



## Yearly Status Report - 2017-2018

### Part A

#### Data of the Institution

1. Name of the Institution	MAHATMA EDUCATION SOCIETY'S PILLAIS' COLLEGE OF EDUCATION AND RESEARCH
Name of the head of the Institution	Dr. Sunita Wadikar
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02225224856
Mobile no.	9869160768
Registered Email	pcerchembur@mes.ac.in
Alternate Email	rfrancis@mes.ac.in
Address	Mahatma Education Society's Pillai College of Education and Research, Chembur Naka, Opposite Chembur Fire Brigade. Chembur. Mumbai -400071
City/Town	Mumbai
State/UT	Maharashtra

Pincode	400071																														
<b>2. Institutional Status</b>																															
Affiliated / Constituent	Affiliated																														
Type of Institution	Co-education																														
Location	Semi-urban																														
Financial Status	private																														
Name of the IQAC co-ordinator/Director	Dr. Reni Francis																														
Phone no/Alternate Phone no.	02225224856																														
Mobile no.	9987226672																														
Registered Email	rfrancis@mes.ac.in																														
Alternate Email	renifrancis@gmail.com																														
<b>3. Website Address</b>																															
Web-link of the AQAR: (Previous Academic Year)	<a href="https://pcer.ac.in/reports/annual-quality-assurance-report/">https://pcer.ac.in/reports/annual-quality-assurance-report/</a>																														
<b>4. Whether Academic Calendar prepared during the year</b>	Yes																														
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://pcer.ac.in/academics/academic-calendar/fy-b-ed/">https://pcer.ac.in/academics/academic-calendar/fy-b-ed/</a>																														
<b>5. Accrediation Details</b>																															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B+</td> <td>77.75</td> <td>2004</td> <td>03-Dec-2004</td> <td>07-Jan-2011</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.12</td> <td>2010</td> <td>13-Dec-2010</td> <td>07-Jan-2016</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.36</td> <td>2017</td> <td>02-May-2017</td> <td>02-May-2022</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B+	77.75	2004	03-Dec-2004	07-Jan-2011	2	A	3.12	2010	13-Dec-2010	07-Jan-2016	3	A	3.36	2017	02-May-2017	02-May-2022
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2	A	3.12	2010	13-Dec-2010	07-Jan-2016																										
3	A	3.36	2017	02-May-2017	02-May-2022																										
<b>6. Date of Establishment of IQAC</b>	15-Jul-2004																														
<b>7. Internal Quality Assurance System</b>																															

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Add-On-Course	05-Aug-2017 106	100
TET	03-Apr-2018 1	100
Online Content Test	20-Feb-2018 10	62
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	2018 0	0
No Files Uploaded !!!				

<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	Yes
Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	4
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	No
Upload the minutes of meeting and action taken report	No Files Uploaded !!!
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

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

1. Online content test as a part of Content Enrichment programme. 2. Initiating the Online Journal for Action Research. 3. Upgradation of wifi facility in classrooms. 4. Add on course Yoga for Wellness Skill development programme 5. TET Workshops for teachers

[View File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action	Achivements/Outcomes
International Seminar	Achieved
Major research	Not achieved
Collaboration with NGO's	Achieved
Add on course	Achieved
Online Content test	Achieved
TET workshop	Achieved
<a href="#">View File</a>	

**14. Whether AQAR was placed before statutory body ?**

No

**15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?**

No

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2018

Date of Submission

19-Jan-2018

**17. Does the Institution have Management Information System ?**

Yes

If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)

The college maintains a website that provides all the requisite information regarding the institution. The website is updated on a fortnightly basis. The website is accessible to all and disseminates information regarding the institution, the society, faculty, students, activities, events etc. The students' information is also uploaded on the University of Mumbai website. The institution has a Facebook page which offers updated information regarding important events and programmes of the institution. The institution uploads all details with respect to staff, students etc on the Management Information System website which is under the Dept. of Higher Technical Education, Government of Maharashtra. The student teachers are also on the roll on the University of

## Part B

**CRITERION I – CURRICULAR ASPECTS****1.1 – Curriculum Planning and Implementation**

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

A teacher touches the future and enhances life and thus, it is the duty of a teacher-education institute to ensure that the future nation builders are well-rounded personalities capable of using both the traditional and the modern technologies in order to impart world-class education to the generations to come. The B. Ed. curriculum has undergone one more major change in the past year and the syllabus for the Two-Year B. Ed. programme has converted from the CBGCS scheme to the Choice Based Credit System (CBCS) scheme. The CBCS scheme continues with the credit system adopted in 2015 but adds more choice for the students through 3 elective courses introduced in Semesters 2,3 and 4. The new syllabus has changed the credit hours from 15 hours to 12 hours. PCER has adopted the same both in letter as well in spirit. To enhance the quality of our students and to deliver a well-planned curriculum, PCER undertakes the following steps:

**Academic Calendar:** The activities of the college are planned semester-wise. Inputs from the year plans from each portfolio are taken and a semester-wise academic calendar is prepared put up on the website

**Concept based Year Plans:** - Concepts from each module are selected and highlighted and teachers prepare a detailed concept-based plan before the start of the semester.

