



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

##### 1. Name of the Institution

MES' Pillai College of Education  
& Research, New Panvel

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

- Alternate phone No. **02207481864**
- Mobile No: **9820374303**
- Registered e-mail ID (Principal) **pcer773@mes.ac.in**
- Alternate Email ID **senos@mes.ac.in**
- Address **Plot no. 1, Sect-8, Khanda Colony**
- City/Town **New Panvel (W)**
- State/UT **Maharashtra**
- Pin Code **410206**

##### 2. Institutional status

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

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

**3.Website address**

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

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

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://pcerpanvel.ac.in/academic/academic-calendar/>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>3.31</b>	<b>2016</b>	<b>16/09/2016</b>	<b>31/12/2022</b>
<b>Cycle 2</b>	<b>A+</b>	<b>3.32</b>	<b>2024</b>	<b>08/08/2024</b>	<b>08/08/2029</b>

**6.Date of Establishment of IQAC**

**20/10/2016**

**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>27/09/2024</b>	<b>0</b>

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

**Yes**

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

**9.No. of IQAC meetings held during the year** 4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

Certified by Thane Mahanagar Palika for outstanding contribution to environmental conservation for conducting the e-waste & Plastic waste collection drive.

Organized National Level Seminar on 'Healthy People on a Healthy Planet' & National Level Conference on Environmental Re-engineering: Mitigating Plastic Pollution in collaboration with Soroptimist Welfare Association.

Memorandum of Association signed with Mahant Darshan Das Mahila College, Muzaffarpur, Bihar, Sopan Shanay Autism Center, New Panvel & Navjeevan Center.

All teachers completed the NEP 2020 Orientation & Sensitization Programme under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission & Teacher-educators developed YouTube videos on Value added self-study courses in alignment with NEP 2020.

Submitted SSR to NAAC for Assessment & Accreditation 2nd cycle.

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

Plan of Action	Achievements/Outcomes
<p>Submission of SSR</p>	<ul style="list-style-type: none"> <li>• Received IIQA approval on 25th July 2023</li> <li>• Submitted SSR to NAAC for Assessment &amp; Accreditation 2nd cycle on 7th Sept. 2023</li> <li>• DVV clarification sought on 12/9/2023 for which clarification sent on 27/9/2023.</li> <li>• SSS started from 8/9/2023 to 8/10/ 2023</li> </ul>
<p>Signing memorandum of understanding</p>	<ul style="list-style-type: none"> <li>• Memorandum of Association signed with- i. Mahant Darshan Das Mahila College, Muzaffarpur, Bihar ii. Sopan Shanay Autism Center, New Panvel iii. Navjeevan Center</li> </ul>
<p>Accelerating Club, Cell &amp; association activities</p>	<ul style="list-style-type: none"> <li>• Organized National Level Seminar on 'Healthy People on a Healthy Planet'</li> <li>• Webinar on Counselling 1st August 2023</li> <li>• Celebration of days &amp; co-curricular activities</li> <li>• Educational Visits to Muenzer Bharat &amp; Chhatrapati Shivaji Maharaj Vastu Sangrahalay &amp; RBI Monetary museum</li> <li>• Alumni Meet- 23rd Dec. 2023</li> </ul>
<p>Enhancing Environment Conservation activities</p>	<ul style="list-style-type: none"> <li>• Conducted e-waste &amp; Plastic waste collection drive</li> <li>• Paper-bag distribution activity</li> <li>• Certified by Thane Mahanagar Palika for outstanding contribution to environmental conservation</li> <li>• Organized National Level Conference on Environmental Re-engineering: Mitigating Plastic Pollution in collaboration with Soroptimist Welfare Association</li> </ul>
<p>Programmes to align with NEP 2020</p>	<ul style="list-style-type: none"> <li>• All teachers completed the NEP 2020 Orientation &amp; Sensitization Programme under Malaviya Mission</li> </ul>

	<p>Teacher Training Programme (MM-TTP) of University Grants Commission. • Teacher-educators developed You-tube videos on Value added self-study courses in alignment with NEP 2020 at the MES e-studio</p>
<p>Enhancing teaching-learning activities</p>	<p>• Panel discussion on Educational Administration in India on June 24, 2023. • VACC courses conducted with proper planning &amp; scheduling • Encouraged students to take-up Self-study courses from SWAYAM-NPTEL • Learning Resource Exhibit- Dec. 21, 2023</p>
<p>Conduct of National Priority Programmes</p>	<p>• International Non-Violence Day- 4th Oct. 2023 • International Girl Child Day- 11th Oct. 2023 • Voting Rights awareness-28th July 2023 • Literacy Campaign at the community centers</p>

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	22/04/2024

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

**Part A**

**Data of the Institution**

<b>1.Name of the Institution</b>	MES' Pillai College of Education & Research, New Panvel
• Name of the Head of the institution	Dr. Sally Enos
• Designation	Principal
• Does the institution function from its own campus?	Yes
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• Web-link of the AQAR: (Previous Academic Year)	<a href="https://pcerpanvel.ac.in/disclosures/iqac/agar/">https://pcerpanvel.ac.in/disclosures/iqac/agar/</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://pcerpanvel.ac.in/academics/academic-calendar/">https://pcerpanvel.ac.in/academics/academic-calendar/</a>				
<b>5.Accreditation Details</b>					
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<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
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<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
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<p><b>13. Whether the AQAR was placed before statutory body?</b></p>	<p>Yes</p>
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<p>• Name of the statutory body</p>
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Name of the statutory body	Date of meeting(s)
<p>College Development Committee</p>	<p>22/04/2024</p>

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

Year	Date of Submission
<p>2023</p>	<p>08/02/2024</p>

**15. Multidisciplinary / interdisciplinary**

We are a Teacher Education institution offering B.Ed, M.Ed and Ph.D in Education. This is a linear system of education and for a holistic multidisciplinary system of education, we need to plan

our program with other HEI's of our own trust/ Society and the HEI's in our surrounding area. Two-fold vision that can be demarcated are as follows: To convert a single stream institution into multi-disciplinary HEI's: We envision a merger of single-stream institutions with other multidisciplinary institutions under the same management. Also with the management's permission collaborate with other managements of neighbouring HEI's. We also foresee our institution as a degree awarding multidisciplinary research-intensive cluster of colleges that provides integrated professional and vocational programs. This will enable us to have academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes. In this direction we would like to apply for the integrated four years B.Ed program as envisaged in the NEP 2020. To offer dual mode degree: Our second line of planning is with reference to creating dual mode degree in collaboration with other HEI's offering masters degrees, like M. Com, MA, M.Sc in various disciplines through distance mode or part time mode. As per the UGC norm permission needs to be sought from the affiliating university and the partnering HEI's. The college follows the curriculum given by the University of Mumbai. The institution has come up with a few revisions within the given framework to incorporate flexibility and innovation.

#### **16.Academic bank of credits (ABC):**

We as an institution recognize that, Academic Bank of Credit is foreseen as a digital bank that holds the credit earned by a student in any course. It is a major instrument for facilitating multidisciplinary and holistic education and multiple entry and exit in higher education. Credit transfer is a university program and is legally approved by UGC and central government. By using this credit transfer method students will not lose their already existing credits. The curricula of B.Ed and M.Ed as provided by the affiliated university of Mumbai include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. We have also worked on credit-based courses wherein modules are prepared, wherein each credit is equal to 12 contact hours. The credits can be acquired based on parameters, such as student workload, learning outcomes and contact hours. Students who could not complete their curriculum related to project-based activities were given opportunities to complete an equivalent credit based online certificate course that would help them to enhance their professional growth. This was made possible by allowing the students to complete their equivalent credits by doing online

courses offered by SWAYAM, MOOCs, EdX, Alison, Future learn, Stanford online and Coursera. This practice implemented by the college was in sync with the NEP 2020. It states that Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. On the basis of this our college took initiative to try out the credit transfer for students with genuine medical reasons in completing the course. This was applicable only for the college based activities and projects.

