



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION AND RESEARCH

**MAHATMA EDUCATION SOCIETYS PILLAI COLLEGE OF EDUCATION AND
RESEARCH, OPPOSITE FIRE BRIGADE, CHEMBUR NAKA MUMBAI**

400071

www.pcer.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahatma Education Society's Pillai College of Education and Research (PCER) located in Chembur, Mumbai was established in the year 1990. Mahatma Education Society (MES) established in 1970 has always been foresighted and a strong believer of quality education for all. The 48 state of art educational institutions established in the last four decades from K.G. to P.G. with its sprawling educational complexes at various locales like Chembur, New Panvel (East), New Panvel (West), Gorai and Rasayani is testimony to the visionary zeal and concerted efforts of the Chairman and CEO Dr. K.M. Vasudevan Pillai and Dr. Daphne Pillai, Secretary and Chairperson, Management Board of MES.

PCER is permanently affiliated to the University of Mumbai. It is a self-financed institution and is recognized by the National Council for Teacher Education (NCTE). The institution is recognized by UGC under section 2 (f) and 12 (B). PCER envisions empowering student teachers to face the challenges of the 21st Century with value-based transactions and meaningful collaborations. It aims to pursue in its mission of promoting academic excellence & creating humane, self-reliant teachers to meet the local and global challenges. Today PCER Chembur is one of the leading institutions imparting quality education which is the reason for being re accredited with an 'A' Grade CGPA 3.36 by NAAC in April 2017. The institution provides the B.Ed programme and Ph.D Interdisciplinary Studies Education under University of Mumbai. Our commitment to quality is reflected in our excellent academic results, achievements in inter and intra collegiate activities and placements in schools of high repute. PCER aims at the holistic development of the teacher educators and actively participates in community services and extension work of the University. The institution's success is the result of the teamwork and dedication of the Management, the Principal Dr. Reni Francis, staff, students, alumni and all stakeholders. Pillai College of Education and Research, Chembur continues to define new benchmarks and scale new heights and we look forward to creating a new generation of teachers, through whom we will make a difference in the outlook and the knowledge base of the future generation.

Vision

Vision: To create opportunities for value-based transactions and empower student-teachers to tackle professional and global issues through collaborations in a techno-savvy era

Mission

Mission: To promote academic excellence and create humane, self-reliant teachers to meet the local and global challenges of the society and nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Fostering quality education for 32 years.

- PCER Accredited with 'A' grade by NAAC in 2017 CGPA 3.36.
- Courses offered B.Ed. and Ph.D. Programme
- Progressive, Visionary Management
- Principal is the Member of Board of Studies in Education and the Chairperson of Mumbai University Examination
- Qualified and competent faculty
- Two Australian Patent and Two German Patent granted
- Located in Mumbai suburban and easily approachable by roadways and railways.
- Programmes on Skill enhancement and Value added courses
- Community Outreach and fund raising initiatives
- Ph.D Research Centre in Interdisciplinary studies- Education under University of Mumbai.
- Effective feedback and monitoring system
- Good rapport and strong relationship with Practice teaching schools.
- Collaborative initiatives conducted with University of Mumbai, Aligarh Muslim University, IITE-Gujarat, IUCDS- MGM University, Kerala.
- Effective teaching -learning- evaluation through SPARK Model.
- 'Best Research Award' for the year 2021 and the 'Best College Award for the year 2021' from Global Intellectual Educational Award
- 27 Functional MoU with other educational institutions and industries of high repute
- Sustainable Goals Sustainable Future is the goal. Activities are geared towards achieving it.
- Highlighting Atma Nirbhar Shikshak through various initiatives.
- Robust feedback mechanism
- Student centered teaching learning process
- Strong Alumni interaction and support academically and financially.
- Well spaced infrastructural facilities.
- Continuous Internal Evaluation
- Above 95% academic results
- Nurturing personality development through activities.
- PCER's LMS -Prabal MOOC
- Digital library to inculcate reading habits.
- Faculty publications through Books and Research articles - UGC CARE.
- Computerised Library Facilities
- Campus enabled with WiFi connectivity and technologically equipped classrooms.
- Scholarships to Students
- Career Guidance & Counselling
- Training for Competitive Exams - TET/ CET/ PET/ NET &SLET (Education)
- Industrial Visits / Internship / Action Projects carried out by Students
- Student participation in National / State level competitions, Seminars and Conferences
- Incubation Centre – Skill Set
- Received Funded Research Projects
- Book Bank facility
- Green Audit Campus
- PCER's YouTube channel
- Faculty development – Teaching and Non-teaching Staff
- Grievance Redressal Cell
- Active Student Council

Institutional Weakness

- Constraints of space
- Time constraint for organising several programmes.
- Awaiting the result notification made for Research funded projects from Government organisations
- Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed programme.

Institutional Opportunity

- Fully solar powered campus.
- International faculty and student exchange programmes
- Additional Certificate courses
- Integrated B.Com B.Ed course and M.A in Education programme.
- Academic ERP
- Technological advancement for Hybrid learning
- Research Initiatives
- Collaboration with International Universities/ school/ college of education.
- Government funded Research projects.
- Applying for Design Patent - IPO.
- Research publications - UGC CARE

Institutional Challenge

- Delay in receiving Research funding
- Delay in B.Ed Semester end exams affecting students placements overseas.
- Increasing cost of various resources to be obtained and sustained
- Demand for other professional courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MES's Pillai College of Education and Research is permanently affiliated to the University of Mumbai and follows the syllabus prescribed by the University of Mumbai. The institution believes in adopting a proactive approach in transacting the curriculum and is focused on providing curricular experiences that are updated, in alignment with its vision and mission and the needs of its stakeholders and the local community and relevant to the local, national and global context.

The University provides the overall Academic Calendar for the academic year. The curriculum planning is done based on the deliberations of the IQAC and the CDC, the strategic plan, Institutional academic calendar is

prepared that provides the roadmap for the institutional activities both academic and non-academic. Year plan and the course activities based on Programme Learning Outcomes and Course Learning Outcomes that incorporate varied activities, new learning approaches, technology and optimal learning experiences to the student teachers are prepared.

The institution offers the Two year B.Ed programme and Ph.D Interdisciplinary Studies. The institution provides academic flexibility to the students as they have the choice to select optional/elective courses, pedagogy courses, value added courses, self-study courses offered by the college. All information with respect to the programmes are displayed on the college website.

The institution focuses a lot on providing numerous opportunities for student teachers to develop their skills and capacities through curriculum enrichment and to derive professionally relevant understandings and consolidate these into student's professional acumen through a wide range of curricular experiences such as Expert sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension, Collaborations, Short Term courses, Content Enrichment Programme, Expert talk sessions, Training programmes. Alumni and experts from different school boards are invited for interactive sessions with the student teachers to provide them with knowledge of diversities in school systems.

The institution has a well-structured feedback mechanism in place, feedback is taken on a regular basis from the various stakeholders, analysed and corrective measures undertaken to bring about overall quality improvement in the institutional transactions.

Teaching-learning and Evaluation

Student enrolment is as per the rules and regulations of NCTE, University of Mumbai, Maharashtra CET Cell, Admission Regulating Authority. The institution has relevant assessment processes for honouring student diversity, to identify different learning needs of students and their level of readiness and provide academic support through study circle, teacher in charge, remedial lectures, simplified notes, interactive session with alumni.

Fosters a student centric learning environment in its teaching learning process evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices through Experiential Learning, Participative learning, Problem Solving methodologies, Brain storming, Focused group discussion, Online mode. Student teachers are well versed with digital modes of learning, online tools and resources. Strong mentoring process, mentor and mentee groups are formed. Two practices are 3Ps and Atmanirbhar Shikshak which aims to develop the student teachers' personality, pedagogical and professional competence.

Competency and skill development programmes through a robust internship programme, simulated lessons, value added courses, technology integrated learning experiences, effectively utilising digital tools and resources, expert talk sessions, workshops, personality grooming session, enhancing communication skills, organising and anchoring various programmes and events, group discussions, projects, field visits, inclusive practices, seminar presentations, experiential learning, preparation of learning resources, various assessment tools, outreach activities.

The teachers attend orientation, refresher, short term courses, faculty development programmes. Two of the faculty are Ph.D. research guides with University of Mumbai. The faculty are part of several educational bodies

and committees at the University level such as Board of Studies, Curriculum drafting committee, exam paper setting, examiners, moderators etc.

PCER follows the TEST approach in Continuous Internal Evaluation.

T – through formative evaluation- Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review.

E – evidence of outcomes- Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.

S – skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation , group discussion, leadership skills, ICT skills, personality development, soft skills.

T – through summative evaluation-Summative evaluation is done through university exams.

Infrastructure and Learning Resources

The Institution has sufficient infrastructure and has well-built mechanism for the proper utilization of physical facilities for teaching and learning. The institution has 9 spacious, well-ventilated classrooms available with adequate seating capacity, LCD, Wi-Fi facilities, 2 seminar halls, 1 computer laboratory, Research centre, well equipped library with digital facilities, N-List. The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is fully computerized, OXIGEN- library software is used for library transaction. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) is subscribed. N-LIST provides access to more than 6,000 e-journals and more than 1,90,000 e-books.

In meeting and being at par with the latest the digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively. The College has well equipped computer Laboratory with requisite numbers of computers made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected with LAN and internet facility. During Covid-19 lock down teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc. The institution has purchased the zoom license for online sessions. The college has a YouTube Channel with more than 1000 subscribers and live and recorded sessions. The institution also has an online LMS– Prabal MOOC offering free online courses for students, teachers and alumni.

The college has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various committees have been formed, that regularly monitors and evaluates the requirement of maintaining physical, academic and support facilities. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy.

Student Support and Progression

The college has a strong student support system in place and provides a wide range of capability building and skill enhancement initiatives such as Being Job Perfect that includes sessions on career guidance, professional skills, Resume writing, Communication Skills, SWOC, Personality development, other sessions include Mental Health and Wellbeing, Classroom Management, Innovative practices, Reflective practices, course on Skill Development, seminar on Student Teacher's Action Research, sessions on digital learning, using online tools and resources. The institution has a transparent grievance redressal mechanism with timely address of issues, the institution has a grievance committee, guidelines are provided to students on the college website, provisions are in place for offline and online mode of raising grievance. The institution's guidance and counselling cell conducts various awareness programmes, in house counsellor provides requisite support to the students, sessions conducted through Best Practice RISE for Mental Health, articles on counselling, Health and Wellness etc. Students are provided with monetary support from external sources, placement support, fee concessions etc.

The student council is instrumental in ensuring smooth implementation of activities by mobilizing students to participate, plan and execute the various curricular and cocurricular events in the institution. They are involved in all aspects of conducting various events such as intercollegiate event Felizia, Annual Day programme, Sports Day, cultural programmes, Special Assemblies on festivals, important national and international days, Webinars, YouTube Live sessions, Conferences and Colloquiums.

The PCER Alumni Association is an active team that plans activities and events for the welfare of the current students and the institution. Many PCER alumni are working in various prestigious designations such as principals, coordinators, faculty, academic leaders, entrepreneurs and help in career guidance and support in the placement of our students in different schools. They play a vital role through student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient teachers to meet the local and global challenges. The institution highly values the feedback and inputs of members that plays a very vital role in filling any gaps in the curriculum.

Governance, Leadership and Management

The Management, Principal, Teachers, and administrative staff work in coordination with full dedication to fulfil the vision and mission and objectives of the institution. The Principal in consultation with the Management and the faculty prepares the action plan in keeping with the vision, mission and objectives of the institution and focused towards achieving the programme outcomes. The code of conduct and handbook provides the requisite information for the staff and students. The institution maintains transparency in all its academic, financial, administrative functions. Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.

PCER aims to cultivate a crop of new student teachers each year that have had the first-hand experience which they can then translate into their classrooms to provide quality education wherever they go. PCER routinely conducts activities that help to create awareness about the Sustainable Development Goals as defined by the UN General Assembly. As an educational Institution PCER focus on SDG 4: Quality Education while incorporating several other sustainable development goals into college activities.

Faculty empowerment strategies encompasses support towards attending courses, training programmes,

research work, facilities such as inter-institutional library facility, leave, financial support. The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. Feedback regarding the performance of the staff is taken from students, peer, Principal and Management.

The institution's finances are managed in an effective and efficient manner. The college has a well-defined resource mobilisation and financial management strategy. Various committees analyse and examine the use of funds to ensure that they are used for the intended purpose and that the income and expenditures are properly audited and filed.

The Internal Quality Assurance Cell (IQAC) of the institution frames policies based on the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of the institutional functioning.

Institutional Values and Best Practices

PCER believes and practices sustainable development in all the endeavours. The institution has SDG (Sustainable Development Goals) as its overall theme for all activities. The Sustainable Practices Policy (SPP) is the guide for the use of available resources for the events, activities, and developments at the college. The SPP objective is to develop, implement, promote, and lead environment friendly activities at PCER Chembur. The institution conducts regular energy audits, green audits, Zero power hour, Waste Management. At the community level the institution has conducted clean up drives at Juhu Beach and Navi Mumbai mangroves and tree plantation drive to aid the native bird population. At the college and campus level, Swachh Bharat Abhiyaan was held. PCER has received the SAP (Swachhta Action Plan) Certificate from MGNCRE – Mahatma Gandhi National Council of Rural Education. All these activities encourage and sensitize students to use natural resources wisely and adopt sustainable living. Sessions are conducted on Cloth Bag, Paper Bag Making, Exhibition on eco- friendly stationery, awareness programmes, street plays, poster competition, slogan competition, quizzes on environmental sensitisation etc.

PCER is always geared to promote an ambience of creativity, innovation and improving quality. The institutional values and best practices of the college are well aligned to the national policies and priorities. The college has institutionalised its community engagement programmes, environment and cleanliness initiatives and technology-based learning practices in accordance with the Sustainable Developmental Goals (SDGs) and Vocational Education Nai Talim Experiential Learning (VENTEL) respectively.

PCER aims to develop both students and faculty in making them self-reliant teachers - Atmanirbhar Shikshak. The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. PCER, Chembur conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and publish articles and contribute chapters in books.

Research and Outreach Activities

The institution has undertaken 01 government and 06 non government funded projects. The Management of the

institution provides seed money and other financial and necessary support for research purposes in the institution. The institution provides leave to the faculty for research and professional development. The institution organises workshops, seminars, colloquiums to encourage research work among the faculty and students. The institution provides access to digital library to support the research endeavours of the faculty and students. The institution greatly encourages innovation, creativity, and entrepreneurship among its students through its incubation centre Skill Set. The institution has received the Best Research Award, the faculty are recipients of travel grant from ICSSR, two Australian Innovation Patents and a German Innovation Patent. PCER highlights on developing entrepreneurial skills among students through the Incubation Centre - Skill Set. Several activities are conducted and encouraged to participate in IDEA competition and for patents.

The institution always encourages and supports its faculty towards publications and they have been enthusiastically publishing research papers and articles in several journals which includes 64 paper publications and contributed/ authored 30 books.

PCER believes in the strong philosophy of creating humane values among its students, every endeavour to foster value-based transactions. Through the teaching learning process outreach activities are fostered through orientation sessions, expert talks, and extension activities on Swachha Abhiyan, Awareness programmes for various diseases, Physical and Mental health programmes, Gender sensitisation, Donation Drives to help the underprivileged. The activities are organised with collaborating partners– schools, colleges, Department of Education, University of Mumbai, Lions Club, Soroptimist International Bombay Chembur, NASEOH, MGNCRE.

The institution has augmented its collaborations and linkages with various organisations and institutions in its endeavour to provide students with varied experiences, interactions with experts, updated knowledge and skills through workshops, seminars, expert talk sessions, internship, outreach activities, awareness programmes and cultural events. Inorder to strengthen its collaborations and linkages PCER has 21 functional MoUs with several organisations and educational institutions.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | Mahatma Education Society's Pillai College of Education and Research |
| Address | Mahatma Education Societys Pillai College of Education and Research, Opposite Fire Brigade, Chembur Naka Mumbai |
| City | Mumbai |
| State | Maharashtra |
| Pin | 400071 |
| Website | www.pcer.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|--------------|-----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Reni Francis | 022-25224856 | 9987226672 | 022-25229587 | rfrancis@mes.ac.in |
| IQAC / CIQA coordinator | Mary George Varghese | 022-25228414 | 9870024859 | 022- | pcerchembur@mes.ac.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|--|---|
| If it is a recognized minority institution | Yes Minority Letter NAAC.pdf |
| If Yes, Specify minority status | |
| Religious | |
| Linguistic | Malayalam |
| Any Other | |

Establishment Details

| | | |
|-------------|----------------------|-------------------------------|
| State | University name | Document |
| Maharashtra | University of Mumbai | View Document |

Details of UGC recognition

| | | |
|---------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 23-03-2007 | View Document |
| 12B of UGC | 19-09-2012 | View Document |

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

| | | | | |
|--------------------------------|---|--------------------------------|--------------------|-----------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 31-05-2015 | 172 | Permanent Affiliation |
| NCTE | View Document | 31-05-2015 | 172 | Permanent Affiliation |

| Recognitions | |
|--|----|
| Is the College recognized by UGC as a College with Potential for Excellence (CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Mahatma Education Societys Pillai College of Education and Research, Opposite Fire Brigade, Chembur Naka Mumbai | Urban | 0.425986 | 1723.908 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Interdisciplinary | 24 | Graduation Post graduation | English | 100 | 100 |
| Doctoral (Ph.D) | PhD or DPhil,Interdisciplinary | 60 | Post graduation in M.Ed | English | 8 | 4 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 15 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 3 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 12 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 8 |
| Recruited | 4 | 4 | 0 | 8 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 8 |
| Recruited | 4 | 4 | 0 | 8 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|--|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 1 | 2 | 0 | 3 |

