

**MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION AND RESEARCH
Chembur**

**The Annual Quality Assurance Report
(AQAR)
of the
IQAC
Academic Year 2015 - 16**

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The Annual Quality Assurance Report (AQAR) of the IQAC

Academic Year 2015 - 16

Part – A

AQAR for the year

AQAR 2015 - 16

1. Details of the Institution

1.1 **Name of the Institution**

Mahatma Education Society

Pillai College of Education and Research

1.2 **Address Line 1**

Opp. Chembur Fire Brigade

Address Line 2

Chembur Naka

City/Town

Mumbai

State

Maharashtra

Pin Code

400 071

Institution e-mail address

pcerchembur@mes.ac.in

Contact Nos.

022 – 25224856 / 022- 25228414

Name of the Head of the Institution:

Dr. Sunita Wadikar

Tel. No. with STD Code: 022 - 25568676

Mobile: 9869160768

Name of the IQAC Co-ordinator: Dr. Mary Devakumar

Mobile: 9820552229

IQAC e-mail address: pcer.iqac@gmail.com

1.3 **NAAC Track ID** (*For ex. MHCogn 18879*)

OR

1.4 **NAAC Executive Committee No. & Date:**

EC/ 54 / RAR/ 113 dated 8th
January 2011

1.5 **Website address:**

www.pcer.ac.in

Web-link of the AQAR:

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

1.6 **Accreditation Details**

Sl. No	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B+	77.75 (Institutional Score)	2003 - 04	6 years
2	2 nd Cycle	A	3.12 (CGPA)	2010 -11	6 years

1.7 **Date of Establishment of IQAC :**

15 / 07/ 2004

1.8 **Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)**

- i. AQAR 2010 – 11 submitted to NAAC on (29 /05/2011)
- ii. AQAR 2011 – 12 submitted to NAAC on (20/05/2012)
- iii. AQAR 2012 - 13 submitted to NAAC on (16/ 06/2013)
- iv. AQAR 2013 – 14 submitted to NAAC on (17/06/2014)

1.9 **Institutional Status**

University: State ☒ Central ☐ Deemed ☐ Private ☐

Affiliated College: Yes ☒ No ☐

Constituent College: Yes ☐ No ☒

Autonomous college of UGC: Yes ☐ No ☒

Regulatory Agency approved Institution: Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI, NCTE)

Type of Institution: Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

Financial Status: Grant-in-aid ☐ UGC 2(f) ☒ UGC 12B ☒

Grant-in-aid + Self Financing ☐ Totally Self-financing ☒

1.10 **Type of Faculty/Programme**

Arts ☐ Science ☐ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☒ Engineering ☐ Health Science ☐ Management ☐

Others (Specify)

NIL

1.11 **Name of the Affiliating University (*for the Colleges*)**

University of Mumbai

1.12 **Special status conferred by Central/ State Government--**

UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. **IQAC Composition and Activities**

2.1 No. of Teachers

05 Senior Teachers + 01 Co ordinator

2.2 No. of Administrative/Technical staff

01 Principal + 01 Administrative

2.3 No. of students

Nil

2.4	No. of Management representatives	<input type="text" value="Nil"/>
2.5	No. of Alumni	<input type="text" value="Nil"/>
2.6	No. of any other stakeholder and community representatives	<input type="text" value="01"/>
2.7	No. of Employers/ Industrialists	<input type="text" value="Nil"/>
2.8	No. of other External Experts	<input type="text" value="01"/>
2.9	Total No. of members	<input type="text" value="10"/>
2.10	No. of IQAC meetings held	<input type="text" value="04"/>
2.11	No. of meetings with various stakeholder:	No <input type="text" value="18"/> Faculty <input type="text" value="10"/> Non-Teaching Staff / Students <input type="text" value="04"/> Alumni <input type="text" value="02"/> Others <input type="text" value="02"/>
2.12	Has IQAC received any funding from UGC during the year? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
	If yes, mention the amount <input type="text" value="-----"/>	
2.13	Seminars and Conferences (only quality related)	
	(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC	
	Total Nos. <input type="text" value="12"/> International <input type="text" value="00"/> National <input type="text" value="02"/> State <input type="text" value="00"/>	
	Institution Level <input type="text" value="10"/>	

