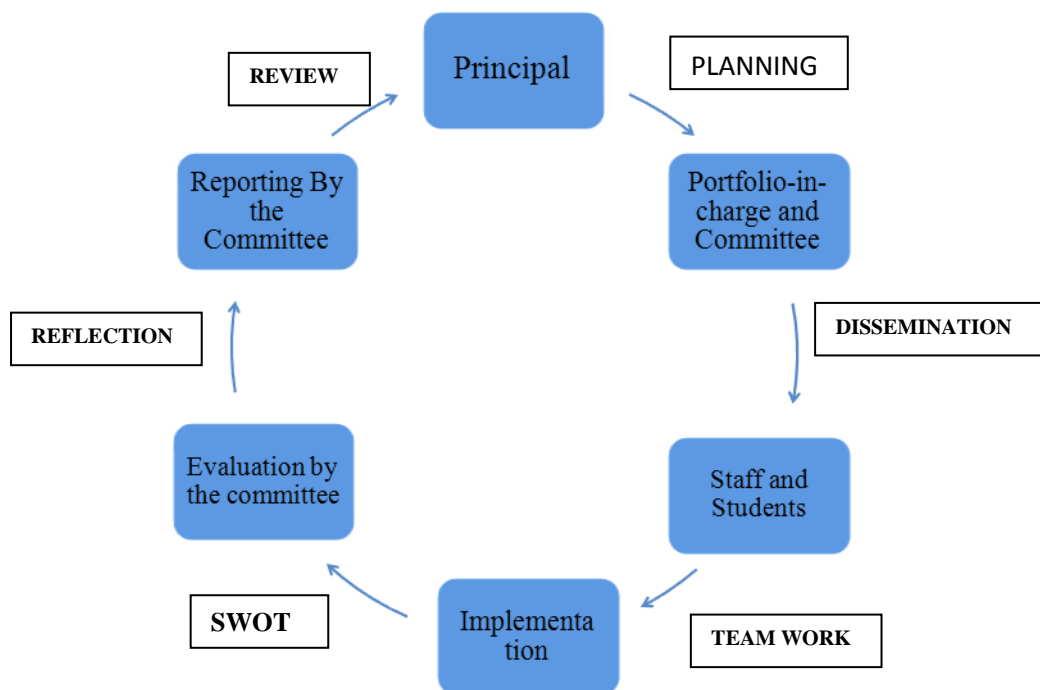
3. Give the organizational structure and the details of the academic and administrative bodies of the institution.



Organizational Structure	Areas	Major Function
ADMINISTRATIVE	Admission (Meetings held twice in the first quarter)	- Related to CET - College level admission - Eligibility & Enrolment
	Local Management Meetings held minimum twice a year	- Infrastructural maintenance - Admission anomalies - Academic Calendar - Human & Material resources
	Financial Management Meetings held Bi-annual	- Budget - ShikshanShulk - Transaction of finance
ACADEMIC	IQAC Meetings held minimum twice a year	- Curricular Transaction - Portfolios - Seminar - Self-development programs - Professional development
	Examination Meetings as and when required (minimum thrice a year)	- External Examination - Internal Examination - Internal assessment
	Practice Teaching & Internship Meetings as and when required (minimum thrice a year)	- Micro Skills - Lesson Planning Workshops - Practice Lessons - Simulated Lessons - Internship
	Research Meetings held minimum twice a year	- PJERT - Ph.D - M.Ed Dissertation - Minor Research - Research Workshops - Action Research - Resources for Research
	Co-Curricular/ Extra Curricular activities Meetings as and when required	- Planning and organizing cultural activities, talks, games, sports, Picnic, club related activities and extended activities.

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

Structure and Functioning



Our management believes in democratic leadership for the growth and welfare of all the institutions run by the society which ensures employee engagement and creates a sense of belongingness in employees at every level.

This philosophy is followed by the Principal as a democratic leader who conducts meetings with the relevant committees regarding the planning and implementation of the programme. The committee comprises of teachers in-charge and student representatives. The respective committee takes this forward; disseminate information and delegate work to the other staff and students. During /on completion of the programme, the committee evaluates the strengths and weaknesses of the activities and communicates the same to the Principal. The Principal along with committee discuss the necessary revisions/ modifications /actions required for the improvement of the programme. Every staff gets an opportunity to plan, organise and show case their creativity thus being confident in any situation. This is passed on through their actions and transactions to the students. The institution's structured functioning in a decentralized process creates a synergetic and concerted action.

