

**MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH**

Plot No. 1, Sector-8, Khanda Colony, New Panvel (W)



**INSTITUTIONAL
DEVELOPMENT PLAN**

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About the Institution

The Mahatma Education Society manages a total of 50 educational institutions providing quality education from kindergarten to Post-graduate professional courses with PhD centres in the faculties of Engineering, Architecture, Management, Teachers Training, Arts, Science and Commerce to more than 35,000 students with 2,000 Teachers and 1,500 Non-Teaching Staff. Institutions managed by Mahatma Education Society are affiliated with the University of Mumbai, approved by AICTE/COA/NCTE recognized by the DTE, Government of Maharashtra and accredited/graded by NAAC/NBA/DTE.

Mahatma Education Society's Pillai College of Education and Research, New Panvel was established in 2007. It is affiliated to the University of Mumbai and is approved by the NCTE (National Council of Teacher Education). The college is NAAC reaccredited with 'A+' grade & a CGPA of 3.32 in its second cycle. The grade reflects the able leadership of our Principal DR. (Ms.) Sally Enos and the efforts put in by the staff and students of PCER. As per the new guidelines of NAAC, the Internal Quality Assurance Cell was established formally on 20 October 2016 to make quality the defining element of the B.Ed. and M.Ed. courses run by the institution.

The college has an intake capacity of two units of 50 students each for the B.Ed. programme and one unit of 50 students for the M. Ed. programme. We are a recognized PhD centre for research studies in education. Pillai College of Education and Research has shown consistent results at the B.Ed. /M.Ed. University examination with 100% results.

The institution is located in a tranquil residential area, which provides an ideal and serene environment for learning. The peaceful surroundings are conducive to studying, and students can focus better in such an environment. The institution's proximity to the nearest road and rail services is an added advantage, it is easily accessible to students from various locations. The institution has a futuristic outlook and has been designed to meet the changing needs of education.

The institution relentlessly strives to empower students to become key contributors to the community and the environment in which they live. The objective is to achieve nation-building through character building which is ensured by bringing about a paradigm shift in the role of teachers from teaching to mentoring.

Vision

“To foster positive attitudes and ideals to be socially responsible and competent teachers with individual identities in order to enable the student teachers to translate great ideas into good actions”

Mission

“To promote purposive education through globalization of mind and society and using education for value transmission in order to enable the student teachers to perform effectively different roles as a teacher in the present society.”

Core Practices

- ✓ ***Social Commitment***
- ✓ ***Environmental Concern***
- ✓ ***Reflective Approach***
- ✓ ***Value Transmission***
- ✓ ***Integrating Technology***
- ✓ ***Communication Skills***
- ✓ ***Ethics-Professionalism***
- ✓ ***Global Mindedness***

Objectives of the Institution

- *To prepare humane professionals by enhancement of the heart and soul.*
- *To prepare the student-teachers to perform effectively different roles expected in changing global Scenario.*
- *To empower Student teachers with competencies required for professional growth.*
- *To develop an attitude of Professionalism by inculcating Dedication, Commitment, Accountability and Professional Ethics.*
- *To foster virtues like Sincerity, Sympathy, Gentleness, Modesty, Humility, Compassion, Courtesy, Co-Operation, Fair play, Self-Esteem, Self-Control and Truthfulness.*
- *To develop Sensitivity towards society-related issues and concerns.*
- *To encourage student teachers to apply the knowledge creatively to relevant situations.*
- *To develop Leadership Competencies to plan, organize and conduct various educational activities.*
- *To prepare humane professionals by enhancement of the heart and soul.*
- *To develop an appreciation of the role of the teachers in the prevailing socio – cultural and political context in the educational system.*
- *To provide avenues to the student teachers for exchanging ideas, raising issues and discussing themes and problems.*
- *To create environmental consciousness and concern among the student-teachers.*