(ii) Themes

- Workshop on Research Methodology in Social Sciences sponsored by ICSSR in collaboration with Mahatma Night Degree College, Chembur
- National level conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education in collaboration with the Department of Education, University of Mumbai sponsored by NAAC.
- Workshop on Content Development of school subjects.
- Workshop on Emotional Intelligence and Experiential Learning
- Workshop on Classroom Skills.
- Workshop on Mind mapping.
- Workshop on Music and Art.
- Workshop on Patische.
- Workshop of Effective Communication
- Workshop on Life Skill Education: Empowering the 21st Century learners.
- Workshop on Six thinking hats by Edward De Bono.
- Expert talk on Financial Literacy and Consumer Guidance by BSE Investor's Protection Fund.

2.14 Significant Activities and contributions made by IQAC

- Successful conduction of the Academic Audit from the University of Mumbai.
- Liaising with alumni through the successful implementation of Alumni Returns with atleast two activities per semester
- Awarding the Alumni Achievers for their contribution to the field of education.
- Undertaking of minor and major research projects and publication of research work.
- Planning and organizing sponsored Conferences and workshops at the national and institutional levels.
- Promoting Institutional Social Responsibility through collaborations with international, national and state NGOs and institutions
- Planning and organizing of Intercollegiate college festival 'Valeur'
- Planning for the Best Practice – E curriculum
- You tube video prepared by students of SUPW work
- Planning for more Add on course on Skill Development.
- Planning for Institutional level Research on 'Values'.

2.15 Plan of Action by IQAC/Outcome.

Plan of Action	Achievements
<p>Academic Audit</p> <p>Planning for NAAC</p> <p>Sponsored Seminar/ Workshops/ Conferences</p> <p>Add on programme</p> <p>Formation of new</p>	<ul style="list-style-type: none"> • Internal Audit was conducted by the Internal Audit and Documentation Committee of PCER. • Academic Audit by University of Mumbai, was conducted by <ul style="list-style-type: none"> ✓ Dr. Vijay Pandharipande, Former Vice Chancellor, Dr. BAMU, Aurangabad ✓ Dr. H.B. Gurav, Principal, Rajiv Gandhi College of Arts , Science and Commerce, Navi Mumbai. • Initiation of the process and meetings for the preparation of the SAR. • Research Methodology in Social Sciences workshop in collaboration with Mahatma Night Degree College sponsored by ICSSR. • Conference in Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education sponsored by NAAC • Planning and identifying resource persons for the various seminars, workshops and expert talks held in the college. • Commencement of preparation for Add on course ‘ Skill Development Programme’. • Women Development Cell was established. • Portfolios were assigned for organising curricular and co -

committees	<p>curricular activities throughout the year.</p>
Professional Development	<ul style="list-style-type: none"> • Motivation to participate in seminars, conferences and workshops and in the area of research and publication. • Conduction of Faculty Enrichment programmes during study leaves of students. • Encouragement to the faculty to document their achievements and guiding them for Career Advancement Scheme. •
Preparation for the new two year B.Ed curriculum and designing of stationery for the course	<ul style="list-style-type: none"> • Curricular and co curricular stationery prepared by the various departments for the new two year B.Ed programme, which helped in documentation of the activities course and portfolio wise.
New Collaborations ➤ Illumine- an NGO ➤ Rochiram. T. Thadhani school for Hearing Impaired	<ul style="list-style-type: none"> • Research project in collaboration with Illumine on ‘ The Awakened Citizen Program’ • Workshop on ‘Teaching differently abled students’. • Contributed foodgrains and things of daily needs to cancer patients through the project of ‘ Fistful of grains’ in collaboration with

