



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

MES' Pillai College of Education
& Research, New Panvel

- Name of the Head of the institution **Dr. Sally Enos**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **02227481864**
- Mobile No: **9820374303**
- Registered e-mail ID (Principal) **pcer773@mes.ac.in**
- Alternate Email ID **senos@mes.ac.in**
- Address **Sector-8, Khanda Colony**
- City/Town **Panvel**
- State/UT **Maharashtra**
- Pin Code **410206**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Semi-Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **University of Mumbai**
- Name of the IQAC Co-ordinator/Director **Dr. Bhavna Dave**
- Phone No. **9869254774**
- Alternate phone No.(IQAC) **02227480289**
- Mobile (IQAC) **9702798852**
- IQAC e-mail address **bhavnadave@mes.ac.in**
- Alternate e-mail address (IQAC) **bhavnadave14@gmail.com**

3.Website address<https://pcerpanvel.ac.in>

- Web-link of the AQAR: (Previous Academic Year) <https://pcerpanvel.ac.in/disclosures/iqac/aqar>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://pcerpanvel.ac.in/wp-content/uploads/2021/11/BEd-Academic-Calendar-2019-21.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.31	2016	16/09/2016	15/09/2021

6.Date of Establishment of IQAC**20/10/2016****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	31/05/2022	0

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

AQAR for the academic year 2017-18 & 2018-19 submitted

Organized eight Webinars on varied themes during the year to promote knowledge and skills in the staff, students and alumni

Conduct of NAAC sponsored Webinar, submission of reports and webinar proceedings to NAAC

Motivating teachers for online professional development and training students for online teaching-learning.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Encouraging teachers to take training in online teaching-learning	The Principal and teachers attended a number of workshops to learn using a variety of online tools to make teaching-learning interactive and interesting.
Training students for online internship	Workshop conducted on Online Teaching-Learning & Formative Assessment Techniques
Conduct of NAAC sponsored Webinar	Successfully executed NAAC sponsored Webinar on
Motivating teachers and students to make use of the lockdown period to grow professionally.	MES had a tie-up with Coursera and overall more than 230+ courses were completed by the teachers & First year and Second year students of B.Ed. & M.Ed.
Conduct of online webinars	Overall 8 webinars were conducted on varied themes.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Local Managing Committee	14/05/2022

14. Whether institutional data submitted to AISHE

Part A

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Local Managing Committee	14/05/2022

14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2021	29/11/2021

15.Multidisciplinary / interdisciplinary
B.Ed and M.Ed program is an interdisciplinary program. The program incorporates learner, learning, Management, Policies and commissions, the historical perspectives of education, Inclusivity,Special needs Education in relation to school and

Society.
16.Academic bank of credits (ABC):
The curricula of B.Ed and M.Ed as provided by the affiliated university of Mumbai include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Our teachers have contributed in creating 38 credit based self-learning modules and it was accepted and uploaded as part of the Swayam..... We have also worked on credit-based courses in ICT, Communication skills, Teaching Skills, Understanding Self, Art & Drama, Community work etc. Credit based modules are prepared, wherein each credit is equal to 12 contact hours. The credits can be acquired based on parameters, such as student workload, learning outcomes and contact hours.
17.Skill development:
<p>Skill development in the following areas</p> <p>Teaching Skills</p> <p>Paper setting skills</p> <p>Assessment and analysis skills</p> <p>Communication Skills</p> <p>Digital (ICT) skills</p> <p>The Institution constantly works towards the development of soft skills of student- teachers through various talks by experts, conducting seminars and workshops.Teamwork and interpersonal skills are being developed by conducting various curricular and co-curricular activities.</p>
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
Cultural activities were based on Indian Knowledge system. State wise representation of the culture, language, food, traditions were taken up for sharing and understing the diversity even in the adjacent states. The class is engaged using multilingual approach mainly English, Hindi and Marathi. A session by the alumnus on devnagri script was also introduced this year.
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The students reflection on the modules/ units taught are considered to check the students attitude and understanding of the content taught. The results of the students semester wise shows a gradient increase and the average performance of the class also reflects improvement sin the academi area. The practice teaching and other skill based activities are checked through group presentations and sharing of experiences. The writing of reflection helps in self analysis.

20.Distance education/online education:

This academic year the sessions were taken through online mode and we are equipped for this approach of teaching-learning process. The study materials were uploaded so that the students could easily access the contents required. e books were made available as reference materials.

Extended Profile

2.Student

2.1	138
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	150
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	75
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	58
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	58
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	82
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	19,04,045.35
4.2 Total number of computers on campus for academic purposes	77
5. Teacher	
5.1 Number of full-time teachers during the year:	12
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	12
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Contemporary needs of the society are taken into consideration by providing beyond the curriculum opportunities so as to keep the curriculum updated and prepare students for entering the world of work.

Agenda of every meeting is well communicated through staff meetings, email, WhatsApp group video conference or google class room and action plans are developed during the meetings. The plan is reviewed again, suggestions if any, are incorporated and modified. After confirmation, specific task-based schedules are prepared by the respective teacher-in charge which is approved by the Principal.