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

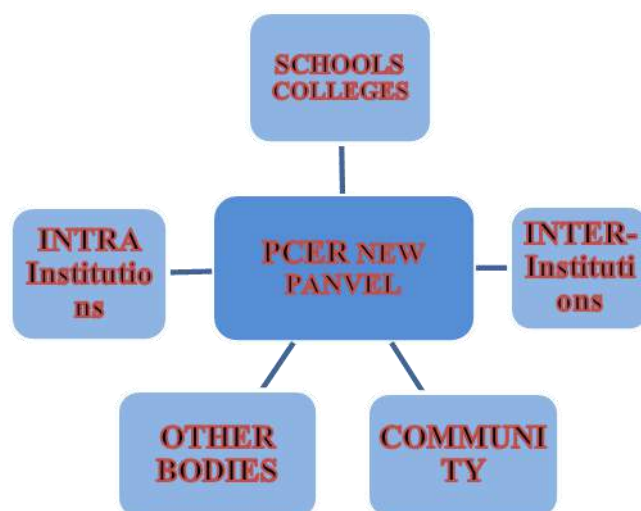
To understand the societal needs with global outlook for quality improvement in the overall curricular transaction the institution ensures multiple level collaborations and interactions with various sections and departments of intra-institutional, inter-institutional, Schools, Community, and other bodies. The prime purpose with which this institution collaborates is need based, quality enhancement, resource sharing, exchange programs, extension and consultancy. An amicable environment is created with all stake holders. There is a strong and fruitful networking between various institutions within the campus and other campuses of the Society.

The intra and inter institutional collaborations are done through programmes like-faculty exchange programme, research forum, workshops on relevant social needs like yoga, women development, literacy campaigns, community work, teachers being part of editorial boards of journals, sharing of material resources, and celebration of common days of the society provides sufficient platform for growth and development. With other bodies which includes the affiliating body i.e the University of Mumbai, the institution is proactive in the university work as resource person, special invitee for board of studies, as paper setters, examiners, moderators, convener and members of curriculum committee, participating in other affiliated college programs, in providing place for conducting exams, PCP centre for MA Education (Distance Learning),

Collaboration with other universities and colleges like being a Member of Board of studies D Y Patil University, Guest lecturers at MGM College of Nursing, Homi Bhabha Science Education etc.

The teacher education institution cannot be complete without the collaboration, cooperation of the local schools. The practice teaching a need based practical component can be effectively executed with the support and guidance of School personnel. Regular interactions in the form of seeking permission, guidance, new developments in the school pattern, inviting them as resource persons, going as chief guest, judges and resource persons builds a strong bond of love, concern and exchange of experiences and expertise.

The institution also strengthens its linkages with the community through the community based program which is one of the best practices of our institution. Through the students and alumni a conscious and sincere efforts are taken in spreading awareness regarding health and cleanliness, teaching the less fortunate, providing communication skill development courses, inviting from the community resource people for talks and interactions on health, well-being and meditation, Yoga, environmental and Social issues etc.



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

Yes, our college seeks data and information from various stakeholders in the form of formal and informal feedback in decision-making and performance improvement. 360 Degree appraisal system is in place in our college. The feedback obtained from student teachers, colleagues, self and Principal about the teaching staff of the college is interpreted to learn about the strengths and weaknesses of the teaching staff to improve the quality of transactions. Feedback from practice teaching schools, intra and inter institutional meetings, appraisal of the college from students, Alumni, Guardians, student council, grievance redressal cell, various committees are all considered and deliberated in the staff meetings and appropriate strategies are formulated where ever necessary.

5. What are the institution’s initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments’ creating/providing conducive environment).

The teacher in charge/ committee plans and organises extensively the allocation of task, schedules and resources required. In a meeting the holistic view is presented with the desired plan of action which is minutely discussed, clarified and accepted/ rejected or modified. The team work is so evident that even in case of emergency one is thoroughly prepared to take up the other person’s task. Team work has become a habitual trait among the PCER staff with a clear understanding that *together each achieves more success.*

We have a cascading system of transfer and sharing of knowledge. Any form of extension activities are openly circulated among the staff and interested persons not more than two at a time are permitted to attend/ participate/present in various areas.

They in turn after the event discuss the strengths and weaknesses in a specially called staff meeting. Thus everybody gets a fair idea of the event. Through Whatsapp, SMS, Facebook and Google groups the teachers exchange relevant information. We believe that *in sharing we receive much more*.

