SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MAHATMA EDUCATION SOCIETY'S PILLAI HOC COLLEGE OF EDUCATION AND RESEARCH, RASAYANI

PILLAI HOCL EDUCATIONAL CAMPUS RAIGAD, VIA PANVEL,
RASAYANI,TALUKA KHALAPUR, DISTRICT RAIGAD
410207
www.phcer.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahatma Education Society's Pillai HOC College of Education and Research (PHCER) situated amidst lush green and serene environment at Rasayani, Tal. Khalapur, Dist. Raigad was established in the year 2010. Mahatma Education Society (MES) was established in 1970 and 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 locations 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 Mahatma Education Society.

PHCER is a self-financed institution, affiliated to the University of Mumbai and is recognized by the National Council for Teacher Education (NCTE). PHCER promotes and supports an encouraging learning environment with a forward-looking perspective in all domains, consequently promoting holistic development. PHCER envisions creating a rich educational milieu that promotes caring, committed and competent teachers to cope with the new challenges in the global context. It aims to pursue in its mission of promoting academic excellence & creating humane, self-reliant teachers to meet the local and global challenges.

The institution provides the B.Ed. programme under the 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. PHCER 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 In-charge Principal, staff, students, alumni and all stakeholders. Pillai HOC College of Education and Research, Rasayani continues to encourage life-long learning at all spheres of its educational venture. The institution's many educational commitments reflect the self-motivated staff and their enthusiasm for excellence.

Vision

To create a rich educational environment that promotes caring, committed and competent teachers to cope with the new challenges in the global context.

Mission

To promote excellence in education that inspires and motivates future teachers towards lifelong learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Fostering quality education.**

- **Progressive, Visionary Management.**

- **Qualified and competent faculty.**

- **Offering value added courses.**

- **Community Outreach activities.**

- **Conducive relations with Practice teaching schools.**

- **Student centered teaching learning process.**

- **Well-spaced infrastructural facilities.**

- **Sports, gymkhana and hostel facilities.**

- **Nurturing personality development through activities.**

- **Digital library to inculcate reading habits.**

- **Campus enabled with WiFi connectivity.**

- **Technologically equipped classrooms.**

- **Career Guidance & Counseling.**

- **Green Audit Campus.**

Institutional Weakness

- **Location and long travel distance.**

- **Alumni engagement with college.**

- **Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed programme.**

- **Non-Participation of students in activities at University level.**

Institutional Opportunity

- **Additional Certificate courses**

- **Integrated B.Com B.Ed course and M.A in Education programme.**

- **Focus on improving research activities**

- **Technological advancement for Hybrid learning**

- **Social Service in local communities**

Institutional Challenge

- **Delay in B.Ed. Semester end exams affecting students placements overseas.**

- **Increasing cost of various resources to be obtained and sustained**

- **Other B.Ed. colleges closer to the city.**

- **Demand for other professional courses.**

- **Placements in best schools and junior colleges.**

- **Financial crises faced by number of students.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mahatma Education Society's Pillai HOC College of Education and Research is affiliated to the University of Mumbai and follows the syllabus prescribed by the University of Mumbai. In order to support holistic development, the institution creates and maintains a positive learning environment with a futuristic orientation in all domains. PHCER envisions creating a rich educational milieu that promotes caring, committed and competent teachers to cope with the new challenges in the global context.

Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of new session.

The institution offers the Two year B.Ed. programme. Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many Value-Added Courses and Self Study Courses for the students. All information with respect to the programmes are displayed on the college website.

Seminars, workshops, expert talks and group discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated.

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co–curricular developments.

As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analysed and corrective measures are 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, and Admission Regulating Authority. The institution has relevant assessment processes for honoring 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 participative and experiential Learning, focused group discussion problem-solving methodologies, brainstorming and online method. Student teachers are well versed with digital modes of learning, online tools and resources. Strong mentoring process, mentor and mentee groups are formed.

The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing econtent. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically be innovative and creative in tasks assigned to them.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internships are organized quite methodically in prestigious schools,

The faculty involved in the teaching-learning process are highly qualified. Teachers are regularly updated with teaching-learning and evaluative methods by organizing various workshops and in-house discussions.

Infrastructure and Learning Resources

The college has sufficient infrastructure and has well-built mechanism for the proper utilization of physical facilities for teaching and learning. The college has spacious, well-ventilated classrooms available with adequate seating capacity, LCD, Wi-Fi facilities, seminar hall, computer laboratory, well equipped library with digital facilities. 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.

In meeting and being at par with the latest 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 an established system for maintenance and utilization of 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. The institution takes adequate care and considers the environmental issues associated with the infrastructure. The institution gives the infrastructure due attention and takes environmental concerns into account. The institution makes sure that the required teachers are qualified enough to carry out the stated goals. Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.

The need for the purified water is pacified through the water coolers set up on each floor. Enough toilet blocks for female and male are available in the college. There is a canteen facility in the college that serves inexpensive snacks, tea, coffee, vegetarian and non-vegetarian meals for lunch. With the aid of a generator, inverters, and UPS systems, the campus is protected from interruptions in the supply of electricity. Sports, gymkhana and hostel facilities are also available for the students. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

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. The college has the requisite provisions which facilitate progression of students from one level of education to the next higher level or towards gainful employment. 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. The institution's guidance and counseling cell conducts various awareness programmes, in house counsellor provides requisite support to the students, conducts sessions, shares articles on counselling, Health and Wellness etc. Students are provided with scholarships, 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 co-curricular events in the institution. The campus environment promotes improvement in students' motivation, satisfaction and developmental performance. The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students. The institute develops the leadership qualities of the students through its involvement in various institutional activities.

Alumni participate actively in institutional functioning, work closely with the students and the college at large providing guidance and mentorship as well as financial assistance. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing. Many PHCER alumni are working in various prestigious institutions with 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, In-charge Principal, Teachers, and administrative staff work in coordination with full dedication to fulfill the vision and mission and objectives of the institution. The In-charge 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.

Both teaching and nonteaching staff members can take use of various welfare programs. They are also provided with opportunity and financial help to attend professional development programmes. The college has organized various Faculty Development Programmes and encourages staff to participate in national and international conferences and workshops, offering financial assistance. Performance appraisal of faculty is carried out annually.

The institution's finances are managed in an effective and efficient manner. The college has a well-defined resource mobilization and financial management strategy. Various committees analyze 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

The objective of PHCER is to develop, implement, promote, and lead environment friendly activities. The institution conducts regular energy audits, green audits, Zero power hour, Waste Management. At the community level the institution conducts many social service activities in the nearby villages and Zilla Parishad Schools. At the college and campus level, Swachh Bharat Abhiyaan was held. All these activities encourage and sensitize students to use natural resources wisely and adopt sustainable living.

The college's institutional principles and best practices are closely related to the national policies. PHCER provides 'universal access' with full range of features to welcome differently-abled students and staff. PHCER aims to develop both students and faculty in making them self-reliant teachers. The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. PHCER 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, participating in cultural programmes and competitions to hone their talents and creativity etc.

Research and Outreach Activities

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 evelopment. The institution organizes workshops, seminars to encourage research work among the faculty and students. The institution provides access to digital library to support the research endeavors of the faculty and students. The institution always encourages and supports its faculty towards publications.

PHCER 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.

The institution organizes various outreach activities for community development and participates in government initiatives such as the Swachh Bharat Abhiyan, Road Safety awareness, health awareness, tree plantation, environmental awareness, empowerment of women and other social issues for inclusive society is an indispensable part of curriculum. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, special lectures and workshops are regularly organized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA EDUCATION SOCIETY'S PILLAI HOC COLLEGE OF EDUCATION AND RESEARCH, RASAYANI
Address	Pillai HOCL Educational Campus Raigad, via Panvel, Rasayani,Taluka Khalapur, District Raigad
City	Rasayani
State	Maharashtra
Pin	410207
Website	www.phcer.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mamta Anil Patil	02192-669011	9870369700	02192-669012	phcer@mes.ac.in
Professor	Angel Sunder	02192-669010	8888050200	02192-669012	angelsunder@mes.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Status.pdf
If Yes, Specify minority status	
Religious	NA
Linguistic	Malayalam Linguistic Minority
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		
12B of UGC		

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	160	Yearly Afiliiation

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	Pillai HOCL Educational Campus Raigad, via Panvel, Rasayani,Taluka Khalapur, District Raigad	Rural	14.25	3773.845

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,Education	24	ANY GRADUATION	English	50	25

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				9			
Recruited	0	0	0	0	0	0	0	0	2	7	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	3	6	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	3	3	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
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	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	6	0	7
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	2	0	0	2
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**
	0	0	0	0

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	2	0	0	0	2
	Female	21	2	0	0	23
	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	3	1	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	0	0	0
	Female	2	5	1	2
	Others	0	0	0	0
General	Male	1	8	1	1
	Female	21	32	12	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
Total		25	49	16	16

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	PHCER has always focused on the holistic development of its students and the NEP 2020 gave further legitimacy to this vision of the institution. To provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. The curriculum integration generates comprehension about various themes and

	ideas that cut-across disciplines and the relationship to the actual world. Keeping this in view a competition was conducted in the college on "Interdisciplinary Approach to Teaching Environment On World Environment Day (22-05-2021)." Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations, and other ICT tools to integrate the environment subject with their teaching subjects. The institution offers a range of flexible and innovative Value Added Courses to enhance students skills alongside the existing curriculum. 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. 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.
2. Academic bank of credits (ABC):	As per the UGC guidelines, PHCER oriented the students about ABC scheme and motivated them to create ABC ID number.
3. Skill development:	PHCER has several skill development programs for improving the soft skills of students and the college aims to promote vocational education. A number of value added courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, Integrating Art in the Teaching-Learning etc. The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	PHCER ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Every effort is made to accommodate linguistic differences and promote linguistic diversity in the college. The celebration of Hindi Diwas, Marathi Diwas are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in

	our country. These are key co-curricular activities that serve to enhance students' knowledge of Indian Culture and languages. These events have been conducted both in the online and offline mode.
5. Focus on Outcome based education (OBE):	PHCER 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 website, prospectus, teacher orientation meetings prior to every semester.
6. Distance education/online education:	PHCER has its 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 student's reference. The college conducts routine sessions to induct students to NEP 2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. PHCER has a functioning Electoral Literacy Club (ELC) which was established in January 2021. Faculty and students have been represented in the creation of the college's newly founded Electoral Literacy Club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Both the faculty and the students have been given representation in the creation of the Electoral Literacy Club. The In-charge Principal is the Chairperson, the faculty is appointed as a Coordinator and two students are selected as Student Representatives.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	For raising students' and societal awareness, various competitions like essay writing, poster making, slogan writing etc. were held both on college premises.

students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC creates awareness of the "Right to Vote" among students, teachers, and the general public. They are educated about the importance of voting as well as their rights and duties in order to support democracy. ELC also encourages critical thinking about issues involving voting rights and their procedures. ELC aims to inform prospective voters about registration and other election processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter Awareness Program organized for Mahatma Education Society's students from various institutes at college premises.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	60	32	48	44

File Description	Document
Institutional data in prescribed format	[View Document]
Any other relevant information	[View Document]

Other Upload Files	
1	[View Document]

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	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..

2022-23	2021-22	2020-21	2019-20	2018-19
03	09	03	02	06

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..

2022-23	2021-22	2020-21	2019-20	2018-19
43	16	16	31	12

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..

2022-23	2021-22	2020-21	2019-20	2018-19
42	16	16	31	12

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..

2022-23	2021-22	2020-21	2019-20	2018-19
25	49	16	16	34

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..

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	08	08	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..

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	08	08	12

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8.40	7.39	10.64	7.54

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 85

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:

Mahatma Education Society's Pillai HOC College of Education and Research is 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 on it 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, co-curricular activities, enrichment programmes, community service, field visit, 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 and the same is communicated to the University.

The faculty in consultation with the In-charge Principal prepare the year plan and the course activities based on Programme Learning Outcomes (PLO's) and Course Learning Outcomes (CLO's) 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 workshops, 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 resources, Zoom and Google classroom were 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 to maintain and enhance 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](#)
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: D. Any 2 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 Progammes 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](#)
Paste link for additional information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[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: 75

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

2022-23	2021-22	2020-21	2019-20	2018-19
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	01

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: 95.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	60	32	48	32

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: C. Any 2 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: 3.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	0	0

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:

* Fundamental or coherent understanding of the field of teacher education:

Teachers need a range of abilities, knowledge, and training to succeed in their professions. They also require exceptional interpersonal abilities, such as patience and the capacity to be calm under pressure. Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond. Expert talks and sessions 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:

The institution guarantees to enable the students to 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 etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, group discussions, PowerPoint presentations for clarity and understanding of each subject prescribed in the curriculum. These strategies further mould their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools.

* Capability to extrapolate from what one has learnt and apply acquired competencies:

Students are given the opportunity to apply all their knowledge in a real school scenario. 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. 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.:**

The institution provides different activities and programmes to develop different type of skills and to inculcate values and attitudes. The college aims to produce competent teachers with theoretical knowledge and understanding, combined with practical skills, proficiencies, and commitment to work to enhance the quality of education. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value-added courses, the college facilitates the development of emotional intelligence, critical thinking, and negotiation and communication skills.