The planned task is implemented by sharing the timetable with the students well in advance. Problems and issues if any, are considered and appropriate changes are made in the schedule. The difficulties and challenges if any, faced by the students are undertaken by bringing in changes without affecting the desired outcome.

Local context exposure and need is ensured by giving students training in local schools for practice teaching and internship, community service in the immediate neighbourhood to learn and to sensitize our students towards the needs of the local community. Year-end reviewing is done with respect to the attainment of the overall PLOs and CLOs. Feedback is utilized as input for further planning.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://pcerpanvel.ac.in/disclosures/igac/b-ed-po-pso-co/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

B.Ed.- Total 9 pedagogy courses offered out of 11 in Sem-2 and 9 out of 13 offered in Sem -3. All the elective courses were offered.

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

3

1.2.2.1 - Number of value-added courses offered during the year

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

108

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

108

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

42

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

42

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

1. A fundamental or coherent understanding of the field of teacher education: A comprehensible understanding of the field of teacher education is regulated through induction programs, semester wise, subject wise and activity wise orientations at the onset of each activity. The mentor-mentee meetings ensure more clarity of the purpose and usefulness of the various subjects and activities executed.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: The procedural knowledge is communicated through well planned time-table and implementation through theory, demonstration, group wise preparation, guidance, student presentation, peer and teacher evaluation and immediate feedback.

3. Capability to extrapolate from what one has learnt and apply acquired competencies: The student teachers are provided with sufficient opportunities within the focus of the curriculum to apply the acquired knowledge during internship, community work, presentations, activity planning, writing reflective journal and reports. This in turn creates self-confidence, communication skills and imbues in them professional ethics.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Firstly, the students are introduced to these areas through the B.Ed and M.Ed curriculum. The content is delivered through discussion mode and assignments, enabling the students to explore further. Theory papers provides sufficient input to the theoretical base of knowledge and the apex bodies that govern the various boards. From the assessment and examination point of view too the students are conscious of the differences

among the various boards. This is also supported by visits to different schools to understand the infrastructural needs of the school, the student seating arrangements, teacher student ratio in a class, class room management etc. Secondly, students are placed under different boards based on their ability and interest for internship of 20 weeks, which in turn provides a substantial practical awareness of the working of schools. As the students reach the final semester awareness sessions by principals of different boards are arranged. And finally, the Principals' of schools providing placement through campus interview also briefs the student teachers on specific school philosophy and its affiliated boards' requirement. Sharing of experiences by the alumni regarding their school and career growth also gives an impetus to the total learning process. More and above the college has a curriculum laboratory equipped with school code book and curriculum of SSC, CBSE, ICSE, IGCSE, IB boards that will help them to understand the difference in the curriculum across boards.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Through the core, interdisciplinary and pedagogy courses, students learn the utility and applicability of the content to different school systems, community and life with the thrust on the learners.

The student teachers are trained in ICT enabled teaching-learning, action research/ dissertations, creating learning resources by their teacher educator as mentors. The students are able to relate the learnt knowledge and skills to the school requirements. Ten days elaborate workshop is conducted in the steps of preparing the assessment tool. The psychology and logic behind the scientific approach is made clear and students are placed in groups pedagogy wise and guided to prepare individual question paper in their opted pedagogy.

Our students are trained in resume writing, interview etiquettes, facing interview panels with confidence. Students are given counselling and value-based courses to develop their oral, spiritual and emotional well-being. Sports, indoor games and annual day programs truly adds to the all-round development of the student teachers to face the professional world of teaching.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Four of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
82	
2.1.1.1 - Number of students enrolled during the year	
82	

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

5

2.1.2.1 - Number of students enrolled from the reserved categories during the year

5

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At entry level, various diagnostic tests and activities as following are employed to assess the learning needs of students At the Pre-admission stage, students are tested on English language content knowledge, teaching aptitude, logical and reasoning abilities.

Post admission, an entry level test is given to the students as a self-assessment. As the course starts, Multiple Intelligence test and learning style test are also conducted. Micro skills lesson plans are assessed to prepare them for integrated lessons. Training to make simple use of MS Office & internet functions is given to students.

Personal counseling is organized to support students in making a choice into teacher education and to offer support for personal bindings by forming the mentor-mentee groups. Mentoring sessions are periodically scheduled to monitor students' progress.

Yoga, meditation and recreation sessions are organized to help students cope with the programme Self-learning materials in three languages are provided for every unit in every subject to help students with language barriers. Bilingual lectures are carried out based on the requirement of students.

Morning assemblies including News reading are organized to develop general awareness, confidence, public speaking and values.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Four of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:7

2.2.4.1 - Number of mentors in the Institution

11

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Varied Modes of Learning adopted were Case study, role play, Review of research studies and experiential activities for teaching the concept of growth and development, theoretical perspectives and understanding parenting styles. Sensitization through documentary films, poster making, Cooperative Learning Strategies like jigsaw and Gallery walk to learn Indian jurisprudences for women, Community work participation,.

