




**Mahatma Education Society's
Pillai College of Education & Research**
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

Metrics 5.1.1

Reports, Sample Feedback and Photographs related to the following:

- 1. Career and Personal counselling**
- 2. Skill enhancement (Academic, Technical and Organizational)**
- 3. Communicating with Persons with different Disabilities**
- 4. Capability to develop a Seminar/Research Paper**
- 5. E-Content Development**
- 6. Online Assessment of Learning**


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.




**Mahatma Education Society's
Pillai College of Education and Research**

Sector 8, New Panvel 410206

Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

1. Career and personal Counselling



Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No. 1, Sector-8, Khanda Colony,
New Panvel-410 206.

A Report

Career counselling: The placement cell of PCER generally starts the placement process of the second year B.Ed. and M.Ed. student teachers in the middle of their Semester 4 schedule. A week long VACC on “Interview etiquettes” is conducted every year to enhance the confidence of student teachers and help them prepare their CV and Resume. The course also includes grooming sessions to help them face the interview board boldly and confidently. Moreover, student teachers are also presented with a comprehensive talk that explores the diverse career options available to them upon completing their B.Ed. and M.Ed. programs.

Personal counselling: Most of the student teachers who enroll for the B.Ed. and M.Ed. programme are married and with children. They face unique set of problems in their personal lives. In order to help them find a feasible solution to their problems, the college has adopted the Open Door Policy wherein student teachers are free to walk into the Principal’s cabin to share their problems. The teacher educators are also available whenever the student teachers need guidance and counselling for their personal issues.

Apart from the above, the college has appointed Ms. Yvette Lee as a dedicated counsellor. At the beginning of their academic year, Ms. Lee conducts orientation sessions for the students, helping them navigate through their challenges. For problems that require professional assistance, Ms. Lee takes the lead and supports the student teachers in managing and addressing those issues effectively.


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New Panvel-410 206.




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**Range of capability building and skill
enhancement initiatives**

- 2. Skill enhancement in academics, technical
and organizational aspects**


Dr. (Ms.) Sally Enos
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New Panvel-410 206.

A Report

Academics

The following academic activities form an integral part of the B.Ed. curriculum along with the syllabus. These activities help in shaping the student teachers' overall personality, they help in expanding the range of their capabilities and instill confidence in their skills.

1. Teaching competencies:


a. VACC on Teaching Competency: These competencies are those teacher training techniques that allow student teachers to practice and refine their teaching skills in a low-risk, simulated classroom environment. This approach allows them to fine-tune their skills before engaging in internships within actual school environments. Teacher educators demonstrate these skills and offer guidance, while also providing feedback and suggestions for improvement when student teachers present their skills. The college has identified and provides training for eight specific micro-teaching skills to the student teachers.

The list of VACC on Teaching Competency scheduled over a period of 5 years are as follows:

- a. Workshop – Teaching Competency: 11th - 30th April 2022
- b. Workshop – Teaching Competency: 1st - 12th July 2021
- c. Workshop – Teaching Competency: 13th January - February 2020
- d. Workshop – Teaching Competency: 15th – 17th November 2018, 2nd, 4th and 7th January 2019
- e. Workshop – Teaching Competency: 20th December 2017 - 6th January 2018

2. VACC on Instructional Strategies: Student teachers are instructed in various teaching instructional strategies to enhance the effectiveness of their lessons. These strategies encompass the Concept Attainment Model, Inquiry Training Model, Inductive Thinking Model, Role Playing, Jurisprudential Model, and Creative Lessons. Based on the guidance and demonstrations provided by teacher educators, student teachers develop lesson plans that align with their preferred approach.


In addition, we incorporate experiential lessons into the training of student teachers, drawing inspiration from the teachings of Mahatma Gandhi and his educational philosophy known as Nai Taleem. These experiential lessons provide valuable opportunities for student teachers to engage in practical, hands-on learning


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experiences aligned with the principles advocated by Mahatma Gandhi.

The list of VACC on Instructional Strategies scheduled over a period of 5 years are as follows:

- a. 12th September – 15th October 2022
 - b. 1st to 12th July 2021
 - c. 23rd January – February 2020
 - d. 25th June – 6th July 2019
 - e. 11th – 30th June 2018
3. **Practice teaching:** The internship program for teacher trainees is designed to provide practical training and hands-on experience to teaching. It serves as a bridge between theoretical knowledge gained in teacher education programs and the real-world classroom environment. The student teachers are placed in schools/colleges under the guidance of experienced mentors or cooperating teachers. They actively participate in classroom activities, observe teaching methodologies, assist in lesson planning and delivery, and engage in various aspects of school life. The objectives of the internship program include development of classroom management skills, pedagogical techniques, reflective practices, feedback and evaluation. The B.Ed. curriculum has an internship program of 18 weeks spread across 3 semesters (*Sem 2: 3 weeks; Sem 3: 11 weeks, Sem 4: 4 weeks*) while the M.Ed. Curriculum has an internship program of 7 weeks – Sem 3: 4 weeks in teacher education colleges and Sem 4: 3 weeks in schools.
4. **Research work:** Over time, the responsibilities of teachers have evolved significantly. In addition to imparting knowledge, teachers now assume various roles such as facilitators, mentors, guides, counselors, critics, evaluators, and even researchers. The B.Ed. curriculum plays a crucial role in cultivating the research skills of student teachers, as it introduces them to Action Research projects. The student teachers are made to conduct Action Research based on any pressing issue they had come across relating to school, students, or parents. They decide the methodology of the research, create tools for data collection, analyze the data and draw inferences under the guidance of teacher educators. Furthermore, the M.Ed. curriculum enables the student teachers to engage in substantial research endeavors, thereby establishing a strong groundwork for pursuing a PhD.
5. **VACC on Designing and Planning Assessment Tools:** The college conducts a VACC aimed at equipping student teachers with essential skills to effectively plan and structure their teaching activities. During this course, student teachers are taught various key components, including creating a year plan,


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unit plan, weightage table, blueprint, question-wise analysis, scoring key, and marking scheme. The course serves as a valuable platform for student teachers to analyze the syllabus thoroughly and develop a well-organized schedule for their teaching. By engaging in this process, they gain a deeper understanding of the significance of objectives in both teaching and testing a particular subject. They develop the ability to assess student progress and performance through appropriate evaluation methods, guided by the scoring key and marking scheme they have learned. By integrating these skills into their teaching practice, they are better prepared to create engaging and impactful learning experiences for their future students.

The list of VACC on Designing and Planning Assessment tools scheduled over a period of 5 years are as follows:

- a. 12th to 19th November 2022
 - b. 15th to 19th September 2021
 - c. 27th April – 18th May 2020
 - d. 17th – 22nd June 2019
 - e. 19th – 30th June 2018
6. **Ability course on RRT** – Reading and reflecting on text is a fundamental practice that fosters critical thinking, deep understanding, and personal growth. The student teachers engage with written material, whether it's a book, article, or any other form of text, giving them an opportunity to absorb new information, explore different perspectives, and develop their own thoughts and insights. Through the process of reflection, the student teachers get a chance to enhance their critical thinking skills by engaging in the process of analyzing, evaluating and synthesizing information. It enables them to identify biases, logical fallacies, or gaps in reasoning within the text. They develop a more nuanced understanding of complex issues and engage in constructive dialogue with others. Through reading and reflecting on text, intellectual capacities are enhanced, personal growth is promoted, and student teachers are equipped with the tools to navigate the complexities of the world. It is a lifelong skill that empowers one to become informed, engaged, and empathetic individuals.

A Report

Technical

Alongside the prescribed syllabus, the B.Ed. curriculum incorporates a range of academic activities that are essential for the holistic development of student teachers. These activities play a significant role in shaping their overall personality, expanding their capabilities, and fostering confidence in their skills.


- 1. Ability course in ICT:** In today's digital age, the present generation of children is often referred to as the "natives of the digital world" or "digital natives." These children have grown up surrounded by technology and are often more comfortable with digital devices and online platforms than previous generations. As a result, their needs and learning preferences are different from those of earlier generations. To meet the changing needs of these digital natives, teachers are required to adapt their outlook and attitude towards education. Traditional teaching methods may not be as effective in engaging and educating these children, so teachers need to incorporate technology and digital tools into their classrooms. As part of the B.Ed. curriculum, student teachers are familiarized with the commonly utilized Microsoft applications, which include Word, Excel, PowerPoint, Google Forms, and Google Classroom. These tools are widely employed by educators, and gaining a comprehensive understanding of their features assists teachers in fulfilling their diverse responsibilities. Through this curriculum, student teachers acquire the skills to craft impactful presentations, compose written scripts in Word, and create spoken tutorials using built-in narration features in PowerPoint or tools like Screencast-O-Matic. Additionally, they learn how to generate quizzes or multiple-choice questions for assessment purposes using Google Forms.
- 2. Learning resources:** The student teachers are provided with the essential abilities to develop innovative learning materials. Every year, a workshop is held to teach them how to create teaching aids that are both effective and cost-efficient. During these workshops, ideas are shared to help them make their lessons captivating and interactive. At the end of the 4th semester, they submit their best learning resource for evaluation. Furthermore, a workshop is organized to engage student teachers in crafting content for bulletin boards. During this workshop, the student teachers create captivating content based on themes that hold social significance.
- 3. E-content development/ Self-instructional module:** In the M.Ed. program, student teachers are given assignments to develop E- content for

self-instruction purposes, specifically aimed at B.Ed. student teachers. The assigned topics are chosen from the B.Ed. curriculum and encompass various forms of educational resources, such as spoken tutorials, Word-format notes, and additional reading materials, all intended to facilitate self-learning.

- 4. Self-study courses:** Mahatma Education Society had a tie-up with Coursera to provide free access to its varied certificate courses during and after the pandemic situation. This tie-up gave the teacher educators and student teachers an opportunity to learn and earn certificates from a plethora of courses offered from renowned institutions from across the globe. The teacher educators and student teachers completed a significant number of courses due to this arrangement between Coursera and MES.

Both B.Ed. and M.Ed. students are encouraged to explore and enroll in various free online certificate courses available on platforms such as Alison, Udemy, and Swayam. These platforms offer a wide range of courses on diverse subjects and topics. The student teachers have shown great enthusiasm in participating in these courses and have successfully completed them.

- 5. Workshops:** Various workshops are conducted on a regular basis for the student teachers to help them upgrade their technical skills. Especially during the pandemic situation, online modes of teaching learning strategies and online assessment techniques took the centre stage. The college organized workshops on H5P, Kahoot (*3rd September 2020*) and Quizzes for online assessment, creating and editing video lessons (*1st August 2020*), intellectual property rights (*13th August 2020*) and integrating soft skills in online teaching (*31st July 2020*). Online assessment may have gained ground over the recent years however we had conducted a session on “Online assessment” (*28th June 2017*). The speaker for the session was Mrs. Ankit Bansal of Mettl, an online test platform. She briefed the students via Skype about how to conduct tests online.


Dr. (Ms.) Sully Enos
PRINCIPAL
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New Panvel-410 206.

A Report

Organizational Skills

Organizational skills are essential for teachers to effectively manage their classroom, curriculum, and various administrative tasks. The organization of activities in the college ensures the development of some key organizational skills among student teachers. The student council takes initiative in the organization of the following activities in the college:

- 1. Freshers' day/Talent hunt:** The college organizes a Freshers' Day event to welcome and introduce new student teachers to the college community every year. This event serves as a platform for the student teachers to socialize, get acquainted with their peers, and become familiar with the college environment. The organizing committee plans and coordinates various activities such as ice-breaking sessions, interactive games, cultural performances, and talent showcases. These activities aim to create a positive and inclusive atmosphere, allowing the new student teachers to feel comfortable and establish connections with their fellow colleagues. The Freshers' Day event helps foster a sense of belonging and sets a lively tone for the upcoming academic year.
- 2. Marathi Bhasha Diwas and Hindi Bhasha Divas:** The student teachers under the guidance of teacher educators, celebrate Marathi and Hindi Bhasha Diwas, a special day dedicated to the Marathi and Hindi language, culture, and literature. This event aims to promote and honor the rich heritage of the Marathi and Hindi language among the student teachers and the college community. The organizing committee plans a series of activities and programs that highlight the significance of Marathi and Hindi Bhasha Diwas. The celebrations include speeches, presentations, and discussions on the history and importance of the Marathi and Hindi language. Students participate in poetry recitations, storytelling sessions, and showcasing the beauty and diversity of Marathi and Hindi literature. The event also features cultural performances, including traditional folk dances, songs, and musical performances. These cultural displays serve to celebrate and preserve the artistic expressions of Indian culture.
- 3. Indoor and outdoor sports:** Every year, the organizing committee comprising of student teachers take the initiative to organize sports events at the college. These events provide an opportunity for all to engage in healthy competition, promote physical fitness, and foster teamwork and sportsmanship.
Events such as carom, chess, badminton, and table tennis are included in the indoor sport events. These games offer a chance for student teachers to showcase

their skills and compete against their peers. The organizing committee ensures the availability of necessary equipment and facilities, as well as the fair and organized conduct of the games.


In addition to indoor games, the college also organizes an annual sports meet, which serves as a highlight of the sports calendar. This event brings together student teachers from both M.Ed. and B.Ed. programme to participate in a wide range of athletic events, group sports and throwing events. Athletics events include track and field activities such as sprinting, long jump and relay races. Group sports involve team games like dodgeball and dumbbell race while throwing events include shot put and javelin throw. The sports meet creates an atmosphere of excitement and camaraderie as student teachers compete in a spirit of healthy competition. The organizing committee ensures proper arrangements for the sports meet, including the availability of sports facilities, referees, and necessary equipment.

4. **Cultural competition:** Social skills and a sense of secularism can be nurtured and strengthened through healthy competitions. Cultural competitions provide a common ground for student teachers to showcase their talents and develop their social abilities. The organizing committee, consisting of students, takes the initiative to organize a day or two filled with cultural competitions specifically designed for student teachers. These cultural competitions are the best platform for student teachers to express their creativity and cultural diversity. Various competitions are organized to explore different aspects of artistic expression and intellectual capabilities. Examples of such competitions include rangoli-making, where student teachers demonstrate their skills in creating intricate and vibrant designs using colored powders or flowers. Mehendi competitions allow participants to showcase their talent in adorning hands with beautiful and intricate henna designs. "Best out of waste" competition encourages student teachers to repurpose and transform discarded materials into innovative and useful creations. This competition not only promotes creative thinking but also instills values of sustainability and environmental consciousness. Furthermore, linguistic abilities are honed through competitions such as spell bees and debates. Spell bees test the participants' proficiency in spelling words correctly, while debates provide a platform for student teachers to articulate and defend their opinions on various topics. These competitions enhance communication skills, critical thinking, and confidence in expressing oneself.

5. **Traditional day:** India, known as the land of multi-culturalism, is a country that celebrates diversity and embraces a rich tapestry of traditions and customs. Its cultural heritage can be traced back to ancient times and these traditions have been passed down through generations, shaping the social fabric of the nation and influencing various aspects of life, including art, music, dance, literature, language, clothing, and cuisine. The student teachers organize traditional day to celebrate the diversity of our nation by wearing beautiful and colourful attires belonging to their culture. The celebration is not only to celebrate diversity but to promote a sense of unity and appreciation for the various cultural backgrounds within the nation. The traditional day is filled with traditional dances, music, poetry recitations and fashion shows.
6. **Valedictory Function:** Adjourment is an integral part of life; it does not signify the end of a journey but rather the commencement of a fresh chapter in one's life. The valedictory function is a grand farewell organized by the junior student teachers to bid farewell to the outgoing batch. The day is divided into two parts: the first half consists of a formal event where the college annual report is presented, and certificates are distributed to the student teachers. In the second half, the atmosphere is filled with joy as participants engage in various activities such as dancing, games, singing, playing musical instruments, and sharing their experiences.
7. **Alumni meet:** The College provides its assistance to the alumni committee in arranging alumni meet for the former student teachers. The event is divided into two segments: the first half features a cultural program organized by the current batch of student teachers, while the second half includes a formal event. The student council and student teacher volunteers collaborate to decorate the multipurpose hall, organize seating arrangements, and distribute snacks and beverages. Additionally, they curate a vibrant showcase of dance performances, musical renditions, and engaging games.
8. **Club and Cell activities:** The College consists of four clubs: the Nature club, Global citizenship club, literary club, and Well-being club. Each club is composed of a teacher in-charge, student council members, and student teachers who serve as members. Regular club meetings are conducted to discuss and plan activities for all student teachers. The activities organized by each club are designed to align with their specific purpose and objectives. The college is equipped with four cells to cater to various aspects of student welfare and development. These cells include the Women Development Cell, Anti-ragging Cell, Placement Cell, Research Cell, and Grievance Redressal Cell. Each cell comprises a teacher in-charge, student council members, and student teachers as members. The activities

organized by each cell are tailored to fulfil their distinct purposes and objectives, ensuring the well-being and progress of the students.

9. **Co-curricular activities:** The student teachers take the responsibility of coordinating co-curricular activities, including commemorating United Nations-declared days, Indian Government-declared days, celebrating diversity, and celebrating the life and teachings of notable figures such as Dr. A.P.J. Abdul Kalam, Maulana Abul Kalam Azad's Birthday, Pandit Jawaharlal Nehru, and others.


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**Range of capability building and skill
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**3. Communicating with persons with
different disabilities**


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New Panvel, 410 206

A Report

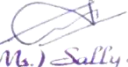
1. **Bhartiya Manav Vikas Trust's Special School, New Panvel**

We had our community outreach initiative at Manav Vikas Sanstha, a school for special children at New Panvel. This school has students with mild to moderate to severe disability that are taken care of by a wonderful team of well-trained and sensitive teachers led by their Principal, Ms. Shreya Jadhav. Each batch of our student teachers spent two hours every day with the children and their teachers in understanding the needs of the students and ways to help them. Our student teachers also prepared teaching aids for the center as per the instructions of the teachers. The objective of taking our student to this school was to make them sensitive to the society we live in; the people who are part of the society and make them realize the amount of patience and sensitivity required by the teachers to handle special children.

2. **Rotary Club of Panvel Industrial Town Charitable Trust's Rotary Special School for Hearing Impaired Children at New Panvel**

Our student teachers and teacher educators attended the school in small batches and assisted the teachers in their daily activities of teaching learning and other cocurricular activities for nearly two hours daily. We were at this center for a month. Our students were sensitized towards the need for early testing of children to understand impairment and the course of action to be taken after diagnosis. It was understood that early diagnosis leads to almost recovery and near normal speech and hearing. Our students also learnt some basic sign language to communicate with them. They came back with a sense of satisfaction and a new appreciation for life as we know it.

3. **SOPAN Shanay Autism Resource Centre:** On 29th August 2022, an educational visit was organized for the S.Y. B.Ed. students to **SOPAN: Society of Parents of Children with Autistic Disorders - Shanay**, an NGO which works passionately for the children with Autism, Down Syndrome, Cerebral Palsy, and other intellectual and developmental disabilities. This visit was a perfect opportunity to understand the need of specially abled children and the teaching techniques required for their physical and mental well-being.


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**4. Capability to develop a seminar paper
and research paper**


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PRINCIPAL
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A Report

National Level Seminars: Every year the college organizes two National level seminars. One seminar is dedicated to the environment, Environmental Re-Engineering and the other seminar is on other relevant topics. The student teachers are involved in the organization, conduction and as rapporteurs of the seminars. They are also encouraged to write and present research/conceptual papers taking the help of the teacher educators. Apart from the seminars, the college also publishes Pillai Journal of Educational Research and Technology which is a research based biannual journal. The M.Ed. student teachers are encouraged to convert their research dissertation into a research paper after the submission of their report.