SWOC ANALYSIS

Institutional Strength

1. **Incredibly supportive Management:** The USP on which we function efficiently is the approachability, accessibility and availability of the management for anyone, anytime and anywhere mantra. Every staff is encouraged to discuss and share institutional/ personal issues even without prior appointments with the management. A healthy two-way communication is maintained. The institutional needs, be it infrastructural, facilities, services, finances, human and material resources the management makes it available on request.
2. **Committed and qualified staff:** Committed and qualified staff form the backbone of excellence in our institution. Our staff members are highly qualified with Ph.D., NET/SET certifications, and other pertinent credentials. They are updated in academic knowledge and professional competencies through participation in various professional development programs and also have been awarded for their excellent contributions to the field of education.
3. Staff members are passionate, committed and are willing to go the extra mile to ensure student success. Student excellence is ensured through the efforts of committed staff who invest quality time in grooming future teachers through guidance feedback mentoring and modelling. A positive, lively and curious learning environment is maintained to motivate student teachers and bring out the best in them
4. **Infrastructural facilities:** The institution also has Excellent infrastructure which is comparable to the best Teacher Education institutions in Mumbai. The well-equipped computer laboratory and well-stocked library are an asset to both teachers and students. The Google Classroom facility for resource materials is also helpful for student teachers—Inhouse MES digital library for easy access. The campus is well connected so we have students from Mumbai and Navi Mumbai Thane district and Raigad studying here.
5. **Quality Education:** A holistic approach to education is considered to cater to all the domains of an individual. The academic ambience enables the student teachers

to sharpen their knowledge in the field of education. Internship programs are carefully designed to upgrade professional skills. Reflective practices are used for self-mentoring and improvement. Value-added programmes are integrated with the course to ensure the wholesome development of student teachers. Teacher educators address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on positive learning environments. Students are taught to reflect on their actions and how they impact the global and local community, as well as how to learn from the community around them. Teachers often engage students in projects that apply critical-thinking skills toward solving real-world problems.

6. **Placements:** The college maintains good relations with the schools in the region and we also have an active Placement facility linkage. This has helped most of our students to secure jobs even before they finish the course.
7. **Appraisals:** Regular appraisal of the program and performance has helped to reduce waiting time and effective services in Admission procedure, Enrollment and Eligibility, Library transactions, Exam form filling, individualized guidance, and quick redressal of grievances and implementation of the outcome if required.

Institutional Weakness

1. Being a self-financed private college, the financial support is only through the fees of the students. Even RUSA/ Infilibnet do not consider private colleges for funding.
2. Vernacular medium colleges are allowed to take English medium students. This affects the admission to our college.
3. English medium students who have not given ELCT are forced to take admission in vernacular medium colleges for fear of losing a year.
4. Candidates interested only in acquiring a degree and not in quality education cease to take admission in our college.
5. NAAC accreditation of A grade of a college is not of importance to many candidates in lieu of 'no attendance' and 'free marks'.
6. Increase in Screen time: Unwarranted health issues.

Institutional Opportunities

1. Our college was selected as Lead college by the university to network, disseminate and conduct the online examination. This gave us an opportunity to set academic standards in the conduct of examination.
2. Affiliated University provided a mentor college status for hand-holding the colleges for their first cycle of NAAC, implying that our institution is seen as a role model. This presents opportunities to share best practices, collaborate on educational projects and foster a culture of excellence that is mutually beneficial.
3. Our Principal has been selected as a trainer for the implementation of NEP 2020 and was trained by MMMTTP-UGC and MSFDA (Pune). This provides opportunities to play a pivotal role in shaping the future of education.
4. Our Teachers are called by other institutions as resource persons, and it signifies their expertise and the quality of education provided at our institution. This also provides opportunities for knowledge exchange and collaboration. It is an added motivation for our teachers.
5. Opportunities for staff development: The institution encourages professional development among staff. This aids in enhancing knowledge and skills which can lead to improved teaching and support services.
6. Financial aid for the non-teaching staff provides a boost to their morale and loyalty to the institution. Flexibility in academic transactions to adapt to the changing needs and preferences of students. This opportunity allows innovative teaching methods and adapts to new technologies to meet the diverse needs of students.
7. Promotion of Research culture: Opportunity for faculty and researchers to disseminate their work through MES' digital library, making it easily accessible to students and staff
8. Coursera certificate courses: Providing free access to the Coursera certificate courses to staff and students significantly helped to gain additional skills and knowledge beyond their curriculum.
9. Google platform: Mahatma Education Society's tie-up with Google has provided opportunities to all staff and students to use the Google platform as LMS, G-Suite-cloud services, Google work space,rooms, plagiarism check, Google classrooms etc.