Practical assignments, workshops and academic transactions through ICT platforms like Google groups, Google classroom etc.

Experiments conducted to learn about fatigue, concept formation, word association, transfer of Learning etc. Demonstrations and activity based lessons like puppet shows are used to explain various theories

Self-study research work to understand the different boards, curriculum lab visit and time allocation to go through different board books, study the administration of education in India. Practical workshops like evaluation workshop, guidance on assessment designing, workshops on different tools of assessment so that the students are able to implement in their schools. Exposure to different policies was developed through Group work on researching different topics and presentations. Practical insights were fostered through videos; brainstorming, discussions & debates on various issues. Research was conducted on problems faced by student- teachers during practice teaching or problems in society.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/u/2/
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

59

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://classroom.google.com/u/2/c/MTIyMTk1MzI2Mzc5/a/MTYwODQ3ODc1MTI3/submissions/by-status/and-sort-name/all
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Working in teams: This is facilitated through mentoring sessions which allow students to collaborate together through platforms like Jam boards, Co-operative learning strategies etc. Students are made into groups of practice teaching, pedagogy groups,

guidance groups, student council groups, various club groups.

To deal with student diversity: Counselling sessions are in schedule every week to support students in need. Grouping of students in to various teams is carried out keep in mind mixed ability grouping. Homogenous and heterogeneous groupings are organized so that students get to interact with all kinds of students.

Conduct of self with authorities: Opportunities like fresher's meet, annual days, assemblies, shadowing teacher, interaction with school authorities, help students to develop their personality and they learn to conduct self with authorities.

Balancing home and work stress: 'Smile is the culture' being the value followed at the overall organization. Time management workshops, Stress management workshops, Understanding self, developing positive attitude, Yoga, meditation etc. are organized. Daycare is provided for mothers with children at home through tie ups with best local daycare centers.

Keeping abreast with latest development in Education & life: opportunities are provided for learning with online learning platforms like Coursera for development in Education & life skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

This pandemic has taught us to move on with a smile, in spite of the challenges. It is for us to make each day a meaningful day by connecting with people and doing things that give us satisfaction and reflecting on the day's work. In this context the entire teaching learning process had innovativeness and there were opportunities for new learning.

Case 1: Cultural activity: Beginning of the academic year we were able to provide virtual-platform to execute the cultural activities. Here the students were grouped according to different states with a teacher in charge. Through the WhatsApp group the students presented powerpoint slides regarding the geographic location, Climatic conditions and characteristics of the states and also presented dance/ song/ and shared the recipes of the state staple dishes/food items. The students had the freedom to use their creativity, innovations, empathy and life skills in the way they represented their states.

Case 2: Creating Learning resources: The end of the academic year/ semester, the second-year students were able to create and present the learning resources in their pedagogy subject. Working models and games were the highlights of their presentation. The same resources were used in their virtual practice teaching class room too. Here students were able to exhibit creativity, innovativeness, life skills, intellectual and thinking skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include
Organizing Learning (lesson plan)
Developing Teaching Competencies
Assessment of Learning Technology Use and Integration
Organizing Field Visits
Conducting Outreach/ Out of Classroom Activities
Community Engagement
Facilitating Inclusive Education
Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning

Ten/All of the above

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	All of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement	All of the above

in preparatory arrangements	
Executing/conducting the event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded
2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups	
<p>In the month of April, permission is sought from the education officer and the practicing schools for allowing the students to take up internship for the following academic year</p> <p>The groups are formed on the basis of:</p> <ul style="list-style-type: none"> • Subject combination and level of teaching • Medium of instruction 	

• Proximity of place of stay to the school

Workshops on content analysis, writing of objectives & specifications, integration of core-elements & values, preparation of different teaching aids and working models helps the students to effectively handle the diverse learning needs of the students.

The School Principal is oriented by the Practice teaching in charge of the college regarding the internship activities to be completed during internship. Permission is sought from the Principal who then directs the in charge teacher to the supervisor/ coordinator of the secondary section of the school for further planning. The supervisor orients the other staff members of the school and allots shadow teachers to the interns placed in that school/college as per their subjects

Besides executing lessons, internship comprises Cognitive apprenticeships wherein student teachers under the assigned school teacher (mentor) observe the mentor's work, interact, assist and gain experiences. M.Ed. internship too is taken up in teacher-education colleges and schools.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

46

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment

Seven/Eight of the above

of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

After the student-teacher makes a lesson-plan, the method master corrects the lesson plan and guides the student-teacher for effective execution of the lesson. Monitoring is done by the school shadow-teacher to see that the same content is being taught and the supervising teacher checks with the rough plan to see that all the suggestions given by the method-master are followed appropriately. The strengths and the weaknesses of the student-teachers are analyzed and communicated to them. They are evaluated for overall effectiveness and interactivity; with respect to the skills of teaching. Besides this 'Reflection' column has been introduced in the lesson plan, internship report, wherein the student-teacher can do a self-appraisal of the work carried out.