Below is a list of seminars in which student teachers presented papers:

1. National Level Seminar – **Environmental Re-engineering Series 10: People and Nature: A Livable and Sustainable Future** (23rd December 2019) (ISBN: 978-93-91199-03-6)

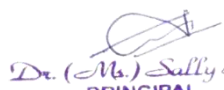
Name of Student teacher	Topic presented	Batch
Larissa Pariera	Mindful Consumption for a Sustainable Gen-Next	B.Ed. 2019-21

2. **Education in Universal Human Values** (25th and 27th April 2019) (ISBN: 978-93-82626-50-3)

Name of Student teacher	Topic presented	Batch
Preeti Sakpal	Attitude of Higher Secondary School Students towards Universal Human Values	B.Ed. 2017-19
Namitha Pai	Human Values for a Sustainable World	B.Ed. 2017-19
Neelam Shaikh	Values: An Essence of Poetry	B.Ed. 2018-20
Pooja Joshi	National Curriculum Framework: Inculcation of Values – An Overview	B.Ed. 2018-20

3. National Level Seminar – **Environmental Re-engineering: Series 9 Clean and Green Planet** (1st December 2018) (ISBN: 978-93-82626-49-7)

Name of Student teacher	Topic presented	Batch
Deepa Vinod	Mangrove destruction in Kerala – A threat to Green Planet	B.Ed. 2017-19


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Asmita Galande	Biogas an Alternative Energy Resource in the 21 st Century – An Overview	B.Ed. 2017-19
Preeti Sakpal	Solid Waste Management of Domestic Waste - A Case Study	B.Ed. 2017-19
Radhika Dave Kalyani Kiri	A study of the awareness of Swachh Bharat Abhiyan in India among school and college teachers.	B.Ed. 2017-19
Arshee Shaikh	Controlling Ocean Pollution: Role of Shipping Industry	B.Ed. 2017-19
Uma Mishra	Industrial and Municipal Waste Management: Case Study	B.Ed. 2017-19
Vipasha Adlakha	Sustainable Living: Waste Segregation at Home	B.Ed. 2018-20
Anvita Ranganekar	A Day in Village ‘Bhoo’	B.Ed. 2018-20
Pooja Talreja	Challenges of Sustainable Development	B.Ed. 2018-20
Dibyajyoti Bhattacharya	Green Street Practices	B.Ed. 2018-20

4. National level Seminar – **Integrating Library System and Services for Quality Education** (13th April 2018) (ISBN: 978-93-82626-48-0)

Name of Student teacher	Topic presented	Batch
Abhiyanka Iyer	A study of Awareness and Attitudes of teachers of Higher Education towards Open Access Resources.	B.Ed. 2017-19
Deepa Vinod	Mangrove destruction in Kerala – A threat to Green Planet	B.Ed. 2017-19

5. National Level Seminar – **Environmental Re-engineering: Series 8: “Year of Sustainable Tourism”** (9th December 2017) (ISBN: 978-93-82626-47-3)

Name of Student teacher	Topic presented	Batch
Sanjana Gandhi	A Study of Awareness and Penchant for Ecotourism activities among adolescents.	B.Ed. 2016-18
Deepa Vinod Radhika Dave	Let’s join Green Army	B.Ed. 2017-19
Uma Mishra	Sustenance of the local sense and the place identity through education.	B.Ed. 2017-19


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Purnima Shrivastava	Sustainable Tourism – Saguna Baug: A Case Study	M.Ed. 2016-18
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6. National Level Seminar - “**Designing the 21st Century Classroom**” (9th and 10th April 2017) (ISBN: 978-93-82626-46-6)

Name of Student teacher	Topic presented	Batch
Teena Johny	Moving Forward from Environmental Awareness to Environmental Consciousness	B.Ed. 2015-17
Deepa Bal	Let’s make the Augmented reality the ‘REALITY’	B.Ed. 2015-17
Annu Binoy Joseph	Engineering the Learning Environment through Ergonomic Approach – An immediate need	B.Ed. 2016-18
Sanjana Gandhi Aldrian Augustine	A Study of Civic Literacy amongst Different Generations in a Semi-Urban Set-up	B.Ed. 2016-18
Priyanka Sreekumar Krishna Acharya	A Study of the Environment Consciousness among the Secondary School Students	B.Ed. 2016-18
Rashi Ahuja Janki Arya Purnima Shrivastava	Technology for Open Learning	M.Ed. 2016-18

7. National Level Seminar – **Environmental Re-engineering Series 7: The International Year of Pulses** (22nd October 2016) (ISBN: 978-93-82626-45-9)

Name of Student teacher	Topic presented	Batch
Kalpana Kumari	Production of Pulses: Issues and Solutions	B.Ed. 2015-17
Deepa Bal	Test the Pulse of Life – Protein or Poison	B.Ed. 2015-17
Puja Pushp	Pulses as dietary requirement	B.Ed. 2015-17
Lopamudra Dutta Khyati Raja	Integrating the importance of Pulses in School Curriculum	M.Ed. 2015-17
Shifa Vartak	Benefits of Pulses in Human Diet	M.Ed. 2015-17


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5. E-content development



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A Report

As part of the M.Ed. program, student teachers were assigned the task of creating E-content for self-instructional modules that are specifically designed for B.Ed. student teachers. These self-instructional modules serve as valuable resources to support independent learning. The topics for these assignments were carefully selected from the B.Ed. curriculum, ensuring relevance and alignment with the learning objectives. The E-content developed by the M.Ed. student teachers included a variety of educational resources aimed at enhancing self-learning. This included spoken tutorials, which are audio/video recordings that provided step-by-step instructions or explanations on specific topics. These tutorials help B.Ed. student teachers grasp complex concepts or learn new teaching techniques effectively.

In addition to spoken tutorials, the M.Ed. student teachers also create Word-format notes. These notes serve as concise summaries or study materials that cover key points, concepts, and important information related to the assigned topics. Furthermore, the student teachers search and collect additional reading materials as part of the E-content. These materials can include articles, research papers, case studies, or other relevant resources that expand on the assigned topics. The purpose of these additional reading materials is to provide B.Ed. student teachers with further in-depth knowledge, different perspectives, and supplementary information to support their learning journey.

The B.Ed. student teachers are also assigned e-content development as a special provision under certain circumstances. They prepare e-content in their first method and includes only one topic. Spoken tutorials along with reference materials for reading are submitted to the college.


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.


**Mahatma Education Society's
Pillai College of Education and Research**

Sector 8, New Panvel 410206

Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

6. Online assessment of learning


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

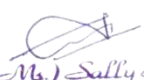
A Report

In the realm of online assessment for learning, educators have a wide range of tools at their disposal. These tools are designed to enhance engagement, gauge understanding, and gather feedback from students in a virtual learning environment. Here are some popular tools used by teacher educators:

1. **Mentimeter:** It is an interactive presentation tool that allows educators to create real-time polls, quizzes, word clouds, and surveys. It enables teachers to gather student responses instantly and provides visual representations of data, fostering active participation and feedback.
2. **Edmodo:** It is an online educational platform that provides a virtual learning environment for teachers, students, and parents. It allows teachers to create and manage classes, assignments, quizzes, and discussions, while students can access resources, submit assignments, and interact with their peers and instructors.
3. **Kahoot:** It is a game-based learning platform that transforms assessments into interactive quizzes and trivia games. Educators can create and share quizzes, encouraging student engagement through friendly competition. Kahoot provides immediate feedback and offers an enjoyable way to review and reinforce learning concepts.
4. **Quizzes:** They are a versatile tool used in various online learning platforms, including learning management systems (LMS) like Moodle, Canvas, or Google Classroom. Teachers can design quizzes with multiple-choice, true/false, or short answer questions to assess students' understanding of course materials. Automatic grading features save teachers time and provide instant feedback to students.
5. **Google Form:** It is a flexible tool for creating surveys, quizzes, and assessments. Educators customize forms with different question types, including multiple-choice, checkboxes, and text fields. Google Forms also offers features such as Branching logic and automatic grading, making it popular among educators for its simplicity and integration with other Google tools.
6. **H5P:** It is an open-source tool that allows educators to create interactive content, including quizzes, presentations, videos, and more. It offers a wide range of content types and can be embedded into learning management systems or websites. H5P is known for its versatility, accessibility, and the ability to create engaging and interactive learning experiences.

7. **Jamboard:** It is an online collaborative whiteboard developed by Google. It is designed to facilitate collaboration and brainstorming among individuals or groups, whether they are in the same physical location or working remotely.
8. **Lucidchart:** It is a web-based diagramming application that allows users to visually collaborate on drawing, revising and sharing charts and diagrams. In Lucidchart, students organize their learning, make meaning, and think critically as they visualize relationships between ideas using Venn diagrams and other graphic organizers.
9. **Renderforest:** It is an online video production and content creation platform that offers a range of tools for creating videos, animations, logos, websites, and other multimedia content. Users can utilize Renderforest's templates, design tools, and media library to produce professional-looking videos for various purposes.
10. **Story Jumper:** It is an online platform that enables individuals, particularly children and educators, to create, publish, and share their own interactive storybooks. Users can write and illustrate their stories using the platform's digital tools, selecting from a library of images or uploading their own illustrations.
11. **Prezi:** Prezi is a cloud-based presentation software that offers a unique and visually engaging way to create and deliver presentations. Unlike traditional slide-based presentations, Prezi uses a zooming user interface (ZUI) that allows users to create a visual canvas where they can place text, images, videos, and other multimedia elements.

These tools provide educators with diverse options for online assessment, enabling them to cater to different learning styles and promote active participation among students.


Dr. (Ms.) Sully Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.



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Pillai College of Education and Research**

Sector 8, New Panvel 410206

Metric 5.1.1

Sample feedback sheets

1. Career and Personal Counselling

FEEDBACK ON CAREER AND PERSONAL COUNSELLING AT COLLEGE

geetasthakur@mes.ac.in [Switch account](#)



Not shared

* Indicates required question

Session on Resume Making and Interview Etiquettes

1. Were you satisfied with the resume preparation session? *

- Yes
- No
- Can't say



2. Did the session on interview etiquettes meet your expectations? *

- Yes
- No
- Maybe

3. Were the sessions on Interview etiquettes helpful in enhancing your interview skills? *

- Yes
- No
- Maybe

Back

Next

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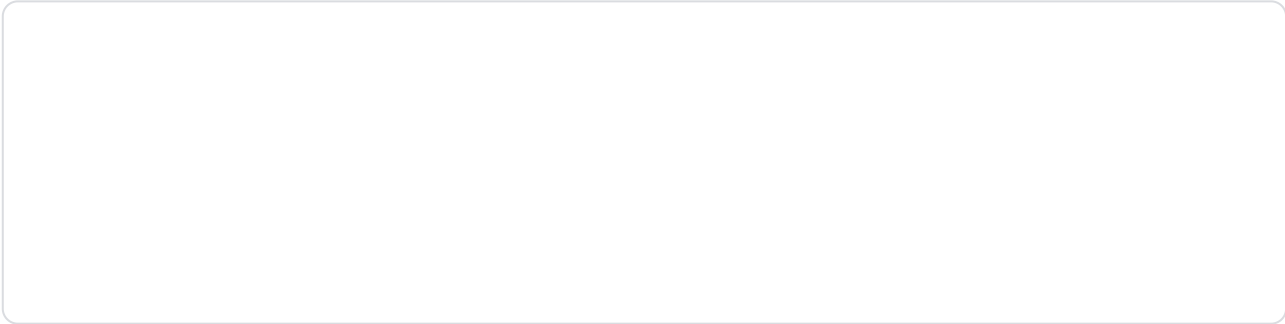
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FEEDBACK ON CAREER AND PERSONAL COUNSELLING AT COLLEGE

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* Indicates required question

Personal Counselling



1. Were you satisfied by the guidance and counselling provided by the Teacher Educators? *

- Yes
- No
- Maybe

2. Were the teacher educators approachable to help you deal with academic problems? *

- Yes
- No
- Maybe

3. Opportunity was provided to connect with the college counsellor *

- Yes
- No
- Maybe



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Pillai College of Education & Research
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New Panvel-410 206.



FEEDBACK ON CAREER AND PERSONAL COUNSELLING AT COLLEGE

geetasthakur@mes.ac.in [Switch account](#)



Not shared

* Indicates required question

Placements

1. You were briefed on placement opportunities from time to time? *

- Yes
- No
- Maybe



2. Do you find the efforts put by the College Placement Cell adequate? *

- Yes
- No
- Maybe

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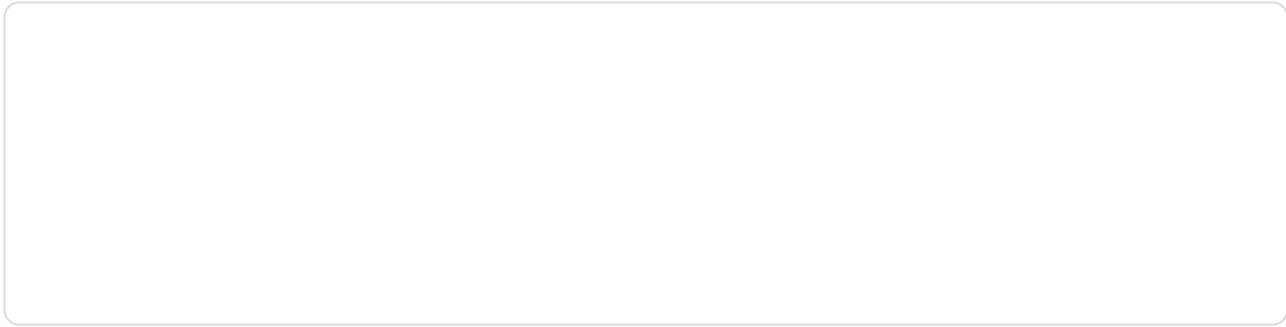
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Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector 4, Khanda Colony,
New Panvel-410 204.





FEEDBACK ON CAREER AND PERSONAL COUNSELLING AT COLLEGE

72 responses

[Publish analytics](#)



Name

72 responses

Namrata Waghe

Juveria Thakur

Ayesha Ali

Uzmah Nadkar

Ashish prasad

Mukta Kashikar

Shanmugarajpillai

Mamta Sirvi

Falguni shah

Sonal Didwania

Vidya Raj Binu

Sara

Sushmita Munda

Shital

Archana Kumari

Komal Rajage

Manjinder Kaur Doad

Shaikh Rabia

Jyoti

Shweta kumari

Nirmit Dhuri



Poornima Shetty

Anjani Jha

Farah Shaikh

Vinita Nikhil

VAISHNAVI SALVI

Mansi

Pritam Dhavale

Beena Pandey

Riya Richardson Anthony

Anna Susan George

Nafisa Akil Zaveri

Ankita Jain

Surabhi Sinha

Prachi Joshi

Nisha Patterm

SAYRA SALIM INAMDAR

Mhatre vijaya vijay

Aditi

POOJA VENUGOPALAN NAIR

Jyoti patankar

Suchandrima Sarkar

Prajakta Manish Karle

Rao Santoshi



Meenakshi Solanke

Larissa Pereira

Akshata Mahesh Gayakwad

Nanda Shrivastawa

Soma Dhar

Jamila Kalolwala

K Jerina Vincent

Mayavati Verma

Sylvia

Kumari Vandana

Yashasvi Desai

Sameera Shaikh

Vandana Tripathi

Suchitra G

Uzma Aslam Kauchali

Kiranjyot kaur Mankoo

Mittal Shinde

Soumya itagi

Bhumi Savla

Sarika Yadav

Rashmi Lobo

Purva Bhunje

Darshika Mishra



Glynis Falera

Mohamed Aamir Dalvi

Soumya Varghese

Bhageshwari

Shraddha Babar



E-mail

72 responses

waghenamrata@student.mes.ac.in

thakurjuveria@gmail.com

ayashaali1999@gmail.com

uzmahinayat@student.mes.ac.in

prasadashishanil@student.mes.ac.in

mukta.ghate@gmail.com

Shanmugaraj

sirvimamta@student.mes.ac.in

falgunishah019@gmail.com

sonalgrwl6@gmail.com

rajvidyabinu@student.mes.ac.in

Sarashakur219@gmail.com

sushmitamunda351@gmail.com

shital.chavan1554@gmail.com

archana.ranvir.singh@gmail.com

metkari.komal@gmail.com

manjinder9731@gmail.com

shaikhrabiya@student.mes.ac.in

jyotikumari@student.mes.ac.in

Shweta16204@gimal.com

dhurinirmit@student.mes.ac.in



purnima1980@gmail.com

kumaranjani1986@gmail.com

farahshaikh855@gmail.com

inboxvini@gmail.com

vaishnavi.salvi@xaviers.edu

mansihoonjan@student.mes.ac.in

dhavale.pritam10@gmail.com

mishra.p.beena2601@gmail.com

riyamathew0138@gmail.com

annasusan1995@gmail.com

nafisa123zaveri@gmail.com

ankitapjainaug@gmail.com

surabhi1.prakash@gmail.com

joshiprachi@student.mes.ac.in

nisha.pattem@gmail.com

sayrashinamdar@gmail.com

Vijayamhatre1623@gmail.com

shanbhagaditvinod@student.mes.ac.in

Nairpooja47@gmail.com

jyotipatankar05@gmail.com

Sucsarkar03@gmail.com

prajaktakarle7@gmail.com

santu6007@gmail.com



solanke.meenakshi@gmail.com

larissakatty.pereira@gmail.com

akshatagayakwad25@gmail.com

shrivastawanandab@student.mes.ac.in

bose.soma190@gmail.com

jamilavira22@gmail.com

Kuodarpillyjerinavincen@student.mes

maya2006vr@gmail.com

sylviadsouza.81@gmail.com

vandana71993@gmail.com

desaiyashasvivikassayali@student.mes.ac.in

samira111sk@gmail.com

tripathivandana@student.mes.ac.in

gsuchitra2014@gmail.com

kauchaliuzma42@gmail.com

kiran.mankoo7@gmail.com

shindemittal99@gmail.com

soumyaitagi708@gmail.com

Savlabhumirupesh@student.mes.co.in

ssarika1981@gmail.com

loborashmicarol@student.mes.ac.in

purvabhunje@gmail.com

darshika.mishra94@gmail.com



glynisfalera@gmail.com

aamirdalvi@gmail.com

soumyabinny@gmail.com

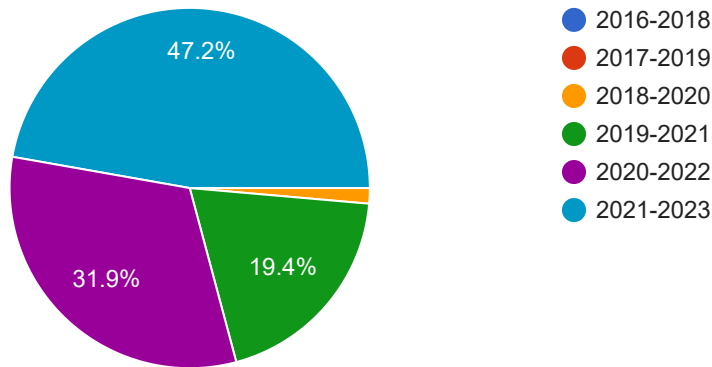
priya.priya259@gmail.com

shraddhaphase@gmail.com

B.Ed. Academic year

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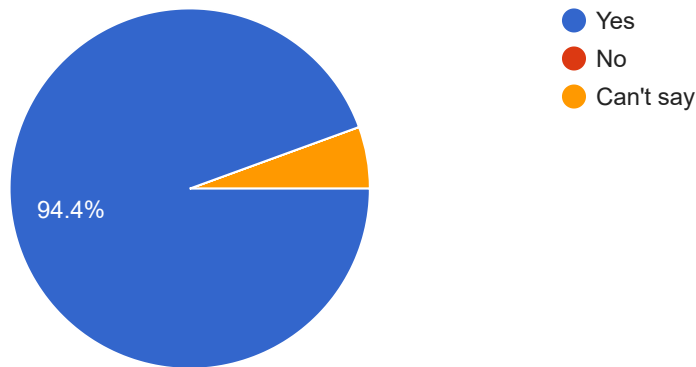


Session on Resume Making and Interview Etiquettes

1. Were you satisfied with the resume preparation session?

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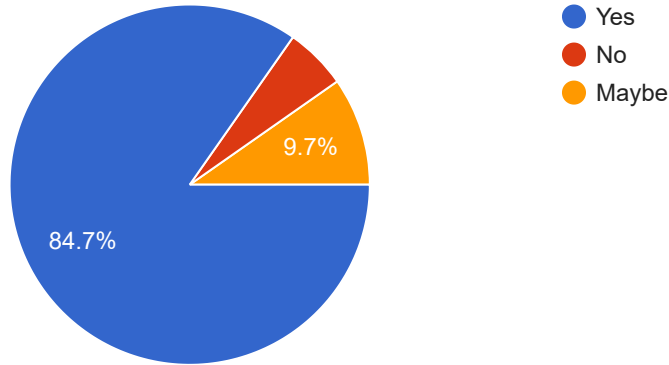
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2. Did the session on interview etiquettes meet your expectations?

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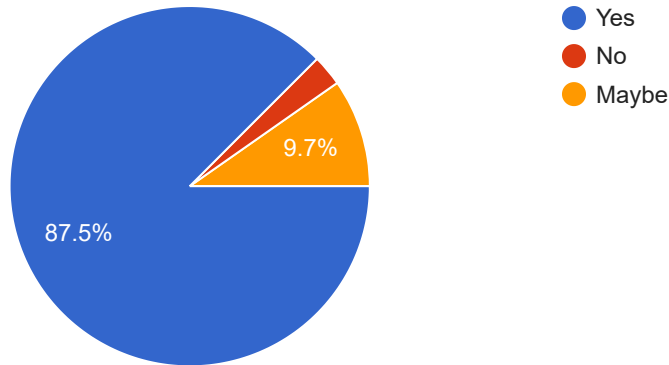
72 responses



3. Were the sessions on Interview etiquettes helpful in enhancing your interview skills?

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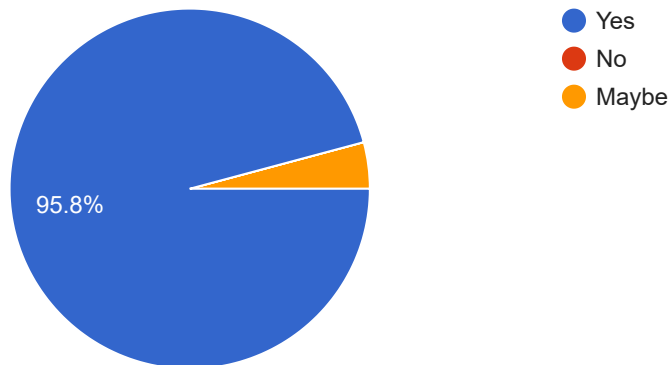


Placements

1. You were briefed on placement opportunities from time to time?

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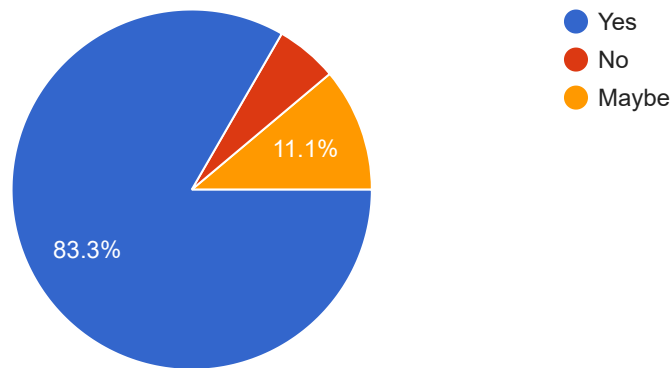
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2. Do you find the efforts put by the College Placement Cell adequate?



