



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	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
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>University of Mumbai</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Bhavna Dave</b>				
• Phone No.	<b>9869254774</b>				
• Alternate phone No.(IQAC)	<b>02227480289</b>				
• Mobile (IQAC)	<b>9702798852</b>				
• IQAC e-mail address	<b>bhavnadave@mes.ac.in</b>				
• Alternate e-mail address (IQAC)	<b>pcerpiqac22@gmail.com</b>				
<b>3.Website address</b>	<a href="https://pcerpanvel.ac.in">https://pcerpanvel.ac.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://pcerpanvel.ac.in/disclosures/iqac/aqar/">https://pcerpanvel.ac.in/disclosures/iqac/aqar/</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://pcerpanvel.ac.in/academic/academic-calendar/">https://pcerpanvel.ac.in/academic/academic-calendar/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>3.31</b>	<b>2016</b>	<b>16/09/2016</b>	<b>31/12/2022</b>
<b>6.Date of Establishment of IQAC</b>			<b>20/10/2016</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>06/04/2023</b>	<b>0</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of			<a href="#">View File</a>		

IQAC		
<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Submission of AQAR report for the Academic Year 2019-20		
Three staff members applied for Career advancement		
A new Value-added course was introduced.		
Apply for Patents and research funding, publish books and research papers		
Identified centers run by NGOs for Community Service Programme Club and Cell activities were accelerated & a variety of programmes conducted. Various workshops were conducted for enhancing teaching-learning		
<b>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).</b>		

Plan of Action	Achievements/Outcomes
Submission of AQARs	The IQAC team prepared and submitted the AQAR report for the Academic Year 2019-20 on 15-08-2021 along with the supporting documents.
Identifying centers run by NGOs for Community Service	Four centers around New Panvel were identified and community service programme was carried out 1st March till 31st March 2022- : • Nirmal Jyoti Trust's Kal ki Chhaya-Kamothe • Nirmal Jyoti Trust's Kal ki Chhaya-Kalamboli • Jeevan Jyoti Trust-Panvel • Navjeevan Trust- Nerul
Accelerating Club and Cell activities	<ul style="list-style-type: none"> <li>• Various competitions ( Folk Dance, Rangoli, Spell bee, Mehendi, best out of waste) were organized</li> <li>• Cultural activities on themes like International Peace Day, women's Day, Science Day, States of India, Literacy Day</li> <li>• Fabric Painting Workshop</li> <li>• Marathi Bhasha Diwas</li> <li>• Women's day Celebration</li> <li>• Garba Dandiya</li> <li>• Indoor Games</li> </ul>
Encouraging Staff to apply for CAS	The following teachers applied for CAS in Dec. 2021: • Dr. Bhavna Dave- Stage-2 to Stage-3 • Dr. Geeta Thakur- Stage-2 to Stage-3 • Mrs. Namrata Saxena- Stage-1 to Stage-2
Introduction of a Value-added Course	A team was formed and syllabus created for a course on Art & Drama in Education.
Enhancing Teaching-Learning activities	A two-day workshop on Creating Learning Resources was organized for the student-teachers on 9th & 10th May, 2022.
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Local Managing Committee	03/04/2023

#### 14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	03/01/2023

#### 15. Multidisciplinary / interdisciplinary

We are a Teacher Education institution offering B.Ed, M.Ed and Ph.D in Education. This is a linear system of education and for a holistic multidisciplinary system of education, we need to plan our program with other HEI's of our own trust/ Society and the HEI's in our surrounding area. We envision a merger of single-stream institutions with other multidisciplinary institutions under the same management. Also with the management's permission collaborate with other managements of neighbouring HEI's. Our second line of planning is with reference to creating dual mode degree in collaboration with other HEI's offering masters degrees, like M. Com, M.A., M.Sc in various disciplines through distance mode or part time mode. As per the UGC norm permission needs to be sought from the affiliating university and the partnering HEI's.

#### 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. As an affiliated institution, we look forward to our University and government to create the credit structure and activate the Academic Bank Account so that students can register and open a unique or individual Academic Bank Account in digital form.

#### 17. Skill development:

Our Institution encourages student - teachers to enroll in various courses to help them strengthen their soft skills. Many students have benefited by learning through online courses & value-added courses.

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.

Teaching being the main component of training the teaching skills are emphasized along with creating appropriate teaching aids,

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Efforts are made to accommodate all students from diverse language backgrounds. Theory courses are taught using the multilingual approach mainly English, Hindi & Marathi. Celebration of days like Marathi Bhasha Divas and Hindi Divas, organizing potluck, Garba Dandiya & Yoga sessions, cultural activities every year are a means of integrating the Indian culture & Knowledge System.

Students are trained to integrate the core elements like constitutional obligation, freedom struggle of India, Secularism, Egalitarian society, India's common cultural heritage their teaching, Removal of social barriers, National integration etc

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Reflections on theory-for the units taught are considered to check the attitude & understanding of the students. The results of the students shows a gradient increase too.