The peers also observe the lessons given by the student-teacher and make a note in the observation books. They also give an oral feedback to their friends. Students are also encouraged to take up other school-related work from the teachers. The School Principal also gives an overall feedback based on her own observation and the reporting of the school teachers. 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.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

12

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

12

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

12

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

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 promotes research activities through the '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 and also encouraged to be resource persons, guest lecturers as and when invited by other institutions The College also organizes National level seminars which not only fosters organizational skills but enhances their knowledge in different aspects.

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. Alumni who are working in different schools are also invited to conduct workshops and seminars 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.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous internal evaluation takes place in the three major areas (i) Academics (ii) Practice Teaching-Internship (iii)- Co-Curricular activities. The academic evaluation takes place unit wise through essays, assignments and class tests. General and individual feedbacks are given to the students. The papers are shown to the students for better understanding of the evaluation pattern. Apart from this a semester end exam is also conducted as per the university exam pattern. After every class the students are given review questions and the content is summarised. The students interactive/ participative approach is also observed and marked. The practice teaching is monitored on a daily basis on a three tier evaluation and feedback. The lessons are guided by the teachers and every lesson is supervised and immediate written and oral feedback are given. The students discuss the feedback with their respective guides and care is taken to avoid the errors in successive lesson guidance and delivery. General feedback on group behaviour, internship outcome and school feedback is given on a weekly basis during the internship period. Co-curricular activities overall performance feedback is given to the students immediately and they are individually marked on the rubrics and the reports submitted.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Grievance related to a particular subject if any, is first communicated by the student to the teacher teaching the course subject. If redressal is not sought from the teacher, it is taken in writing and the grievance is transferred to the examination committee. After receiving the case it is looked into by the committee. A committee meeting is summoned and the issue is discussed. After verification of the complaint, the committee acts upon the complaint and takes the measures necessary to resolve the issue. If the case cannot be resolved by the committee it is again referred to the Principal. Once the complaint has been resolved, the student is informed about the outcome.

However, no such grievances have been received since 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. The student's performance in their essays and class tests are assessed and papers with their grades and written remarks are shown to the students. A common class feedback is communicated to the students. If there is specific feedback, it is communicated to the tutorial group teacher and remedial measures are adopted.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Due to the uncertainty and change in the pattern and execution of university examination accompanied with delayed admissions the prepared academic calendar only gives a tentative approach to execution of the major areas of assessment. The major areas are covered in the academic calendar. Our students were notified regularly, regarding the situational changes through WhatsApp group. As per the philosophy of the institution the internal evaluation system is discussed first with the teachers and after the concurrence of all, it is shared with the students at least 10 days prior to the execution of the events. This way the students and teachers are well prepared with the criteria of internal evaluation. The sequence of activities was more or less adhered, however the month and date may not have strictly matched with the academic calendar.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Student teachers are grouped and allotted schools to learn the intricacies of teaching-learning.. The teaching-learning process follows the cyclic procedure of orientation to internship program, workshops on skills of teaching, objective and specifications, simulated teaching, preparation of lesson plans and teaching aids. The student teachers participate in community work organized in the following areas: Literacy drive is conducted in the slum areas in collaboration with different NGOs, children from Balgram are hosted on the community service day at MES, donation of clothes and contribution towards the school fees of children of Immanuel mercy home, paper bags made and distributed to the vegetable vendors in the vicinity. Clubs and Cells organize various co-curricular activities that help develop values like multiculturalism, cultural identity, secularism and egalitarianism

Hands-on activities like using learning applications on the G-suite, creating audio-video presentations, using open source applications as well as undertaking courses of their choice on Coursera were encouraged. In B.Ed. action research is taken up whereas in M.Ed. focus is on dissertation. The research skills and ethics are constantly discussed as the students are guided by their respective mentors from the formulation of topic to the tool

preparation, research design and statistical interpretation to the conclusion of the study.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The performance of the students from the point of view of progress can be seen through the semester wise grading on the basis of semester end examination of the affiliated university. Most of the students have shown improvements in their professional and personal attributes like ability to learn, Conscientiousness, Interpersonal Skills, Adaptability, Integrity. The transcript reflects the overall performance of the students in the academic area and Practice teaching. The progress of the students in terms of external and internal evaluation can be seen in the final consolidated sheets shared by the university. The average performance of the class semester wise and the progressive growth can be graphically represented for a holistic view.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

32

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Diverse learning needs of the students with respect to language, subject orientation, learning styles, technology and physical challenges are identified initially through an entry test after admission and during the Sem-1 process. 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 is used by the teachers which 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.

ICT enabled curriculum transaction for better understanding caters to the different learning styles. 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. 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.

