



## Yearly Status Report - 2018-2019

### 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. 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-Dec-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-Dec-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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1	B+	77.75	2004	03-Dec-2004	07-Dec-2011																										
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
Online Content Test	20-Feb-2018 01	100
Add-on course	18-Jun-2018 120	100
<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

<b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>
Initiaiting Online Journal Add on course TET Collaboration with National and International Agencies Community outreach
<a href="#">View File</a>

<b>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</b>
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Plan of Action	Achivements/Outcomes
Use of ICT in teaching learning	Achieved
Institutional Social Responsibility	Achieved
Research	Not achieved
Upgradation of Learning Resource Centre	Achieved
Consultancy and Collaboration	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	29-Dec-2018
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	Yes, the institution has a Management Information System. 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

## 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

It is through the curriculum that the vision, mission and the objectives of the institution can be attained. PCER, Chembur is committed in creating opportunities for value-based transactions and empower them to tackle global as well as local issues. The B. Ed. curriculum had undergone a major change in 2017-18 and the syllabus given by the University of Mumbai is now stable for the next five years or until the next syllabus revision. 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.

**Completion of both the Audit Courses:** Although the syllabus required the institution to offer only one Audit Course (to be certified in Semester 4), PCER Chembur had taken the decision to offer both the Audit Courses viz. Drama & Art in Education (which was certified) as well as 'Understanding the Self. 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 students 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
Skill Development	Nil	09/07/2018	120	Yes	Yes

## 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	Education	09/07/2018
<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	02/07/2018
BEd	Environmental Eduaction	07/01/2019
BEd	Guidance and Counselling	07/01/2019

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

	Certificate	Diploma Course
Number of Students	157	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
Skill Development and the Teacher	19/11/2018	157
Yoga for Wellness	17/12/2018	157
Understanding the Self	07/01/2019	62
<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	157
<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
<p>Feedback is taken by the Principal from the students and teachers directly, not only at the end of the year but also, informally on a routine process. PCER follows an open-door policy where students can approach the Principal any-time and air their concerns. PCER has a robust Tutorial system with each teacher being assigned 10-12 students per batch and the teacher becomes the first point of contact for the students. 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 and other Alumni functions. As our students are adults, feedback from the parents is taken informally as the parents make time to interact with the tutorial teacher or the Principal. The</p>

Management is regularly in touch with the Principal and feedback from the Management is told to the Principal, who in turn informs the Staff and students. 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) It was decided to institute an award in the name of an eminent alumni. This suggestion was taken up for discussion and passed in the Academic Council and will now be taken up with the Alumni Committee. b) Teachers were encouraged to go for higher studies as well as publish books in their subject of choice. c) The idea of teacher collaborations with other institutes were also to be enhanced.

## 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	105	95

[View File](#)

### 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
2018	95	0	15	0	7

### 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

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

#### 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
95	15	1:10

## 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	2	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
2018	Dr. Sunita Wadikar	Principal	excellent performance and high grade in Assessment Accreditation by National Assessment Accreditation Team (NAAC)
2018	Dr. Mary Devakumar	Assistant Professor	Most Outstanding Educator award 2018
2018	Dr. Reni Francis	Assistant Professor	Best Paper Presentation
2018	Ms. Vani Achari	Assistant Professor	RACE-2019 Bangkok Award for 'Best Thesis' titled 'A Study Of Explicitly Designed Training Module (ACTION Model) on Disaster Management Strategies To Enhance Awareness of Disaster Management Among Pre-Service Teachers' by the International Award Confer
<a href="#">View File</a>			

## 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	31/05/2019	31/08/2019
<a href="#">View File</a>				

### 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	95	90	98

[View File](#)

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

### 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
Any Other (Specify)	0	Nil	0	0
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#### 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	02/07/2018

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	02/07/2018	Nil
No file uploaded.				

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	02/07/2018
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	2
<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	2018	0	Nil	0
No file uploaded.						