72 responses

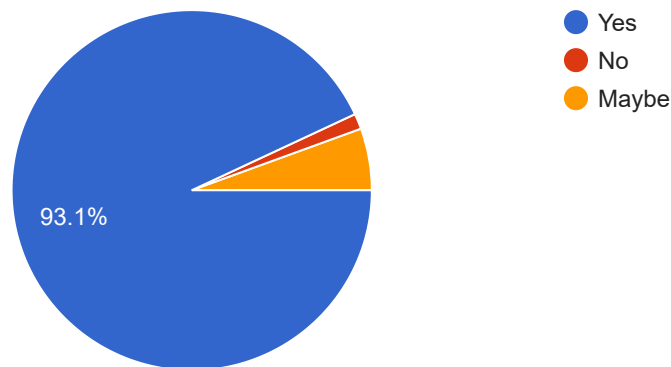


Personal Counselling

1. Were you satisfied by the guidance and counselling provided by the Teacher Educators?



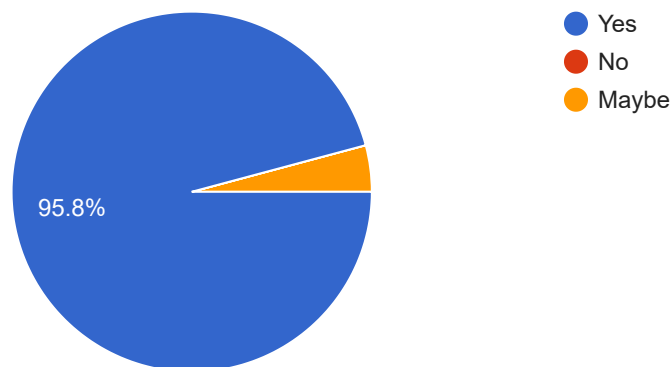
72 responses



2. Were the teacher educators approachable to help you deal with academic problems?



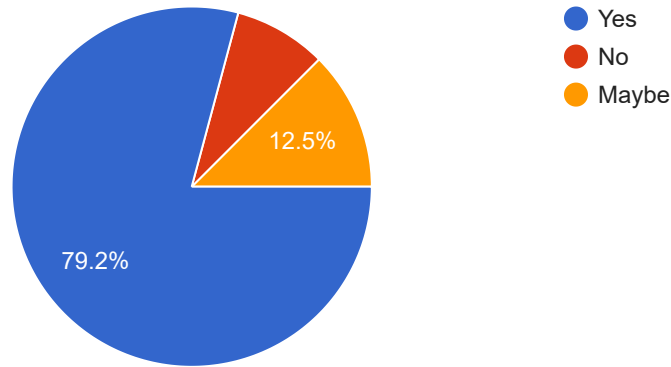
72 responses



3. Opportunity was provided to connect with the college counsellor

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72 responses



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Plot No. 1, Sector-8, Khanda Colony,
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Name: Astha Pandey, K. Jeevan Vincent
Roll no: 34, 24

2. Feedback on Academics

Pillai College of Education and Research, New Panvel

Subject: Simulated Lessons Unit No: _____ Semester: II Date: 6/10/22

Personal Gains: Competency/Knowledge gain (What did you learn?)

We learnt about various methods of teaching. There are many ways to introduce a lesson and teach concepts. As a teacher, our skills were enhanced and our classroom teaching can be creative through these techniques. Experimental learning provides opportunities to teachers as well as students to learn by doing. As teachers, we can create interest among students to develop various skills through our various methods of teaching. It helps students to develop critical thinking skills and easier to apply their knowledge in different context or situations.



Professional gain (Teaching/Learning - Methodology of teaching)

The teaching methods learnt can be used in school and can help us to gain competitive advantage over others. It helps us to improve our job prospects. These methods of thematic teaching, Inductive thinking model, Concept attainment model, experiential teaching can be applied in diverse settings which help teachers to achieve educational objective. It gives us different teaching models to choose from. The use of mentimeter, quizizz and other online tools makes the classroom interesting and interactive.

Contd.
Application to life situations (Innovation / creative thoughts)

We learnt about Nai Talim which helps us to put real life situation during teaching. It helps students to ~~use~~ relate the concepts in real life situation.

Planning was one of the aspects which helped us think that planning is important to execute any activity or event. The use of technology while teaching such as using videos, games like mentimeter, quizizz which we were not aware of ~~was~~ could be used in real life to do polls or survey.

Value creation (Moral / Aesthetic / Spiritual / Ethical etc)

Nai Talim helps to teach through learning by doing. So, right knowledge has to be given to students. Creative techniques used while teaching like experiments, models, teaching aids helps to make teaching more aesthetic. The values of co-operation is instilled among teachers and also the value of communication through these teaching models. How to make safe mistakes and rectify those mistake is been learnt. Also we learnt

about the value of teaching through positive and negative examples. Teamwork improved knowledge and contribution towards the common goal was learnt.

Personal Gains: Competency/Knowledge gain (What did you learn?)

Earlier we used to think that the topics we study in school / institutions are called subjects, but now we know that these subjects are a part of academic discipline. Academic Discipline is a branch of knowledge that is taught and researched as a part of higher education. Previously it was known to us that all subjects have different terms depending on the content, but after gaining knowledge about academic discipline our personal knowledge has widened. And also we came to know about the classification of academic discipline as pure, hard, soft and applied.

Professional gain (Teaching/Learning - Methodology of teaching)

Maths as a school subject helps to develop analytical thinking and have better reasoning abilities. Mathematics plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art. Maths as a subject is taught at a very early stage, when the child is in primary, when numbers are introduced with concrete objects and the same goes with addition and subtraction. Slowly formulas, theorems, properties, construct axioms and postulates etc are introduced

-Contd-

Application to life situations (Innovation / creative thoughts)

The study of Mathematics touches human minds and life because we use mathematical calculations in our day to day life. Mathematical ideas develop everywhere because people may live in different cultures but they do similar things. Usually people engage in six operations ~~wh~~ across all cultures which are counting, measuring, designing, locating, playing and explaining.

Value creation (Moral / Aesthetic / Spiritual / Ethical etc)

Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. Mathematics has many values one of them being utility value, like even an uneducated individual deals in Maths in their day to day life (vegetable vendors, maids). Another value is the disciplinary value where we solve problems related to Maths in a step by step process. Construction of monuments / temples / buildings, all follow the aesthetic value of Mathematics wherein the construction is done keeping in mind the mathematical calculations.

Personal Gains: Competency Knowledge gain (What did you learn?)

We learned about a few new terms like Scaffolding, Zone of Proximal Development (ZPD) and Reciprocal Teaching. Where Scaffolding means giving the learner the slight amount of assistance at the slight time. ZPD is range of tasks that are too difficult for an individual to master alone, but can be mastered with assistance or guidance of adults or more-skilled peers. And Reciprocal Teaching is where two or more peers helping one another. We also gained knowledge about Unconditioned and Conditioned Stimulus as well as ~~un~~ unconditioned and conditioned response.

Professional gain (Teaching/Learning - Methodology of teaching)

With the help of Principle of Conditioning students will be conditioned in a positive manner, learn the expectations of their teachers/school. Teachers can use these principles to reduce fearful or irrational behaviour in children and adults. We have learned how to incorporate behaviorism is using a point or sticker system to reward students good behaviour or good academic performance. We have learned to present learning material in an organised and structured manner (i.e. starting from more general then going to more details).



--Contd.--

Application to life situations (Innovation / creative thoughts)

Real life Applications of Vygotsky's theory helps in all classroom use, cooperative learning, lesson planning, scaffolding assignments, language development. Ausubel's theory discourages rote learning of material and give more importance to meaningful verbal learning.

Classical Conditioning in real life helps in Advertising, Learning to love in treatment of fear, phobia, anxiety, behavioral Therapies, Habit formation, etc.

Value creation (Moral / Aesthetic / Spiritual / Ethical etc)

Through Vygotsky's sociocultural theory human development happens through socially mediated process in which children acquire their cultural values, beliefs and problem-solving strategies through collaborative dialogues with more knowledgeable members of society.

Personal Gains: Competency/Knowledge gain (What did you learn?)

Once we learnt that our behaviour is influenced by social construction we started socializing more and observed changes in our communication and perspectives.

We also identified our strengths and weaknesses. It helped us to understand about our individual self as well as awareness about our environment.

Professional gain (Teaching/Learning - Methodology of teaching)

After learning these theories, we modified our behaviour as we learnt that children observe and imitate whatever they see in their surrounding.

We have learnt that children need to be motivated and reinforced time to time for better learning.

Dr. (Ms) Sally Enos
PRINCIPAL

MAHATMA EDUCATION SOCIETY'S
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Plot No. 1, Sector-8, Khanda Colony,
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-Contd.-

Application to life situations (Innovation / creative thoughts)

We got to know that we can transfer skills, attitudes, knowledge from one learning situation to another.

We can make learning more productive by encouraging active participation of children.

Since, children are curious in nature, we as a teacher can inculcate questioning attitude among them to find the reason behind every problem.

Also, with the help of process of scaffolding we should help a children to develop various skills.


Dr. (Mrs.) Sally Zina

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Dr Pillai Teacher Training & Research Centre

Pill No 1, Sector-8, Khanda Colony,

Pin - 410 206.

Value creation (Moral / Aesthetic / Spiritual / Ethical etc)

By Bandura's social cognitive theory, we have learnt that success can be achieved through inculcating and promoting self-efficacy, self-esteem and self-regulation.

Through Vygotsky's theory, we have learnt about constructivism and individual difference among learners. Therefore we should consider every student special and should avoid favoritism in the classroom.

We also understood the value of equity as well as equality is equally important for students for becoming a responsible citizens

2. Feedback on Organizational aspects

Influence of Co-curricular Activities on Teaching Profession

2020-22

* Indicates required question

1. Email *

Co-curricular activities during the year 2020-22

Celebration of Community Service Day

Role play

Skits

Debate Competition

Learning Resource Exhibition

Mismatch- Day

Indoor sports

Sports day

Hairstyle day

Potluck

Marathi Divas

Traditional day

Quiz competition

Street Play Competition

Dance & Drama

Yoga day

During my B.Ed Programme...

2. Involvement in co-curricular activities helped me to discover my passions and interests, which guided me in self-development. *

Mark only one oval.

Agree

Disagree

Can't say

3. Participation in co-curricular activities fostered teamwork and collaboration skills that helps me in my profession. *

Mark only one oval.

- Agree
 Disagree
 Can't say

4. Taking part in co-curricular activities provided me practical experience in areas that are relevant to my professions. *

Mark only one oval.

- Agree
 Disagree
 Can't say

5. Co-curricular activities provided opportunities for me to develop leadership skills, which I could apply in my professional roles. *

Mark only one oval.

- Agree
 Disagree
 Can't say

6. Participation in co-curricular activities enhanced my communication skills, which are essential for success in the workplace. *

Mark only one oval.

- Agree
 Disagree
 Can't say

7. Involvement in co-curricular activities helped me to develop time-management skills, which are important in professional settings. *

Mark only one oval.

- Agree
- Disagree
- Can't say

8. Co-curricular activities provided exposure to diverse perspectives and experiences, which enhanced cultural competence and professionalism. *

Mark only one oval.

- Agree
- Disagree
- Can't say

9. Being a part of co-curricular activities helped to develop a growth mindset, which helped me in navigating professional challenge *

Mark only one oval.

- Agree
- Disagree
- Can't say

10. Participation in co-curricular activities helped me in developing a sense of self-confidence. *

Mark only one oval.

- Agree
- Disagree
- Can't say

11. Co-curricular activities enhanced social skills that helped me to develop meaningful relationships with peers and mentors. *

Mark only one oval.

- Agree
 Disagree
 Can't say

12. Participation in co-curricular activities provided real-world experiences such as organizing events. *

Mark only one oval.

- Agree
 Disagree
 Can't say

13. Co-curricular activities helped to develop a sense of purpose and direction, which is important for professional success and personal fulfillment. *

Mark only one oval.

- Agree
 Disagree
 Can't say

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MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector 4, Khanda Colony,
New Panvel-410 206.



**Mahatma Education Society's
Pillai College of Education and Research**
Sector 8, New Panvel 410206

**Feedback Analysis of Influence of Co-curricular Activities on
Teaching Profession**

22 responses

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Co-curricular activities during the year 2020-22

Celebration of Community Service Day

Role play

Skits

Debate Competition

Learning Resource Exhibition

Mismatch- Day

Indoor sports

Sports day

Hairstyle day

Potluck

Marathi Divas

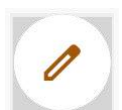
Traditional day

Quiz competition

Street Play Competition

Dance & Drama

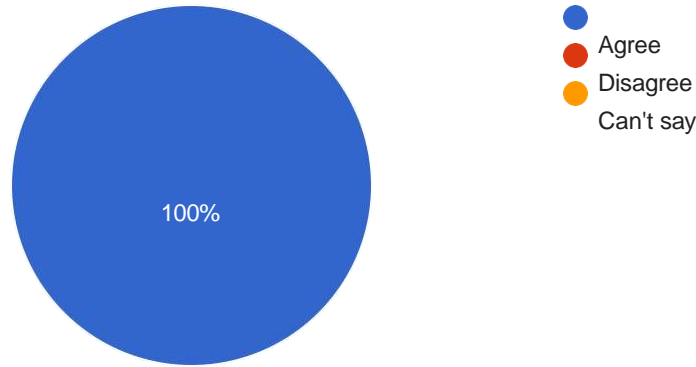
Yoga day



Involvement in co-curricular activities helped me to discover my passions and interests, which guided me in self-development.



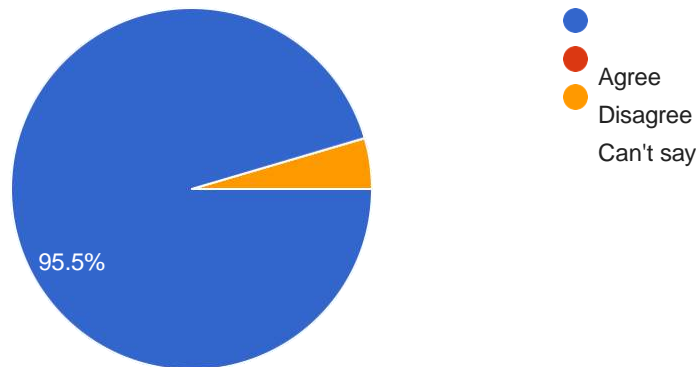
22 responses



Participation in co-curricular activities fostered teamwork and collaboration skills that helps me in my profession.



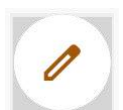
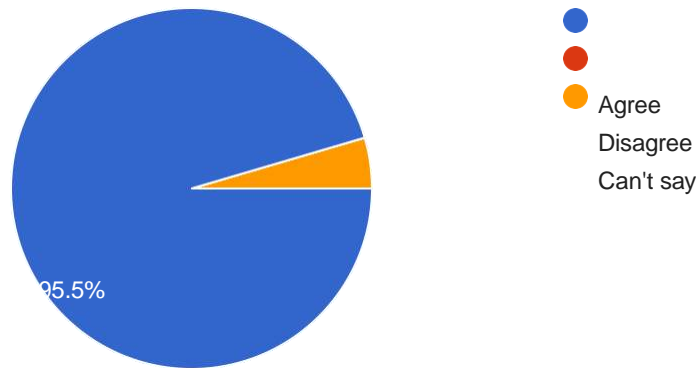
22 responses



Taking part in co-curricular activities provided me practical experience in areas that are relevant to my professions.



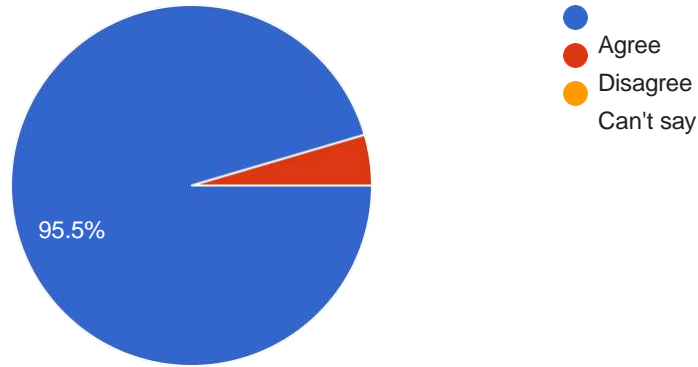
22 responses



Co-curricular activities provided opportunities for me to develop leadership skills, which I could apply in my professional roles.



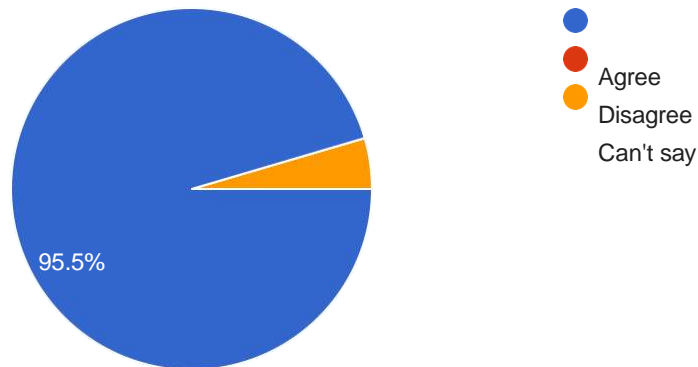
22 responses



Participation in co-curricular activities enhanced my communication skills, which are essential for success in the workplace.



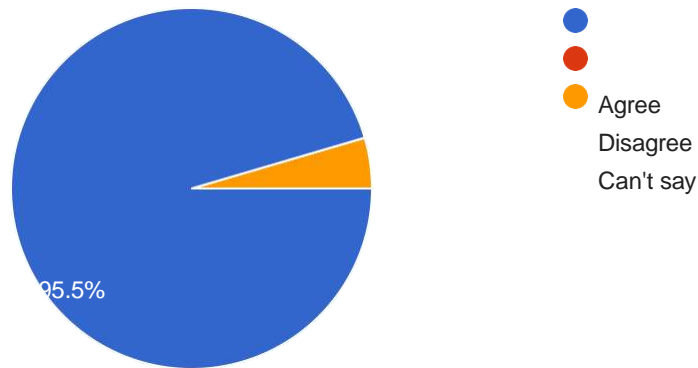
22 responses



Involvement in co-curricular activities helped me to develop time-management skills, which are important in professional settings.



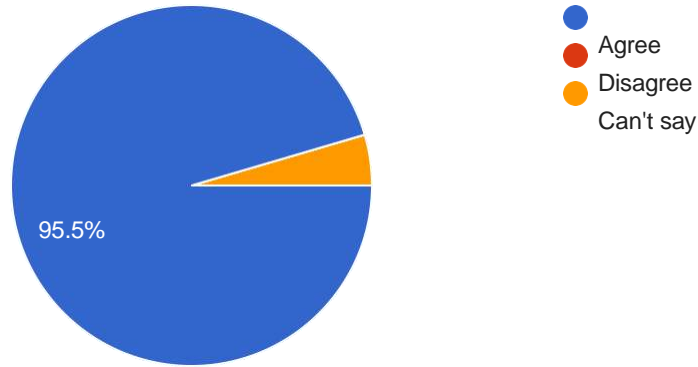
22 responses



Co-curricular activities provided exposure to diverse perspectives and experiences, which enhanced cultural competence and professionalism.



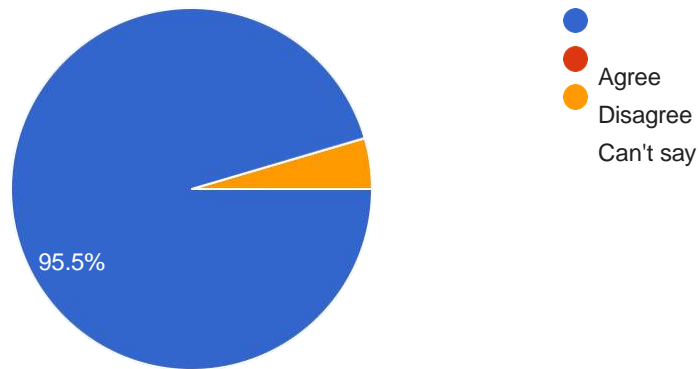
22 responses



Being a part of co-curricular activities helped to develop a growth mindset, which helped me in navigating professional challenge



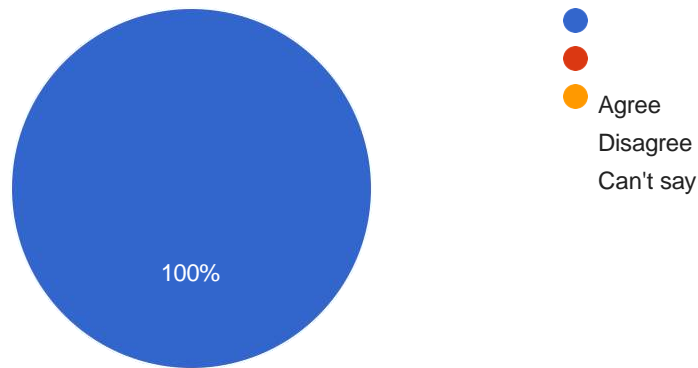
22 responses



Participation in co-curricular activities helped me in developing a sense of self-confidence.



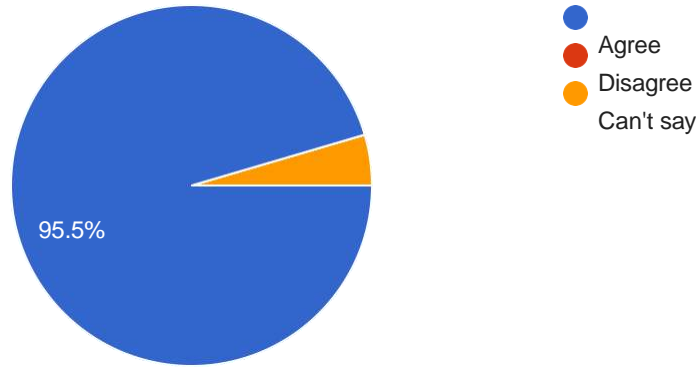
22 responses



Co-curricular activities enhanced social skills that helped me to develop meaningful relationships with peers and mentors.