Besides all this, students having neuro-muscular problems are

given extra time for writing the examination papers. Teachers ensure that students with eyesight problems are seated in the front row.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes

Three of the above

**during the year in the form of Seed money for doctoral studies / research projects
Granting study leave for research field work
Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	View File
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

6

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

3

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

56

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

56

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

56

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The outreach program is carried out by the students of our college as part of the Philosophy, Mission and Vision of our institution and as a requirement of the curriculum, for the benefit and betterment of the immediate community without seeking any reward in return. The student teachers and in-charge teacher educators are increasingly sensitized from the planning, implementation and evaluation of the activities whereas the recipient community acquires knowledge, gains information and skills to improve their quality of life. We create social awareness and impart knowledge in order to help the underprivileged individuals to be sufficiently motivated to be part of the mainstream learning.

Our efforts have been to ensure the improvement of quality of life among the people, to bring about a certain degree of change and improvement in an individual's health, wellbeing, and ability to participate in or enjoy life events. The activities conducted for the children by our students focus on areas like being optimistic with a positive attitude, living in the present, understanding what you want out of life, celebrating yourself, loving yourself, appreciating your uniqueness, and then connecting with other people. This in turn leads to the holistic development of the community.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

2

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

2

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Our institution is self-contained with respect to various resources and necessary infrastructure required for a smooth flow of our curriculum. Our classrooms 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. 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 Psychology lab, Computer lab, Curriculum lab are available with our institution.

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 central library for education colleges which includes- Ph.D, M.Ed, B.Ed and B.PEd. We have a large playground for various sports activities and games. We have opportunities to share the expertise and a variety of musical instruments with our sister concerns. Our Gymkhana is well equipped with sufficient gym equipment and is made accessible for all the staff and students. 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.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart

classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

6

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://drive.google.com/file/d/1HVvidK_ko_tTazF63EgbQARnExUSCTlaE/view?usp=sharing
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

Building Maintenance-780,150/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

PCER, Panvel library initially adopted Library Oxygen Software for Library Automation. Since the local software is outdated we are in the process of migrating to the latest version of KOHA. Koha is an Integrated Library System with a range of features including- Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items. However, out of the varied features of Koha, our college is using it for handling issues, returns & transfers. Due to pandemic and complete lockdown for students, direct access to the library

facilities were not given.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://digitallibrary.mes.ac.in/collections/a3862d44-2f06-4407-903c-6606a47dbf05
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

An initiative of Inflibnet- N List (National library and information services infrastructure for scholarly content) is a part of a 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 Shodhganga 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.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.00

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

0

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways
Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

ICT facilities were enhanced this year. The wifi bandwidth was increased. The Oxygen software was in the process of being replaced with KOHA.

The networking switch was updated from 8 ports to 16 ports in 2021. There are 4 routers with 3 antennas each for long range

connectivity. They can handle traffic of 100 users.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	View File

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

C. 250 MBPS - 500MBPS

**4.3.4 - Facilities for e-content development are available in the institution such as
Facilities for e-content development are available in the institution such as Studio /
Live studio Content distribution system
Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit**

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://e-classroom.pcerpanvel.ac.in/
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

780,150/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The library committee looks after the maintenance and functioning of the library. New and latest books are purchased after approval by the Principal on recommendation of faculty and students as per requirement, thus to maintain the proper library collection. The Librarian updates the accession register and withdrawal register on a regular basis after purchase or scrapping of books in the library. At the end of the academic year, library stock verification is carried out and the weeding out process is completed. Overused torn books are sorted out for binding on a regular basis. Students can access the internet facility for availing e-resources and other web-based information. The IT professionals look after the maintenance and updation of all ICT facilities from time to time.

The Sports ground is maintained on a regular basis, especially after the monsoon w.r.t. Mowing grass & leveling. Well-equipped Science Labs are shared with the school, 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.

File Description	Documents
Appropriate link(s) on the institutional website	https://pcerpanvel.ac.in/wp-content/uploads/2022/09/Library-Policy.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	C. Any 2 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
43	58

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

15

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

10

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student council complements the teacher's role in maintaining discipline and ensures the smooth functioning of various activities. They look into 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. The institution funds the various activities. Additional funds are not generated by the council.

The composition of the various clubs and committees include the Principal, one teacher in-charge, student council members and a student representative. All the committees conduct regular meetings to plan a variety of activities to develop awareness, knowledge, skill and the right attitude in the student-teachers.

Student council takes note of the grievances of the students

through a suggestion box placed near the classroom. This box is opened once a month and discussion on the same is done with the Principal and council in-charge teacher. Necessary action is taken to satisfy their needs.

The institution publishes two Newsletters and one Magazine by the name "SPARK" annually. The student council encourages the students to contribute articles in these publications in all three languages i.e. English, Hindi and Marathi.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

10

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

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

The role of alumni association in the development of institution is significant in the following areas:

1. Community out-reach programmes:

- Financial aid in academics by paying the fees of 25 orphans students from Immanuel Mercy home has been provided by the alumni association.
- In collaboration with NGOs, our alumni took lead in reaching help to the Kerala flood victims and during the Pandemic with cash as well as daily necessity items.
- Workshop highlighting open learning, positivity, power of the positive mind, unleashing the inner powers was undertaken.
- Our community initiatives continue undeterred with alumni taking interest in teaching street children, providing books and stationery to motivate them to study.