#### **17.Skill development:**

Our Institution encourages student - teachers to enroll in various online courses to help them strengthen their Vocational Education & soft skills. Many students have benefited by learning through online courses. The Institution works towards the development of soft skills of student- teachers through various talks by experts, conducting seminars and workshops. Teamwork and interpersonal skills are being developed by conducting various curricular and co-curricular activities. We offer Value added certificate courses which helps our student-teachers to boost their confidence & develop various skills.

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

PCER prides itself on its diversity of students and faculty. Every effort is made to accommodate linguistic differences and promote linguistic diversity in the college. The celebration of days are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in our country. The cocurricular activities serve to enhance students' knowledge of Indian Culture and languages. These events are conducted both in the online and offline mode. Yoga sessions organized by the college aids in the holistic development of students by drawing on traditional Indian Knowledge Systems. Students are trained to integrate the core elements like constitutional obligation, freedom struggle of India, Secularism, Egalitarian society, India's common cultural heritage in their teaching, Removal of social barriers, National integration etc.

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

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

of the students shows a gradient increase too. Students also write the outcome of their practice teaching lessons in the form of reflections. The teachers also write their feedback on the lesson plans of the students after observing their teaching in the internship schools. The students take into consideration the remarks of the supervisors and make changes accordingly. Outcome of learning of the students is also seen in the form of action research reports, dissertations, evaluation files, community service reports, cultural activity reports etc.

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

Students are motivated to take up self-study certificate courses online from various platforms like SWAYAM, NPTEL, EdX, Alison and Coursera. 4 value-added courses are also conducted in hybrid mode. Students are encouraged to study the content uploaded in the G-Classroom & then do their presentations in the class offline.

**Extended Profile**

**1.Student**

2.1	132
Number of students on roll during the year	

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

2.2	46
Number of seats sanctioned during the year	

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

2.3	75
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

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

2.4	66
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5 Number of graduating students during the year		<b>66</b>
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6 Number of students enrolled during the year		<b>46</b>
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2. Institution</b>		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		<b>25.11248</b>
4.2 Total number of computers on campus for academic purposes		<b>80</b>
<b>3. Teacher</b>		
5.1 Number of full-time teachers during the year:		<b>12</b>
File Description	Documents	
Data Template	<a href="#">View File</a>	
Data Template	<a href="#">View File</a>	
5.2 Number of sanctioned posts for the year:		<b>12</b>
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		

## 1.1 - Curriculum Planning

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

Curriculum planning is divided into curricular and co-curricular categories, adhering to NCTE, UGC, University of Mumbai, and National Policy on Education guidelines. The academic calendar aligns with the University of Mumbai framework. Planning incorporates entry-level and need assessments, stakeholder feedback, and societal requirements to offer opportunities beyond the curriculum, ensuring readiness of the students. The IQAC and curriculum planning committee supervise the process, with responsibilities allocated during staff meetings for curricular and co-curricular activities like examinations, practice teaching, and activity portfolios. Communication of agendas and action plans is facilitated through meetings, email, and virtual platforms, with reviews and modifications as necessary.

Implementation involves sharing timetables with students, addressing issues, and orienting them through activities like microteaching, lesson planning, and workshops. Local context exposure is emphasized through internships, community service, and local school training. Competency development in emotional intelligence, critical thinking, communication, and adaptability is fostered through internships, collaborative learning, and value-added courses.

Student performance is evaluated via formative and summative assessments, placement data, and exit surveys. The year-end review assesses program and course learning outcomes, incorporating feedback for future planning. The process ensures a dynamic, responsive curriculum that meets academic, professional, and societal needs.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	<b>A. All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which</b>	<b>A. All of the Above</b>
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**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

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

## **1.2 - Academic Flexibility**

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

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

**28**

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

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

14

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

14

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

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

119

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

119

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

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

**All of the above**

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

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

69

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

69

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

**1.3 - Curriculum Enrichment**

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

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

The procedural knowledge is communicated through a well-planned time-table and implementation through theory, demonstration, group wise preparation, guidance, student presentation, peer and teacher evaluation and immediate feedback. The student teachers are provided with sufficient opportunities within the focus of the curriculum to apply the acquired knowledge during internship, community work, presentations, activity planning, writing reflective journals and reports. This in turn creates self-confidence, communication skills and imbibes in them professional ethics.

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

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

The teacher education programs aim to equip students to adapt to various school education boards. Students gain awareness and knowledge of these boards through the B.Ed. and M.Ed. curriculum, discussions, and assignments. Theory papers like Educational Management, Contemporary Education and India, and Teacher Education provide foundational knowledge about educational boards and governing bodies. Students also visit schools to understand infrastructural needs, class management, and other practical aspects.

Internship of 20 weeks are offered under different boards,

tailored to students' abilities and interests. This hands-on experience helps them grasp the objectives, curriculum, teaching and assessment methods, evaluation patterns, and overall school structure. These internships build confidence and practical insights into their future teaching careers.

In the final semester, awareness sessions by school principals and campus interviews provide guidance on board-specific requirements and school philosophies. Alumni also share experiences to enhance the learning process. Additionally, the college supports students with a curriculum laboratory containing resources like school code books and curricula of SSC, CBSE, ICSE, IGCSE, and IB boards. This setup ensures students understand the differences across boards and prepares them for diverse professional environments, enabling a seamless transition into their teaching careers.

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

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

The B.Ed. and M.Ed. programs aim to develop teaching competencies and prepare student teachers for diverse roles such as counselor, facilitator, planner, researcher, manager, and leader. The curriculum integrates cognitive, experiential, reflective, and multimedia approaches, catering to varied learning styles and intelligences. Core, interdisciplinary, and pedagogy courses are taught using cooperative learning, brainstorming, ICT-enabled techniques, and a focus on applicability to schools and communities.

Workshops on teaching skills, models of teaching, lesson planning, and assessment tool preparation ensure practical skill development. Students receive personalized guidance from teacher educators, participate in simulated teaching sessions, and master

eight teaching skills and multiple teaching models. A 20-week internship with 30 lessons under mentorship helps students gain confidence and competence in classroom teaching. ICT, action research, and resource creation are emphasized, supported by mentor-mentee meetings to resolve doubts and ensure progress.

Opportunities for leadership and organizational skills are provided through cultural programs, assemblies, seminars, and competitions. Community work sensitizes students to local needs, while resume writing, interview preparation, and value-based courses enhance personal and professional development. Sports and extracurricular activities contribute to the holistic growth of student teachers, equipping them for the challenges of the teaching profession.

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

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

All of the above

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

**1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

Feedback collected, analyzed, action taken and available on website

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

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

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

46

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

46

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

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

3

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

3

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

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

**1**

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

**1**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2 - Honoring Student Diversity**

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

**To assess students' learning needs at entry level, diagnostic tests and activities are conducted pre- and post-admission.**

**Pre-admission: Prospective students undergo tests in English**



content, teaching aptitude, and reasoning abilities. Training sessions are provided based on test results. The Principal interviews every student to assess needs and counsel those returning to studies after a gap.

Post-admission: Students are given self-assessment tests, Multiple Intelligence test, and learning style assessments to tailor group activities for projects like co-curricular activities and community service. A talent hunt evaluates speaking, presentation, and personality traits. A pedagogy-based content test identifies content support needs before internships. Guidance groups led by method-masters assess micro-skills lesson plans and prepare students for integrated lessons. Training in MS Office and internet functions is provided, along with personal counseling and mentor-mentee groups. Mentoring sessions monitor progress, while yoga and meditation support program coping.