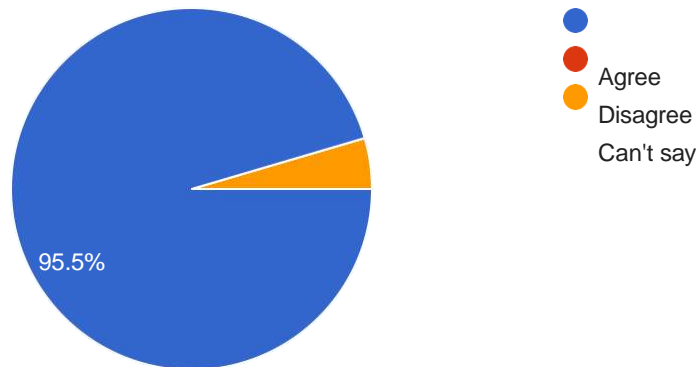
22 responses



Participation in co-curricular activities provided real-world experiences such as organizing events.



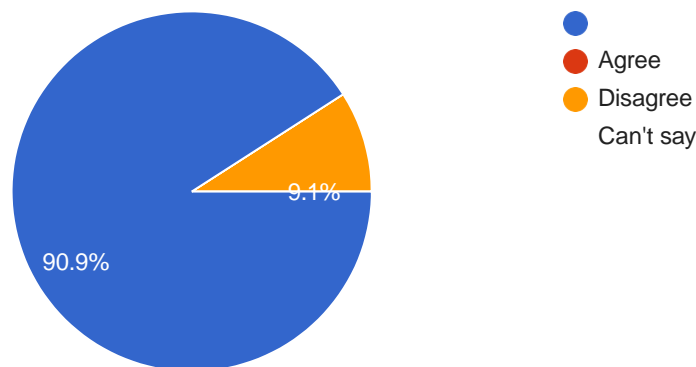
22 responses



Co-curricular activities helped to develop a sense of purpose and direction, which is important for professional success and personal fulfillment.



22 responses



Dr. (S) Sully Sully
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Plot No. 1, Sector E, Khanda Colony,
New Panvel-410 206





2. Feedback on Technical Aspects

Feedback Analysis of Impact of use of ICT & Google Classroom on students' Teaching-Learning process.

32 responses

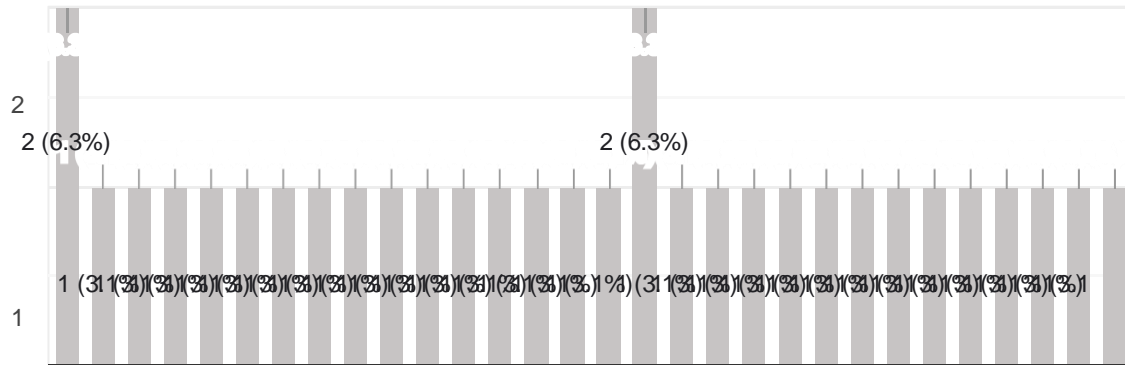
[Publish analytics](#)



e-mail ID

[Copy](#)

32 responses



0

ankitajainaug...

glynisfalera@g...

manishabaghel...

sonal.shinde.30...



Chinu

desai00y@gmai...

jyotipatankar05...

nityjag@gmail.c...

uzmahinayat...

1. Use of ICT & Google Classroom has helped me to learn at my time and at my pace.

[Copy](#)

32 responses



Agree

Disagree

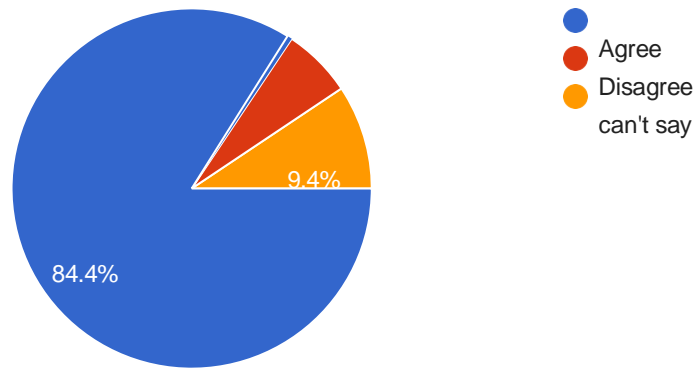
can't say



2. Use of ICT and Google Classroom has catered to my learning style.

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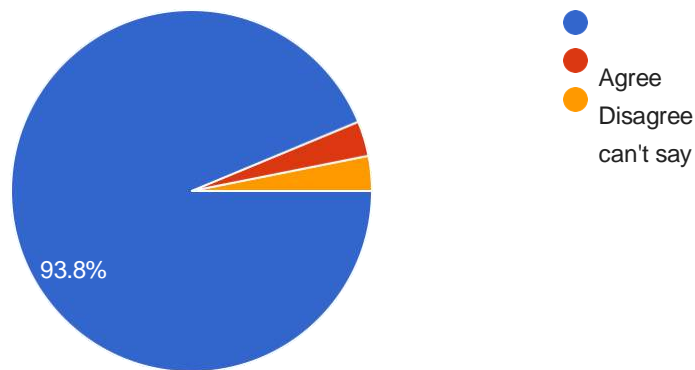
32 responses



3. Use of ICT & Google Classroom has helped me collaborate and communicate, work together on group projects, and share ideas and feedback.

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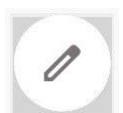
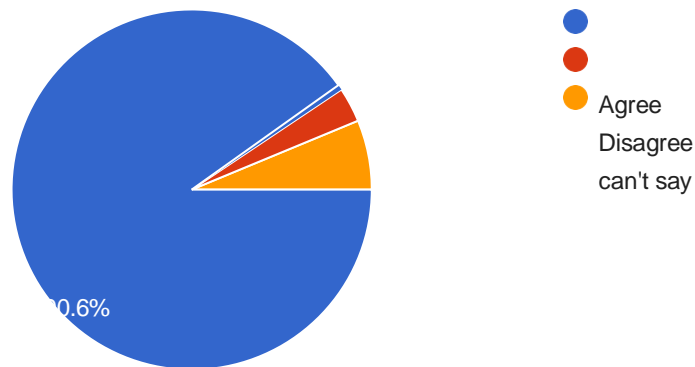
32 responses



4. Use of ICT & Google Classroom has had an impact on my thinking ability as every material is available easily.

 Copy

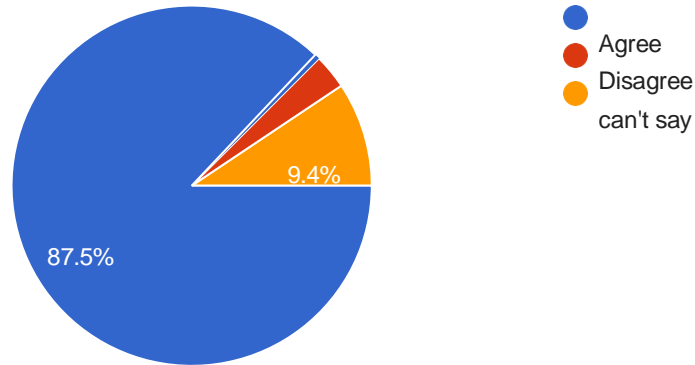
32 responses



5. Use of ICT & Google Classroom has had an impact on my digital literacy, which is essential for success in today's workforce.

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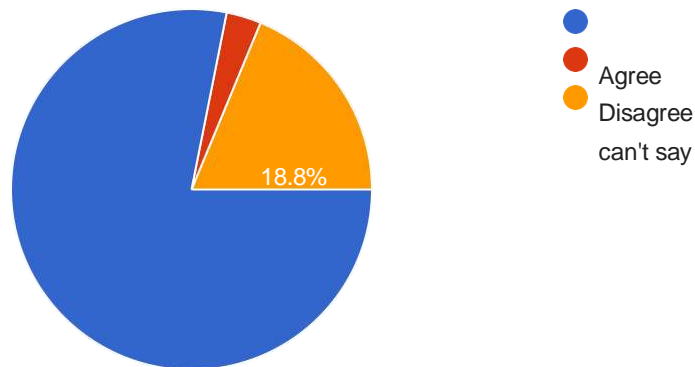
32 responses




6. Use of ICT & Google Classroom has promoted autonomy and self directed learning.

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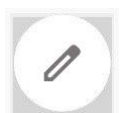
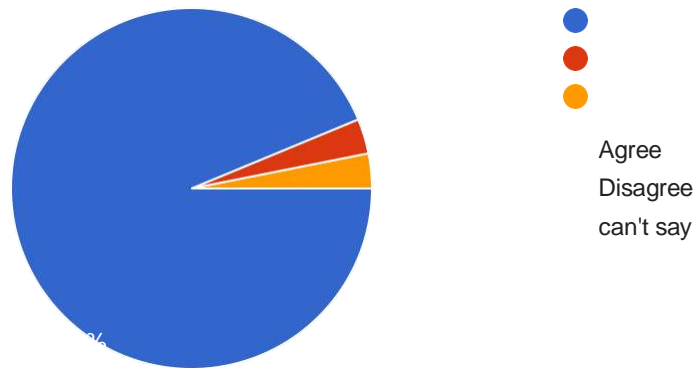
32 responses



7. Use of ICT & Google Classroom has helped me to take more responsibility for my own learning.

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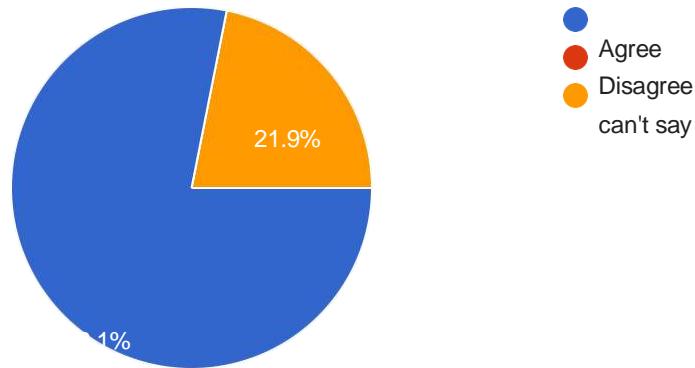
32 responses



8. Use of ICT & Google Classroom has increased my screen time and affected physical health.

 Copy

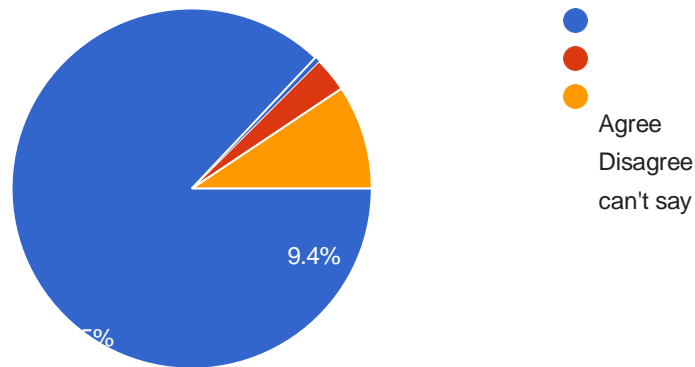
32 responses




9. Use of ICT & Google Classroom has helped me to use this knowledge at workplace/home to help others.

 Copy

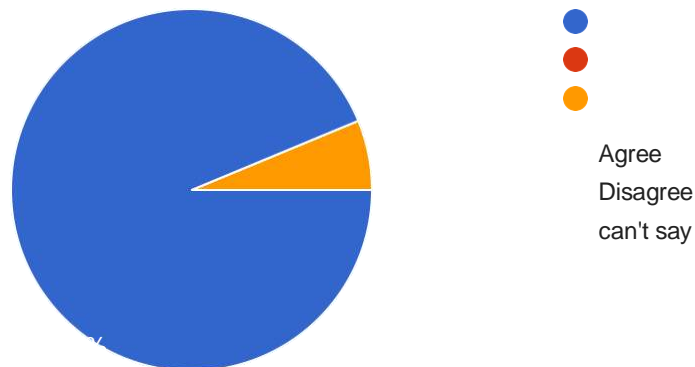
32 responses



10. Use of ICT & Google Classroom has made me better equipped as compared to others at my workplace.

 Copy

32 responses




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Impact of Teaching Skills (Competencies) on Teaching Competency (2018-20)

* Indicates required question

1. Email *

2. 1) Teaching Skills workshop gave me confidence to conduct the class systematically. *

Mark only one oval.

Disagree

Agree

Can't Say

3. 2) The teaching skills workshop provided opportunities for interaction and collaboration with other educators. *

Mark only one oval.

Disagree

Agree

Can't Say

4. 3) The skill of blackboard writing helped me to use the black board in an organised and efficient manner. *

Mark only one oval.

Disagree

Agree

Can't Say

5. 4) The skill of set induction introduced me to different innovative ways of starting a lesson. *

Mark only one oval.

Disagree

Agree

can't Say

6. 5) The feedback received from the teachers during the presentation of teaching skills helped me to know my strengths and areas of improvement. *

Mark only one oval.

Disagree

Agree

Can't Say

7. 6) Teaching skill workshop helped me in active learning and critical thinking skills. *

Mark only one oval.

Disagree

Agree

Can't Say

8. 7) Teaching skills workshop equipped me with the necessary skills and knowledge to deliver effective and engaging lessons that facilitate learning among students. *

Mark only one oval.

Disagree

Agree

Can't Say

9. 8) Teaching skills workshop helped me realise the importance of reinforcement in the teaching learning process. *

Mark only one oval.

Disagree

Agree

Can't Say

10. 9) Demonstration lessons given by the teachers exposed me to different teaching strategies. *

Mark only one oval.

Disagree

Agree

Can't Say

11. 10) Teaching skill workshop (Micro and Macro teaching) is given a lot of importance in the college. *

Mark only one oval.

Disagree

Agree

Can't Say

12. 11) Teachers spent sufficient time with each student to guide them in the entire process of lesson preparation and execution *

Mark only one oval.

Disagree

Agree

Can't say

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Pillai College of Education and Research, New Panvel
Feedback Analysis of Micro-Teaching.

Impact of Teaching Skills on Teaching Competency (2018-20)

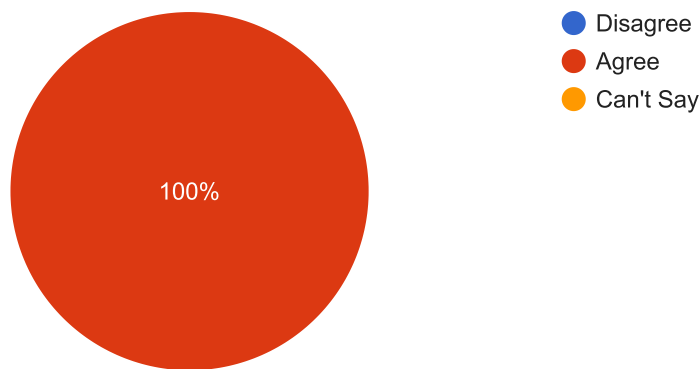
29 responses

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1) Teaching Skills workshop gave me confidence to conduct the class systematically.

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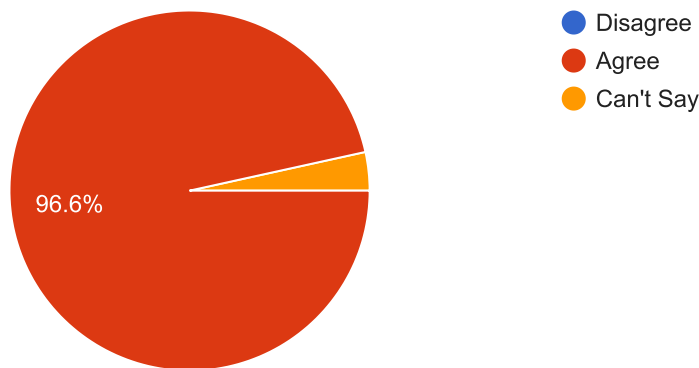
29 responses



2) The teaching skills workshop provided opportunities for interaction and collaboration with other educators.

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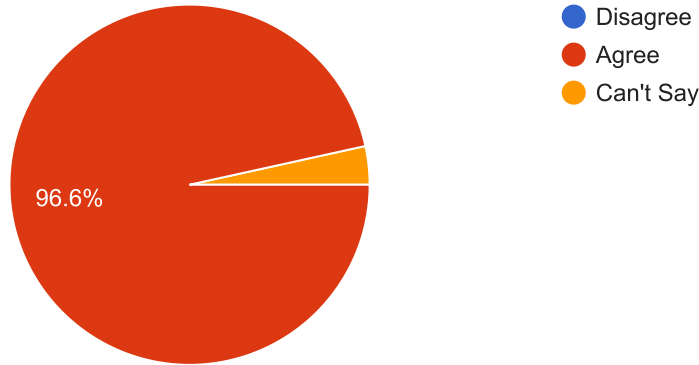
29 responses





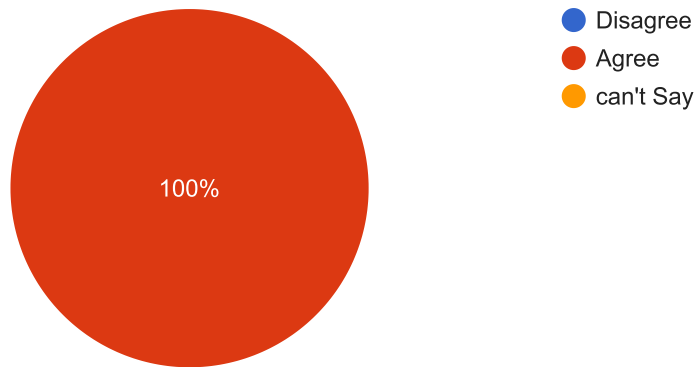
3) The skill of blackboard writing helped me to use the black board in an organised and efficient manner.

29 responses



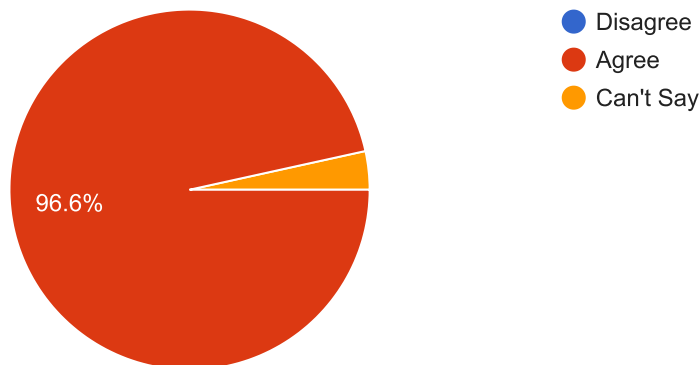
4) The skill of set induction introduced me to different innovative ways of starting a lesson.

29 responses



5) The feedback received from the teachers during the presentation of teaching skills helped me to know my strengths and areas of improvement.

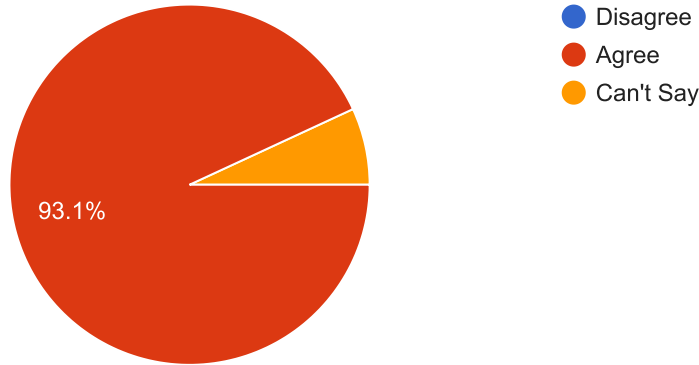
29 responses





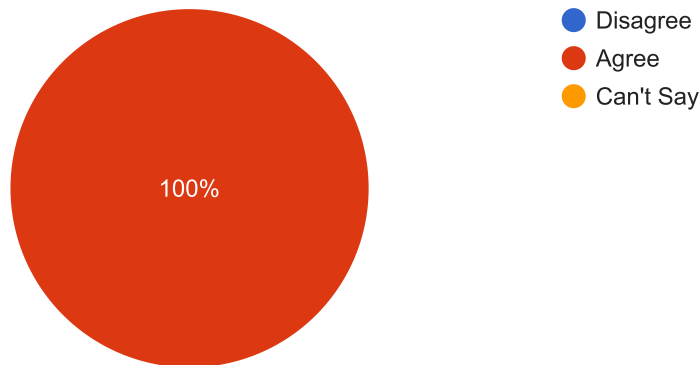
6) Teaching skill workshop helped me in active learning and critical thinking skills.