1. Capacity building programme for student-teachers:

- Weeklong sessions on Yoga, Stress busters, Laughter therapy and meditation were conducted by the Alumni Association members for the student teachers.
- Workshops on decorating bulletin boards, career opportunities beyond academics, life-skills etc. helped the student-teachers to be better equipped for their workplace.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum

Three/Four of the above

development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association acts as an effective support system by not only being active members of the IQAC and College Development Committee but also helping in the execution of the plans made in its meetings. The Alumni association helps in community out-reach initiatives of the college, conducting motivational talks for the students 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 in seminars conducted by the

college and other activities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

This pandemic academic year, was filled with experiences and challenges. Management body, IQAC committee and staff discussed the online strategies and devices required for the execution of the academic activities.

A transformational leadership was exhibited by the management and the Principal to handle the situation. A quick and timely decision to transform our strategy of offline teaching to online mode without compromising on the institutional mission and vision and the exploration of the devices required for the smooth execution with complete flexibility and freedom for the heads of the institutions helped. Our teachers got trained through the online certificate courses on "online mode of teaching and Assessment" organized by UTA- Chennai which spread over a period of 45 days (April-May). This learning was transferred to our students of B.Ed and M.Ed and our alumni in the form of 10 days' workshop. This helped our students to be prepared for online teaching and assessment in the schools. IQAC meeting /Staff meeting/ helped us to plan all the institutional activities throughout the academic year without much glitches. The smooth flow of the academic activities and establishing strong connect with our students throughout the year reflects a high degree of coordination, communication, and cooperation amongst all.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The structural framework or the academic calendar for this year was prepared with the help of the staff in a monthly manner due to the uncertainty. Our institutional programs were executed on a decentralized approach. Every activity and program were headed by the convener and in turn they formed a committee of staff and students. Before the execution of any activity the plan of action was prepared by the committee and placed before all teaching staff for discussion. Inputs, suggestions were incorporated and the date, duration and mentor mentee groups were decided and the mentor of the small groups took up the procedure till the end. During the ongoing process of the activity the teachers shared, discussed and reported the challenges and agreements through online mode. In this way every teacher becomes responsible and is in the know-how of the activity executed at a given time. During this year we were able to smoothly accomplish all the curriculum-based activities along with the conduction of various webinars and professional development.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

All financial transaction was done through online mode and relevant information were made readily available for the management and students. Monthly reports were prepared and along with the bank statement it was made available. The students were given information through mail or WhatsApp group.

The academic execution is carried out only after discussion, planning with the teacher in charge staff and students Council. Every decided activity is declared before the students and individual feedback or group feedback given after completion of the program. All activities are designed and accommodated in the time table scheduled for the students' and teachers' knowledge. Sharing the schedule at least 15 days prior to the commencement of any activity helped the teachers and students to plan, prepare, proceed, clarify and take necessary timely actions for all activities. Administrative approaches that exhibited transparency were, management having tie up with Google which was offered free to all teachers and students. This platform enabled us to implement activities more or less like the regular mode in a democratic manner. Mahatma Education Society's tie up with coursera also gave easy access to free coursera certificate courses to all teachers and students. This enabled the staff and students to attain additional credit points.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Our institutional strategic plan is systematic and well placed in the academic and administrative set up. The basic frame work followed is Purpose - Plan - Perform - Evaluate - Feedback -Review- Revise (if required)

Example: Evaluation workshop for the second year B.Ed students conducted through Online mode.

The purpose of the workshop- Student teachers will be able to

prepare a question paper in their special methods keeping in mind all the stages of question paper preparation.

- **Plan:** Time schedule was prepared for the theory and demonstration of preparing Year plan. Unit Plan, Question bank, weightage table, Blue print, Question wise analysis, Scoring Key and Marking Scheme. Additional reading materials and formats were shared with the students.
- **Perform:** The students were given collective theoretical input along with demonstration.
- **Evaluate:** the hands-on group activity was conducted in the afternoon and work completed by the students were assessed.
- **Feedback** was given immediately after assessment and the students would prepare a fair plan.
- **Review:** Although for the first-time online mode was used we could successfully achieve the purpose and there was no need to revise the strategy.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The institutional functioning is governed by the ethos and policies of the society. The service rules with reference to leave were not fully applicable due to the pandemic and online mode of work. Flexible time and days of work offline/ online mode was permitted. A regular meeting with the management body enabled in making necessary changes as per the situation. No appointment was done during this academic year. The service books of the staff are maintained and updated. The code of conducts for the students, teachers and non-teaching staff are in place based on the vision, mission and the objectives of the institution. The students code of conduct is incorporated in the syllabus, uploaded in the G-classroom and were also discussed through online orientation sessions. Even during the complete lock down the system of transfer of information were carried out very systematically through WhatsApp, email, phone calls and videoconferencing. The

sequence of administration is well maintained from Principal to the teaching staff and non-teaching staff and Student Council (wherever applicable). The teaching staff as per the mentor mentee or as a portfolio in charge would share with the students.