Academic support provided: Multi-sensory approaches, ICT-integrated lessons, and tools like Google Classroom aid learning. Students observe peers, alumni, and teachers for insights into teaching. Mentor-mentee sessions, bilingual lectures and self-learning materials address language barriers. Reflection journals, report writing, and book reviews enhance language skills. Workshops, field visits, and assemblies foster practical experience, confidence, and values.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Six/Five of the above

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

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

Four of the above

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

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

**9:1**

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

**12**

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

### 2.3 - Teaching- Learning Process

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

PCER, Panvel adopts diverse and innovative learning methods to enhance understanding and engage students across its various courses. For example, in Childhood and Growing Up, methods like case studies, role plays, and research reviews are used to make the learning of growth and development more practical and relatable. Similarly, Knowledge and Curriculum employs contextual readings, critical reviews, and activity-based learning to familiarize students with modern child-centered education methods.

Courses like Gender, School, and Society use documentary films, poster making, and cooperative learning strategies to promote awareness of gender issues, while Ability Course - Critical Understanding of ICT involves practical assignments and workshops through platforms like Google Classroom. The Learning and Teaching course incorporates experiments and activity-based lessons, such as puppet shows, to demonstrate key teaching theories.

Other subjects, including Education Management, Assessment for Learning, and Research Methodology, focus on practical insights, such as school visits, workshops, and hands-on research tasks. In courses like Language across Curriculum, students create subject-specific vocabulary and practice skimming and scanning techniques to enhance their understanding of language integration.

Through these varied modes, the institution provides holistic learning experiences that prepare students for real-world teaching challenges while fostering practical skills, critical thinking, and reflective practices.

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

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

12

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

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

122

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

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Four of the above

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

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

Mentoring is carried out through mentor-mentee groups. Each teacher has a group of mentees. Periodic meetings are organized for continuous guidance and progress of students.

Working in teams: This is facilitated through Co-operative learning strategies etc. Students are made into groups of practice teaching, pedagogy groups, guidance groups, student council groups, various club groups. Tasks assigned through each group ensure collaboration among the team members. Presentation tasks, role-plays or any activity based teaching, organizing the events of a club, etc. require students to collaborate through the various groups.

To deal with student diversity: Counselling sessions are scheduled to support students in need. Topics of handling diversity are included in curriculum and deliberations through discussions are incorporated.

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

Balancing home and work stress: Understanding self, developing

positive attitude, Yoga, meditation etc. are organized. Students are allowed to approach teachers and seek help anytime, beyond working hours.

Keeping abreast with latest development in Education & life: Journals, periodicals, latest

development research magazines, seminars, webinars, workshops, campus tours and visits to leading schools, action research etc. is organized.

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

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

It is for us to make each day a meaningful day by connecting with people and doing things that give us satisfaction and reflect on the day's work. In this context the entire teaching learning

process had scope for creativity, innovativeness, thinking skills, empathy, life skills and team spirit.

The purpose of our education is not only to gather information but to construct knowledge, to create something differently wherever possible. These possibilities are observed in the cultural activity, community work, ability-based courses, audit course, lesson planning and delivery, action research, learning resource creation, various workshops/ presentations and co-curricular activities provided by the college, contribution for college magazine articles etc

Writing reflections after the task and sharing with others gives tremendous scope for self-analysis, value inculcation, bringing about attitudinal changes and interest towards the teaching profession.

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

## 2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p>	<p><b>Ten/All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.3 - Competency of effective communication is developed in students</b></p>	<p><b>All of the above</b></p>
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**through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

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

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

**All of the above**

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

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive**

**All of the above**

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

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

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

All of the above

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

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

At PCER, Panvel, the internship process begins in April. Schools in proximity to the college are identified, permission sought for the upcoming academic year and the student teachers are allocated based on factors such as subject combination, level of teaching, medium of instruction, and proximity to their place of stay.

Student teachers are grouped, following the University of Mumbai's guidelines. Before the start of their practice teaching, they are oriented with essential micro-skills, teaching methods, and multi-sensory approaches through workshops on content analysis, lesson planning, and teaching aids. They are also provided with guidance on handling diverse learning needs through theory papers on topics such as Childhood & Growing up, Learning & Teaching, and Gender, School & Society.

The school principals and teachers are oriented about the internship activities, and shadow teachers are assigned to mentor student teachers. Students prepare and submit lesson plans for review, receive feedback, and make final revisions.

Alongside lesson execution, students also participate in a range of cognitive apprenticeship activities, including observing mentor teachers, assisting in school activities like morning assemblies, competitions, and cultural programs, and engaging in administrative duties such as invigilation and record-keeping. For M.Ed. students, internships are carried out in both teacher-education colleges and schools.

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

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

**2.4.9.1 - Number of final year students during the academic year**

**64**

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

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

**Nine/All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal**

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

PCER, Panvel follows a robust monitoring mechanism during internship to ensure effective teaching and professional development. Each student-teacher is paired with a shadow teacher who provides content and guides the preparation of lesson plans. The method master reviews the lesson plans, corrects and provides guidance for effective execution. The student-teacher's progress is monitored through both qualitative and quantitative assessments, focusing on skills such as introduction, explanation, questioning, stimulus variation, class control, time management, use of teaching aids, and objective achievement.

School supervisors and senior teachers also observe and provide feedback on practice lessons. After each lesson, students receive feedback, which is used for further improvement in subsequent lessons. A Reflection column in the lesson plan allows for self-appraisal, while peer observations provide additional feedback during tutorial group sessions. The strengths and the weaknesses of the student-teachers are analyzed and communicated to them.

The internship program encourages students to take responsibility for school-related tasks, such as preparing proxy timetables, marking attendance, and organizing assemblies. At the end of the internship, the school principal provides an overall evaluation of the student-teachers. The final internship report is submitted, including a day-wise log certified by the school's principal.

The internship is designed to offer rich, hands-on experience and continuous guidance, ensuring that every student teacher receives comprehensive support and opportunities for growth.

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

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

All of the above

<b>programmes)</b>	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Five of the above</b>
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	
<b>12</b>	

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

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

**5**

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

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

**101**

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

**101**

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

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

**PCER, Panvel is committed to fostering the professional and personal development of its teacher educators. The institution**

encourages participation in orientation courses, refresher programs, short-term courses, and Faculty Development Programs (FDPs). Teacher educators are actively supported to engage in research activities through the 'Research Forum' of Mahatma Education Society, allowing them to take part in minor research projects and present papers at in-house seminars. Additionally, the college encourages publications in journals with ISBN/ISSN and supports educators in presenting at local, state, national, and international levels.

The Principal promotes professional growth by encouraging faculty members to attend seminars, workshops, and training programs at other institutions. The college also organizes National-level seminars and webinars, fostering organizational skills and expanding knowledge. Teacher educators are often invited as resource persons and guest lecturers and are supported in conducting workshops to share their expertise.

Interactions with secondary school authorities as well as engagements with alumni working in schools, help faculty understand current school expectations. The integration of recent curriculum changes into the textbooks also ensures that teacher educators and student teachers remain aligned with the evolving needs of schools.

Both formal and informal professional development opportunities enrich the faculty, promoting a culture of collaborative learning and enhancing the overall teaching and learning process.

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

## 2.6 - Evaluation Process

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

Yes, continuous internal evaluation is in place and is regularly and continuously used in the Scholastic, co-scholastic, and



project-based activities. At the start of each semester, students are oriented about the course content, evaluation methods, exam patterns, and grading systems. Academic evaluation is conducted through essays, assignments, class tests, and review questions. The internal examination schedule, seating arrangements, and invigilators are pre-planned and communicated. Students receive feedback on their performance, helping them understand the evaluation pattern. Regular class reviews and semester-end exams prepare students for the final examination.

In practice teaching (internship), a three-tier evaluation system is followed, with continuous feedback on lesson planning and execution. Students receive both written and oral feedback on a one-to-one basis, helping them improve subsequent lessons. General feedback on group behavior and school feedback is shared weekly.