29 responses



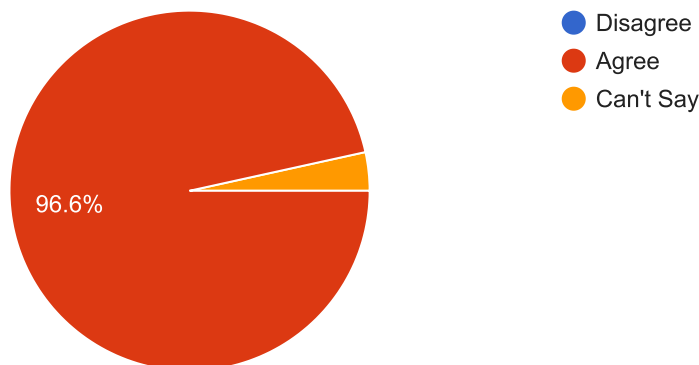
7) Teaching skills workshop equipped me with the necessary skills and knowledge to deliver effective and engaging lessons that facilitate learning among students.

29 responses



8) Teaching skills workshop helped me realise the importance of reinforcement in the teaching learning process.

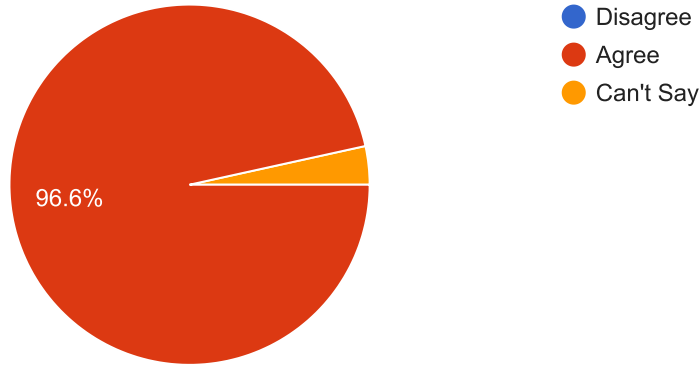
29 responses





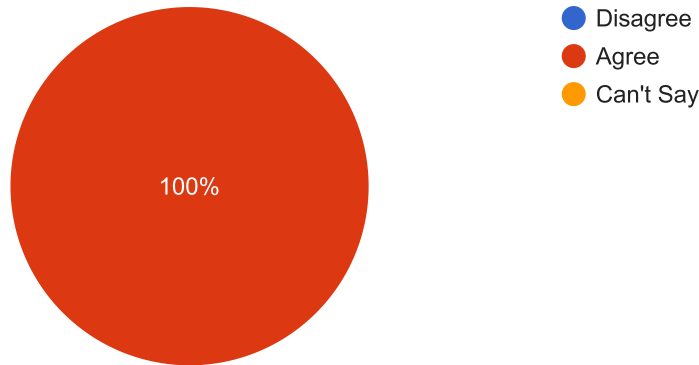
9) Demonstration lessons given by the teachers exposed me to different teaching strategies.

29 responses



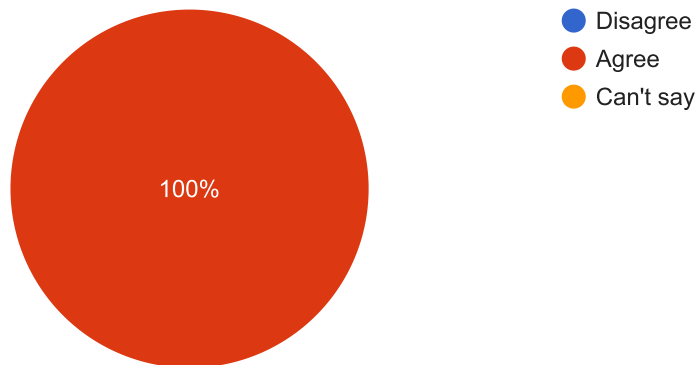
10) Teaching skill workshop (Micro and Macro teaching) is given a lot of importance in the college.

29 responses



11) Teachers spent sufficient time with each student to guide them in the entire process of lesson preparation and execution

29 responses



4. Feedback Sheets during Seminars

MES' Pillai College of Education and Research
 National Level Seminar - Environmental Re-engineering Series 10:
 People and Nature: A Livable and Sustainable Future
 Feedback Sheet
 23rd December, 2019

Sub Theme 1: A Livable Earth for Present Generation – Dr. Meera Shah

Please put a tick mark (✓) in the appropriate column

Components	V. Good	Good	Satisfactory
Content	✓		
Presentation	✓		
Communication	✓		
Relevancy to the theme	✓		
Overall Effectiveness	✓		

Sub Theme 2: Mindful Consumption for a Sustainable Gen-Next – Dr. Ketna Atul Matkar

Components	V. Good	Good	Satisfactory
Content	✓		
Presentation	✓		
Communication	✓		
Relevancy to the theme	✓		
Overall Effectiveness	✓		

Papers Presented on the above Sub-Themes

Component	V. Good	Good	Satisfactory
Quality of Paper Presented	✓		

Component	Too much	Sufficient	Less
Time provided for each presenter		✓	

Suggestions for the future seminars:

We gained a lot of information regarding sustainable development. I suggest you to arrange these type of seminars in the future for our well-being.

ENVIRONMENTAL RE-ENGINEERING, SERIES - 9: CLEAN AND GREEN PLANET

1st December, 2018

Feedback Sheet

Please put a tick mark (✓) in the appropriate column

Session-1 Expert Talk: Swachh Bharat

Mr. Sanjay Shrivastaava

Components	Excellent	V. Good	Good	Satisfactory
Content Knowledge				
Presentation				
Response to Questions				
Relevancy to the Theme				
Overall Effectiveness				

Session-2 Expert Talk: Green Planet *Dr. Raymond A. Duraiswami*

Components	Excellent	V. Good	Good	Satisfactory
Content Knowledge				
Presentation				
Response to Questions				
Relevancy to the Theme				
Overall Effectiveness				

Session-3 Paper Presentation

Component	Excellent	Very Good	Good	Satisfactory
Quality of Papers Presented				
Analysis of Papers				

Component	Too much	Sufficient	Less
Time provided for each presenter			

ABOUT THE SEMINAR

Components	Excellent	Very Good	Good
Overall Quality of the Sessions			
Hospitality			
Overall Effectiveness of the Seminar			



Suggestions for future topics, as well as comments on how this program could be improved to better suit your educational needs are always welcomed.

3. Feedback-Communication wtih CWSN

Feedback on Community work at Manav Vikas Sanstha and Rotary club

geetasthakur@mes.ac.in [Switch account](#)



* Indicates required question

Email *

Record geetasthakur@mes.ac.in as the email to be included with my response

Name of the respondent *

Your answer



Email Address *

Your answer

My experience of working with CWSN at the centre was rewarding and fulfilling. *

- Yes
- No
- Can't Say

My experiences at the center broaden my understanding of special needs and inclusivity. *

- Yes
- No
- Can't Say



After interacting with Children With Special Needs, my attitude towards them changed. *

- Yes
- No
- Can't say

I feel more respectful towards teachers who teach Children With Special Needs *

- Yes
- No
- Can't Say

My interactions with the children helped me to develop new skills or perspectives. *

- Yes
- No
- Can't Say



My experience at the centre has helped me in my personal growth. *

- Yes
- No
- Can't Say

My involvement at the centre helped me to enhance my understanding of the challenges faced by children with special needs *

- Yes
- No
- Can't Say

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Feedback on Community work at Manav Vikas Sanstha and Rotary club

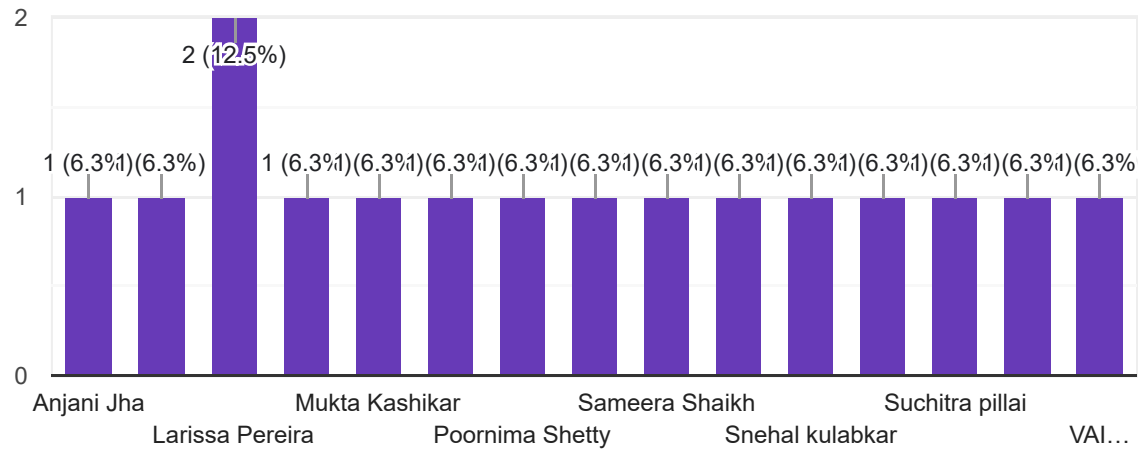
16 responses

[Publish analytics](#)

Name of the respondent

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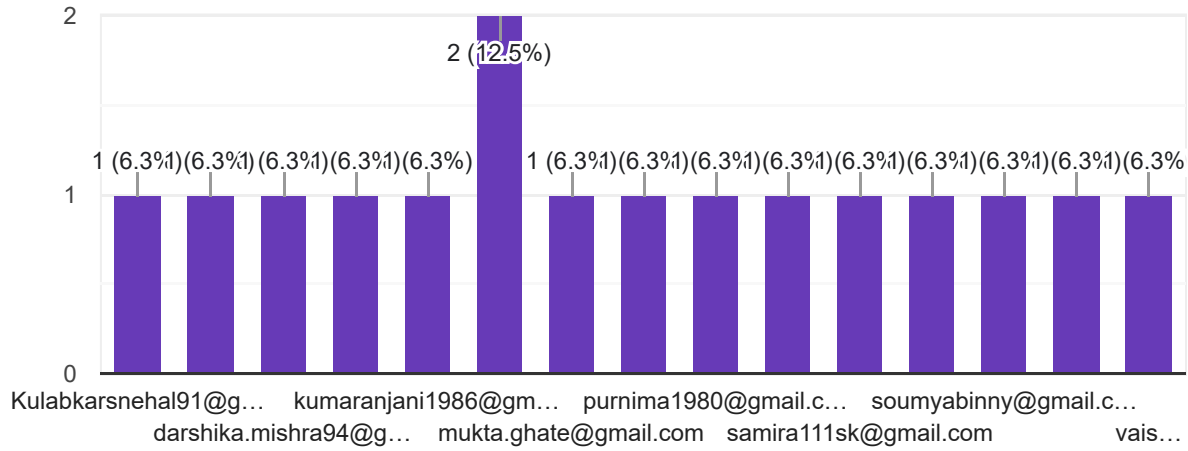
16 responses



Email Address

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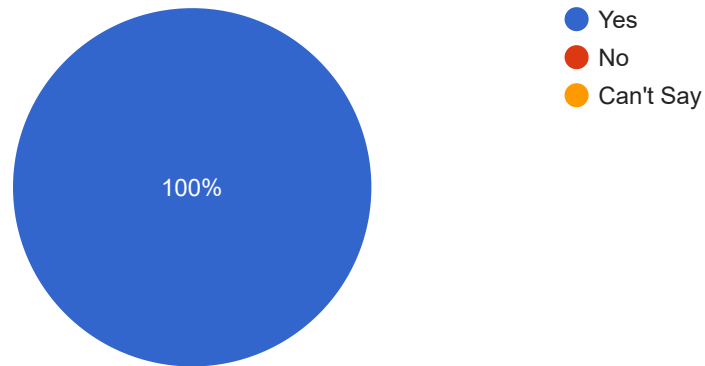
16 responses




My experience of working with CWSN at the centre was rewarding and fulfilling.

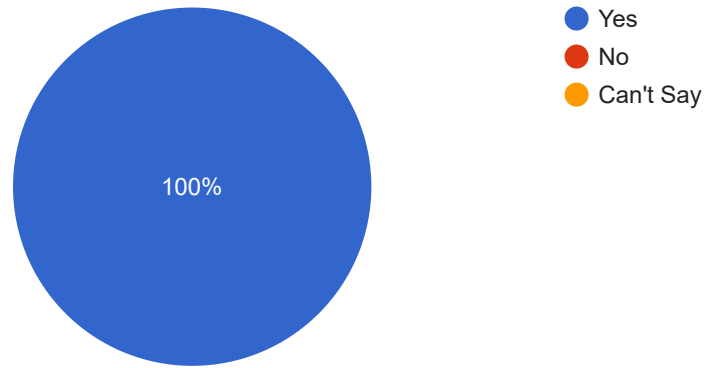
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16 responses



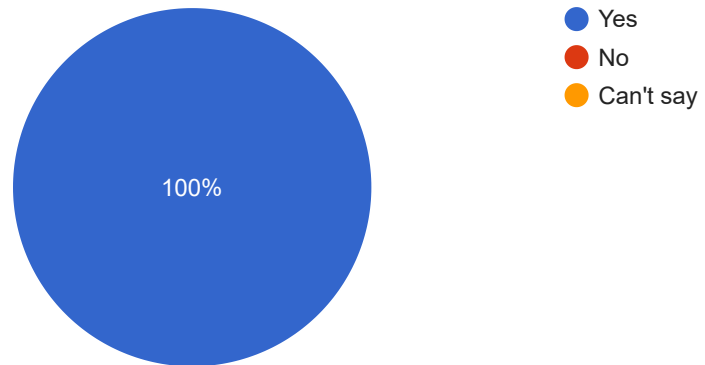
My experiences at the center broaden my understanding of special needs and inclusivity.  Copy


16 responses



After interacting with Children With Special Needs, my attitude towards them changed.  Copy

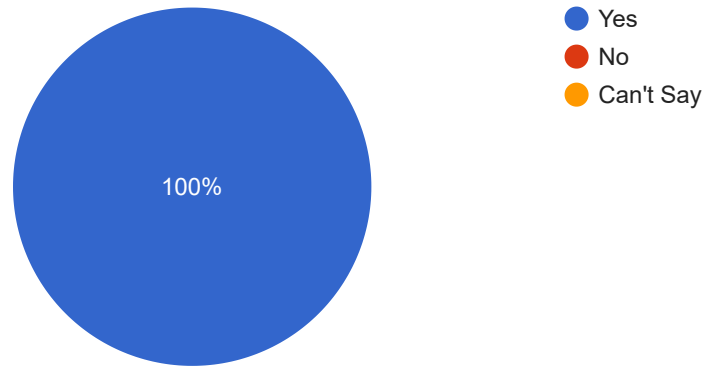
16 responses




I feel more respectful towards teachers who teach Children With Special Needs  Copy

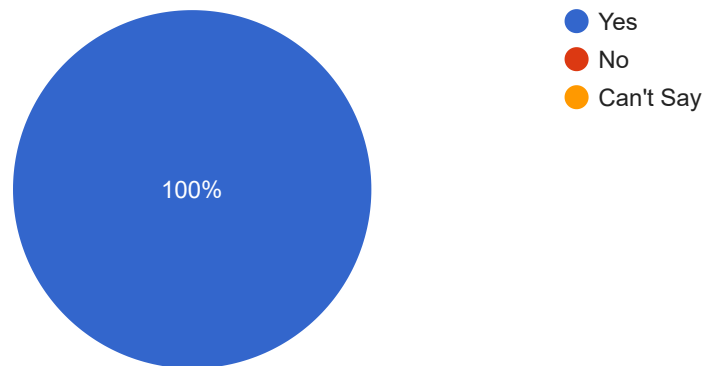
Needs

16 responses



My interactions with the children helped me to develop new skills or perspectives.  Copy

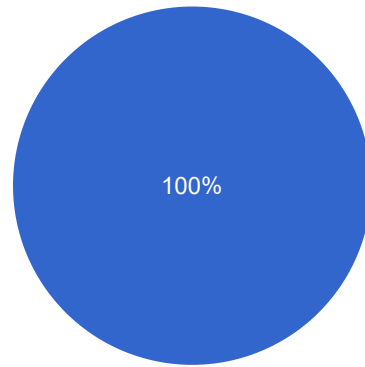
16 responses



My experience at the centre has helped me in my personal growth.

 Copy

16 responses

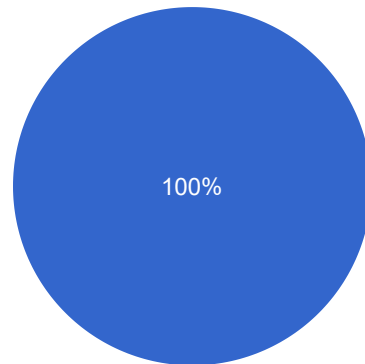


- Yes
- No
- Can't Say

My involvement at the centre helped me to enhance my understanding of the challenges faced by children with special needs

 Copy

16 responses



- Yes
- No
- Can't Say


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5. Feedback on e-content Development

Learning efficiency in self study courses

Instructions

- Kindly do not leave any statement unanswered.
- Choose the response which matches with your feelings
- There are no right or wrong response.
- The form is filled for research purpose only

* Indicates required question

1. Email *

2. Name *

3. Email id *

4. 1. Self study course helped me in improve my learning efficiency. *

Mark only one oval.

Yes

No

Can't say

5. 2. My self confidence & faith in learning online increased. *

Mark only one oval.

- Yes
- No
- Can't say

6. 3. It gave an opportunity to develop reflective & problem solving ability. *

Mark only one oval.

- Yes
- No
- Can't say

7. 4. I got an chance to learn on my comfort zone. *

Mark only one oval.

- Yes
- No
- Can't say

8. 5. Self study courses helped me increase my intrinsic motivation. *

Mark only one oval.

- Yes
- No
- Can't say

9. 6. Self study courses helped me to utilize my leisure time effectively. *

Mark only one oval.

- Yes
 No
 Can't say

10. 7. Self study courses helped me in arousing my curiosity. *

Mark only one oval.

- Yes
 No
 Can't say

11. 8. I got an opportunity to choose the course of my Choice and learning. *

Mark only one oval.

- Yes
 No
 Can't say

12. 9. The immediate feedback motivated me to take up more course. *

Mark only one oval.

- Yes
 No
 Can't say

13. 10. I am able to monitor and assess my growth. *

Mark only one oval.

- Yes
- No
- Can't say

14. 11. I got an opportunity to direct my learning. *

Mark only one oval.

- Yes
- No
- Can't say

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Learning efficiency in self study courses

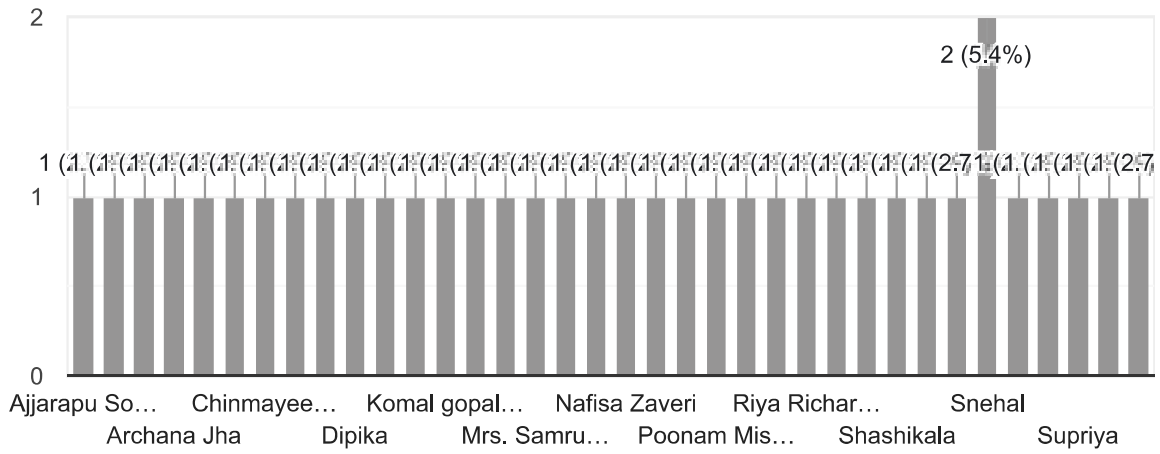
37 responses

[Publish analytics](#)