**Role of the Academic Committee:** The various year plans are submitted to and vetted by the Academic Committee before it is passed. The Principal and the IQAC coordinator are an integral part of the Academic Committee.

**Use of activities/ online technology:** Teachers are encouraged to teach certain units from the course through the use of online technologies such as Edmodo, OER etc. They also have used activities to enhance learning among the students.

**Add-on courses:** In order to enhance the skills of the students, the students have a choice between two add-courses are given to the students, namely: i) Skill Development & the Teacher ii) Yoga for Wellness (introduced this year)

**Assembly:** The half an hour of Assembly time is utilised very constructively at PCER. In fact, a best practice named NURTURE has been adopted by the college. Each student has to compulsorily participate in the assembly in which they learn to express themselves, enhance public-speaking skills, debate on current topics, celebrate important days of the year and overall enhance their personality. These activities are documented through the assembly reports.

**Newsletters & Annual magazine:** The ICT skills of students are enhanced through the making of newsletters which was done tutorial-wise so that each student absorbs the new technologies available to them. The annual magazine is collated by the Editorial team comprising students from both the first year as well as the second year.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Certificate Course on Skill Development	----	28/09/2017	40	---	Yes

**1.2 – Academic Flexibility**

### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	Eduaction	16/10/2017
<a href="#">View File</a>		

### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Pedagogy of School Subject	30/01/2018
BEd	Environmental Education and Guidance and Counselling	30/01/2018

### 1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	101	0

## 1.3 – Curriculum Enrichment

### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Yoga for wellness	04/12/2017	101
<a href="#">View File</a>		

### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Practice teaching - Internship	101
<a href="#">View File</a>		

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

### 1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The Principal takes feedback from the students at the end of the year regarding the curriculum, the teachers, the methodologies as well as the overall experience of B. Ed. Teachers fill up a self-survey both at the beginning of the year (outlining their goals and objectives) as well at the end of the year in order to ascertain how much they have achieved their goals. The alumni give their feedback both formally (during the annual alumni meet) as well during the

meetings of the Alumni Committee. Though our students are adults, their parents do interact with the tutorial teacher and the Principal. Informal feedback is taken from them. The Principal is in regular touch with the Management and any feedback from them is informed to the Principal who in turn informs the staff. This feedback is analysed and the major points are discussed during the IQAC meetings. Some of the suggestions which were elicited from such feedback and have been adopted are: a) Introduction of the 'Yoga for Wellness' course as a Value-added Course during the current academic year b) Continuation of the TEAMS module which was highly appreciated by NAAC as a best practice during the 2nd cycle of accreditation c) Instituting an Award in the name of the Alumni to encourage the present batch of students.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	100	88	62
<a href="#">View File</a>				

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	62	0	15	0	5

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
15	5	12	4	4	12
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

#### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentors keep track of their students' progress and achievements, setting milestones and Acknowledging accomplishments. Create opportunities for them to demonstrate their competencies Student's academic development and personality development both are monitor by the faculties Case studies are conducted to identify the student's personal problem and arranging counseling class for needed students. Encourage students to try new techniques, expand their skills, and discuss their ideas even those they fear might seem naive or unworkable Arrange special coaching class for slow learners Micro-teaching classes monitor by mentors to develop the teaching skills Students are monitored by faculties of government sector during the internship period and the evaluation is based on mark system.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
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62	15	1:8
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## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
16	16	0	0	8

### 2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2017	Dr. Reni Francis	Assistant Professor	Received I2OR – Academic Leadership Award 2017 by the International Institute of Organised Research

[View File](#)

## 2.5 – Evaluation Process and Reforms

### 2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year- end examination	Date of declaration of results of semester- end/ year- end examination
BEd	001	4	31/05/2017	31/08/2017

[View File](#)

### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Students are made aware of the evaluation process through the following initiatives:- The bridge course at the beginning of the Academic year to identify the prior knowledge of the students o Teaching Plan contains evaluation procedure o Academic Calendar with CA UA (tentative) Exam dates o Display in the College and Department Notice Board Result Analysis Review Meeting: Result Analysis is done by the tutorial guide after every Test. Pass percentage of each course is calculated The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The Principal conducts Review Meetings department wise to give necessary feedback for the improvement of students' performance. Progress Reports Parents Meetings: The institution is kept on monitoring the performance of the students and reports to the Parents. Whenever necessary, the tutorial guide shall recommend the visit of the parent to the college for a discussion about the student. Remedial Classes are conducted for the slow learners, absentees. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