### 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	2018	0	0	Nil
No file uploaded.						

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

Number of Faculty	International	National	State	Local
Presented papers	2	10	0	5
<a href="#">View File</a>				

## 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
Fistful of Grain	Soroptimist International Bombay Chembur	2	157
<a href="#">View File</a>			

### 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
Extension	Award	DLLE	7
<a href="#">View File</a>			

### 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/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
ExtensionDLL	DLLE	Skit	1	7
<a href="#">View File</a>				

## 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>15</b>	<b>Nil</b>	<b>60</b>
<b>MIT</b>	<b>4</b>	<b>Nil</b>	<b>90</b>
<a href="#">View File</a>			

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>03/01/2018</b>	<b>26/02/2019</b>	<b>52</b>
<b>Resource SharingResource SharingResource Sharing</b>	<b>On-the-job training</b>	<b>04</b>	<b>05/11/2018</b>	<b>07/01/2019</b>	<b>30</b>
<b>Resource Sharing</b>	<b>Project Work</b>	<b>08</b>	<b>10/09/2018</b>	<b>11/10/2018</b>	<b>51</b>
<b>Resource Sharing</b>	<b>Project Work</b>	<b>05</b>	<b>06/08/2018</b>	<b>10/09/2018</b>	<b>45</b>
<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
<b>Ali Yavar</b>	<b>11/07/2018</b>	<b>Teacher Exchange</b>	<b>3</b>
<b>Access Life</b>	<b>13/08/2018</b>	<b>Resource Sharing</b>	<b>47</b>
<b>MIT</b>	<b>29/08/2018</b>	<b>Workshop/Resource Sharing</b>	<b>10</b>
<b>NASEOH</b>	<b>08/09/2018</b>	<b>Resource Sharing</b>	<b>42</b>
<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
<b>2469184.52</b>	<b>2244712.2</b>

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
<b>Campus Area</b>	<b>Existing</b>
<b>Class rooms</b>	<b>Existing</b>

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	9685	205607	120	20758	9805	226365
<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	02/07/2018
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#### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Co mputers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departme nts	Available Bandwidt h (MBPS/ GBPS)	Others
Existin g	75	1	0	0	0	2	52	24	7
Added	0	0	0	0	0	0	0	0	0
Total	75	1	0	0	0	2	52	24	7

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

24 MBPS/ GBPS
---------------

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
DR. Pillais Global Academy Panvel	<a href="https://photos.google.com/share/AF1QipMY72gNmLivx2OMETK2OvTBL3v4Fuo4OnyKYKNm4G2itBSPziZGpZHx6EURSVH18A/photo/AF1QipPntAZ-ve0yFrotUwhoilxAn9sOgPrO2DIRgLv1?key=ZDh0TndDeG5uY2YwRFpnTmp4VW4wVld1YWlNcEZR">https://photos.google.com/share/AF1QipMY72gNmLivx2OMETK2OvTBL3v4Fuo4OnyKYKNm4G2itBSPziZGpZHx6EURSVH18A/photo/AF1QipPntAZ-ve0yFrotUwhoilxAn9sOgPrO2DIRgLv1?key=ZDh0TndDeG5uY2YwRFpnTmp4VW4wVld1YWlNcEZR</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
107145	28400	800822	12400

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. are conducted in the college. We have Annual sports day celebration on RCF sports ground.

<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
<a href="#">View File</a>			

### 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	20/08/2018	157	PCER
Yoga	16/07/2018	157	PCER
<a href="#">View File</a>			

### 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
2018	TET	100	100	0	80
<a href="#">View File</a>					

### 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	100	55	Schools	100	30
<a href="#">View File</a>					

### 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

2018	3	B.Ed	B.Ed	University of Mumbai	Masters
<a href="#">View File</a>					

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	INSTITUTION	157
CCA	Intercollegiate	75
<a href="#">View File</a>		

### 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
2018	Nil	National	0	0	0	Nil
No file uploaded.						

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

Student Council 2018-19 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

5.3.1WhethertheinstitutionhasregisteredAlumni

Association?Yes/No,if yesgivedetails(maximum500words): Yes! The institution has registered Alumni Association. 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 instituton 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
Curriculum Development	<p>? 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.</p> <ul style="list-style-type: none"> <li>• Symposia on curriculum across different boards was held wherein the students were acquainted to the structure and needs of the different boards.</li> <li>• Workshops in the area of Special Education.</li> <li>• Workshop on Emotional Intelligence</li> <li>• Workshop on Core values</li> <li>• Workshop on Aids Awareness</li> <li>• Workshop on Inclusiveness and lesson planning.</li> </ul> <p>? Symposia on orienting students on Curriculum of schools affiliated to various boards.</p> <ul style="list-style-type: none"> <li>• Workshops on role of teachers, Awareness programme on Corporal punishments</li> <li>• Collaborative teaching strategies were initiated to develop online teaching learning</li> <li>• 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.</li> <li>• Add on courses were introduced to supplement the B.Ed curriculum as per the emerging needs and trends in</li> </ul>

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.

#### 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.

#### 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

#### Research and Development

Action research was encouraged among the students . Student teachers presented papers at national level conferences. Minor and Major research projects were applied by the teachers.