Name

 Copy

37 responses



Email id

37 responses

kumaranjani1986@gmail.com

annasusan1995@gmail.com

mukta.ghate@gmail.com

supriya.francis733@gmail.comq

sushmitamunda351@gmail.com

darshika.mishra94@gmail.com

sowmya.ajjarapu01@gmail.com

shahfalguni019@gmail.com

kul.samruddhi@gmail.com

riyamathew0138@gmail.com

Nafisa123zaveri@gmail.com

samira111sk@gmail.com

swetha.elegate@gmail.com

yruchi828@gmail.com

shitalmali0104@gmail.com

larissakatty.pereira@gmail.com

snehalchavan836@gmail.com

pooja4ever1993@gmail.com

archana.arvindjha@gmail.com

priyankaa2189@gmail.com

Mail4chandanikumari @gmail.com



Nairpooja47@gmail.com

soumyabinny@gmail.com

dipikakharmale25@gmail.com

shilpajohn83@gmail.com

Jyotiyadav2023@gmail.com

annsayas11@gmail.com

poonamu1989@gmail.com

shi.deepy@gmail.com

maya2006vr@gmail.com

dhanashri.tandel@gmail.com

purnima1980@gmail.com

kulabkarsnehal91@gmail.com

chinmayeechakraborty196@gmail.com

Suchitramanu2014@gmail.com

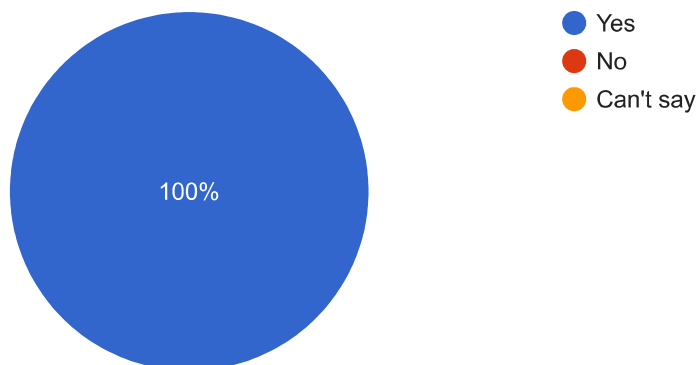
pujadhatal@gmail.com

komalpawar77439@gmail.com

1. Self study course helped me in improve my learning efficiency.

 Copy

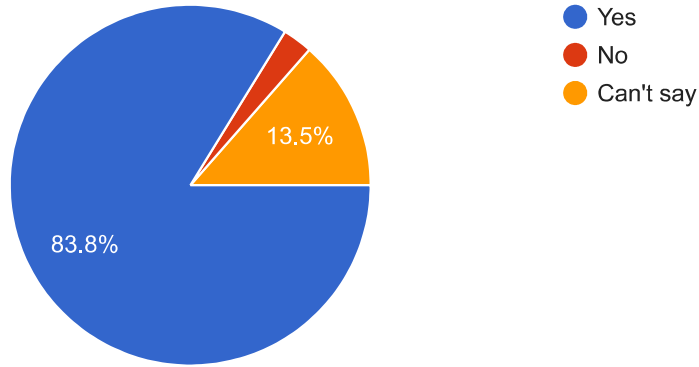
37 responses



2. My self confidence & faith in learning online increased.

 Copy

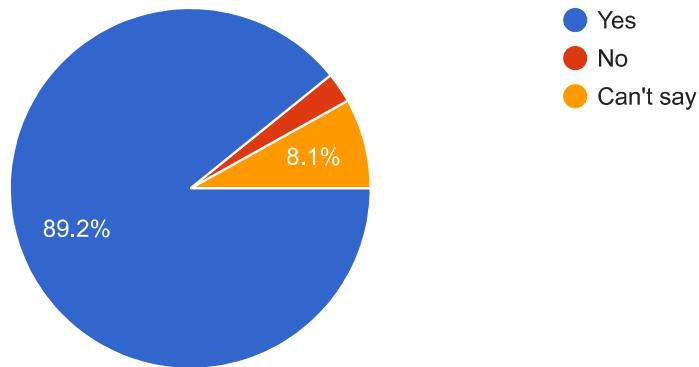
37 responses



3. It gave an opportunity to develop reflective & problem solving ability.

 Copy

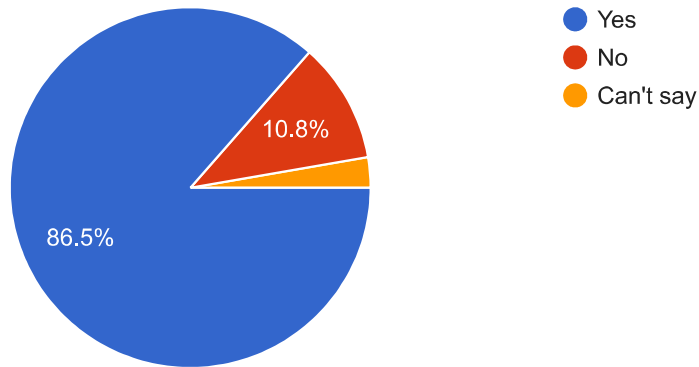
37 responses



4. I got an chance to learn on my comfort zone.

 Copy

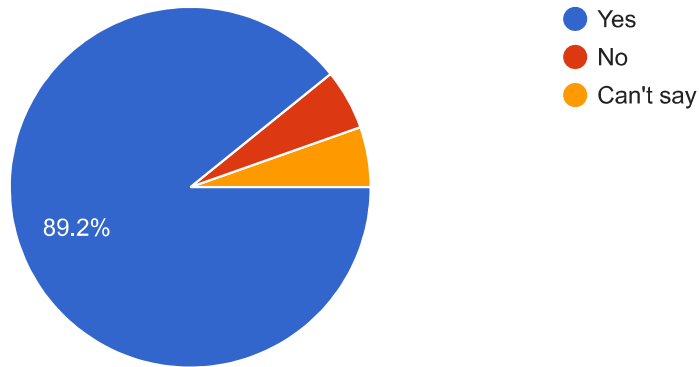
37 responses



5. Self study courses helped me increase my intrinsic motivation.

 Copy

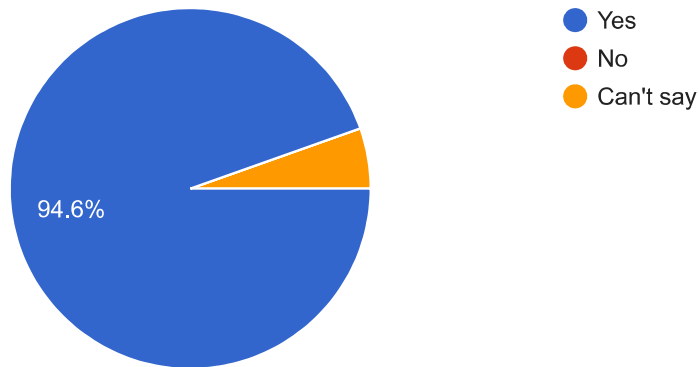
37 responses



6. Self study courses helped me to utilize my leisure time effectively.

 Copy

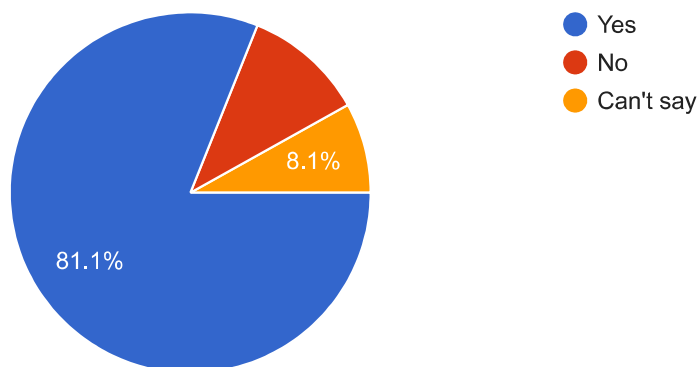
37 responses



7. Self study courses helped me in arousing my curiosity.

 Copy

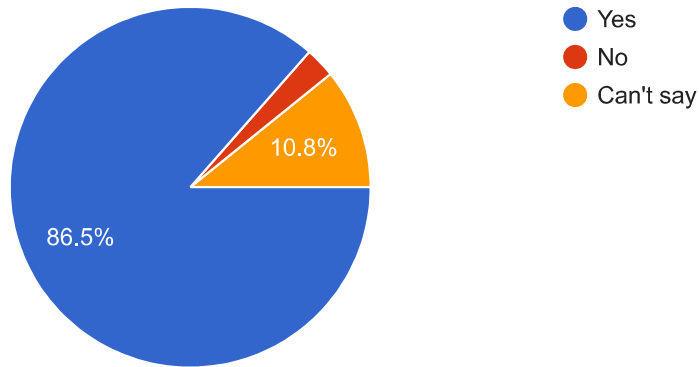
37 responses



8. I got an opportunity to choose the course of my Choice and learning.

 Copy

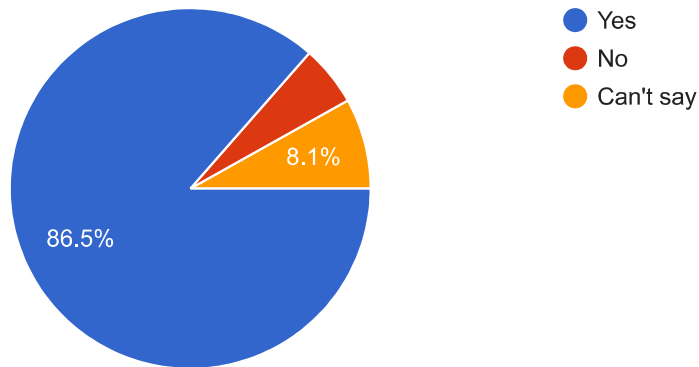
37 responses



9. The immediate feedback motivated me to take up more course.

 Copy

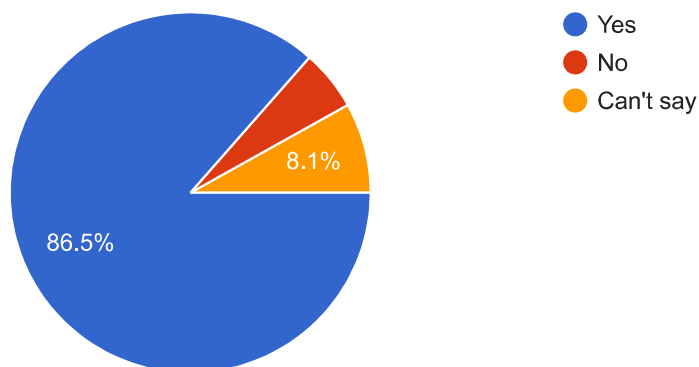
37 responses



10. I am able to monitor and assess my growth.

 Copy

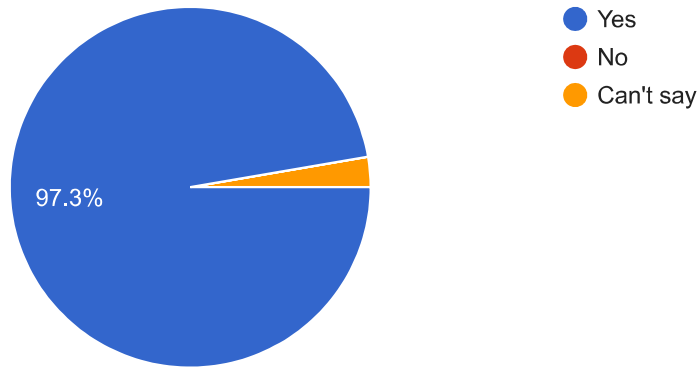
37 responses



11. I got an opportunity to direct my learning.

 Copy

37 responses

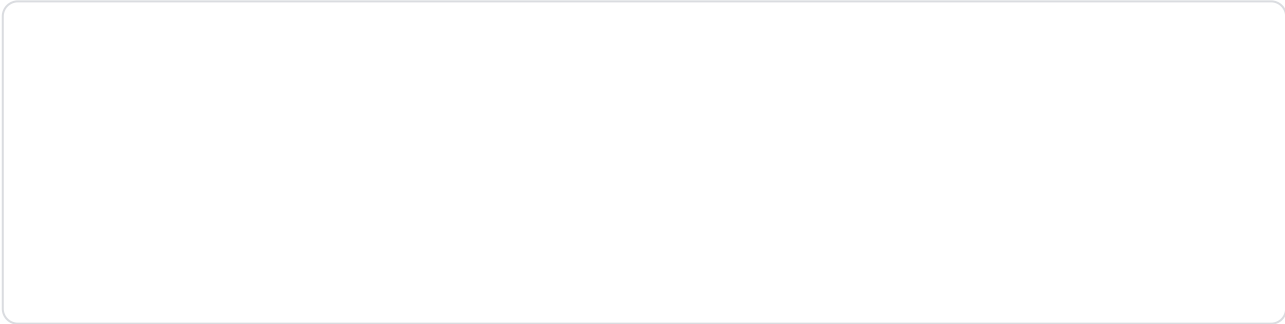


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Feedback on Online Assessment Tools

USE OF ONLINE ASSESSMENT TOOLS

geetasthakur@mes.ac.in [Switch account](#)



 Not shared

* Indicates required question

Name *

Your answer

Email *

Your answer



B.Ed. Academic Year *

Choose

1. Which online assessment tools did you find useful in your teaching career? *

- Mentimeter
- Testmoz
- Google form
- Google docs
- Quizziz
- Kahoot
- H5p



2. Online assessment tools were used during lectures? *

- Yes
- No
- Maybe

3. Do you feel that online assessment tools have enhanced the overall learning experience? *

- yes
- No
- Maybe

4. Have online assessment tools effectively met your specific assessment needs or requirements? *

- Yes
- No
- Maybe



5. Would you recommend the use of online assessment tools to others based on your experience? *

- Yes
- No
- Maybe

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6. Feedback on Assessment Tools

Feedback on Online Assessment Tools

64 responses

[Publish analytics](#)



Name

64 responses

Namrata Waghe

Juveria Thakur

Uzmah Nadkar

Khushboo Thakur

Ashish prasad

Falguni shah

Shanmugaraj

Supreet Duggal

Sonal Didwania

Ayesha Ali

Vidya Raj Binu

Larissa Pereira

Sara

Mamta Sirvi

Sushmita Munda

Shital

Archana Kumari

Komal Rajage

Jyoti

Manjinder Kaur Doad

Meena pillai



Shaikh Rabia

Farah Shaikh

Nirmit Dhuri

Anjani Jha

Poornima Shetty

Vinita Nikhil

Shweta Mahajan

Mansi

Riya Richardson Anthony

Anna Susan George

Ankita Jain

NAFISA AKIL ZAVERI

Nisha Pattem

Aditi

Mhatre vijaya vijay

Kanchan Ajaykumar Mashilkar

Jyoti Patankar

Meenakshi Solanke

Nanda Shrivastawa

Soma Dhar

Rajalakshmi

Jamila Kalolwala

Sylvia



Kumari Vandana

K Jerina Vincent

Zainab khan

Yashasvi Desai

Sameera Shaikh

Vandana Tripathi

Suchitra G

Uzma Aslam Kauchali

Dhanashri Pradip Tandel

Kiranjyot kaur Mankoo

Soumya itagi

Rashmi Lobo

Shital Mali

Glynis Falera

Soumya Varghese

Mohamed Aamir Dalvi

Mrs. Samruddhi Kulkarni

Shweta dubey

Bhageshwari

Shraddha Babar



Email

64 responses

waghenamrata@student.mes.ac.in

thakurjuveria@gmail.com

uzmahinayat@student.mes.ac.in

khushboo.thakur.543@gmail.com

prasadashishanil@student.mes.ac.in

shahfalfuni019@gmail.com

shanmugarajpillai9430@gmail.com

supreetdu14@gmail.com

sonalgrw16@gmail.com

ayashaali1999@gmail.com

rajvidyabinu@student.mes.ac.in

larissakatty.pereira@gmail.com

sarashakur219@gmail.com

sirvimamta@student.mes.ac.in

sushmitamunda351@gmail.com

shital.chavan1554@gmail.com

archana.ranvir.singh@gmail.com

metkari.komal@gmail.com

jyotikumari@student.mes.ac.in

manjinder9731@gmail.com

meenampillai8@gmail.com



shaikhrabiya@student.mes.ac.in

farahshaikh855@gmail.com

nirmitdhuri@student.mes.ac.in

kumaranjani1986@gmail.com

purnima1980@gmail.com

inboxvini@gmail.com

shwetamahajan@student.mes.ac.in

mansihoonjan@student.mes.ac.in

riyamathew0138@gmail.com

annasusan1995@gmail.com

ankitapjainaug@gmail.com

nafisa123zaveri@gmail.com

nisha.pattem@gmail.com

shanbhagaditvinod@student.mes.ac.in

Vijayamhatre1623@gmail.com

mashilkarkanchana@student.mes.ac.in

jyotipatankar05@gmail.com

solanke.meenakshi@gmail.com

shrivastawanandab@student.mes.ac.in

bose.soma190@gmail.com

rajalakshmikd@gmail.com

jamilavira22@gmail.com

sylviadsouza.81@gmail.com



vandana71993@gmail.com

kuodarpillyjerinavincen@student.mes.ac.in

ayeshamirajkar2@gmail.com

desaiyashasvivikassayali@student.mes.ac.in

samira111sk@gmail.com

tripathivandana@student.mes.ac.in

gsuchitra2014@gmail.com

kauchaliuzma42@gmail.com

dhanashri.tandel@gmail.com

kiran.mankoo7@gmail.com

soumyaitagi708@gmail.com

loborashmicarol@student.mes.ac.in

shitalmali0104@gmail.com

glynisfalera@gmail.com

soumyabinny@gmail.com

aamirdalvi@gmail.com

kul.samruddhi@gmail.com

dubeyshweta28121998@gmail.com

priya.priya259@gmail.com

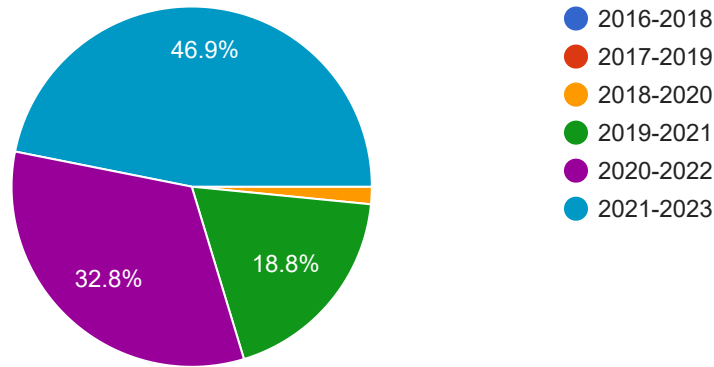
shraddhaphase@gmail.com



B.Ed. Academic Year

 Copy

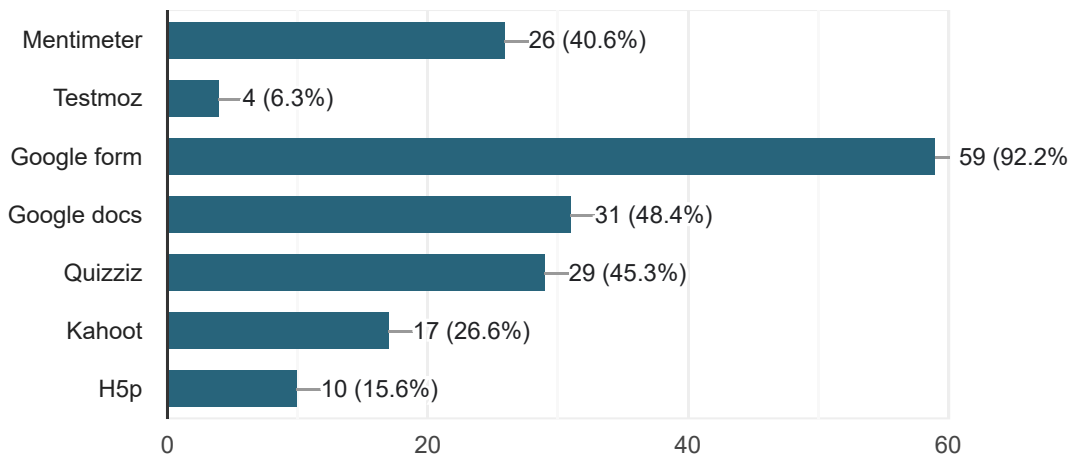
64 responses



1. Which online assessment tools did you find useful in your teaching career?

 Copy

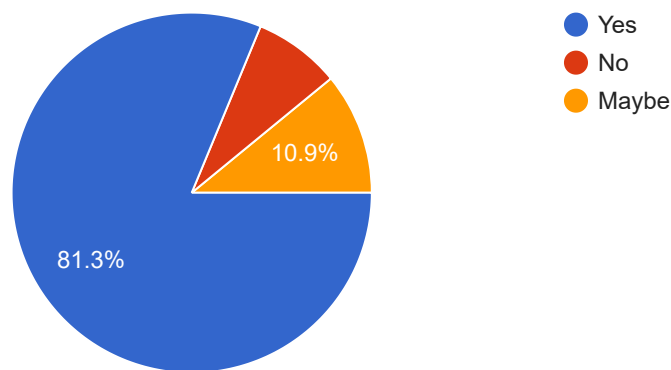
64 responses



2. Online assessment tools were used during lectures?

 Copy

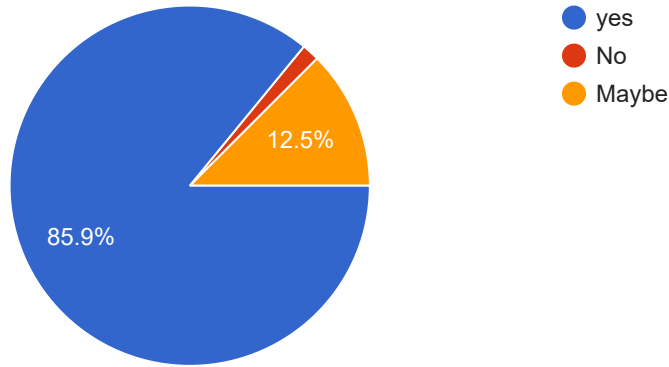
64 responses



3. Do you feel that online assessment tools have enhanced the overall learning experience?

 Copy

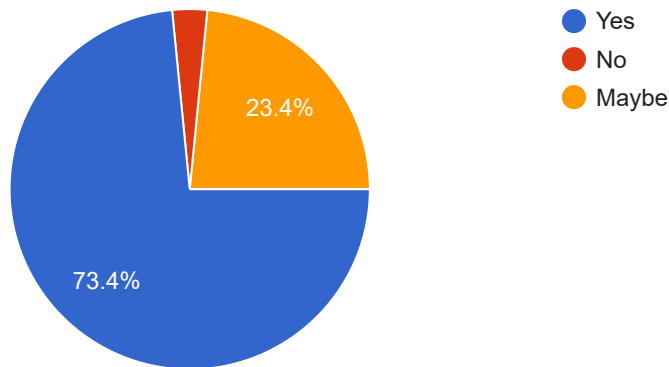
64 responses



4. Have online assessment tools effectively met your specific assessment needs or requirements?

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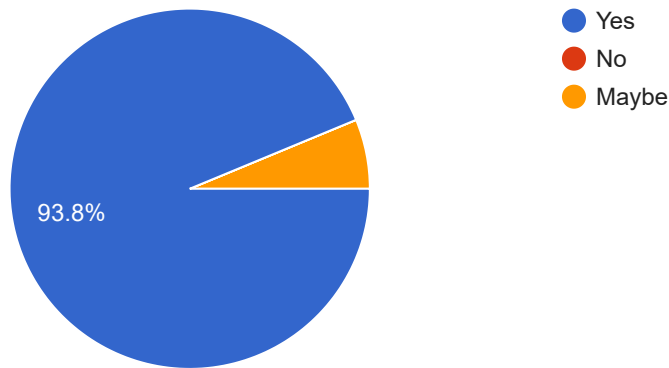
64 responses



5. Would you recommend the use of online assessment tools to others based on your experience?

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Metric 5.1.1

Photographs with Captions


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Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

1. Career and personal Counselling


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Career Counselling

VACC on Interview Etiquette - Every year



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Tel-022-27480289/27481864, Fax: 022-27464161.

www.pcerpanvel.ac.in

VALUE-ADDED CERTIFICATE COURSE

'RÉSUMÉ WRITING & INTERVIEW ETIQUETTE'


Course Code – PCERPVACC11 (3 Credits)

Course Learning Outcomes:

After learning this module, the student teacher will be able to:

- Understand the difference between CV, Biodata and Résumé.
- Understand the purpose of Résumé and its trends.
- Tailor the Résumé for specific jobs.
- Develop suitable cover letters.
- Create a professional Résumé.
- Understand the importance of Interview Etiquettes.
- Prepare for an interview.
- Develop confidence in demonstrating effective verbal and non-verbal communication skills.
- Understand the dress code for facing interviews.