### 2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Our Institution prepares an academic calendar in line with the University of Mumbai schedule As per the rules and regulations of our university we conduct



our examinations and evaluation methods Examinations Passing Minimum for Written Examination Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he or she secures not less than 40 in aggregate in each course. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed. Revaluation / Xerox Copy Of Answer Scripts Candidates can apply for revaluation / Xerox copy of answer scripts to the University of Mumbai within 10 days after the publication of results by paying necessary fees prescribed by the University. Reappearance for Written Examination: Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next one academic year. Practicum includes Semester wise task of Project based activities and Internship of 20 weeks.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://pcer.ac.in/academics/syllabus/2017-19/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
001	BEd	Education	62	61	99.99
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[https://www.surveymonkey.com/summary/53mCZ60VryqMH58W6ttC\\_2Bv5\\_2BSXW2eSgrgLP\\_YlBtW2Z2lZistSelKxPc2H7sY62kt?ut\\_source=my\\_surveys\\_list](https://www.surveymonkey.com/summary/53mCZ60VryqMH58W6ttC_2Bv5_2BSXW2eSgrgLP_YlBtW2Z2lZistSelKxPc2H7sY62kt?ut_source=my_surveys_list)

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	120	ICSSR	900000	36000
<a href="#">View File</a>				

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	10/07/2017

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	19/06/2017	Nil

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### 3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	10/07/2017
No file uploaded.					

## 3.3 – Research Publications and Awards

### 3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

### 3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Nil	0

### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	18	1.65
<a href="#">View File</a>			

### 3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Education	9
<a href="#">View File</a>	

### 3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Nil	Nil	Nil	2017	0	Nil	0
<a href="#">View File</a>						

### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	2017	0	0	Nil
<a href="#">View File</a>						

### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	10	5	5	5

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### 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
<b>Fistful of Grains</b>	<b>Soroptimist International Bombay Chembur</b>	<b>3</b>	<b>95</b>

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
<b>Skit</b>	<b>Recognition</b>	<b>DLLE</b>	<b>8</b>

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agen cy/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
<b>Aids Awareness</b>	<b>PCER</b>	<b>Aids Awareness</b>	<b>2</b>	<b>95</b>

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### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
<b>Rochiram Hasu Advani</b>	<b>13</b>	<b>Nil</b>	<b>84</b>
<b>MIT</b>	<b>5</b>	<b>Nil</b>	<b>115</b>

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
<b>Resource Sharing</b>	<b>Internship</b>	<b>09</b>	<b>16/08/2017</b>	<b>17/10/2017</b>	<b>60</b>
<b>Resource Sharing</b>	<b>On- the- job training</b>	<b>04</b>	<b>11/09/2017</b>	<b>20/11/2017</b>	<b>55</b>
<b>Resource Sharing</b>	<b>Project Work</b>	<b>09</b>	<b>20/09/2017</b>	<b>20/10/2017</b>	<b>45</b>

Resource Sharing	Reserach Work	04	08/01/2018	06/02/2018	58
<a href="#">View File</a>					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
MIT	07/09/2017	Resource Sharing/Workshop	8
Ali Yavar	03/08/2017	Teacher Exchange	2
NASEOH	14/08/2017	Resource Sharing	43
Access Life	19/07/2017	Resource Sharing	46
<a href="#">View File</a>			

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
3089722.9	2808839

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
<a href="#">View File</a>	

### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
OXIGEN	Fully	2010.04.005	2010

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	9308	124806	377	80801	9685	205607
Reference Books	3027	0	0	0	3027	0
e-Books	167	0	0	0	167	0
Digital Database	1	5750	0	0	1	5750

CD & Video	88	7000	0	0	88	7000
<a href="#">View File</a>						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	01/06/2017
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#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	75	1	1	0	0	2	52	24	7
Added	0	0	0	0	0	0	0	0	0
Total	75	1	1	0	0	2	52	24	7

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

24 MBPS/ GBPS
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##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Google photos	<a href="https://photos.google.com/share/AF1OipMY72gNmLivx2OMETK2OvTBL3v4Fuo4QnyKYKNm4G2itBSPziZGpZHX6EURSVH18A?key=ZDh0TndDeG5uY2YwRFpnTmp4VW4wVldlYWlNcEZR">https://photos.google.com/share/AF1OipMY72gNmLivx2OMETK2OvTBL3v4Fuo4QnyKYKNm4G2itBSPziZGpZHX6EURSVH18A?key=ZDh0TndDeG5uY2YwRFpnTmp4VW4wVldlYWlNcEZR</a>

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
507500	15152860	850000	11750