Teachers are given freedom, opportunity and flexibility to be innovative and execute their ideas through assembly, magazines, newsletter, informal meetings, seminars, club activities and even through day to day classroom transactions. ICT enabled classrooms and curricular transactions also give much scope for internet search, acquisition and transmission of ideas. We believe that, *Ideas if maintained will be sustained*.

The teachers are given opportunity and freedom to enhance professionally and personally. They are encouraged to do action/minor research projects, present papers and publish, acquire degree/diploma without comprising the quality of the teaching learning process. The college although being young, yet has brought out confidence and depth in subject areas in teachers to equip them as resource persons for other institutions. This itself speaks volume in the direction of empowerment, development and quality among our staff. Such an ambience is permeated to the students too. *Responsible actions lead to fruitful outcome*.

Informal and formal discussions, open communication and deliberations, Evaluation and reflections throughout the year are the key factors for an empowered and healthy ambience.

a. **Strategy Development and Deployment**

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

- Admission related information can be viewed through MVAMSA portal and the hardcopy is maintained by the office. We have a centralized student relationship management (SRM) functioning from our Chembur campus for admissions to various degree programs and placements within the group of institutions. (Website admissions@mes.ac.in, placements@mes.ac.in)
- Student composition and subjects can be viewed from AISHE portal and DHE and the print copies are maintained by the office.
- The calendar and the up to date information of the college can be accessed through institution's website given in the brochure, syllabus book, Students ID card etc
- The curricular transactions like lecture time table, Practice teaching, examination, co-curricular activities are displayed on the notice board and shared in Google groups well in advance providing sufficient time for planning and execution.

- The institution's USP is also the affectionate, genuine and correct mode of communication of information regarding the institutions working and programs. Over the counter information and freedom and flexibility to meet the Principal throughout the year makes it easier for the stake holders to access requisite information.

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

- All the financial resources required are planned by the financial management committee at the beginning of the year, before term begins and these are made available by the Management time to time. Most of our material resources are made available through centralized system and hence the management takes care of the requirements if any. Judicious use, reuse and sharing of materials are the mantras followed for effective use of material resources.
- The teaching staff as and when required is appointed as per the university norms and procedure. This is made known to the management through the local managing committee meeting. In case additional support staff and material resources are required for organizing major programs, help has been provided from other sister concerns.

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

- The local managing committee takes cognizance of the staff requirement if any. The additional / new teaching and non-teaching staff needed for the academic year are communicated to the management by the Principal. Vacancies are filled as per the procedures of the University of Mumbai. Advertisements and due procedures are followed while recruiting the teaching staff.
- Financial Resources are sought mainly through the Tuition fees of the students. Donations are not taken and the extra financial burden is taken care by the Trust, Mahatma Education Society. We are privileged to function under such a magnanimous body.

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

The academic calendar is prepared before the onset of the academic year by the academic committee. The planning is done keeping in mind the objectives of the institution, objectives and the pattern of the curriculum, the year wise term break up of dates given by University of Mumbai, the school calendar of SSC and CBSE board, the inter and intra institutional programs, public holidays and the local

needs. In seeking all these information the institution consults schools, Management, local management committee, heads of other institutions etc to plan and prepare a general calendar in the month of July. However due to erratic and delayed admission process it is difficult to finalize the actual commencement date of the B.Ed and M.Ed program. Although the main pattern and flow of content is kept as it is the execution dates are accordingly changed and time tables are prepared and displayed on the notice board. Various academic committees like examination, Practice teaching, co-curricular and extra-curricular are consulted before the dates are finalized and conveyed to the class.

Refer Annexure 19 for academic calendar

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives are prominently displayed in the college premise, classroom and multi-purpose hall and stated in the prospectus, Syllabus book; the log book and the college website. This are reiterated through formal and informal communication in all meetings. The teaching faculty are also encouraged to bring out the objectives and values through the class room interactions which is incorporated in the log book (weekly planning) too. Continuous discussions and open communications with non-teaching and technical staff enables in collective and individual contribution for institutional development. In the course of the year it's imbibed in us the values and needs of the institution.

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

Our activities are regularly monitored and evaluated keeping in view the Vision, Mission and objectives of the institution and the program objectives. Stakeholders also evaluate and provide feedback. Till last academic year the B.Ed and M.Ed program being of one year duration, the class composition and requirements for each batch change. Keeping in tune to the changing needs the implementation plans for various activities were often revised. However the Vision and Mission has been revised only once.