<p>➤ Access Life – an NGO</p> <p>Community Interface</p> <p>Organizing intercollegiate Competition ‘Valeur’</p> <p>Regular college activities</p>	<p>Soroptomist International.</p> <ul style="list-style-type: none"> • Community Service Day as a joint venture with the Mahatma Education Society was celebrated, where more than 25 NGOs were brought together for a day of entertainment. Hampers distributed to nearly 1000 inmates. Total of 30 rag picker children of Gyaan Saathi Foundation were taken for an outing of day of fun. • A Parents – Teachers Meet was organised to interact with the family members of the student teachers and making them aware of the challenges in B.Ed and the importance of psychological support for the students. • Street plays were organised to sensitize the local people on Women’s Day. • Intercollegiate competition ‘Valeur’, served as a platform for interaction on the theme on ‘Values’ in various spheres of their lives among the student communities. • Activities were conducted as per the theme and premise decided for the year. The students gained necessary exposure and hands on experience during the events.
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* *Attach the Academic Calendar of the year*

The academic calendar is available online at <http://pcer.ac.in/academics/academic-calendar/>

2.15 **Whether the AQAR was placed in statutory body:** Yes ☒ No ☐

Management ☒ Syndicate ☐ Any other body ☐

Provide the details of the action taken (Please refer Annexures i)

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes.

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	---	---	---	
PG	---	---	---	
UG	01	---	---	03
PG Diploma	---	---	---	---
Advanced Diploma	---	---	---	---
Diploma	---	---	---	---
Certificate		---		02
Others	---	---	---	
Total	01	---	00	05

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
Interdisciplinary	01	----	---	03
Innovative	---	---	---	02

1.2 (i) Flexibility of the Curriculum:

The two year B.Ed is a Credit Based Grading System comprising of four semester. It shall be for a duration of two academic years and the flexible pattern permits the students to complete the program in a maximum of three years from the date of admission to the programme.

The students are required to opt for one course from Pedagogy of school subjects in Semester I, which must be w.r.t. the graduation degree on the basis of which the students is admitted.

In semester I each student had to select one pedagogic course as per their graduation.

In semester III, each student can opt any one of the following from curriculum or Pedagogic study as an optional course given below. For Pedagogy courses students have the option for another pedagogy which they must have studied at least one paper for their graduation/ Post graduation.

S.no	Subjects in option	S.no	Subjects in option
i	Action Research	viii	Urdu
ii	Environmental Education	ix	History
iii	Guidance and Counselling	x	Geography
iv	Peace Education	xi	Commerce
v	English	xii	Economics
vi	Hindi	xiii	Science
vii	Marathi	xiv	Mathematics

Also there is flexibility in the choice of language of answer in examination. The allocation of practice teaching school was done keeping in mind the distance from the students' residence and convenience of travel. The institution provides flexibility in payment of fees in two or three instalments.

(ii) Pattern of programmes:

Pattern

Number of programmes

Semester

4 semester(B.Ed)

Trimester

Annual

1.3 **Feedback from stakeholders*** Alumni ☐ Parents ☐ Employers ☐ Students ☒

Mode of feedback : Online ☐ Manual ☒ Co-operating schools (for PEI) ☐

An oral feedback from Alumni is taken during the Alumni Meet, while the Parents Teachers Meet was organised for the first time last year, an oral feedback was taken on the B.Ed programme and the expectations they have from the institution.

Since the academic year 2015- 16 was the first year of the two year B.Ed programme and new courses were introduced in the revised syllabus. The IQAC committee decided to take a course wise feedback.

Please provide an analysis of the feedback

(Please refer Annexures ii)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

As per the NCTE norms, the two year B.Ed programme was to commence from the academic year 2015- 16. In order to meet the requirements of the program, a series of meetings and discussions for the planning of the syllabus were conducted at the university. Our Principal, Dr. Sunita Wadikar, BOS member and member of the Core committee played a major part in the syllabus revision. Our senior staff members were convenors for syllabus revision. Many of our faculty, as members of various committees contributed to syllabus revision for the two year B.Ed program.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Women Development Cell

(Please refer Annexures iii)