#### 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.
Human Resource Management	<p>The Human resource is managed by our institution at three levels: • By inviting experts from various fields to share their expertise. • 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. • Our quality faculty are known for their subject expertise. Hence they are believe in upgrading 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</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 ? 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>
Admission of Students	<p>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. A workshop was conducted</p>

for the candidates to orient them regarding the CET. They were also provided preparatory material for the CET test.

#### 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	<p>? 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 - 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 ARA 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	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.)
Student Admission and Support	B.Ed admissions are through online process. The CET exams and entire admission process is through the online mode.
Examination	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.

### 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
2019	Dr.Reni Francis	Seminar	PCER	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)
2019	• Faculty development	• Soft Skills Programme	12/11/2018	30/11/2018	0	8
<a href="#">View File</a>						

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
• Refresher course on Cyber security and Cyber laws under RUSA and UGC HRDC, Mumbai University	2	01/04/2019	20/12/2019	21
• Five days Faculty Development Programme on Nai- Talim organized by Thane Sub-campus, University of Mumbai and MGNCER (MHRD), Hyderabad	1	30/04/2019	06/12/2019	7
• UGC-Sponsored	1	30/11/2018	17/12/2018	21

Refresher  
Course of the  
Centre for  
professional  
Development in  
Higher  
Education,  
Human Resource  
Development  
Centre (HRDC)  
University of  
Delhi

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
13	3	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
No file uploaded.		

#### 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
Administrative	Yes	University of Mumbai, CET	Yes	CDC

## 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. Parents are invited to the induction programme of the B.Ed student teachers and for various other programmes 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)

Research Centre Grants for Major and Minor research Additional E resources

## 6.5.5 – Internal Quality Assurance System Details

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

## 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
2018	TET	02/07/2018	18/06/2018	31/05/2019	50
<a href="#">View File</a>					

**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
Workshop on Human Rights	18/12/2018	18/12/2018	115	3

## 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
Paper less transaction Energy Audit

## 7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	157

Provision for lift	Yes	157
Ramp/Rails	No	0
Braille Software/facilities	No	0
Rest Rooms	Yes	157
Scribes for examination	No	0

#### 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
No Data Entered/Not Applicable !!!							
<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	02/07/2018	Not done 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	17/09/2018	24/09/2018	81
<a href="#">View File</a>			

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

<ul style="list-style-type: none"> <li>• Bicycles • Public Transport • Pedestrian friendly roads • Plastic-free campus</li> <li>• 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.</li> </ul>
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## 7.2 – Best Practices