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

As per the requirement of the institutional development and quality enhancement sufficient computers, software and gadgets are procured and installed. The college has high speed internet connectivity, Wi-Fi connections, ICT enabled classrooms and gadgets for Skype/ video conferencing are made available on need base. The library is also technologically well equipped. Instead of over-head projectors, slide projectors, radio, tape recorders lingua phone and video the multimedia technology is used and

shared in the curriculum transactions. Regular maintenance and up gradation is done for effective communication.

6.4: Human Resource Management:

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

The faculty development needs are assessed on two-fold criteria. First based on the fundamental and compulsory professional development prescribed by the UGC and University norms like orientation, refresher, Short term courses are given preferences.

Secondly the teachers are given opportunities to upgrade their qualification, attend programs according to their interest, subject areas and feasibility in terms of their time and work. The teachers are also encouraged to upgrade their knowledge regarding various courses of the syllabus based on the changing trends in curriculum by attending the orientation programs, seminars, workshops conducted by the University of Mumbai and other institutions at state/ national level.

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

The performance assessment is done using 360 degree appraisal.

- Self – appraisal method: Teachers appraise themselves each year according to the UGC guidelines and institution prepared appraisal format.
- Comprehensive evaluation by students and Peers: There is a mechanism in place for evaluation of teachers by the students. A set of statements are given against which students are to rate their teachers. Space is provided at the bottom of the page for any additional information or reflections that the student would like to share. Students need not disclose their name. Such evaluation helps in the implementation of healthy educational practices in the College.
- This comprehensive feedback by the students serves a two-fold purpose: Students get to voice their real opinions freely, without having to worry about negative repercussions. Teachers get to know their own strengths and weaknesses and can enhance their performance and reduce their weaknesses. The information gathered is evaluated and deliberated on a one to one basis and suggestions provided for improvement.
- Feedbacks received are of great value and effectively used for the improvement of teaching learning process and staff development.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The staff welfare schemes ensure Health care and Medical facilities through savings and loan system through credit society and Provident Fund. The co-operative credit society provides loans for its members for housing, medical and purchase of vehicles etc. The criteria to avail loan are the concerned staff must be a contributor to the credit society for at least one year. The credit society form is filled with three sureties who are members of the credit society. Members have to repay the loan amount in equitable monthly installments along with interest in three years. Apart from the financial security the ambience and the infrastructural facilities provided also lead to job satisfaction, growth and overall well-being.

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

The institution has conducted workshops for teachers on Research Methodology, Action Research and professional development. The seminars conducted in the college also helps in organizational skills, communication skills and technology related skills. The non- teaching staff are given sessions on etiquettes, technical know-how, gender specific issues, meditation organized at the campus level. Small group/ individual informal sharing also helps in self-development and acquisition of knowledge and skills.

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

Our institution has earned its name in the vicinity and at the University level and is known for quality transaction, organized execution of work and commitment to the work taken up. These qualities are also reflected in our students. It's a dream for the students who pass out to be part of mahatma Education society's group of institutions. Most of our teachers employed in our schools are alumni of the institution. The institutions ethos and honest transactions make them upgrade their qualifications and come back to their alma mater. Our recruitment policy is transparent and follows the procedure laid by the University of Mumbai. The procedure involves advertisement in the newspapers, panel interview, demonstration lessons and selection on the basis of merit. Our eye for good teachers and reasonably good salary compared to other institutions gives the faculty sufficient confidence to stay on. The faculty is given regular increment and is entitled to all types of leave facility like casual leave, sick leave, duty leave, maternity leave, annual leave as per the University norms and

standards. Although we provide competitive salary, job security, conducive environment, opportunities for professional development, small fraction of the staff leave the college every year due to very valid reasons like marriage, transfer of spouses, maternity and child care, or job in aided college.

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

The institution mainly appoints full time staff. The criteria for appointing ad-hoc and Part time faculty are based on their qualification and professional competencies and their inability to commit to a full time work load. Their appointments are done through the management board and Principal of the institution. If appointed they are given comparatively less salary and less work load.

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

The teaching-staff is given opportunity and freedom to take part in research activities, publications and paper presentations at local, state, National and International levels. They are trained and sent as resource persons to other institutions and organizations. The honorarium received is retained by the resource person concerned. The college work is adjusted and duty leave is provided for the same. The teachers are members of reputed organizations like IATE, AIAER, and Association of Indian College Principals (AICP). Separate Budget allocation for organizing seminars and workshops by the institution is also provided.

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

Well-equipped staffroom and resource centre with separate seating area, laptops Wi-Fi facility, computer lab with internet connection and a motivating and encouraging environment provides sufficient leverage for planning, organization and execution of work at the college level along with their own professional and personal development.