Criterion – II

2. Teaching, Learning and Evaluation

	Total	Asst. Professors	Associate Professors	Professors	Others
2.1 Total No. of permanent faculty:	14	10	01	00	03

2.2 **No. of permanent faculty with Ph.D:**

1+ 6

2.3 **No. of Faculty Positions Recruited (R) and Vacant (V) during the year**

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
---	---	---	---	---	---	---	---	---	---

2.4 **No. of Guest and Visiting faculty and Temporary faculty**

30

2.5 **Faculty participation in conferences and symposia:**

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	04	30	03
Presented papers	03	07	00
Resource Persons	03	04	01

2.6 Innovative processes adopted by the institution in Teaching and Learning:

IDEAL – The iLearn programme is up graded to IDEAL this year, where the students are groomed to gain the competencies needed in schools today. The B.Ed course, focuses on enriching the professional and core competencies in a student teacher.

Content Enrichment programme – The Content Enrichment Programme aims at enhancing the content of the students. The students who join the B.Ed have only fair content base. Either because as they have had a long gap in learning or they have never learnt from a teaching point of view. Thus to enrich their content base, the method masters developed the CEP to orient the students to the objectives, methodology, needs of the new age learners and prepare them for the same.

Gallery walk – This innovative methodology aimed to involve each student in displaying their understanding through posters or skits. This participatory technique helped generate interest among the students.

Learning Online: The teacher educators adopted the online teaching learning and assessment methodology to cater to all types of learners. **Ed Modo** was an innovative methodology implemented to teach philosophy – ‘Acts and Policies in Education’ and the student teachers were assessed through the online mode which catered to the needs of the different types of learners.

Concept Mapping – This methodology enabled the students to make construction of knowledge more visible, thus enabling them to see the relationship between concepts thus making learning solid.

Mind Mapping – This visual form of note taking enabled the students to comprehend, create new ideas and build connections. This methodology helped them to bring in creativity in their understanding and learning.

Blended learning – Through this methodology, offline and online modes of learning was practiced and it enabled them to making learning more meaningful.

Vygotksy method: The student teachers who were adept in their content of any particular topic were asked to teach the less knowledgeable in their tutorial group. Many students came forward and taught new articles in art and craft. This was recorded and uploaded on You tube.

2.7 Total No. of actual teaching days during this academic year

227

2.8 **Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)**

The examination committee of PCER has adhered to quality in teaching and assessment. The various committees associated with the examination committee carries out its functions in the following way.

The **Scrutiny committee** looks into the various aspects and technical details of the question paper. They ensure that the papers are aligned w.r.t. the standard set by the University.

The Flying Squad comprising of senior teacher educators make regular visits during examinations to each block of the examination centre, thus dissuading the occurrence of any kind of malpractices among the students. The same committee ensures that University level exams were also carried out without untoward incidences.

The examination department conducts additional essays for students over what is prescribed by the University of Mumbai. This was done to give the students additional practice in writing answers in order to improve their writing speed. The students were also given an extra class test to build their confidence in writing exams.

The course wise question bank is uploaded on the institutional website for the sake of the students

2.9 **No. of faculty members involved in curriculum restructuring/ revision/ syllabus development as member of Board of Study/Faculty/Curriculum Development workshop**

04

2.10 **Average percentage of attendance of students**

85

2.11 **Course/Programme wise distribution of pass percentage:**

Title of the Programme	Total no. of students appeared	Division				
		O grade 70 - 100	A grade 60 – 66.99	B grade 55 – 59.99	C grade 50 – 54.99	D grade 45 – 49.99
B.Ed	99	05	49	33	01	--

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

The IQAC plans and allocates tasks and responsibilities to the faculty members by way of assigning portfolios. Each portfolio comprises of two to five members who share the responsibility of carrying of the tasks expected of the portfolio. The portfolio activities are reviewed in the staff meetings as well as in the IQAC meeting. The teacher educators are evaluated towards the end of the academic year by way of Principal appraisal which takes into account students assessment, peer assessment and self assessment. This is made known to the faculty at the end of the year and documented by the principal.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme	---
HRD programmes	01
Orientation programmes	02
Faculty exchange programme	---
Staff training conducted by the university	02
Staff training conducted by other institutions	---
Summer / Winter schools, Workshops, etc.	
Others (Seminars / Conferences/ Workshops)	40

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	07	-----	-----	----
Technical Staff	01	-----	-----	----

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Research Cell was constituted by the IQAC with the objective of encouraging faculty to engage in funded and non funded major and minor research projects, so as to build research knowledge and seek solutions to educational challenges.