10. Encouragement for in-house publications: This fosters a culture of reading, knowledge sharing and research, motivating academics to produce high-quality work. It also provides opportunities for collaboration, peer review and feedback among faculty members. Provides a platform for students and researchers to publish their work.
11. Financial support for Book and paper publication: Motivates the faculty to publish their research in other reputable journals and books thereby increasing the institution's research output. This enhances the academic prestige of both individual faculty members and the institution as a whole.
12. These opportunities reflect the active support of the management and participative leadership of the Principal and the college is well-regulated, forward-thinking and committed to excellence in education.

Institutional Challenges:

1. Teacher Education colleges as two-year program has affected the admission intake of our college. Most of our students being women and of marriageable age or married found it difficult to commit fully to this duration. It took three years to bring about a change in their mindset.
2. Late admissions: The delayed admission process ever since the two-year program and more so during and post-pandemic period has affected the planning and timeline of the planned schedules. There is a long gap between the CET exam and the actual commencement of the college.
3. Delay in completing the admission process and confirming the admitted candidates by the admission regulating authorities adds to the uncertainty in the planning and execution of programs.
4. Change in NAAC manual in July 2022: It was a challenge to gather voluminous data over five years. Re- doing AQAR in the new format was very time-consuming and hindered to a large extent the college working. The colleges in the near completion of five years of the NAAC cycle should have been allowed to continue the old manual.
5. Our college has been regularly publishing research papers in peer-reviewed journals. A sudden shift by NAAC to accepting only UGC care journal

publications brought about a rethinking and it was a challenge to understand the new process.

6. The pandemic period was a huge challenge in terms of human resources and material resources. However, our management and Principal's foresight and judgment helped us to face the challenges effectively.
7. The attrition rate among staff and students: Due to Pandemic-related problems, maternity leave, family issues, and transferable jobs of their spouses have led to an increase in the attrition rate of staff and students.
8. Digital Learning: Especially for a few senior staff and students it was a challenge. However, we have been able to face this through substantial digital learning online courses, and the provision of the Google platform by the management. Our institution is equipped to work fully in an online mode very comfortably.

Institutional Preparedness for NEP 2020

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. In both the above visions our focus would be to ensure the development of all capacities of human beings i.e Cognitive, Affective and various skills in an integrated manner. This will in true sense lead to a holistic education.

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. The curricula of B.Ed and M.Ed as provided by the affiliated university include credit- based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Our teachers have contributed in creating 38 credit based self-learning modules and it was accepted and uploaded as part of the Swayam portal. We have also worked on credit-based courses in ICT, Communication skills, Teaching Skills, Understanding Self, Art & Drama, Community work etc. Credit based modules are prepared, wherein each credit is equal to 12 contact hours. The credits can be acquired based on parameters, such as student workload, learning outcomes and contact hours. As an affiliated institution, our University has activated the Academic Bank Account so that students can register and open a unique or individual Academic Bank Account in digital form.

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 constantly works towards the development of soft skills of student- teachers through various talks by experts, conducting seminars and workshops. Various activities in the teaching learning process ensures the development of the knowledge base, improve professional competencies and aptitude. Teamwork, inter & intrapersonal skills, decision taking, Leadership skills are developed through various curricular and co- curricular activities

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

Our college takes pride 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 Hindi Diwas & Marathi Diwas 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. Cultural activities depicting different states of India and its diversities in food, clothing, climate, languages are part of our regular activities. These are key cocurricular activities that serve to enhance students' knowledge of Indian Culture and languages. These events have been conducted both in the online and offline mode. Yoga sessions organized by the college for the past few years that aids in the holistic development of students by drawing on traditional Indian Knowledge Systems. We have also created online certificate courses in Dance and Drama in Pedagogy, Art in Pedagogy, Craft in Pedagogy and students are encouraged to study and create or present some aspects of it in class.

Focus on Outcome based education (OBE):

Apart from the curricular activities we offer value added certificate course on Teaching Competency Skills, Digital skills, interview etiquettes, Communicative English, Creating Learning Resources etc which helps our student-teachers to boost their confidence to teach in practice teaching schools during internship and enhance their teaching competencies. We have taken sessions on "First Aid", Safety rules, Financial literacy, it helped the student- teachers to have an awareness about necessary life skills. Nai Talim- experiential learning was introduced to create awareness on productive teaching -learning process. Here the students were able to connect the teaching content with the life utility products and through teaching develop the products. This in turn will help the students to have an aatmanirbhar approach.