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:

PHCER 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 are organised 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 and discussed. In (Sem 1) CC2, (Sem 2) IC2, (Sem 3) CC4, (Sem 4) IC4.

- **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 (Sem 3) 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 make it different from others. Visits to schools of different boards, Case study of schools, and assignment on preparing a report of different school functioning, internship activity on detailing the school procedure and expert sessions in the school are conducted.

- **State-wise variations:** PHCER is situated in Raigad, 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:** PHCER takes efforts in familiarizing students to

international boards and develop a comparative perspective. Visit to Dr. Pillai Global Academy helps in seeing the functioning of the school. Webinar on NEP 2020 highlighting comparative perspectives is 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:

PHCER follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, experiential learning, etc.

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 various events to gain 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 fulfil 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 and cultural programmes. 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.

To provide supportive skills in dealing with academic and personal problems of learners various sessions and expert talks are organised by PHCER. 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, etc.

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: B. Any 4 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: C. Feedback collected and analysed

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: 46

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: 97.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	08	03	02	06

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

2.1.3

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

Response: 0.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	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:

The assessment process implemented at the entry-level of the teacher education institute serves a crucial role in identifying the diverse learning needs of students and assessing their preparedness to embark upon a professional education program. This comprehensive assessment framework entails a multifaceted approach that encompasses various dimensions.

Firstly, the assessment process involves a comprehensive evaluation of students' prior educational backgrounds, including their academic achievements and areas of expertise. This initial assessment aids in understanding the students' foundational knowledge and skills, thus providing insights into potential gaps that might exist.

Furthermore, the assessment process incorporates diagnostic tools designed to gauge students' learning styles, cognitive abilities, and potential challenges they might encounter in the pursuit of their professional education. This proactive approach allows for the customization of instructional strategies and support mechanisms tailored to individual needs.

In tandem with the assessment process, the teacher education institute is committed to offering robust academic support mechanisms. These mechanisms are designed to nurture students' holistic development and academic success. Academic advisors play a pivotal role in guiding students through their educational journey, offering personalized guidance, and collaborating with them to formulate individualized learning plans.

Additionally, the institute facilitates peer support networks, study groups, and workshops that foster collaborative learning and knowledge sharing among students. These initiatives not only enhance academic performance but also cultivate a sense of belonging and community within the institute.

Moreover, the academic support provided extends to leveraging technology-enhanced learning platforms. These platforms offer supplementary resources, interactive modules, and self-assessment tools that empower students to reinforce their understanding and bridge any knowledge gaps.

The institute is dedicated to a continuous improvement cycle, wherein the effectiveness of the assessment process and academic support mechanisms is regularly evaluated and refined based on student feedback and performance outcomes. This adaptive approach ensures that students' evolving learning needs are met and that they are optimally prepared for the challenges and rigors of their professional education journey.

The assessment process at the entry-level of the teacher education institute plays a pivotal role in identifying diverse learning needs and assessing students' readiness for a professional education program. The comprehensive academic support mechanisms further enrich student's learning experiences and contribute to their overall success in the institute's programs. This integrated approach underscores the institute's commitment to nurturing competent and well-prepared educators.

Assessment Process / Activities Conducted:

1. CET Test by CET Cell
2. SWOC/SWOT Analysis through mentor-mentee form
3. Talent Search through mentor-mentee meetings and activity
4. Interactive session under mentor-mentee meetings
5. Remedial Coaching

6. Academic Counselling
7. Extention activities
8. Peer Tutoring
9. Mentoring / Observering / Supervising
10. Experts Talk
11. Induction Programs
12. Value-added Course
13. Self-learning Course

etc....

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: C. Any 3 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: No Special effort put forth 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: 9.71

2.2.4.1 **Number of mentors in the Institution**

Response: 7

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](#)

27-02-2024 09:39:28

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The Multiple Mode Approach to teaching and learning is a dynamic and innovative pedagogical strategy that teacher educators employ to enhance student learning outcomes. This approach acknowledges the diverse learning preferences and cognitive styles of students, catering to their individual needs for a comprehensive and engaging educational experience.

At its core, the Multiple Mode Approach integrates various teaching methodologies, creating a holistic learning environment that goes beyond traditional lecture-based methods. Educators utilize a range of strategies such as experiential learning, participative learning, problem-solving methodologies, brainstorming sessions, focused group discussions, and online learning platforms.

Experiential learning places students at the center of their learning journey, encouraging hands-on experiences and real-world applications. Participative learning promotes active student involvement, fostering collaborative interactions and knowledge sharing among peers. Problem-solving methodologies instill critical thinking skills, encouraging students to analyze, evaluate, and synthesize information to solve complex challenges.

Brainstorming sessions stimulate creativity and idea generation, allowing students to explore different perspectives and solutions. Focused group discussions provide a platform for in-depth exploration of specific topics, enabling students to delve into the subject matter with a deeper understanding.

Incorporating online modes of learning harnesses the power of technology, offering flexibility and accessibility to students. Online platforms facilitate self-paced learning, multimedia resources, and interactive tools that complement traditional classroom settings.

By embracing the Multiple Mode Approach, educators aim to create a dynamic and enriching learning experience that caters to various learning styles, promotes active engagement, and cultivates essential skills for the ever-evolving academic and professional landscapes. Through this approach, research scholars and educators empower students to become lifelong learners, capable of adapting to new challenges and contributing meaningfully to their fields of study

https://www.phcer.ac.in/students/student-activities/enrichment-programs/

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	8	8	12

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: 85.29

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: 58

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: B. Any 3 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:

Continual mentoring provided by teachers plays a pivotal role in nurturing and developing professional attributes in students. As a research scholar engaged in educational projects, you understand the significance of this approach in shaping students' holistic growth and preparing them for their future

careers.

Continual mentoring goes beyond the conventional classroom teaching model. It involves a sustained and personalized interaction between teachers and students that focuses on cultivating not only academic knowledge but also essential professional skills, values, and attitudes. This process aims to bridge the gap between theoretical learning and practical application, equipping students with the competencies required to excel in their chosen fields.

Mentoring is a two-way exchange where teachers serve as guides, facilitators, and role models. They provide guidance on career pathways, offer insights into industry trends, and help students identify their strengths and areas for improvement. Through open dialogues and constructive feedback, teachers encourage students to set goals, reflect on their progress, and refine their strategies for growth.

Professional attributes encompass a range of qualities, including effective communication, critical thinking, problem-solving, adaptability, leadership, and ethical decision-making. Teachers in a mentoring role actively work with students to develop these attributes by integrating them into various aspects of their learning journey. They design assignments, projects, and discussions that require students to apply these attributes in real-world scenarios, thereby enhancing their practical skills and shaping their professional identity.

The impact of continual mentoring on students' academic and professional development. Your engagement in research allows you to understand the evolving demands of various industries, enabling you to provide students with relevant insights and advice. Through your guidance, students can develop a strong foundation of knowledge, skills, and values that will serve them well as they embark on their careers and contribute meaningfully to their respective fields.

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: C. Any 3 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
Any other relevant information	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:

The significance of the teaching-learning process in shaping the educational experiences of B.Ed. students. The teaching-learning process within the context of Bachelor of Education (B.Ed.) programs holds a unique responsibility to cultivate a diverse range of attributes in future educators. This process goes beyond the traditional transmission of knowledge and becomes a transformative journey that nurtures creativity, innovativeness, intellectual and thinking skills, empathy, and essential life skills among B.Ed. students.

B.Ed. programs are designed to prepare individuals to become educators who not only possess subject knowledge but also possess the ability to inspire and guide their future students effectively. Creativity and innovativeness are cultivated in B.Ed. students through interactive teaching strategies, lesson planning that encourages diverse approaches, and exploration of various teaching methodologies. This prepares them to adapt their teaching techniques to cater to different learning styles, fostering a classroom environment that is dynamic and engaging.

Intellectual and thinking skills are honed through rigorous study of educational theories, research methodologies, and critical analysis of pedagogical practices. B.Ed. students are encouraged to reflect on their own learning experiences and develop a deep understanding of the cognitive processes involved in learning. This equips them to design lessons that challenge students' thinking and promote higher-order cognitive skills.

Empathy, a crucial quality for educators, is nurtured through experiential learning, classroom observations, and interactions with diverse student populations. B.Ed. students gain insights into the challenges and needs of different learners, allowing them to develop strategies that accommodate individual differences and create an inclusive learning environment.

Life skills, such as effective communication, time management, and classroom management, are integrated into the B.Ed. curriculum. Through practice teaching sessions and internships, B.Ed. students learn to communicate clearly, manage their time efficiently, and maintain a positive classroom atmosphere conducive to learning.

We offer valuable insights into innovative teaching practices that can be integrated into B.Ed. programs. By emphasizing experiential learning, collaborative projects, and reflective practices, you contribute to the development of B.Ed. students who are not only academically proficient but also equipped with the skills and attributes necessary to become compassionate, effective, and dynamic educators. Your dedication to enhancing the teaching-learning process in B.Ed. programs reflect your commitment to shaping the future of education through well-prepared and empathetic educators.

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: C. Any 4 or 5 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: B. Any 3 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: B. Any 3 or 4 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: B. Any 4 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](#)
Any other relevant information	[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: C. Any 2 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:

The Internship Programme at the B.Ed. College is meticulously structured and thoughtfully designed to ensure comprehensive preparedness for aspiring educators. With a focus on imparting practical teaching experience and fostering pedagogical skills, this program is a crucial component of the teacher-training curriculum.

The college's commitment to excellence is reflected in the systematic planning of the Internship Programme. A well-defined framework is in place, blending theoretical knowledge with hands-on classroom practice. This ensures that interns not only understand educational theories but also learn how to apply them effectively in real teaching scenarios.

Preparedness is at the heart of this program. Before interns step into classrooms, they undergo a rigorous orientation process. This phase acquaints them with the college's teaching philosophy, the specific curriculum, classroom management strategies, and ethical guidelines. Additionally, interns receive guidance on lesson planning, creating engaging learning materials, and adapting teaching methods to diverse learning styles.

The actual internship experience is thoughtfully scaffolded. Interns begin by observing experienced educators, gaining insights into effective instructional strategies, student engagement techniques, and the dynamics of classroom communication. As they progress, they gradually transition into co-teaching alongside mentors, where they receive immediate feedback and guidance.

To ensure a holistic approach, the program encompasses various grade levels and subjects, allowing interns to gain versatility in their teaching abilities. Special emphasis is placed on integrating technology into education, promoting inclusive teaching practices, and nurturing socio-emotional learning among students.

Regular assessments and reflections form an integral part of the program. Interns engage in self-assessment, peer discussions, and mentor feedback sessions. This reflective practice cultivates a continuous improvement mindset, enabling interns to identify their strengths and areas for growth.

The college's commitment to preparedness extends beyond the classroom. Interns are encouraged to participate in professional development workshops, seminars, and conferences, enriching their understanding of current educational trends and research-based practices. This broader exposure equips them to be adaptable and innovative educators.

The Internship Programme at the B.Ed. College is a well-orchestrated journey that ensures future educators are thoroughly prepared for the challenges of the classroom. Through a blend of theoretical grounding, practical experience, reflective practice, and exposure to evolving educational landscapes, interns emerge as skilled, confident, and compassionate teachers ready to make a positive impact on the lives of their students.

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: 5.38

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

Response: 08

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: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View 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:

The institution has implemented a robust and effective monitoring system during its internship program to ensure the optimal growth and development of its interns. This meticulous monitoring mechanism is designed to provide ongoing support, guidance, and assessment throughout the intern's practical teaching experience.

At the onset of the internship, interns are introduced to the monitoring process through a comprehensive orientation. They are made aware of the various components of the monitoring system, its objectives, and how it aligns with their professional growth. This sets the foundation for a transparent and collaborative monitoring journey.

Throughout the internship, regular classroom observations are conducted by experienced mentors and supervisors. These observations are not just evaluative but serve as opportunities for constructive feedback. The mentors provide specific insights into teaching techniques, classroom management, student engagement, and overall instructional effectiveness. This real-time feedback aids interns in refining their teaching skills and adapting to the dynamic classroom environment.

To foster continuous improvement, the institution encourages interns to engage in self-assessment. Interns are provided with tools and guidelines to critically reflect on their teaching experiences, identify strengths, acknowledge areas for growth, and set personal goals. This self-reflection process empowers interns to take ownership of their development and make targeted improvements.

In addition to individual self-assessment, peer collaboration is also a crucial aspect of the monitoring mechanism. Interns participate in regular peer discussions where they share experiences, exchange ideas, and provide supportive feedback to one another. This collaborative learning environment promotes a culture of mutual support and enhances the overall quality of teaching practice.

The monitoring process also includes scheduled mentorship meetings. These one-on-one sessions between interns and mentors serve as dedicated platforms to discuss progress, challenges, and goals.

Mentors provide guidance, address concerns, and offer tailored strategies to help interns overcome obstacles and thrive in their teaching roles.

Furthermore, the institution integrates technology for efficient monitoring. A digital platform allows mentors, supervisors, and interns to access a centralized repository of assessment data, feedback, and progress reports. This technology-driven approach streamlines communication and ensures that all stakeholders are on the same page regarding the intern's development.