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 9 | 1 | 0 | 0 | 10 |
| | Female | 86 | 4 | 0 | 0 | 90 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 4 | 1 | 8 | 4 |
| | Female | 96 | 80 | 86 | 58 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 100 | 81 | 94 | 62 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>PCER has always focused on the holistic development of its students and the NEP 2020 gave further legitimacy to this vision of the institution. The institute has since the past several years highlighted the multidisciplinary nature of the teaching career and woven this into the transaction of the course through its curricular and co curricular activities. The institution offers a range of flexible and innovative Value Added Courses to enhance students skills alongside the existing curriculum. Some of them are Human Values, Peace Education, Learning Q-EST (Emotional Social Teacher Quotient), Wellness Forever, Yoga Forever, Understanding the Self, Team Building, VENTEL(Vocational Education Nai Talim Experiential Learning), Behaviour Management and Action Research. Community engagement and service is a crucial component of the course. Environmental Education is imparted through practical programmes like E-Waste Collection, Expert Talks on Waste Management, Observance of Environment Day, Water Day etc. The institution places a high value on research. Having organized an International Conference on Sustainable Practices in Higher Education, Expert Talk on “Patent Your Ideas” are concrete steps taken by the college to engage in more multidisciplinary research endeavours in an attempt to deal with pressing issues and challenges in the field of education and the society at large. In view of NEP 2020, the institution has continued to develop and add to the long list of Value Added Courses in order to promote a more interdisciplinary approach. The college organised a series of Expert Sessions on NEP 2020.</p> |
| 2. Academic bank of credits (ABC): | N. A |
| 3. Skill development: | <p>PCER has several skill development programs for improving the soft skills of students in alignment with National Skills Qualifications Framework. Through its VENTEL sessions, the college aims to promote vocational education. Value Added Courses on Human Values, Peace Education, Human Rights, Digital Skills in the classroom, Financial Literacy, Team Building, Educational Leaderships, Communication skills, Behaviour Management, Job Perfect sessions, Personality Development, Strategic Management in Education. These are integrated into the college time table as part of students’ study</p> |

| | |
|---|--|
| | <p>circle. Expert sessions on Art and Quilling, Communication Skills, Innovative teaching strategies are conducted. All Value Added Courses offered by the college are available in the blended mode and are self paced. The college also launched an initiative known as Prabal MOOC.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>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 Hindi Diwas, Marathi Diwas as well as Mother Language Day 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. 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. Value Added Course on Yoga for Wellness is a flagship course run by the college for the past few years that aids in the holistic development of students by drawing on traditional Indian Knowledge Systems.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>PCER has aligned the course curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the curriculum planning meetings which comprised of the various stakeholders including teachers, students, employer school principals, practice teaching school principals as well as alumni. The finalized outcomes are communicated through the teacher orientation meetings prior to every semester. These are incorporated</p> |
| <p>6. Distance education/online education:</p> | <p>PCER has it's own MOOC that could be used to offer vocational courses through the online distance learning(ODL) mode. A wide range of technological tools have been used for teaching learning activities. These include google classrooms, PPTs, webs tools for quizzes, online video conferencing platforms, online laboratories and libraries among others. The institute has incorporated blended learning seamlessly into its functioning by making available relevant educational resources online for students reference. The college conducts routine sessions to induct students to NEP 2020. Several sessions like Digital Skills in the Classroom, Expert talk on</p> |

'Nurturing Culture of Excellence: IPR Perspectives', Session on 'Enhancing your skills towards a better tomorrow', Short-term course on 'Connecting Classroom through Online Learning' are some of the sessions conducted.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 200 | 181 | 175 | 156 | 101 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

1.2

Number of seats sanctioned year wise during the last five years..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |

| File Description | Document |
|--|-------------------------------|
| Letter from the authority (NCTE / University / R | View Document |
| Institutional data in prescribed format | View Document |

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 5 | 5 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Central / State Govt. reservation policy for adm | View Document |

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 99 | 81 | 96 | 62 | 39 |

| File Description | Document |
|--|-------------------------------|
| List of final year students with seal and signat | View Document |
| Institutional data in prescribed format | View Document |

1.5

Number of graduating students year-wise during last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 99 | 81 | 95 | 62 | 39 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Consolidated result sheet of graduating students | View Document |

1.6

Number of students enrolled(admitted) year-wise during the last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 100 | 100 | 81 | 96 | 62 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Enrollment details submitted to the state / univ | View Document |

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 12 | 12 | 12 | 12 | 12 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Copy of the appointment orders issued to the tea | View Document |

2.2

Number of Sanctioned posts year wise during the last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 12 | 12 | 12 | 12 | 12 |

| File Description | Document |
|---|-------------------------------|
| University letter with respect to sanction of p | View Document |

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

| | | | | |
|----------|----------|---------|---------|----------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 44.53156 | 44.88740 | 399.775 | 371.586 | 346.9379 |

| File Description | Document |
|--|-------------------------------|
| Audited Income Expenditure statement year wise d | View Document |

3.2

Number of Computers in the institution for academic purposes..

Response: 40

| File Description | Document |
|--|-------------------------------|
| Invoice bills of purchase of computers | View Document |
| Copy of recent stock registers | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

MES's Pillai College of Education and Research is permanently affiliated to the University of Mumbai and follows the prescribed syllabus. The institution believes in **adopting a proactive approach** in curriculum transaction based on the needs and requirements of the stakeholders as well as the changing trends in education and adapting to the local context. The institution **reflects in its vision and mission the need for providing curricular experiences** that are updated, aligned and relevant to the local, national and global context. The University provides the overall Academic Calendar, the institution then based of the same plans the curriculum. Based on the deliberations of the IQAC and the CDC the **Institutional academic calendar is prepared that provides the roadmap for the institutional activities** both academic and non-academic activities indicating events, the term breaks, holidays, course activities, internship examinations, internship, assessments, assignments, cocurricular activities, enrichment programmes, community service, field visit, annual day, projects etc. The IQAC and the College Development Committee of the institution provide their suggestions and recommendations with respect to the curriculum transactions taking into consideration the feedback from different stakeholders such as the students, faculty, alumni, practice teaching schools. The same is communicated to the University as the Principal is the member of Board of Studies in Education and the Chairperson of University Examination. **The faculty in consultation with the Principal prepare the year plan and the course activities based on Programme Learning Outcomes and Course Learning Outcomes that incorporate varied activities, new learning approaches, technology and optimal learning experiences to the student teachers.** The year plan includes the teaching experiences, testing and continuous evaluation. The activities are conducted based on further discussion and inputs from the respective committees which include the faculty and student council members. The academic calendar, year plan, programme learning outcomes, course learning outcomes, activities, events etc are uploaded on the institution's website and WhatsApp class groups. **Based on student's need value added courses are introduced, additional learning resources in the form of books, e-content, referral books etc are provided. Organization of workshop, seminars and conferences by the college** is also the part of planning and/or reviewing, revising curriculum. **Experts are invited from the field of education in house planning. Presentation of papers and participation in seminars, conferences and workshops by the faculty** is a regular practice of the college in this context. During Covid-19 pandemic the curriculum was adapted meeting the local challenges of lockdown and online curriculum transaction was strengthened. E-content, YouTube session, zoom and Google classroom was adopted in revising the mode of curriculum transaction. The students and faculty are informed appropriately through student and faculty orientation

sessions. There are **academic audits conducted monthly, midterm review and course correction are done** as needed, regular reporting is done by the faculty and feedback taken that serves to monitor the implementation of the prepared plans. This enables the **institution in maintaining and enhancing the quality of the curricular transactions and keep it relevant to the needs of the contemporary times.**

| File Description | Document |
|---|-------------------------------|
| Plans for mid- course correction wherever needed for the last completed academic year | View Document |
| Plan developed for the last completed academic year | View Document |
| Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

| File Description | Document |
|---|-------------------------------|
| Meeting notice and minutes of the meeting for in-house curriculum planning | View Document |
| List of persons who participated in the process of in-house curriculum planning | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year | View Document |

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report and photographs with caption and date of teacher orientation programmes | View Document |
| Report and photographs with caption and date of student induction programmes | View Document |
| Prospectus for the last completed academic year | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| URL to the page on website where the PLOs and CLOs are listed | View Document |
| Paste link for additional information | View Document |

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

Response: 80

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 12.2

1.2.2.1 Number of Value – added courses offered during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 24 | 21 | 11 | 3 | 2 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Brochure and course content along with CLOs of value-added courses | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 46.25

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 100 | 81 | 94 | 62 | 39 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| List of the students enrolled in the value-added course as defined in 1.2.2 | View Document |
| Course completion certificates | View Document |
| Paste link for additional information | View Document |

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table
- 2.Facilities in the Library
- 3.Computer lab facilities
- 4.Academic Advice/Guidance

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | View Document |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 46.25

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 100 | 81 | 94 | 62 | 39 |

| File Description | Document |
|---|-------------------------------|
| List of students enrolled and completed in self study course(s) | View Document |
| Data as per Data Template | View Document |
| Certificates/ evidences for completing the self-study course(s) | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

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

Response:

- **A fundamental or coherent understanding of the field of teacher education:** Modelling of effective teaching strategies plays a key role in the way students teachers eventually teach. **Expert talks and sessions** conducted by alumni and heads of departments provide students with good insight into the field of education in general and challenges in the classroom in particular. The students get to learn from the experiences of various resource persons. **Sessions on role of a teacher in changing times, classroom behaviour management help deepen student understanding and the need to emerge with new strategies in teaching learning process** is focussed.
- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:** Content enrichment programs that aim to enhance students' subject knowledge along with age and developmentally appropriate teaching strategies are conducted. **Assessment strategies for different skills** across subject areas are also developed through sessions. The institution ensures that **students acquire the knowledge and the skills for different levels of school education** through innovative techniques and hands- on experience such as internship, field engagement, field trips, laboratory work, etc. **Innovative teaching strategies** such as demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further enhance and groom the students in their skills of teaching during internship programme and their professional competence.
- **Capability to extrapolate from what one has learnt and apply acquired competencies:** Learning skills like **storytelling, creative teaching aid making, role of a teacher, effective classroom strategies, reflective practices for teachers equip student teachers for their internship**. They are encouraged and expected to apply the knowledge from the various workshops and sessions and implement them into their lesson planning and practice teaching activities. **Students develop unit plans, blueprints for assessments, and conduct the assessments in schools**. They are given the opportunity to apply all their knowledge in a real school scenario. **Nai Talim week exposes students to a range of ideas and teaching methodologies** which they

incorporate into lesson plans. Students are given opportunities to apply learnt knowledge to real life situations through **participation in team-work activities** and various competitions organized at different levels.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc:**

Learning Q-EST, a series of sessions to develop emotional, social and teacher quotient in the students covers a range of skills. Developing emotional intelligence through guidance and counselling, life skills workshops, value added courses among students. Developing social skills of cooperation and collaboration through the numerous activities conducted every month as students plan, organize and conduct events. Their communication skills are encouraged and developed through the hosting and conducting the celebration of festivals, seminar presentation, team activities . **Critical thinking is fostered through scenario-based learning, case study, problem solving, project method.** Students engage in communication and negotiation effectively during their internship, community work, project activities, group work.

| File Description | Document |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | View Document |
| List of activities conducted in support of the above | View Document |
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

PCER strives to familiarize students with the diversities in school system of various Boards.

Development of school system

MES has **published a handbook of a comparative study of various boards** that help students understand the curriculum, methods of teaching, assessment, grading. This gives a broad overview of all the boards. **An Industrial visit to schools** across different boards is an added benefit to the students as they visit the classrooms, labs, infrastructure facilities and the school administration system.

- **Functioning of various Boards of School Education**

Expert sessions by eminent speakers of different educational boards in India are invited to provide information about the functioning of the respective boards. Expert sessions wherein alumni from various boards like SSC, CBSE, IGCSE, IB are invited to deliver sessions. In each Semester of the B.Ed

programme, units on school system are well addressed. In CC2 (Sem 1) through visit and interviews, (Sem 2) IC2- discussion and case study, (Sem 3) CC4 – Evaluation pattern in different Boards through the Unit test and blue print and (Sem 4) IC4 inclusive practices adopted in different Boards. During **campus placements faculty members and principals of different schools orient the students** on the functioning of these schools from different boards of education.

- **Functional differences among them**

Expert sessions, orientation, school visit, alumni interaction are conducted to familiarize the students about functional differences among different boards of education.

- **Assessment systems**

Evaluation is the backbone of effective curriculum transaction; a detailed understanding is given in CC4 Assessment for Learning. **Students prepare a detailed evaluation file consisting of year plan, unit plan, blue print, unit test marking scheme, scoring key.** The same is tested in schools during Internship and the results are analysed.

- **Norms and standards**

Schools follow ideology based on the vision and mission. Each school showcases unique standards that makes it different from others. **Visits to schools of different boards, Case study of schools, assignment on preparing a report of different school functioning, internship activity on detailing the school procedure, expert sessions on the admission, examination and promotion standards** in the school are conducted.

- **State-wise variations**

PCER is situated in Mumbai, Maharashtra, schools of the State Board are large in number in comparison to the CBSE, ICSE, CIE, IB. **Students are provided with detailed orientation on admission criteria and examination result analysis of different States and different Boards.** Each Semester gives an opportunity to orient State wise variation in curriculum transaction. In CC2 (Sem 1) session of different boards, (Sem 2) IC2- school mangemnt system, (Sem 3) CC4 – Evaluation pattern in different Boards and (Sem 4) IC4 policies adopted for CWSN in different Boards.

- **International and comparative perspective**

PCER takes efforts in familiarizing students to international boards and develop a comparative perspective. **Learning Q-EST sessions focus on International Boards**, visit to Dr. Pillai Global Academy helps in seeing the functioning of the school. Webinar on NEP 2020 highlighting comparative perspectives are conducted. **Experts in the field are invited for sessions.**

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View Document |
| Paste link for additional information | View Document |

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The institution conducts a wide range of curricular experiences that provide opportunities for students to implement what they have learnt. Institution caters to holistic development of every student through the **EXCEL approach.**

E- Experiential learning

X- eXclusive learning opportunities

C – Collaborative learning

E- Evidence based learning

L- Learner enhancement.

Learning about the importance of **experiential learning** and then having the experience of the same reinforces the idea as they have first-hand experiences of the **benefits of learning by doing**. To train the student-teachers in imparting and evaluating learning experiences and to inspire **student-teachers to meet the challenges of dynamic society**, students are involved in planning and organizing events for various days like Republic Day, Independence Day, Environment Day, Yoga Day etc are all learning experiences as they have to go ahead and plan such events in their professional lives as teachers and also to **direct the student-teachers to fulfill their role as nation builders**. To provide supportive skills in dealing with academic and personal problems of learners, teachers guide students through the planning of various activities; skits on World Aids Day, Human Rights Day; planning quiz competitions on Social Wellness, Environment Day, Ocean Day etc. This helps to cultivate organizational skills through teamwork, collaboration and co-operation and the process of planning, review, feedback, reworking, helps students hone their planning and organizational skills. While doing so they also develop a deeper understanding of the specific subject matter. During the pandemic the institution conducted sessions on online assessment creation. To gain **sound knowledge of the subject Content Enrichment programme is conducted** every year which includes **an in-depth look at a concept or topic, approaching it with a different perspective, or connecting the subject to a more meaningful or rewarding facet of the real world**. To

provide supportive skills in dealing with academic and personal problems of learners various sessions are conducted by the guidance and counselling cell of PCER. **To nurture the thirst for knowledge and skills in the latest innovation and technologies in education students are motivated to use of various teaching learning tools** during their internship and through action research programme. Expert talks are arranged to create an awareness among student teachers about community, national and global issues and students are provided with the opportunities to interact with experts in the field of education during such sessions. Through **various activities like group discussions, cooperative learning, debate, internship programme, students are encouraged to develop networking skills with their contemporaries.** This helps to cultivate organizational skills through teamwork, collaboration and co-operation. The **student-teachers are trained in imparting and evaluating learning experiences during various activities like celebration of important days, participating in various competitions – intra and inter collegiate levels.** Hence to derive professionally relevant understandings and consolidate these into student's professional acumen college provides the wide range of **curricular experiences such as, Value Added courses, Expert sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension.**

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Sample filled-in feedback forms of the stake holders | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|---|-------------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Action taken report of the institution with seal and signature of the Principal | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 87.8

| File Description | Document |
|---|-------------------------------|
| Document relating to Sanction of intake from University | View Document |
| Data as per Data Template | View Document |
| Approved admission list year-wise/ program-wise | View Document |
| Approval letter of NCTE for intake for all programs | View Document |
| Any other relevant information | View Document |
| Any additional link | View Document |

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 0

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Final admission list published by the HEI | View Document |
| Data as per Data Template | View Document |

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.23

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of students enrolled from EWS and Divyangjan | View Document |
| Data as per Data Template | View Document |
| Certificate of EWS and Divyangjan | View Document |
| Any other relevant information | View Document |

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..

Response:

PCER takes continued efforts in holistic development of students. Located in Suburban Mumbai, well connected and accessible to the students. B.Ed follows the Maharashtra Centralised Admission process, students are from different strata - economic, social, faculty, level of education. Readiness to the course in terms of communication, interest, talents, harnessing innate abilities is given prime importance. Mentoring is vital as students belong to different age groups. One-on-one interaction with respect to career counselling, academic enrichment, internship is done regularly.

- **Entry level Pre-Test** consisting of details on qualifications, experience, hobbies, strength, weakness, opportunities, challenges, socio-economic status, medical history. Content test and personal interview is part of pre-test. Identifying the learner through Multiple Intelligence Test and Learning styles test.
- **Study circle** is created, students are divided in groups and are assigned a teacher in-charge with the objective that students clear their doubts and get additional guidance from the in-charge teacher and complete all their work by collaborating with their group members.
- **Remedial lectures** are provided for students needing academic support. The students are identified based on their essay and class test marks, additional support through referral books, peer mentoring and e-content is provided. Extended library hours assist in the same.
- **Simplified notes** are provided to all the students along with other learning resources thus providing academic support to all learners.
- **Alumni sessions** include annual alumni meets and special expert talks guiding the students on school practices, expectation, job profile and salary expectations. Learning Q-EST has been a remarkable success of alumni contribution.
- **Peer learning** is encouraged, by way of peer teaching with another student teacher during the internship. This gives them a practice to collaborate with their colleagues in the future.
- **Motivational talks** are organized for the students at regular intervals. Career guidance sessions are also arranged for the B.Ed students to orient them of job opportunities, life skills, communication skills, expert sessions, classroom management, role of a teacher.

