



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	MAHATMA EDUCATON SOCIETY'S PILLAI HOC COLLEGE OF EDUCATION AND RESEARCH
• Name of the Head of the institution	MAMTA ANIL PATIL
• Designation	IN-CHARGE PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02192669011
• Mobile No:	9870369700
• Registered e-mail ID (Principal)	phcer@mes.ac.in
• Alternate Email ID	mamtaanil@mes.ac.in
• Address	Pillai HOCL Educational Campus, Rasayani, Taluka Khalapur,
• City/Town	Raigad
• State/UT	Maharashtra
• Pin Code	410207
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural												
• Financial Status	Self-financing												
• Name of the Affiliating University	University of Mumbai												
• Name of the IQAC Co-ordinator/Director	Mr. Vijay Vasant More												
• Phone No.	02192669011												
• Alternate phone No.(IQAC)	02192669012												
• Mobile (IQAC)	9371144776												
• IQAC e-mail address	vijaymore@mes.ac.in												
• Alternate e-mail address (IQAC)	phcer@mes.ac.in												
3.Website address	https://www.phcer.ac.in/												
• Web-link of the AQAR: (Previous Academic Year)													
4.Whether Academic Calendar prepared during the year?	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.phcer.ac.in/igac/other-links/academic-calendar/												
5.Accreditation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B+</td> <td>2.53</td> <td>2024</td> <td>02/05/2024</td> <td>01/05/2029</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B+	2.53	2024	02/05/2024	01/05/2029	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
Cycle 1	B+	2.53	2024	02/05/2024	01/05/2029								
6.Date of Establishment of IQAC	15/05/2021												
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.													
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table>	Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	Nil	Nil	Nil	Nil	Nil			
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Nil	Nil	Nil	Nil	Nil									
8.Whether composition of IQAC as per latest	Yes												

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	3
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>1. Conducted comprehensive workshops and training sessions for faculty and staff to align with NAAC accreditation standards. Implemented a structured approach to data collection and documentation required for NAAC assessment.</p>	
<p>2.Organised specialised workshops for CTET and B.Ed. MH CET aspirants, providing strategic guidance and improving exam readiness among participants.</p>	
<p>3.Established strategic partnerships through MoUs with new NGOs and schools, fostering community engagement and initiating collaborative educational projects.</p>	
<p>4. Introduced a value-added course on positive psychology to promote mental well-being and resilience among students, incorporating practical applications and experiential learning.</p>	
<p>5.Conducted a series of expert talks and workshops featuring industry leaders and academic experts to enhance faculty pedagogy and student enrichment, focusing on career readiness and holistic development.</p>	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards	

Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Implemented a structured timeline for data collection, documentation, and internal audits to prepare for NAAC accreditation.	Successfully gathered and analyzed required data, ensuring readiness for NAAC assessment and improvement in institutional processes.
Scheduled regular workshops with mock tests and personalized counseling sessions for CTET and B.Ed. MH CET aspirants.	Enhanced exam preparedness and confidence among participants, resulting in improved pass rates and feedback on session effectiveness.
Identified potential NGO and school partners based on mutual goals and interests, and drafted collaboration frameworks.	Signed MoUs with several new NGOs and schools, leading to joint initiatives that contributed to community development and enriched educational outreach.
Designed and launched a curriculum for a Positive Psychology course, integrating practical exercises and case studies.	Received positive student feedback on the course's impact on mental well-being, demonstrating increased awareness and application of positive psychological principles.
Scheduled a series of expert talks and workshops covering diverse topics to enrich faculty pedagogy and student learning experiences.	Improved faculty engagement and student participation in enrichment activities, fostering a culture of continuous learning and professional development.

13. Whether the AQAR was placed before statutory body?	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	12/01/2024

15. Multidisciplinary / interdisciplinary

National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Classroom teaching is a complex process. For this, the teachers should be creative and innovative as per NEP So to prepare the teachers to face the challenges 21st century classroom teaching. Mahatma Education Society's Pillai HOC College of Education and Research, Rasayani invites Alumni for Expert talks and present demo lessons to the teacher-educators. Through these sessions the student-teachers are exposed to a variety of disciplines, equipping them with diverse skills and knowledge that they can bring into their teaching practices. PHCER conducted Online Guidance workshop on CTET wherein interaction with professionals from various fields help improve networking opportunities and to broadens career prospects. Various activities such as Food Festival under the DLLE's 'Annapoorna Yojana', World Science day, Voters Day, etc were organised to establish learning communities where students and faculty from different disciplines collaborate on projects and share insights. In view of NEP 2020, the Centre of Excellence in Meditation and Wellness is established with the goal of advocating and promoting healthy living practices among students and faculty. Stress related disorders are on the rise leading to diseases of the mind and body with an increasing number of people resorting to suicides. This centre takes a holistic approach to well-being fostering an environment where students actively engage in wellness practices, meditation, and yoga activities.

16. Academic bank of credits (ABC):

Pillai HOC College of Education and Research provides comprehensive guidance on the Academic Bank of Credits (ABC) for their B.Ed. students, aligning with the National Education Policy (NEP) 2020. ABC is a digital repository where students can accumulate and transfer academic credits earned across different institutions and programs. The college conducts orientation sessions to familiarize students with ABC's functionalities and benefits, ensuring they

understand how to utilize this system for flexible learning pathways. Faculty advisors assist students in planning their academic journey, emphasizing how to strategically earn and transfer credits to achieve their educational goals. Moreover, workshops and seminars are held to update students on the latest ABC policies and procedures. By leveraging ABC, students can customize their learning experiences, pursue interdisciplinary studies, and even take breaks in their education without losing their earned credits. This system empowers students with greater academic mobility and personalized learning trajectories, enhancing their overall educational experience.