For co-curricular and project-based activities, mentors guide and supervise students, observing traits such as teamwork, commitment, and cooperation. Students receive immediate feedback and are assessed using rubrics shared beforehand, which helps them focus on relevant criteria when planning and executing tasks. This ongoing evaluation ensures holistic development, fostering growth in both academic and personal aspects of student-teachers.

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

<p><b>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;                  Institution adopts the following in internal evaluation                  Display of internal assessment marks before the term end examination                  Timely feedback on individual/group performance                  Provision of improvement opportunities                  Access to tutorial/remedial support                  Provision of answering bilingually</b></p>	<p>Four of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The examination procedure at PCER, Panvel operates at internal and external levels, with distinct mechanisms for handling grievances related to each.

External examination grievances are addressed as per the university's protocol. If discrepancies arise in external marks, students submit a revaluation form along with the stipulated fee, which is forwarded to the university with the Principal's signature. Students can also request a photocopy of their answer script by paying a prescribed fee to the university. In case of errors in the issued marksheet, students submit a written application to the college, which forwards it to the university for rectification. Once the corrected marksheet is received, it is handed over to the concerned student.

Internal examination grievances are addressed through a structured college-level redressal system. Initially, students approach the subject teacher regarding their concerns. If unresolved, a written grievance is submitted to the examination committee, which investigates the case. The committee conducts a meeting to discuss the issue and takes necessary measures for resolution. If required, the matter is referred to the Principal. Once resolved, students are informed of the outcome.

A transparent feedback system at PCER ensures that students regularly receive their assessed papers with grades and remarks, minimizing grievances. Additionally, remedial sessions on exam writing skills, stress management, and time management are conducted to help students improve their performance and reduce

**examination-related concerns.**

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

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

The academic calendar at PCER, Panvel is prepared in June for the upcoming academic year, considering the tentative start of the program in July-August and based on the term break schedule provided by the university. The calendar outlines key dates for semesters, holidays, internships, internal evaluations, and university examinations.

However, delayed university admissions and examinations may cause changes in the calendar's execution. Despite these uncertainties, the structure and sequence of activities such as theory classes, internship, project-based courses, ability courses, and action research are adhered to. Students are regularly updated about any situational changes through class assemblies, WhatsApp groups, and notices.

The internal evaluation system is thoroughly discussed with teachers and shared with students at least 10 days prior to execution. Activity schedules, including lectures, exams, assignments, and practice teaching, are prepared by the portfolio in-charge, approved by the Principal, and displayed on notice boards and shared digitally.

Regular staff meetings ensure timely review of progress. The Principal and academic committee review semester-wise activities and provide guidance for improvements, ensuring that students and teachers are well-informed and prepared. Clear instructions regarding evaluation criteria and timelines are provided during orientations, mentor-mentee meetings, and individual interactions to ensure smooth execution of all activities.

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

## 2.7 - Student Performance and Learning Outcomes

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

The B.Ed. and M.Ed. programs focus on combining theoretical knowledge and practical teaching experiences to prepare student-teachers for professional challenges. The core syllabus emphasizes theoretical knowledge acquisition, fostering sensitivity towards learners' needs, and developing professional competencies. Various talks are conducted to broaden their understanding of contemporary concerns.

Student-teachers are grouped and allotted schools for internships, enabling them to learn lesson planning, classroom management, teaching aids creation, and feedback incorporation. The process follows a cyclic approach involving orientation programs, skill workshops, simulated teaching, and constructive feedback, promoting reflection and continuous improvement.

The community work initiatives at PCER foster social sensitivity and empathy. Activities include literacy drives in NGO centers, hosting children at Community service day, donation drives, contributing towards packing Goodies for the jawans and environmental initiatives. These programs help inculcate values of compassion, humility, and civic responsibility.

Student-teachers also develop digital literacy, an essential 21st-century skill, through hands-on sessions. Self-directed learning is encouraged through online courses, ensuring student-teachers remain updated with modern teaching practices. In B.Ed. action research is taken up whereas in M.Ed. focus is on dissertation. Research skills are developed through step by step orientation of the concepts and steps of research.

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

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

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

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

The activities and theoretical inputs in the B.Ed. and M.Ed. programs are aligned with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

Diagnostic assessments identify students' content clarity and language issues through class tests and assignments, followed by remedial feedback and re-tests if necessary.

Formative assessments take place during project-based courses like practice teaching lessons, where students receive one-on-one guidance, lesson supervision, and immediate feedback to help them track their progress. Students reflect on their learning experiences through reflective journals and peer group discussions, leading to noticeable improvements in behavior, attitudes, and professional competencies.

Internal assessments contribute 40% to the theory courses and 100% to project-based and ability courses. Students are graded based on effort, approach, attitude, and ability to deliver outcomes.

The semester-end examinations conducted by the affiliated university provide summative evaluations.

The students' professional growth is evident in their interpersonal skills, adaptability, integrity, and professional ethics by the end of the course. Their performance is recorded in consolidated transcripts, which include personal details, attendance records, subject-wise grades, and GPA. These transcripts provide a holistic view of students' progress across all semesters. Graphical representations of class performance trends further highlight the progressive growth of student-teachers.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.7.4 - Performance of outgoing students in internal assessment

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

46

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

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

The Principal and staff collaborate effectively to create an inclusive learning environment that addresses the diverse needs of students in language proficiency, subject orientation, learning styles, and technological skills.

Entry-level assessments and ongoing interactions help identify student challenges such as language barriers, fear of public speaking, low confidence, and limited communication skills.

To address these challenges, multi-lingual resources are made available in the library, and communication skill activities such as object talk, group discussions, debates, and elocution competitions are organized. Teaching strategies like Think-Pair-Share, Gallery Walk, Jigsaw, and problem-solving tasks foster critical thinking and collaborative learning. ICT-enabled teaching, Google Classroom, and diagrammatic representations simplify concepts and cater to different learning styles.

The institution conducts diagnostic, formative, and summative assessments using checklists, rubrics, and rating scales to measure student performance. One-on-one feedback helps students refine their skills and boost confidence. Mentor-mentee groups address individual needs, and peer tutoring encourages collaborative growth. Students with physical challenges are given extra time during exams to ensure fair assessment.

The efforts result in a 100% pass rate, with most students achieving a CGPA of B+ or higher. Our students are placed in the surrounding schools through campus placement and walkin

interviews and this by itself, reflects their progress and the extent to which the initial challenges have been catered to and minimized.

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

## 2.8 - Student Satisfaction Survey

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

<https://pcerpanvel.ac.in/disclosures/iqac/student-satisfaction-survey/>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Four of the above



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

<p><b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b></p>	<p align="center"><b>Four of the above</b></p>
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.2 - Research Publications**

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

**1**

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

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

**3**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.3 - Outreach Activities**

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

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

**14**

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

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

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

**64**

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

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

**17**

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

**100**

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

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

The outreach program at PCER, Panvel is an essential part of the institution's philosophy, mission, and vision. Aligned with the curriculum, it focuses on community welfare and engages student teachers in meaningful social service. The program's objective is to sensitize students about community needs while empowering underprivileged individuals with knowledge and skills to improve their quality of life.

Outreach activities include marginalized communities, particularly school-going children from surrounding slums and orphanages. The focus is on health and hygiene awareness, environmental education, numerical literacy, gender equality, and social skills. Students also assist children with their school work and provide remedial teaching. In addition, the college conducts projects on gender sensitivity, financial literacy, and electoral literacy, which align with government and UGC recommendations. The program promotes social awareness while fostering self-confidence, self-esteem, and a sense of purpose in students. By working with the underprivileged, students gain appreciation for their own privileges and develop a strong commitment to the teaching profession. These activities not only enrich the lives of those they serve but also contribute to the holistic development of the students, equipping them to face life's challenges with a positive mindset and a deeper sense of community responsibility.