- **Coaching for TET** is provided, not only for our students but also for in-service teachers seeking guidance in the TET examination.
- **Project method/ Problem solving/ Case study/ Movie review** are encouraged to self-learning by doing projects and presenting them to the class. Seminars are also conducted on a wide range of topics for the student teachers and experts from their different fields are invited to give an exposure towards different opportunities to our students.
- **Monthly News Letters** called 'HORIZON' is published by the publications team consisting of teachers and student teachers. The HORIZON is a compilation of all the activities, events and achievements of students and teachers during that particular month. It also includes any articles given by the Alumni of PCER, Chembur.
- Students are encouraged to participate in National, University level competitions. Intra and Inter collegiate competition are organised.
- **Value added courses** are designed. Courses are offered offline and online. Resources are provided to the students to help them complete the course successfully.

| File Description | Document |
|--|-------------------------------|
| The documents showing the performance of students at the entry level | View Document |
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

| File Description | Document |
|---|-------------------------------|
| Reports with seal and signature of Principal | View Document |
| Relevant documents highlighting the activities to address the student diversities | View Document |
| Photographs with caption and date, if any | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

| Response: As an institutionalized activity in accordance with learner needs | |
|--|-------------------------------|
| File Description | Document |
| Reports with seal and signature of the Principal | View Document |
| Relevant documents highlighting the activities to address the differential student needs | View Document |
| Photographs with caption and date | View Document |
| Any other relevant information | View Document |

| 2.2.4 Student-Mentor ratio for the last completed academic year | |
|---|-------------------------------|
| Response: 17:1 | |
| 2.2.4.1 Number of mentors in the Institution | |
| Response: 12 | |
| File Description | Document |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

2.3 Teaching- Learning Process

| |
|--|
| <p>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</p> <p>Response:</p> <p>The institution fosters a student centric learning environment evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices and stated in CLO's.</p> <p>1. Experiential Learning:</p> <p>Activities include stimulated lessons, internships, field work mock interview. Display of exhibits and demonstration of models by the students is conducted to ensure experiential and participative learning. Simulated teaching aims in developing specific skills of communication. PCER organizes field visits to institutes, industries, historical monuments, community service centres to promote participative learning. Mock interview session helps student teachers to prepare themselves to face an interview, improve their communication skills, and develop positive personality.</p> |
|--|

2. Participative learning: Story Telling, Dramatization and group work highlights participative learning activities implemented to teach various concepts. During these activities delegating the organising work to the students helped in enhancing the leaderships skills, professional skills and their personality. Seminar and presentation activities ensured participative learning among the students. Groupwork is also one of the techniques adopted by the teachers to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making. **Participative learning through Group discussion, Debates, Quiz method, Role-playing , Art and drama in education, Case studies, team teaching, educational visit is encouraged.**

3. Problem solving methodologies: Concept Attainment Model; Inquiry based, Scenario based situations are used during the teaching learning process in order to develop brainstorming approach to learning concepts. The students were expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept through problem solving. **Concept attainment model** is used to introduce and teach new concepts through an active, student-centric, inquiry-based approach. Psychological experiments are also conducted on various factors of learning. Case studies is commonly used to highlight the classroom challenges.

4. Brain storming: Brainstorming is done through Round Robin and Concept mapping which helps in stimulating varied instructional approach to the students. These activities conducted at PCER helped to increase focus on the given task, to promote spontaneity and creativity, etc. **Concept map is created as a result of brainstorming.** Concept maps helps in note making and note taking and is useful for reference during exams.

5. Focused group discussion:

Group discussion method is also used as one of the teaching learning methodologies which is conducted through various activities such as **Think Pair Share**. This method was adopted in order to encourage the students to discuss on the subject matter. **After giving lectures teachers encourage the student to participate in group-discussion.** Teacher supervises them and provide guidance to make the discussion fruitful.

6. Online mode: Google class rooms, LMS, Edmodo, E-learning and Digital Learning platforms to deliver the course content in an effective way. Faculty also use an educational application Edmodo as part of the course delivery. The teachers give assignments and share e-resources through this application. The faculty members use Kahoot and poll platforms for online quiz. Online content test is conducted. **Online assessment, submission of assignment, lesson guidance, lesson presentation, viva voce is successfully done.**

| File Description | Document |
|---|-------------------------------|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 83.33

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 12 | 12 | 12 | 8 | 6 |

| File Description | Document |
|--------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link of LMS | View Document |

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 99.5

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

Response: 199

| File Description | Document |
|---|-------------------------------|
| Programme wise list of students using ICT support | View Document |
| Landing page of the Gateway to the LMS used | View Document |
| Documentary evidence in support of the claim | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Any additional Links | View Document |

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations | View Document |
| Geo-tagged photographs wherever applicable | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link of resources used | View Document |

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

PCER Chembur has a unique student mentoring system. During the orientation programmes the students are informed about the course structure, curriculum demands and approach that need to be followed for successful completion of the course. Guest lectures from school principals and experienced teachers are arranged to help students understand the requirements necessary for the job.

Addressing student diversity: Learning style and Multiple Intelligence questionnaires help in identifying student diversity. Mentor and mentee groups are formed. Besides these students are again grouped as per their method, guidance group and the tutorial group. A wide range of activities academic and non-academic are conducted thus helping in developing teamwork and collaborative learning skills. Through the talent hunt, innate abilities are highlighted, Skill-set is an opportunity given to students to showcase their entrepreneur skills. Students from different strata - age, socio-economic, faculty are provided support through referral books, peer mentoring, online sessions, book bank, fee concession, letter of recommendation.

Working in teams: Students participate in college assembly, cocurricular events, course activities, outreach initiatives, internship activities, content enrichment programme aim at holistic development of the students. Tutorial in charge, Guidance teacher, Pedagogy teacher provide guidance, counselling, feedback and motivate the students to develop their skills and abilities to be effective teachers. The college started 'The Student Mentor & Teacher Assistant programme' in collaboration with the Alumni Association of PCER, Chembur. Mentors creates opportunities for the mentees to demonstrate their competencies besides keeping the track of their progress and setting milestones.

Self-development: Mentoring ensures academic development and personality development of the mentees. Value added courses are conducted for students on that foster personality – Effective Communication, Personality development, Wellness, Understanding the Self. Expert sessions are organised to understand different aspects and gain valuable inputs that will enrich their knowledge and keep them updated with recent developments in field of education and life.

Balancing work and stress: Sessions by experts on wellness, life skills, mental health, physical health, yoga and meditation provide students with insights to develop positive attributes and acquire strategies to balance their home and work-related stress. Mentors help students prepare for the campus interviews. Co-curricular activities, participation in quiz, inter-intra collegiate events, different participative methods of teaching. Mentors ensure constant communication with the students through the WhatsApp, email, mobile and the online platforms made available by the management during the Covid-imposed lockdown to boost the morale of the students and help them find ways to deal with their problems. Mentors seek help of the professionals in the field to address the specific issues of the mentees.

Updating oneself with the changing trends: With Covid-19 pandemic, technology gained prominence in updating oneself to latest trends. Value added course on use of technology was conducted. Innovative teaching methods in schools was introduced through expert session, alumni interaction and Learning Q-EST. Guidance and sessions on TET, career guidance, competitive exams, higher education opportunities are conducted. School policies, NEP 2020 are oriented and discussion on the same is conducted. Assignments involving latest trend in education is done.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: B. Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View Document |
| Documentary evidence in support of the selected response/s | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

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

Response:

PCER in pursuit of its vision and mission conducts various activities through the teaching learning process to nurture creativity, innovativeness, intellectual and thinking skills, empathy life skills among students. The institution provides several opportunities for students through a wide range of activities to develop their thinking skills, abilities, competencies, pedagogical practices towards their professional, pedagogical and personality enhancement and to make them humane, self-reliant teachers. The two practices that the institution follows towards this objective are:

1) 3 P's

- **Professional abilities-** The institution prepares the student teachers to develop their creativity, critical thinking skills, adopt innovative methods through activities such as sessions from experts from different fields, interactive sessions with alumni, VENTEL activities, Short term course on Online learning, Webinars on Effective Leadership Skills, Reviving Educational practices post Covid, Add on course Job Perfect, Incubation centre- Skill Set
- **Pedagogical Enrichment-** PCER aims at providing ample opportunities to the student teachers to equip them with the skills and competencies to be resourceful and innovative through Workshop on innovative teaching aids, Session on creative teaching aids, creating learning resources to be provided to schools, Remedial teaching activities in practice teaching schools, STEAM based lessons, Outcome based education, interdisciplinary approach, Innovative teaching aids competition, Expert talk sessions, Alumni sessions on innovative teaching practices and trends in education, Panel discussion on Reflective practices,
- **Personality Enhancement-** The institution conducted numerous activities towards the overall personality development of the budding teachers such as Sessions on Life Skills, Workshop on six thinking hats, research work on Life skills, Sessions on Soft Skills, communication skills, creative talks, short term course on Human Values, Community outreach programmes, activities for environmental sensitisation

such as Swachh Abhiyan, Beach Cleaning, Mangrove Cleaning etc.

2) Atmanirbhar Shikshak- Make self-reliant teachers

PCER focuses in nurturing self-reliance among student teachers by harnessing skills of professional development, work ethics, pedagogical skills, life skills and imbibing value based transaction.

The ideology is on three strong foundation

Atma (Self)

- Personality development
- Value based transaction
- Holistic development

Personality development is done through value added courses on personality development consisting of understanding the self, grooming, yoga and wellness session and various self-help sessions. Continued mentoring and guidance by the teachers and counsellor helps student teachers to come out of their shy attitude and groom themselves to be confident. Wellbeing sessions help them to nurture their shortcomings. Student teachers begin their learning by doing a SWOC this helps them in understanding the Strengths, Weakness and overcome their challenges and nurture their opportunities.

Nirbhar (reliance)

- Technology
- Life skills

To be reliant it is important to be aware of one's weakness and challenges then turn them to be strengths and opportunities. Technology integration has gained a lot of prominence in classrooms today. Interactive lessons and technology enabled classrooms has become the need of the hour, value added course on connecting classrooms through technology and introduction to google apps has been of immense use to the student teachers. Sessions on Life Skills is vital in understanding every student teachers innate abilities and weakness. It enable social development, holistic development. Life skills education helps student teachers build confidence in both communication and cooperative and collaborative skills, provide them with tools important for development, find new ways of thinking and problem-solving and provide methods on how to socialize, make new friends and recognize the impact of their actions and behaviours.

Shikshak

- **Professional Competence**

Teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. This process helps teachers to bridge the gap between theory and practice, to step into the professional teaching environment by sharing, cooperating, and collaborating with their more experienced peers, and to observe seasoned teachers in the classroom:

- **Professional ethics**

A professional code of ethics outlines teachers' primary responsibilities to their students and defines their role in a student's life. Educators must demonstrate impartiality, integrity, and ethical behaviour in the classroom, and in their conduct with parents and co-workers. Sessions included five major areas of professional activities that encompass the work of a teacher.

PCER conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and publish articles and contribute chapters in books.

Through value based and theme-based assemblies, celebration of festivals and special days, community outreach programmes, environmental activities, Gandhian week, and Nai Talim activities the institution endeavours to foster values that will form the foundation of the student teachers learning journey.

As technology is increasingly being integrated with education PCER provides various opportunities to the student teachers to develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc.

The holistic development of the student teacher is a primary goal of the institution which it strives to fulfil through a wide range of academic and non- academic activities that are conducted.

PCER focusses on empowering students towards Life Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive.

PCER strives to make students self-reliant through curricular as well as cocurricular activities. Through all these activities students are encouraged to use innovative teaching learning strategies, through B. Ed syllabus students are trained towards professionalism with respect to effective teaching learning strategies.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: C. Any 4 or 5 of the above

| File Description | Document |
|--|-------------------------------|
| Reports of activities with video graphic support wherever possible | View Document |
| Documentary evidence in support of the selected response/s | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

| File Description | Document |
|--|-------------------------------|
| Reports and photographs / videos of the activities | View Document |
| Documentary evidence in support of each selected activity | View Document |
| Data as per Data Template | View Document |
| Attendance sheets of the workshops/activities with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of the activities carried out during last completed academic year in respect of each response indicated | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Samples prepared by students for each indicated assessment tool | View Document |
| Documents showing the different activities for evolving indicated assessment tools | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| Sample evidence showing the tasks carried out for each of the selected response | View Document |
| Documentary evidence in respect of each response selected | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report of the events organized | View Document |
| Photographs with caption and date wherever possible | View Document |
| Documentary evidence showing the activities carried out for each of the selected response | View Document |
| Data as per Data Template | View Document |

2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Samples of assessed assignments for theory courses of different programmes | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

Other Upload Files

1

[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

PCER Chembur has a well-planned and monitored Internship programme. Every year students complete their internship in the partner schools. The internship dates are decided as per the University schedule and the institutional academic calendar.

Selection of schools - Data is collected from the students consisting of the graduation/ post-graduation, place of stay, preference to morning/ afternoon school. Schools are identified in the beginning of the academic year and permission to conduct Internship is sought. The teacher educator visits the schools and meet the principal, sign MoU and discuss the needs of the institution with respect to the internship period.

Orientation to school and teachers - The practice teaching school teachers, teacher educators are oriented with tasks that is undertaken as a part of Internship activities. List of activities are provided that helps in

understanding the process and keeping a check on the progress.

Orientation to students - The students are provided with detailed orientation regarding internship period and the activities to be conducted. Students are placed in groups and allotted to a school, group leaders are selected for smooth conduct of the internship programme. They are provided with stationery material required during the internship such as PT files, lesson plan sheets, record books, duster, roller board, chalk box. The student teachers collect lesson units from school. The students prepare the daily internship timetable based on the school schedule. Attendance of the students are maintained throughout the internship period.

Defining role of teachers of the institution - The students are provided with comprehensive learning experiences and opportunities to prepare themselves for practice teaching. Content enrichment programme consist of assignments, tests thus enabling students to strengthen their subject knowledge. Demonstration lessons are given by the pedagogy teachers. Detailed discussion on lesson plans is conducted. Lesson demonstrations is also provided by senior students and alumni. Orientation sessions, workshop related to objective and learning outcomes, core elements, values, nai-talim lessons, set induction, teaching aids, classroom management, role of a teacher, collaborative learning, reflective practices, teaching methodologies, digital resources, emotional intelligence are conducted to enhance their effectiveness during internship. Sessions are also conducted by experts from different school boards to give students additional perspectives.

Assessment of student performance – Students lessons are guided and receive suggestions by the guidance teacher and pedagogy teacher. Students give their rough lesson plans to the guidance teacher based on the format of the lesson and activities to be conducted in the class. Suggestions are given and after it is approved the students give their lessons in the schools, supervised by the teacher educator who provides feedback on their performance. The students maintain a detailed record of their internship period thought their lesson files, observation books, reflective journals etc.

Exposure to variety of school set ups -

The Covid-19 restrictions changed the internship programme to online mode. Students took live lessons on Google meet and Zoom. Students were encouraged to take lessons using the online tools and teaching aids. Exposure to different school boards are provided.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.4.9 Average number of students attached to each school for internship during the last completed

academic year

Response: 9.9

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 10

| File Description | Document |
|--|-------------------------------|
| Plan of teacher engagement in school internship | View Document |
| Internship certificates for students from different host schools | View Document |
| Data as per Data Template | View Document |
| Copy of the schedule of work of internees in each school | View Document |
| Any other relevant information | View Document |

2.4.10 Nature of internee engagement during internship consists of

- 1.Classroom teaching**
- 2.Mentoring**
- 3.Time-table preparation**
- 4.Student counseling**
- 5.PTA meetings**
- 6.Assessment of student learning – home assignments & tests**
- 7.Organizing academic and cultural events**
- 8.Maintaining documents**
- 9.Administrative responsibilities- experience/exposure**
- 10.Preparation of progress reports**

Response: A. Any 8 or more of the above

| File Description | Document |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | View Document |
| Sample copies for each of selected activities claimed | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Practice teaching is the backbone of B.Ed course. The institution adopts robust monitoring mechanisms to ensure optimal impact of internship in schools. During pandemic restrictions were imposed regarding the changes in the internship programme suggested by University of Mumbai. During this period the student teachers gave live online lessons as well as recorded lessons in their pedagogy, supervised by the teacher educators and school teachers.

Role of Teacher Educators: The internship of the B.Ed course is 20 weeks spread across Semester 2, 3,4. Teachers orient the students on lesson plans. Demonstration lesson on micro skills of teaching, macro lessons, innovative methods of teaching, objectives and specification, core elements, theme based lessons, co-teaching, peer lessons are conducted. The students are provided with the list of activities to be conducted during Internship. Teachers continuously monitor the progress, the reflective journal is checked and signed by the teachers. Feedback is provide to the students with a scope for improvement. As prescribed by University each student takes 30 lessons in school, the lessons are guided and supervised the teachers. Apart from these 02 lessons – value based and environment based lessons are taken. Teacher guides the students on school activities such as conducting CCA, examination, visit to lab, library, preparation of timetable, observation of School records, correction of homework, Administration of Unit Test, Action research and other activities as mentioned by the school.

Role of School Principal: The school principal gives permission for Internship and keeps a close check on the activities conducted by the students. Daily timetable and activity schedule is provided to the school principal. The School principal takes rounds, supervises the lessons, gives feedback on activities and monitors the Internship. One teacher is assigned to every school to be in coordination with School Prinicipal and Supervisor. Any queries, feedback, issues are addressed through the teacher and the same is communicated to the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities.

Role of School Teachers: The students are under the supervision of senior teachers of the school as their mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc. Shadowing and co-teaching the school teacher is a part of the Internship process.

Role of Peers: Peers observe atleast 05 lessons per Semester of the same pedagogy and other pedagogy. Feedback of the lessons are written in the observation book. This helps in understanding different lesson practices. Students also give co-teaching lesson with peers. CCA, group activities, team teaching and other collaborative work is carried in groups. Presentation by peers – schools wise is carried out through concept mapping, brainstorming. During internship programme peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the response | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Format for criteria and weightages for interns' performance appraisal used | View Document |
| Five filled in formats for each of the aspects claimed | View Document |
| Any additional Link | View Document |

2.5 Teacher Profile and Quality

| 2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years | |
|--|-------------------------------|
| Response: 100 | |
| File Description | Document |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

| 2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years | |
|---|-------------------------------|
| Response: 41.67 | |
| 2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years | |
| Response: 5 | |
| File Description | Document |
| Data as per Data Template | View Document |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View Document |
| Any other relevant information | View Document |

| | |
|--|--|
| 2.5.3 Average teaching experience of full time teachers for the last completed academic year. | |
| Response: 7.33 | |
| 2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year | |
| Response: 88 | |

| File Description | Document |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | View Document |
| Any other relevant information | View Document |

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

At PCER, faculty are always encouraged and supported toward efforts to keep themselves professionally updated. The teachers attend orientation, refresher, short term courses, faculty development programmes.

The faculty are in different stages of their doctoral studies with some of the faculty having completed their Ph.D. degree and some pursuing their doctoral studies. Two of the faculty are Ph.D. research guides with University of Mumbai. The teachers also guide the B.Ed and M.Ed. students for their research projects and dissertation works that are part of the curriculum for each programme.

They are part of several educational bodies and committees at the University level such as Board of Studies, Curriculum drafting committee, exam paper setting, examiners, moderators etc. The teachers organize and participate in international and national seminars and workshops related to issues and trends in education such as NEP 2020 Perspective, International conference on Sustainable Practices in Higher Education, Innovative Practices in Higher Education.

The teachers are resource persons, speakers, chairpersons for various sessions. The teachers have conducted various research projects and publications. They have received patents for innovative practices in education.

They have presented papers in national and international seminars, colloquiums and conferences. The teachers have numerous publications in peer reviewed national, international journals, books on a variety of topics, seminar proceedings, and are involved with the publication of the college e-newsletter Horizon.

They have organised programmes and events on topics relevant to education in collaboration with various institutions. Teachers have received recognition and awards for their achievements in education. They organise and contribute towards helping the community through various outreach programmes.