At the conclusion of the internship, a comprehensive assessment is conducted. This assessment evaluates the intern's growth against predetermined benchmarks and learning objectives. The culmination of feedback, self-assessment, peer collaboration, and mentor guidance provides a holistic view of the intern's journey and achievements.

The institution's monitoring mechanisms during the internship program are carefully designed to provide interns with a supportive and structured environment for growth. By fostering self-assessment, peer interaction, mentorship, and comprehensive assessments, the institution ensures that each intern receives personalized guidance and emerges from the program as a confident, skilled, and reflective educator.

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: D. Any 1 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: D. Any 1 or 2 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 other relevant information	[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](#)
English translation of sanction letter if it is in regional language	[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: 36.59

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 03

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: 12.43

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

Response: 87

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:

1. **Continuous Professional Development (CPD) through In-House Discussions:** Dedicated educators recognize the paramount importance of staying abreast of the latest advancements and challenges in the realm of education. To achieve this, teachers proactively engage in in-house discussions that delve into current developments and issues shaping the educational landscape. These dynamic sessions provide a platform for educators to exchange insights, analyze evolving teaching methodologies, and explore innovative tools that can enhance the learning experience for their students. Through these discussions, teachers' fortify their pedagogical approaches, ensuring their instructional methods remain relevant and effective in an ever-changing world.

2. **Collaborative Knowledge Exchange among Educators:** Teachers are ardent proponents of collaborative learning not only for their students but also for themselves. In their pursuit of professional growth, educators actively share valuable information with their colleagues. This open exchange of insights fosters a culture of learning and improvement within educational institutions. By pooling their diverse experiences and perspectives, teachers collectively navigate the intricacies of policies, regulations, and evolving educational paradigms. This collaborative effort empowers them to align their practices with the latest educational standards, ultimately benefiting the students they guide toward success.

3. **Nurturing a Network of Educational Insights:** Dedicated to the cause of education, teachers extend their quest for knowledge beyond the confines of their own institutions. They reach out to their counterparts in other educational settings to share information, experiences, and best practices. In doing so, educators create a robust network of insights that transcends institutional boundaries. This network serves as a conduit for the exchange of policies, regulations, and instructional innovations, ensuring that teachers remain informed about the broader educational landscape. The teachers enrich their teaching methodologies, infusing their classrooms with the latest educational trends.

4. **Adapting to Regulatory Dynamics:** Education is a dynamic field marked by evolving policies and regulations. In acknowledgment of this fact, teachers actively engage with the ever-changing regulatory landscape. They diligently seek out information on shifts in curriculum standards, assessment methodologies, and teaching guidelines. By staying attuned to these regulatory dynamics, teachers ensure their instructional strategies align with the prescribed benchmarks. This commitment to staying informed empowers educators to guide their students toward academic excellence while complying with the latest educational directives.

5. **Cultivating Lifelong Learning:** For teachers, the pursuit of professional development is a lifelong commitment. They understand that the key to effective teaching lies in their own continuous learning journey. Through in-house discussions and the exchange of insights with colleagues and institutions, educators imbibe new perspectives and hone their pedagogical skills.

This unwavering dedication to staying updated reflects not only their passion for teaching but also their commitment to nurturing the next generation of learners in a rapidly evolving world.

The teachers exemplify the spirit of lifelong learning by engaging in in-house discussions, sharing insights with colleagues, and actively seeking out information from other institutions. Their efforts to stay updated professionally showcase their commitment to providing the best possible education to their students while adapting to the dynamic landscape of education.

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:

1. **Holistic Student Assessment through Continuous Internal Evaluation (CIE):** At the heart of the B.Ed. institution's commitment to nurturing effective educators lies the in implementation of CIE of student learning. This comprehensive assessment approach transcends traditional testing methods, embracing a multifaceted evaluation process that provides a nuanced understanding of each student's progress. Through CIE, students' academic journey is continually monitored, offering insights into their growth, strengths, and areas that need further development.

2. **Real-Time Feedback and Learning Enhancement:** CIE creates a dynamic feedback loop that empowers both students and educators. Through regular assessments and constructive feedback, students receive timely insights into their performance, allowing them to identify their strengths and address any learning gaps. This real-time feedback mechanism nurtures a culture of continuous improvement, encouraging students to actively engage with their studies.

3. **Customized Approaches to Individual Learning:** One of the standout features of CIE is its capacity to tailor assessment strategies to cater to the diverse learning needs of each student. Rather than adopting a one-size-fits-all approach, educators utilize a range of assessment tools

and methods to accommodate various learning styles and paces. This personalized approach enhances the educational experience by fostering an environment where every student can thrive and succeed.

4. **Promoting Critical Thinking and Application:** CIE goes beyond rote memorization by emphasizing critical thinking, problem-solving, and the practical application of knowledge. Through a blend of assignments, projects, presentations, and interactive assessments, students are encouraged to delve deeper into the subject matter, analyze concepts, and demonstrate their ability to apply theoretical learning to real-world scenarios. This approach not only enhances students' cognitive skills but also equips them with the skills they'll need as future educators.

5. **Continuous Monitoring of Pedagogical Skills:** In addition to subject-specific knowledge, CIE also evaluates students' pedagogical skills, which are pivotal for effective teaching. Aspiring educators are assessed on their lesson planning, classroom management & communication. By closely monitoring these skills throughout the B.Ed. program, the institution ensures that its graduates are well-prepared to excel in the classroom.

6. **Data-Informed Decision-Making:** CIE generates a wealth of data that inform evidence-based decision-making. Educators can analyze trends, identify areas of improvement, and adapt their instructional strategies accordingly. This culture of accountability and continuous enhancement within the institution benefits both the students and the educators themselves.

7. **Preparation for Professional Teaching Roles:** The implementation of CIE reflects the B.Ed. institution's commitment to producing educators who are well-equipped for the challenges of the teaching profession. By engaging students in a holistic assessment process, the institution ensures that its graduates possess the competencies required to navigate the intricacies of education and excel as impactful teachers in diverse educational settings.

The institution's adoption of CIE embodies a forward-thinking approach to student assessment. This method empowers students, promotes individualized learning, fosters critical thinking, and prepares future educators for the demands of their profession. Through CIE, the institution sets a benchmark for excellence in education by continually refining its practices and ensuring that its graduates are primed to make a meaningful impact in the field of education.

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: D. Any 1 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:

The B.Ed. college's commitment to providing a conducive and student-centered learning environment lies its meticulously designed mechanism for grievance redressal related to examinations. This operational excellence is a testament to the institution's dedication to ensuring fairness, transparency, and student satisfaction throughout the examination process.

The mechanism's effectiveness is evident in its structured approach, swift response, and emphasis on continuous improvement. It encompasses several key features that collectively contribute to its operational success:

1. **Clear Guidelines and Policies:** The B.Ed. college has established comprehensive guidelines and policies that explicitly outline the process for submitting and addressing grievances related to examinations. These guidelines serve as a roadmap for students, faculty, and staff, ensuring a common understanding of the process and expectations.

2. **Dedicated Grievance Redressal Cell:** A dedicated Grievance Redressal Cell, comprising

experienced faculty members and administrative staff, spearheads the mechanism's functioning. This team possesses the expertise to handle a diverse range of issues and to ensure an unbiased and thorough evaluation of each case.

3. **Accessible Channels of Communication:** Recognizing the importance of convenience and inclusivity, the college provides multiple channels for grievance submission. Whether through in-person interactions, emails, or an online portal, students can choose the mode that best suits their comfort and convenience.

4. **Prompt and Time-Bound Resolution:** One of the cornerstones of the mechanism's operational effectiveness is its commitment to timely resolution. Well-defined timelines are established for each stage of the grievance redressal process, ensuring that students receive prompt updates and solutions.

5. **Confidentiality and Anonymity:** Upholding the principle of confidentiality, the mechanism allows students to express their concerns without fear of disclosure. Anonymity is a respected option for those who may wish to remain unidentified, fostering an environment of trust and safety.

6. **Thorough Documentation:** Every step taken, communication exchanged, and decision made within the grievance redressal process is meticulously documented. This not only ensures accountability and transparency but also aids in monitoring the progress of each case.

7. **Resolution Beyond Formality:** The B.Ed. college understands that some grievances might stem from interpersonal issues. To address these situations effectively, the mechanism offers mediation and counseling services, fostering reconciliation and mutual understanding.

8. **Feedback-Driven Enhancements:** The college's commitment to operational excellence is evidenced by its dedication to continuous improvement. Regular reviews and feedback collection allow the institution to identify trends, bottlenecks, and areas for refinement, ultimately enhancing the mechanism's efficacy.

The operational effectiveness of the B.Ed. college's grievance redressal mechanism related to examinations sets a high standard for educational institutions. By prioritizing fairness, communication, confidentiality, and a commitment to growth, the mechanism ensures that students' concerns are addressed promptly and comprehensively. This results in a harmonious learning environment where students can focus on their academic pursuits with confidence and trust in the institution's support system.

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:

Description of Adhering to the Academic Calendar for Internal Evaluation at the B.Ed. College

At the B.Ed. college, the commitment to maintaining a structured and organized academic environment is exemplified by the strict adherence to the academic calendar for the conduct of internal evaluation. This adherence not only reflects the institution's professionalism but also ensures fairness, consistency, and a seamless learning experience for all students.

The B.Ed. college's adherence to the academic calendar for internal evaluation encompasses several essential elements, demonstrating its dedication to operational excellence:

1. **Predefined Schedule:** The academic calendar outlines a well-defined schedule for internal evaluation activities throughout the academic year. It includes key milestones such as assignment due dates, project submissions, quizzes, and other forms of assessment. This schedule is communicated to both students and faculty members well in advance, providing clarity and enabling effective planning.

2. **Aligned with Curriculum:** The internal evaluation calendar is intricately aligned with the curriculum's learning objectives and topics. This ensures that assessments are relevant, meaningful, and contribute directly to the overall learning outcomes of the program.

3. **Variety of Assessment Methods:** The calendar encompasses a diverse range of assessment methods, catering to different learning styles and abilities. This includes written assignments, group projects, presentations, practical assessments, and more. The variety ensures a holistic evaluation of students' skills and knowledge.

4. **Balanced Workload:** Adhering to the academic calendar prevents clustering of assessment tasks, distributing the workload evenly throughout the semester. This prevents undue stress on students and allows them to manage their time effectively.

5. **Time for Feedback and Improvement:** The calendar designates specific periods for feedback on assessments. This not only helps students understand their performance but also provides an opportunity for improvement before the final evaluation. Faculty members have sufficient time to

provide constructive feedback that supports students' growth.

6. **Avoiding Conflicts:** By following the academic calendar, the college minimizes conflicts between assessment dates and other academic or personal commitments. This consideration supports students in fully engaging with their studies and assessments without unnecessary pressure.

7. **Faculty Collaboration:** The adherence to the academic calendar promotes collaboration among faculty members. It allows them to synchronize their efforts in delivering assessments, grading, and providing feedback, creating a streamlined experience for both students and instructors.

8. **Transparency and Equity:** Adherence to the academic calendar fosters transparency and equity in assessment practices. All students are evaluated using the same timeline and criteria, ensuring a level playing field for everyone.

The B.Ed. college's strict adherence to the academic calendar for internal evaluation stands as a testament to its commitment to excellence in education. By carefully designing and implementing a well-structured assessment schedule, the institution creates an environment that supports students' learning journey, encourages active participation, and upholds the integrity of the evaluation process. This commitment resonates throughout the college, fostering a positive educational experience that prepares students for success in their future endeavors.

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:

The teaching-learning process at the B.Ed. College is meticulously structured to harmoniously align with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), creating a comprehensive educational experience that prepares students for success in their teaching careers. This strategic alignment serves as the cornerstone of the institution's commitment to nurturing skilled, knowledgeable, and reflective educators.

The integration of the teaching-learning process with the PLOs and CLOs is evident in various aspects of

the college's educational approach, highlighting the dedication to educational excellence:

1. **Curriculum Integration:** The college's curriculum is carefully designed to seamlessly integrate the PLOs and CLOs across various courses. Each module, assignment, and assessment is purposefully crafted to contribute to the attainment of these outcomes, creating a cohesive educational journey.

2. **Active Pedagogies:** The teaching methodologies employed at the college emphasize active learning strategies, critical thinking exercises, and hands-on experiences. These approaches directly align with the PLOs by cultivating in students the ability to engage effectively with diverse learners and to adapt their teaching methods accordingly.

3. **Assessment Alignment:** Assessment methods are thoughtfully chosen to reflect the CLOs of each course. These assessments gauge students' understanding, application, and integration of the specific learning objectives, fostering a comprehensive evaluation of their capabilities.

4. **Resource Utilization:** Learning resources, whether textbooks, multimedia materials, or research articles, are carefully selected to support the achievement of the PLOs and CLOs. These resources enhance students' comprehension of the subjects and promote the development of essential teaching skills.

5. **Collaborative Learning:** Collaborative learning opportunities are woven into the teaching approach to align with PLOs centered around teamwork and communication. Group projects, peer teaching exercises, and reflective discussions foster collaborative skills among aspiring educators.