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Orientation Session by Ms .Yvette Lee, Counsellor



Counselling Session by Dr. Sally Enos






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Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

**2. Skill enhancement in academics, technical
and organizational aspects**


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PRINCIPAL
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Academic

VACC on Teaching competencies - 1st - 12th July 2021



VACC on Instructional Strategies – 12th to 19th November 2022



Research - Talk - Literature Review Tips - 1st February 2020



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Photographs – Capacity Building – Technical Aspects

Teaching and learning Resources

Teaching aid workshop – 9th and 10th May 2022



Learning Resource Exhibition – 27th February 2018




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Integrating Technology with education – During lecture




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Photographs – Capacity Building – Organizational

Fresher's day/Talent hunt – Welcome and talent show – 3rd October 2018



25th October 2019



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Marathi and Hindi Bhasha Diwas

Marathi Bhasha Diwas – 1st March 2019

The central poster reads: **लाभले - आम्हाज भाग्य बोलतो मगदी...**
२७ फेब्रुवारी
ज्ञानपीठ पुरस्कार सन्मानित कविवर्य कुमुमाग्रज यांचा आज जन्मदिवस !
मराठी भाषा या...

बालगीते
BaalGeet:
Songs for Children

Peacock & Rain Song
 Chocolate Caste Song



शाहिरी काव्य
फटका / पोवाडा / लावणी

Format: 100 to 200 lines to rhyme in simple prose only (Maximum Poet's Name: 100)

Format: Songs praising (Shaharaji Shivaji Maharaj)

Language: Poets write in their own language

27th February 2022



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Hindi Diwas celebration – 15th September 2022



14th September 2018



Sports Events

Indoor sports –28th March 2022



9th and 10th April 2018,




Annual Sports Meet – 5th January 2019



14th January 2023




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Cultural competitions

Dance competition – 1st April 2022



Rangoli competitions - 12th January 2018




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20th November 2020



29th March 2022



Mehendi making – 12th January 2018, 20th November 2020, 23rd May 2023




Poster making



T-Shirt painting




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Best out of waste – 13th January 2018



21st November 2020



23rd May 2023



Traditional Day – 1st March 2019, 11th March 2020,



Valedictory Function – 21st April 2018



4th May 2019



Alumni Meet – 11th November 2017, 25th August 2018, 1st October 2022

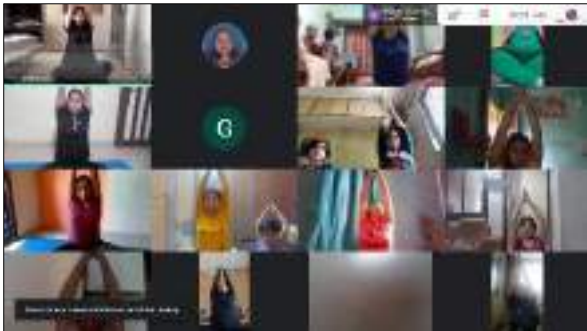




Club and Cell activities

Well-being club

International Day of Yoga – 21st June 2020, 2021, 2022



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Nature club

Paper bag making and distribution



Poster presentation



Plastic bottle recycling

Plastic waste awareness



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Global Citizenship Club

Poster presentation – duties of a good citizen - 14th December, 2019



Women Development Cell

Debate - Women who made India proud

International Women's Day



Slogan Writing



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Art of survival



Gender sensitization



Poster presentation




Literary Club

Literacy Day Celebration



Placement cell




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Celebration of important days

World environment day

5th June 2021



International day of peace

21st September 2022



World kindness day

22nd November 2017



International non-violence day



International food day



Independence Day


14th August 2022



Teachers day

9th September 2022




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Human Rights day
9th December 2017



National Education Day
6th November 2017




National integration day
19th November 2022



Children's Day
14th November 2017




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Students day celebration – 15th October 2017



World AIDS Awareness day

2nd December 2017, 9th December 2018


World kindness day

22nd November 2017, 13th November 2022



Gandhi Jayanti – 10th to 14th October 2018




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PRINCIPAL
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Mismatch day – 13th March 2019



Hair style day – 13th March 2019




Potluck – 16th March 2019, 11th March 2020



Poster making competition – 15th March 2018




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International Day of Happiness – 28th March 2021



Celebrating diversity – 13th January 2021



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Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

**3. Communicating with persons with different
disabilities**


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PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
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Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

1. Bhartiya Manav Vikas Trust's Special School, New Panvel (October 2019)



2. Rotary Club of Panvel Industrial Town Charitable Trust's Rotary Special School for Hearing Impaired Children at New Panvel (October 2019)



3. **SOPAN Shanay Autism Resource Centre: 29th August 2022, an educational visit for S.Y. B.Ed. students to SOPAN: Society of Parents of Children with Autistic Disorders - Shanay**



Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.




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Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

**4. Capability to develop a seminar paper and
research paper**


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
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Photographs – Capacity Building – Research

“Environmental Re-Engineering: Series-10 People and Nature: A Liveable and Sustainable Future” - 23rd December 2019




Workshop Education in Universal Human Values - 25th and 27th April 2019



Environmental Re-engineering: Series 9 Clean and Green Planet - 1st December 2018




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Integrating Library System and Services for Quality Education - 13th April 2018



“Environmental Re-engineering: Series 8-The Year of Sustainable Tourism” - 9th December 2017



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PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
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New Panvel-410 206.




Designing the 21st Century Classroom - 9th and 10th April 2017



Environmental Re-engineering Series 7: The International Year of Pulses - 22nd October 2016




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Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.




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Sector 8, New Panvel 410206

Metric 5.1.1

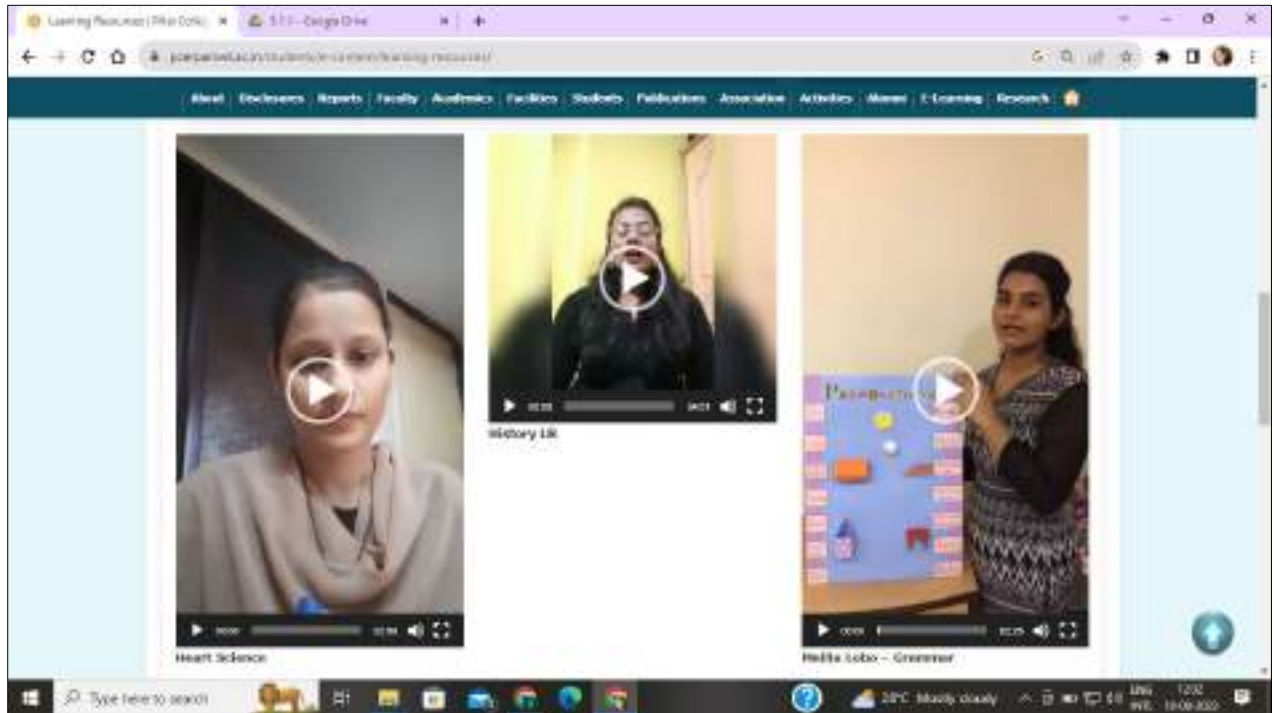
**Range of capability building and skill
enhancement initiatives**


5.E-content development


Dr. (Ms.) Sally Enos
PRINCIPAL
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Photographs of E-Content Development

Creation of E-Learning material on different pedagogy (B.Ed. 2020-22)




Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
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Creation of spoken tutorials on Trade – B.Ed. 2020-22

Trade.mp4

Trade refers to buying and selling of goods and services with an objective of earning profit.



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graph TD; A[Types of Trade] --> B[Internal]; A --> C[External]; B --> D[Whole Sale]; B --> E[Retail]; C --> F[Import]; C --> G[Export]; C --> H[Entrepot];
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Types of Trade

Internal

External

Whole Sale


Retail

Import

Export

Entrepot

0:10 / 5:41


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PRINCIPAL
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Metric 5.1.1

**Range of capability building and skill
enhancement initiatives**

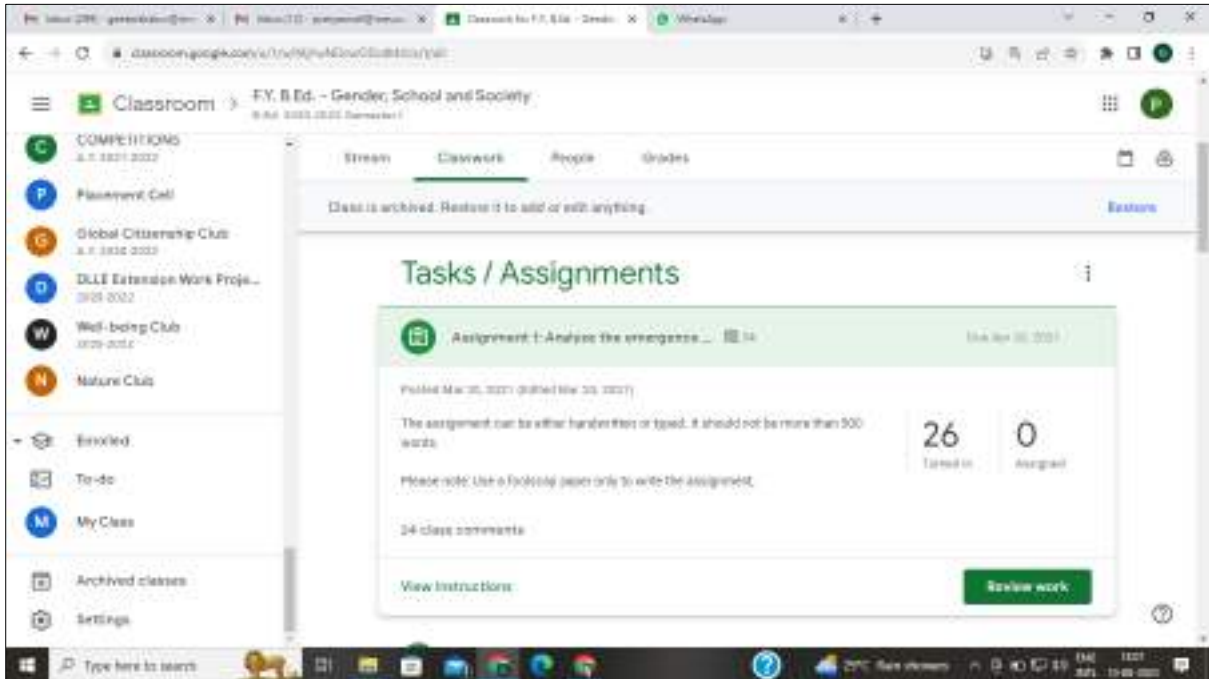
6. Online assessment of learning


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PRINCIPAL
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Photographs on – Online Assessment of Learning

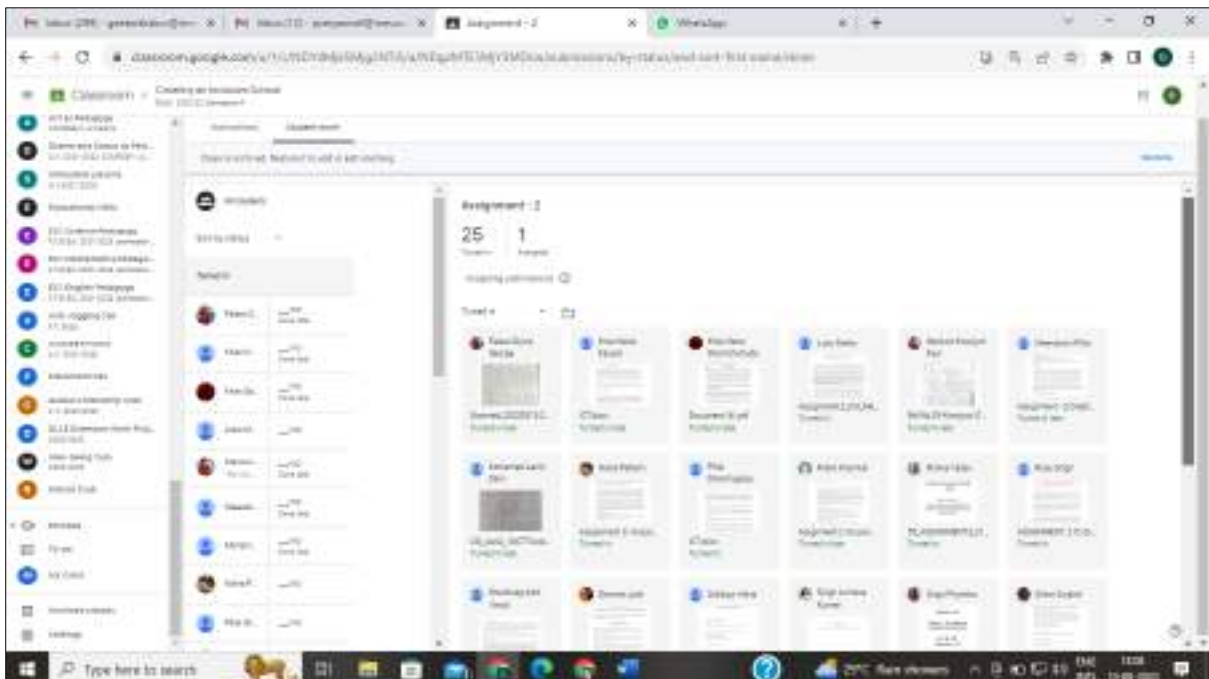
Assignment on Course – Gender, School and Society

<https://classroom.google.com/u/1/w/MjYwNDcwODc4MzUx/t/all>



Assignment on Course - Creating an Inclusive School

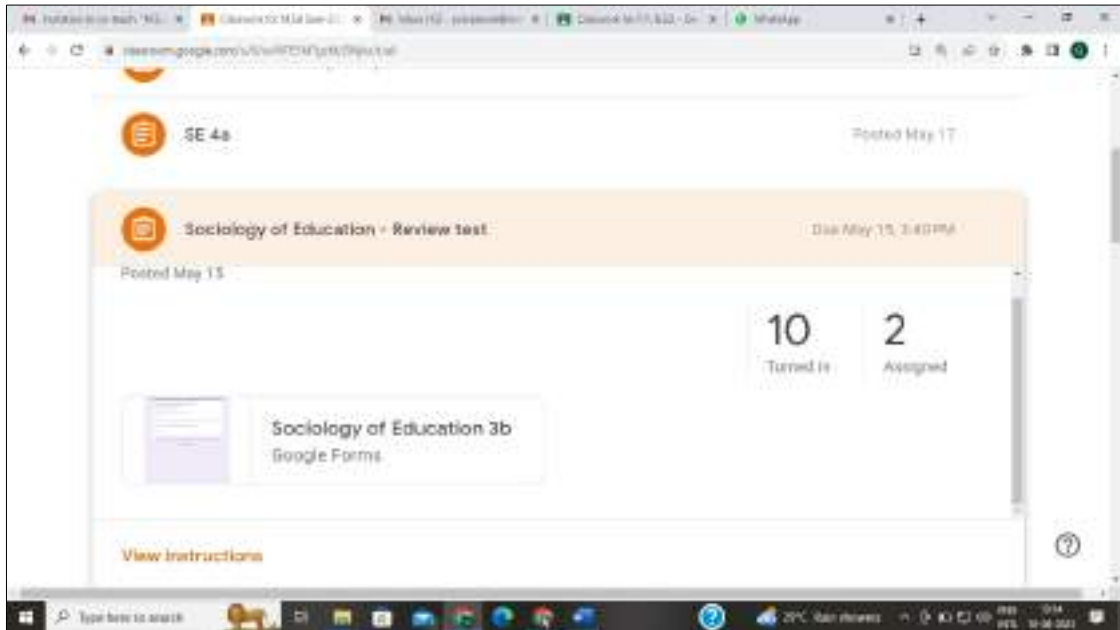
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PRINCIPAL
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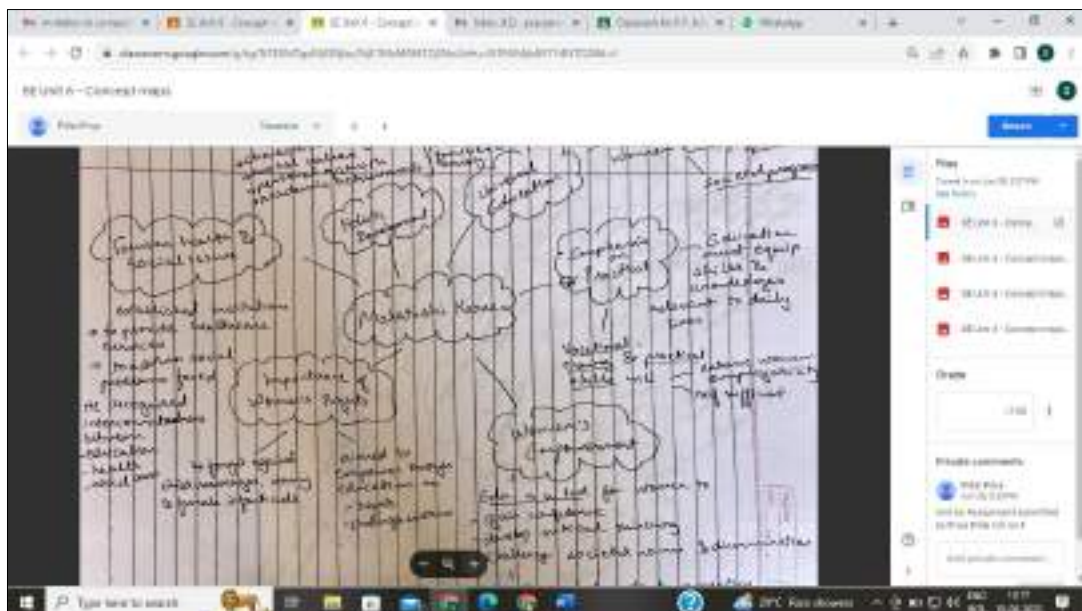
Review Tests in Course – Sociology of Education (M.Ed.)

<https://classroom.google.com/u/0/w/NTE5MTgzMjI3Njkz/t/all>



Assignment - Concept maps in Course – Sociology of Education (M.Ed.)