17.Skill development:

Pillai HOC College of Education and Research has undertaken several skill development initiatives to enhance the competencies of their B.Ed. students. Emphasizing practical and holistic teacher training, the college integrates diverse programs to prepare future educators comprehensively. Workshops and Seminars: Regular workshops and seminars on contemporary teaching methodologies, classroom management, and educational technology are conducted. These sessions cover a range of topics from inclusive education to innovative pedagogical practices, ensuring students are well-versed in modern educational trends. ICT Training: Recognizing the importance of technology in education, the college offers extensive training in Information and Communication Technology (ICT). This includes proficiency in educational software, digital teaching aids, and online teaching platforms, preparing students for tech-savvy classrooms. Internships and Practice Teaching: The college organizes internships and practice teaching sessions in diverse school settings. This hands-on experience allows students to apply theoretical knowledge, develop classroom management skills, and receive feedback from experienced educators. Development of Soft Skills: Particular attention is paid to the development of soft skills including problem-solving, teamwork, leadership, and communication. The curriculum includes workshops on professional ethics, effective communication, and public speaking. These initiatives collectively ensure that B.Ed. students at Pillai HOC College of Education and Research are well-equipped to become competent, innovative, and effective educators

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

Pillai HOC College of Education and Research effectively integrates the Indian Knowledge System (IKS) into their B.Ed. program, emphasizing the importance of Indian languages, culture, and online

courses. by adopting multilingualism in the classrooms the college promotes linguistic diversity, ensuring future educators to teach in multilingual classrooms. Cultural heritage is deeply embedded in the curriculum through modules on Indian philosophy, traditional pedagogies, and local histories, fostering a deep appreciation of India's rich educational legacy. To modernize this integration, the college utilizes online courses and digital resources, making traditional knowledge accessible in contemporary formats. Students engage in webinars, virtual workshops, and e-learning platforms that focus on Indian educational practices and cultural studies. This blended approach not only preserves the Indian Knowledge System but also prepares students to effectively incorporate these elements into modern teaching environments, ensuring a well-rounded and culturally enriched education.

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

Pillai HOC College of Education and Research emphasizes Outcome-Based Education (OBE) to ensure their B.Ed. students achieve specific, measurable learning outcomes. The curriculum is designed with clear objectives that align with the competencies required for effective teaching. Students are assessed on their ability to demonstrate these competencies through practical applications, such as lesson planning, classroom management, and student engagement strategies. Outcome Based Education focuses on real-world skills and knowledge, ensuring that student-teachers are well-prepared for the demands of modern education. Regular feedback and assessments guide students towards achieving these outcomes, fostering continuous improvement. Additionally, the college incorporates technology and innovative teaching methods to enhance learning experiences and track progress. By integrating OBE, PHCER ensures that their B.Ed. students are not only knowledgeable but also proficient in applying their skills in diverse educational settings, ultimately leading to improved student learning outcomes and professional success.

20.Distance education/online education:

Pillai HOC College of Education and Research has effectively implemented online education for their B.Ed. students, ensuring flexible and accessible learning opportunities. The college offers a comprehensive online platform that hosts virtual classrooms, digital resources, and interactive tools, facilitating a seamless learning experience. Online sessions cover a wide range of subjects, including pedagogy, educational psychology, and technology in education, ensuring a holistic curriculum. Interactive webinars, discussion forums, and real-time feedback provide students with ample opportunities for engagement and collaboration. Practical

training through virtual teaching simulations and online internships, allow students to apply their learning in real-world contexts despite geographical constraints. Continuous support and mentorship are provided through online advising and counselling services. This approach not only accommodates diverse learning needs and schedules but also equips future educators with the skills to integrate digital tools into their teaching practices, enhancing their professional readiness in an increasingly digital educational landscape.

Extended Profile

1.Student

2.1	47
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	03
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	23
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	19
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	23
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	2.107
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	85
Total number of computers on campus for academic purposes	

3.Teacher

5.1	07
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	07
Number of sanctioned posts for the year:	

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

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. 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. Academic audits, midterm evaluations, necessary course corrections, faculty reporting on a regular basis, and feedback gathering all help to track how well the established plans are being implemented. This helps the school to keep its curriculum up to date with modern demands while also maintaining and improving its quality.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year	C. Any 3 of the above
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Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.phcer.ac.in/academics/bachelor-of-education-b-ed/plos-clos/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility	
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
12	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.phcer.ac.in/academics/bachelor-of-education-b-ed/college-prospectus/
1.2.2 - Number of value-added courses offered during the year	
03	
1.2.2.1 - Number of value-added courses offered during the year	
03	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
47	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

47

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

All of the above

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

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

41

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

41

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

1.3 - Curriculum Enrichment

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

1. For success in the teaching profession, a variety of skills, knowledge, and training are required. Extraordinary interpersonal skills, like patience and the ability to remain composed under pressure are also needed. The process of responding to people's needs, experiences, and emotions and stepping in to help them master certain skills and go beyond is known as teacher education.
2. The institution promises to provide students with the knowledge and skills they need for various school levels through cutting-edge methods and practical experiences like internships, fieldwork, field excursions, etc.
3. Students have the chance to put all of their knowledge to use in an actual classroom setting. Student-teachers are better prepared for their internships by learning skills including reflective practices, effective classroom tactics, role-playing, storytelling, and the creation of creative teaching aids. It is expected of them to apply the knowledge they have learned from the numerous workshops and sessions to their practice teaching activities and lesson planning.
4. The institution offers a variety of programs and activities to foster the development of various skills as well as the instillation of values and attitudes. The college's goal is to turn out capable educators who possess theoretical knowledge and comprehension together with practical skills,

proficiencies, and a dedication to raising the standard of instruction.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

PHCER strives to familiarize students with the diversities in school system of various 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. Expert sessions are organised to provide information about the functioning of the respective boards. Evaluation is the backbone of effective curriculum transaction. 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.

Expert sessions wherein alumni from various boards like SSC, CBSE, IGCSE, IB are invited to deliver sessions. 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. PHCER takes efforts in familiarizing students to international boards and develop a comparative perspective. Visit to Dr. Pillai Global Academy and other international schools 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	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

PHCER adheres to the curriculum in a way that gives the pupils a variety of experiences. Students receive professional training in teaching by emphasizing their needs in order to accomplish these goals. The institution employs and supports a variety of teaching strategies, including inquiry-based learning, problem-based learning, project-based learning, experiential learning, active learning, cooperative learning, and inductive teaching and learning.

After learning about the value of experiential learning, students are better able to internalize the concept since they have direct experience with the advantages of learning by doing. 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.

Students are encouraged to build networking skills with their peers through a variety of activities such as debate, cooperative learning, group discussions, and internship programs. Through cooperation, coordination, and teamwork, this fosters the development of organizational skills. Therefore, the college offers a wide range of curricular experiences, such as Value Added courses, Expert sessions by Alumni, Action Research, Seminar Presentations, Skill Enhancement, Visits, Field Trips, Community Outreach, Extension, etc., to help students derive professionally relevant understandings and consolidate these into their professional acumen.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

47

2.1.1.1 - Number of students enrolled during the year

23

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

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

3

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

3

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

For the academic year 2023-24, an effective assessment process has been implemented to identify students' diverse learning needs and readiness to enter professional education programs. This process begins with the 'Know Your Students (KYS)' through Google form, which collects essential data on students' educational backgrounds, interests, and aspirations. Entry-level teaching aptitude is evaluated through structured activities and diagnostic assessments, helping to gauge each student's foundational knowledge and skills. Informal interviews and performance observations in co-curricular activities (CCA) further provide insights into their communication, teamwork, and creative abilities. The mentor-mentee program plays a pivotal role, as mentors build a personal rapport with students, offering individualised guidance and fostering a supportive environment. For those requiring additional support, personal counseling sessions are organised to address specific academic and personal challenges. These measures ensure a tailored approach to educational support, equipping students with the tools and resources needed to thrive in their professional education journey.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>Four/Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>Three of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