6. **Faculty Development:** Faculty members undergo continuous professional development to ensure their teaching methodologies are aligned with the latest advancements in education. This dedication to growth enables them to deliver instruction that resonates with the PLOs and CLOs.

7. **Ongoing Feedback Loop:** Regular feedback mechanisms involving both students and faculty contribute to the continual refinement of the alignment process. This iterative approach enables the college to fine-tune instructional strategies and ensure relevance.

8. **Holistic Student Engagement:** The institution promotes active involvement and engagement from students, encouraging them to take ownership of their learning journey. This approach aligns with the PLOs by fostering a deep sense of responsibility and commitment to their future roles as educators.

The B.Ed. college's commitment to aligning the teaching-learning process with the stated PLOs and CLOs underscores its dedication to producing skilled and empathetic educators. By integrating learning objectives seamlessly into instructional strategies, the institution equips its students with not only theoretical knowledge but also practical skills needed to excel in the dynamic field of education. This alignment ensures that graduates leave the college not just with a degree, but with a comprehensive set of competencies that will positively impact the lives of their future students

https://www.phcer.ac.in/academics/bachelor-of-education-b-ed/plos-clos/

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: 110.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	44	16	16	32

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:

Our institute meticulously monitors the progressive performance of its students, ensuring the attainment of both professional and personal attributes that align seamlessly with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This ongoing monitoring process serves as a dynamic feedback loop, essential for refining and enhancing the institute's educational strategies and practices.

At the heart of this monitoring endeavor is a systematic approach that encompasses various crucial elements:

1. **Performance Assessment**: Through a diverse array of assessment tools, the institute rigorously evaluates students' academic achievements, practical competencies, and the demonstration of desired attributes outlined in the PLOs and CLOs. This includes assignments, examinations, projects, presentations, and practical teaching experiences.

2. **Holistic Evaluation**: The evaluation process delves beyond academic performance, encompassing a comprehensive assessment of personal attributes, ethical values, communication skills, and professionalism. This ensures that students' growth is not limited to academic prowess alone but extends to the development of well-rounded educators.

3. **Regular Progress Checks**: Periodic checkpoints are established throughout the program to gauge students' progress. These checkpoints provide opportunities for students to reflect on their own growth and for faculty to provide timely feedback and guidance.

4. **Individual Learning Plans**: Students' journey towards fulfilling the PLOs and CLOs is guided by personalized learning plans. The institute continually assesses the effectiveness of these plans in aligning students' development with the intended outcomes.

5. **Feedback Loops**: Student feedback, faculty input, and self-assessment contribute to a holistic view of the educational experience. Regular feedback loops foster a collaborative environment, where all stakeholders actively contribute to the enhancement of teaching methodologies and learning resources.

6. **Curriculum Enhancement**: The insights gained from performance monitoring are used to refine curriculum design, instructional strategies, and assessment methodologies. This iterative process ensures that the educational framework remains relevant, responsive, and aligned with the evolving demands of the teaching profession.

7. **Professional Development Initiatives**: Data on student performance is harnessed to identify areas where faculty members can further develop their teaching techniques. This continuous improvement approach extends to educators, reinforcing a culture of lifelong learning within the institute.

8. **Accreditation and Quality Assurance**: Monitoring student performance and its alignment with PLOs and CLOs is integral to maintaining accreditation and ensuring consistent quality in the educational offering of the institute.

9. **Stakeholder Engagement**: The institute engages with external stakeholders, including educational partners and potential employers, to gather perspectives on students' readiness and alignment with professional attributes. This collaborative approach informs further improvements.

Monitoring the progressive performance of students and their alignment with PLOs and CLOs is an essential cornerstone of its dedication to excellence. This data-informed approach drives continuous

enhancements, ensuring that the institute consistently produces educators who are not only academically proficient but also possess the qualities and attributes demanded by the modern teaching landscape.

https://www.phcer.ac.in/academics/bachelor-of-education-b-ed/plos-clos/

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: 41.86

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 18

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](#)
Any other relevant information	[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 performance of students on various assessment tasks serves as a tangible reflection of the extent to which their initially identified learning needs are being effectively addressed in the institute. This symbiotic relationship between assessment outcomes and tailored educational strategies provides valuable insights into the institute's commitment to nurturing individual growth and academic success.

After the students get admitted to the institute, an initial assessment of the admitted students is done through the KYS approach. That is,

K: Know

Y: Your

S: Students

When considering the alignment between identified learning needs and student performance, several key facets come into play:

1. **Customized Learning Plans**: The institute is create personalized learning plans based on the initial assessment of each student's strengths, weaknesses, and preferences directly influencing their subsequent performance. The degree to which these plans are tailored to cater to specific learning needs can be observed through the students' progress and achievements. e.g. by knowing their learning needs,

2. **Targeted Instructional Approaches**: Assessment outcomes shed light on the instructional approaches adopted by the institute effectively addressing the diverse learning needs of the student cohort. Analyzing performance trends across different assessment tasks can reveal whether varied teaching methods, materials, and resources are meeting the expectations set by the initial learning profiles. e.g. Talent search or remarkable proficiency hunt,

3. **Progressive Skill Development**: Tracking students' performance over time allows for a comprehensive evaluation of their skill development and academic growth. If assessment tasks progressively challenge and build upon the skills and competencies identified in their learning profiles, it demonstrates a proactive approach to catering to their evolving needs.

4. **Adaptive Support Mechanisms**: Effective student support mechanisms, such as mentoring, academic counseling, and remedial interventions, should be reflected in improved performance outcomes. Assessing the impact of these mechanisms on students' learning trajectories provides insights into how well the institute responds to individual requirements. e.g. Mentor-mentee meetings,

5. **Diverse Assessment Methods**: The institute's commitment to catering to varied learning needs can be gauged by the diversity of assessment methods employed. If students from different backgrounds and with different learning styles consistently perform well across a range of assessment tasks, it indicates a comprehensive approach to addressing their unique needs. e.g. by formative & summative evaluations.

6. **Feedback Integration**: Regular feedback loops, where assessment results inform instructional adjustments, signify the responsiveness to the learning needs identified at the outset. The extent to

which student feedback is incorporated into refining the educational experience reflects a dynamic and student-centered approach.

7. **Inclusive Practices**: If students with diverse backgrounds, abilities, and learning needs consistently demonstrate positive performance trends, it suggests that the teacher education institute has successfully fostered an inclusive and supportive learning environment. e.g. by diagnosing their learning difficulties and remedial action.

The performance of students on a spectrum of assessment tasks, and the institute's efforts in catering to their initially identified learning needs. Analyzing this performance provides a clear and measurable gauge of the institute's success in delivering tailored education that empowers students to thrive and contribute effectively as future educators.

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: 3.8

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: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

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

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.2	0	0	0	0

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: C. Any 2 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: C. Any 2 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: 0.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	1	03

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](#)
Any additional information	[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: 0.12

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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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](#)
Any additional information	[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: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

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: 48.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	35	20	20	16

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: 33.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	15	16	15

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 additional information	[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:

The commitment to serving humanity and the community is at the core of PHCER's mission. PHCER, through its unwavering dedication, strives to instill values of compassion and social responsibility in its students. This report sheds light on the various initiatives and outreach efforts undertaken by PHCER to promote community welfare and impart value-based education.

1. Fostering Value-Based Education: PHCER firmly believes in nurturing humane values among its students, emphasizing value-based transactions in every endeavor. The institution achieves this through a multifaceted approach that includes orientation sessions, expert talks, and extension activities within the teaching-learning process. These activities are often organized in collaboration with partners such as local schools, colleges and NGO's.
2. Sensitization to Social Issues: PHCER recognizes that sensitizing students to social issues is the first step towards meaningful community engagement. The institution has conducted numerous sessions designed to raise awareness among students on a range of social concerns. Notably, celebration of AIDS Awareness day, World Pouplation Day have been conducted to combat the

stigma associated with social issues,

3. Promoting Healthy Living: To promote healthy living and a wellness-oriented lifestyle, PHCER hosts expert sessions on Yoga and Wellness.

4. Gender Sensitization: PHCER is proactive in promoting gender equality and equity. Through sessions and celebrations students are educated about the importance of gender sensitivity.

5. Empowering Women: PHCER organizes special sessions on menstrual hygiene and healthcare for women.

6. Swachhta Campaign:

7. Promoting Community Well-being: PHCER conducts various competitions such as quizzes, poster design, slogan writing, encouraging students to actively contribute to the betterment of society.

8. Community Outreach during COVID-19: During the COVID-19 pandemic, PHCER extended support to the community by providing food, clothes, masks, and blankets to those in need.

9. Jumble Sale: PHCER engages in jumble sales, offering household items and clothing to the less privileged. The collects proceeds that are directed towards community development, instilling a sense of responsibility among students to contribute to society.

10. Creating Awareness through Art and Drama: PHCER leverages the power of dramatizations, and extension activities to address pressing societal issues like female infanticide, dowry-related problems, AIDS, and human rights violations.

PHCER's dedication to community welfare is exemplified through its wide-ranging initiatives aimed at sensitizing students and actively contributing to the betterment of society. By fostering values, promoting awareness, and engaging in impactful outreach activities, PHCER continues to make a significant difference in its community.

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[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: 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

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](#)
Any additional information	[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: 4

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: 4

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[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: D. Any 1 or 2 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](#)
Any additional information	[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:

Response :

PHCER is dedicated to delivering quality education via ,classroom teaching and hands-on experience , engagement with society and external entities. Its focus is on preparing a wide range of students by offering outstanding facilities and valuable experiential learning.

The Institution boasts ample infrastructure and a well-developed mechanism to ensure optimal utilization of its physical facilities for effective teaching and learning. The campus offers excellent amenities that facilitate seamless class conduct and enhance the overall learning experience. The institution has following amenities :

Classrooms: : All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, boards and other requirements.

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

Computer facilities: The college provides a well-equipped computer laboratory with up-to-date computers and internet access, offering both LAN and Wi-Fi connectivity. Additionally, separate software is available for both administrative tasks and library management, ensuring efficient and smooth functioning across the campus. There are 60 system with 8GB ram, 500 GB Hard disk, Intel i5 processor with 100 Mbps speed and 2 Printers.

Library:In an any institution libraries serves as essential portals to knowledge, playing a fundamental and indispensable role . Our library is housed in a 230.09 sq.mt area & is situated on 3rd floor of the college building . Library is fully digitalised. Library has created a learning environment by providing separate space for Discussions, OPAC, internet browsing area, Laptop Zones with Wi-Fi facility.library is also well equipped to provide facilities to Specially Abled Users e.g. Wheelchairs.

CCTVs: Floor wise CCTV cameras are installed in the premises.

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

Sports : The Campus has a spacious ground . The annual Sports Day is conducted at HOCL , Rasayani.. 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.

Hostel: Hostel facilities for both boys and girls are available and are situated in Eco-friendly environment having 24 Hour Security. All amenities for communication, recreation, entertainment, indoor games and sports are provided.

There is a modern gymnasium, indoor sports facility, a playground with facilities. The facilities also include a Sports Authority of India sponsored sports training centre.

Transport is provided for students, faculty and staff from various locations with 48 buses plying on different routes from places such as Alibag, Kharjat, Panvel, and Pen.

A specious and hygienic canteen caters to the varying needs and food habits of students at reasonable prices.

Hostel facilities for both boys and girls are available and are situated in Eco-friendly environment having 24 Hour Security. All amenities for communication, recreation, entertainment, indoor games and sports are provided.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	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: 88.89

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

Response: 08

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

Response: 09

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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: 16.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.1	1.4	0.4	1.8	1.5

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](#)
Any additional information	[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:

A well-designed library in a college plays a crucial role in supporting the academic and professional

development of future educators. Our library is more than just a collection of books; it's a dynamic space designed to inspire learning, research, and personal growth. With state-of-the-art facilities and a diverse range of resources, our library offers a stimulating environment for individuals of all ages and interests. Our library promotes continuous learning and personal growth. Whether you're a student, a professional, or an avid reader, our resources and facilities provide opportunities to expand your knowledge and skills. Our library is spacious, well light, ventilated with easy access to number of textbooks, reference books, e-books, journals , magazines, encyclopedias, e-journals and newspaper .

Online library Catalog (OPAC) is available for the readers for quick search of the resources.

Remote Access to OPAC (Online Public Access Catalog) / Web OPAC is

Library subscribes to **NLIST** database, which provides access of 6000+ e-journals& 1,99,000+ e-books to students, faculty members & researchers. PHCER also uses Moodle Libspace which helps in providing access to learning content . The library is automated & uses Open Source software "**KOHA**" . PHCER Library has created a learning environment by providing separate space for Discussions, OPAC, internet browsing area, Laptop Zones with Wi-Fi facility. Library provides the facility to check plagiarism for project reports, thesis and research papers.

Library has Turnitin, which is internet based plagiarism prevention software The scanning and photocopying facilities are available for the students and faculty. All the students are allowed to access internet free of cost.

Library follows open access system. Library uses DDC(Dewey Decimal Code) for classification so that books are arranged according to particular subject for easy access to students.