The IQAC organised a National level Workshop on Research Methodology in Social Sciences. The cell in consultation with the IQAC is working on an Institutional based Research on ‘Values’.

The **Faculty Research Forum**, was established by the Mahatma Education Society with the objective of providing a platform for learning and deliberation of research topics. The faculty members who have registered for Post graduation and Ph.D were greatly benefitted as it was the meeting point where doubts on research were clarified and new ideas discussed to enhance their research knowledge.

Faculty enrichment programmes are conducted wherein the teacher educators share with their colleagues papers presented by them and insights gained at seminars, conferences, orientation and refresher programmes. Also ideas for ‘Best practices’, new methodologies and contemporary issues in education are taken up for discussion. These presentations and discussions have enabled the teacher educators to explore and venture into new avenues of knowledge.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	----	01	---	---
Outlay in Rs. Lakhs	---	Rs. 9 lacs.	---	---

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	---	03	---	---
Outlay in Rs. Lakhs		Rs. 1,10,000		

3.4 Details on research publications

(Please refer Annexure iv)

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2014 -15	ICSSR	Rs. 9 lacs	---
Minor Projects	2014 -15 2015 -16	ICSSR	Rs. 60,000	---
Interdisciplinary Projects	---	---	---	---
Industry sponsored	---	---	---	---
Projects sponsored by the University/ College	---	University of Mumbai	Rs. 50,000	---
Students research projects (<i>other than compulsory by the University</i>)	---	---	---	---
Any other(Specify)	---	---	---	---
Total			10,10,000	

3.7 **No. of books published** i) With ISBN No. 02 Chapters in Edited Book ---
 ii) Without ISBN No. 01

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
 DPE DBT Scheme/funds

3.9 **For colleges:** Autonomy -- CPE --- DBT Star Scheme
 INSPIRE -- CE --- Any Other (specify) ---

3.10 **Revenue generated through consultancy** Rs. 20, 000

3.11 **No. of conferences organized by the Institution**

Level	International	National	State	University	College
Number	00	02	---	---	00
Sponsoring agencies	----	NAAC ICSSR			----

3.12 **No. of faculty served as experts, chairpersons or resource persons**

06

3.13 **No. of collaborations:** International 01 National 04 Any other 00

3.14 **No. of linkages created during this year** 02

3.15 **Total budget for research for current year in lakhs :**

From Funding agency 10,10,000 From Management of University/College --

Total 10,10,000

3.16 **No. of patents received this year**

Type of Patent		Number
National	Applied	NIL
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 **No. of research awards/ recognitions received by faculty and research fellows of the institute in the year**

Total	International	National	State	University	District	College
01	---	---	----	√	---	

3.18 **No. of faculty from the Institution who are Ph. D. Guides**

01

and students registered under them

06

3.19 **No. of Ph.D. awarded by faculty from the Institution**

3.20 **No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)**

JRF SR Project Fellows Any other

3.21 **No. of students Participated in NSS events:** University level State level

National level International level

3.22 **No. of students participated in NCC events:** University level State level

National level International level

3.23 **No. of Awards won in NSS:** University level State level

National level International level

3.24 **No. of Awards won in NCC:** University level State level

National level International level

3.25 **No. of Extension activities organized**

University forum College forum

NCC NSS Any other

3.26 **Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility**

With the changing pattern of the B.Ed course, teaching learning has become more comprehensive and interesting. There is more emphasis on community orientation along

with the prescribed curriculum. Pillai College of Education & Research, Chembur, took up the extension work project like every year to provide an exposure to student teachers in the field of extension. The major activities undertaken by PCER through the extension activities were