- 9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The stakeholders have complete freedom to approach the Principal/ Management directly in case of any grievances due to open door policy. Personal interactions,

Website, feedback sheets also help in a two way deliberations or enquiries/ suggestions/ Complaints if any.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The college working hours for the last three years were 40 hours per week. The teachers were engaged with maximum two lectures of 50 minutes per day. 2 ½ hours per day is allotted for Guidance of micro skills/lesson plan/ simulated lessons/ seminar presentations/action research. On an average 2 hours per day are allotted for assessment/ preparation/planning for activities. Most of the professional and administrative activities are done during study leave/ examination period and post-practice teaching sessions. The teachers on an average get almost two months per year to concentrate on professional development; however it may be in spurts.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

At the annual day program the staff profile of the year highlighting the major achievements are presented by the Principal and published in the college magazine and news-letters. The portfolio wise accomplishments by the teacher in charge and students are specially are announced and applauded in the class as and when it is completed in the course of the year. This motivates the staff to perform even better. At the formal and informal meetings the efforts of the staff are highlighted and reflections on its shortcomings are also discussed.

Felicitations and appreciation of the teachers on the Teachers' Day programme by the management for doctoral degree and institutional achievements like the college result, beyond curriculum activities in the areas of research, Sports, cultural activities and community based programs are also commended by the governing body.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

Our institution is a self-financed college and therefore we do not get any financial support from the government. The source of revenue is from the tuition fees of the students. The additional support as and when required is provided by the trust.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

Our institution does not take donations. Sanctioned fees for the program with the gradual sanctioned increase permitted by Shikshan Shulk samiti is collected as fees from the students.

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

We are able to manage salary component and the maintenance of the equipments and day to day expenses if all the seats are duly filled in the B.Ed and M.Ed program. The budget required for additional activities like seminars, workshops upgrading ICT and other facilities, additional books and incidental expenses are covered by the trust.

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

We have an Annual Budget. All activities relating to the college, including extracurricular activities are conducted through proper planning and financial resources. The committee has to discuss and plan the resources required and put in the requisition which after approval by the Principal is sanctioned by the financial management committee for that committee. Day to day expenditures is taken care through petty cash by the office the requisition for which is given by the Principal on as and when need base to the financial management committee.

Refer annexure 21 for Annual budget.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits.

Yes. The accounts are audited regularly through internal and external audit. The Annual audit is conducted by the statutory auditor appointed by the Management at the end of the financial year. The last External Audit was done on 26th April and 29th April 2015 for B.Ed and M.Ed respectively. The internal audit is done every fortnight wherein all vouchers are thoroughly checked and tallied with cash and bank entry. This in turn is duly reported to the management. Apart from this a daily report of receipts and payments are also done via e-mail in a given format to the management. As of now there was no rectification report by the external auditor.

Refer annexure for last two years audit report.

6. Has the institution computerized its finance management systems? If yes, give details.

Yes. We use tally software ERP 9 to record our receipts and payments. Tally entry of cash payment and receipts give a holistic view of ledger book, cash book, Petty cash ledger wherein day to day report as well as annual report can be generated.

A monthly report is sent to the centralised management system by the accounts section.

6.6 Best Practices in Governance and Leadership

1. What are the significant practices in governance and leadership carried out by the institution?

Democratic approach of the Management: Flexibility and freedom given to the Principal by the top management to take decisions, organise, implement ideas beneficial for the teachers, students and community at large and to provide quality education and appropriate skills for teaching.

Decentralised administration of the institution: Provides opportunity for all the teachers to exercise their creativity and leadership qualities in handling various tasks. This has enhanced the confidence level of teachers to be expertise in the areas of their choice and handle varied situations.

Transformational leadership and cascading model of dissemination: The need of task, team and individual are considered while planning any activities. The leadership also motivates the staff to achieve higher goals. The cascading model ensures systematic flow of information and keeps one and all informed about new developments, execution of next task etc.

Regular Appraisal system reflection and review: The 360 degree appraisal provides an overall view of the individual performance academically and professionally. Regular appraisal and review of programs gives sufficient insight to the proper execution of the task.

Effective management information system: The stake holders are well informed about the working of the institution enabling a planned and organised execution of activities.

Financial and moral support of the trust: Provides sufficient scope to try out various permutation and combination of activities for the accomplishment of the institutional Vision and Mission. We can work confidently when it comes to financial assistance required at any time. The milestones achieved i.e M.Ed program, Ph.D centre, publications (PJERT, Seminar Proceedings, Schemas) University toppers, environmental management and social commitments) in a short span of eight years have been possible because of the strong moral and financial support by the management.