6.7

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Teachers adopt a multiple-mode approach to teaching-learning to cater to diverse learning needs and enhance student engagement. Experiential learning immerses students in hands-on activities, fostering practical understanding and skill application. Participative learning, such as role-plays and collaborative projects, encourages active involvement and peer learning. Problem-solving methodologies develop critical thinking by challenging students to analyze and resolve real-world issues. Brainstorming sessions stimulate creativity and generate diverse ideas, while focused group discussions facilitate in-depth exploration of topics and peer exchange. Online learning integrates digital tools for

flexibility and access to extensive resources, enabling self-paced learning and global connectivity. The rationale for adopting these varied modes lies in aligning teaching strategies with course objectives and learner profiles. For instance, experiential learning suits vocational courses, while focused discussions benefit theoretical subjects. This multifaceted approach ensures holistic development, bridging theoretical knowledge with practical insights, and equips students with skills relevant to their academic and professional journeys.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.phcer.ac.in/academics/e-learning/digital-resources/
Any other relevant information	View File

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

47

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.phcer.ac.in/academics/e-learning/digital-tools/
Any other relevant information	View File

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

The institution provides continual mentoring to help students develop essential professional attributes, ensuring their holistic growth as future educators. Teachers emphasize teamwork by encouraging collaborative tasks, group discussions, and co-curricular activities, fostering cooperation, communication, and

leadership skills. To address student diversity, mentors guide students in understanding varied learning needs, cultural sensibilities, and inclusive teaching strategies, preparing them to create equitable and supportive classroom environments.

Professional conduct is nurtured by modeling and discussing appropriate behavior with colleagues and authorities, emphasizing respect, professionalism, and effective conflict resolution. Mentors also provide advice on managing personal and professional life, offering strategies for balancing home and work-related stress through time management, self-care practices, and prioritization.

To keep students updated, mentors encourage participation in workshops, seminars, and professional development programs, promoting lifelong learning and awareness of recent developments in education and societal trends. These comprehensive mentoring efforts ensure students acquire the skills, values, and resilience needed to excel in their professional roles while maintaining personal well-being.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Four of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

The teaching-learning process at the institution is designed to foster creativity, innovativeness, intellectual growth, critical thinking, empathy, and essential life skills among students. Through interactive and experiential teaching methods such as project-based learning, group discussions, role-plays, and case studies, students are encouraged to think critically, solve problems, and explore innovative solutions. Activities like debates, creative assignments, and presentations nurture intellectual curiosity and originality.

Empathy and life skills are cultivated through participatory activities such as community outreach programs, internships, and collaborative tasks that require students to work with peers and understand diverse perspectives. Reflection sessions, guided by faculty, enable students to connect academic learning with real-life applications, promoting emotional intelligence and adaptability. By creating an inclusive, engaging, and student-centered learning environment, the institution ensures holistic development, preparing students to become competent, empathetic, and innovative professionals.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing

Five/Six of the above

Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

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

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Four of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	Four of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The institution ensures the internship program is systematically planned with thorough preparatory efforts. Schools for internship are selected through a participatory process involving consultations with local schools, often based on formal requests, ensuring diverse and conducive environments for student teachers. Orientation sessions are conducted for school principals and teachers to familiarize them with the objectives, structure, and expectations of the internship, fostering collaboration and understanding.

Student teachers receive detailed orientation, including guidance on professional conduct, lesson planning, classroom management, and documentation. The roles of teacher educators are clearly defined,

emphasizing mentorship, supervision, and continuous feedback during the internship. To streamline the assessment process, standardized tools such as observation sheets and performance rubrics are utilized, ensuring consistent and comprehensive evaluation of teaching practice, participation in school activities, and professional behavior.

Additionally, students are exposed to a variety of school setups, such as urban, rural, and inclusive schools, broadening their understanding of diverse educational contexts. These preparatory measures collectively ensure that the internship program is effective, well-organized, and impactful in nurturing competent and reflective future educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

2.4.9.1 - Number of final year students during the academic year

23

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The institution implements a structured and effective monitoring mechanism during the internship program to ensure its optimal impact on student teachers. Spanning 3, 11, and 4 weeks from the 2nd to 4th semesters, the internship includes practice lessons, peer observations, school activities, and event organization. Teacher educators play a pivotal role by supervising and guiding student teachers, providing regular feedback, and using tools like observation sheets to assess performance. School principals and senior teachers collaborate by offering practical insights, mentoring interns, and evaluating their participation in classroom teaching and school activities.

Peers contribute by observing and providing constructive feedback on lessons, fostering a supportive and reflective learning environment. Comprehensive performance appraisal, incorporating feedback from supervisors, school heads, and senior teachers, ensures a balanced evaluation of teaching skills, classroom management, and professional conduct. This multi-tiered approach, combining guidance, observation, and appraisal, helps interns develop teaching competencies and adapt to real-world school environments effectively.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

7

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

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

2

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

432

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

95

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

Teachers at the college consistently strive to stay updated

professionally to enhance the quality of education and keep pace with evolving trends. Regular in-house discussions are conducted to explore current developments, emerging pedagogical techniques, and pressing issues in education, fostering a collaborative learning environment. These sessions provide opportunities for faculty members to exchange ideas, share insights, and critically analyze changes in policies, regulations, and practices relevant to teacher education.

Additionally, teachers actively participate in knowledge-sharing initiatives with colleagues and educators from other institutions. They engage in workshops, seminars, and conferences to discuss national and global educational trends, regulatory updates, and innovative teaching methodologies. Faculty members also review and integrate recent research findings and technological advancements into their teaching strategies to align with the demands of the semester-based courses in the 2-year program. These efforts ensure that teachers remain competent and capable of delivering high-quality, relevant education while continuously improving their professional expertise.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

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

The Continuous Internal Evaluation (CIE) system at the B.Ed. College is a robust mechanism designed to ensure holistic assessment of student learning throughout the 2-year program. For each semester-based course, internal evaluation carries 40 marks and includes diverse components such as class tests, essays, assignments, and presentations. These activities are systematically integrated with the teaching-learning process, encouraging students to engage deeply with the curriculum.