The college has appointed a full-time librarian, one assistant librarian. Proper maintenance of registers is done from time to time .

Library is open from 10 am to 5 pm on all working days. Library has created Facebook group, Instagram Account Page & Twitter Account. These provide valuable information on Career, Scholarships & various Entrance Exams etc.It gives information & news related to the field of education. The users may post messages/queries related to library, comments & suggestions.

PHCER library is committed to support the diverse needs of students, faculty members and researcher. Our library plays a pivotal role in creating a vibrant and enriching educational environment.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[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 has undergone complete computerization. All records are stored digitally, and every transaction is meticulously documented in an organized manner. The implementation of Inflibnet has been introduced to cater to the needs of research scholars and students, enhancing their access to valuable resources. The library is completely digitized, employing KOHA software for managing library transactions. Student attendance, referred to as library hours, is tracked through a scanner. This device records the time spent in the library by scanning the student's library card. The library is equipped with computers connected to the internet, utilizing open-source integrated library software. This software offers an online OPAC (Online Public Access Catalog) for users and automates circulation tasks for librarians. The library's resources, including reference books, textbooks, journals, encyclopedias, research bulletins, M.Ed. dissertations, and Ph.D. theses, are not only substantial but are also consistently expanded to enhance the current collection. The library additionally grants teachers and students access to INFLIBNET and N-LIST. PCER's library extends lending and reference services. Both students and faculty members are provided with complimentary internet browsing privileges. A system for Inter Library Loan is established in collaboration with other institutes under MES management. Furthermore, the library permits overnight book borrowing. To facilitate book issuance, library cards are furnished to users.

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: C. Any 2 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
Any additional information	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: 62042.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
127139.00	77709.00	0	51698	53668.00

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
Any additional information	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: 6.32

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: 274

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: 50

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: 50

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: 50

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: 50

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](#)
Any other relevant information	[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](#)
Any additional information	[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 possesses robust and continually evolving IT infrastructure, which is regularly updated to meet requirements. In response to the growing need for internet connectivity in academic settings, the college is taking proactive measures to establish reliable and secure wired or wireless networks within their campuses, catering to the connectivity demands of their students. The college provides adequate numbers of computers, printers, scanners, LCD with projector to help students and faculty to carry out their academic activities effectively. The college has a well established mechanism to upgrade its IT facilities. Every year provisions are made in the budget for regular upgradation. The college has one computer lab with 50 computers, LAN connection and which are easily accessible by the students to upgrade their IT skills and for various other purposes . The college has appointed technical staff for the maintenance of the computers . The college has 60 computers out of which 50 are used by the students. The staff members are provided with laptops . The college also regularly updates its IT facilities in respect of bandwidth:

2018-19:165 MBPS

2019-20: 200 MBPS

2020-21: 300 MBPS

2021-22: 500 MBPS

The campus has 500 MBPS high-speed internet facility. This institute has a 24X7 Wi-Fi facility on the college campus for students and faculty members to avail internet connection at any place in the college. . Mahatma Education Society has a tie-up with Google and we use all the applications of Google for our benefit. The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities.

IT Infrastructure Details

No. of PCs in Institute: 88

No. of PCs in Laboratories: 60

No. of PCs in Library :   09

No. of PCs in Admin office : 01

No. of PCs in CAP: 07

No. of PCs for IQAC: 01

No. of PCs for Staff: 07

SERVER DETAILS:

EduRight (2015) Windows Server 2008 R2 Intel Xeon Processor E5-2620 32 GB RAM 5TBB HDD

Networking Switch Details: Cisco SG300-28 28 Port Gigabit Managed Switch (38)

Router Details: Ruckus Wireless Zone Director 1000 4G supported Ubiquiti Networks (Library) Airtel Wi-Fi Internet Details: Service Provider:Primenet Global Ltd.

Bandwidth available: 500Mbps

Arrangements:Cyberoam CR2500iNG - 10.6.5

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: 0.8

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](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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](#)
Any other relevant Information	[View Document](#)
Link for additional information	[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: E. None 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 for additional information	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link to videos of the e-content development facilities	[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: 16.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.1	1.4	0.4	1.8	1.5

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
Any additional information	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 a well-established framework in place to oversee and manage the maintenance and utilization of its physical, academic, and support facilities. Each academic year, the management allocates a sufficient budget to ensure the maintenance and enhancement of different facilities, including classrooms, laboratories, and the library. The college also considers the necessity for repairing and replacing furniture and equipment on its campus.

To ensure the effective operation of this system, several committees have been established. These committees regularly assess and analyze the needs related to maintaining the physical, academic, and support facilities. Moreover, the college is open to receiving suggestions and requests from students, alumni, and faculty members concerning the maintenance of infrastructure and other amenities.

The classrooms are equipped with suitable infrastructure to facilitate academic activities. The college's laboratories are operational, furnished with all essential materials, tools, and equipment, and are also outfitted with fire extinguishing devices. The procurement of equipment takes into account their energy efficiency, contributing to resource sustainability and energy conservation. Safety precautions in the science laboratory include securing hazardous chemicals in lockers.

The computer labs have an ample number of computers meeting the required specifications, and they are updated with the latest antivirus software. The institution periodically undertakes necessary software and hardware enhancements and maintains ICT facilities as needed. The responsibility for maintaining the campus Wi-Fi connection rests with the service provider. Faculty and students enjoy complimentary internet access.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[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: C. Any 2 or 3 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: C. Any 6 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: C. Any 3 or 4 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: 47.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	18	08	10	16

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: 16.67

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 07

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

Response: 00

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 00

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: 4.27

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	2	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:

The Student Council at Pillai HOC College of Education and Research functions as a crucial intermediary between the college's staff and its student body. This representative group plays a central role in ensuring the smooth execution of both curricular and co-curricular activities by mobilizing students to participate in, plan, and carry out a wide range of events. Under the guidance of the Principal and faculty members, the Student Council is tasked with organizing a diverse array of activities, including maintaining discipline, addressing grievances, conducting various programs, fostering teamwork, honing leadership skills, and encouraging cooperative learning among student teachers.

Roles and Responsibilities:

1. General Secretary: The General Secretary assumes the leadership of the Student Council and is responsible for coordinating activities among Council members, teachers, and students. This role involves facilitating effective communication and collaboration among these stakeholders.

2. Deputy General Secretary: The Deputy General Secretary works closely with the General Secretary to oversee the Council's activities. This includes collaborating with teachers and students to ensure the Council's smooth operation.

3. Academic Incharge: The Academic Incharge possesses a strong understanding of subject materials, learning resources, and the academic schedule. They collaborate with faculty to keep academic matters up-to-date and easily accessible for the benefit of students.

4. Assembly Incharge: The Assembly Incharge is responsible for daily and special assemblies, record-keeping, and ensuring the seamless organization of these gatherings, fostering unity and community spirit among students.

5. Cultural Incharge: The Cultural Incharge supervises coordination with students to maximize their participation in cultural programs. These programs are often showcased at various inter and intra-collegiate platforms, promoting creativity and celebrating cultural diversity.

6. Sports Incharge: The Sports Incharge organizes the annual sports day event and other sports-related activities, with the aim of instilling a sense of sportsmanship among students. This also includes smaller indoor and online events designed to encourage active participation.

7. Report Writing Incharge: The Report Writing Incharge is responsible for documenting and maintaining reports for major student body activities. They may also gather and compile reports written by others, ensuring a comprehensive record of events.

8. Photography Incharge: The Photography Incharge plays a crucial role in documenting important programs. They possess photography and design skills, enabling them to select and archive high-quality photographs for various occasions, thereby preserving the visual history of the institution's activities.

Role in Communication:

The Student Council serves as a vital communication link between the administration and students. While students have the opportunity to communicate directly with administrative officials, the Student Council acts as the primary intermediary, facilitating communication at the grassroots level. This ensures that student concerns, suggestions, and feedback are effectively conveyed to the administration, thereby promoting transparency and responsiveness.

In conclusion, the Student Council at Pillai HOC College of Education and Research assumes a multifaceted role in the institution's operations. Its dedication to fostering student engagement, discipline, leadership, and effective communication makes it an invaluable asset to the college community. Through its coordinated efforts, the Student Council significantly contributes to the holistic development and success of both the institution and its students.

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: 8.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	6	5	5

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 Alumni Association at Pillai HOC College of Education and Research is a dynamic and integral part of the institution's ecosystem. Comprising former students who have embarked on diverse professional journeys, the association plays a pivotal role in contributing significantly to the development and advancement of the college. This report explores how the Alumni Association at Pillai HOC College of Education and Research makes a substantial impact on the institution's growth and progress.

Financial Support: The Alumni Association contributes to the college's development is through financial support. Alumni, who have achieved success in their respective careers, generously donate to the institution. These donations fund various initiatives like scholarships, infrastructure improvements, research projects, and faculty development programs. Such financial contributions strengthen the college's resources and enable it to offer a better educational experience to its students.

Mentorship and Guidance: Alumni, with their wealth of real-world experience, serve as invaluable mentors and guides for current students. They willingly share insights, offer career advice, and provide guidance on navigating the complexities of the professional world. This mentorship fosters personal and professional growth among students, instilling confidence and helping them make informed decisions about their academic and career paths.

Industry Connections: The Alumni Association facilitates internships, job placements, and networking opportunities for current students. By bridging the gap between academia and industry, the association enhances the employability of students and exposes them to practical, hands-on experiences.

Knowledge Sharing: Alumni frequently return to the college as guest speakers and workshop facilitators. Their expertise and experiences enrich the academic environment by providing real-world context to theoretical concepts. Such interactions not only inspire students but also contribute to their overall educational development.

Promotion and Advocacy: The Alumni Association acts as a staunch advocate for the college, showcasing its achievements and successes to a wider audience. Alumni who have achieved recognition in their fields become powerful ambassadors for the institution. Their testimonials enhance the college's reputation, attracting prospective students, faculty, and partners.

Continuous Learning and Engagement: The Alumni Association fosters a culture of lifelong learning and engagement. Regular alumni events, reunions, and professional development seminars provide opportunities for former students to reconnect with their alma mater. This ongoing engagement strengthens the emotional bond between alumni and the institution.

The Alumni Association at Pillai HOC College of Education and Research is a vital pillar of support and growth for the institution. Through financial contributions, mentorship, industry connections, knowledge sharing, and advocacy, the association significantly contributes to the college's continuous development and success. Its commitment to nurturing the next generation of professionals and strengthening the institution's educational mission showcases the enduring impact of alumni on the college community. The Alumni Association exemplifies the spirit of giving back and ensures that Pillai HOC College of Education and Research continues to thrive and make a meaningful impact in the realm of education.

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: B. Any 4 or 5 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**

2022-23	2021-22	2020-21	2019-20	2018-19
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:

The Alumni Association of Pillai HOC College of Education and Research serves as an invaluable support system for the institution, playing a multifaceted role in motivating and recognizing the talents of current students. Beyond financial contributions and networking opportunities, the association actively participates in identifying, nurturing, and promoting special talents among the student body.

- **Motivation and Inspiration:** The presence and achievements of alumni serve as a powerful source of motivation for current students. Alumni success stories provide tangible examples of what can be achieved through dedication and hard work. Inspirational talks, guest lectures, and alumni sharing sessions organized by the association inspire students to set high goals and strive for excellence in their academic and extracurricular pursuits.
- **Talent Identification:** The Alumni Association plays an active role in identifying hidden talents among the student community. Through interactions, alumni often uncover unique skills and abilities in students that may not have been recognized otherwise. This talent-spotting process is instrumental in nurturing students' individual strengths and passions.
- **Nurturing Special Talents:** Once special talents are identified, the Alumni Association takes proactive steps to nurture and develop them. This may involve providing access to specialized training, mentorship, or resources. For example, if a student shows promise in the arts, the association connect them with alumni who are successful artists or provide opportunities for them to showcase their work.
- **Scholarships and Awards:** The association often establishes awards to recognize outstanding

student achievements. These incentives encourage students to excel in various fields, be it academics, sports, arts, or community service. These awards serve as prestigious milestones in a student's academic journey.

- **Networking and Exposure:** The Alumni Association leverages its vast network to create opportunities for students to gain exposure in their areas of interest. Whether it's arranging internships, or connecting students with professionals, the association helps students broaden their horizons and gain practical experience.
- **Mentorship and Guidance:** Alumni, with their diverse experiences, become mentors to students with similar interests. This mentorship provides students with invaluable guidance, helping them navigate their fields, make informed decisions, and set achievable career goals.
- **Celebrating Achievements:** The Alumni Association actively celebrates and showcases student achievements. This recognition boosts students' self-esteem and motivates them to continue excelling in their chosen paths. Such celebrations inspire a culture of healthy competition and achievement within the college community.

The Alumni Association of Pillai HOC College of Education and Research goes beyond its role as a financial supporter and networking platform. It acts as a driving force in motivating students and identifying, nurturing, and promoting special talents. By inspiring, guiding, and celebrating student achievements, the association not only enhances the college's academic environment but also contributes to the holistic development of its students. In this way, the Alumni Association is a vital partner in the institution's mission to nurture talent and empower students to reach their fullest potential.