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

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

17

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

17

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

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

16

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

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities**

Three/Four of the above

**Practice teaching /internship in schools**  
**Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**  
**Discern ways to strengthen school based practice through joint discussions and planning**  
**Join hands with schools in identifying areas for innovative practice**  
**Rehabilitation Clinics**  
**Linkages with general colleges**

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

Our institution is self-contained with respect to various resources and necessary infrastructure required for a smooth flow of our curriculum. Our classrooms are well equipped with latest technology like computers with internet facility, projector and speakers which are utilized by the staff and student teachers in daily teaching-learning process. Our institution has method rooms with relevant teaching aids and students are encouraged to prepare their own teaching aids as per the content developed. A well-equipped Psychology lab, Computer lab, Curriculum lab are available with our institution. Our multipurpose hall is well-ventilated and spacious with the availability of sound system and mike. A multipurpose room is used for conducting several workshops, seminars and talks. We have a central library for education colleges which includes- Ph.D, M.Ed, B.Ed and B.PEd. We have a large playground for various sports activities and games. We have opportunities to share the e-studio, a variety of musical instruments & many other facilities with our sister concerns. Our Gymkhana is well equipped with sufficient gym equipment and is made accessible for all staff and students. Keeping intact our idea of judicious and efficient usage of the available resources,

the playground, Science laboratories, swimming pool, multi-purpose hall and gymnasium are shared with other institutions of this campus. There is also a common canteen for our College and school.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

12

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

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

9.805

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

#### 4.2 - Library as a Learning Resource

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

PCER, Panvel's library initially used Library Oxygen Software for automation, but due to its outdated features, the library migrated to KOHA in November 2021. KOHA is an Integrated Library System (ILS) with a range of advanced features, including the Online Public Access Catalogue (OPAC) module, which allows users to search, reserve items, and suggest new acquisitions. The library utilizes KOHA primarily for handling issues, returns, and transfers.

KOHA's cataloguing module enables efficient management of library items, ensuring MARC and Z39.50 compliance for simplified data entry and exchange. The circulation module fully automates item borrowing, integrating with OPAC so users can view their outstanding items. KOHA operates on Linux and is licensed under the GNU General Public License (GPL).

Key benefits of KOHA include easy access to information, automated alerts for overdue items and new arrivals, and reduced processing times due to MARC compatibility. The system also supports web-based circulation, allowing staff to manage patrons without installing special software, and provides customizable search options for users. Additionally, KOHA ensures security measures like requiring login for certain actions, protecting the library system from unauthorized access.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://pcerpanvel.ac.in/facilities/library/library-facilities/">https://pcerpanvel.ac.in/facilities/library/library-facilities/</a>
Any other relevant information	<a href="#">View File</a>

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

PCER, Panvel provides remote access to its library resources for both teachers and students, enhancing their ability to access academic materials as needed. The college is part of the Inflibnet-N List consortium, offering access to various e-resources through



initiatives like Shodhganga (repository of theses from Indian universities), Shodhgangotri (research trends and directions), ERIC.edu.gov (digital library for education research), and DOAJ (Directory of Open Access Journals). These resources support M.Ed and Ph.D. scholars in their research endeavors.

In addition, the Mahatma Education Society (MES) has developed a digital library repository with thesis, books, and journals accessible to all MES members across its institutions. This collaborative effort ensures seamless access to digital resources. Every institution has access to these digital resources as intra-library users. The college also offers a wide variety of e-books, ranging from subject-specific to general fiction and non-fiction, accessible via the MES Digital Library platform Please Click on the link-<https://digitallibrary.mes.ac.in/home>

Furthermore, PCER uses KOHA Integrated Library System, which includes features like OPAC for easy searching and reserving of library items. KOHA also supports Branch relationship, allowing users to borrow books at one branch and return them at another. This feature is still in its nascent stage & so borrowing through this mode has not yet started.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases</b>	<b>Four of the above</b>
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File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**1.66345**

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

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

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

**529**

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://pcerpanvel.ac.in/wp-content/uploads/2023/08/July2023-inout-1.pdf">https://pcerpanvel.ac.in/wp-content/uploads/2023/08/July2023-inout-1.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

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

### 4.3 - ICT Infrastructure

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

The college is fully IT-enabled, featuring two ICT laboratories with updated facilities. The 2nd-floor lab has 60 computers, and the 6th-floor lab has 25 computers, all equipped with Wi-Fi at 25 Mbps. In February 2022, 2nd-floor lab computers were upgraded with DG41RG motherboards, 8 GB RAM, 256 GB hard disks, Windows 10 OS, MS Office 2016, and new keyboards and mice. Similarly, in 2020,

the 6th-floor lab computers received 8 GB RAM upgrades.

The B.Ed. office has two computers with Windows 7, MS Office 10, a scanner, a printer (upgraded in 2021), a 2TB hard drive, and a biometric attendance system installed in 2019. Edurite software manages student records, while Tally handles financial data. The Principal's office has a computer with Windows 10, MS Office 2019, and Kaspersky antivirus. Lecture halls and staff rooms are also equipped with computers and internet connectivity.

The campus features a robust network with 4 routers for 100-user traffic, upgraded to 16-port switches in 2021. Library operations use KOHA software for tracking attendance and book transactions. CCTV cameras monitor the premises, and a generator ensures uninterrupted power. Recent enhancements include increased Wi-Fi bandwidth and upgraded networking equipment.

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

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

13:10

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

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

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	<b>Four of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://pcerpanvel.ac.in/e-learning/e-studio-facilities/">https://pcerpanvel.ac.in/e-learning/e-studio-facilities/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://pcerpanvel.ac.in/e-learning/self-study-course/">https://pcerpanvel.ac.in/e-learning/self-study-course/</a>
Any other relevant information	<a href="#">View File</a>

**4.4 - Maintenance of Campus and Infrastructure**

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

**13.77171**

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

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

The PCER Panvel Library serves as a central resource for B.Ed, M.Ed, and Research Centre programs. It houses over 13,000 education-related books, including reference materials, dissertations, theses, research tools, maps, charts, and CD-ROMs. The library subscribes to leading educational journals and maintains old question papers and newspapers in English, Hindi, and Marathi. Facilities include computers with Wi-Fi, internet access for e-resources, and a suggestion box. Books are organized by subject for easy access and issued through a manual and computerized system. Students receive library cards valid until their final semester. New books are purchased based on faculty and student recommendations, with the Principal's approval. Regular updates to the accession and withdrawal registers are made by the librarian. Annual stock verification and a weeding-out process ensure the collection remains relevant, with damaged books sent for binding. The library operates an open-access system from 10 a.m. to 6 p.m. on working days and is monitored by CCTV. Fire extinguishers are installed, and ICT facilities are maintained by IT professionals. Shared labs, including science, psychology, and curriculum labs, are regularly inspected and maintained. The library plays a crucial role in supporting teaching and learning activities.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://pcerpanvel.ac.in/wp-content/uploads/2023/05/Policy-SPMU_pcerp_2021.pdf">https://pcerpanvel.ac.in/wp-content/uploads/2023/05/Policy-SPMU_pcerp_2021.pdf</a>
Any other relevant information	<a href="#">View File</a>

<b>STUDENT SUPPORT AND PROGRESSION</b>	
<b>5.1 - Student Support</b>	
<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Nine or more of the above</b>
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent</b>	<b>A. All of the above</b>

**mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

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

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

**Five or more of the above**



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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
43	64

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

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

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

07

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

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

16

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

### 5.3 - Student Participation and Activities

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

The Student Council plays a vital role in supporting the faculty by maintaining discipline and ensuring the smooth conduct of various college activities. It assists in planning and implementing co-curricular, extra-curricular, and sports activities, including the annual sports meet, with financial support from the institution. The college has a well-structured system of clubs, cells, and committees with faculty and student council representation. These groups meet regularly to plan activities that enhance awareness, skills, and positive attitudes among student-teachers. Council members manage portfolios such as academics, discipline, practice teaching, co-curricular, and extension activities. Important announcements and updates are shared via WhatsApp, Facebook, and Instagram. The council facilitates internship coordination by communicating with internship group leaders to ensure timely completion. It also

oversees the publication of two newsletters and a magazine, "SPARK," encouraging students to contribute articles which are edited by student editors. Council members organize community service activities, partnering with NGOs and ensure equal participation from students. They also promote cultural values through celebrations and awareness programs on health, nature, literature, and global issues. Student grievances are collected through a suggestion box, discussed with the Principal, and necessary actions are taken. The council fosters overall student development by promoting skills, knowledge, and attitudes essential for their growth.