Additionally, internships spanning 3, 11, and 4 weeks during the 2nd to 4th semesters are integral to the CIE. These internships involve practice teaching, observing peer lessons, participating in school activities, and organizing events. Students receive constructive feedback from faculty and peers to enhance their teaching

competencies. The CIE also emphasizes reflective practices, allowing students to analyze their teaching methods and make improvements. This comprehensive approach ensures that the evaluation is not only continuous but also formative, focusing on skill development, critical thinking, and professional readiness.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

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

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

The institution has an operationally effective mechanism for addressing examination-related grievances to ensure fairness and transparency. A dedicated Grievance Redressal Cell oversees the process, providing students with a clear, accessible platform to raise concerns. Students can submit their grievances through written

applications, specifying issues such as discrepancies in marks, errors in question papers, or procedural irregularities. Upon receiving a grievance, the cell promptly acknowledges it and assigns it to a designated committee for review. The committee investigates the matter thoroughly, consulting relevant faculty members and examination records, and ensures the issue is resolved within a stipulated timeframe. Students are kept informed of the status and outcome of their grievances. Regular feedback mechanisms and awareness programs are conducted to educate students about the grievance process and their rights. The institution also periodically reviews the system to improve its efficiency and responsiveness, thereby fostering trust and ensuring a fair examination process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

The institution strictly adheres to the academic calendar for conducting internal evaluations, ensuring a systematic and transparent process. At the beginning of each academic year, the academic calendar is prepared in alignment with the university's guidelines and shared with faculty and students. It clearly outlines the schedule for assignments, midterm tests, practical exams, and other internal assessments. Faculty members plan their teaching schedules to cover the required syllabus before the evaluation dates. Reminders and updates are regularly communicated to students to ensure preparedness. Internal evaluation is conducted as per the prescribed timeline, and results are analyzed and shared promptly with students. The process includes continuous monitoring by an internal committee to ensure compliance with the schedule. Any unforeseen disruptions are managed by promptly rescheduling while maintaining fairness and academic integrity. This adherence helps maintain consistency, promotes accountability, and ensures timely completion of academic requirements.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

The teaching-learning process at the B.Ed. College offering a 2-year program is meticulously aligned with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The institution ensures this alignment by designing a curriculum that integrates theoretical and practical components, aligning them with the requirements of semester-based courses. Teaching-learning activities, including lectures, interactive discussions, group projects, and case studies, are planned to address specific CLOs for each course. Co-curricular activities, such as workshops, seminars, and practice teaching sessions, are incorporated to reinforce PLOs by providing hands-on experiences that prepare students for real-world teaching challenges. Regular assessments, feedback mechanisms, and reflective practices ensure that the alignment between teaching-learning processes and learning outcomes is maintained and continuously improved. This holistic approach ensures that graduates are well-equipped with the skills, knowledge, and competencies necessary for their professional roles.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of B.Ed. students are continuously monitored to ensure that they attain the professional and personal attributes outlined in the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Regular assessments, including content tests, mentor-mentee interactions, and peer observations, are used to track students' progress in key areas such as subject knowledge, teaching aptitude, communication, and critical thinking. Based on these evaluations, targeted improvements are made through tailored developmental activities. Throughout the year, both curricular and co-curricular activities are organized to support students in achieving the PLOs and CLOs. These include workshops, seminars, teaching practice sessions, and talent development programs, all designed to enhance students' pedagogical skills, professional behavior, and personal growth. Co-curricular activities like leadership training, team-building exercises, and community outreach programs further foster their overall development. This holistic approach ensures that students' learning journeys are aligned with the goals of the B.Ed. program, helping them evolve into well-rounded educators ready to meet the demands of the teaching profession.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

17

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

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

The performance of B.Ed. students on various assessment tasks reflects the extent to which their initially identified learning needs were addressed. For instance, entry-level assessments like the "Know Your Students" test and the Teachreflecting Aptitude test via Google Forms provided initial insights into their strengths and areas requiring improvement. Additionally, talent search programs and competitions helped identify specific talents and academic gaps. Mentor-mentee meetings served as a platform for personalized guidance, allowing for targeted interventions. Content tests, peer observations, and feedback evaluated students' progress, ensuring that developmental activities aligned with their needs. Over the year, tailored developmental activities, such as workshops on teaching strategies and subject knowledge enhancement, addressed the gaps identified in earlier assessments. As a result, students who participated in these activities showed improved performance, reflecting the effectiveness of the interventions. This continuous cycle of evaluation and development ensured that their learning needs were consistently catered to, fostering both academic and professional growth.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

46

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional

Three of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC

website during the year

02

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

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

05

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

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

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

30

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

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

35

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

35

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

Students of Pillai HOC College of Education and Research (PHCER) actively engage in outreach activities that bridge education with community service. These initiatives are designed to influence and sensitize students to pressing social issues while contributing to sustainable community development.

PHCER students participate in a range of activities, such as organizing health camps, conducting cleanliness and tree plantation drives, and promoting awareness on critical issues like gender equality, mental health, and environmental conservation. Literacy campaigns and digital literacy workshops are also held to empower underprivileged sections of society. These efforts not only address immediate community needs but also foster long-term societal growth.

In collaboration with local organizations, PHCER students conduct surveys and interactive sessions to understand community challenges, ensuring that their interventions are relevant and impactful. Role plays, street plays, and rallies are employed as creative tools to spread awareness and engage with the public effectively.

Through these activities, PHCER students develop empathy, leadership, and problem-solving skills while instilling values of inclusivity and active citizenship. Their contributions lead to measurable community improvements and inspire others to participate in social transformation. Such outreach initiatives reflect PHCER's commitment to holistic education and the development of socially responsible educators.

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

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

03

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

03

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

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

7

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

One/Two of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

PHCER is dedicated to providing quality education through classroom instruction, hands-on learning, and engagement with society and external entities. The institution offers excellent infrastructure and a well-developed system to optimize physical facilities for effective teaching and learning.

Classrooms: Spacious, well-ventilated rooms with necessary amenities, including ICT-equipped classrooms with LCD projectors, seminar halls, and Wi-Fi.

Computer Facilities: A well-equipped computer lab with 60 systems, high-speed internet, and essential software for administrative and library management.

Library: A fully digitalized library of 230.09 sq.mt, offering spaces for discussions, internet browsing, laptop zones, and services for specially-abled users.

CCTV: Cameras are installed on every floor for safety and security.

Research Room: A dedicated center for doctoral research, presentations, and discussions.

Sports: A spacious ground for indoor and outdoor activities, with sports equipment like throwball, basketball, cricket, and gym equipment.

Hostel: Eco-friendly hostel facilities for boys and girls, with 24-hour security and amenities for recreation and indoor games.

Transport: 48 buses provide transport for students, faculty, and staff from various locations.