CRITERION VII INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

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

Being in the first cycle of accreditation, IQAC is optional, however, our institution has established it in the year 2013 - 2014

The committee formed comprised of

Shri A.L Tripathi (Management Representative)

DR Sally Enos (Principal)

DR James T A (Teaching Staff -M.Ed.)

DR PratimaPradhan (Teaching Staff-M.Ed.)

DR Geeta R Thakur (Teaching Staff-B.Ed.)

Mrs Bhavna Dave (Teaching Staff-B.Ed.)

Mr.Ramchandran Pillai (Local Representative)

Ms Pramila Shivkar -Non-Teaching Representative

It takes a lot of co-operation, consensus, direction and systematic efforts at institutional level to achieve quality excellence. Through IQAC, our institution makes an effort to activate the system of quality management in order to raise the institutional standard. The IQAC has been actively monitoring and participating in quality assurance within the existing academic and administrative systems formally since 2013.

The college has been undertaking major activities even before the formation of IQAC. The formally established IQAC ensures the sustenance of these activities as mentioned below.

- The college has a website which is updated regularly and is actively used for online admission process, informing stakeholders about college structure, planning and activities, to maintain transparency.
- Two national level seminars are organized annually.
- 360 degrees appraisal system is followed.
- College obtains feedback from students on the quality of education imparted by the teachers.
- Research Activities in the form of minor research, Ph.D. degree etc. is carried out.
- College initiated the publication of a Peer reviewed journal PJERT.
- Students and teachers are encouraged to participate and publish papers in the Conferences, Seminars, and Workshops and journals.

- Programs for professional development of staff are regularly organized.
- The mentor system is adopted by the college to ascertain Holistic development of the Student Teachers by catering to the diverse needs and interests of the students
- Registration of Alumni Association: The College's Past Student Association worked as the alumni for the college for all its developmental activities especially Community Service programs.
- Enhancement of ICT competencies of students and staff,
- Promotion of College as a resource centre to the wider education community.
- The college has been consistently publishing newsletters biannually.
- Introduction of various cells and clubs like Nature club, Global citizenship club.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

IQAC conducts a formal meeting to discuss the matters related to quality enhancement in order to develop the Institution as a centre of excellence in teacher education. Continuous and Comprehensive Evaluation mechanism is used for curriculum transaction. The set goals and objectives are evaluated through formal discussion at staff meetings, LMC meetings, discussions among faculty and students and other stakeholders. Follow up and reviewing of each activity is done in order to improve the weaknesses and strengthen the strengths in order to achieve the set objectives and goals of the institution. Feedback is sought from various stakeholders. This process helps us to evaluate our progress and plan our further course of action.

3. How does the institution ensure the quality of its academic programs?

Quality benchmarks of our institution are academic achievements of student teacher, value based education, placement in schools, development of teaching competencies and skills, development of positive attitude towards teaching profession and development of socially responsible and globally conscious teachers.

To ensure the quality of academic programmes our institution makes efforts to achieve these quality benchmarks through systematic administrative and academic structure of B.Ed./ M.Ed. programme, team efforts, performance appraisal system and professional empowerment of teachers. Quality of the academic programme is maintained through individual guidance, blended learning, group counseling, tutorial group, research activities, and ICT and library resources. The student teachers are made socially responsible and globally conscious through a variety of co-curricular activities, extended programmes and reflective practices thereby achieving and maintaining the overall quality of teachers.

4. How does the institution ensure the quality of its administration and financial management processes?

Regular financial audit is done through a qualified CA. Budget allocation is done through LMC meetings. The decentralized system of administration provides flexibility and freedom to plan, execute and evaluate thus ensuring the smooth flow of events. The Institution provides opportunities to the administrative staff to attend the training programs to update their knowledge and also equip themselves with the relevant technologies. Well trained support staff also provides transparency and objectivity by maintaining updated records and registers. Thus, a well synchronized effort between the support staff and teaching staff along with technical support ensures the quality of the Institutions' administration and financial management processes.

5. How does the institution identify and share good practices with various constituents of the institution?

The Institution **identifies its good practices** like 360° performance appraisal, reflective practices, cascading model, CIPP model of evaluation, ICT based – teaching learning, value based transmission from day to day interaction, feedback that it receives from its various stakeholders and informal discussions and experiences of the students and staff. Informal sharing club of the faculty also acts as a catalyst for identifying good practices of the Institution.