Teachers keep themselves professionally updated through attending online courses such as Coursera as well as other short-term courses and sessions. During the pandemic in order to provide effective learning experiences all the faculty participated in online courses to familiarize themselves with digital tools and resources such as google classroom, google meet, zoom meet, google forms, google sheets and other e-resources. The Management provided opportunities to upgrade skills through Certified Coursera courses, teachers completed several courses. Teachers also conduct faculty enrichment session through which they share their knowledge on relevant topics such as digital resources, teaching practices, research methodologies etc with their colleagues and stay updated in a collaborative manner. Teachers undertake

research projects funded by government and non-government agencies. Publications in the form of books and research articles are done. Teachers also apply for post-doctoral fellowship. Teachers are encouraged to complete their eligibility tests. Felicitating teachers for their achievements is done by the institution as well as the Management. Teachers are provided with seed money for Research/ PhD. As a part of appraisals teachers are provided with educational books. Organisational support is provided in terms of library resources, computer lab facilities, photocopying, N- List, LMS, Prabal MOOC, G- Suite. Teachers are encouraged to file patents and financial support for the same is provided by the Institution. Faculty development programmes towards wellness, yoga, use of technology are conducted for their welfare.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence to support the claims | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

PCER follows the TEST approach in Continuous Internal Evaluation.

T – through formative evaluation E – evidence of outcomes S – skills achieved T – through summative evaluation

Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review.

Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation , group discussion, leadership skills, ICT skills, personality development, soft skills.

Summative evaluation is done through University exams.

Evaluation process is made explicit to students through orientation, Academic Calendar and by displaying on the notice board. Result analysis is done after every Test and the performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members and the students. Remedial Classes are conducted for the struggling learners to update their subject knowledge and help them to catch up with their peers. Switching to the online mode, during the post covid declared lockdown, all the faculty were trained to get acquainted with the online platforms and their efficient use for assessment and maintaining the related records of the examinations. Essays are conducted periodically on different topics to encourage the students to have relevant preparation for the various topics in the courses.

Regular class tests are conducted each semester which helps them to be well prepared for the university exams. Written assignments on a variety of topics are given to the students which helps in developing their writing skills and overall promotes better language skills. Practice teaching lessons are conducted to develop essential knowledge and competencies to deliver effective learning experiences. Group work is conducted on various topics to enable collaborative learning and encourage team work. All students are encouraged for participation in Cocurricular activities to develop their talents and abilities, their confidence and creativity. Community service programmes are frequently organised and students are motivated to participate and provide services towards these outreach activities. Students have to prepare learning resources for different topics in their school pedagogies as it is an essential aspect of providing meaningful learning experiences. Seminar Presentations on various topics are organised that enables them to do in depth research on different aspects of a topic thus develop their knowledge, confidence speaking skills and technological skills. Through online learning a variety of courses and sessions on a range of topics are provided to the students to keep them updated on different issues. Students participate in Teaching aids presentations wherein they have to prepare and present on teaching aids related to their pedagogy and catering to inclusive needs. Book Reviews are conducted to encourage students to develop reading habits and think critically on the books they have covered. Feedback is provided after each activity to enable the students to understand their level of performance and to make improvements where needed. The feedback given is constructive to motivate the students to continue a positive learning path.

| File Description | Document |
|--|-------------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Documentary evidence for remedial support provided | View Document |
| Details of provisions for improvement and bi-lingual answering | View Document |
| Copy of university regulation on internal evaluation for teacher education | View Document |
| Any other relevant information | View Document |
| Annual Institutional plan of action for internal evaluation | View Document |
| Link for additional information | View Document |

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

In order to redress individual as well as collective grievances of the B.Ed. College students, a robust grievance redressal mechanism has been devised at PCER. Examination portfolio incharge takes the responsibility of exam related grievances. The students can approach the teachers, Exam Incharge and Principal to redress the examination related grievance as per the requirement.

1. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
2. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
3. Orientation on Internal assessment is provided to the students. The same is uploaded on the institutional website. Examination timetable and question paper format, marks are informed to students with 15 days of advance notice period. Evaluation is done by the teacher and marksheet is provided within 15 days of the examination.
4. The corrected answer sheets are shown to students and marks are displayed on the notice board for a period of three working days. The Exam scrutiny committee including the Principal checks the question paper before it given for printing. Students can raise their exam related grievance either through the google form or hand written grievance within 07 working days of the display of marks. The marks obtained by the students in internal assessment tests are displayed on the notice board.
5. Day to day performance of the students is assessed which includes attendance, viva voce and submission of assignments, participation in Internal assessment related activities, tests.
6. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism. The Principal and Exam incharge regularly monitors the functioning of

exams and internal assessment.

7. External committee for assessment of projects, action research, assignments, quiz, teaching aids are also invited to maintain objective evaluation.

8. University exam timetable is informed to students as soon as it is received and even uploaded on the website. The website also has sample University question papers for their reference.

9. Issues resulting in University exams is informed to the University through an email and handwritten letter. If the college student facing issues in other centres for examination the same is reported to the University and the respective college Principal.

10. University decision or information, after resolving the grievances is intimated immediately to the exam in charge and the student once it is obtained, through the Principal.

11. University exam results are uploaded in the website and also shared in the WhatsApp group. Students facing issues in the University results can apply for revaluation with 15 working days in the college office. The college submits all the revaluation and re-examination cases to the University. Institution informs the students the revaluation and re-examination results.

12. The revaluation is applied for answer scripts and the re-evaluated marks can be obtained during the announcement of revaluation results of the same semester.

| File Description | Document |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

PCER prepares an academic calendar in accordance with the University of Mumbai schedule. The institution has an SDG based (Sustainable Development Goals) academic calendar that focuses on the awareness and fostering of the Sustainable Development Goals through the various activities. Prior information is provided on all the activities through the institution's website, notice board, WhatsApp groups etc.

Academic – For smooth conduct of academic activities year plans are planned and prepared to catering to the objectives and learning outcomes of the course as well as to provide varied learning experiences to the students. The semester schedule, college assessment activities and examinations, internship, placements, curricular and co-curricular activities etc are all indicated in the academic calendar.

Portfolio- The portfolio tasks and activities are also prepared well in advance through monthly planner to ensure smooth transactions.

Examinations- Examinations are conducted as per the guidelines issued by the university. For each academic year, examination committee is constituted to ensure effective implementation of all activities related to the internal and external examinations and assessments. Students are well informed about the formal and informal evaluation process. The college follows all guidelines given by university for the conduction of exams and other internal evaluation procedures. The students are made aware of the rules in the beginning of every semester, the Academic Calendar with CA UA (tentative) Exam dates usually display in the College and Department Notice Board.

Result Analysis Review Meeting: Result Analysis is done by the tutorial guide after every Test. Pass percentage of each course is calculated The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The Principal conducts Review Meetings department wise to give necessary feedback for the improvement of students' performance.

Progress Reports: The institution is kept on monitoring the performance of the students and reports to the Parents. Whenever necessary, the tutorial guide shall recommend the visit of the parent to the college for a discussion about the student. Remedial Classes are conducted for the slow learners, absentees. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

During the covid pandemic lockdown, all the college assessments were shifted to online mode after the training of all the faculty and the students, the students were given google form test comprising of multiple choice questions. The practice test and question bank provided to the students, helped them to get familiarize with the online system.

| File Description | Document |
|---|-------------------------------|
| Any other relevant information | View Document |
| Academic calendar of the Institution with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

PCER solely believes in promoting academic excellence thus creating humane, self-reliant teachers to meet

the local and global challenges. The institution aims in harnessing talents of students and leading holistic development. During the orientation session, the students are informed of the PLO's and activities are planned accordingly. Teachers plan their academic year plan keeping in mind the SDG's and CLO's based on the expected learning outcomes.

The activities of the college are aligned in achieving the PLO's and CLO's through the participation of students. The academic calendar gives a glimpse of the activities. The calendar is prepared in consultation with teachers, portfolio incharge and month wise planning is done taking into account the holidays, examination, internship schedule, community and extension work. All announcements with regard to the curriculum transaction is informed to the students through notices, WhatsApp and website update.

Achieving PLO's and CLO's:

Effective teaching learning: PCER aims in achieving effective teaching learning by introducing MOOC in learning. Expert sessions in NEP 2020, latest trends in education, new teaching methods, outcome based assessment are conducted regularly to enhance the teaching learning experience. STEAM lessons, incorporating SDG in lesson plans and activities nurture creative skills among the learners. Internship is strengthened through demonstration lessons, expert sessions, feedback, guidance thus addressing the lacunae and bringing in perfection.

Strengthen research initiatives: Research is an integral part in the teaching- learning process. Identifying the challenges and arriving at solution is in the need of the hour. Action research workshops and guidance is done regularly. Students participate in national level, state level seminar and present papers. Incubation and innovation Centre Skill Set is established to hone the entrepreneurial skills among the students. Opportunity for Exhibition and sale of products in the campus is provided.

Grooming for placements: In house placement sessions are conducted thus making them ready for jobs. Teaching learning practices are guided and enhanced during their internship, further they need to be groomed to face the interview. Value added course on Job perfect, Communication skills, job etiquettes are conducted thus enabling the students to be well prepared for interviews.

Technology integration in classroom: With the changing times and demands in the teaching learning process, it is important to keep abreast with the latest technology. Sessions on technology enabled classrooms, G- Suite applications, online assessment, online lesson planning, online lesson presentation, using applications/ websites for teaching learning enable the students to be prepared for a techno savvy era.

Community and Extension work: Extending the support to the welfare of the community enables students to be humane and understand the local and global challenges. Community work of 40 hours and extension activities such as street play, awareness and sensitization programmes on gender, AIDS, environment, Swachh Abhiyaan helps students to be responsible citizens.

Building humane values: Value added courses on Human values, SDG's , Wellness, Yoga help students to align the teaching learning to the desirable learning outcomes. Cohesive and co-operative group activities build social harmony, unity, strong interpersonal skills and develops one's personality.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.7.2 Average pass percentage of students during the last five years

Response: 99.47

2.7.2.1 Total number of students who passed the university examination during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 99 | 81 | 94 | 62 | 39 |

| File Description | Document |
|---|-------------------------------|
| Result sheet for each year received from the Affiliating University | View Document |
| Data as per Data Template | View Document |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

PCER aims towards holistic development through the teaching learning process in nurturing creativity, innovativeness, intellectual and thinking skills, empathy life skills among students. The institution provides opportunities for students through a wide range of activities in developing thinking skills, abilities, competencies, pedagogical practices towards their professional, pedagogical and personality enhancement and to make them humane, self-reliant teachers. The entry level of students are identified through Multiple Intelligence Test and Learning styles test. An aptitude test and formal interview on the details of qualifications, experience, hobbies, strength, weakness, opportunities, challenges, socio-economic status, medical history are also taken to analyse every student portfolio, need assessment helps in planning the curriculum as per the diver learner needs.

The PLO's and CLO's aim at harnessing talents of students and leading holistic development. Teachers plan their academic year plan keeping in mind the SDG's and CLO's based on the expected learning outcomes.

The academic calendar gives a glimpse of the activities. The calendar is prepared in consultation with teachers, portfolio incharge and month wise planning is done taking into account the holidays, examination, internship schedule, community and extension work.

Professional attributes: all the activities conducted during the B.Ed course focus on fostering the professional attributes. Students from different educational, socio-economic, religious, abilities, age join the B.Ed course, the entire course aims in grooming them to be an accomplished Atma Nirbhar Shikshak. Every activity is well planned and suited to the changing trends and current needs of the learner. With the passing of time innovative teaching methods are being showcased through expert sessions and alumni interface. Technology plays a vital role in today's classroom, hence value added courses on google application, technology enabled teaching learning and assessment are conducted. Visits to schools of different boards give a comprehensive perspective of school culture to students. Expert session on NEP 2020 gives an idea of the new trends in education. Value added courses on communication, personality development, leadership skills, classroom management help in grooming to the professional expected standards. Students are given enough exposure to presentation skills through seminar, paper reading, group work, assembly, workshops helps in building the confidence level of students.

Personal attributes: Students choosing the teaching profession need to develop them professionally and personally. Personal attributes are nurtured through series of self-help sessions, guidance, mentoring, tutorials, peer tutoring, group work, value added courses. Each of the activity develop different personality traits among the students. Guidance sessions help them to cope with stress and maintain a balance between work and stress. Tutorials help in identifying the study pattern, it also helps in note taking and note making. Study skills help in overcoming the weakness in academic enrichment. Peer tutoring is a great boon as they build strong interpersonal relationship, cohesive work ethics, adaptability and accommodating to other's needs. Value added courses are a great boon to students as they get the expert knowledge, understanding of the current topics in education, thus helping them in shaping their personality and identity.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.7.4 Performance of outgoing students in internal assessment

Response: 85.86

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

during last completed academic year

Response: 85

| File Description | Document |
|--|-------------------------------|
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | View Document |
| Data as per Data template | View Document |
| Link for additional information | View Document |

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The institution has a robust mechanism in evaluating student achievement through the TEST approach for assessing student's learning needs.

T – through formative evaluation

E – evidence of outcomes

S – skills achieved

T – through summative evaluation

Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review.

Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation , group discussion, leadership skills, ICT skills, personality development, soft skills.

Summative evaluation is done through University exams.

Entry level: During the time of admission, the Principal interacts with the students to assess their needs and aspirations, talents, communication skills, strengths, weakness, level of education , socio economic status, medical history. This helps in getting an overall understanding of the students thus creating a student portfolio. Students are counselled at the time of admission. The institution organizes Orientation program for students at the commencement of the batch and semester wise orientation is also done. Portfolio incharge teachers orient the different tasks thus an overall structure of the B.Ed program is provided. Students are provided adequate information of the college, infrastructure facilities, internal assessment, code of conduct, welfare schemes, grievance cell, women development and anti-ragging cell. An aptitude

test, Learning styles and Multiple Intelligence test is conducted to assess the entry level of students. Identifying the learner needs the students are given opportunities for diverse learning experiences, learning spaces. Referral books, value added courses, self-study courses, guidance, tutorial groups are assigned.

Mid-term evaluation: After the commencement of semester the students are continuously monitored and evaluated through essays, class test, assignments, group work, presentation. Performance on these are measured and students under 70% marks are given assistance through mentoring, guidance, study circle, extended library hours, peer tutoring, additional resources, books, e-content. Students securing more than 70% marks are given additional support through skill development courses, training to competitive exams. Counselling and guidance is prominent during mid term evaluation. It helps students enhance the competencies and address the problems at the right time to emerge with meaningful results towards holistic development.

During internship, supervisors provide feedback that helps students in realising their shortcoming and harness the strengths in lesson presentation. Feedback from peers is also encouraged.

Exit level: After the completion of the course the tutorial teachers assess the overall performance of students through the feedback form and analysis of the semester wise academic and other achievements. This gives a clear indication of the progress made by each student from the entry level to the exit level. The achievements witnessed in the students in CCA, Examination, Internship and other project based courses reveals the overall development of the students through the various teaching -learning and other opportunities of growth and self-development.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in respect to claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.81

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 1.4

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 0 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Sanction letter from the funding agency | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0.36

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1.36950 | 0 | 0 | 0 | 1.80000 |

| File Description | Document |
|--|-------------------------------|
| Sanction letter from the funding agency | View Document |
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Sanction letters of award of incentives | View Document |
| Institutional policy document detailing scheme of incentives | View Document |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View Document |
| Documentary proof for each of the claims | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated | View Document |
| Documentary evidences in support of the claims for each effort | View Document |
| Details of reports highlighting the claims made by the institution | View Document |
| Copyrights or patents filed | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.75

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 12 | 5 | 4 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| First page of the article/journals with seal and signature of the Principal | View Document |
| E-copies of outer jacket/content page of the journals in which articles are published | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 5.75

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International

conference proceedings published during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 17 | 13 | 12 | 10 | 17 |

| File Description | Document |
|--|-------------------------------|
| First page of the published book/chapter with seal and signature of the Principal | View Document |
| 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 year-wise | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 12.4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 22 | 15 | 18 | 3 | 4 |

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 91.88

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 184 | 158 | 162 | 145 | 98 |

| File Description | Document |
|---|-------------------------------|
| Report of each outreach activity with seal and signature of the Principal | View Document |
| Event-wise newspaper clippings / videos / photographs with captions and dates | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 93.97

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 185 | 175 | 166 | 142 | 96 |

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim along with photographs with caption and date | View Document |
| Data as per Data Template | View Document |
| Any other relevant link | View Document |

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Service to mankind is service to the community. PCER leaves no stone unturned in extending efforts to the welfare of the community. PCER believes in the strong philosophy of creating humane values among its students, every endeavour foster value-based transactions. Through the teaching learning process outreach activities are fostered through orientation sessions, expert talks, and extension activities. The activities are organised with collaborating partners – schools, colleges, Department of Education , University of Mumbai, Lions Club, Soroptimist International Bombay Chembur, NASEOH, MGNCRE.

Sensitizing students to social issues are the first step towards action-oriented community outreach tasks. PCER has conducted numerous sessions influencing students towards social issues.

- AIDS awareness workshop is done to make them aware of the social stigmatization with AIDS and street play on the same is conducted to spread awareness.
- Expert session on Yoga and Wellness helps students to be aware of healthy living and practice healthy lifestyle. A book on Yoga for Holistic living is published for the development of the society.
- Gender sensitization through sessions, research articles, seminar, publication of books is done successfully. It helps students to understand the importance of gender equality and gender equity. Women development cell organizes special session on menstrual hygiene, distribution of sanitary napkins, women rights session and nurturing entrepreneurial skills among women through Skill Set.
- Swachhta campaign is taken up in a meticulous manner at PCER through MGNCRE sponsored programmes various days of celebration is observed to spread awareness and sensitize the immediate need for action. PCER follows the moto Sustainable Goals ... sustainable future. Hence all activities address the need to follow the SDG's.
- PCER organizes quiz, poster competition, slogan writing competition, VENTEL activities thus highlighting the need to contribute for the wellbeing of the society.
- Outreach activities through fundraising has gained a lot of prominence during the Covid pandemic. PCER extended support to the community by providing food to migrant workers, food grains to home for aged and underprivileged, oxygen concentrator and community fridge. Fundraising was done through a recipe contest, amazon inventory, poster competition thus providing food, supplies, masks, medicines, blankets to the underprivileged in the society. Jumble sale is another opportunity in reaching to the unreached and helping them through household stuff, clothes. Fistful of grains is conducted every year and proceeds of the same is given to the needy thus sensitizing the students to contribute to community development.
- Street plays, dramatization, extension activities are always undertaken on pertinent issues that need to be addressed and be aware in the society such as female infanticide, dowry issues, AIDS, human rights. Sensitizing students through this is vital towards community development. YouTube sessions and recordings on the same is uploaded for public viewing.