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:

PHCER envisions to establish a nurturing educational environment that cultivates compassionate, dedicated, and proficient educators capable of addressing emerging global challenges. To achieve this, PCER collaborates with the unwavering support of the Mahatma Education Society. The combined efforts of the Management, Principal, Teachers, and administrative staff synergistically work towards realizing the institution's vision, mission, and objectives across diverse activities. The Institutional Code of Conduct outlines the guiding principles. Steering the enhancement of transactional quality are various committees integral to this process. Faculty members actively engage in committees like IQAC, CDC, Student Council, Practice Teaching Committee, Research, Placement, Library, and Alumni.

The Management offers suitable direction and latitude for organizing institutional activities. In collaboration with the Management, the Principal formulates a comprehensive Strategic Plan encompassing the following key areas: 1) augmenting the teaching-learning process, 2) reinforcing training and placement efforts, 3) promoting research endeavors, 4) integrating technology within classrooms, 5) enhancing alumni involvement, 6) engaging with the community, and 7) establishing an environmentally sustainable campus.

To achieve this objective, the Principal develops a monthly schedule, and responsibilities are distributed through designated roles. Ongoing assessments of academic and financial matters take place, prioritizing the organization's efficient operation. Comprehensive records and reports are maintained, performance evaluations are conducted and shared with stakeholders, and the Management and governing body are informed. The institution follows an inclusive approach, encouraging both staff and students to freely engage with the Principal on any concerns. Regular staff meetings and committee sessions are convened to strategize, implement, and provide assessments on the institution's activities.

The ongoing monitoring mechanism ensures alignment with the institution's objectives. In response to unforeseen challenges, prompt adjustments or immediate action plans are formulated. Insights from various stakeholders such as Management, educators, students, non-teaching staff,

alumni, practice teaching partners, and parents contribute to making essential and swift strides towards stakeholder well-being. This process further strengthens the institution's foundation.

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 signatureof 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:

The Management embraces democratic leadership, teamwork, a shared vision, and supportive encouragement to foster a collective sense of responsibility and dedication among stakeholders. The organization fosters collaboration across its various functions by strategically distributing authority and involving individuals from all tiers in making decisions relevant to their respective areas. It ensures that administrative bodies include a diverse representation of stakeholders, promoting participatory management and decentralization. These approaches have cultivated a feeling of personal investment and satisfaction among educators, students, and support personnel, leading to hei. The institution adheres to an Organogram for inclusive decision-making. The Principal, in collaboration with the Management and faculty, allocates diverse roles and responsibilities. The Principal assumes the role of Chairperson across all committees, involving both teachers and students. Well-defined objectives and activities undergo meticulous scrutiny to attain program outcomes. Committee appointments follow a rotational pattern. The institution has various committees encompassing Admission, Examination, Practice Teaching, Alumni, Student Council and Co-curricular, Library, Research, and Placement dedicated to the overall advancement of the institution.

Practice of Participative Management

Participatory management within the institution is ensured through three key approaches. Firstly, there is a strong emphasis on transparent information sharing, keeping both faculty and students

well-informed about institutional developments. This fosters a sense of value and esteem among all individuals involved. Secondly, there are flexible communication channels in place, allowing teachers, support staff, and students to freely engage with the institution's management via phone, email, or in-person interactions. This encourages the sharing of creative ideas for institutional enhancement. Lastly, the college's Secretary maintains regular interactions with teachers and students, actively seeking input to enhance operational effectiveness. This cultivates a sense of accountability among staff and students, engaging them in the advancement of the institution. The institution has effectively executed its plans through participatory management and decentralization, driven by the strategies developed by its administrative bodies.

Decentralization and Participative management can be seen the actions of the various committees like the Admission Committee organizes an orientation session for potential students regarding the Common Entrance Test (CET). The Practice Teaching Committee strategizes the implementation of internship activities within schools. The Research Committee coordinates seminars, publications, and initiatives for exchanging research findings. The Exam committee plans and conducts examinations as per the schedule. The institution regular inputs and insights from a diverse range of stakeholders, including students, educators, alumni, practice teaching establishments, and local community organizations.

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:

 PHCER maintains transparency in all its operational aspects, including financial, academic, and administrative functions. Pertinent information related to the institution is readily available on the website, encompassing policies, values, code of conduct, mandatory document disclosures, organizational structure, strategic plans, IQAC initiatives, examination-related details, and updates concerning students and faculty.

Regular audits are carried out to ensure the institution's academic, administrative, and financial dimensions remain robust. Decision-making processes are democratic and inclusive, involving the Management, Principal, Faculty, and students. These decisions are grounded in the Strategic Plan, IQAC initiatives, CDC initiatives, and input from various stakeholders.

Regarding academics, the institution disseminates current information about its educational

undertakings to stakeholders through the website. This includes year plans, academic calendars, program outcomes, and course learning outcomes. Updates on student-related data and academic activities, such as admissions, pedagogical specifics, learning resources, schedules, exam details, and enrichment programs, are readily accessible. Academic audits are conducted periodically.

The institution's financial transparency is evident through the budgeting process led by the Governing body. Income-expenditure statements and balance sheets are audited and posted on the website. The Principal collaborates with Management and Faculty to prepare activity plans and allocate resources accordingly. In-depth financial records are maintained for every event, and returns are filed annually, with external auditors verifying the balance sheet.

Administratively, student enrollments occur through online processes like the CET cell and CAP process. Updated admission-related details are accessible on the website. Information about institutional leadership, decision-making bodies, faculty, staff, committees, and student councils is readily available. B.Ed admissions, as well as forms related to ARA and AISHE, are completed online. Essential reports like NCTE and AQAR are uploaded as well. The website also conveys details about migration, transfers, community service, outreach programs, alumni initiatives, and digital libraries.

In essence, PHCER prioritizes openness across its operations, making information accessible, engaging stakeholders, and fostering a culture of accountability and continual improvement.

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:

As an institution dedicated to training future educators, the college is committed to providing trainees with a wide range of learning experiences. Trainees are actively encouraged to participate in diverse co-curricular activities alongside their academic pursuits, both within and outside the college campus.

Given its focus on teacher training, the college places a strong emphasis on holistic development among trainees. This involves fostering qualities such as creativity, originality, innovative thinking, critical thinking, and social skills. Beyond academic pursuits, the college promotes activities like

debates, games, and sports to ensure a well-rounded development process. Moreover, the college facilitates a rich exposure to various activities, including seminars, workshops, group discussions, and lectures by subject experts, all aimed at enhancing teaching skills.

The college implements collaborative learning techniques by engaging trainees in small groups and pairs, encouraging peer-based learning, interactive games, and creative activities like poster making.Critical pedagogy is frequently employed to elevate the intellectual and cognitive aspects of the learners. The institution also offers valuable opportunities such as field visits, educational tours, institutional visits, and internships to facilitate comprehensive skill development among trainees. These experiences aim to nurture their growth and readiness for the teaching profession.

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:

The institution, under the governance of the Mahatma Education Society, operates as a linguistic minority establishment and holds affiliation with the University of Mumbai. The institution's future endeavors are directed by the Management, led by Dr. K.M. Vasudevan Pillai, who serves as the Chairman and CEO, and Dr. Daphne Pillai, who holds the positions of Secretary and Chairperson of the Management Board. The Management's energetic leadership, visionary approach, and motivational influence play a pivotal role in guiding the institution towards educational excellence.

PHCER has formed a College Development Committee (CDC), in accordance with the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), clause 97. The committee members serve a tenure of five years from the nomination date. The CDC convenes once per semester, totaling two meetings annually. Its primary objectives include advancing academic distinction, fostering infrastructure growth, devising an all-encompassing institutional development strategy, overseeing teaching initiatives, establishing the academic calendar,

coordinating extracurricular undertakings, introducing new courses, organizing training programs, and producing the annual report.

From its establishment, PHCER has consistently demonstrated a strong commitment to maintaining high standards in every facet of its operations and interactions. The IQAC at PHCER aligns with its mission by actively pursuing the enhancement of quality across all aspects of the institution. The IQAC is dedicated to formulating, strategizing, and encouraging initiatives aimed at enhancing the institution's overall efficiency and effectiveness.

The institution has established a grievance redressal cell to handle both individual and group-related concerns of students. This cell is designed to offer a structured avenue for addressing grievances raised by students and teachers alike, with the objective of resolving issues faced by them. To facilitate this, students have the option of expressing their grievances through a designated grievance box that has been set up

The institution maintains both an anti-ragging and anti-sexual harassment cell, which is dedicated to ensuring the security and well-being of its students. This committee is composed of the Principal as the President and three designated teachers. The primary goals of this cell involve maintaining a vigilant stance to forestall instances of ragging, educating students, and fostering a conducive and positive atmosphere within the institution.

The institution follows UGC-prescribed guidelines and conditions when advertising vacant positions through national and regional newspapers. Qualified candidates undergo interviews conducted by a panel of experts, with the chosen individuals subsequently being appointed. Preference is given to candidates who possess qualifications like NET/SLET, proficiency in English, technological proficiency, and desirable personal and professional attributes. The institution duly acknowledges and commends its staff for their dedicated performance and fulfillment of their assigned duties.

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: D. Any 2 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:

The planning and execution of activities within different bodies and committees are overseen by their respective members, following a well-structured framework for planning and evaluation. The minutes of staff meetings are diligently recorded to ensure the accuracy and transparency of records. All the college's activities and plans adhere to the guidelines set forth by the University of Mumbai , and the college's own vision and mission. These plans are informed by feedback and recommendations collected during discussions with stakeholders such as students, the College Students' Council Association (CSCA), faculty members, Parent-Teacher Association (PTA) representatives, alumni, and the Internal Quality Assurance Cell (IQAC).

Every effort is made to efficiently implement all strategies and resolutions while considering the well-being of students and the comprehensive advancement of the institution. The institution communicates its noteworthy accomplishments to the public through press releases. Furthermore, essential information is shared on the institution's website and notice boards.

The various bodies and committees present in the college ensure the timely execution of both academic and cultural events as per the designated calendar. Decisions taken during different meetings are meticulously documented, and proactive measures are taken to translate these decisions into tangible actions that are executed effectively on the ground.

In summary, the college employs an organized approach to planning and executing activities, guided by input from stakeholders and the mandates of relevant educational bodies. This approach ensures that decisions and plans are executed with precision, contributing to the overall growth and success of the institution.

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:

Ensuring the well-being and satisfaction of both teaching and non-teaching staff members is not only a hallmark of a progressive institution but also a fundamental aspect of nurturing a conducive and harmonious work environment. he effective implementation of comprehensive welfare measures for both these segments of the workforce stands as a testament to an institution's commitment to fostering a thriving professional community. In this context, this document delves into the strategies and practices employed to ensure the effective implementation of welfare measures for both teaching and non-teaching staff, underscoring their significance in creating a productive and contented educational ecosystem.

The institution actively promotes and offers support for faculty members to participate in seminars and conferences, where they can present their research papers, fostering the exchange of ideas. The institution places considerable emphasis on enhancing the professional growth of its faculty, encouraging their involvement in orientation, refresher, and short-term courses to update their knowledge.

A comprehensive 360-degree performance appraisal system is employed to provide a holistic view of faculty performance. This aids in delivering constructive feedback and nurturing the human resources of the institution. To enhance staff capabilities, the institution arranges short-term courses, faculty development programs, and sessions conducted by experts. Amid the pandemic, training sessions were held to familiarize staff with online teaching methods, including access to Coursera online courses. Non-teaching staff were also trained to upgrade their ICT skills.

The institution fervently supports faculty members in their research pursuits, providing resources, infrastructure, financial assistance, and flexible hours. The libraries boast an extensive array of resources, including books, journals, magazines, and digital materials, greatly aiding faculty research and keeping them up-to-date. Ample opportunities exist for participating in seminars and presenting papers across various institutions under MES. The institution consistently encourages faculty to attend and contribute to such events.

During the pandemic, safety measures were prioritized for staff visiting the institution, Covid vaccination camps for staff were organized for second dose and a Doctor on call service was established. Flexi-time is granted to faculty members on non-teaching days, affording them the freedom to engage in research and publications. Leave provisions are extended for attending orientation, refresher courses, pre-Ph.D. programs, and university commitments. The institution values the welfare of its faculty, providing leave benefits for personal reasons.

The institution enthusiastically supports faculty members in pursuing their doctoral studies, acknowledging their efforts with felicitations and cash benefits during Teachers' Day celebrations. The Management coordinates a collaborative Teachers' Day event involving all institutions, presenting a diverse array of cultural activities performed by the staff.

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: 31.71

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**

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	02	03	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](#)
Any additional information	[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: 18

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**

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	04	03	04

27-02-2024 09:39:30

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: 19.51

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**

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	01	01

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 system of performance appraisal serves as a guiding framework for elevating the quality of the institution. It involves evaluating the expertise and competencies of the staff along with their overall effectiveness. This system aids the institution in pinpointing areas that require

enhancement and in furnishing appropriate avenues for the professional advancement and growth of the staff.

Upon the conclusion of each semester, feedback forms are distributed to students. These forms are designed to gather insights about the instructors and various elements associated with the teaching procedure. By assessing the knowledge and skills of the staff, as well as evaluating their overall performance, this system offers valuable insights. It serves as a compass for the institution to identify both strengths and areas for enhancement.