These good practices are made known to various members of the institution through club activities, day to day interactions, informal interactions, staff meeting, college level seminar, workshops and activities, college publications, college website and display boards. Faculty also develops and discusses innovative ideas among themselves and student teachers. Research Forum and common programmes of the society provides platform for sharing ideas among inter-institutions and inter-streams.

7.2 Inclusive practices

1. How does the institution sensitize teachers to the issues of inclusion and the focus given to these in the national policies and the school curriculum?

Teachers are sensitized to the issues of inclusion as they prepare for the curricular topics such as integrated education, inclusive education, individual differences, learning difficulties, guidance and counselling, marginalization etc. which are introduced in the B.Ed. and M. Ed. curriculum. Through teaching-learning process knowledge, skills and values associated with inclusive education are gained by the teachers. The participation of teachers at national and international level seminars and conferences, orientation, refresher courses which highlight the issue of inclusion creates awareness among teachers. The community work which is part of the B.Ed. course helps to sensitize the teachers and develops in them values like empathy, sensitivity, tolerance, and the readiness to accept and help others.

Various action research projects in B. Ed. and the research work done at the M.Ed. level also develops the knowledge of inclusion. Our teacher educators also co-ordinate with schools of special education by conducting workshops on various skills needed as a teacher. The Alumni meet organized by the college every year serves as a platform for the ex-students to come and share the cases of inclusion in their place of work and the various ways of handling the same.

Refer Annexure 4 & 5 for B.Ed and M.Ed syllabus

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The knowledge, skill and values needed to handle inclusion as well as gender differences are embedded as various topics in the many subjects of the B. Ed and M. Ed syllabus. The teaching learning process is conducted in such a manner that students are sensitized to the needs and difficulties of the marginalized groups. Literacy program through community work is organized among economically and socially backward children in the nearby slum area.

The Women Development Cell activities also ensure that the status of women in the society is highlighted and awareness is created among the students. Our institution celebrates International Women's Day on March 8th each year either with a women-centered skit or a peace rally highlighting the status of women and girl child.

The cultural activities and competitions conducted are based on various aspects of inclusion. We expose our students to educational movies based on these themes and they are asked to reflect on the same. Mahatma Education Society also celebrates the Community Service Day where all the institutions get together with their specific community friends with whom they have linkages. Our students plan entertainment programmes for these students and hence get sensitized to the needs and problems of these marginalized groups.

Our institution is also involved with the Mumbai chapter of Soroptomist International. This agency takes up issues of women in the society and helps them find a footing in the society by educating them, finding employment or providing help for self-employment. This creates an opportunity for our students to know about the gender related laws and policies.

3. Detail on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self-motivation.

M. Ed and B. Ed curriculum enforces active engagement in learning through co-operative learning, debates, discussions, blended learning, use of various models of teaching, inquiry based approaches which forces the students to think and be

active participants. Students are given training in various teaching skills for which they need to plan, prepare and present lessons which requires active participation. Social interactions are ensured through group activities, community work, practice teaching, extended activities like rallies, street plays, co-curricular activities, educational visits, being part of the various committees and also through data collection for research.

Our institution takes efforts in creating intrinsic motivation among the students by providing extrinsic motivation by informal interactions, talks, assembly, personality development workshops, constructive feedback, reflective practices, and providing opportunities to participate in various curricular and co-curricular activities.

At the completion of the M.Ed. and B.Ed. programme, the students emerge as confident, competent, socially responsible and self-motivated teachers. In every alumni meet organized at the college level the guests of honour are the toppers of B.Ed and M.Ed program of the previous batch of our college which is a motivating factor for the current batch to excel.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The Institution adopts several strategies to ensure that student teachers are equipped to deal with children from diverse backgrounds and exceptionalities. Subjects like Guidance and counselling, Educational Psychology and Educational Sociology impart the knowledge to identify diverse learners and their learning needs. We train our students to use various models of teaching, ICT based teaching, variety of teaching aids and different assessment patterns which helps them to develop skills to deal with exceptional children. Different enrichment and remedial programmes undertaken at the college level gives them an insight in handling students of different learning styles. Action research conducted by the B. Ed students and dissertation at the M. Ed. level also makes them aware of the role of diversity and equity in the teaching learning process. Apart from this, extended activities like talks, workshops, community work also sensitize the students towards the need for equal learning opportunities for the disadvantaged sections of the society.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Although negligible percentages of physically challenged students have enrolled, the institution is equipped to cater to their needs through user-friendly infrastructure. Elevators and ramp at the entrance helps the physically challenged students to approach the office and classrooms. Mentoring, differentiated instructions, guidance and counseling helps in addressing the special needs of

differently-abled students enrolled in the institution. ICT enabled classrooms also help the students to learn as per their potential.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The Institution has a majority of female students and hence women-related issues are discussed under Women Development Cell, which was established in 2009. The WDC conducts various activities like street plays, rallies, competitions, talks by experts on various women related issues, workshops on gender sensitization, health & hygiene, physical and sexual abuse, legal talks on women's rights and self-defense. Any individual and specific issues are handled through counselling by the Women Development Cell.