Students also write the outcome of their practice teaching lessons in the form of reflections. The teachers also write their feedback on the lesson plans of the students after observing their teaching in the internship schools. The students take into consideration the remarks of the supervisors and make changes accordingly.

Outcome of learning of the students is also seen in the form of action research reports, dissertations, evaluation files , community service reports, cultural activity reports etc.

**20.Distance education/online education:**

Students are motivated to take up self-study certificate courses online. A few value-added courses are also conducted in the online mode.

In this academic year, lectures were conducted in the hybrid mode in the beginning and study materials were uploaded in the Google Classrooms so that the students could easily access the content required.

### Extended Profile

#### 2.Student

2.1	84
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	8
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	79
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.5	Number of graduating students during the year	79						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>		
File Description	Documents							
Data Template	<a href="#">View File</a>							
2.6	Number of students enrolled during the year	83						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>		
File Description	Documents							
Data Template	<a href="#">View File</a>							
<b>4. Institution</b>								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	19,85,334.35						
4.2	Total number of computers on campus for academic purposes	77						
<b>5. Teacher</b>								
5.1	Number of full-time teachers during the year:	12						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </tbody> </table>			File Description	Documents	Data Template	<a href="#">View File</a>	Data Template	No File Uploaded
File Description	Documents							
Data Template	<a href="#">View File</a>							
Data Template	No File Uploaded							
5.2	Number of sanctioned posts for the year:	12						
<b>Part B</b>								
<b>CURRICULAR ASPECTS</b>								
<b>1.1 - Curriculum Planning</b>								
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								



The institution takes measures to provide opportunities beyond the curriculum to prepare students for the world of work. This indicates a forward-thinking approach that recognizes the importance of keeping the curriculum updated and relevant to meet the needs of the society. A collaborative approach is used to review the action plan, incorporate suggestions and modify it as needed, this ensures that all stakeholders have a say in the planning process, and ownership. The task-based schedules are prepared by the respective teacher-in charge and approved by the Principal. This ensures that there is accountability and responsibility for the implementation of the plan. The timetables are shared with the students and teachers well in advance as it allows them to plan their schedules accordingly and also help to consider any problems or issues that may arise and make appropriate changes to the schedule to ensure that the plan can be implemented effectively. 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. Year-end reviewing is done with respect to the attainment of the overall PLOs and CLOs and the 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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>A. All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://pcerpanvel.ac.in/disclosures/igac/b-ed-po-pso-co/">https://pcerpanvel.ac.in/disclosures/igac/b-ed-po-pso-co/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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. -22; M.Ed. 7**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://pcerpanvel.ac.in/academics/b-ed-programme/">https://pcerpanvel.ac.in/academics/b-ed-programme/</a> ; <a href="https://pcerpanvel.ac.in/academics/m-ed-programme/curriculum-and-examination-scheme/">https://pcerpanvel.ac.in/academics/m-ed-programme/curriculum-and-examination-scheme/</a>

**1.2.2 - Number of value-added courses offered during the year****8****1.2.2.1 - Number of value-added courses offered during the year****8**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****158****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during**

the year

158

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

26

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

26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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. The curricular thrusts in teacher education are designed to provide students a thorough grounding in the theoretical, philosophical, and historical foundations of education. Students are exposed to a range of learning areas that enable them to develop a broad understanding of the education system, as well as to gain practical skills. 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. The curriculum also focuses on the development of procedural knowledge that creates teachers for different levels of school education. This includes an understanding of the different pedagogical approaches and techniques that are appropriate for different age groups and subject areas. It 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. Additionally, students are exposed to a range of teaching methodologies, including both traditional and innovative techniques, in order to prepare them to be effective and versatile.

3. 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 imbibes in them professional ethics.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

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 provide 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 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, classroom management etc. Secondly, students are placed under different boards based on their ability and interest for an 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' requirements. Sharing of experiences by the alumni regarding their school and career growth also gives an impetus to the total learning process.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Students learn the utility and applicability of the content to different school systems, community and life through the core, interdisciplinary and pedagogy courses. The student teachers are trained in ICT enabled teaching-learning, action research/ dissertations, creating learning resources by their teacher educator as mentors. The twenty weeks internship and community related work expose them to inter and intrapersonal communication skills. The reflection writing helps them to analyse their own work and accordingly bring about improvement. 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. Cells and club activity organization imbibe leadership qualities and soft skills. 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 papers in their opted pedagogy. Our students are trained in resume writing, interview etiquettes, and 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 add 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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**

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

83

##### 2.1.1.1 - Number of students enrolled during the year

83



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

7

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
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 the Pre-admission stage, prospective students are tested on English language content knowledge, teaching aptitude, logical and reasoning abilities. Training sessions on all the three areas on the basis of test results. The Principal also meets every student coming for admission to the college and a face-to-face interview helps to assess the needs of the students.