- **Status of Women Project:** Under the survey on SWS, students interviewed 30-40 women of a locality around their residence and conducted a survey on status of women (from Greater Mumbai) analyzed the data and represented the findings graphically.
- **Poster Competition on social issues:** The students participated in the poster competition during the UDAAN festival, the theme for the competition was 'Status of Women'
- **Street Plays:** Women play different roles in their lives and hence need to be respected. In order to highlight the contribution of women, street plays were organized on the occasion of Women's' Day. Various social issues prevailing in the society like dowry, child marriage, infant foeticide etc. were focused on, the street play was covered by various newspapers.
- **The annual festival 'UDDAN- the Flight of Extension'** was held on 5th of February, 2016 at the DDLE, Department of Lifelong Learning and Extension, Churchgate. The students participated in the skit and poster competition. Extension work has always been an enriching experience to the students which provides them a wider platform to interact with the community.
- The IQAC of PCER is working on **Institutional Social Responsibility** project on 'Values' with the practicing schools for the benefit of the stakeholders. The project will take shape and will be implemented in the next academic year.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	16045 sq ft.	----	Fees and MES Trust	16045 sq ft.
Class rooms	08	----		08
Laboratories	02	----		02
Seminar Halls	01	----		01
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	----	-----		----
Value of the equipment purchased during the year (Rs. in Lakhs)	----	---		---
Others	-----	-----		---

4.2 Computerization of administration and library

The library is fully computerized using OXYGEN- library software for library transaction. The attendance of students which is 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 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 . This helps our students to get into the practice of reading and referencing. The installation of three desktops with internet facilities has enabled our students to access the internet for their reference. We have a technology room where there are three computers which are used by the students for hands on experience as well as for their curricular and co curricular needs.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	8734	1,74,447	569	10,814	9303	1,85,261
Reference Books	3000		27		3027	
e-Books	167	---	0	---	167	----
Journals	28		03	---	31	
CD & Video	87	7000	01		88	
Globe	01	500	NIL		01	500
Geometry Box	04	2000	NIL		04	2000
Maps	45	9000	NIL		45	9000
Newspapers	13	37,960	NIL		13	37,960

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others (Library)
Existing	75	26	01 Primenet	----	----	02	10 Laptops + 42	07
Added	---	----	---	---	---	---	---	----
Total	75	26	01	----	----	02	52	07

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Mahatma Education Society and its 48 institutions are 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 Every year, the student teachers who do not have hands on experience undergo a training programme on ‘ Computer basics’.

Instructional materials are available on the website for the benefit of the students.

Six desktops having internet connections has been installed in the technology room and library for the use of the students.

The teacher educators are provided with laptops and 24 hours wi fi connectivity which enables them to carry out academic tasks with ease.

4.6 Amount spent on maintenance in lakhs :

i) ICT	2.5
ii) Campus Infrastructure and facilities	
iii) Equipments and Library books	3.5
iv) Others	
Total :	6.0

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC in its attempt towards student support and progression has made certain provision

✓ **In house Counsellor:** The B.Ed students can avail of the facilities of the counsellor on Saturdays. The students are permitted to meet the counsellor and discuss their educational and personal problems. She regularly interacts with the students and conducts sessions to develop their capacities to face challenges.

✓ **The TEAMS module:**

Tutorials : The students are allotted a tutorial teacher who plays the role of a mentor. The students are made to understand that they can approach their tutorial teacher any time and avail of their guidance.

Enrichment through library hours: The students are encouraged to reference in the library by completing 20 library hours every semester.

Adoption scheme: The tutorial teacher also adopts students at risk and personally gives the needed attention and guidance to carry out their tasks.

Mentoring: The tutorial teachers regularly mentors students who need her help and also assigns student mentors as buddy for some students at risk, because some students find it easier to discuss certain issues easily with the buddy than with the teacher. The buddy if possible helps her out or confides the problem in the tutorial teacher.