Parameters adopted for Teaching Faculty Appraisal are:

- Communication skills

- Teaching skills

- ICT skills

- Research skills

- Time Management

Communication skills : Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills.Consequently, a teacher should possess competence in all four communication modes: listening, speaking, reading, and writing. Moreover, they should be capable of applying these proficiencies in a skillful and impactful manner.

Teaching skill: Teaching skills are of paramount importance for educators. Possessing a strong command of subject matter is undoubtedly crucial, but the ability to effectively convey that knowledge to students is equally vital. Teaching skills encompass a wide range of abilities, including classroom management, lesson planning, adapting to diverse learning styles, fostering a positive learning environment, providing constructive feedback, and utilizing various instructional techniques.

Time Management : Delivering content within the established timeline and maintaining a consistent pace ensures that the curriculum is covered adequately without rushing or lagging. Managing time well enables teachers to incorporate a variety of teaching methods and activities. This keeps the classroom dynamic and interesting, preventing students from becoming bored or disengaged. Teaching can be demanding, and improper time management can lead to burnout. Effective time management helps teachers create a balance between their professional responsibilities and personal life, promoting overall well-being.

ICT skills : ICT skills enable teachers to utilize a wide range of digital tools and platforms to create more interactive and engaging lessons. ICT skills allow teachers to diversify their teaching methods, catering to visual, auditory, kinesthetic, and other learning styles. Teachers who can navigate online platforms and tools are better equipped to facilitate remote or blended learning environments.

Research skills : A teacher educator with strong research skills can stay up-to-date with the latest educational research and impart evidence-based teaching strategies to future teachers.A teacher educator skilled in research can help aspiring teachers develop these crucial skills, enabling them to address challenges in their own classrooms. By demonstrating their own research endeavors, teacher educators encourage a culture of inquiry and lifelong learning among their students. This approach fosters curiosity and a commitment to ongoing professional growth. Engaging in research keeps teacher educators intellectually engaged and continuously learning.

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 maintains a highly effective and efficient financial management system. A clear strategy is in place for resource mobilization and financial oversight. Dedicated committees ensure meticulous tracking of expenditure, and various committees scrutinize fund utilization to guarantee alignment with intended purposes. Rigorous annual financial audits, both internal and external, address inquiries and concerns.

Annually, the Governing Body and Principal collaborate to draft the budget for the academic year. Income and expenditure documentation, along with payment bills, are submitted to the institution's accounts department. This department is responsible for compiling the balance sheet and addressing any inquiries. The finalized balance sheet undergoes scrutiny by an external auditor for validation.

The approved balance sheet is then published on the institution's website and utilized for documentation purposes at the University, AISHE, and NCTE levels. The institution's accounting procedures are executed meticulously by proficient personnel. Regular monitoring of fund flow

ensures the college's financial stability and the timely fulfillment of financial obligations.

In essence, the institution's financial management practices reflect a commitment to fiscal responsibility, transparency, and effective governance.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of 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: 7000

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

2022-23	2021-22	2020-21	2019-20	2018-19
20000	0	0	0	15000

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:

Mahatma Education Society's Pillai HOC college of Education and Research is non-aided linguistic minority institute. The sources of funds for the Institution are the grants from Management, Philanthropist, etc for various purposes. General Fund received in terms of Student Fees,Hostel Fees. The institution relies mainly on student fees as its main revenue source. As a socially responsible nonprofit establishment, the College maintains a deliberate strategy of ensuring that student fees remain reasonable. The institution possesses a highly structured system for raising funds and making efficient use of its available resources.

The collected tuition fee serves multiple purposes, including the improvement of infrastructure, support for academic endeavors, and payment of salaries.

The Finance Committee (responsible for financial planning and execution) formulates budgets and handles all financial affairs, involving inputs from both teaching and non-teaching staff. Meanwhile, the purchase and construction committees strategize, propose, and deliberate on matters pertaining to purchases and building projects within their respective subcommittees. These proposals are subsequently presented to the Governing Body (GB) for ultimate approval, following endorsement from the Finance subcommittee. Additionally, the Library committee collaborates with faculty and the Principal to devise plans and allocate budgets for books and journals. The institution allocates funds across various categories and for specific purposes, including employee salaries, departmental budgets, infrastructure development, maintenance, administrative costs, cultural and co-curricular activities, admissions, and the upkeep of ICT facilities.

To ensure openness and responsibility, an annual audit is conducted by an appointed auditor. Both internal and external audits, performed by a Chartered Accountant, guarantee the proper allocation of resources. The institution has a robust Finance and Accounts Committee, overseeing account management and subjecting all approved accounts to both internal and external audits. The Principal of the college personally verifies daily transactions on behalf of the Management.

Periodic internal audits are conducted by the internal auditor to validate all financial transactions. At the close of each fiscal year, they generate annual financial statements and audit reports.

The College Development Committee periodically reviews the acquisition and utilization of funds in their meetings to maintain oversight over the process.

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:

PHCER has embraced comprehensive quality management approaches that encompass both academic and administrative realms. The institution is fully committed to cultivating an environment that fosters creativity, innovation, and overall quality enhancement.

Established in 2021, the college introduced a dedicated Internal Quality Assurance Cell (IQAC) comprising seven members. This strategic move was aimed at effectively responding to the dynamic shifts in education, society, and the market. The IQAC plays a pivotal role in assessing diverse facets of the college's operations and diligently monitors their execution. It offers continuous suggestions and guidance throughout the course duration, ensuring a comprehensive approach from inception to culmination. Furthermore, the IQAC systematically evaluates and addresses suggestions received through multiple channels, including verbal communication, formal communications, suggestion boxes, and related avenues.

The IQAC's core functions encompass:

- **Formulating and implementing qualitative benchmarks and parameters for both academic and administrative undertakings within the college.**

- **Cultivating an environment centered around learners, thereby fostering an atmosphere conducive to quality education. This includes aiding faculty growth, enabling them to adopt necessary knowledge and technology for interactive teaching and learning.**

- **Orchestrating avenues for collecting feedback from students, parents, and other stakeholders, providing valuable insights into institutional processes linked to quality.**

- **Disseminating pertinent information regarding various quality parameters, fostering a culture of transparency and awareness.**

- **Coordinating workshops, seminars, and events focused on quality-related themes within and outside the institution. This encompasses both intra-college activities and collaborations with other institutions.**

- **Documenting the array of programs and initiatives undertaken by the college, which significantly contribute to elevating the quality of education provided.**

- **Developing and managing an Institutional database through Management Information Systems (MIS), aimed at sustaining and augmenting the institution's overall quality.**

- **Cultivating a pervasive culture of quality, with the goal of making quality enhancement an intrinsic and ongoing aspect of the institution's ethos.**

- **In essence, PHCER's commitment to quality management is evident through its establishment of the IQAC, which functions as a multifaceted body that oversees and promotes quality across all operational facets of the institution.**

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:

PHCER demonstrates a keen dedication to upholding education quality and adapting to evolving educational, societal, and market dynamics. This commitment is reflected in its institutional framework, including the Internal Quality Assurance Cell (IQAC) instrumental in evaluating program performance. Notably, the institution's emphasis on quality extends to:

- **Holistic Planning and Execution: The college employs meticulous planning and execution strategies for academic programs. This ensures a comprehensive approach that aligns with academic standards and industry demands.**

- **Data-Driven Improvement: In pursuit of sustained excellence, the college leverages**

stakeholder feedback and past performance data to identify areas for improvement. This data-driven approach fosters a continuous enhancement cycle.

- **Academic Calendar Adherence:** The institution places a high priority on adhering to the academic calendar, promoting a structured and organized learning environment that benefits both students and faculty.

- **Effective Faculty Oversight:** The Principal plays a pivotal role in supervising content delivery by the faculty. This oversight ensures the delivery of high-quality and relevant subject matter.

- **Student Performance Enhancement:** The college maintains a strong focus on enhancing student performance in internal assessments. This dedication to academic rigor contributes to producing well-prepared graduates.

- **Attendance Monitoring and Communication:** Through consistent monitoring of student attendance, the college actively engages students by providing regular updates on attendance status, fostering a sense of responsibility.

- **Resource Management:** The institution diligently manages its resources, conducting regular stock verifications. This attention to detail reflects a commitment to maintaining an efficient and effective learning environment.

- **Advanced Learning Tools:** The installation of LCD projectors in classrooms underscores the institution's commitment to leveraging technology for enriched and interactive learning experiences.

- **Targeted Support through Remedial Classes:** Feedback-driven remedial classes exemplify the college's proactive approach to addressing students' academic challenges, thus ensuring a more inclusive and supportive educational environment.

- **Library Modernization:** The college's efforts to digitize the library's resources and provide internet access contribute to creating an innovative and conducive learning space for students.

- **Continuous Teaching-Learning Evaluation:** Regular evaluation of teaching-learning methodologies through student feedback ensures that the college remains agile in refining its educational strategies.

- **Curriculum Alignment:** Although syllabi are determined by the Mumbai University, the college strives to align its programs with the university's directives, ensuring the delivery of relevant and current curriculum content.

In summary, PHCER's multifaceted approach to education quality encompasses comprehensive planning, data utilization, faculty supervision, technology integration, student support, and continuous evaluation, all of which collectively contribute to a holistic and dynamic learning environment.

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: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	4	4	4

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: C. Any 2 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](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) 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 IQAC has played a vital role in establishing and ingraining approaches and procedures to uphold and enhance the quality of our institution. Key focal points have included refining the teaching and learning procedures, implementing outcome-based education, and establishing a robust feedback system to pinpoint areas that require enhancement. The institution, in collaboration with the College Development Cell (CDC) and IQAC, regularly assesses and improves the standard of the teaching-learning process. This is achieved through effective feedback channels, well-timed planning, continuous oversight of the Faculty Handbook, and academic evaluations aimed at ensuring quality assurance..

Academic Incremental Improvements

The Academic Planning Committee is responsible for devising the session plan and academic schedule for the entire academic year, ensuring a systematic and well-coordinated operation of the

Institute.

The Examination Committee oversees both internal and external examinations, and it also maintains comprehensive records of the examination processes. This committee is in charge of addressing any grievances connected to examinations and serves as an intermediary between the college and the university to ensure the seamless administration of examinations.

The institution empowers student teachers with the essential skills to become effective professionals by engaging them in a range of capacity-building initiatives. These include value-added courses, workshops focusing on innovative educational practices, and the organization of events.

Furthermore, through community outreach initiatives and environmental projects, the institution aims to cultivate values that will serve as the bedrock of student teachers' learning journeys. The institution offers diverse avenues for students to enhance their technological prowess through activities centered around information and communication technology (ICT), along with the utilization of electronic resources.

PHCER is dedicated to nurturing self-reliance among students by introducing them to inventive teaching and learning methodologies. This involves providing expert guidance for further education, conducting counseling sessions, and other related efforts. Through these endeavors, the institution actively promotes a culture of lifelong learning among student teachers.

The institute advocates for the use of digital transactions to minimize paper usage. PHCER is committed to a responsible waste management approach, ensuring proper segregation of all types of waste right from the source. The principle of reducing, reusing, and recycling waste materials is deeply ingrained in PHCER's ethos. Compliance with this policy is obligatory for students, educators, and non-teaching staff alike.

Furthermore, the institute has implemented measures to conserve energy as part of its initiatives.

Digital Teaching –Learning Initiatives

Prioritizing the integration of e-learning methods has consistently remained a focal point within our college's teaching and learning approach. The IQAC has taken numerous strides to enhance digital learning through the utilization of electronic resources, effectively introducing the concept of blended learning. Upon admission, students are equipped with MES email IDs, library IDs, and access to various online platforms.

Faculty members contribute to this digital learning environment by uploading electronic content, notes, presentations, question banks, and sharing instructional videos. These resources are

accessible to students using their library login credentials. The utilization of ICT-enabled classrooms further facilitates the implementation of e-teaching and e-learning strategies, seamlessly aligning with the modern technological landscape. Our institution boasts smart classrooms, Conclaves, and an A/V room, all contributing to the establishment of direct online accessibility to topics discussed with students.

The institution has successfully established a structured blended learning approach, meticulously catering to students' academic aspirations. This practice has proven to be of significant importance, especially in the post-Covid-19 era.

Add-On or Certificate Courses

The institution offers a range of Add-On or Certificate Courses designed to elevate and enhance students' learning journey within the college. These courses are crafted with the intention of providing a comprehensive and enriched educational experience. The IQAC has taken the lead in conceiving and formulating these supplementary courses, both through internal development and partnerships with external organizations. This initiative stems from the recognition of the growing necessity to cultivate advanced skill sets and prepare students for the challenges posed by the post-pandemic era.

The nature and structure of these courses were meticulously determined, placing considerable emphasis on catering to students' demands while concurrently aiming to enhance their employability and life skills.

Feedback of Learning Outcomes:

The assessment of student learning outcomes involves a comprehensive evaluation process that encompasses class assessments, assignments, quizzes, presentations, projects, the scrutiny of research papers and books, open book tests, internal assessments, as well as the culmination in university examinations. Each semester, a meticulous analysis of university results is conducted within individual departments. These findings are subsequently deliberated upon during meetings of the College Development Cell (CDC) and the Internal Quality Assurance Cell (IQAC) to facilitate enhancements and the effective implementation of improvements.