File Description	Documents
Link to organogram on the institutional website	https://drive.google.com/file/d/16jgCBeELiY_CUVjB9L54XpWngSuLnt3Y/view?usp=sharing
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Some decisions are taken through meetings and at times it is done impromptu depending on the urgency and utility value of its implementation. During the pandemic the decisions were situational and the activity was related to online mode. Some of the cells and clubs were not executed effectively, however awareness through webinars and talks helped us to do some justice. There are couple of follow up activities done regarding the clubs and cells.

The nature club webinar based on "One minute Save habitat" created awareness among students regarding the need to have a conservation and preservation approach in all our actions towards the use of resources. The club members felt that some action plan needs to be done albeit online mode. In view of this students were made to google and find out activities carried out by individuals and NGOs and write an assignment. Similarly, the outcome of the well being club meeting felt that due to the pandemic and the prevailing negative feelings we must conduct a happiness week, which was organized and implemented in the online class. Also, a 5 days' workshop on capacity building by Bahai, Panchgani was organized to ensure positivity among our students.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

We have the staff welfare committee in place. Facilities for online sessions and opportunities for free training sessions on use of devices for online mode were ensured. Faculty members were encouraged to take training or certification courses of their choice during their free time, online or after college hours. The faculty member who wished to participate in conferences/ workshop as a resource person or as paper presenters were permitted duty leave. The institutional tie up with Google helped in hassle free teaching and with Coursera enabled our faculty to register for certificate courses and complete the same. The institution provided opportunity for enrichment programs, wellbeing and Yoga and academic development of the teaching staff. Contactless sanitizer and handwash facilities were provided for all staff. The non-teaching staff was given monetary help for the first and second dose of vaccine and free medical check-up. The excessive leave taken by the staff were not taken into consideration as leave without pay. The teaching and non-teaching staff could wholeheartedly and freely contribute during the trying times

because of the cordial and responsible decisions taken by the management and the administrative staff of the institution.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

9

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

- There is a mechanism in place for evaluation of teaching and non-teaching staff 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. 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 discussed with teachers and suggestions provided for improvement. Students were very appreciative of the planning and management during the pandemic situation.
- The appraisal of the non-teaching staff was taken through Google forms which was shared with the students after the completion of the academic year. The students' feedback was

collected on the inter and intrapersonal qualities of the non-teaching staff which was assessed and shared with the concerned staff. Although they had very short interaction with them, the students were very appreciative of them.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Yes, a two-fold financial audit is done on a regular basis. The source of our institutional funding is through the fees of the students. The details of the students and their payment details are entered in the software Edurite. The students can check their credentials using the ID provided. The office personnel collect petty cash through requisition and voucher from the main office. The office staff enters the receipt and expenditure in the software Tally 9.0 on a daily basis. The transactions are checked regularly towards month end by the main office. These details are given to our internal auditor at the end of the financial year. The internal auditor after checking the details of the balance sheet sends the audit report to the external auditor for approval, stamp and signature. Due to the pandemic there was delay in the submission, but there were no such issues/ objections from the internal and external auditors.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

This year resource mobilization was mainly required with reference to the human resources. The institution planned and executed combined classes between two colleges and sharing of teachers was done for the effective transaction of the curriculum.

Fees were collected through NEFT due to the inability to access the college directly.

For the teaching learning process the institution made available the Google functions for free like G-meet link, Google classroom for transaction of reading materials. The assignments, class tests and all reports and records were collected online and the teachers assessed and gave immediate feedback too through online mode. The books from the library were scanned and sent, relevant e-books

were shared for extra reading. The available resources were prudently utilized for the benefit of students and the teaching learning process. The sharing of resources helped us to realize the maxim - scarcity to abundance.

The management was very considerate regarding the salaries of the staff. There was no cut in the salaries for the non-teaching staff. The teaching staff salaries, although a percentage was cut, was refunded before the end of the financial year. This fostered leadership of partnership.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The curriculum planning cell along with the IQAC proposed and planned number of activities to suit the online mode of teaching. The institution could organize eight Webinars as part of quality initiative this academic year on varied themes to promote knowledge and skills in the staff, students and alumni. The Principal and teachers attended a number of workshops and learnt the use of variety of online tools to make teaching-learning interactive and interesting. We were able to train students for online internship. Workshops were conducted on Online Teaching-Learning & Formative Assessment Techniques too.

Teachers and students were motivated to make use of the lockdown period to upgrade their professional skills and knowledge. MES had a tie-up with Coursera and overall more than 230+ courses were completed by the teachers & First year and Second year students of B.Ed. & M.Ed.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The Curriculum Planning Committee along with the IQAC, reviews and suggests improvement and enhancement of the teaching learning process. The committee provides framework, planning of course subjects and activity portfolios for the academic year.