Canteen: A hygienic canteen serving a variety of meals at reasonable prices. The campus also features a gymnasium and a Sports Authority of India-sponsored sports training center.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

09

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.phcer.ac.in/about/infrastructure-and-facilities/academic-infrastructure/
Any other relevant information	View File

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

6,00,000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The PHCER Library has successfully adopted automation to streamline its operations and enhance the user experience. The library uses Koha, an open-source Integrated Library Management System (ILMS), which offers a comprehensive set of features for cataloging, circulation, acquisitions, serials management, and reporting. Koha enables efficient management of library resources, allowing for quick search, retrieval, and circulation of books and other materials. It also supports features such as barcode integration for easy tracking of items and user management for seamless service.

Additionally, the library provides access to the OPAC (Online Public Access Catalog), which allows users to search for resources remotely, view availability, and place requests or holds. This enhances accessibility for students, faculty, and staff.

The LibSpace HOC (Host Online Catalog) further complements the system by providing a digital platform for accessing library services, improving the interaction between users and library staff. Through this automation, PHCER Library has significantly increased operational efficiency, reduced manual work, and provided greater access to resources for its users.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.phcer.ac.in/library/library-information/
Any other relevant information	View File

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

Pillai HOC College of Education and Research offers robust remote access to its library resources through the KOHA Integrated Library Management System (ILMS). This system is designed to support both students and faculty in accessing a variety of digital and physical resources, ensuring uninterrupted access to academic materials.

KOHA, an open-source library management software, is integrated with the OPAC (Online Public Access Catalog), which provides users with a comprehensive catalog of library resources. Through the KOHA system, users can access detailed information about the availability of books, journals, e-books, and other academic resources. OPAC allows users to search for specific items, reserve them, and check their availability, all remotely.

Faculty and students can also access a wide range of digital resources, including e-journals, e-books, and research papers, via subscription-based databases like EBSCOhost, JSTOR, SpringerLink, and others. These platforms can be accessed off-campus using their institutional login credentials, ensuring that learning materials are always available, regardless of location.

The library's remote access portal is user-friendly and ensures smooth navigation.

This digital infrastructure, powered by KOHA and OPAC, enhances the learning environment by providing 24/7 access to essential academic content, thus supporting the college's commitment to academic excellence and continuous learning.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.27719 lakhs (Rs. 27,719.00)

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

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

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

50

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.phcer.ac.in/
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The institution regularly updates its ICT facilities to ensure a high standard of digital infrastructure. In the most recent update, completed in August 2024, the entire campus Wi-Fi network was upgraded to a higher bandwidth, enhancing internet speed and connectivity for both students and staff. The new Wi-Fi infrastructure provides seamless access across all academic and administrative buildings, ensuring uninterrupted access to online

resources, learning platforms, and communication tools.

Additionally, the institution has updated its computer labs with the latest software versions and improved hardware, including faster processors and more storage capacity, to support advanced research and academic activities.

The central server has also been upgraded to increase data storage capacity and improve system performance, facilitating smoother operation of the institution's digital platforms. A dedicated IT support team manages these updates, conducting regular checks and providing timely troubleshooting to minimize disruptions. These updates ensure the institution stays aligned with the latest technological advancements, providing a robust and efficient ICT environment for both teaching and learning.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.phcer.ac.in/academics/e-learning/video-lessons/
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.phcer.ac.in/academics/e-learning/video-lessons/
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

1,33,752

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File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

The institution ensures effective utilization and maintenance of physical, academic, and support facilities through structured policies and procedures. For laboratories, a maintenance schedule is established, with regular checks for equipment calibration, safety protocols, and inventory management. Access to labs is controlled through a booking system, ensuring fair usage by students and faculty. Library resources are managed through an integrated digital catalog, with regular audits, updates, and a systematic check-out/check-in process to prevent loss. Sports facilities are accessible based on scheduled time slots, with proper maintenance and cleaning protocols in place, and staff ensure that equipment is safe and functional. Classrooms are equipped with necessary teaching tools, and maintenance teams conduct routine checks on audio-visual equipment, furniture, and lighting. Computer labs are managed with software updates, hardware checks, and network security protocols to ensure functionality and security. All facilities are overseen by a designated team that conducts periodic reviews, addresses issues promptly, and ensures compliance with safety and accessibility standards. These policies ensure that resources are used efficiently and remain in optimal condition to support academic and extracurricular activities.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.phcer.ac.in/about/the-institute/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>Five fo the above</p>
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</p>	<p>A. All of the above</p>
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awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
04	19

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

01

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

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

01

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The Student Council at Pillai HOC College of Education and Research plays a crucial role in the institution's smooth functioning and student welfare. It acts as a bridge between students and faculty, ensuring effective communication and a collaborative environment. Under the guidance of the Principal and faculty, the Council organizes and manages a variety of academic and extracurricular activities, encouraging student participation in college events.

The Council is structured with specific roles, such as the General Secretary, who coordinates between students and staff, and other specialized members like the Cultural, Sports, and Academic Incharges, each responsible for fostering engagement in their respective areas. The Council maintains discipline, addresses student concerns, and organizes assemblies, cultural programs, sports events, and academic sessions.

Additionally, the Report Writing and Photography Incharges document and archive important college activities, preserving the institution's achievements. The Student Council ensures that student voices are heard by regularly conveying feedback and suggestions to the administration, fostering a transparent and supportive atmosphere.

Through its dedicated efforts in planning, execution, and communication, the Student Council significantly contributes to the overall growth and development of students, promoting leadership, teamwork, and a sense of community within the college.

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

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

43

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

5.4 - Alumni Engagement

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

The Alumni Association of Pillai HOC College of Education and Research (PHCER) plays a pivotal role in the institution's growth and development. It serves as a bridge between the alumni and their alma mater, fostering a sense of belonging and collaboration for continuous improvement.

Significant Contributions:

- Professional Development and Mentorship:** Alumni of PHCER actively engage in mentoring current students by conducting workshops, seminars, and guest lectures. Their insights into

the latest trends in education and pedagogy prepare students for the dynamic teaching profession and enhance their readiness for real-world challenges.

2. **Resource and Infrastructure Support:** The Alumni Association contributes by mobilizing resources to support the college's initiatives. Alumni involvement strengthens the institution's infrastructure.

By actively participating in institutional activities and sharing their experiences, PHCER's alumni significantly enrich the academic and professional environment, making a lasting impact on both students and faculty.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The Alumni Association of Pillai HOC College of Education and Research (PHCER) serves as a dynamic support system that motivates students and nurtures their special talents, contributing to their holistic development.