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The college administrative officer regularly monitors and supervises the available infrastructure to ensure its upkeep, repair and maintenance. There are various committees which cater to the maintenance and upkeep of the infrastructure. Environmental club for beautification and greening of the institute. 24 hour security for safe guarding the students and infrastructure of the institute. Daily cleanliness and maintenance is maintained by efficient support staff. Coolers, AC's, water motors, pumps are maintained through our maintenance staff. Fire extinguishers and water pipes are installed where

required. All administrative and academic transactions of the institution is computerized. Classrooms are facilitated with wifi connectivity. PCER is well equipped with the latest technologies and softwares for academic purposes. The various institutions are well connected with updated websites. We have institutional wise email ID. PCER has the academic calendar posted on the website which is regularly updated and can be accessed anytime. The teacher educators are provided with laptops and 24 hours wi fi connectivity Six desktops having internet connections has been installed in the technology room and library for the use of the students. Instructional materials are available on the website for the benefit of the students, which enables them to carry out academic tasks with ease. The college administration and library department is fully computerised. All documents are maintained electronically and all transactions are documented systematically. Installation of Inflibnet for the benefit of research scholars, students. The library is fully computerized, OXIGEN- library software is used for library transaction. The attendance of students termed as library hours is kept account of using the scanner. The scanner scans the students library card and records the time spent in the library. The library has computers with internet access, using open source integrated library software. This provides an online OPAC for end users and automated circulation for librarians. The library resources i.e reference books, text books, journals, encyclopedias, research bulletins, M.Ed dissertation and Ph.D thesis etc. are adequate and are added to the existing collection. The library also provides INFLIBNET and N-LIST access to teachers and students. Users from the institution can access e-resources, 6000 plus e-journals and 1,35,000 plus e - books and can also download articles required by them directly from the publishers website. The Science Laboratory is on the 2nd floor equipped with all the requisite materials like specimens, charts, models etc. Maths Corner has the models, charts, pictures of mathematicians etc. Psychology laboratory has test batteries and requisite equipment for conducting psychological tests. Sports -Indoor sports like Carrom, Basket ball, Chess etc. which are conducted in the college. We have Annual sports day celebration on RCF sports ground, Chembur.

<https://pcer.ac.in/students/facilities/>

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Fee concession	4	20000
Financial Support from Other Sources			
a) National	Nil	0	0
b) International	Nil	0	0

[View File](#)

#### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Skill development	20/11/2017	101	PCER
Yoga	16/10/2017	101	PCER

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2017	TET	39	37	0	0

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
10	10	14

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Schools	39	20	Schools	39	19

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	3	B.Ed	Education	Mumbai University	M.A

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	0

No file uploaded.

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
CCA	College	101
CCA	Intercollegiate	65

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## 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)



Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	Nil	National	5	15	201-19	List provided
<a href="#">View File</a>						

### 5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student Council 2017-18 Our Student council is the official body which is elected by the students to represent them in the smooth functioning of the college. It's main objectives are to maintain discipline, provide mechanism to address grievances, conduct various programs, develop team-spirit and co-operative learning amongst student teachers. The various activities conducted by the Students' Council include conduction of regular meetings, giving instructions in the classes ,conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teacher, Principal and higher authorities. It takes initiative to organize cultural events in co-ordination with different tutorial groups and celebrate important days such as 'Gandhi Jayanti', 'Independence Day', Republic day, 'Teacher's Day', 'Marathi Divas', Hindi diwas etc. It organizes events, competitions at college level inter collegiate events like 'Valeur'.The various programs for 'Diwali Celebrations', 'Alumni Meet', 'Christmas Celebrations' are organized. Portfolio Details General Secretary: Is the Class representative and overall coordinator for all portfolios. General Secretary collates the outcomes of all the activities and is the interface between students and Principal/Faculty. Dy. General Secretary:Coordinates with General Secretary to ensure smooth functioning of all the portfolios and works in absence of General Secretary. Academics In-charge: Ensures notes is available to all students and coordinates with teachers for notes and references. Also coordinates with General Secretary for any academic related problems Cultural In-charge Coordinates with teacher in-charge for organizing various cultural activities for different events and ensures full participation of students. Takes care that every activity report is made after every event. Cultural In-charge coordinates with photo-in-charge, collects tutorial-wise report, prepares list of participants, assigns duties and prepares list of winners. Sports In-charge Coordinates with teacher in-charge of sports and organizes sports day, in-house competition. Prepares list of participants, assigns duties and prepares list of winners and final report making of the events. Discipline and Cleanliness In-charge In-charge of discipline during college hours and programmes, preserves congenial and conducive environment. Maintains punctuality. Classroom and corridors maintenance is taken care by the discipline and cleanliness in-charge. Restrictions on mobile phone usage during college hours and proper dress code is also looked into. Discipline in-charge sees to that Students carry their identity cards/library cards daily and coordinate with teacher-in-charge for report making. Photography In-charge Is in-charge of photography. Takes care that the camera is ready and charged prior to any event and clicks sufficient photographs of each event. Uploads the photographs immediately and prepares CD /Collage of every event. The PPT with these photographs is displayed during the next event. The photos are displayed on notice board too from time to time and co-ordinates with teacher in-charge for report making. Report Writing In-charge Coordinates with all the portfolio-in-charge and collects reports from each portfolio-in-charge and also makes an individual report for each portfolio along with photographs.