Post admission, an entry level test is given to the students as self-assessment. As the course starts, Multiple Intelligence and learning style tests are conducted & results are analyzed which helps to group the students as per their abilities for completing their project-based courses.

Pedagogy based Content test is taken to find the requirement for content related support. Content mapping is taught to help students cope with content knowledge in their pedagogy.

Guidance groups are formed under the leadership of method-masters. Topics are covered in various multi-sensory approaches. Google classroom and various technology based platforms are used for academic transactions. Bilingual lectures are carried out based on the requirement of students.

Reflection journals, report writing, magazine articles, book reviews help students come up with language skills. 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	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Three of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.2.4 - Student-Mentor ratio for the academic year

7:1

#### 2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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.

Different modes of learning, like case study, group work and interaction, role play and experiential activities were employed to teach the process and perspectives of human development. YouTube videos and spoken tutorials were used to understand theories of learning and development. Sensitization was achieved through documentary films and poster making, while cooperative learning strategies like jigsaw and gallery walk were used to learn about the Indian legal system for women.

Google products like meet, Classroom, forms, docs and sheets were utilized to facilitate community work participation, practical

assignments, workshops, and academic transactions. Experiments were conducted to teach student-teachers about the importance of learners' learning styles, thinking styles and transfer of learning. Self-study research work was assigned to understand different boards, their curriculum and administration of education by different boards in India.

Practical workshops were also organized, including evaluation workshop and value added certificate course on teaching skill to enable students to implement the learnt techniques in their schools. Exposure to different policies was developed through group work on researching various topics and presentations. Practical insights were fostered through videos, brainstorming, discussions, and debates on various issues. Research was also conducted on various social problems of the society.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/u/2/">https://classroom.google.com/u/2/</a>
Any other relevant information	<a href="#">View File</a>

### 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

79

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://classroom.google.com/u/3/h">https://classroom.google.com/u/3/h</a>
Any other relevant information	<a href="#">View File</a>

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

Internship is the longest period of the course wherein student-teachers perform their internship duties as a team. Each student is given a chance to lead the team and team spirit is nurtured. The students also get a chance to work in groups during cooperative learning strategies used by the educators, when they are grouped for guidance and work for the clubs and cells.

In order to deal with student diversity, homogeneous and heterogeneous groupings are organized so that students get to interact with all kinds of students. To deal with diverse school students the student teachers are equipped with tools for understanding their learners and multi-instructional strategies.

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.

Workshops on key skills for balancing home and work stress are conducted over a period of the academic year. Time management workshops, Stress management workshops, Understanding self, developing positive attitude, Yoga, meditation etc. prove to be helpful.

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; 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</b></p>	<p><b>Five/Six of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The B.Ed. curriculum is designed to provide a vast scope for developing and encouraging skills like creativity, innovativeness, intellectual and thinking skills, and empathy among student teachers.

**Case 1: Cultural Activity:** At the beginning of the academic year, important international and national days were identified. Students were organized into groups and each group was assigned one UN recognized day for celebration. Each group was given a teacher in charge to present about the day which is celebrated worldwide. The student teachers researched about the significance of the day allotted to them and prepared skits, videos, posters to highlight the importance of each of those days. Such a group performance not only helped in creating awareness among all but also allowed them to showcase their thinking skills, creativity, innovation, and empathy in their presentations.

**Case 2: Creating learning resources:** At the end of the academic year/semester, second-year students presented their learning resources in their pedagogy subject, featuring working models and games. These learning resources were later used by them and their in their practice teaching lessons during internship further nurturing collaborativeness. This activity gave them a chance to exhibit their creativity, innovativeness, life skills, intellectual abilities, and thinking skills.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



2.4 - Competency and Skill Development											
<p><b>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)</b></p>	<p>Seven/Eight of the above</p>										
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data as per Data Template</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Documentary evidence in support of the selected response/s</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Reports of activities with video graphic support wherever possible</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Any other relevant information</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Documentary evidence in support of the selected response/s	<a href="#">View File</a>	Reports of activities with video graphic support wherever possible	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	<p>Eight /Nine of the above</p>
File Description	Documents										
Data as per Data Template	<a href="#">View File</a>										
Documentary evidence in support of the selected response/s	<a href="#">View File</a>										
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<p><b>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 Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p>	<p>Eight /Nine of the above</p>										

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 activities Performance tests Oral assessment Rating Scales**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 in preparatory arrangements Executing/conducting the event**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The internship programme for student teachers starts by identifying and approaching schools for permission based on the number of enrolled students. The principals are briefed on the requirements of the internship programme and a letter mentioning the number of student teachers placed in the respective school is submitted. The student teachers are oriented on the requirements for the completion of the internship programme. They are briefed on their roles and responsibilities as an internee. Student teachers are grouped and placed under method masters for lesson guidance method-wise. The internship programme is divided into 3 semesters and the student teachers are required a total of 30 lessons over a span of 18 weeks. Each student teacher is placed under a mentor teacher from the

school for learning through observation.