Thus PCER is focused in sensitizing students towards community development through the manifold activities.

| File Description | Document |
|--|-------------------------------|
| Report of each outreach activity signed by the Principal | View Document |
| Relevant documentary evidence for the claim | View Document |
| Any other relevant information | View Document |

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 6

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |
| Link for additional information | View Document |

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 9.2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 15 | 2 | 1 |

| File Description | Document |
|--|-------------------------------|
| Report of each linkage along with videos/ photographs | View Document |
| List of teachers/students benefited by linkage exchange and research | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 21

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 21

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copies of the MoUs with institution / industry/ corporate houses | View Document |
| Link for additional information | View Document |

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report of each activities with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

Criterion 4 - 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

Response:

The Institution has sufficient infrastructure and has well built mechanism for the proper utilization of physical facilities for teaching and learning. The campus provides an excellent infrastructure for smooth conduct of classes. The institution has, Principal Cabin (1), Administrative office (1), Accounts Office (1), Seminar hall (2), Research Room -01, Classrooms (9), Laboratories (1), Staff – rooms (1) Library (1) IQAC Room (1), Photocopy and Printing center (2), Computer Lab (1) Girls Common Rom (1), Boys Common room (1), Girls toilet (2), Boys toilet (2), Aquaguard Drinking water on ground floor, second floor, third and fourth floor, Conference room (1), Reading room (1), Counselling room (1). The details of available infrastructure are as follows:

Classrooms Facilities: The institution has 9 spacious, well-ventilated classrooms available with all facilities. All rooms have adequate seating capacity and are well equipped to meet the conventional teaching tools and furnished comfortably

Class Room with ICT facility: There are 9 classrooms with LCD facility. 02 seminar hall and one computer laboratories also have ICT facility. Classrooms having Wi-Fi facilities helped in effective teaching-learning process

Computer facilities: College has 1 computer laboratory with well-configured computers and internet facility [Both LAN and Wi-fi facilities are available]. Separate software's are available both at office and library for the smooth functioning of administration.

Research Room : The institution has a separate research centre for discussions, sessions, presentation to carry out doctoral research program.

Library: Works under the supervision of librarian Digital Library with 4 computers with internet facility N-List facility News papers, journals, magazines and periodicals Separate reading room for students and staff members Common reading room for all the students

CCTVs: Floor wise CCTV cameras.

Sports equipment: The annual Sports Day is conducted at RCF Grounds, Chembur. The preliminary practice and mock rounds are done in the college campus. Sports equipment such as ball – throw ball, basketball, cricket ball, cricket equipment, dumbbells, weights, carom board, chess board are available in the college campus. The multipurpose ground gives opportunity for students for indoor and outdoor.

| File Description | Document |
|---|-------------------------------|
| List of physical facilities available for teaching learning | View Document |
| Geo tagged photographs | View Document |
| Link for additional information | View Document |

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

Response: 100

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

Response: 7

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 7

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |
| Link to relevant page on the Institutional website | View Document |

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 2.4

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 7.07750 | 3.60000 | 5.00000 | 4.80000 | 8.50000 |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

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

Response:

Library is the storehouse of knowledge and PCER is proud to have a very robust library and its facilities. Library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library provides ample space to each section –Reference Section, Periodical Section, Thesis section, B.Ed related books, General reading section, Research Section (Ph.D.), Photocopying Section (ground floor), Subject Wise Books Section, and Reading Room, Internet browsing section. The up gradation of library software is done time to time. The library is fully computerized, OXIGEN- library software is used for library transaction. This provides an online OPAC for end users and automated circulation for librarians. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID NLIST/22-23/1757, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre . National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college has also subscribed services of e-Shodhganga, which is a digital repository of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made available in open access. These services of e-resources are accessible for students, researchers and faculty of the college; and other beneficiaries who have a liaison with the college library. It is functional with proper internet and Wi-Fi connectivity. The library provides services like Book on sale, book bank facility, new arrival display on racks, Book exhibition, Library awards in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Separate library cards are issued to all students. All the students and faculty are allowed to access internet free of cost. The college has appointed a full-time librarian, one assistant librarian. Proper maintenance of registers is done from time to time.

| File Description | Document |
|--|-------------------------------|
| Bill for augmentation of library signed by the Principal | View Document |
| Web-link to library facilities | View Document |
| Link for additional information | View Document |

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

The college library department is fully computerised. All documents are maintained electronically and all transactions are documented systematically. Installation of Inflibnet for the benefit of research scholars, students. The library is fully computerized, with OXIGEN- library software used for library transaction. The attendance of students termed as library hours is kept account of using the scanner. The scanner scans the students library card and records the time spent in the library. The library has computers with internet access, using open-source integrated library software. This provides an online OPAC for end users and automated circulation for librarians. The library resources i.e reference books, text books, journals, encyclopaedias, research bulletins, M.Ed. dissertation and Ph.D. thesis etc. are adequate and are added to the existing collection. The library also provides INFLIBNET and N-LIST access to teachers and students. The PCER library provides the lending Service and reference service. The library offers free internet browsing to all students and faculty. There is a provision of Inter Library Loan with the institutes under the MES management. The library also gives permission to overnight issue of book. Library cards are provided to issue books. Study materials of competitive exams such as GATE, GMAT, GRE, MBA, TET, CET, quiz competitions and CIVIL service coaching are provided in our library for students and staff. Literature and class books are also provided to students and staff. An online library is also created and books are uploaded to develop reading habit. The library encourages Vaachan Prerna Divas also organises Book review competition and Best Reader award.

| File Description | Document |
|--|-------------------------------|
| Details of users and details of visits/downloads | View Document |
| Any other relevant information | View Document |
| Landing page of the remote access webpage | View Document |

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga

4.e-books
5.Databases

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Receipts of subscription /membership to e-resources | View Document |
| E-copy of the letter of subscription /member ship in the name of institution | View Document |
| Data as per Data template | View Document |
| Link for additional information | View Document |

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 1.44

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 1.208 | 1.260 | 1.816 | 1.768 | 1.130 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.71

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 300

| 4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year | | |
|--|-------------------------------|--|
| Response: 268 | | |
| 4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year | | |
| Response: 200 | | |
| 4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year. | | |
| Response: 108 | | |
| 4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year. | | |
| Response: 122 | | |
| File Description | Document | |
| 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 last completed academic year with seal and signature of both the librarian and principal | View Document | |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | View Document | |

| 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 | | |
|--|-------------------------------|--|
| 1.Relevant educational documents are obtained on a regular basis 2.Documents are made available from other libraries on loan 3.Documents are obtained as and when teachers recommend 4.Documents are obtained as gifts to College | | |
| Response: C. Any 2 of the above | | |
| File Description | Document | |
| Data as per Data Template | View Document | |
| Link for additional information | View Document | |

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The institution has well established IT facilities and its being kept on updating as per the need. Wi-fi facility is powered by dedicated leased lines (250 Mbps). In meeting and being at par with the latest the digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and effectively using ICT to ensure effective teaching-learning process. Every year, budget is allocated by the management for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus. Students spend their extra time to make use of the abundant information available on the Internet at the library. The College has one computer Laboratory with requisite numbers of computers and these computers are made accessible to the students to instill the IT skills in them. The college is in possession of 45 Desktops and 20 Laptops. Among these, 40 computers are used by the students and the rest are used by the office. All the computers in laboratories are connected with LAN and internet facility. Digital library with 5 computers are for students, where students can access N-List membership resources along with free resources available on internet. The college also possesses other ICT equipment such as projectors (5), LCD Display (2), printers (5) and photocopiers (4). These ICT equipment are adequate for the benefit of students in particular and the staff members in general. During Covid-19 lock downs teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google class room etc. The institution has purchased the zoom license for online sessions. The college has a YouTube Channel with more than 1000 subscribers and live and recorded sessions. The college also has the facility of recording lectures

The institution also has an online LMS– Prabal MOOC offering free online courses for students, teachers and alumni. The college also maintain an online digital library for students, alumni and faculty.

| File Description | Document |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3.2 Student – Computer ratio for last completed academic year

Response: 5

| File Description | Document |
|---|-------------------------------|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

4.3.3 Internet bandwidth available in the institution

Response: 255

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 255

| File Description | Document |
|---|-------------------------------|
| Receipt for connection indicating bandwidth | View Document |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |

4.3.4 Facilities for e-content development are available in the institution such as

- 1.Studio / Live studio
- 2.Content distribution system
- 3.Lecture Capturing System (LCS)
- 4.Teleprompter
- 5.Editing and graphic unit

Response: C. Any 2 or 3 of the above

| File Description | Document |
|---|-------------------------------|
| List the equipment purchased for claimed facilities along with the relevant bills | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link to videos of the e-content development facilities | View Document |
| Link to the e-content developed by the faculty of the institution | View Document |
| Link for additional information | View Document |

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 2.5

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7.26470 | 3.76719 | 5.07435 | 5.21011 | 8.91764 |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

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

Response:

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and upgradation of various facilities in the classrooms, laboratories, library etc. The college takes in account of the need for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various committees have been formed, that regularly monitors and evaluate the requirement of maintaining physical, academic and support facilities. The college also accepts suggestions and demands from students, alumni, faculty members regarding the maintenance of infrastructure and other facilities.

The classrooms have adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment and are also equipped with fire extinguishers. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. In science laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Computer laboratories have adequate number of computers with required component configuration and also downloaded with latest antivirus software. Need based upgradation of software and hardware and maintenance of ICT facilities is done by

the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider. Free access to internet is provided to faculty and the students.

The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure. Maintenance and utilization of library resources are done strictly following the library rules.

The college campus is maintained by the college development committee of the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. is maintained on daily basis. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called.

The regular maintenance and cleaning of classrooms, laboratories, toilets, library etc. are done by supporting staff who are made available during day time in all days.

| File Description | | Document | |
|--|--|-------------------------------|--|
| Link for additional information | | View Document | |
| Appropriate link(s) on the institutional website | | View Document | |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Sample feedback sheets from the students participating in each of the initiative | View Document |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View Document |
| Photographs with date and caption for each initiative | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: B. Any 7 of the above

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Geo-tagged photographs | View Document |
| Paste link for additional information | View Document |

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Samples of grievance submitted offline | View Document |
| Institutional guidelines for students' grievance redressal | View Document |
| Data as per Data Template for the applicable options | View Document |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View Document |
| Paste link for additional information | View Document |

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the Placement Cell | View Document |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View Document |
| Data as per Data template | View Document |
| Paste link for additional information | View Document |

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 15.96

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 15 | 19 | 17 | 5 | 4 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Appointment letters of 10% graduates for each year | View Document |
| Annual reports of Placement Cell for five years | View Document |
| Paste link for additional information | View Document |

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 25.25

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 25

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

| 5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D. | | |
|---|-------------------------------|--|
| File Description | Document | |
| Upload any additional information | View Document | |
| Documentary evidence in support of the claim | View Document | |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View Document | |
| Data as per Data Template | View Document | |
| Paste link for additional information | View Document | |

| 5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET) Response: 1.06 | | | | |
|--|-------------------------------|---------|---------|---------|
| 5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0 | 4 | 0 | 0 | 0 |
| File Description | Document | | | |
| Upload any additional information | View Document | | | |
| Data as per Data Template | View Document | | | |
| Copy of certificates for qualifying in the state/national examination | View Document | | | |
| Paste link for additional information | View Document | | | |

5.3 Student Participation and Activities

| |
|--|
| 5.3.1 Student council is active and plays a proactive role in the institutional functioning Response: PCER student council is formed as a student representative body as a liaison between the staff and students. They are instrumental in ensuring smooth implementation of cocurricular activities by mobilizing students to participate, plan and execute the various range of activities conducted by the college; both |
|--|

curricular and cocurricular. Under the guidance of the Principal and the faculty in charge is responsible for conducting a variety of events. Its **main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, develop team-spirit, leadership skills and cooperative learning amongst student teachers.** The various activities conducted by the **Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teachers and Principal.** The student council works closely with both the staff as well as the students. They are an important link in the communication and transmission information between the institution and the students. The purpose of the Student Council (SC) is to **serve as the effective communication medium between the administration and students.** Even though there is a fair chance to every student to communicate at any time with the administrative officials, Student Council acts as the interactive body facilitating primary level of communication.

General Secretary: The General Secretary (GS) heads the Student Council and coordinates activities among the members of the Council and the teachers and the students.

Deputy General Secretary: Along with the General Secretary, the DGS heads the Student Council and coordinates activities among the members of the Council and the teachers and the students.

Academic Incharge: The Academic incharge is a person who has a good hold of the subject notes, learning material and academic schedule and coordinates with the faculty in keeping all academic matters updated for the benefit of the students.

Assembly Incharge: The assembly incharge will be responsible for coordinating with the student body for the daily and special assemblies as well as keeping a record of the same.

Cultural Incharge : The cultural incharge oversees coordinating with the students to ensure maximum participation of student-teachers to put up good quality cultural programmes to be showcased at various inter and intra collegiate platforms.

Sports Incharge: The Sports incharge is responsible for organizing the annual sports day event in PCER Chembur. Apart from this, the sports incharge also organizes small indoor/ online events for the purpose of promoting sports and sportsman spirit among the students of PCER, Chembur.

Report Writing Incharge: The Reports incharge takes charge to write and maintain reports and/ or collect and compile reports written by others for all major activities conducted by the student body. .

Photography Incharge: The Photos & Records incharge is responsible for ensuring that all important programmes are recorded and good photos from each event is stored and kept ready. The Photos Incharge is expected to be good with photography and design to select good photographs for every occasion.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| List of students represented on different bodies of the Institution signed by the Principal | View Document |
| Documentary evidence for alumni role in institution functioning and for student welfare | View Document |
| Copy of constitution of student council signed by the Principal | View Document |
| Paste link for additional information | View Document |

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 21.4

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 58 | 28 | 9 | 6 | 6 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Reports of the events along with the photographs with captions and dates | View Document |
| Data as per Data Template | View Document |
| Copy of circular / brochure indicating such kind of events | View Document |
| Paste link for additional information | View Document |

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The purpose of Alumni Association is to sustain student's loyalty towards the organization and

promote welfare of the same. The PCER Alumni Association is an active team that plans activities, events for the welfare of the current students and the institution as a whole. **Alumni Association of PCER was registered in 2011 under the Society Registration.** The alumni association conducts several activities and has a separate bank account. The association volunteers in maintaining the quality of learning experiences provided by the college. It meets periodically to discuss the ways and means to improve the academic engagement in the institution and support to the wider need of augmenting the institution to scale greater heights. **Alumni association strongly believes in providing opportunities for higher education as well as and employment opportunities.** Alumni of the institution **contribute both financially and non-financially over the years in growth and development of the institution.**

Many alumni are working on various prestigious designations such as principals, coordinators, Academic leaders, entrepreneurs help in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently **invited as external supervisors, judges, audit, valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training.** During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged.

The alumni are invited regularly to conduct sessions on their respective areas of expertise through a **lecture series called Learning Q-EST.** Alumni also **conduct career guidance sessions, grooming and personality development session.** Alumni Association also organised a **Donation Drive** came forward to donate Clothes, Books, Household things, Toys, Bags and Blankets that was then distributed among the slumdwellers of Chembur, Kurla. On the occasion of World Student's Day, the **Alumni Association also sponsored for Cash prize (Amazon Coupons) for the winners of 'A quirky story writing competition- Journey of a student'** which was organised for the students.

Alumni Association also authored books 'Decoding SDG in Classroom', Her voice, Futuristic Role of teachers, Teachers as Nation builders, Classroom Dynamics- Action Research

Alumni have contributed their articles/ lesson plans/ action research in the following books. **Alumni corner is a regular feature of the monthly newsletter – Horizon.** The alumni book bank is set up to ensure reusing of resources as well as to cater to the students who would benefit from the same. **Alumni also donates books in the library for reference and reading. Alumni felicitates the teachers on Teachers Day and get together is held towards social gathering.** The **Alumni Achievers Award is instituted to felicitate the Alumni** for their achievement in the field of education. PCER alumni association very actively participates in all activities which not only helps the organization shine but also makes them perfect role models for their juniors.

They have conducted sessions on introducing the current batch to different innovative teaching aids and an introduction to baseline tests in schools. They have also acquainted to the new student teachers on how to be the best teachers in the classroom. The Alumni awards motivates the students to excel in their task and be eligible for the awards in the future. Alumni also provides career guidance for higher education and job placements. **Alumni Meets are organized to provide a space where alumni from various batches can interact and network with one another.** Alumni encourages students to contribute articles in books thus enhancing their literary skills. Alumni are the backbone of the institution it assist in curriculum planning and delivery. Student support and motivation is highly encouraged by the alumni and this helps in taking the institution to a higher level of success and progress. **Alumni members contribute and provide**

feedback on curriculum development, financial aid to needy students, students' support for admission, placement, guidance as well as mentoring. E-content development and extension of various online services to students for example website registration readily available notes and lectures as well as conducting online examinations smoothly.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of office bearers and members of alumni association | View Document |
| Certificate of registration of Alumni Association, if registered | View Document |
| Paste link for additional information | View Document |

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

| File Description | Document |
|--|-------------------------------|
| Report of alumni participation in institutional functioning for last completed academic year | View Document |
| Income Expenditure statement highlighting the alumni contribution | View Document |
| Documentary evidence for the selected claim | View Document |
| Any other relevant information | View Document |
| Any additional link | View Document |

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 Number of meetings of Alumni Association held during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View Document |
| Paste link for additional information | View Document |

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.

Response:

Alumni Association PCER, Chembur plays a vital role through student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges. Institute has a dynamic alumni association that works in tandem with the faculty in devising methods to improve teaching methods, effective assessment, impact of student potentials to the welfare of the society, organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance, writing synopsis, paper presentation, and also participation in personality oriented events like debate competition, quiz, inter-intra collegiate events, grooming sessions, publications, personality development. Alumni members contribute and provide feedback on curriculum development, financial aid to needy students, students' support for admission, placement, guidance as well as mentoring. Feedback of members plays a very vital role in filling the lacunae in curriculum left unnoticed.

Recognizing talents: Alumni help in organising talent shows, orientation sessions, bridging sessions that helps in comforting the students while they join the B.Ed course. Students from different background such as age, socio-economic status, gender, cultural diversity, level of education, marital status join the course, with these diversities student need support from the faculty and the alumni to tread this journey smoothly and gain academic achievement and self-development. Alumni is a big support in reaching this unreachable gap and assist in mentoring and hand holding at regular intervals. During Orientation sessions, alumni interacts with the students and counsels on the journey of B.Ed course, lesson demonstration and guidance, classroom behaviour expectation, community outreach activities, extension activities.