### 5.4 – Alumni Engagement



5.4.1 – Whether the institution has registered Alumni Association?

Yes

The PCER alumni are a great resource to the institution and as their contribution to the quality enhancement of the transactions in the institution the ICBN was set up. The Intellectual Capacity Building Network is the initiative of our alumni who are actively contributing to the intellectual growth of our institution. Alumni association helps the alumnus to be connected with their alma mater and share their expertise to the current batch of students. Numerous workshops, seminars, expert talks are conducted by our alumnus. Moreover the institution too invites alumnus whenever they conduct enriching activities so that they can keep themselves abreast with the new knowledge and get the benefit out of it.

5.4.2 – No. of enrolled Alumni:

400

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

04

## **CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The institutional functioning is based on decentralization and participative management. The Management of the institution provides guidance and direction on the overall functioning based on the vision, mission and the goals of the institution. The Principal of the institution along with the faculty formulates the action plan for the institutional activities. The principal conducts meetings, delegates duties to the faculty through the various portfolios, forms committees, maintains records and reports, and provides information to all the stakeholders, takes regular appraisal and feedback. The Principal maintains steady monitoring of the tasks, academic and nonacademic activities of the institution. The budget allocation and other financial planning is also done by the Principal along with the accounts and office staff. The Faculty with the guidance of the Principal carries out the day to day activities of the institution. They conduct the academic transactions based on the year plan formulated in consultation with the Principal. They efficiently carry out the academic and non- academic transactions in the institution through the various portfolios that have been given under their charge. Each portfolio has two faculty members who are in charge of it. The faculty members are part of committees that plans and conducts the various tasks related to the efficient functioning of the institution. The faculty coordinates with the members of the student council to carry out the various curricular and co-curricular activities of the institution. Regular reports are maintained and submitted by the faculty with respect to the progress and accomplishments of their respective portfolios and committees that aids in improving the overall quality of the functioning of the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	<p>? Admission of Students: PCER gave guidance to the candidates seeking admissions for CET and online admissions, The admission committee together with the administrative staff assisted in the online admission procedure for candidates who were not well versed with online procedures. They assisted the candidates to fill forms online for the convenience of the candidates. An orientation workshop was conducted for the prospective candidates to orient them with respect to the CET and they were also provided with books with preparatory material for the tests.</p>
Industry Interaction / Collaboration	<p>Collaborations have been enhanced this year as we could collaborate with various national and local organisations, NGOs etc. Activities were planned and conducted by the studnets and the faculty. The organisations we collaborated with were</p> <p>? School of Humanities and Social Sciences, MIT Art, Design Technology University, Pune in the area of faculty exchange, research, teaching, learning, design of curriculum. ? Hashu Advani College of Special Education for faculty exchange programme and research. ? Rotary club of Deonar for organizing medical check up camp in the campus. Our institution collaborated with the practice teaching schools and carried out various institutional social responsibility activities earmarked, with the students.</p>
Human Resource Management	<p>? Human Resource Management: The Human resource is managed by our institution at three levels:</p> <ul style="list-style-type: none"><li>• By inviting experts from various fields to share their expertise.</li><li>• By inviting our alumni who are well placed and have varied exposure in the field of education. The project 'Alumni Returns' organised by the ICBN, helps in the share their field expertise. The objective of the these interactive sessions enables one to be aware of the realities, trends and challenges in education and equip to face them.</li><li>• Our quality faculty are known for their subject expertise. Hence they are believe in upgrading</li></ul>

oneself as life long learners and their expertise are sent to other educational institutions: schools or colleges to deliver lectures on certain topics or conduct training or motivational sessions for the students

#### Library, ICT and Physical Infrastructure / Instrumentation

The institution has upgraded itself with more computers, language laboratory and improved internet connection facility in the computer lab, technology room as well as library. ? The institution has access to OPAC online databases offering access to more than 5000 journals with archives and N-List Online database offering over 6000 journals and over 1,35,000 e-books with archives. The college has subscribed for the N-List Database, faculty and students are provided with the password to gain access to it. ? Digital cataloguing is available to facilitate easy and quick access to resources. ? Ensured quality of programs offered by an institution and adequate infrastructural facilities play a vital role in the teaching learning process. The institution has well equipped infrastructure as per NCTE norms to support all activities for the wellbeing of students and staff.

#### Research and Development

? Research and Development: Action research was encouraged among the students . Student teachers presented papers at national level conference. Minor and Major research projects were applied by the teachers.

#### Examination and Evaluation

The examination department was not left behind with the traditional paper pencil tests and examination. Online content testing was implemented to provide a platform to the students to continuously upgrade their content knowledge and more so to be evaluated instantly, this mode of evaluation was appreciated by the students as it made administration of tests and evaluation student friendly

#### Teaching and Learning

The IQAC team has always adhered to the Vision and Mission of the Institution by preparing the students to match the global standards. With this context in mind, the IQAC motivated the teaching faculty to explore new avenues of teaching learning in keeping with the new trends world wide. This set the

ball rolling for incorporating Online modes of learning like Edmodo, Flipped Classroom, Coursera etc. These new innovative online methods charged up the students and enabling them to learn with ease and at their own pace.