Attendance is compulsory during internship periods in schools and student teachers only come to college during the assigned day of the week for guidance. The lessons taken by the student teachers are supervised by the teacher educators and constructive feedback is given to them for further improvement. The student teachers are also encouraged to participate in the school's functioning and make a report on any 3 activities of the school they conducted.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

56

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching  
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests  
Organizing academic and cultural events  
Maintaining documents Administrative responsibilities- experience/exposure  
Preparation of progress reports**

Seven/Eight of the above

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

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.

The internship programme for student teachers is designed to span over 18 weeks, divided into 3 semesters, during which they are required to take a total of 30 lessons. To guide and support the student teachers, they are grouped under teacher educators who are experts in their respective methods. Additionally, each student teacher is assigned a shadow teacher from the school who provides regular guidance and feedback.

Before taking any lesson in the school, the student teachers are required to make lesson plans and get them guided by their respective guides. Students are permitted to take lessons that are guided. These lessons are observed by supervisors, and constructive oral and written feedback are given to the student teachers to help them improve. The shadow teachers also observe the student teachers from time to time and provide teaching tips.

As a part of the internship programme, the student teachers are required to observe lessons of their shadow teachers, their peers, and take five lessons with their peers. This multi-directional approach enables the student teachers to enhance their teaching skills to the optimal level. The internship programme is designed to have a high impact on the skill development of student teachers, ensuring that they are well-prepared to become effective teachers.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)**

All of the above

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

**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	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

108

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

108

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 actively supports the professional and personal**



development of the teacher educators of this institution. They enrol for orientation, FDP, refresher courses and professionally useful courses. They are committed to do at least one, self-study course per year. They participate in digital learning programs and upgrade their digital skills. Most of the teachers take up the given opportunities to keep themselves professionally updated.

The teacher-educators contribute as resource persons, guest lecturers as and when invited by other institutions.

The courses, programs or sessions attended by the teachers are discussed in the staff meetings or over informal chat. The teachers are encouraged to do research work in areas of their interest, publish papers and thus an environment of research is created. Teachers are provided duty leave to attend the various professionally connected programs.

The teacher educators wholeheartedly organized and participated in the webinar conducted by the College thus developing their organizational skills and enhancing their knowledge in different aspects. The interactions with the school personnel from various boards 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. Available opportunities are utilized to develop their digital skills, research skills and contribute towards the advancement of education.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 students are oriented and made aware about the evaluation strategies during the beginning of each semester orientation of the course.

- **Diagnostic: Entry behaviour, Pre-admission Counselling sessions, community work and cultural activities, Content**

test, Simulated lessons, Practice lessons, Class test, assignments etc provide opportunities to identify the errors and weaknesses of the students. Immediate feedback and correction measures taken, help in moulding the students in the right perspective

- **Formative:** The theory part is tested through written test in short essay questions, assignments and class tests. The practical aspects are evaluated using rubrics, competency-based evaluation and observational techniques. The reflective journals help in understanding the student’s strengths and weaknesses and their perspectives about the task. The other areas through which the students are continuously observed and assessed are presentations, seminars, webinars, debates, quizzes, discussion forums, role plays, community work, internships, book review, reflection journals, self-assessment, peer assessment, lesson plans, blue prints, actions research, group work, class activities, club activities, council work, competitions, co-scholastic activities, assembly, newsletter, video creation etc
- **Summative:** The semester end examination is conducted by the University of Mumbai and the practical work is marked at the college level. Thus, the evaluation process is a well informed and well-planned component of the programme.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>Four of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The theory papers after assessment are shown to the students to see the written feedback and grades. Grievance related to internal examination of 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.

The practical areas are evaluated using self, peer and teacher evaluation in the given setting itself. This makes the evaluation open and transparent. All the group members are involved in this process. The evaluation is done within the given time and the feedback is immediate. Students are well aware of their performances, progress and scope for further improvements.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Steps are taken to address the uncertainty and changes in the execution of university examinations and delayed admissions. Therefore, the academic calendar which is prepared in the month of May or June only gives a tentative approach to the execution of the major areas of assessment. The major areas are covered in the academic calendar. Our students are notified regularly, regarding the situational changes if any, 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. It's also important to be flexible with the academic calendar during these times of uncertainty. While the sequence of activities may be more or less adhered to, it's understandable that the month and date may not strictly match with the academic calendar. Overall, it's important to prioritize communication and transparency with students and to remain adaptable to changes in the academic calendar and evaluation system

## 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 undergo a structured internship program where they are assigned to schools to learn about the intricacies of teaching and the teaching-learning process. They 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 internship program provides student teachers with a valuable opportunity to develop their teaching skills, gain practical experience in the classroom, and receive feedback and support from experienced educators. 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. Clubs and Cells organize various cocurricular activities that help develop values like multiculturalism, cultural identity,

secularism and egalitarianism. Hands-on activities like using learning applications on the Gsuite, 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 engraved. The course execution is aligned with the PLO's and CLO's.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

**B.Ed. 40/ 56; M.Ed. 17/24**

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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. To cater to these diverse needs different strategies have been used and modified from time to time.