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

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

30

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

### 5.4 - Alumni Engagement

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

contributions in any functional aspects

The Alumni Association was established in the year 2010, and was officially registered with the Charity Commissioner's Office in 2015 under the name 'Pillai Education Alumni Association'. A new committee was formed with a group of like-minded enthusiastic alumni of the college. The Association plays a crucial role in the development of the institution, with a focus on two key areas: community outreach and capacity building for student-teachers.

In terms of community outreach, the Alumni Association has provided financial assistance to 25 orphan students from the Immanuel Mercy home by paying their academic fees. The alumni also participated in the sweet-packing activity before Diwali for the Jawans.

In terms of capacity building for student-teachers, members of the Alumni volunteer their time and expertise by taking demonstration lessons in different pedagogical subjects, providing the student-teachers with a chance to observe real-life teaching practices. This allows the student-teachers to gain a better understanding of how lessons should be delivered in a classroom setting and prepare them for their internship programs.

The Alumni Association recognizes the importance of overall well-being for student-teachers and therefore conducts sessions on yoga, stress busters, laughter therapy, and meditation. The Association also holds various workshops to enhance the students' overall professional as well as personal growth.

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

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student**

All of the above

**mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

4

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

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

The Alumni Association actively supports the college by participating in the IQAC and College Development Committee, contributing to the implementation of institutional plans. It plays a significant role in community outreach programs, such as the literacy drive, where alumni assist the current students at various centers.

The association organizes motivational talks, workshops, and training sessions, sharing valuable insights with student-teachers. These sessions enhance the skills, attitudes, and knowledge of students, helping them make a positive impact in their communities. Alumni members also provide guidance during

practice teaching by conducting teaching demonstrations, which prepare students for real-life classroom challenges.

Alumni contribute to co-curricular activities by conducting training sessions and serving as judges for competitions. They actively participate in academic events, presenting papers at biannual national seminars and contributing articles, drawings, and research papers to the college magazine 'SPARK' and the PJERT journal.

These contributions offer students opportunities to learn from alumni experiences and network with professionals in their fields. The Alumni Association provides mentorship and inspiration, helping students achieve their academic and professional aspirations. Through their active involvement, the alumni strengthen the college community and play a key role in furthering the college's goals and mission.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Management and Principal Dr. Sally Enos ensure the institution's philosophy and values are consistently communicated to teaching and non-teaching staff through meetings and activities each academic year. Leadership effectiveness is demonstrated by clearly transmitting program goals and purposes to stakeholders before program commencement. The mission and vision are prominently displayed in the college, syllabus books, logbooks, prospectus, and website to ensure clarity.

During the Orientation Program, the Principal familiarizes student teachers with the college's mission, vision, and values, which teacher educators reinforce during lessons. The institution follows a threefold outcome mechanism based on its mission to

prepare student teachers to evolve and face professional and life challenges.

Inter- and intra-institutional meetings, along with institution-specific discussions, ensure consistency in policy communication. The Management adopts a hands-on, walk-around management style with open-door communication to address issues promptly. Responsibilities are assigned to staff based on their strengths, and a problem-solving culture is fostered through cooperation and shared accountability.

Clear duties are communicated via meetings, notices, circulars, and emails. The College Development Committee, with Management representatives, ensures institutional processes run smoothly. Advance planning and schedule sharing foster synchronized activity execution, promoting discipline and value inculcation among staff and students.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Management and Principal promote hands-on, walk-around management, encouraging open communication through an open-door policy to address institutional challenges effectively. This approach distributes responsibility, empowers staff, and aids decision-making processes. Prospective plans and academic schedules are prepared systematically with stakeholder consensus, ensuring smooth institutional functioning. The IQAC plays a pivotal role in formulating action plans, with regular meetings for reviewing activities and ensuring continuous updates to the Management.

Responsibilities are assigned based on individuals' strengths during meetings, with clear communication through notices, messages, and emails. Staff are given the freedom to use their creativity and resources, fostering leadership qualities. The decentralized approach ensures each institutional program is headed by a convener, supported by a committee of staff and students. Plans of action are discussed, refined, and executed with inputs from teaching staff. Mentor-mentee groups are formed to oversee activities until completion, with challenges addressed collaboratively during execution.

Students are actively involved in executing tasks, reflecting on outcomes, and developing leadership skills. This process promotes ownership, pride, and productivity. The college's smooth academic flow and strong connections with students reflect high coordination, communication, and cooperation, forming the institution's USP – Communication, Coordination, and Cooperation.

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

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

All financial transactions are conducted online, monitored by finance officers using Edurite software, with monthly reports shared with the Principal. Audited reports are maintained annually, ensuring transparency. The academic schedule is planned in collaboration with staff and the Student Council, with activities shared 15 days in advance to allow preparation. Feedback is collected after each event to enhance future programs.

Stakeholders are actively involved from admission to course completion through participative decision-making. The IQAC coordinates program schedules, discussed in staff meetings and communicated to student committees. Once assigned, the committees take charge of execution, fostering a sense of ownership and teamwork. Freedom of expression is encouraged, promoting quick decision-making and positive change.

Administrative transparency is evident through regular updates



from the management. The institution's tie-up with Google enabled seamless virtual learning. A decentralized approach empowers committees to manage areas like exams, practice teaching, fieldwork, and cultural activities. The Student Council, elected democratically, plays an active role in planning and executing college activities, fostering leadership, reflective thinking, and professional ethics. Team efforts are appreciated by the Principal, promoting quality enhancement and institutional growth.

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

## 6.2 - Strategy Development and Deployment

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

Our strategic plan follows a structured framework: Purpose - Plan - Perform - Evaluate - Feedback - Review - Revise.

**Activity:** Community Interface

**Purpose:** To sensitize student teachers about the importance of extending time and support to the underprivileged.

**Plan:** The college committee identifies community centers and scrutinizes NGOs for authenticity and safety. Students are grouped based on proximity to these centers. They receive collective orientation on the institution's values and the tasks ahead. Since they are new to the course, their initial decision-making role is minimal.

**Perform:** Student teachers conduct age-appropriate curricular and non-curricular activities at the centers, with flexibility to use their creativity. Teachers monitor their work via WhatsApp groups, providing remote guidance and support.

**Evaluate:** Students share experiences in class, maintain daily reflection records, and receive qualitative assessment. Sharing sessions help alleviate fears and build confidence.

**Review:** The exposure develops sensitivity toward diverse groups

and enhances teaching techniques. Student teachers become more committed, communicative, and creative in handling children from varied backgrounds. The activity aligns with our vision to develop socially responsible educators.

Revise: Feedback from students has been positive, with no major suggestions for change. Therefore, the strategic plan for community work remains unchanged, ensuring continued alignment with our mission and values.