Distance education/online education:

Our teachers have contributed towards creating 38 modules in communication technology which is a part of Swayam portal for online learning now. The college has offered a course in Libre-office to the students in collaboration with IIT, Mumbai. MES had a tie-up with Coursera, an online platform to take up courses from different universities. The institution gave the faculty and students an opportunity to enroll in beneficial certificate courses. Faculty members got online training in using a variety of digital tools from Universal Teachers Academy, Puducherry. This learning was then disseminated to the students during the pandemic by conducting online sessions. Our students are encouraged to join for distance education along with their B.Ed and M.Ed regular program as per the dual mode education.

Milestones of Achievement: A comparative chart

Areas of Progress	2007-2016	2017-2024
Recognition of the college under 2f 12 B status	---	Applied & achieved
Number of awards	Individual awards	Best College award of the year 2021 & Best Research award of the year 2021 along with individual awards
Number of value-added & Self-study Courses	01	17
Number of Collaborations	Linkages with schools only	MoUs signed with 25 organizations
Number of funded Minor Research Projects completed	04	05
Publications	<ul style="list-style-type: none">• Annual magazine 'SPARK'• Biannual newsletters	<ul style="list-style-type: none">• Consistent with all publications.

	<ul style="list-style-type: none"> • 2 National level Seminar Proceedings every year • Launched ‘Pillai Journal of Educational Research & Technology’ (PJERT) with ISSN 2249-4367 in 2011-12 	<ul style="list-style-type: none"> • Added two more books – Research Tools & Manuals
Teaching –Learning	Only offline teaching-learning	Teachers & students successfully completed 250+ certification courses from Online platforms.
National level programmes	Initiated a Seminar series on “Environmental Re-Engineering” in 2010 & another seminar on Social Concerns every year.	Consistently continued with 2 seminars & also conducted a ‘Short-term Course on Contemporary Strategies for Teaching & Assessment’ for faculty of Higher Education Institutions in Collaboration with University of Mumbai-UGC-HRDC
Outreach activities	‘Shramdaan’; Literacy campaigns & awareness programmes & green initiatives.	Added on e-waste collection, plastic waste collection along with the existing programmes.

Perspective Plan & Strategic Deployment: 2024-2029

A C A D E M I C S	Apply for Autonomy	<ul style="list-style-type: none"> • 2F 12 B achieved • Permanent affiliation achieved • Received A+ grade in NAAC cycle 2 with CGPA 3.32 • Process initiated for submission of online application for autonomy to UGC
	Align with NEP 2020	<ul style="list-style-type: none"> • To ensure all teachers attend the Orientation & Sensitization Programmes on NEP 2020 (MMMTTP) • Will apply for new courses-to become Multidisciplinary institution after receiving autonomous status.
	Creating Online open courses	<ul style="list-style-type: none"> • Teachers have created Online Self-study courses with Institutional You tube channel. • Will design a course for MOOC platforms like SWAYAM/NPTEL/MKCL-iLike
	Organize FDPs/ Orientation/Refresher courses	<ul style="list-style-type: none"> • Conducted 2 FDPs • Will collaborate with UGC HRDC to conduct 2-3 FDPs/ Refresher courses in Education.
R E S E A R C H	Major/Minor Research funding	<ul style="list-style-type: none"> • Have established a Research culture & conducted minor research projects • Will apply for major research funding to bodies like UGC, ICSSR etc.
	Innovations/ Patents	<ul style="list-style-type: none"> • We already have 5 registered patents of which 3 are accepted. • Will apply for 2-3 design/utility patents & establish incubation cells to test novel ideas.
	Publish in High Indexed Journals	<ul style="list-style-type: none"> • Teachers have published in peer-reviewed journals & UGC care journals. • Will publish papers in International & other high indexed journals

O U T R E A C H	International collaborations	<ul style="list-style-type: none"> • Have one MoU with Heartfulness Institute apart from 24 National level MoUs • Will establish more linkages for faculty & student exchange programmes with International Organization.
	Participation in Unnat Bharat Abhiyan (Long-term)	<ul style="list-style-type: none"> • Initiated the registration process for Participating Institute (PI) in UBA • After the approval from Ministry of Education (MoE), we will work as PI in the adopted villages.
	SDG related programmes (Long-term)	<ul style="list-style-type: none"> • Enhancing the outreach activities in the community w.r.t SDGs

Along with our regular institutional program, and the deployment of the strategic development plan, we reaffirm our resolve to continue raising the bar in delivering quality education and nurturing responsible, future-ready individuals.