Initially lack of confidence & communication skills to speak in front of the class is seen in many students. Thus, teacher-educators use a variety of strategies like discussions, debates, brainstorming and co-operative learning techniques. 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. Educators make maximum use of various

techniques which enable them to sustain interest.

ICT enabled curriculum transaction for better understanding caters to the different learning styles. 'Google-classrooms' is specially created for the students. Diagrammatic representations for concept simplification and clarity are also uploaded. Mnemonics are made for factual concepts and are shared to help retention.

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.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Yes

## 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	<a href="#">View File</a>
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

<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes 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</b>	Four of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	Three of the above
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
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

7

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

#### 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

120

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

7

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 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. Social awareness is created and knowledge is imparted in order to help the underprivileged individuals to be sufficiently motivated to be part of the mainstream learning. It prepares students to apply their academic knowledge to real-world problems and challenges. Students' knowledge of education and child development brings in sensitivity in them to participate for a cause in activities like literacy among underprivileged children,

packaging gifts and sweets for soldiers as an NGO drive or campaigns to reduce plastic waste and e-waste in their local community. It provides opportunities to the student teachers to engage with the diverse needs of the community. This exposure to different perspectives helps students develop a better understanding of social issues related to gender disparity, environmental concerns, basic literacy in numeracy, language and finance and the factors that contribute to them. The community engagement helps students become more informed, compassionate, and responsible members of the Society and continue to contribute throughout their life.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
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	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://pcerpanvel.ac.in/facilities/infrastructure/">https://pcerpanvel.ac.in/facilities/infrastructure/</a>
Any other relevant information	<a href="#">View File</a>

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

1144970

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 uses KOHA for library automation. Koha is a popular open-source library automation software that provides a comprehensive set of features to manage all aspects of library operations. 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. The Online Public Access Catalog (OPAC) is the interface that allows library users to access the library's resources. However, out of the varied features of Koha, our college is using it mainly for handling issues, returns & transfers. Koha offers cataloging tools that enable librarians to easily create and maintain bibliographic records. Koha provides efficient circulation management features such as check-in, check-out, renewals, holds, and fines management.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://digitallibrary.mes.ac.in/collections/a3862d44-2f06-4407-903c-6606a47dbf05">https://digitallibrary.mes.ac.in/collections/a3862d44-2f06-4407-903c-6606a47dbf05</a>
Any other relevant information	<a href="#">View File</a>

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, Shodhgangotri- 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	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**



File Description	Documents
Data as per Data template	No File Uploaded
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)

11476

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

08

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://pcerpanvel.ac.in/facilities/library">https://pcerpanvel.ac.in/facilities/library</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

The library software KOHA uses Online Public Access Catalogue (OPAC) and is ICT enabled with internet. The networking switch was updated and there are 4 routers with 3 antennas each for long range. For the purpose of KOHA installation, a new computer with 16 GB RAM and 1 TB hard disk with Linux operating system was procured along with monitor, Keyboard and mouse. All the computers were upgraded from 2GB RAM to 4 GB RAM. The operating system of the computers was

changed from XP to Windows 10. As per the requirements of the On-Screen Marking (OSM) process a university enabled software 'tracmark' was upgraded from 2.5 to 5.1 version in the dedicated PC's. The office printer cum scanner was replaced by Canon LIDE 300 scanner and HP Laserjet Pro MW202DW for better and efficient work. Anti-Virus Kaspersky is also installed in office computers.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.2 - Student – Computer ratio during the academic year**

**1:1**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Five or more of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/watch?v=6FjbXPMquvw&amp;t=0s">https://www.youtube.com/watch?v=6FjbXPMquvw&amp;t=0s</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://pcerpanvel.ac.in/e-learning/">https://pcerpanvel.ac.in/e-learning/</a>
Any other relevant information	<a href="#">View File</a>

#### 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)

1144970

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 policy statement ensures the maintenance and upkeep of the infrastructure and resource utilization, Security and safety, resource allocation and access guidelines of shared resources. It is regularly reviewed and updated to ensure it aligns with current practices and needs.