#### Curriculum Development

? Curriculum Development: PCER is affiliated to the University of Mumbai and follows the mandated syllabus. However our institution always strives to give more than suggested to equip the students to the challenges of the global era. • Symposia on curriculum across different boards was held wherein the students were acquainted to the structure and needs of the different boards. • Workshops in the area of Special Education. • Workshop on Emotional Intelligence • Workshop on Core values • Workshop on Aids Awareness • Workshop on Inclusiveness and lesson planning. ? Symposiums on orienting students on Curriculum of schools affiliated to various boards. • Workshops on role of teachers, Awareness programme on Corporal punishments • Collaborative teaching strategies were initiated to develop online teaching learning • Use of innovative and constructivist approach of teaching - use of role play, use of games, concept attainment model, symposium, gallery walk, case studies, brainstorming, debates, discussions, scenario based teaching , Process drama etc. • Add on courses were introduced to supplement the B.Ed curriculum as per the emerging needs and trends in the society. In this regard a Skill Development Programme was conducted to enhance the various skills required by a teacher in alignment with today's world.

#### 6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	The institution uploads its academic year plan on google docs and changes as suggested from staff and external faculty are incorporated.
Administration	? Administration: AISHE i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi. Data of student teachers, academic progress, details of teaching as well as non-teaching staff, accounts, all this is to be updated every year MIS -

	<p>Management Information System which is under the Dept. of Higher Technical Education, Government of Maharashtra.</p> <p>All required details of the institution, staff and students are uploaded. Student teachers on Roll on the University of Mumbai Website. Student teachers details are uploaded on Safalta.org Information about the institution is uploaded on the NCTE website. Admissions under the Director Higher Education, Pune on B.Ed. Admission website. Enrollment and Eligibility form are to be filled in by the student teachers on the website of University of Mumbai</p>
Finance and Accounts	<p>Management Information System which is under the Dept. of Higher Technical Education, Government of Maharashtra, (Academic qualifications, in-service improvement in qualifications, information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month wise salary details of teaching non- teaching staff, Income Expenditure details of college etc. is provided.)</p>
Student Admission and Support	<p>B.Ed admissions are through online process. The CET exams and entire admission process is through the online mode.</p>
Examination	<p>The various aspects of examinations are through online. The B.Ed examination forms for both years are filled and submitted on the Mumbai University website. The internal assessment marks are filled online and submitted to the University of Mumbai.</p>

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2017	Dr.Mary Varghese	• Symposium on 'Best Practices in Degree Colleges for Quality Enhancement' organized by Pillai College	Higher Education Forum	1500

		of Arts, Commerce Science, New Panvel,		
2017	Dr. Reni Francis	• National level ICSSR sponsored Seminar • National Level Seminar organised by School Leaders Network	SIBC	3000
2017	Dr. Sneha Raikar	• One day Training Programme on "Human Rights for Humaneness" on 25th November, 2017 sponsored by National Human Rights Commission.	Higher Eductaion Forum	1500
<a href="#">View File</a>				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2017	Faculty de velopment programme	Computer Literacy	01/11/2017	17/11/2017	4	8
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
RUSA sponsored Refresher Course under UGC Human Resource Development at the Academic Staff College, University of	2	01/08/2017	22/08/2017	21

Mumbai

[View File](#)

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
13	13	8	8

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Loan facility available from the MES Credit society	Micro finance facility	Fee concession for needy and deserving students

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

6.4.1 Institution conducts internal and external financial audits regularly (with in 100 words each) The accounts of the institution are audited on a regular basis. The institution has appointed an auditor to audit the accounts and is audited regularly. The audits are done every quarterly. While the internal auditor does the checking every week , the external auditor does it every three months.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
MES management	50000	Research
<a href="#">View File</a>		

6.4.3 – Total corpus fund generated

70000

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	University of Mumbai	Yes	IQAC Audit
Administrative	Yes	Local Inspection Committee	Yes	College Development committee

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

PCER initiated the parent teachers interaction meet in 2015 - 16, but have not formed an association. However they have willingly assisted in our activities through their contacts in making stationery for conferences and seminars at reasonable rates or arranging for resource persons for activities of the institution. The parents are also invited for the induction programme of the student teachers and various other cultural event conducted in the institution.