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:

Mahatma Education Society's Pillai HOC College of Education & Research makes an effort to conserve energy by lowering its energy usage and utilizing a smaller amount of energy service. The Sustainable Practices Policy (SPP) is the guide for the use of available resources for the events, activities and developments at the college.

Reducing the amount of energy used is a method known as energy conservation. It can be done by using energy more effectively or by using less energy overall. One of the simplest ways to protect the environment is to use natural energy sources and reduce pollution. Numerous techniques have been used to conserve energy.

- Planting trees throughout the campus to reduce the need for air conditioners.

- Using LED or CFL lighting can save a significant amount of electricity. CFLs are less expensive to operate and have a longer lifespan than conventional incandescent lights. Modern LED bulbs can provide a potent illumination solution for a small fraction of the cost.
- Turning off lights, fans and other electric appliances when students and staff exit the classroom and offices.
- Waste reduction through digitalization and judicious use of the resources
- Water conservation
- Every Saturday 3-4 pm is observed as the 'Zero Power Hour', during this time all the electric devices are switched off in the classroom.
- Regular inspections electric appliances and timely repairs are done to avoid energy wastage.
- Rooftop solar system is installed and the generated energy is utilized for street lights of the campus.

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:

The waste generation is reduced by putting a thought before action. The college promotes paperless transactions and reuse of the things like papers, files, etc. Dry composting as a form of bioremediation was started as an effort to handle the biodegradable waste produced in the college campus. The canteen at our college generates a good amount of biodegradable solid waste in the form of leftovers from vegetables and non-vegetarian food apart from cereal products such as staple rice, chappatis, and vegetables etc.

Objectives:

·   To ensure that waste management is done in a responsible manner.

·   To reduce waste generation at source and focus on reuse and recycling.

·   To dispose waste in a cost effective manner.

·   To rganise seminar and expert talk on waste management

·   To nsure the safe handling and storage of waste in the college.

·   To provide appropriate training and code of conduct for staff, students and other stakeholders on waste management issues.

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](#)
Any additional information	[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: B. Any 3 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 other relevant information	[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: The college is socially and morally committed to maintain clean, green and safe campus and good ambience.

Sanitation: The campus is daily cleaned by support staff and for better sanitation organic materials are used for sanitation by spraying.

Green Cover: The college campus has a number of trees, plants, flower beds and grass lane that give a good green cover to the college campus. The green cover is further widened by regular practice of plantation, protection of existing green covers and their grooming in proper forms.

Healthy environment: The college also takes care of creating environment for maximum output of efforts of our students, teachers, staffs, and management. Cover dustbins have been installed at different places in the college campus to be used for collection of waste material.

Pollution free environment: For pollution free environment students are sensitized to adopt the practice which enables to maintain pollution at minimum level. This practice is carried out on regular basis. The objective is to reduce the pollution level to achieve the goal of minimum pollution in the campus.

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: 11.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.11	1.06	0.88	0.98	0.91

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:

Infrastructure and Learning Resources in PHCER are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Infrastructure maintenance and best usage procedures are in place. Workload is distributed fairly and cooperatively among qualified faculty and employees. All employees are involved in institutional activities. The library is computerized and well-equipped, and it has the necessary mechanisms to examine its services and learning resources before making decisions.

The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work situation among the students is another feature.

Administrative and academic planning are coordinated. Every employee makes a difference in the institution's growth and the achievement of its objectives. Some facts are made available upon request, however some information is still in the public domain.

Planning and implementation tactics for performance improvement are supported and encouraged by resource management principles. The available funds are wisely allocated and efficiently used. Regular and consistent budgeting and auditing processes are followed consistently.

Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. Following courses helps us to infuse environment among students:

These life lessons are delivered through case studies, live projects, role plays and experiential learning. The institution encourages students to disseminate awareness of cleanliness and the Swach Bharat Mission through a variety of activities such as visits to old age homes, interactions with persons who have special needs, visits to orphanages, and other similar events.

To develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities are ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi-diversified country like India.

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: C. Any 2 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: Subject Enrichment Programme (SEP)

Objective of the Practice:

- To facilitate the application of theoretical knowledge to real-life situations.
- To adopt a variety of teaching methods that caters to different learning styles.
- To focus on the holistic development of students
- To promote an understanding of inclusive education practices.

The Practice:

The 'Subject Enrichment Program' (SEP) conducted by B.Ed. students for secondary and higher secondary students is an educational initiative aimed at enhancing the learning experience and

understanding of specific subjects among the students. This program is designed and executed by B.Ed. students, who are in the process of becoming educators themselves. The objective of the program is to provide secondary and higher secondary students with a deeper and more engaging understanding of the subject matter beyond what is covered in regular classroom instruction.

Impact of the Best Practice:

- **B.Ed. Students:** Gain practical teaching experience, enhance pedagogical skills, build confidence, and develop mentoring abilities.
- **High School Students:** Receive academic support, improved subject understanding, and exposure to higher-level learning strategies.
- **PT School:** Enhances its reputation as an institution that values innovative teaching practices and student support.

Resources Used:

- Learning material such as text books,
- Digital learning resources
- Teaching aids
- Assessment / evaluation tools
- Self-study material

Problems encountered:

- Time Constraints: Enrichment programs are typically conducted outside of regular school hours. Balancing the need to cover valuable content with limited time was a bit difficult for students.
- Diverse Learning Levels: It is challenging to design activities and lessons that are engaging and appropriately interesting for everyone.

Title of the Practice: Green Initiatives

Objective of the Practice:

- To raise environmental awareness among B.Ed. students.
- To provide hands-on experiential learning opportunities by engaging in activities like tree planting, waste reduction activities, organic gardening and rain water harvesting.
- To connect with local communities by organizing awareness events, workshops, and clean-up drives that involve students, parents, and community members, creating a sense of shared responsibility.
- To disseminate values and skills into their professional careers, creating a ripple effect as they shape the attitudes and behaviours of the students they teach.

The Practice:

Implementing "Green Initiatives" among B.Ed. (Bachelor of Education) students plays a crucial role in fostering environmental awareness and sustainability. The B.Ed. students are oriented to the Green campus concept which represents a significant stride towards building a sustainable future. These initiatives not only impact the immediate educational ecosystem but also extend their influence to the broader community and the generations to come. By nurturing a sense of responsibility towards the environment, B.Ed. students lay the foundation for a greener and more harmonious world.

Impact of the Best Practice:

Educators possess the power to shape mind-sets and attitudes. By integrating environmental themes into their teachings, B.Ed. students can foster a generation that is conscious of its ecological footprint.

Resources Used:

- Expert talk sessions
- Trees for Plantation
- Awareness campaign
- Social media

Problems encountered:

- Time Constraints: Balancing academic commitments with organizing and participating in green initiatives was challenging for the students.
- Sustaining Interest: Sustaining interest and engagement in long-term initiatives was very low due to course duration students graduate and new batches replace them.

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:

Vision: To create a rich educational environment that promotes caring, committed and competent teachers to cope with the new challenges in the global context.

Mission: To promote excellence in education that inspires and motivates future teachers towards lifelong learning.

At Mahatma Education Society's Pillai HOC College of Education and Research, Rasayani, the commitment to their vision and mission is vividly exemplified through their exceptional performance in the area of "Fostering Lifelong Learning and Competent Teaching Practices."

Aligned with their visionary goal of creating a rich educational environment that nurtures caring, committed, and competent teachers equipped to tackle contemporary challenges on a global scale, the institution's distinctive focus on fostering lifelong learning stands out prominently. This commitment to continuous professional development and academic growth can be witnessed in their priority to equip future educators with the necessary skills, knowledge, and pedagogical strategies that evolve with the dynamic demands of the education landscape.

The college's performance in this area is characterized by several remarkable features:

1. Comprehensive Professional Development Programs: The institution consistently designs and implements a diverse range of professional development initiatives, workshops, seminars, and conferences. These events bring together educators, scholars, and experts to exchange ideas, share best practices, and explore innovative teaching methodologies. This proactive approach ensures that the faculty members stay abreast of the latest advancements in education and continually enhance their teaching practices.

2. Integration of Contemporary Teaching Strategies: The college demonstrates an exceptional ability to integrate modern teaching strategies and technology into their curricula. This not only enriches the learning experiences of students but also prepares future teachers to adapt and excel in an increasingly digital and interconnected world.

3. Research and Scholarship: The institution encourages and supports faculty members in conducting research and contributing to the field of education. This commitment to scholarly activities enhances the faculty's expertise and exposes them to the latest educational theories and empirical studies, allowing them to incorporate evidence-based practices into their teaching methodologies.

4. Student-Centric Approach: In line with their mission of promoting excellence in education that inspires and motivates future teachers, the college places a strong emphasis on personalized mentoring

and support for students. By recognizing the individual strengths and learning needs of each student, the institution fosters an environment where future educators are trained to cater to diverse learners effectively.

5. Global Perspective: The institution's dedication to preparing teachers for the global context is evident in their efforts to expose students to diverse cultures, teaching philosophies, and educational systems. This global perspective equips future educators to embrace cultural differences, promote inclusivity, and adapt their teaching methods to suit a wide range of learning environments.

6. Community Engagement: Engaging in community service provides the student-teachers with an opportunity to become active members of their community thereby providing a positive impact on society at large. Every year our college visits 'Vanvasi Kalyan Ashram' – a home for tribal children - as part of extending our community service activities.

Thus, in view of areas falling under institutional distinctiveness, PHCER strives to make students self-reliant and lifelong leraners.

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 :

Objectives of the institution:

- **To nurture a stimulating learning environment for the student – teachers.**

- **To enhance thinking skills leading to lifelong learning.**

- **To create a passion for teaching amongst the student teachers.**

- **To prepare student- teachers to become global citizens.**

- **To provide opportunities for research based activities.**

Concluding Remarks :

MES's Pillai HOC College of Education and Research is 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.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes 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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	02	02	01

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporitng documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	24	17	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	0	0

Remark : Certificates provided by the HEI are not self study courses.

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** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above

1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**
	Answer before DVV Verification : B. Feedback collected, analysed and action has been taken
	Answer After DVV Verification: C. Feedback collected and analysed
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
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: C. Any 3 of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**
	Answer before DVV Verification : As an institutionalized activity in accordance with learner needs
	Answer After DVV Verification: No Special effort put forth in accordance with learner needs
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**
	2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	8	8	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	8	8	12

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..

   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

   Answer before DVV Verification : 68
   Answer after DVV Verification: 58

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**
	
	   Answer before DVV Verification : A. Any 4 or more of the above
	   Answer After DVV Verification: B. Any 3 of the above

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
	
	   Answer before DVV Verification : B. Any 4 of the above
	   Answer After DVV Verification: C. Any 3 of the above

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)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporitng documents.
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** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporitng documents.
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
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**

Answer before DVV Verification : B. Any 3 or 4 of the above
Answer After DVV Verification: B. Any 3 or 4 of the above

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
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: B. Any 4 of the above
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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 4 of the above
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**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
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** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: B. Any 6 or 7 of the above
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)** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 of the above
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above
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 : B. Any 3 of the above
Answer After DVV Verification: C. Any 2 of the above

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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above

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:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

3.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	60	32	48	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	35	20	20	16

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	60	32	48	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	15	16	15

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	2	7	4

	Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

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** Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: D. Any 1 or 2 of the above
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.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 09 Answer after DVV Verification: 08 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 09 Answer after DVV Verification: 09 Remark : Data updated as per supporting documents.
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
216350	147720	49533	185272	158798

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.1	1.4	0.4	1.8	1.5

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**

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

Answer After DVV Verification: C. Any 2 of the above

Remark : Data updated as per supporitng documents.

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 : 500.00 Answer after DVV Verification: 100 Remark : documents shows no bandwidth
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:

2022-23	2021-22	2020-21	2019-20	2018-19
216350	147720	49533	185272	158798

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.1	1.4	0.4	1.8	1.5

| 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**

	Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per supporitng documents.
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: C. Any 6 of the above Remark : Data updated as per supporitng documents.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Data updated as per supporitng documents
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:

2022-23	2021-22	2020-21	2019-20	2018-19
33	27	8	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	6	5	5

Remark : DVV has updated the data after excluding the events like Diya making completion, Rangoli completion etc. HEI has not provided the geotagged photographs and the reports are not given just for the formality.

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** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.1082	1.057	0.88295	0.9835	.9098

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.11	1.06	0.88	0.98	0.91

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	60	32	48	44

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	60	32	48	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	05	05	05

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	09	03	02	06

ID	Extended Questions
1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	44	16	16	32

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	16	16	31	12

ID	Extended Questions
1.5	**Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	44	16	16	32

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	16	16	31	12

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	49	16	16	34

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	49	16	16	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	08	08	12

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	08	08	12

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1595730.00	1527582.00	1420087.8	1744788.6	1432434.00

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	8.40	7.39	10.64	7.54

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 85 Answer after DVV Verification : 85

27-02-2024 09:39:31