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 updating of all ICT facilities from time to time. The Sports ground is maintained on a regular basis, especially after the monsoon with reference to Mowing grass & levelling. 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	<a href="https://pcerpanvel.ac.in/wp-content/uploads/2023/05/Policy-SPMU_pcerp_2021.pdf">https://pcerpanvel.ac.in/wp-content/uploads/2023/05/Policy-SPMU_pcerp_2021.pdf</a>
Any other relevant information	<a href="#">View File</a>

## 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**

Five fo the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)**

Five or more of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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
<b>56</b>	<b>79</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

**03**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**6**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



### 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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 Pillai Education Panvel Alumni Association, established in 2010 and registered with the Charity Commissioner's Office in 2015, focuses on community outreach and capacity building for student-teachers.

Alumni members participate in teaching street children and providing them with books and stationery to encourage their education.

Members of the alumni volunteer their time and expertise by taking demonstration lessons in different pedagogical subjects for the student teachers thereby providing them with a chance to observe real-life teaching practices. They conduct weeklong sessions on yoga, stress busters, laughter therapy, and meditation to help student-teachers manage their stress levels and maintain a healthy work-life balance. The Association in association with the college also holds workshops on topics such as decorating bulletin boards, career opportunities beyond academics, and life skills, to enhance student teachers' overall professional and personal growth.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.4.2 - Alumni has an active role in the regular

All of the above

**institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum 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	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

**1**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Alumni Association is a key supporter of the college and its student teachers, participating in various initiatives and programs to provide guidance and support. They are active members of the IQAC and the College Development Committee, contributing to the implementation of plans made during these meetings. They also engage in community outreach initiatives, contributing to the college's literacy drive and conducting workshops and motivational talks to

equip student teachers with skills, attitude and knowledge for positive impact.

The members of the Alumni Association take demonstration lessons and provide valuable guidance and support to student teachers for their practice teaching sessions in internship schools. They also engage in training sessions for co-curricular activities and serve as judges for various competitions. The association participates in various academic activities, such as presenting papers in national level seminars, contributing articles for the annual college magazine 'SPARK', and research papers for the biannual journal PJERT.

Through their involvement in these activities, the Alumni Association provides a source of support and inspiration for the college community. They play a crucial role in supporting the college's goals and providing a network for students as they pursue their academic and professional aspirations.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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.

The online sessions were continued for part of the academic year which was then slowly converted to Hybrid mode of learning and then to complete offline mode. The SOP's given by the government and strictly executed by the management helped in taking all precautions that the pandemic situations necessitated.

The digital training provided and the digital platform made available by the management helped our teachers and students to be prepared for online, hybrid mode and offline teaching and assessment. Schools provided opportunities for online lessons and hence students were trained on the digital etiquettes and use of applications. 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 connections 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	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our institution adopted a flexible and decentralized approach in managing the academic calendar and executing programs in response to the uncertainty brought on by the pandemic. This approach allowed our staff and students to be involved in the planning process and execution of activity. Every program is led by a convener who forms a committee to carry out the plan of action. Before the execution of any activity, the committee presents the plan of action to all teaching staff for discussion and input, ensuring that everyone was aware of the details of the activity and could contribute to its success. Once the details were decided, mentor mentee groups were formed and a mentor was assigned to each group to oversee the process until its completion. Through the ongoing process of the activity, teachers shared, discussed, and reported challenges and agreements, allowing for continuous improvement and refinement of the activity. It helped to ensure that every teacher was responsible and aware of the activity being executed at any given time. The value of collaboration and flexibility in navigating uncertain times and achieving organizational goals were quite evident.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

The organization utilized technology to improve financial management and communication with both staff and students. By conducting all financial transactions online, it helped in increasing transparency. Monthly reports and bank statements were also readily available, which helped with financial planning and decision making.

In terms of academic execution, it appears that there is a collaborative approach between the teacher in charge, staff and students Council. Activities are planned in advance and communicated to all relevant parties, which can help with organization and coordination. Feedback is also provided after the completion of programs, which helps in continuous monitoring, guidance and improvement. The use of technology was also evident in the tie-ups with Google and Coursera. These platforms offered free access to resources and courses, which helped staff and students to develop new skills and knowledge.

The administrative transaction from the point of official, curriculum and examination related transactions were all notified to the students and teachers well in advance and regular follow up was also done to ensure the smooth execution.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 framework followed is Purpose - Plan - Perform - Evaluate - Feedback -Review- Revise (if required)

Example: Community work conducted through Offline mode.

The purpose of the Community Work- Creating awareness and sensitivity among student teachers regarding the need to contribute quality time with the underprivileged.