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

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

Institutional functioning is governed by the ethos and policies of the society. Regular meetings with the Management bodies, College Development Committee, Conduct Monitoring Committee have allowed for necessary changes to be made as the situation evolved. The appointments of new teachers were made as per the State government and affiliated University rules. The service books of the staff are maintained and updated, and that code of conduct for students, teachers, and non-teaching staff are in place based on the institution's vision, mission, and objectives. The students' code of conduct is incorporated into the syllabus and shared with them through orientation sessions. Communication channels are maintained through various means, such as face-to face meetings, WhatsApp, email, phone calls, and videoconferencing. The institution's administration structure, from the Principal to the teaching and non-teaching staff and student council, is well-maintained. Our student council is very active. The teaching staff as per the mentor-mentee or as a portfolio in charge shares the information and course of action with the students.

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

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

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

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

**Decision-making in the institution is both planned and impromptu, based on urgency and utility. Curricular activities, course content distribution, and portfolio allocation are finalized through staff meetings, with discussions minuted and approved. Beyond the curriculum, various clubs and cells such as the Nature Club, Well-being Club, Literary Club, and Global Citizenship Club plan their activities through committee meetings. Reports and action taken are uploaded on the website, ensuring transparency.**

**Meetings with specific committees are conducted throughout the academic year to strategize the curriculum delivery, including subject allocation, resource management, teaching practice schedules, and co-curricular activities. Decisions are taken**

democratically, ensuring smooth functioning and optimal utilization of resources. Pre-activity and post-activity meetings are held to discuss plans and conduct SWOC analysis, with strengths recognized and hurdles addressed. Portfolios are re-distributed allowing teacher educators to engage in varied responsibilities, fostering confidence and leadership.

A significant IQAC decision based on the minutes of the meetings involved introducing a Value-Added Certificate Course (VACC) on Drama and Art in Education, aligned with NEP 2020. The course structure, duration, and content were discussed, finalized, and introduced as a self-study Value-added Certificate Course, empowering students to integrate art into teaching, enhancing their skills and employability.

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

### 6.3 - Faculty Empowerment Strategies

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

Our institution emphasizes continuous professional development for faculty members through management support and encouragement. Faculty are provided opportunities to attend seminars, conferences, and workshops to enhance their knowledge and skills. The Wi-Fi-enabled staff room, modern infrastructure, and updated Learning Resource Centre create a conducive environment for professional growth.

The Management offers both financial and moral support for conducting workshops, seminars, and enrichment programs, benefiting both staff and student teachers. Faculty attending or presenting at conferences are granted duty leave, encouraging participation.

Faculty development is further supported through wellness programs, yoga sessions, and academic initiatives. The college's

magazine, journal, newsletter, and seminar proceedings provide platforms for faculty to publish articles, with printing costs covered by the Management.

The Management felicitates staff on Teachers' Day, recognizing their contributions. Ph.D. holders are specially honored during this event. Platforms like the Research Forum, Community Service Day, and Talent Search Program (Uber Rang) foster faculty interaction and growth. The inter-institutional festival, Alegria - The Festival of Joy, promotes holistic development through academic, professional, wellness, and recreational activities, ensuring well-rounded growth for faculty and staff.

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

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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

10

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

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

7

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

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

There is a mechanism in place which our college has implemented for the evaluation of teaching and non-teaching staff by the students. A set of statements are given against which students have to rate their teachers. Students are provided with the free space to share their additional thoughts and reflections. The fact that students can provide their feedback anonymously is also a positive aspect of this evaluation process. This can help to ensure that students feel comfortable sharing their honest opinions without fear of any negative repercussions. Teachers get to know their own strengths and weaknesses and can enhance their performance and reduce their weaknesses. The information gathered is evaluated and discussed with teachers and suggestions provided for improvement. The appraisal of the non-teaching staff too, was shared with the students after the completion of the academic year. The students' feedback was collected on the inter and intrapersonal qualities of the non-teaching staff which was assessed and shared with the concerned staff. This type of evaluation helps to provide suggestions for improvement to the teaching and non-teaching staff thus enhancing the quality of education and ensuring that the needs of the students are met.

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

#### 6.4 - Financial Management and Resource Mobilization

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

Our institution conducts both internal and external financial audits to ensure transparency and accountability.

**Internal Audit Process:** The institution maintains detailed financial records using Edurite for student fee collection and Tally 9.0 for daily expenses. Petty cash is handled through a requisition and voucher system. The main office staff regularly monitors transactions for accuracy, and financial records are compiled at the end of the financial year. An internal auditor reviews the balance sheet and prepares an audit report, which is forwarded to the external auditor for further verification.

**External Audit Process:** The external auditor reviews the internal audit report, verifies financial statements, and checks compliance with accounting standards and legal requirements. They approve the audit report with their stamp and signature, ensuring its authenticity. The Principal signs the report for final confirmation.

**Audit Outcomes:** No objections were raised during the audit, ensuring a smooth and efficient process. This two-fold audit system ensures accurate financial management, maintaining institutional integrity and accountability.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0.8838



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

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

Fund mobilization is effectively managed through the Mahatma Cooperative Credit Society Limited, established in 1996. Employees contribute monthly savings, building a substantial Corpus fund, which members can access as needed. The interest earned is shared as dividends among contributing employees. The collected amount is utilized to provide loans to needy employees. For 17 consecutive years, the society has been awarded an A grade by government auditors, showcasing its financial stability and success.

Additionally, the institution maintains fixed deposits and an Endowment Fund for the B.Ed. and M.Ed. programs to ensure financial stability. A robust budgeting and financial planning process ensures that resources are allocated to critical areas, enabling smooth functioning of academic and administrative activities.

Regular assessments by management bodies and the Principal identify areas for resource optimization and new requirements. The institution invests in staff development and training to enhance resource utilization and improve outcomes.

Partnerships and collaborations with external organizations further enhance resource mobilization and maximize institutional impact.

Through comprehensive financial planning, the institution ensures efficient and effective use of resources, supporting its mission

to achieve academic and organizational goals while maintaining transparency and accountability.

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

## 6.5 - Internal Quality Assurance System

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

The curriculum planning cell and college development cell along with the IQAC propose and plan several activities to enhance teaching-learning. The institution organizes seminars, workshops and webinars every year as part of a quality initiative on varied themes to promote knowledge and skills in the staff, students, non-teaching staff and alumni. The Principal and staff attend several workshops to create interactive and interesting teaching-learning strategies. Self-study courses were completed by the teachers & students of B.Ed. & M.Ed. Appraisal for teaching staff and the non-teaching staff was taken up by IQAC. The evaluation was done by the students of the academic year. Programs and workshops were also conducted for them. Overall the Curriculum Planning Committee and IQAC together have brought about substantial and visible improvements in the quality enhancement process of the institution.

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

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

The Curriculum Planning Committee along with the IQAC, reviews and suggests improvement and enhancement of the teaching-learning process. The committee provides the framework for planning course subjects and activity portfolios for the academic year. Inputs are also given regarding the conduct of the internship and research. IQAC analyses the outcome of the planning and implementation strategy for further improvements if required.

**Outcome-based learning:** The mentor-mentee meetings keep track of the student performance and the respective teachers in charge monitor the outcome in various areas. The library usage by the students is also monitored and they are encouraged to take up self-study courses.

**Results:** Academically we have maintained high standards both in B.Ed and M.Ed programs. The semester-wise results of the students within any academic year also show incremental upward growth.

**Placements:** The quality of our students completing the course is also reflected by the percentage of campus-level placement. About 60% of our students secure a job even before the completion of the program.

**Competitive exams:** The strategic planning provides sufficient opportunities within the course to imbibe values, develop confidence acquire skills and knowledge to face interviews, and attend competitive exams like CTET/ NET/ SET.

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

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

82

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

<p><b>6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF</b></p>	<p><b>Four of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://pcerpanvel.ac.in/disclosures/igac/minutes-of-the-meetings-plan-of-action/">https://pcerpanvel.ac.in/disclosures/igac/minutes-of-the-meetings-plan-of-action/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://pcerpanvel.ac.in/disclosures/igac/aqar/">https://pcerpanvel.ac.in/disclosures/igac/aqar/</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Digital usage for creating Self-study courses:** The digital usage and knowledge of the teachers have shown positive growth. Teachers made four quadrant self-study courses in alignment with NEP 2020. Videos were made in the MES e-studio.