Nurturing talents: Several alumnus are a part of the Learning Q-EST series invited to give a talk on their expertise in education. This not only gives current students more insight into the field of education, but also serves as a form of motivation to be creative and inquisitive teachers who create best teaching environment to their students with available resources. Learning Quest sessions were conducted on the following topics; Inclusion in Education, Technology in Education, Collaborative interactive learning

techniques, Prerequisites of being an Educator, Challenges of Online teaching and their solutions, Importance of developing thinking skills in children, Experiences in Today's Challenging Times, Secrets from the Classroom- Dynamics that Classroom Experiences can teach you, Challenges in Distance Learning. These learning quest sessions were more useful during the pandemic times as the student-teachers learnt a lot about how they can make teaching interesting on the online platform. Alumnus are invited to share their experiences as teachers that helps new students develop a better idea of the expectations of the course as well as of their future careers as teachers. They have conducted interactive sessions on 'The role of teacher in today's Classroom' and workshop on 'Non-Violent Communication'. They organized a One Day Symposium on 'Institutional Best Practices'.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Documentary evidence in support of the claim | View Document |
| Paste link for additional information | View Document |

Criterion 6 - 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

Response:

PCER, Chembur envisions empowering student teachers to be humane, self-reliant to tackle local and global issues. In this endeavour PCER undertakes initiatives with the relentless support provided by the Management of Mahatma Education Society. The Management, Principal, Teachers, and administrative staff work in tandem to fulfil the vision and mission and objectives of the institution through the various activities. Institutional policy is mentioned in the Code of Conduct. The various committees play a vital role in providing direction to quality enhancement of all the institutional transactions. The faculty members are part of the committees such as IQAC, CDC, Student Council, Practice Teaching Committee, Research, Placement, Library, Alumni that plan and conduct the tasks related to the efficient functioning of the institution

The Management provides apt guidance and freedom to plan the activities in the institution. The Principal in consultation with the Management develops an overall **Strategic Plan focusing on areas: 1) enhance teaching learning 2) strengthen training and placement 3) Research initiatives 4) Integrating technology in classrooms 5) strengthening alumni engagement 6) Community outreach 7) establishing eco-friendly campus.**

To fulfill the same, Principal prepares a monthly planner, tasks are delegated through portfolios. **Regular academic and financial audits are conducted to focus on the effective functioning of the organization,** records and reports are maintained, appraisal is done and communicated to the stakeholder, the same is communicated to the Management and the governing body. The **budget allocation and other financial planning is also done** by the Principal along with the accounts and office staff. The **institution adopts an open-door policy** to the staff and students to approach the Principal on any matter. **Regular staff meetings, committee meetings are conducted** to plan, execute and provide feedback about the activities conducted by the institution. **Feedback is documented and action taken report is provided** for the same.

Regular feedback and reviews taken from the stakeholders highlight the leadership role in strengthening the goals of the institution.

Ø **Planned academic initiatives** consisting of effective student centric learning opportunities, meeting the diverse needs of a learner and engaging Internship activity.

Ø **Fostering a culture of professional growth** through professional development workshops, enrichment sessions etc.

Ø **Engaging alumni and other stakeholders** in the development of the institution in building a legacy of academic excellence, professional competence and value-based transactions.

Ø Building a strong sense of responsibility towards the society through effective and continuous community outreach initiatives done by the management, faculty, students, and stakeholders.

Continuous monitoring system helps to stay in tune with the institutional goals. Necessary midterm correction or immediate action plan are devised to solve unexpected issues and challenges. Feedback from the Management, teachers, students, non-teaching faculty, alumni, practice teaching schools, parents etc help in taking the necessary and immediate progressive steps towards the welfare of the stakeholders and establishing a strong foundation to the institution.

| File Description | Document |
|---|-------------------------------|
| Vision and Mission statements of the institution | View Document |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View Document |
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.1.2 Institution practices decentralization and participative management

Response:

PCER,Chembur believes and **follows a policy of decentralization and participative management** in its transactions through delegation of responsibilities with the Management, Principal, Faculty, Support staff, Students, and committees in the institution. The Management believes in **democratic leadership, team effort, vision and encouragement lend a shared sense of responsibility and commitment** among all the stakeholders. Institution adheres to the Organogram for decision-making. The Principal in consultation with the Management and faculty allocate various portfolios and tasks. The Principal is the Chairperson of all the committee alongwith the teachers and /or students, well defined objectives and activities are minutely scrutinized to achieve the programme outcomes. The **committees are appointed on a rotational basis**. Portfolio wise reports, activity wise reports and review meetings are conducted to keep a check of the same. The various committees are Admission, Examination, Practice Teaching, Alumni, Student Council and Co-curricular, Library, Research, Placement.

Decentralization and Participative management can be seen in the committees through -

Admission Committee conducts CET Orientation session for prospective students. CET booklet is also prepared by teachers. Practice teaching committee plans the Internship activities to be carried in school.

Research Committee plans for seminar, publications, and research exchange programmes.

Apart from the regular planned activities, additional welfare and enrichment activities are also conducted.
PCER follows the policy of P-E-R in all its initiatives

P - Plan

E - Execute

R - Review

Planning: The code of conduct and handbook provides the requisite information for the staff and students in the institution. The institution adopts an open-door policy based on a transparent and democratic way of functioning that is consistently maintained in all aspects of the institutions transactions.

Execution: The institution ensures this by taking inputs from all its stakeholders such as students, teachers, alumni, practice teaching schools, community groups etc. Various important decisions regarding the administration of the institution are taken through the College Development Committee, the IQAC which comprises representatives from the Management, Teaching staff, administrative staff, student and community. The Principal in consultation with the Management and the faculty prepares the action plan in keeping with the vision, mission and objectives of the institution and focused towards achieving the programme outcomes. The planner is centred on the strategic plan of the institution and lays out the curricular and co-curricular activities for the academic year. Based on that the resource requisitioning is done, the budget is prepared, the incharge teacher for each activity, event prepares the income and expenditure statement which is audited. The teaching learning experiences, co-curricular activities, practice teaching, community service, add on course, and various activities for the academic year are designed in alignment with the programme outcomes. The faculty members are involved at various levels of the decision-making process. The faculty members are part of various committees and in coordination with student council carry out the activities.

Review: Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities.

| File Description | Document |
|--|-------------------------------|
| Relevant documents to indicate decentralization and participative management | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

PCER, Chembur follows transparency in its financial, academic, administrative and other functions. All relevant information with respect to the institution are displayed on the website such as policies,

values, code of conduct, mandatory disclosures of documents, organogram, strategic plan, IQAC initiatives, examination related documents, students and faculty related updates etc. **Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.** Decisions regarding the smooth functioning of the institution are conducted in a democratic manner, including the Management, Principal, Faculty, students, and based on the Strategic Plan, IQAC initiatives, CDC initiatives, and feedback provided by various stakeholders.

With respect to **Academic aspect the institution disseminates updated information regarding its academic activities** to all its stakeholders on the website. The **year plans, academic planner, programme outcomes, course learning outcomes are regularly updated and uploaded.** Student data and other updates regarding academic activities are displayed on the **institution's website- information regarding admission process, the student list, pedagogy wise student list, learning material, timetables, exam schedules, question bank, answer key, e- learning, e-library, content enrichment programme, value added courses, co- curricular activities, enrichment programmes** etc. The institution through its **e-newsletter- HORIZON** provides updated information regarding all events and activities conducted by it. Academic audits are conducted regularly.

The Financial budget is prepared by the Governing body, the income expenditure statement is given, and balance sheet is prepared, and accounts are audited and put up on the website. The Principal in consultation with the Management and the Faculty **prepares the planner of activities and based on that and the resources required, the budget, the total projected expenses funds are allocated.** After every event the in-charge teacher submits the income- expenditure statement for the event. The **filing of returns are done yearly.** The Accounts department files it, the balance sheet is duly audited by external auditors and uploaded on the website.

With respect to the **Administrative aspect the students are enrolled through the online process by the CET cell and CAP process and the institution** displays updated information regarding the admission process on its website. Information regarding the institutional leadership, decision making bodies, faculty and staff, institutional committees, student council etc are all displayed on the website. The **B.Ed admissions are conducted online as per ARA, AISHE** all forms are filled online and uploaded. The NCTE, AQAR reports are uploaded on the website. **Regular audits are conducted for the institution.** Information regarding migration, transfer is all updated on the institution's website. The institution also regularly updates the website with information regarding the community service, outreach programmes conducted by it. **Information with respect to the alumni programmes, digital library are all provided through the institution's website.**

| File Description | Document |
|--|-------------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

‘Teachers teach as they were taught’, and this is the driving force of the participative experiential learning process PCER aims to provide to its student teachers. By **modeling creative, collaborative and effective teaching methods**, *PCER aims to cultivate a crop of new teachers each year that have had the first-hand experience which they can then translate into their classrooms to provide quality education wherever they go.*

From the strategic plan, **Enhance Teaching Learning** has been successfully implemented since its adoption and continuously worked on to keep updated with the changing times. Teachers were to upgrade their skills and this can be evidenced from several faculty development programs. Apart from this the teachers created **Add on/Value added/Certificate courses** for the students to enhance their teaching skills. **PCER also launched its own LMS, Prabal MOOC** providing professional development opportunities to students of the college as well as educators from other institutions. Teachers adopted the use of an effective online classroom management platform to upload notes, assignments, quizzes, and manage other learning logistics and material for the students. Apart from this, **teaching learning includes collaborative methods both online and offline**. All papers have incorporated creative and effective teaching learning methods to provide the model teaching learning experiences which students can emulate in their own careers as teachers. While clearly distinguishing between **principles of pedagogy and andragogy**, **teachers expose students to a range of teaching methods**. **Case studies, scenario based learning, seminars, presentations are used**. Blended learning has become a default since the pandemic and students have been exposed to this and seen it’s effectiveness on a first hand basis. Teachers **encourage collaborative and constructive learning** by using think-pair-share, group discussion activities in the teaching learning process to ensure that students are active participants in the teaching learning process rather than just passive listeners. Teachers use **various online tools for teaching like jamboard, kahoot etc and students are encouraged to do the same**. This is also incorporated into their course work as presentations, assignments as padlet activities, videos etc. **Critical thinking is encouraged by book and movie review assignments**. Developing the broad range of skills required as a teacher is an ongoing process at PCER. To further this agenda a **lecture series called Learning Q-EST** was initiated to provide more exposure to the student teachers on the various skills required for their subsequent careers as teachers. It includes a **lecture series on emotional, social skills and teaching skills that are important for them to develop**. Several other student enrichment activities are conducted on a regular basis to enhance the pre requisite knowledge, skills and attitudes that they require as teachers. These include everything from creating effective teaching aids, to mastering various new techniques of teaching, developing communication as well as classroom management skills. **Workshops are also conducted on VENTEL(Vocational Education Nai Talim Experiential Learning) to expose student teachers to novel teaching methods that they can practice in their internships and eventually master.**

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link to the page leading to Strategic Plan and deployment documents | View Document |
| Link for additional information | View Document |

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.

Response:

Managerial Governance

The institution is a linguistic minority institution run by Mahatma Education Society and is affiliated to the University of Mumbai. The long-term plans of the institution are spearheaded by the Management - Dr. K.M. Vasduevan Pillai, Chairman and CEO; Dr. Daphne Pillai Secretary and Chairperson, Management Board. The Management through their dynamic leadership, vision, and inspiration play a vital role in steering the institution towards excellence in the field of education.

The Principal is the head of the institution and in consultation with the Management plans and guides the transactions of the institution. The Principal in coordination with the staff and various committees ensures the smooth functioning of the institution in alignment with University rules, the vision, mission, objectives and values of the institution.

College Development Committee

As per Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) clause 97, a College Development Committee (CDC) has been established in PCER. The Elected and Nominated members have a term of five years from the date of election or nomination. The CDC meeting takes place twice every semester i.e. four times in a year and endeavours to promote academic excellence, infrastructural development, prepares a comprehensive development plan for the institution, teaching activities, academic calendar, cocurricular activities, new courses, training programmes, prepare the annual report etc.

IQAC

Since its inception, PCER, Chembur has been a quality conscious Institution in all its actions and dealings and it has been the uppermost concern and thrust, and its motto. The IQAC of PCER in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution.

Grievance Redressal Mechanism

The institution has a grievance redressal cell to address the individual as well as collective grievances of

the students. The grievance redressal cell aims to provide a mechanism to address student-teachers grievances and to take measures to solve the problems faced by student-teachers. Students can convey their grievances through a grievance box installed in the library or by filling the google form: <https://forms.gle/xTZ1jnizGjKd9kT5A>.

Anti- Ragging and Anti- Sexual Harassment Cell

The institution has an anti- ragging and anti-sexual harassment cell to cater to the safety and welfare of the students. The committee comprises the Principal who is the President and three teachers in charge. The objectives of the cell is to be vigilant and prevent incidences of ragging, educate the students and create a positive environment in the institution.

Recruitment and Promotional Policies

The institution advertises in the national and regional newspapers for the vacancy post as per the norms and conditions laid down by UGC. Eligible candidates are interviewed by a panel of experts and the selected candidates are recruited. A candidate who is NET/SLET, proficient in English, techno savvy, has suitable professional and personal qualities are preferred. Salary structure and service conditions are also as per the UGC and University guidelines. The staff is appreciated and recognized for the efforts taken in performing the responsibilities handed to them.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link to Organogram of the Institution website | View Document |
| Link for additional information | View Document |

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module | View Document |
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Annual e-governance report | View Document |
| Link for additional information | View Document |

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

PCER routinely conducts activities that help to **create awareness and further the agenda of the Sustainable Development Goals** as defined by the UN General Assembly. As an educational Institution **PCER has focussed on SDG 4: Quality Education** while also incorporating several other sustainable development goals into college activities. For SDG 4: Quality Education, **several expert talks, workshops, seminars etc have been conducted.** With the onset of the pandemic, webinars on online teaching and how to ensure quality education in a virtual classroom were conducted. **Sessions like ‘Teaching- Learning Dynamics among the Distant Learners’, and ‘Learner and Learning Adaptive Behaviors Post Covid-19’ were conducted.** The Alumni Association conducted lectures/webinars for a series called **Learning Q-EST** that were geared around the various SDGs. To spread this agenda of the SDGs across the country, the college collaborated with other institutions to organize a **National Level Live Webinar titled NEP 2020- Vision for a Prospective Nation.** In keeping with SDG#3: Good Health and Well-being, the college introduced ‘Positive Vibes’, a new initiative towards monitoring the emotional well-being of its students and Alumni. The **VENTEL Cell of PCER celebrated World Health Day** by conducting a special assembly. In addition, for **SDG 3**, awareness sessions on various health issues are conducted regularly in observance of specific days like, World AIDS Day, World Cancer Day, etc. The **Women Development Cell conducts various events in line with SDG #5: Gender Equality** and SDG 10: Reduced Inequalities. On account of **International Day of the Girl Child and World Mental Health Day**, ‘**Digital Stree Shakti- Webinar on Online Safety of Girls**’, a webinar was held focused on the online safety of girls. In 2020 Human Rights Day was celebrated by the faculty and students creating a video showcasing the violations of various rights. Women Development Cell also observes and **conducts relevant sessions on ‘World Day for Safety and Health at Work’.** In line with **SDG#11: Sustainable Cities and Communities a Slogan and Poster making Competition** with the theme "Sustainable Living during COVID-19" was organized. **Goal 16: Peace, Justice and Strong Institutions was addressed through an online quiz in observance of International Day of Peace and Non-Violence.** The **Student Council and Department for Co-curricular Activities also conducts various quizzes** on a range of different topics to check for and create awareness about themes like quality education, sustainable development, gender issues, environmental issues etc that are rooted in the commitment to fulfilling the SDGs. In order to mark the **World Day for International Justice, the Department of Co Curricular Activities organized a talk about ‘PoSH and the Legal Rights of Teachers’.** The Library committee did their part by upholding **SDG# 12 - Responsible Consumption; Production** by launching the

PCER Digital Library. To maintain the quality of education despite the disturbance of the pandemic, interactive online teaching methods were adopted quickly and the examination committee conducted orientation sessions to update students of exam formats. In this way PCER and its several committees have kept its commitment to the SDGs.

| File Description | Document |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Action taken report with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Attending Seminar and Conference- The faculty is encouraged, and support provided to attend various seminars and conferences and present papers at these forums as it leads to exchange of ideas.

Refresher/ orientation/short term course- The institution places a lot of emphasis on the professional development of the faculty and encourages and supports them to attend orientation, refresher and short-term courses to update their knowledge.

Performance appraisal system- The 360-degree performance appraisal mechanism is followed to provide a complete picture of faculty performance and aids in providing constructive feedback and developing the human resources of the institution.

Training/Capacity Building- The institution also organises short term courses, faculty development programmes and sessions by various experts to augment the capabilities of the staff. During the pandemic training sessions were conducted for staff to familiarise them with various aspects of online teaching. The facility of Coursera online courses was provided. The non-teaching staff were provided with the necessary training to upgrade their ICT skills.

Research support- The institution encourages the faculty in their research endeavours by providing them all necessary support such as utilization of institutional resources, infrastructure facilities, financial support, flexible work hours etc.

Use of Inter-institutional library- The libraries are well equipped with a wide variety of books, journals,

magazines and the latest digital resources. This is of huge benefit to the faculty in the research projects as well as to stay updated.

Free participation in Inter-institutional Seminar- There are several opportunities for participation in Seminars and presenting papers within the various institutions under MES and the institution consistently motivates the faculty to attend the same and present papers.

Participating in MES Research forum- The faculty are encouraged to participate and present papers at the MES Research Forum which provides excellent opportunities for sharing and exchange of ideas, promoting research practices and interaction with experts from diverse fields.

Health care - The institution provides the facility of a Doctor on call. During the pandemic period all safety measures were provided to the staff reporting in the institution.

Flexi time during non-teaching days- The faculty are provided with flexi time during non-teaching days providing them with time to pursue other endeavours such as research work, publications etc.

Duty Leave- The faculty are provided with Duty Leave for attending Orientation, Refresher courses, Pre-Ph.d courses, University commitments.

Leave sanctioned for personal reasons- The welfare of the faculty is very important to the institution, and they are provided with leave facilities for personal reasons.

Faculty completing PhD are given cash benefits- All the faculty members are encouraged to pursue their doctoral studies. They are felicitated and provided cash benefits during the Teachers' Day celebrations.

Loan Facility- The staff are also provided with loan facility from MES credit society. The institution provides the non-teaching staff with micro-finance facility.