- **Plan:** The permission was sought from the nearby NGO's so that our students could engage in quality time with them. Time schedule was prepared and the students were sent in small groups to be with the selected NGO's. The duration of this activity was two months.
- **Perform:** The students were given contents and time tables by the NGO's to be transacted with the community. Along with the NGO staff, one teacher educator was also placed with the students.
- **Evaluate:** The students were mentored and guided for the hands-on activity. The student teachers were closely observed and their report and reflections were marked.
- **Feedback** was given immediately on a daily basis. The students were appreciated and motivated to give their best. This was also a pre-training phase to teaching. The concerned NGO's also gave their feedback and positive report.
- **Review:** This is an ongoing activity and each group has its own challenges. The effectiveness of contributed work was reviewed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://pcerpanvel.ac.in/disclosures/igac/strategic-planning-deployment/">https://pcerpanvel.ac.in/disclosures/igac/strategic-planning-deployment/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 institution has adapted its policies and practices to accommodate the online and offline mode of work and has allowed for flexible working hours and days. Regular meetings with the Management bodies, College Development Committee, Conduct Monitoring Committee have allowed for necessary changes to be made as the situation evolved. The appointments of new teachers were made as per the State government and affiliated University rules. The service books of the staff are maintained and updated, and that codes of conduct for students, teachers, and non-teaching staff are in place based on the institution's vision, mission, and objectives. The students' code of conduct is incorporated into the syllabus and shared with them through online orientation sessions. communication channels were maintained through various means, such as WhatsApp, email, phone calls, and videoconferencing. The institution's administration structure, from the principal to the teaching and non-teaching staff and student council, is well-maintained. Our student council is very active. Teaching staff, mentor and share their task portfolios with the students ensuring that its policies and practices align with its goals.

File Description	Documents
Link to organogram on the institutional website	<a href="https://pcerpanvel.ac.in/about-us/organization-chart/">https://pcerpanvel.ac.in/about-us/organization-chart/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Certain decisions are taken through meetings and at times it is done impromptu depending on the urgency and utility value of its implementation. Through IQAC committee decisions taken and recorded in the minutes, emphasized on the need for looking into the career advancement scheme of three teachers. The files were prepared and based on the committee sent by the university the CAS for three teachers were forwarded to the university for further processing.

The minutes of the meeting of IQAC suggested the addition of a new value-added certificate course on Drama and Art in Education. The IQAC members agreed saying that the NEP 2020 has also emphasized on integrating art with school teaching. Students need to be trained in this aspect. A team was formed to discuss the structure, duration and create the course content and brochure for the same. It was decided that the IQAC members can review and finalise the details of the course and the date of introduction.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

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 members who wished to participate in conferences/workshops 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 opportunities for enrichment programs, wellbeing and Yoga and academic development of the teaching staff. Contactless sanitizer and hand wash facilities were provided for all staff and students. 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 was not taken into consideration as leave without pay. The teaching and non-teaching staff could wholeheartedly contribute during the trying times because of the cordial and responsible decisions taken by the management and the administrative staff of the institution. MES library for intra-library user interface also helps staff to access e-books, research journals in digital mode. N-list membership enables the staff to access e-journals and e-books under various subject areas.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
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.**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
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**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 which our college has implemented for the evaluation of teaching and non-teaching staff by the students. A set of statements are given against which students have to rate their teachers. Students are provided with the free space to share their additional thoughts and reflections. The fact that students can provide their feedback anonymously is also a positive aspect of this evaluation process. This can help to ensure that students feel comfortable sharing their honest opinions without fear of any 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 post pandemic situation. The appraisal of the non-teaching staff too, 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. This type of evaluation helps to provide suggestions for improvement to the teaching and non-teaching staff thus enhancing the quality of education and ensuring that the needs of the students are met.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

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 the end of the month 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.	<a href="#">View File</a>
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)**

13430

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
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.

For the teaching learning process the institution made available the Google functions like G-meet link, Google classroom and other features. By carefully planning and managing financial resources, our institution ensures that the necessary resources are made available to achieve the objectives. Implementing a budgeting and financial planning process that ensures that resources are allocated to the most important areas of the organizations. Regular assessments are conducted by the management bodies and Principal to identify areas where resources can be better utilized or where new resources are needed. Investing in staff development and training to ensure that employees have the skills and knowledge necessary to effectively utilize resources and achieve organizational goals. Developing partnerships and collaborations with other organizations to leverage resources and maximize impact. The organization has developed a comprehensive plan to ensure that it has the necessary resources to achieve its goals and objectives, and that these resources are being used in the most efficient and effective way possible.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 IQAC members discussed that Project-based courses for coming new batch 2021-2023 should be taken offline and therefore NGO centres preferably related to education will have to be identified in and around Navi Mumbai where Community work can be carried out. Student groups can be formed as per their place of stay and sent to the community centres with a mentor teacher. The entire planning and execution were done like wise.

IQAC members suggested that the teachers should apply for CAS. and all eligible teachers applied for the same online with the details of their professional growth. Three teachers applied of which two were promoted to the third level of asst professor and one person was promoted to the second level.