**Research upgradation:** Research upgradation aims to improve the scientific knowledge, skills and methods used in research. Post-first cycle, we enhanced our research skills Teachers have published research papers in UGC care journals and organized and attended workshops and colloquiums in research. We have compiled the research tools prepared by our students and teachers and published two volumes with ISBNs. This is an added achievement. Continuous acquisition of research knowledge and training of research scholars has enabled us to confidently guide our research scholars. Students are encouraged to publish their research papers in peer-reviewed journals. Post-first cycle our PhD centre was instrumental in the successful completion of the doctoral degree of 15 students. Currently, 15 students are pursuing their doctoral degree from our Ph.D. centre under the guidance of three qualified guides. There has been an incremental increase in the MoUs signed with other organizations. In the first cycle, we had zero MoU and now we have been able to collaborate with more than twenty organizations and formally establish functional MoU.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institution ensures awareness and compliance with energy

policies among all members. Energy and electrical safety audits have been conducted for the last three academic years to identify opportunities for conservation. Consistently, eco-friendly and energy-saving values are practiced and promoted. Regular maintenance and upgrading of lighting, electrical, and computer systems are part of energy efficiency measures.

Efforts focus on fostering awareness and attitudinal change among students, preparing them as future teachers to propagate environmental consciousness. Staff and students are encouraged to adopt energy-saving behaviors, such as switching off unused lights and fans, using energy-saving modes on computers, and reporting energy wastage. LED bulbs and energy-saving devices are installed across the campus, with signages promoting prudent usage.

Contingency measures for power outages include generators, inverters, and USB backups to ensure data safety during emergencies like regular load-shedding on Tuesdays. Air conditioners are used sparingly and only in select areas. The institution adheres to local, regional, and national energy regulations and standards, ensuring compliance. Through these initiatives, the institution remains committed to promoting sustainable practices and conserving energy resources effectively.

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

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

The institution has implemented comprehensive waste management policies and practices to promote environmental sustainability. Students are actively engaged in waste segregation at home and college through nature club activities, learning to separate wet and dry waste. The college maintains a composting system using wet waste from the canteen and local vendors, which is regularly managed. The compost produced is utilized for gardening and distributed to students and faculty.

Students and teachers participate in recycling and reusing dry waste like paper, plastics, and e-waste. Initiatives include making paper bags for local vendors and creating eco-

bricks–plastic bottles compacted with non-recyclable plastic waste–which are used to craft environmentally-friendly furniture.

E-waste collection drives involve students gathering discarded electronic items from their homes and neighborhoods. This year alsoe-waste was collected and processed in collaboration with Samarth Bharat Vyaspeeth and Thane Municipal Corporation, following Central Pollution Control Board guidelines. Monthly plastic collection drives, also in partnership with Samarth Bharat Vyaspeeth, ensure proper segregation and recycling of different plastic types.

These efforts highlight the institution’s commitment to zero-waste management by fostering awareness, encouraging practical actions, and promoting sustainable practices within the community.

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

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

Three of the above

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

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

All of the above

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

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

The college prioritizes hygiene and sanitation, ensuring proper facilities and maintenance for student-teachers and faculty. Separate washrooms for men and women, cleaned regularly, are available on each floor, each equipped with functional taps, washbasins, and handwash/soap. Staff washrooms are also maintained on every floor. Clean drinking water is provided through purifiers attached to coolers on each floor. First aid kits are available for students and staff, with an on-call doctor facility for emergencies. The campus conducts green audits, inspecting physical spaces, reviewing documents, and engaging stakeholders. Fire extinguishers on every floor are regularly maintained and certified. The institution fosters a healthy environment by preserving natural spaces, enhancing air quality, and promoting eco-friendly practices. Initiatives include tree planting, waste segregation, composting, eco-brick creation, rainwater harvesting, used oil recycling, and energy-saving measures. Environmental awareness is cultivated through activities like paper bag distribution to vendors and seminars on environmental re-engineering. These efforts contribute to a clean, green, and sustainable campus while promoting physical and mental well-being.

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

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian**

Four of the above



**friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

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

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

**0.84**

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

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

The commitment to community work at our institution is deeply rooted in addressing the specific needs of our immediate surroundings. The institution emphasizes creating awareness and equipping students with the right knowledge to disseminate within the community. Committed to addressing local needs, we actively engage with four NGOs, contributing time to teach and mentor children. Our student teachers, teacher educators, and alumni conduct sessions on grooming, study habits, and language skills

for these children, receiving positive community feedback. Formalizing these partnerships through Memorandum of Understanding (MoUs) ensures sustainability. Students also visit a nearby special education college to learn about conditions like autism and learning disabilities. Additionally, they spend time with children in special schools, assisting teachers and participating in activities, fostering empathy and inclusivity. Street plays on gender parity were performed at the college level, while students actively participated in environmental initiatives. These included e-waste management, waste segregation, promoting cloth and paper bags, creating eco-bricks, used oil recycling, and energy-saving measures. Through partnerships, awareness campaigns, and educational activities, the institution continues to make a meaningful impact on its surroundings. These efforts empower students to be responsible, empathetic, and environmentally conscious citizens, reflecting the college's commitment to community and sustainability.

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

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

**A. All of the above**

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

## 7.2 - Best Practices

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

### BEST PRACTICE-1 Environmental Consciousness

The 'Nature Club' promotes awareness and conservation through initiatives like e-waste drives in alliance with Samarth Bharat Vyaspeeth, composting kitchen and floral waste, and managing plastic waste via eco-bricks. Activities include creating paper bags from recycled newspapers for local vendors, 'best out of waste' projects, cleanliness drives, and awareness campaigns. Eco-friendly practices like avoiding plastics and using reusable materials are emphasized.

### BEST PRACTICE- 2: Community Interface

Awareness was created, Partnerships with NGOs like Navjeevan Centre and Jeevan Jyoti Trust enable advocacy campaigns, teaching school-going children, and engaging others in creative activities like origami and songs. Students contribute to the Annual Jumble Sale, pack sweets for army personnel through Bharat Vikas Parishad. MES' Community Day involves games, music, and lunch for NGO members.

Obstacles faced and strategies adopted: Balancing club activities

with the curriculum is challenging. Social media awareness and reminders help expand initiatives like eco-bricks and e-waste donation campaigns.

Impact of the practice: 1. Environmental consciousness is now integral, reflected in the attitudes of students and teachers.

2. Sharing sessions after activities foster gratitude, empathy, and a compassionate outlook among students.

Resources required: The institution provides financial and infrastructural support to ensure smooth execution of all activities.

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

### 7.3 - Institutional Distinctiveness

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

The institution's distinctive feature, SOUL: Service Oriented Unconditional Leadership, underpins its academic and managerial excellence, earning appreciation from stakeholders. This approach prioritizes serving others, fostering trust, empowerment, and shared values to nurture personal and professional growth. Aligned with its vision, mission, PLOs, CLOs, and NEP 2020, the institution creates selfless leaders, encourages innovation, and fosters collaboration and value creation.

The institution adopts transformational and situational leadership styles, recognizing the unique needs of team members. Students and staff are encouraged to voice opinions and concerns openly, fostering a culture of mutual understanding and informed decision-making. Students develop leadership skills through participation in councils, internships, clubs, cells, and various activities.

Guided by the mantra, When opportunities come, take the initiative to face the challenge, the institution remains committed to supporting stakeholders, ensuring growth, and creating an environment where everyone thrives. Its USP lies in prioritizing others' needs and enabling collective success, embodying the

spirit of service and resilience.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>