### 6.5.3 – Development programmes for support staff (at least three)

**6.5.3 Development programmes for support staff (at least three):**

- Soft skill training for non teaching staff by the students and teachers of PCER. The ladies of the support staff were trained to speak English necessary for their regular transactions within the institution. They were taught by the students to sign against their names in English.
- The Non teaching staff of MES, were given hands on experience in computers by the students and teachers involved in the computer literacy programme

### 6.5.4 – Post Accreditation initiative(s) (mention at least three)

**Major research International conference Research centre**

### 6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	<b>Yes</b>
b) Participation in NIRF	<b>No</b>
c) ISO certification	<b>No</b>
d) NBA or any other quality audit	<b>No</b>

### 6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
<b>2017</b>	<b>Online content test as a part of Content Enrichment programme</b>	<b>20/02/2018</b>	<b>20/02/2018</b>	<b>02/03/2018</b>	<b>62</b>
<b>2017</b>	<b>NHRC Training</b>	<b>01/11/2017</b>	<b>25/11/2017</b>	<b>25/11/2017</b>	<b>100</b>
<b>2018</b>	<b>TET workshop</b>	<b>01/02/2018</b>	<b>03/04/2018</b>	<b>03/04/2018</b>	<b>100</b>
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## **CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 – Institutional Values and Social Responsibilities**

**7.1.1 – Gender Equity** (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
<b>Human rights</b>	<b>27/11/2017</b>	<b>27/11/2017</b>	<b>132</b>	<b>25</b>
<b>Legal rights</b>	<b>18/12/2017</b>	<b>18/12/2017</b>	<b>115</b>	<b>5</b>

### 7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

**Energy audit Paper less transaction**

### 7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
<b>Physical facilities</b>	<b>Yes</b>	<b>157</b>



Provision for lift	Yes	157
Ramp/Rails	Yes	0
Rest Rooms	Yes	157

#### 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	3	3	20/12/2017	7	Human Rights	Human rights	157
<a href="#">View File</a>							

#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Nil	31/05/2018	Not prepared yet

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Workshop on Core Elements and Values	11/09/2017	16/10/2017	95
<a href="#">View File</a>			

#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- Bicycles • Public Transport • Pedestrian friendly roads • Plastic-free campus
- Segregation of wet and dry waste • Paperless office • Green landscaping with trees and plants • Campus is no- smoking tobacco free • Enhancing the Environmental Club activities with setting up of the Compost pit.

### 7.2 – Best Practices

#### 7.2.1 – Describe at least two institutional best practices

**IDEAL - I - Identify roles and responsibilities of a Teacher. D - Define qualities and competencies of a Teacher. E - Experiential activities to cater different competencies. A - Assessing the competencies. L - Learning remediation and Peer Tutoring.**

**2. The context that required the initiation of the practice:** The B.Ed course grooms the student teacher to be competent at school. Today teachers face a lot of challenges in schools hence the B.Ed course should focus on enriching the competencies - Professional and Core Competencies . The best practice in student support and progression - IDEAL is an attempt to cater to the competencies for a teacher.

**3. Objectives of the practice:** The objectives of this practice was:

1. To create awareness of the various teacher competencies among the student teachers.
2. To develop the professional competencies (teacher) among the student teachers.
3. To develop the core competencies (teacher) among the student teachers.
4. To develop the teacher competencies among the student teachers through various activities.
5. To implement different Evaluation process.

**4. The practice:**

- I - Identify roles and responsibilities of a Teacher. Take feedback from the student - teacher based on the qualities as perceived by student teachers on the attributes - personal, social, moral, ethical, emotional, culture fit.
- D -

Define qualities and competencies of a Teacher. The responses received by the Student Teachers will be checked and the apt statements would be selected. The rating scale would comprise of Core Competence and Professional Competence. A set of statements are made and pre-test is conducted for the same. The results are analysed. Core Competence: A set of standards that are required irrespective of the teaching role Professional Competence: A set of standards relevant for the teacher as a professional in the school environment This would be framed into statements based on a 4 point rating scale Eg: A teacher should always be polite. • E- Experiential activities to cater different competencies.

Case studies/ Scenario based Learning Movie / Video Clipping Role play on student needs Personality development/ Grooming and Etiquettes New methods in teaching and learning: Gallery Walk Process Drama Learning Stations Blended Learning Inquiry Based Learning Circle Time TfU (Teach for Understanding)

Success Stories • A - Assessing the competencies. Post - test would be conducted after all the activities are catered throughout the year. The Post-test is the same rating scale used as Pre-test to see the difference (if any) has occurred to the Student- teacher during the B.Ed course by incorporating the various activities. • Learning remediation and Peer Tutoring. The post-test results will be analysed. The student teachers who needs attention and direction in the areas of teacher competence will be identified. Remediation in the form of Coaching and Peer Tutoring will be done: Coaching by the Teacher Educator Peer Tutoring by the student teacher (among the peers) 5. Impact of the study: This study will focus on developing the teacher competencies among the student teacher which will enable them to be more accomplished at their workplace. ? Being prepared for an interview ? Personal grooming and Self awareness ? Awareness of Do's and Dont's in classroom and workplace ? Teacher empowerment ? Celebrating Professional development ? Classroom roles ? Language proficiency ? Walking the path towards an IDEAL teacher. 6. Resources required: Teacher educator as a resource to prepare the competency rating scale, plan for different activities, Library resources, institutional premise as a resource.