Teachers Day - The Management organises the Teachers Day celebration bringing together all the institutions for the programme which consists of a wide variety of cultural events presented by teachers and the achievements of the teachers are appreciated.

| File Description | Document |
|--|-------------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View Document |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences /

workshops and towards membership fees of professional bodies during the last five years**Response:** 58.33**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 10 | 07 | 02 | 03 |

| File Description | Document |
|---|-------------------------------|
| Institutional Policy document on providing financial support to teachers | View Document |
| Income Expenditure statement highlighting the financial support to teachers | View Document |
| E-copy of letter/s indicating financial assistance to teachers | View Document |
| Data as per Data Template | View Document |
| Certificate of participation for the claim | View Document |
| Certificate of membership | View Document |
| Link for additional information | View Document |

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 68**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 22 | 16 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| List of participants of each programme | View Document |
| Data as per Data Template | View Document |
| Brochures / Reports along with Photographs with date and caption | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.4 Percentage 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

Response: 88.33

6.3.4.1 Total 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 during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 19 | 16 | 12 | 4 | 2 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copy of Course completion certificates | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. It guides the institution to identify the areas of improvements and provide necessary opportunities for the growth and development of the staff. The institution follows a 360° performance appraisal system. Feedback regarding the performance of the staff is taken from students, peer, Principal and Management. During the pandemic period the institutional transactions were moved online, and the current academic year continued with a combination of online and offline transactions. The teaching

learning process was conducted through digital platforms and moved on to physical classrooms with appropriate safety measures being observed. Online feedback was taken from students. The **appraisal focused on academic delivery through hybrid mode** and the **effective use of digital resources**, and other methodologies by the staff. The staff were encouraged to focus on building their capabilities through webinars, workshops, research, short term courses and updating knowledge to meet the needs of the students and provide effective learning experiences. The **interaction with non-teaching staff was for administration related work**. They were updated about the hybrid mode of transactions as required.

| File Description | Document |
|--|-------------------------------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | View Document |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The institution finances are managed in an **effective and efficient manner**. The college has a **well-defined resource mobilisation and financial management strategy**.

Concerned Committees keep track of how the money is spent. Various committees analyse and examine the use of funds to ensure that they are used for the intended purpose and that the income and expenditures are properly audited and filed. The **financial auditing of the institution is carried out annually**. The **internal audit and external financial audit are done** once a year and the queries raised are resolved. The budget for the academic year is planned and prepared by the Governing Body and the Principal. The **income and expenditure receipts and payments bill are submitted to the accounts department** of the institution. The accounts department prepares the balance sheet, and any query is addressed. The **balance sheet is given to the external auditor for scrutiny and approval**. This is uploaded on the website and submitted for various documentation purposes at the University level, AISHE, NCTE. The **accounting processes and practices are meticulous and carried out scrupulously by capable people**. Regular monitoring of fund flow helps to monitor the financial health of the college and helps in timely meeting of all financial commitments

| File Description | Document |
|---|-------------------------------|
| Report of Auditors of last five years signed by the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: 0.4

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|---------|---------|---------|---------|
| 0.064000 | 1.92379 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | View Document |
| Data as per Data Template | View Document |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institution raises its funds through various sources such as the *fees from students, alumni, grants and from other activities conducted by the institution*. The fees received from the students are as per the Fee Regulatory Authority.

The contributions of the institution's alumni and by philanthropists are also a source of funds for the institution. The funds received are allocated as per need analysis for the following year. The need

analysis is based on the IQAC initiatives, and the College Development Committee initiatives planned for the academic year.

The college organizes various fund-raising activities in association with various stakeholders and the money collected from them is utilized for the social welfare initiatives.

Jumble sale:-It is an unique endeavor of PCER Chembur in association with the Soroptimist International Bombay Chembur(SIBC). All the stakeholders are encouraged to bring things and clothes not in use at home and in good condition. This collection is kept for sale in the college campus every year and the money collected from it is used for helping the underprivileged.

Newspaper drive:- Once every academic year students and staff bring the old newspapers from home. These newspapers are sold and the funds generated is donated to the NGOs.

Fistful of Grain: -PCER in association with SIBC on the occasion of the Joy of Giving Week conducts the project 'Fistful of Grain' every year. The project aims at collecting and providing food grains and other grocery provisions to the underprivileged.

Corona Women Warrior Award :-MES's Pillai College of Education & Research, Chembur in association with Lions Club of Mumbai Ghatkopar Galaxy and Leo Club of Ghatkopar Galaxy organised Corona Women Warrior Award, 2021. The idea of Corona Women Warrior Award was to choose those extraordinary women who have fought with all the fears and have emerged victorious by walking the extra mile, helping the underprivileged and those in need.

Donate a Meal Drive:- PCER in association with SIBC organised a 'Donate a Meal Drive' to provide food to orphanages and shelter homes who were affected by the second wave of Covid. The money collected were donated to the various community service organisations. The drive successfully collected around 50,000 rupees which were used to provide school stationery material for the underprivileged and needy students

Utilization of Resources

The college budget is prepared by the Principal and several committees before the fiscal year begins which considers the salary, power and internet charges, as well as stationery and other maintenance costs. It includes **planned expenses such as equipment purchases, furniture, and other development Expenses.** The college goal is to promote research, development, consulting, and other related activities by involving academic members at various levels. Beyond regular college hours, **the available physical infrastructure is efficiently utilized to conduct remedial classes, co-curricular/extracurricular activities, and Certificate Courses.** For the **benefit of students, faculty, and alumni, the library operates outside of college hours.** Funds are used as per the Institutional Policy for faculty development and research..

| File Description | Document |
|---|-------------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

The **Internal Quality Assurance Cell (IQAC)** of the institution frames policies based on the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of the institutional functioning. The IQAC cell of the institution was established on 15th July 2004 and consistently endeavored to maintain quality benchmarks in the activities of the institution. In line to the institution's vision of making responsible teachers with the help of trained and dedicated faculty, **PCER has taken numerous initiatives to develop both students and faculty**. The IQAC achieves its objective of quality enhancement of the institutional functioning through the following aspects:

- 1. Professional Competence:** PCER conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organizing events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and do publications in the form of articles and contribute chapters in books.
- 2. Value Based Transactions:** PCER through value based and theme-based assemblies, celebration of festivals and special days, community outreach programmes, environmental activities, Gandhian week and Nai Talim activities the institution endeavours to foster values that will form the foundation of the student teachers learning journey.
- 3. Technology:** PCER provides various opportunities to the student teachers to develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e-resources, online tools etc.
- 4. Holistic Development:** The holistic development of the student teacher is a primary goal of the institution which it strives to fulfil through a wide range of academic and non-academic activities that are conducted.
- 5. Community Outreach:** Various community outreach programmes such as fistful of grains, jumble sale,

charity fundraising initiatives, conducted by the institution enable student teachers to be sensitized to the needs of the less privileged in society.

6. **Collaborations:** Through collaborations with other institutions, organizations from various fields PCER, Chembur provides its student teachers opportunities to widen their intellectual horizon and to enhance their skills and abilities.

7. **Employability:** PCER, Chembur conducts skill development programs along with practical experiences and mentoring to foster employable capabilities in the student teachers.

8. **SDG's:** PCER believes in the vital need for sustainable living to save and preserve the world we live in and through the infusing of Sustainable Development Goals (SDG) based activities in the curricular and co-curricular transactions such as cleanliness drives, wellness programmes, educational activities the institution endeavours to sensitize the student teachers to the necessity for sustainable living.

9. **Life Skills:** PCER focuses on empowering our students towards Life Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive.

Hence, PCER believes that these aspects will not only help in developing teachers having respect for the environment and nation but also will contribute to technological development both from an Indian and global perspective

| File Description | Document |
|---|-------------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

PCER Chembur, **implements semester wise system in the B.Ed programme as per the regulations of University of Mumbai.** IQAC has a **practice of comprehensive semester wise result analysis** to monitor the strengths and weaknesses of curriculum implementation. At the beginning of the academic year, **IQAC prepares academic year plans** and monitors its effective implementation throughout the year. Teachers also submit a **Course Plan every month** so as to evaluate the progress of the curriculum **in tune with the academic calendar.** IQAC insists on the **Mapping of Programme learning objectives (PLO's), and**

Course learning Outcomes (CLOs) at beginning of a Programme/Course. This gives a positive direction towards the methodologies to be adopted in teaching and evaluation.

Students are continuously evaluated through different modes such as assignments, projects and internal examinations. IQAC ensures proper conduct of internal examinations and instituted a transparent mechanism for evaluation through Continuous Internal Evaluation so that the students are regularly monitored towards academic competence and professional development. *Performance of students is checked and monitored through assignments, class tests, presentations, google form unit wise quizzes and necessary feedback was given to students regarding their progress and areas of improvement.* Extended time was provided for online examination and uploading of answer sheets. After every semester feedback is taken from the students. **IQAC ensures progressive steps to be taken based on the feedback taken from the students and corrective changes such as use of innovative teaching methodologies are planned and implemented for the betterment of students.** The students' performance in practice teaching is monitored and suggestions are taken from various sources such as guidance teachers, peer, subject teachers. During the pandemic **students were given online guidance, recordings of demo lessons, digital lesson plans.** Feedback is also taken from the alumni during alumni meetings or interactions. This **feedback is analysed and the major points are discussed during the IQAC meetings.**

During the pandemic, some of the suggestions which were elicited from such feedback, IQAC ensured to take following steps:

- a) Academic difficulty solving sessions through online mode were organized for the students.*
- b) As students were facing internet connectivity issues, separate time slots were provided to help them in this regard.*
- c) Video recordings of the lectures and topics were uploaded in the classroom so that they can view it any time.*
- d) Counselling was provided as required to support and motivate the students due to the various challenges faced by them in the pandemic and as all transactions was only in the virtual mode.*
- e) Many students had moved to their hometowns and as they were facing network issues, they were given the provision of giving recorded lessons as part of their internship requirements.*
- f) Enhancing the research and publication through research cell.*
- g) Teachers were encouraged to enrol for various online programs and upgrade the digital tools for teaching-learning and evaluation*

Hence, IQAC monitors student centric and holistic methodologies of teaching learning process.

| File Description | Document |
|---|-------------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 52.8

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 76 | 63 | 76 | 24 | 25 |

| File Description | Document |
|--|-------------------------------|
| Report of the work done by IQAC or other quality mechanisms | View Document |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Feedback analysis report | View Document |
| e-Copies of the accreditations and certifications | View Document |
| Data as per Data Template | View Document |
| Consolidated report of Academic Administrative Audit (AAA) | View Document |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | View Document |
| Link to the minutes of the meeting of IQAC | View Document |

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The college has secured 'A' grade with 3.36 CGPA in the 3rd cycle of NAAC Re-accreditation in 2017 and since then has endeavoured towards incremental improvements in quality initiatives. The quality initiatives during post-accreditation comprise the following:

Academic Initiative

◦ Atmanirbhar Shikshak

The institution equips the student teachers with skills to be effective professionals through several capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, conducting research, paper presentations and publications.

Through value based and theme-based assemblies, community outreach programmes, environmental activities, Gandhian week, institution endeavours to foster values that will form the foundation of the student teachers learning journey.

Various opportunities are provided to the students to develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc.

PCER focusses on empowering students towards Life Skill Education, to explore alternatives, make rational decisions, communicate effectively and be assertive.

PCER strives to make students self- reliant by orienting them to innovative teaching learning strategies, empowering them, giving expert advice for higher education, counselling sessions, grooming sessions, etc. Through these activities the institution encourages student teachers to be lifelong learners and successful in their professional fields making them self-reliant.

◦ 3 P's

- **Professional abilities-** The institution prepares the student teachers to develop their creativity, critical thinking skills, adopt innovative methods through activities such as sessions by experts from different fields, interactive sessions with alumni, VENTEL activities, Short term courses on Online learning, Webinars on Effective Leadership Skills, Addon course on JobPerfect, Incubation centre- Skill Set,
- **Pedagogical Enrichment-** PCER aims at providing ample opportunities to the student teachers to equip them with the skills and competencies to be resourceful and innovative teachers such as Workshop on innovative teaching aids, creating learning resources to be provided to schools, Remedial teaching activities in practice teaching schools, STEAM based lessons, Outcome based education, Alumni sessions on innovative teaching practices and trends in education.
- **Personality Enhancement-** The institution conducted numerous activities towards the overall personality development of the budding teachers such as Sessions on Life Skills, Six thinking hats, research work on Life skills, Sessions on Soft Skills, communication skills, creative talks, short term course on Human Values, Community outreach programmes, activities for environmental sensitisation.

Administrative Initiatives

- Training programmes for staff and students on digital literacy, online learning, using online tools and resources
- Expert sessions on NEP 2020 for staff and students
- Expert sessions on Communication skills, Stress Management, Health and Wellness
- Expert sessions on Mental Health
- Training programme on Human Rights, Laws for Women
- Training programme on Yoga for Wellness
- Online short-term courses on Continuous Professional Development, Inclusive Education, Coursera Courses
- Approval received from University of Mumbai for Ph.D centre in Interdisciplinary Studies- Education

Two examples:

- **Alumni Engagement:**

The Alumni association of PCER strengthens its ties with alumni through the following activities-

- It maintains a data base of alumni in India and abroad.
- The Intellectual Capacity Building Network centre – coordinates with the alumni which enables them to contribute to the college in organising workshops and symposiums.
- The Alumni Returns Project aims to bring back the past students back to their alma mater and interact with the present batch through guest lectures or workshops etc.

- Alumni Achievers Award is awarded in recognition and appreciation of their achievement in the field of education.
- Alumni Corner – A special space in the college newsletter ‘Horizon’ is reserved which serves as a medium of expression of ideas / views on education by the alumnus.
- Learning QUEST – PCER organizes a series of talks delivered by the alumni wherein the alumni share their ideas on various aspects such as innovative teaching learning methodologies, effective classroom management skills, experiences of teaching in today’s challenging times, etc.
- Donation Drive – PCER in collaboration with the Alumni association conducts donation drives. The funds raised or the items collected through these donation drives are distributed among the needy people.
- Publications- The institution provides opportunities to the alumni for publication of articles and books in a collaborative endeavour.

- **Community Outreach:**

Community outreach is another area the institution focused on strengthening as it endeavoured to sensitise the student teachers to the social challenges as well as their responsibilities especially during the pandemic period ,several initiatives were organised in this regard-

Jumble Sale- PCER in association with SIBC organizes a jumble sale of household materials and clothes donated by staff and students and the proceeds are given for charitable purposes.

Newspaper sale drive- Every academic year students and staff bring old newspapers from home and these are sold and the funds generated is donated to the NGOs.

Environment initiatives- PCER participated in the Beach clean up drive conducted by DNA Eco Ganesha and Mangrove cleaning drive at the mini beach at Vashi in collaboration with the Mangrove Marshalls. Some of the other initiatives include e- waste collection drive, tree plantation drive-to plant a thousand trees which are habitats of certain indigenous birds.

Community Service- The students and staff engage in contributing their services to various NGOs and community service centres such as NASEOH, ACCESS Life, Navjeevan Centre, Mermier. The institution collaborates with SIBC to conduct the Fistful of grains project.

Swachh Abhiyan- The students and staff conducted cleaning drive of the college premises and during the online mode various sessions were organised to inculcate good health and hygiene habits among students.

Learning Resources- The student teachers prepared different learning resources and donated it to various organisations that are concerned with learning activities.

Educational Resources Drive- Educational resources drive for a social cause was organised wherein the student teachers donated stationery supplies to be distributed among needy children.

Fundraising drives- The institution has organised several fund-raising drives such as Recipe contest for a social cause, donation drive through online platform womderwheelstore.com etc.

Intercollegiate essay competitions- A national level intercollegiate essay competition for a social cause was conducted and the proceeds from the registration fee was used for buying masks to be distributed among underprivileged groups.

| File Description | Document |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

Criterion 7 - 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

Response:

PCER Chembur believes and practices sustainable development in all the endeavors. The Sustainable Practices Policy (SPP) is the guide for the use of available resources for the events, activities and developments at the college. SPP objective is to develop, implement, promote, and lead environment friendly activities at PCER Chembur. This policy aims to usher in a cultural shift towards ecologically sustainable behaviours by instilling the habit of environmentally responsible praxis and instilling a desire to conserve our environment.

Aims :

1. Make the college campus and activities as ecologically friendly as possible.
2. Be environmentally conscious and safe while maintaining the spirit and experience of student and academic life.
3. Organize green events and encourage students to adopt a more environmentally conscious and sustainable mindset.
4. Implement a sound waste management system.

Objectives :

1. To plan to reduce the amount of waste generated.
2. To plan to reduce generating waste that reaches the landfills.
3. To plan segregation process so as to reach wastes to recyclers.
4. To make the energy consumption of college more efficient.
5. To encourage awareness campaigns and promote greener attitudes through physical displays and educational curriculum.

Steps :

1. Efforts to reduce energy use and, as a result, carbon footprint.
2. Efforts to reduce water and other resource usage as well as trash generation.
3. Measures taken to divert garbage from landfills to recyclers and reuse as much as feasible.
4. All purchases, sponsors, and vendors are carefully scrutinised for their environmental and social consequences.

5. Establish a system to track and report on progress toward these objectives year after year.
6. Waste segregation, with wet and dry waste separated.
7. Eco-friendly management of the e-waste.
8. Waste reduction through digitalization and judicious use of the resources
9. Water conservation
10. Creating Green Cover by checking the suitability of certain plants in the campus environment and plant species that are beneficial to the overall health of the campus.

Sustainable Practices Committee ensures that all activities at PCER Chembur are ecofriendly and ensures conservation of energy are as follows:

1. Energy Audit is done by the college periodically.
2. All the new light installations at the campus are LEDs to save energy.
3. All the students and staff ensure that the electric devices are used when required only.
4. The last person to leave the room switch off the lights and fans is the everyday practice.
5. Zero Power Hour: Every Monday 3-4 pm is observed as the Zero Power Hour, during this time all the electric devices are switched off in the classroom.

The students visit the naturally well-lit library and are engaged in the group activities during this time.

6. Regular inspections electric appliances and timely repairs are done to avoid energy wastage.
7. Sustainable practices sessions are conducted for the students. The students then conduct those sessions in their practice schools.

Besides taking steps for the conservation of energy, switching to renewable sources of energy the college is using solar lamps to illuminate the campus premises.

| File Description | Document |
|------------------------------------|-------------------------------|
| Institution energy policy document | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

PCER Chembur follows the 'Reduce the Waste Policy'. The waste generation is reduced by putting a thought before action. The college promotes paperless transactions and reuse of the things like files etc.

Policy Statement: PCER strictly adheres to the policy that all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. PCER strongly believes in reduce, reuse, recycle waste products. It is mandatory for students, teachers, non-teaching staff, guests to adhere to the policy

Policy Objectives

- Ensure that waste management is done in a responsible manner.
- Reduce waste generation at source and focus on reuse and recycling.
- Disposal of waste in a cost effective manner.
- Sustainable Practice Committee to be responsible for Waste management.
- Participate in Swachh Abhiyaan Programmes
- Adhere to the policy of MGNCRE on Swachhta Action Plan.
- Organise seminar and expert talk on waste management and Swachhta action plan. .
- Ensure the safe handling and storage of waste in the college.
- Provide appropriate training and code of conduct for staff, students and other stakeholders on
- Waste management issues.