A new value-added certificate course on Drama and Art in Education should be created. Based on this discussion a team was formed to discuss the structure, duration and create the course content and brochure for the same. Four course structures were created namely Dance and drama as Pedagogy, Art as Pedagogy, Craft as Pedagogy and Computer art as Pedagogy.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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. In an academic year IQAC meets thrice a year to analyse, discuss and monitor the existing programs. Fresh ideas and inputs are given which is taken into consideration for implementation. The committee provides framework, planning of course subjects and activity portfolios for the academic year. Inputs are also given regarding the conduct of internship, co-curricular activities, need for change in sports activities suited for married girls and safe picnic spots. Emphasise was also given for encouraging teachers to

take up research projects.

In order to improve the digital skills of teacher educators and student teachers, webinars on online teaching tools were conducted. Every teacher became techno savvy and were able to conduct use computer applications effectively.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://pcerpanvel.ac.in/disclosures/iqac/minutes-of-the-meetings-plan-of-action/">https://pcerpanvel.ac.in/disclosures/iqac/minutes-of-the-meetings-plan-of-action/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://pcerpanvel.ac.in/disclosures/iqac/aqar/">https://pcerpanvel.ac.in/disclosures/iqac/aqar/</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The course content as per the syllabus was carried out along with the extended and beyond the curriculum approach without compromising on the quality of the program. The overall academic result of the class was 100% and consistent like the previous years. Our M.Ed student was the only one with 10 CGPA at the university level final result. The club activities have been strengthened and varied activities have been incorporated. Value added courses on Drama, Art, Craft and Computer as pedagogy have been added to the existing courses. 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.

Teachers have published research papers, organized and attended workshops and colloquium in research. This year, four Patents have been registered by the teachers and four research papers were also published in UGC care journals. Attempts were made to do major research through DST, however we did not get the approval.

Compilation of research tools prepared by our M.Ed students and guided by our teachers is an added achievement. Much of our time was taken up by doing the AQAR and documentation as per the new manual.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 year being an extended pandemic year, the energy consumption was moderate. We continued to connect and communicate with students through blended and online mode. The college has energy saving devices like LED bulbs placed in the campus, signages regarding prudent use of the devices are displayed wherever required. Solar panels are installed as alternate form of energy thus, meeting the energy requirements. Care is taken to prudently use the available energy resources. Generators are in place in case of emergency like disruption of energy and load-shedding which is on every Tuesday's in this locality. Back up USB and inverters are also provided to ensure saving of data and backup.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

We have prepared the policy statements regarding procedures for waste management.

Awareness and practice among our students regarding waste segregation at individual level, home and college was conducted through nature club activities. Students are encouraged to segregate the wet and dry waste at their home. They also contributed towards collecting the wet waste from the canteen kitchen and from flower/vegetable vendors in the surrounding and add to the compost pit in the college. Regular care and attention is given to this process.

The Students were given opportunities to recycle/ reuse the dry waste like paper, plastics and e-waste. Paper bags were prepared and distributed to the surrounding women vendors. Plastic bottle bricks filled with plastic bags and packaging that cannot be recycled was an interesting project carried out by the students and teachers this year. This enabled us to create a useful environmentally-friendly item.

PCERP also participated in the Swacch Sarvekshan-2022 in which the project taken up was collecting e-waste from our home, society and surrounding. The e-waste like electronics and electrical items were collected and transported to the Thane Mahanagarपालिका for recycling through appropriate means.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 strictly followed the safety rules.

Regular fumigation is done for the purpose of disinfecting and destroying pests. Disinfectants are also sprayed regularly to avoid insect-borne diseases. Green audit is 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>Four of the above</b>
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>
<b>0.37856</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The community work is carried out keeping in mind the need of the immediate surroundings. This year we have been able to contribute our time towards teaching and engaging children from four NGO's. Special sessions in grooming, study habits, simple language skills, by our students, alumni and teachers have been well accepted by the community. MoU with these organizations are in place. Our students visited the special education college nearby who in turn has taken sessions to sensitize our students about special need children like Autism, Learning disability etc.

Street plays to create awareness on Gender parity were scripted and performed at the college level, because permission was not given for local gatherings. Students connect with the community in spreading awareness regarding e-waste segregation, separating dry and wet waste, reusing plastic by making eco-bricks, making paper bags were commendable.

This academic year, the fear of Covid, lingering on, it was not very easy to convince for a continuous interactions with the community. However the college put in efforts to leverage on the available opportunities, time and resources.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**B. Any 3 of the above**

**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**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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: Community Interface**

**Please click link to view as NAAC FORMAT:**

<https://pcerpanvel.ac.in/wp-content/uploads/2022/09/3-Community-Interface.pdf>

### BEST PRACTICE-2

**Title of the Practice: Environmental Consciousness**

**Please click link to view as NAAC FORMAT:**

<https://pcerpanvel.ac.in/wp-content/uploads/2022/09/2-Environmental->

**Consciousness .pdf**

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