Mechanisms for Support:

1. **Motivational Sessions and Career Guidance:** Alumni regularly conduct motivational talks and interactive sessions to inspire students. These sessions provide valuable insights into career pathways, professional challenges, and opportunities, helping students set ambitious yet achievable goals.
2. **Workshops and Skill Development Programs:** Alumni identify and nurture special talents by organizing workshops, competitions, and skill-building sessions. For example, they mentor students with a flair for innovative teaching methods or creative educational tools, providing platforms to showcase and refine these skills.
3. **Networking and Exposure:** By connecting students to broader professional networks, the association opens doors to internships, collaborative projects, and real-world exposure.

Through consistent involvement, PHCER's Alumni Association fosters a culture of encouragement and recognition, enabling students to excel academically and personally while contributing to the institution's legacy of excellence.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of PHCER is to create a nurturing educational environment that cultivates compassionate, dedicated, and proficient educators capable of addressing emerging global challenges. This vision is achieved through collaboration with the Mahatma Education Society, supported by the combined efforts of the Management, Principal, teachers, and administrative staff. They work together to realize the institution's mission and objectives through a variety of activities, guided by the Institutional Code of Conduct and various committees such as the IQAC, Student Council, Practice Teaching Committee, and others.

The institution's governance structure promotes inclusivity and active participation from all stakeholders—management, faculty, students, and non-teaching staff. Faculty members are involved in key committees that contribute to academic and institutional development. The Management, in partnership with the Principal, formulates a strategic plan focusing on enhancing teaching-learning processes, research, placement, technology integration, and environmental sustainability.

The Principal oversees the institution's operations through regular assessments, responsibility distribution, and timely adjustments to meet academic and financial objectives. The institution encourages open communication and collaborative decision-making, ensuring that concerns and ideas from all stakeholders are addressed. Regular meetings and evaluations ensure continuous improvement and alignment with the institution's goals, ensuring a responsive and dynamic governance model.

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

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

PHCER embraces a democratic leadership style that emphasizes teamwork, shared vision, and collaboration. Authority is strategically distributed, and stakeholders from all levels are involved in decision-making, fostering a sense of responsibility and satisfaction among educators, students, and staff. The institution's inclusive approach is guided by an Organogram, with the Principal leading committees comprising teachers and students to ensure defined objectives and rigorous evaluation of outcomes.

Committee roles are rotated to encourage participation across areas such as Admissions, Examinations, Practice Teaching, Alumni, Student Council, Co-curricular activities, Library, Research, and Placement. Transparent communication, regular feedback, and interaction with the college Secretary further enhance operational efficiency and engagement.

Committees play a vital role in institutional growth. For example, the Admission Committee organizes orientations, the Practice Teaching Committee manages internships, the Research Committee facilitates seminars, and the Examination Committee oversees exams. Insights from students, faculty, alumni, and local organizations are regularly integrated, ensuring a dynamic and inclusive developmental process. This participatory and decentralized approach keeps all stakeholders valued, engaged, and accountable in driving PHCER's progress.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

PHCER ensures transparency across its operations, including academic, financial, and administrative functions. Key information such as institutional policies, values, code of conduct, organizational structure, strategic plans, and updates on students and faculty are readily available on the institution's website. Regular audits are conducted to maintain the integrity of academic, administrative, and financial processes, with decision-making being democratic and inclusive, involving input from the Management, Principal, faculty, and students. These decisions are based on the institution's Strategic Plan and contributions from various stakeholders.

Academic information is easily accessible, including year plans, academic calendars, program outcomes, and course learning objectives. Updates on admissions, exams, learning resources, and student activities are provided through the website and the institution's e-newsletter, "HORIZON." Financial transparency is ensured through budgeting, income-expenditure statements, and balance sheet audits, which are posted online. The Principal, in collaboration with the Management and Faculty, oversees resource allocation and prepares activity plans. Administrative processes like student enrollment and admission details are also available online, ensuring access to important institutional reports and data. PHCER fosters a culture of accountability and continuous improvement by making information easily accessible and engaging all stakeholders.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

One successful activity implemented based on the institutional Strategic Plan was the enhancement of the teaching-learning process through the integration of technology in classrooms. The deployment strategy involved a multi-step approach. Initially, the institution conducted workshops for faculty members to familiarize them with modern teaching tools and educational technologies, ensuring they were equipped to incorporate digital resources into their lessons.

Subsequently, the institution upgraded its infrastructure by installing interactive smart boards and providing access to online learning platforms, which facilitated both in-person and remote learning. Training sessions were held for students as well, focusing on effectively using these tools to enhance their learning experience.

Regular assessments were conducted to track the progress of technology integration, and feedback was collected from both students and faculty to ensure continuous improvement. The initiative fostered an engaging learning environment, enabling students to access resources beyond the classroom and promoting active participation. This activity not only aligned with the institution's strategic goals but also improved the overall academic experience for both students and faculty.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.phcer.ac.in/about/strategic-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The functioning of the institutional bodies at PHCER is marked by efficiency and effectiveness, supported by well-defined policies, administrative structures, and service rules. The institution operates under a clear organizational setup, with distinct roles and responsibilities for each body, ensuring smooth and coordinated

operations. The governing body provides strategic direction, while the Principal leads the academic and administrative activities, supported by various committees such as the IQAC, Admission Committee, Examination Committee, and Student Council.

Each committee is tasked with specific responsibilities, ensuring transparency and accountability in decision-making processes. Policies related to appointments, promotions, and service rules are strictly adhered to, ensuring fairness and consistency in the treatment of faculty and staff. Regular meetings and communication channels facilitate effective coordination between these bodies, fostering a collaborative approach to institutional development.

The institution also follows a participatory management approach, involving faculty, students, and non-teaching staff in decision-making, which ensures that their perspectives are considered in shaping the institution's activities and strategies. This transparent and organized functioning enhances operational effectiveness and aligns with the institution's mission and vision.

File Description	Documents
Link to organogram on the institutional website	https://www.phcer.ac.in/about/institute-organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

One decision successfully implemented, based on the minutes of the meetings of various committees, was the introduction of a mentorship program for students. This decision was made following discussions in the Academic and Student Welfare Committees, which identified the need for personalized guidance to support students' academic and personal development.

The mentorship program was designed to pair each student with a faculty mentor who would provide regular academic counseling, career advice, and personal support. The decision, recorded in the minutes, outlined specific actions, including selecting faculty members, setting up a mentorship framework, and scheduling regular meetings between mentors and mentees.