Action Plan:

Sustainable Practices Committee ensures that all activities at PCER Chembur are ecofriendly.

- Segregation of the waste is done in the campus premises, for those two dustbins are kept on each floor labelled as 'Wet Waste and Dry Waste.
- The wet waste goes to the dumping pit in the college campus. The manure generated in the dumping pit then goes to the plants in the campus.
- Dry waste in the campus is given to the waste collection department of BrihanMumbai Municipal Corporation.
- E-waste is collected at a designated place in the campus and it is sent for recycle and reuse with the help of an NGO the Stree Mukti Sanghatana. The college has signed a MOU for the waste management with the Stree Mukti Sanghatna for the same.
- Students are sensitized about waste management and water management through sessions by the faculty and experts.
- The college conducts 'Device Donation Drive' every year in which the students and faculty bring the functional electronic devices not in use at home, these devices are donated to the needy and less privileged.
- Waste management sessions are conducted for the students. The students then conduct those sessions in their practice schools.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | View Document |
| Link for additional information | View Document |

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

Response: D. Any 1 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geotagged photographs | View Document |
| Documentary evidence in support of the claim | View Document |
| Any additional link | View Document |

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Cleanliness: PCER's commitment to cleaner, greener environment is visible through range of initiatives. At the community level the institution has conducted clean up drives at Juhu Beach and Navi Mumbai mangroves. At the college and campus level, Swachh Bharat Abhiyaan was held. PCER has received the Swachh Action Plan Certificate from Mahatma Gandhi National Council of Rural Education.

Sanitation: Segregation of the waste is done in the campus premises, with two dustbins are kept on each floor labelled as 'Wet Waste and Dry Waste. The wet waste goes to the dumping pit in the college campus. The manure generated in the dumping pit then goes to the plants in the campus. Dry waste in the campus is given to the waste collection department of Greater Mumbai Municipal Corporation. Cleanliness of toilets, classroom, campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance. Regular cleaning of toilets is done, the floor supervisor keeps a check on the same. Surprise visit/ check is done to maintain clean and healthy habits.

Green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits by promoting cloth bags through bag making competitions along with other efforts to maintain a plastic free environment. The objective of the competition was to encourage self-reliance through sustainable practices by creating wealth from waste. An Exhibition cum Sale was held to promote eco-friendly stationery. Street plays on sensitizing the students and community to a pollution free environment have been held.

Pollution free healthy environment: Through the Vocational Education Nai Talim Experiential Learning (VENTEL) initiative, the college conducts a variety of sessions and activities. Sessions for school students on kitchen gardening, sanitation and hygiene are conducted as outreach activities to the wider school community. These sessions were conducted for the school students to make them aware of better cleanliness habits as well as to develop an appreciation and interest for sustainable environmental practices. Students conduct street plays around the local community areas, railway stations etc to create awareness on a range of issues. Creation of a pollution free environment is one of the themes of the street plays conducted by students as part of the environmental awareness campaigns undertaken. Poster and Slogan competitions on the same have been conducted to sensitize students on environmental issues. Quizzes on days like Ocean Day and Environment Day provide a platform for students to display as well as deepen their understanding of the environment problems and their solutions. Nai Talim week, held around Gandhi Jayanti in October, is another key event on the PCER academic calendar. It includes a variety of activities, sessions, workshops aligned towards Gandhian philosophy. It emphasizes that the future depends on what you do today. A session on waste segregation was conducted through a detailed activity and gave students an understanding of dry and wet waste. This week also includes efforts to maintain and practise Swachh Bharat on a daily basis in order to ensure a pollution free healthy environment.

| File Description | Document |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View Document |
| Snap shots and documents related to exclusive software packages used for paperless office | View Document |
| Income Expenditure statement highlighting the specific components | View Document |
| Circulars and relevant policy papers for the claims made | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.15

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.5 | 0.3 | 0.5 | 0.3 | 0.2 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

PCER has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges. The institution has SDG (Sustainable Development Goals) as its overall theme for all activities:

Local Environment such as beach cleaning drive after the Ganesh Chaturthi festival conducted by DNA Eco Ganesha, Mangrove cleaning in collaboration with the Mangrove Marshalls for the removal of plastic and non- biodegradable waste. A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society. The student teachers conducted lessons for learners through NASEOH, Access Life, Navjeevan Centre. A value- added course on Inclusive Education was conducted to sensitize and creating awareness of inclusive practices among students and community. Several activities were conducted in collaboration with Soroptimist Welfare Association such as Jumble Sale, Fistful of Grains, Recipe Contest for a social cause, donate a meal drive and other fund-raising drives amounting to Rs.4,00,000/-, the proceeds of which go towards community kitchens, procuring food, grocery, stationery, masks, etc. The institution participated and encouraged its staff for the vaccination drive for Covid-19 organized by M E S campus wise. The institution organized a Corona Women Warriors Award with Lions Club of Mumbai Ghatkopar Galaxy and Leo Club of Ghatkopar Galaxy in recognition of the achievements of women during the pandemic lockdown period.

Locational Knowledge: The institution organized a value-added course on Human Values to promote sustainable living practices among the students. The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, cloth bag making competition, exhibition of eco-friendly products, online quizzes on environment, food for wellness and ocean day, Environment Day, Water Day celebrations etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process. Various sessions, webinars, seminar, online quizzes, street plays, videos, short movies prepared by student teachers were conducted on highlighting important issues such as gender equality, human trafficking, human rights, social wellness, physical wellness.

Community practices: A book on Decoding SDGs for the classroom was published by the Alumni of the institution. The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Good Health and Wellbeing, Mental Health, Menstrual Health and Hygiene, Nutrition, Diet for Wellness, Overcoming Stress and Anxiety, Awareness of Diseases such as Cancer, Aids etc by medical practitioners and other experts. A value-added course on Yoga was conducted where sessions were conducted on different yoga asanas, meditation etc to inculcate health and wellness practices among the student teachers and the community.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Web-Link to the Code of Conduct displayed on the institution's website | View Document |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | View Document |
| Details of the Monitoring Committee, Professional ethics programmes, if any | View Document |
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title of the Practice: Edu- 2030.

The United Nations in 2015 gave the Sustainable Development Goals, a universal call of action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The goals are interconnected and become the key indicators in schools, colleges, educational institutions etc.

Objectives of the practice:

1. To create awareness of the 17 Sustainable Development Goals.
2. To develop competencies among student teachers on SDG's.
3. To develop activities for sustainability of SDG's

The practice:

The students will be oriented about the need for Sustainable Development Goals to be addressed in meeting our global challenges. This will include a detailed understanding of the 17 SDG's and their impact on the society. The key competencies for sustainability will be focused through activities which will make each of the student teacher to take decisions judiciously.

Competencies

Critical Thinking

Anticipatory

Normative

Strategic

Collaborative

Self-awareness

Problem-solving

Impact of this practice:

- o Be sensitive about SDG's
- o Foster SDG's in their practice teaching lessons
- o Augment the knowledge of SDG's and its impact in life.

Resources:

The resources such as the arrangement of movies, role play and other teaching methods that were needed in fostering the competencies of SDG's.

Feedback mechanism and future plans: Comprehensive feedback was taken

Title of Best Practice: Vocational Education Nai Talim Experiential Learning (VENTEL)**Context that required the initiation of the practice:**

Education in Mahatma Gandhi's view encompassed physical, spiritual and intellectual growth of students. It should give not merely the three R'S and some skills to students to earn their livelihood but also help them to become healthy and happy individuals who understand their place and roles in the society, country, nation and the world and contribute to its growth. Student teachers are prospective teachers who will be absorbed in various schools and will touch the lives of millions of children.

Ø FDP

Ø NaiTalim Week

Ø Swachh Abhiyan

Objectives of the practice:

The objectives of this practice are as follows:

Ø To create awareness of Gandhian Values among students

Ø To enhance teamwork and interpersonal skills of students

Ø To promote basic skill development among students

Ø To develop dignity of labour among students

Practice:

· Mahatma Gandhi National Council of Rural Education and Mahatma Education Society's Pillai College of Education and Research organized the Faculty Development Programme on NaiTalim and Experiential learning.

· Swachh Abhiyaan

· NAI TALIM WEEK

· Workshop on VENTEL (Vocational Education NaiTalim Experiential Learning)

· Colloquium on “Best Practices in VENTEL

5.Impact of the Best Practice:

Through this activity student teachers were oriented towards Gandhian values. They learnt new skills that would enable them to be self- reliant and self-sufficient. They learnt the value of dignity of labour and also got the opportunity to develop their creative talents.

6.Resources Used:

Experts from various fields to conduct sessions, stationery, craft materials, cleaning materials, institutional premises.

7.Feedback Mechanism and Future Plans:

Comprehensive feedback was taken by the teacher educator on the different activities and remediation.

| File Description | Document |
|---|-------------------------------|
| Photos related to two best practices of the Institution | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

In line to the institution’s vision of making responsible teachers with the help of trained and dedicated faculty, PCER, Chembur has taken numerous initiatives to develop both students and faculty.

Make self-reliant teachers - Atmanirbhar Shikshak

- 1. Professional Competence:** The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. PCER, Chembur conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and publish articles and contribute chapters in books.
- 2. Value Based Transactions:** Through value based and theme-based assemblies, celebration of festivals and special days, community outreach programmes, environmental activities, Gandhian

week and Nai Talim activities the institution endeavours to foster values that will form the foundation of the student teachers learning journey.

3. **Technology:** As technology is increasingly being integrated with education PCER, Chembur provides various opportunities to the student teachers to develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc. activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc.
4. **Holistic Development:** The holistic development of the student teacher is a primary goal of the institution which it strives to fulfil through a wide range of academic and non- academic activities that are conducted.
5. **Community Outreach:** Various community outreach programmes such as fistful of grains, jumble sale, charity fund raising initiatives, conducted by the institution enable student teachers to be sensitised to the needs of the less privileged in society.
6. **Collaborations:** Through interactions and exchange of resources, ideas etc individuals and communities grow and advance and to enhance their skills and abilities.
7. **Employability:** The present changing trends in the field of education require teachers who not only have academic knowledge but is also enriched with soft skills, practical exposure, aptitude capability.
8. **SDG's:** Need for sustainable living to save and preserve the world we live in and through the infusing of Sustainable Development Goals (SDG) based activities in the curricular and co-curricular transactions.
9. **Life Skills:** PCER, Chembur focusses on empowering students towards Life Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive.

Through all the activities students are encouraged to use innovative teaching learning strategies, through B.Ed syllabus students are trained towards professionalism with respect to effective teaching learning strategies.

Thus, in view of areas falling under the institutional distinctiveness, strives to make students self- reliant by orienting them to innovative teaching learning strategies, STEAM lessons, developing professionally, empowering them, giving expert advise for higher education, counselling sessions, grooming sessions, etc. These areas are covered through various activities like, internship programmes, value added courses, one to one mentoring, peer tutoring, workshops and seminars , inculcating research skills, etc.

| File Description | Document |
|---|-------------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

5. CONCLUSION

Additional Information :

Dr. Reni Francis is appointed as the Chairperson of B.Ed Syllabus Revision on 26th August,2022.

Organised Shikshak Parv - Teachers Day Webinar on 7th September,2022.

Commencing soon TET/CTET workshop

Concluding Remarks :

PCER strives to provide the students with a stimulating and safe environment towards meaningful learning. Our committed, enthusiastic and talented teachers are passionate about educating young people thereby engaging the students in a learning journey that provides experiential, authentic and importantly, relevant to his or her own interests.

At PCER, we endeavour to offer an educational programme that is innovative, reflecting best practice and catering for a broad academic range. We seek to foster among our students an attitude of community engagement and value based transactions by leading a fulfilling life and making an active contribution towards in the society.

PCER focuses on in fostering skills among teachers such as:

- **Focus on learning skills than teaching skills:** This primarily shifts the role of a teacher to learn than to teach, the teacher becomes a facilitator rather than the custodian of knowledge
- **Focus of thinking skills:** Knowledge base can be ignited and multiplied, the scenario-based learning gives an opportunity to students to think out of the box and focus on real life learning.
- **Focus on global connectedness:** Classrooms are a global village/ society, with multiculturalism as the key of learning, the teacher needs to highlight, appreciate, accept and enhance global living standards.
- **Focus of emotional and social wellbeing:** Teachers are caregivers to a large extent and hence need to imbibe the feeling of emotional stability and social humility, these skills need to be fostered for enabling a nurturing learning environment.
- **Focus of technology driven learning:** Learning can no longer be in the clutches of physical classroom; it needs to travel far and wide. Digital education is the key for success of all the learning skills. It focuses of A3 – accessible, affordable, and accommodative learning.

PCER, in it's journey since 1990 has achieved various milestones and catered to the development of the individual and societal development. Our accomplishments and accolades in scholastic, co-scholastic and infrastructural development areas have made PCER aim to achieve the pinnacle of success. PCER has always been the formative ground towards nation building and shaping ideologies.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|----|---------|---------|---------|---------|---------|-----|----|----|----|----|
| 1.2.3 | <p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>185</td><td>170</td><td>165</td><td>145</td><td>98</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>81</td><td>94</td><td>62</td><td>39</td></tr></table> <p>Remark : input edited as per the given clarification , Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 185 | 170 | 165 | 145 | 98 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 100 | 81 | 94 | 62 | 39 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 185 | 170 | 165 | 145 | 98 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 100 | 81 | 94 | 62 | 39 | | | | | | | | | | | | | | | | | |
| 1.2.5 | <p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>145</td><td>164</td><td>165</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>81</td><td>94</td><td>62</td><td>39</td></tr></table> <p>Remark : Input edited as per the given clarification , Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years .</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 145 | 164 | 165 | 0 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 100 | 81 | 94 | 62 | 39 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 145 | 164 | 165 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 100 | 81 | 94 | 62 | 39 | | | | | | | | | | | | | | | | | |
| 2.3.6 | <p>Institution provides exposure to students about recent developments in the field of education through</p> <p>1. Special lectures by experts</p> | | | | | | | | | | | | | | | | | | | | |

| | |
|-------|---|
| | <ol style="list-style-type: none"> 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the supporting documents , any 4 of the above should be considered.</p> |
| 2.4.1 | <p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input edited as per the supporting documents Any 4 should be considered.</p> |
| 2.4.5 | <p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the given supporting documents , Any 4 of the above should be</p> |

considered.

2.7.2 Average pass percentage of students during the last five years

2.7.2.1. Total number of students who passed the university examination during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 99 | 81 | 94 | 61 | 39 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 99 | 81 | 94 | 62 | 39 |

Remark : input edited as per the given clarification , Total number of students who passed the university examination during the last five years .

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 136950 | 0 | 0 | 0 | 180000 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1.36950 | 0 | 0 | 0 | 1.80000 |

Remark : Input edited as per the given clarification , Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs).

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1.Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**

5. Organizing research circle / internal seminar / interactive session on research

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per the given supporting documents , Any 3 of the above should be considered.

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 15 | 19 | 3 | 4 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 15 | 18 | 3 | 4 |

Remark : Input edited as per the given clarification , Total number of outreach activities organized by the institution during the last five years.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 0 | 0 | 0 |

Remark : Input edited as per the given observation , value seems to be 3.

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 6 | 5 | 5 | 5 | 4 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 14 | 14 | 15 | 2 | 1 |

Remark : Input edited as per the given clarification , Number of linkages for faculty exchange, student exchange, research etc. during the last five years .

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.1.2 | <p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 9 Answer after DVV Verification: 7</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 9 Answer after DVV Verification: 7</p> <p>Remark : Input edited as per the given clarification , Number of classrooms and seminar hall(s) with ICT facilities .</p> | | | | | | | | | | | | | | | | | | | | |
| 4.1.3 | <p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>707750</td><td>360000</td><td>500000</td><td>480000</td><td>850000</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7.07750</td><td>3.60000</td><td>5.00000</td><td>4.80000</td><td>8.50000</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 707750 | 360000 | 500000 | 480000 | 850000 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 7.07750 | 3.60000 | 5.00000 | 4.80000 | 8.50000 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 707750 | 360000 | 500000 | 480000 | 850000 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 7.07750 | 3.60000 | 5.00000 | 4.80000 | 8.50000 | | | | | | | | | | | | | | | | | |
| 4.2.4 | <p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs) Answer before DVV Verification:</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.97130 | 0.35030 | 1.56143 | 1.48508 | 0.86497 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 1.208 | 1.260 | 1.816 | 1.768 | 1.130 |

Remark : Input edited as per the given clarification , Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs).

4.3.3 Internet bandwidth available in the institution

4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS

Answer before DVV Verification : 250

Answer after DVV Verification: 255

Remark : Input edited as per the given clarification , Internet bandwidth available in the institution .

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 726470 | 376719 | 507435 | 521011 | 891764 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 7.26470 | 3.76719 | 5.07435 | 5.21011 | 8.91764 |

5.1.2 Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen

10. Toilets for girls

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : Input edited as per the given observation , any 7 of the above should be considered.

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 61 | 32 | 9 | 6 | 6 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 58 | 28 | 9 | 6 | 6 |

Remark : Input edited as per the given observation , updated by excluding national festivals , yoga day from year 2021-22 & 2020-21.

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

6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25 | 17 | 11 | 1 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 22 | 16 | 1 | 1 |

Remark : Input edited as per the given clarification , Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years .

6.3.4 Percentage 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

6.3.4.1. Total 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 during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 5 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 16 | 12 | 4 | 2 |

Remark : Input edited as per the given observation ,

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

6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 114000 | 212379 | 70000 | 50000 | 50000 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|---------|---------|---------|---------|
| 0.064000 | 1.92379 | 0 | 0 | 0 |

Remark : Input edited as per the given observation , updated by excluding funding from Own trust / sister institution from data template.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.4 | <p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>99</td><td>81</td><td>94</td><td>62</td><td>39</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 99 | 81 | 94 | 62 | 39 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 99 | 81 | 94 | 62 | 39 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|----|----|----|----|
| 99 | 81 | 96 | 62 | 39 |
|----|----|----|----|----|

1.5 Number of graduating students year-wise during last five years..

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 99 | 81 | 94 | 62 | 39 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 99 | 81 | 95 | 62 | 39 |

1.6 Number of students enrolled(admitted) year-wise during the last five years..

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 81 | 94 | 62 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 81 | 96 | 62 |

2.1 Number of full time teachers year wise during the last five years..

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

3.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|----------|----------|----------|
| 4453156 | 4488740 | 39977500 | 37158609 | 34693790 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|----------|----------|---------|---------|----------|
| 44.53156 | 44.88740 | 399.775 | 371.586 | 346.9379 |

| | |
|-----|--|
| 3.2 | Number of Computers in the institution for academic purposes.. Answer before DVV Verification : 40 Answer after DVV Verification : 40 |
|-----|--|