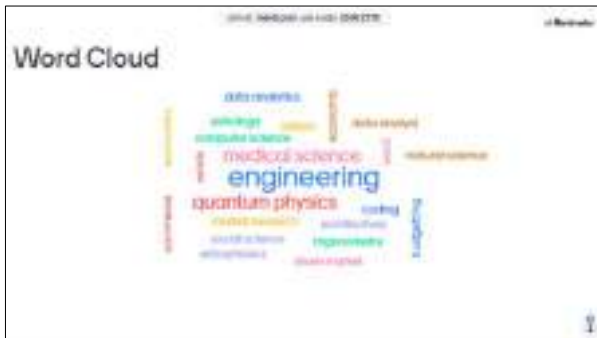
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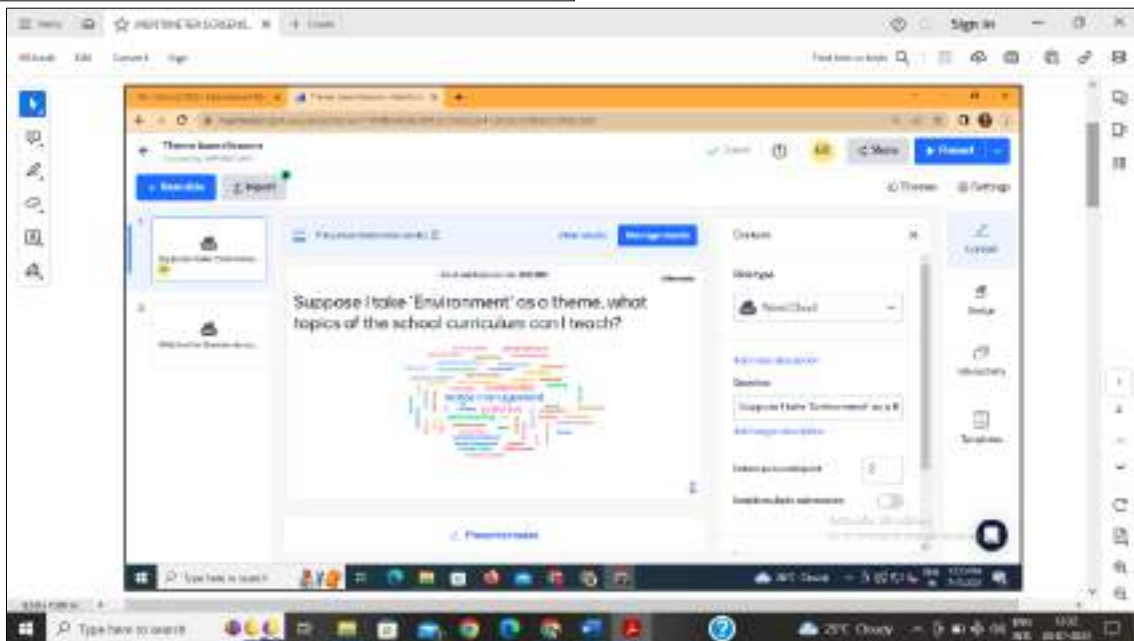
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PRINCIPAL
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Use of Mentimeter

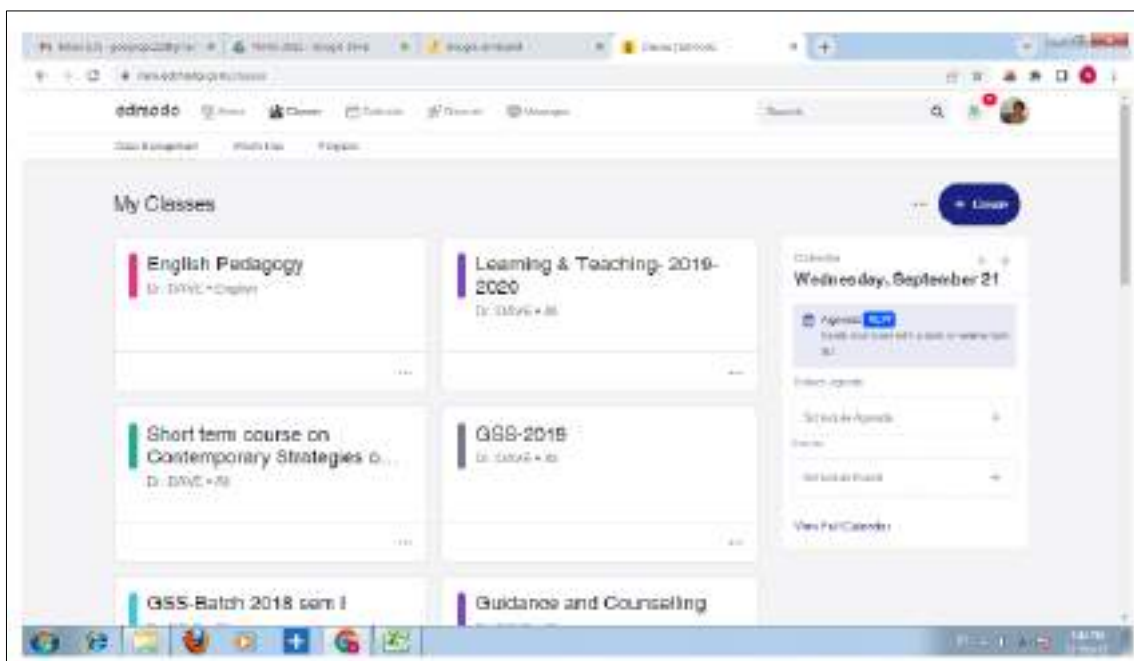
Scope of Mathematics



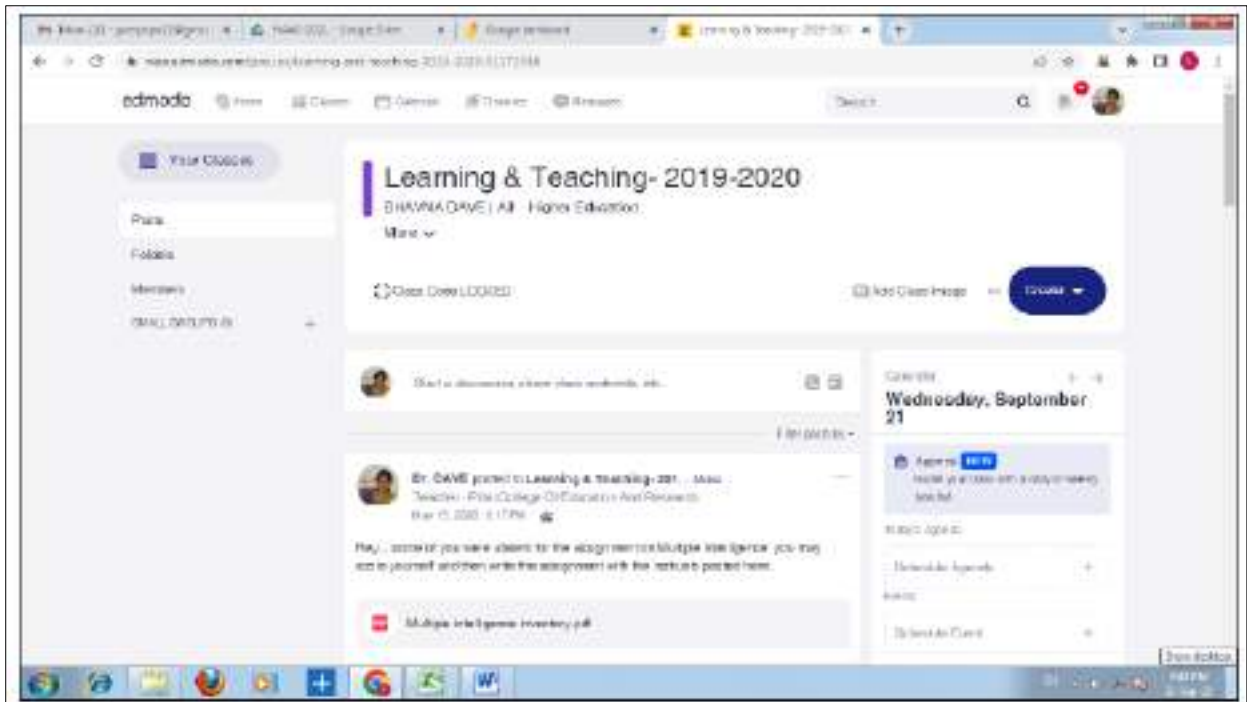
Examples of Solutes



Use of Edmodo



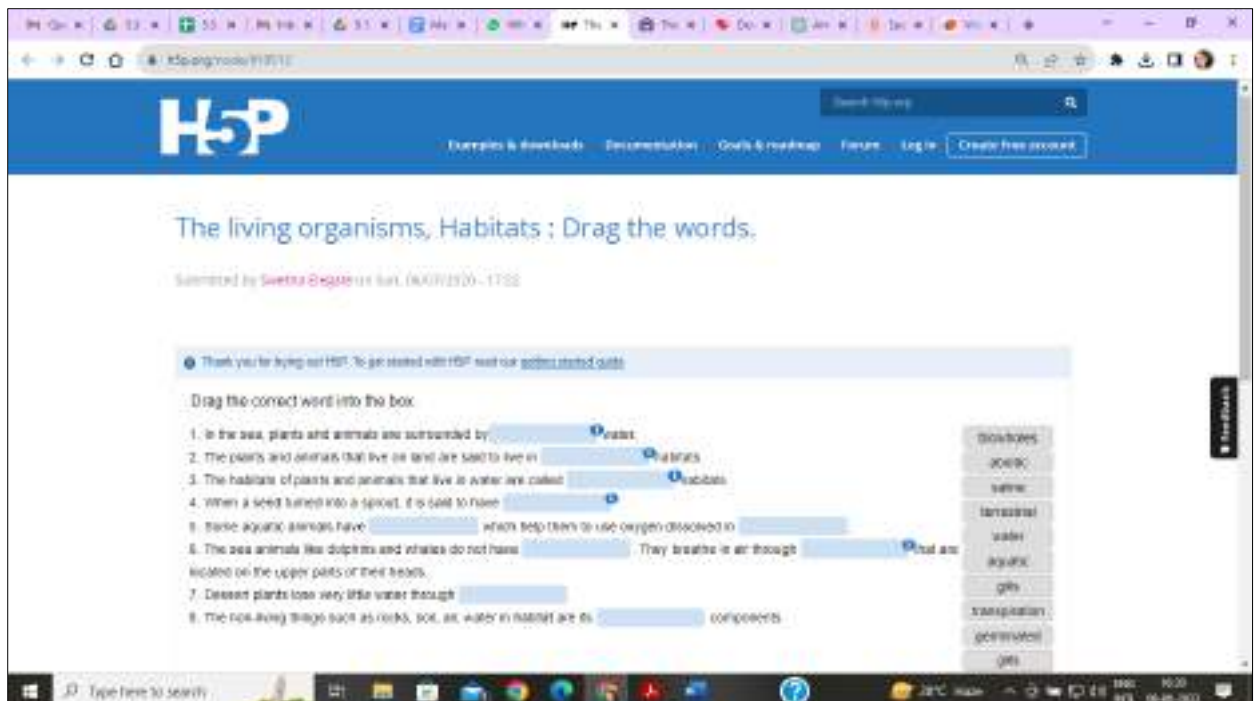
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Use of H5P

Drag and drop – Topic - Living organism — By Ms. Shweta Elegate

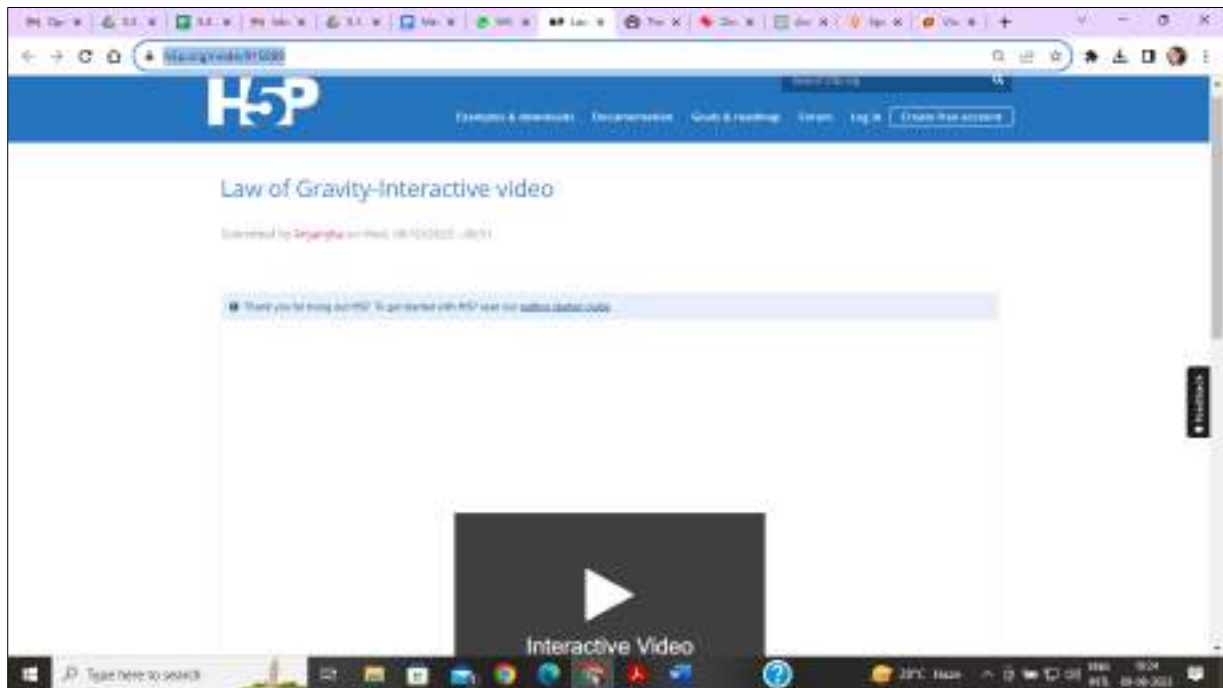
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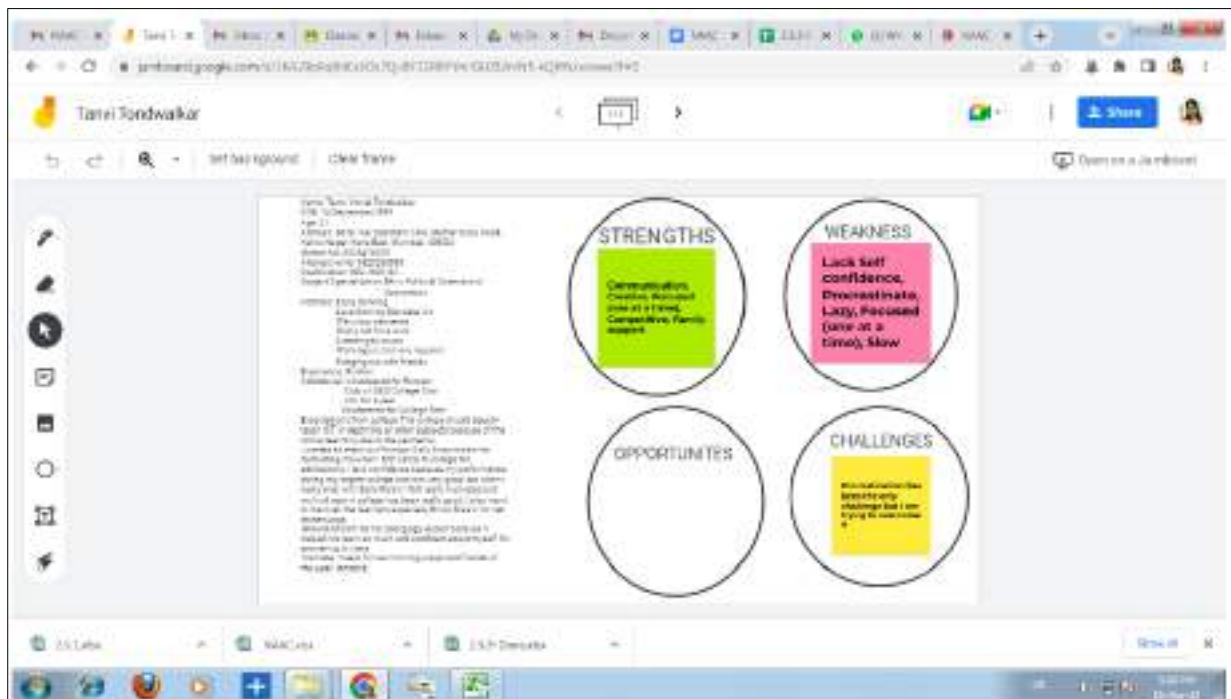

 Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
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Interactive Video – Topic – Law of Gravity – By Ms. Anjali Jha

<https://h5p.org/node/915889>

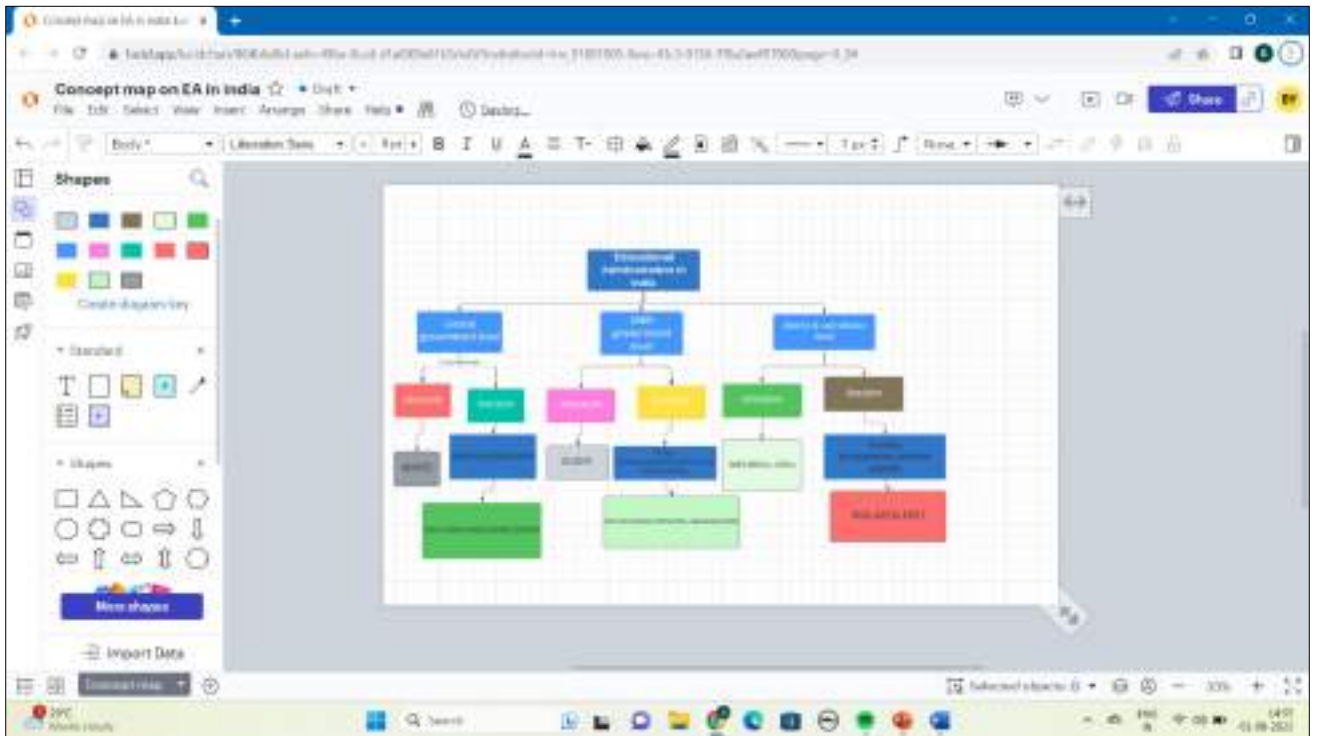


Use of Jamboard

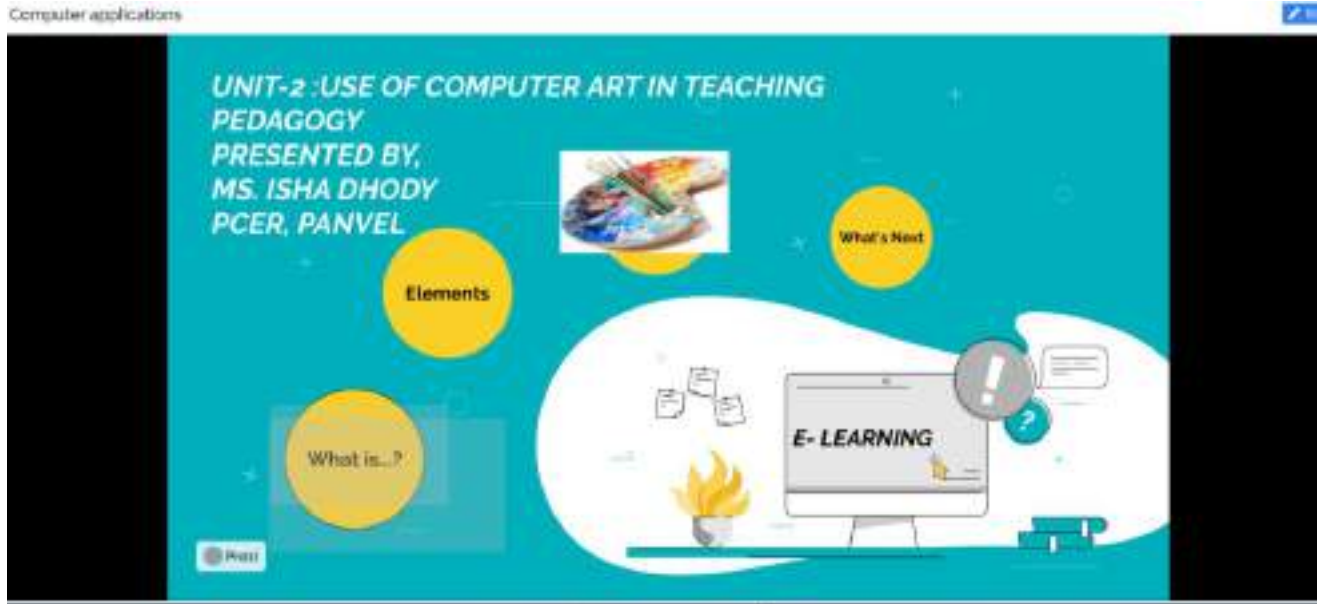


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Use of Lucidchart



Use of Prezi



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