The implementation involved the creation of a detailed guideline, which was shared with both mentors and mentees, and the program was formally launched at the beginning of the academic year. Regular follow-ups and evaluations were conducted to ensure its success. Feedback from students and faculty was collected, leading to refinements in the program to address emerging needs. The successful implementation of this decision significantly enhanced student engagement, academic performance, and overall well-being, demonstrating the effectiveness of the decision-making process within the institution's bodies.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

PHCER has implemented a range of welfare measures for both teaching and non-teaching staff to ensure their well-being and professional growth. For teaching staff, welfare measures include professional development opportunities such as workshops, seminars, and faculty exchange programs to enhance teaching skills and stay updated on academic advancements. Additionally, they have access to research funding, annual leaves, and a health insurance scheme to support their physical and mental well-being.

Non-teaching staff benefits from regular skill development programs and workshops aimed at enhancing their administrative capabilities. They are also provided with paid leaves, and Medical leave to ensure financial security. The institution ensures a healthy work-life balance for all staff by offering flexible working hours when needed.

These welfare measures are effectively implemented through regular meetings with the administration and staff representatives, where concerns are discussed and actions are taken. Feedback from staff members is actively sought to improve these measures further. The institution maintains a supportive and inclusive environment, fostering staff satisfaction and motivation, which contributes to the overall success and growth of the institution.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

PHCER has a well-structured performance appraisal system for both teaching and non-teaching staff to ensure their continuous development and effectiveness in their roles. For teaching staff, the appraisal process involves peer reviews and student feedback. Faculty members are evaluated by their peers based on teaching quality, research contributions, and involvement in institutional activities. Student feedback is also gathered to assess teaching effectiveness. The Principal and Management review the appraisals, providing constructive feedback and setting goals for the next review period.

For non-teaching staff, the appraisal process evaluates performance based on job responsibilities, efficiency, teamwork, and adherence to institutional policies. Supervisors conduct one-on-one reviews, discussing strengths and areas for improvement. Additionally, feedback from faculty and students regarding the support staff's services is also considered. The appraisals are linked to promotions, incentives, and skill development programs, encouraging

continuous improvement.

This system fosters a culture of accountability and professional growth, ensuring that both teaching and non-teaching staff are motivated to contribute to the institution's success. Regular feedback and follow-ups help maintain a high standard of performance across all staff categories.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

PHCER conducts both internal and external financial audits regularly to ensure transparency and accountability in its financial operations. The internal audit is carried out by an in-house team or an appointed external auditor, who reviews the institution's financial records, including income, expenditures, and compliance with budgeting and accounting standards. This audit process helps identify any discrepancies or inefficiencies, and ensures that financial transactions align with institutional policies.

The external audit is performed by an independent auditing firm, which provides an objective review of the institution's financial statements, balance sheets, and compliance with applicable financial regulations. The external auditors assess the overall financial health of the institution and ensure that the financial reporting is accurate and transparent.

In case of audit objections or discrepancies, a mechanism is in place for settling them. The concerned department or individual is asked to provide clarifications or rectify any errors. If necessary, corrective actions are taken, and the auditors' recommendations are reviewed and implemented. Regular meetings between the Finance

Committee, Management, and auditors ensure that audit findings are addressed promptly, and steps are taken to avoid future issues, maintaining financial integrity and accountability.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

PHCER has a well-defined strategy for mobilizing funds and optimizing resource utilization. Fund mobilization is achieved through various channels, including government grants, student fees, alumni contributions, sponsorships for events, and partnerships with industry and educational organizations. The institution actively seeks funding opportunities through research projects, faculty development programs, and collaborations with external agencies to supplement its financial resources.

The procedure for fund utilization is guided by a transparent budgeting process, overseen by the Finance Committee, which ensures

that resources are allocated efficiently across various academic and administrative needs. Priority is given to improving infrastructure, enhancing teaching and learning resources, supporting research initiatives, and promoting faculty development. Additionally, a portion of the funds is set aside for student welfare activities, scholarships, and co-curricular programs.

Regular financial reviews and audits are conducted to assess the optimal use of funds, ensuring that the allocated budget aligns with the institution's strategic goals. Any surplus funds are reinvested in long-term projects such as campus development and technology integration. This approach ensures financial sustainability while maximizing the impact of every resource, fostering continuous growth and development at the institution.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) at PHCER plays a crucial role in institutionalizing quality assurance strategies. The process begins with the development of a comprehensive quality policy that aligns with the institution's vision and mission. IQAC coordinates and monitors the implementation of quality initiatives across academic, administrative, and support functions, ensuring continuous improvement.

The IQAC regularly conducts workshops, seminars, and training programs for faculty to enhance teaching methodologies and foster academic excellence. It also ensures the adoption of best practices in curriculum delivery, student assessments, and research activities. The cell collects feedback from students, faculty, and stakeholders to evaluate the effectiveness of programs and identify areas for improvement.

Additionally, IQAC works closely with various committees to ensure the systematic evaluation of teaching and learning outcomes,

promoting a student-centric approach. It monitors the implementation of strategic plans and ensures compliance with accreditation requirements. The cell also facilitates the preparation and submission of reports for national and international accreditations, such as NAAC, fostering a culture of accountability and continuous quality enhancement.

Through these mechanisms, IQAC ensures that quality assurance is embedded within the institution's processes, contributing significantly to its overall growth and development.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

PHCER periodically reviews its teaching-learning process through the Internal Quality Assurance Cell (IQAC) to ensure continuous improvement and alignment with institutional goals. The review process begins with the collection of feedback from students, faculty, and stakeholders regarding the effectiveness of teaching methods, course content, and overall learning outcomes. This feedback is gathered through surveys, questionnaires, and informal discussions.

IQAC analyzes the feedback to identify strengths and areas for improvement in the curriculum, teaching methodologies, and student engagement. It encourages faculty to adopt innovative teaching techniques, such as technology integration and interactive learning, to enhance student participation and understanding.

The cell also conducts regular academic audits, where lesson plans, teaching materials, and student assessments are reviewed to ensure that they meet quality standards and program outcomes. Based on the findings, IQAC collaborates with faculty members to implement corrective actions and introduces workshops or training sessions to address emerging needs.

Additionally, IQAC monitors the effectiveness of co-curricular

activities and internships in providing practical exposure to students. The periodic review helps maintain a high standard of teaching and learning, ensuring that it remains relevant and responsive to students' needs and the evolving academic landscape.

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

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

4

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.phcer.ac.in/igac/igac-meeting-minutes/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.phcer.ac.in/igac/ssr-cycle-1/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

1. Enhancement of Teaching-Learning Through Technology Integration: Since the previous accreditation, PHCER has made significant improvements in its teaching-learning processes through the integration of technology. The institution introduced interactive smartboards and Lightboard technology, enhancing classroom engagement and facilitating better content delivery. Faculty received training to effectively use these tools, and students benefitted from access to online learning platforms and recorded lessons. The implementation of blended learning models, combining in-person and online resources, has further enriched the learning experience. These technological advancements have not only improved student interaction and comprehension but also made learning more flexible and accessible. Continuous feedback from students and faculty has helped optimize these resources, leading to sustained improvements in teaching quality.