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

<p>Best Practice in Career cell portfolio Title: Job Perfect 1. Title of the practice: JOB PERFECT P : Identify Potential of each student through SWOT analysis E : Expand content knowledge R : Create Readiness to face interview F : Focus on personality development E : Enhance Communication Skills C : Career Counseling T: Test Yourself 2. The context that required the initiation of the practice: B.Ed is a vocational course which trains the students to be adopted in various schools. The course provides both theory and practical knowledge to students. But still when it comes to choose their desired jobs and how to groom themselves for it sometimes become a challenge for student teachers. So the initiative of the best practice 'JOB PERFECT' will give them opportunity to explore the real working world and accordingly train themselves. 3. Objectives of the practice: The objectives of this practice are as follows: 1. To identify the strength, weakness, opportunities and threats in choosing a job 2. To cater to the diverse needs of the student teachers based on the above analysis 3. To create readiness to face interview 4. To focus on personality development 5. To</p>
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enhance communication skills 6. To have sessions on career counseling 7. To have a review and give feedback to student teachers 4. The practice: P : Identify Potential of each student through SWOT analysis B.Ed is a two year program. This best practice will be practiced in their second year when many placement schools and colleges are invited for campus recruitment. So it is important that each student is trained first to understand their individual potential and accordingly groomed to give their best in interviews and their demo lessons. SWOT analysis will help in self analysis and will help the teacher educator too to plan activities according to the need felt. E : Expand content knowledge We have content enrichment program throughout our B.Ed programme. To strengthen the idea of rich and updated content, sessions will be taken on more reading practice, relevant content discussion from newspaper, magazines etc which will help in up gradation on current topics relevant to their subjects. R : Create Readiness to face interview Facing an interview is a nightmare for few student teachers. So lot of emphasis will be given to have mock interviews involving and engaging the student teachers. It will give practical experience of what to do and what not to while facing any interview. F : Focus on personality development Personality Development is very important aspect of an effective teacher. Workshop will be taken to enhance their personality so that they develop confidence within themselves. E : Enhance Communication Skills Effective verbal and non verbal communication helps in healthy interaction with people. Sessions will be taken to ensure that student teachers communicate with clear, concise, complete, and correct language. C : Career Counseling Career counseling will help student teachers to be aware of wider scope of pursuing B.Ed Course. T: Test Yourself At the end of all the sessions' student teachers will once again do the SWOT analysis to find out the improvement in each one. 5. Obstacles faced if any and strategies adopted to overcome them: ----- 6. Impact of the study: This practice will boost the morale of our student teachers and they will develop into more promising and confident applicants for any job. 7. Resources required: Teacher educator as a resource to analyze the SWOT analysis, plan different activities, check student teacher's progress, give regular feedback, invite resource person for interactive sessions etc 8. Feedback mechanism and future plans: A comprehensive feedback will be taken by the teacher educator, with respect to effectiveness of each activity conducted. iLearn Objectives: ? To cater the different learning styles of the student teachers. ? To cater to the different learning needs of the student teachers ? To incorporate innovative teaching learning activities. ? To focus on constructivist methods of teaching. ? To assist in peer tutoring. ? To inculcate social values among the student teachers iLearn i : Identifying the learning styles among students. L : Leveraging innovations in teaching- learning. E : Engage learning through constructivism A : Assessing the learning process. R : Remediation through peer tutoring/ mentoring. N : Norming new standards/ benchmarks of learning. i : Identifying the learning styles among students. This can be identified through VARK Learning style checklist. VARK Learning styles help us to identify our students learning inclination to Visual, Auditory, Read and Write, Kinesthetic mode of learning. This will enable us to plan our teaching-learning process to meet the learning styles among our students. L : Leveraging innovations in teaching- learning. Planning and creating modules incorporating innovative teaching learning. We could plan our teaching-learning process based on the learning styles, content and time. Eg: Year Plan, Unit Plan, Concept Plan, Teachers' Diary, Academic Calendar, Activities for teaching- learning process -coursewise. E : Engage learning through constructivism Using innovative teaching learning strategies such as workshops( Stress, Conflict, Multiple Intelligence, Puppetry), CAM, Round Robin, Gallery walk, Seminar, Visits Co-operative learning, Think- Pair- Share Course networking, Powtoon, Concept Map, Brainstorming Sessions, Case studies etc A : Assessing the learning through RBT. Achieving the educational objectives at different levels of Revised

Bloom's Taxonomy, this will also cater to the different learning styles. Remembering- What happened after..? Can you define..., How many...? Who was it...? Understanding- Explain in your own words..., Brief outline.. Clarify.. Illustrate.. Applying- Group be characteristics... factors you would like to change... any other instance that you know... A : Assessing the learning through RBT. Analyzing-If and so statements, How is it similar to ...?, What are the other possible outcomes? Distinguish..., What was the turning point? Evaluating- Is there a better solution, Do you think...it is a good or a bad idea?, What changes you would recommend? Creating- Can you design a ...to?, Can you see a possible solution to...? Can you develop a ..., Can you create a ...? R : Remediation through peer tutoring/ mentoring. Mentor - mentee approach, Reverse mentoring at times, Vygotskys theory Care - share projects Peer tutoring Group work Social value Library Hours N : Norming new standards/ benchmarks of learning. In the form of extended remediation and tutorials to understand the student need and support for further achievements in learning. Online tutoring, Face to face interaction, Tutorials, Mobile(device) learning, Circle time/ Study circle

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 institutions have become pioneers in providing paradigmatic excellence quality education intertwining tradition with technology morality with modernizations. The institute has been catering to the needs of the middle lower class by providing latest facilities amenities to all. Institute provided holistic education to develop skills, knowledge and values through well-structured curriculum and instructions. Made students readily acceptable to the global society and promote entrepreneurship. Institute is friendly for Differently Abled. Significant career guidance programs arranged by institute and 100 placement is offered. Social events and Community outreach programmes are carried out extensively. Mentoring scheme has developed systematic road map for improving the different aspects of personality developments, Communication Skill, Presentation Skill, Team Work, leadership qualities, resume writing, etc. and make them ready to face the challenges in educational setup.

Provide the weblink of the institution

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

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

Online content test as a part of Content Enrichment programme. Initiating the Online Journal for Action Research. Upgradation of wifi facility in classrooms. Energy audit, Humanity quotient sessions Installation of Infilibnet for the benefit of research scholars, students. Add on course • Yoga for Wellness • Skill development programme • Understanding the Self TET Workshops for teachers Training programme in disaster management for students and staff. Collaboration with • School of Humanitiies 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.