7. Feedback mechanism and future plans: A comprehensive feedback was taken by the teacher educator on the competency scale prepared, different activities and remediation. Criteria 7 - Best Practice in Innovative Practices Title: Edu -2030 Title of the practice: Edu- 2030. The context that required the initiation of the practice: The United Nations is 2015 gave the Sustainable Development Goals, a universal call of action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The goals are interconnected - often the key to success. These goals have become the key indicators in schools, colleges, educational institutions etc. Since the B.Ed course caters to the needs of the students in school and colleges we need to align the Course structure to the SDG's Since the mission and vision of PCER focuses on global challenges, this best practice can be included in Criteria VII as Edu-2030 an attempt to cater to the needs of the global society.

Objectives of the practice: The objectives of this practice were: 1. To create awareness of the 17 Sustainable Development Goals. 2. To develop competencies among student teachers on SDG's. 3. To develop activities for sustainability of SDG's The practice: The students will be oriented about the need for Sustainable Development Goals to be addressed in meeting our global challenges. This will include a detailed understanding of the 17 SDG's and their impact on the society. The key competencies for sustainability will be focused through activities which will make each of the student teacher to take decisions judiciously. Competencies are: Critical Thinking competency: The ability to question norms, practices and opinions, to reflect on one's own values, perceptions and actions and to take a position in these situations.

Anticipatory competency: The ability to understand and evaluate multiple, possible and desirable actions and assess the consequences of these actions in dealing with risks. Normative competency: The ability to understand and reflect on the norms and values that underline one's actions and to negotiate

sustainable values, principles and goals. Strategic competency: The ability to design and develop social initiative towards SDG's Collaborative competency: The ability to learn from others, respect their needs, be sensitive to other's needs and facilitate collaborative problem solving. Self-awareness competency: The ability to reflect on one's own role in the local community towards SDG's and witness the global impact. Problem-solving competency: The ability to apply different problem solving approaches and develop viable solutions to promote sustainable development. These competencies will be addressed through movies, role play, scenario based learning, drama, field visit, expert talk, case study etc. All the 17 SDG's will be catered and the student-teachers will be given an in-depth understanding by focusing on the specific learning objectives - cognitive learning objective, socio-emotional learning objective and behavioral learning objective. Impact of the study: This study will focus on developing the student teacher competencies about the SDG's through the various learning objectives ? Be sensitive about SDG's ? Foster SDG's in their practice teaching lessons ? Augment the knowledge of SDG's and its impact in life. Resources required: The resources such as the arrangement of movies, role play and other teaching methods that will be needed in fostering the competencies of SDG's. Feedback mechanism and future plans: A comprehensive feedback was taken

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://pcer.ac.in/reports/annual-quality-assurance-report/>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The IQAC of the college organizes Faculty Development Programme for Faculty Members in the beginning of every academic year to develop teaching strategies, professional ethics and techniques of Class room Management Faculty members are given responsibilities as member of various committees constituted for the smooth conduct of Annual Day celebrations, Sports Meet, Graduation Day Celebrations and other Annual Academic and Extra-Curricular functions of the College

Provide the weblink of the institution

<https://pcer.ac.in/reports/annual-quality-assurance-report/>

### 8.Future Plans of Actions for Next Academic Year

The IQAC plans the various academic and other activities to be carried out during the year. A detailed plan is discussed at length. The portfolios and subjects are allotted and various challenges and opportunities are discussed this helps in planning in a more concrete way for the future. Few activities planned are: ? ? ? ? ? ? ? ? Online content test as a part of Content Enrichment programme. Initiating the Online Journal for Action Research. Upgradation of wifi facility in classrooms. Installation of Infilbnet for the benefit of research scholars, students. Add on course ? Yoga for Wellness ? Skill development programme TET Workshops for teachers Training programme in disaster management for students and staff. Collaboration with ? School of Humanities and Social Sciences, MIT Art, Design Technology, University of Pune ? Hashu Advani College of Special Education ? Rotaract Club of Deonar ? NASEOH ? Bal Anand ? Soroptimist International ? Marathi Madhyamik Shala ? Community outreach ? Access Life by offering counselling services and remedial teaching to the cancer inmates ? Faculty exchange programme with Hashu Advani College of Special Education. ? Department of Life Long learning and Extension ? Enhancing the Environmental Club activities with setting up of the Compost pit. ? Planning and conduction of activities of Institutional Social Responsibility through ? Street plays for

Awareness of Women rights , Gender sensitization ? Environmental sensitization programme with practice teaching schools and ? Organising workshops on personal and social values for the school students ? Students feedback Diary to evaluate the lectures and activities of the B.Ed programme on a day to day basis.