2. Strengthened Research and Faculty Development Programs: In line with quality initiatives, the institution has significantly

bolstered its research and faculty development programs since the last accreditation. A dedicated Research Committee has been formed, with a focus on encouraging faculty to engage in research activities, publish papers, and apply for research grants. Regular workshops and seminars are now held to promote academic writing and research methodologies. Additionally, the institution provides financial support and leaves for faculty to attend national and international conferences. These initiatives have led to an increase in faculty research output and have fostered a culture of academic inquiry, contributing to the institution's overall academic growth.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Mahatma Education Society's Pillai HOC College of Education & Research attempts to preserve energy by reducing its energy consumption and using less energy service. The Sustainable Practices Policy (SPP) serves as a guide for the college's events, activities, and advancements regarding the use of resources. The practice of conserving energy is lowering the quantity of energy utilized. Either utilizing energy more efficiently or use less energy overall will accomplish this. Efficient utilization of natural resources and pollution reduction are two of the most straightforward methods of environmental protection. Energy conservation has been achieved through a variety of methods:

- Increasing the number of trees on campus to lessen the demand for air conditioners.
- Lighting made with LED or CFLs can save a lot of electricity.
- At a far lower cost, modern LED bulbs can offer a powerful lighting option.
- Shutting off lights, fans, and other electrical appliances when employees and students leave the office and classroom.
- Reduction of waste by digitization and resource conservation.
- Conserving water

- Every Saturday from 3 to 4 p.m. is designated as "Zero Power Hour," when all electrical equipment in computer labs is turned off.
- To prevent energy waste, electric appliances are inspected frequently and repaired when necessary.
- A rooftop solar system is erected, and the campus's street lights run on the electricity it produces.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

The Pillai HOC campus is leading the way in reducing, reusing, and recycling plastic bottles—the most recycled plastic product worldwide. Single-use plastics such as straws, bags, cups, spoons, and bottles, are strictly prohibited. The staff and students are advised to use steel or copper bottles instead of using plastic water bottles. The PET BOTTLE REVERSE VENDING MACHINE has been installed in the campus.

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.

In a bold move towards environmental stewardship, PHCER administration has taken a significant step by banning the use of plastic sign boards throughout the premises. This decision reflects a commitment to reducing plastic waste and promoting sustainable practices within the campus community.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices

Three of the above

include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

PHCER has taken significant measures to ensure cleanliness, sanitation, green cover, and a pollution-free, healthy environment. The institution maintains regular cleaning schedules for classrooms, laboratories, and common areas, ensuring a hygienic atmosphere for students and staff. Strict waste management protocols are in place, including segregation of waste and regular disposal.

To enhance green cover, the college has implemented a comprehensive tree plantation program, encouraging students and faculty to participate actively. The campus has well maintained green areas,

landscaping and gardens that support a calm and environmentally responsible atmosphere.

PHCER also emphasizes reducing pollution through initiatives such as promoting carpooling, cycling, and the use of public transport among students and staff. The college has installed solar panels and energy-efficient lighting to minimize its carbon footprint. Regular awareness programs and workshops on environmental sustainability are conducted to educate the college community about the importance of maintaining a healthy, pollution-free environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Four of the above

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

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

0.157

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

PHCER effectively leverages the local environment, locational knowledge, and community practices to enhance its educational approach and community engagement. Situated in a region rich in natural and cultural heritage, the college integrates local environmental studies into its curriculum, enabling students to gain first-hand knowledge of the area's biodiversity and ecological challenges.

The institution collaborates with local communities to incorporate traditional practices and indigenous knowledge into its teaching methodologies. This includes workshops and field trips that highlight sustainable agricultural practices, water conservation techniques, and cultural heritage preservation.

PHCER also addresses local challenges by engaging students in community service projects focused on environmental conservation, literacy programs, and health camps. These initiatives not only provide practical learning experiences for students but also foster a sense of social responsibility and community development.

By utilizing local resources and addressing regional issues, PHCER creates a contextual and relevant educational experience that prepares future educators to be mindful of their environment and community needs.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators

B. Any 3 of the above

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

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

7.2 - Best Practices

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

Title of the Best Practice 1:

The Power of Inner Calm: Integrating Heartfulness Meditation for Holistic Educator Development

Integrating Heartfulness meditation into B.Ed. programs promotes emotional well-being and mindfulness among future educators. This practice emphasizes relaxation, self-awareness, and inner peace, enabling students to manage stress effectively. By participating in regular meditation sessions, educators cultivate empathy, patience, and resilience, essential qualities for effective teaching. This holistic approach not only enhances personal growth but also equips students with tools to foster a positive learning environment for

their future students. The impact of meditation extends beyond the classroom, nurturing a balanced and mindful teaching philosophy that can inspire future generations.

Title of the Best Practice 2:

Service Learning: Cultivating Compassionate Educators Through Community Engagement

Service learning is a transformative practice that connects B.Ed. students with their communities through active engagement in meaningful projects. By participating in initiatives such as tutoring underprivileged children or organizing health awareness campaigns, students develop a deeper understanding of social issues and the importance of civic responsibility. This hands-on experience enriches their teaching skills, fosters empathy, and strengthens their commitment to social change. Service learning empowers future educators to become compassionate leaders, equipped with the knowledge and experience to address diverse community needs, ultimately contributing to their holistic development as socially conscious professionals.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Pillai HOC College of Education and Research (PHCER) stands out for its commitment to holistic development, fostering an environment that nurtures both academic and personal growth. Aligned with the New Education Policy 2020, PHCER integrates academics, extracurricular activities, technology, and community service, creating a dynamic and inclusive campus.

The institution's focus on career progression is evident through its resource-sharing model across sister institutions, providing students with comprehensive support for their professional development. Events like Euforia, Community Service Day, and Shiv Jayanti promote collaborative learning, critical thinking, and leadership skills, enhancing students' practical abilities while

encouraging teamwork.

PHCER also prioritizes technological integration, equipping classrooms with smart boards and digital tools to prepare students for the digital age. Additionally, the college emphasizes social responsibility, with students actively participating in community engagement initiatives that foster empathy and civic duty.

By blending diverse student backgrounds and experiences, PHCER creates a supportive educational ecosystem where learners grow academically and personally. This distinctive, holistic approach ensures that PHCER graduates are well-prepared to meet real-world challenges with competence, confidence, and a strong sense of responsibility, making the institution a leader in modern education.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File