Supervised Self Study: Every week self study classes are organised wherein students belonging to same practice teaching schools or tutorial groups get together and clarify, discuss and solve academic problems

✓ **Career cell:** The students are also trained in how to write effective resumes and face interviews. The career cell organises campus interviews with well known, reputed schools and most of our students get selected through these interviews.

✓ Computer hands on experience is provided to the student teachers who are not technologically enabled. Here student mentors are assigned who help them to pick up computer skills through guided supervision at their own pace.

5.2 Efforts made by the institution for tracking the progression

Pillai College of Education and Research always believes that quality is attained when efforts are made to achieve the objectives for the program. It is observed that B.Ed student whose seeks admission join the program as freshers i.e. just graduated or joined B.Ed after a gap of many years after graduation or changed their fields of job for the love of teaching. All these students find this syllabus and preparing for school and college level content again as a big challenge. In order to allay their fears, the IQAC organizes a series of curricular activities on a regular basis to address the issue. The students are examined at different levels,

- ✓ Common Entrance Test
- ✓ Content Test
- ✓ Content enrichment programme
- ✓ Essay tests
- ✓ Preliminary and Semester exams

Students are oriented about the need and significance of the examinations. They are prepared for giving the common entrance test by arranging for sessions, that equips them to take on these examinations without fear.

Preparatory workshops are organized to remove the fear of content preparation from their minds. The institution ensures that sufficient practice is given to the students by way of the Content Enrichment program during method lectures and beyond thus strengthening their content for teaching.

The TEAMS module has been very successful in catering to students psychological and academic needs. Through this module the teacher educators and peer group regularly meet in tutorial meeting, which helps them to eventually bond well with each other. The students at risk are able to overcome their inhibitions with the emotional support given. This motivates the students to do well in their tests and slow learners are taken for adoption and counseled and a record is maintained of each student in the tutorial group.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
99	00	00	00

(b) No. of students outside the state

14

(c) No. of international students

Nil

No	%
4	4.04

Men

No	%
95	95.95

Women

Last Year						This Year					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
99	--	---	---	----	99	99	--	--	---	--	99

Demand ratio Dropout %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The candidates who seek admissions to B.Ed always have a mental block about exams, specially entrance tests on the basis of which they are eligible to secure admissions. To allay such fears, the students are oriented about the Common Eligibility Test, the types of questions asked and trained on how to solve the model papers. This activity helps to remove the mental block w.r.t. entrance tests and students come out with flying colours.

Most of the B.Ed students seek admission to the B.Ed course after a long gap and preparation for the Content test appears as another herculean task which saps their energies. The Content Enrichment Programme is a training programme to reintroduce the concepts learnt in school in a holistic manner. This helps in the clarification of concepts, doubts, thereby bridging the time gap, making them confident to take the Content test head on.

As per the directives of the Government of India, teachers seeking jobs in schools have to undergo the Teachers Eligibility Test (TET). As a support mechanism for students IQAC intends to prepare the students for their professional life after B.Ed by preparing them beforehand through workshops on preparation for Teachers Eligibility Test.

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET

SET/SLET

GATE

CAT

IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Students are counselled at various points through the B.Ed programme.

- **Tutorial group:** Students who join the B.Ed programme are either graduates who have just completed their degree which include students from vernacular medium or those who have joined after a long gap. These students find it difficult to do the balancing act between family responsibility and requirements of the B.Ed programme, they are counseled and mentored by the tutorial teachers. This helps with them to carry out their B.Ed programme with renewed confidence and vigour.
- **In house Counsellor:** Provisions of counselling services by the in house counsellor has been a great service in solving many problems of the students.
- **The Career cell** conducts career guidance programme which comprises of workshop on 'how to write resume and face interviews'.
- **Campus interviews** are carried out on a regular basis from international schools and other reputed schools. Most of our students get selected on the campus
- Alumni Returns project arranges for alumni holding good positions to deliver expert talks about the avenues open for teachers and the challenges of teaching in this global age.