7.3 Stakeholder relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on organizational performance to stakeholders through websites, publication of magazines & newsletter, display boards and meetings.

College website provides information related to affiliation, NCTE recognition and association dealing with centralized admission process to B.Ed and M.Ed. programme. Website also shows the curriculum transaction (curricular, co-curricular and extension). It contains information on various publications, research activities, staff profile, examination related information, B.Ed. and M.Ed. result. The faculty performances such as Ph.D. awardee staff, completion of research project etc. are displayed through the institutional website. Information about curricular and co-curricular activities, extended activities, seminars, workshops conducted by college time to time is exhibited in the website for the access to stakeholders. The both textual and pictorial information regarding various co-curricular, seminar and workshop activities are uploaded regularly in website.

The publication unit of the institution also plays a significant role by publishing an annual magazine 'Spark' and bi-annual newsletters which contain information on the entire academic activities of B.Ed. and M.Ed. programme, seminars, workshops, community work, staff profiles etc. Spark also incorporates group photographs of current B.Ed. and M.Ed. batches, prize winners and Ph.D. recipients and scholarship holders.

Organizational information is also reaches to stakeholders through brochures of B.Ed. & M.Ed. programme and seminars.

Internal and external assessment of B.Ed. and M.Ed. results is also displayed on notice board. Notices regarding various institutional programs, competitions organized by other institutions advertisements, awareness messages of various social issues are put on view on notice board. The other academic achievement of students as well as faculty is also put up on display board.

The information about academic and organizational performances of the students and staff are also disseminated through various meetings and programmes such as staff meeting, LMC meeting, IQAC meeting, alumni meet, annual day, teachers' day celebrated by the whole Mahatma Society.

Our eminent office staff provides various information and answer to queries very cordially over the phone as well as face to face.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Source of information, how it is shared and handled and how it is addressed (counselling, tutorial groups)

The institution obtains data of students, teachers and other stakeholders through LMC, IQAC, staff meetings, suggestion box, and social networking sites. The students also express their feelings, opinions and expectations on the Alumni meet and Annual function organized by the institution.

The data obtained from the students and stakeholders both formally and informally on success and failures of various processes, satisfaction and dissatisfaction is shared in staff meeting which is held regularly, LMC, IQAC, meetings of the various committees, social networking sites and interaction of the principal with the staff individually.

The obtained information used as feedback to bring qualitative improvement of students, staff and the institution.

Teacher Appraisal is discussed among the staff members for enhancing the quality of teaching and learning. Hence, provisions of professional development programmes are ensured for the teachers. Appropriate committees are made to monitor the progress and quality of different programmes incorporated by the institution for the quality enhancement and sustenance.

Student's subject wise performance is analysed and accordingly the tutorials are arranged for the weaker students. The feedback obtained from the Practice Teaching schools and Community Centres forms the basis of improvement. Student council takes note of the grievances of the students and discuss with the concerned in-charge staff & the Head and necessary action is taken to satisfy their needs.

Overall, the institution uses the information/data about the organizational performance (the academic and administrative successes and failures) as feedback for qualitative improvements. It helps in bringing qualitative improvement in

curricular transaction, administrative process, teaching learning process, faculty and infrastructure.

3. What are the feedback mechanisms in vogue to collect, collate data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Institution formally and informally collects feedback from its stakeholders in order to enhance the quality of the course. The following feedback mechanisms adopted by the institution to collect data from students, professional community, Alumni and other stakeholders on program quality.

- Written feedback at the end of workshops, Seminars, Campus interviews etc.
- Performance appraisals of teachers done by peer teachers and by the student teachers
- Written feedback of the coordinators from schools and Community Centres.
- Personal discussion with students and staff.
- Feedback through email, Google groups, discussion forum, Alumni Blog and other social networking sites
- Follow up and Reviewing of activities
- B.Ed. and M.Ed. Programme appraisal forms.

After analysing the feedback obtained through above mentioned ways, discussion is carried out at the LMC, IQAC and staff meetings which are passed on to the stakeholders for quality improvement.