Inputs are also given regarding the conduct of internship and research. Owing to the sudden lockdown due to Covid situations and the uncertainty of reopening, the lectures were immediately shifted to online mode of transaction. Teachers were quick in comprehending and accepting the new mode of teaching learning. In order to improve the digital skills of teacher educators and student teachers, webinars on online teaching tools were conducted. Every teacher became tech savvy and were able to conduct lectures using G-meet platform and operate the G-classrooms independently.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

4

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://drive.google.com/file/d/1vE46a3oAoKOvxpO1RV0MlvcxDOENPlf5/view?usp=sharing
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://drive.google.com/file/d/1GY6R9vhLyOy4ijEnJIKbkrJ8xcMIu2KS/view?usp=sharing
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Digital literacy: The digital usage and knowledge of the teachers have shown positive growth and our teachers also became trainers for ICT to school teachers and alumni.

Research upgradation: Post first cycle we have enhanced our research skills and taken up and completed minor research projects funded by the university. Teachers have published research papers, organized and attended workshops and colloquium in research. Compilation of research tools prepared by our students and guided by our teachers is an added achievement. Four teachers successfully completed the ARPIT certificate course in research methodology.

There has been an incremental increase in the MoUs signed with other organizations.

The institution started the appraisal and analysis of non-teaching staff. Evaluation was done by the students of the academic year. Programs and workshops were also conducted for them.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The policy statements of the institution regarding energy and electrical appliances are in place. We have done the energy audit and electrical safety audit this academic year. It has been our constant endeavour to practice as well as inculcate the values and practices that are eco-friendly. This academic year we mainly

emphasized on awareness and attitudinal change in our students who in the future as teachers will be able to multiply the message of environment consciousness. This pandemic year the energy consumption was very low, most of our transactions have been through online mode. The learning teaching being in a virtual mode, the energy usage at the college campus was low.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The policy statements regarding procedures for waste management need to be prepared. An interesting aspect of our best practice is the "Paper bag making programme". As a part of this community outreach practice, students are encouraged to make paper bags using old newspapers. They were shown how to make the paper bags using a simple technique and each student would make at least 50-70 paper bags of various sizes. These bags are then distributed to the local vegetable vendors who expressed their support and appreciation by accepting the bags. The vendors promised to use the bags as per the size and quantity of items. It was an enriching experience for the students and teachers as an especially useful, environmentally-friendly item emerged from recyclable material.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

None of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Our college is very vigilant when it comes to providing and maintaining proper hygiene and sanitation facilities for our student-teachers and faculty. 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 at short intervals. Clean drinking water with a water purifier attached to each cooler is available on each floor. There is a first aid kit for the staff as well as for the student-teachers of our college. There is an on-call doctor facility too.

During the Pandemic, contactless washbasins and sanitizers were installed at the main gate, office entrance, library and the Principal's office. Staff members who needed to come to college for work strictly followed the rules laid by the Gov. with respect to Covid 19. Regular fumigation was done for the purpose of disinfecting and destroying pests. Disinfectants were also sprayed regularly to avoid insect-borne diseases. Green audit was conducted in the campus with physical inspection of the campus, observations, review of documents and interviews with stakeholders.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

29500/-

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

In this pandemic year, the college has worked in association with Soroptimist International Bombay Chembur and Mahatma Education Society's group of institutions to generate funds through contributions and donations from the staff and students for the underprivileged and needy. The money collected was given to the nearby Gurudwara who in turn provided free food for the poor. Through Soroptimist International Bombay Chembur, the money collected was utilized to buy 100 blankets which were distributed to the footpath and slum dwellers of Panvel during the winter. Through our alumni too, services were provided at individual and collective level.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE-1

Title of the Practice: ASSESSMENT AND REFLECTION

Please click link to view AS PER NAAC FORMAT:<https://pcerpanvel.ac.in/wp-content/uploads/2022/09/1-Assessment-Reflection.pdf>

BEST PRACTICE-2

Title of the Practice: ICT INTEGRATION FOR QUALITATIVE IMPROVEMENT OF TEACHER EDUCATION PROGRAM

Please click link to view AS PER NAAC FORMAT:<https://pcerpanvel.ac.in/wp-content/uploads/2022/09/4-ICT-Integration.pdf>

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

SOUL: Service Oriented Unconditional Leadership

Our priorities were in the area of creating selfless leaders, fostering innovations, collaborations and value creation. During the difficult times, University created clusters for the smooth execution of the semester end examination. Our college was selected as the one of the lead colleges to monitor, supervise and conduct on behalf of the university the semester end examination for the cluster of teacher education colleges in Navi Mumbai. We were able to ensure a paradigm shift from being individual players to partnership. This fostered collaborative thinking, implementation and accomplishments. Upholding the collective needs of the colleges we were successful in creating a more or else similar mode of conduction as the offline mode and here we could establish a positive connect with other colleges and exhibit innovations, collaboration and value creation.

We give freedom to our students and staff to openly voice their opinions and concerns and it is handled and tackled amicably. They are made to understand the prevailing situation and the background before making any decisions.

- From certainty to discovery - Fostering Innovation
- From authority to Partnership- Fostering Collaboration
- From scarcity to abundance- Fostering Value Creation

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File