No. of students benefitted

45

5.7 Details of campus placement

The B.Ed programme is a two year programme , campus placements will be conducted in the next academic year 2016 -17.

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
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5.8 Details of gender sensitization programmes

The Women Development Cell has organized a series of programmes to bring in awareness of the issues of problems faced by women and find solutions to the same

- Expert talk on health and hygiene by Ms. Hasina Khan, Head of NGO ‘Awaz e Niswaan’.
- The installation of the sanitary pad vending machine and incinerator has been the first step to sensitizing the people of problems of women and catering to the needs of women.
- Organising street plays to highlight the contribution of women of India.
- Daily assemblies are planned and conducted theme wise and month wise. Days of national, religious and cultural importance were celebrated and contribution of women are highlighted during the assembly. The use of technology in the form of videos and films shared by the students were eye openers to the gender insensitivity existing in our society.
- The Extension work department through the project ‘Status of Women in the Society’ conducted various activities. Under the survey on SWS, students interviewed 30-40 women of a locality around their residence and conducted a survey on status of women (from Greater Mumbai) analyzed the data and represented the findings graphically.
- Students also organized discussions on several women related issues, puppet shows was conducted in different schools on various social issues, and poster making competition was organized to spread awareness on social evils prevailing in the society.
- The co curricular activities like Gandhi Jayanti, Diwali, Christmas and Women day celebration had elements of gender sensitization All these activities provided a platform to bring to light the plight and problems faced by women in the society and the role each one need to play as responsible citizens of the country

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

Our B.Ed programme always has maximum number of women students every year. They have to shoulder additional family responsibilities along with their academics. This leaves them with very little time for coaching or training. However every possible

effort is made to ensure that they participate to the fullest in college level activities and indoor sports events.

State/ University level ☐ National level ☐ International level ☐

No. of students participated in cultural events

State/ University level ☐ National level ☐ International level ☐

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level ☐ National level ☐ International level ☐

Cultural: State/ University level ☐ National level ☐ International level ☐

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution The inter collegiate festival 'Valeur' is completely financed by the Mahatma Education Society. The prize money for the Mathews Chacko Memorial Inter collegiate Extempore competition is awarded to winners All institutional level workshops, expert talks and state and national level programmes are funded by the management. The management provides financial assistance to students in the form of discount in fees and book bank facilities for needy and deserving students.	NIL All the participants who attended the festival None this year	Financed by MES
Financial support from government Our institution being an unaided TEI does not receive any fund from the government as financial support.	NIL	NIL
Financial support from other sources Three minor researches sponsored by University of Mumbai and ICSSR	03	1,10,000

Number of students who received International/ National recognitions	---	---
---	-----	-----

5.11 Student organised / initiatives

Fairs: State/ University level National level International level

Exhibition: State/University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

Students are given to access the grievance cell through the following channels:
Grievance Box, Tutorial teacher, Student council, Principal and in house counsellor.
Following are the grievances addressed:

All the activities of the career cell has been in response to the needs of students for qualifying for jobs in reputed institutions.

The installation of the sanitary pad vending machine and incinerator has been an attempt to address the issues of health and hygiene facilities for women students who are in majority in number in the B.Ed college.

Preparation for CET, Content test through workshops have helped our students to gain confidence in taking exams head on and preparing for practice teaching.

Students of the vernacular medium who have joined the B.Ed programme after a long gap, found it difficult to understand lectures given in English. Such students were counselled and mentored. They were assigned student mentors who would act as their buddy in case of any academic difficulties or clarification. These students were trained in the technique of note taking and preparation. The subject teachers checked the notes prepared by the students and suggested tips for improvement. This helped the vernacular medium students to build their confidence and do away with their initial inhibitions.

Workshops on lesson planning was organised over and above the UGC guidelines. This helps the students tide over teething problems in preparing lesson plans.

The library timings for B.Ed students was found to be insufficient and hence it was extended till 8 pm. This has helped the students immensely as they could complete their requisite number of library hours and reference.

Students are prepared for University exams by conducting two class tests thus giving good practice in writing exams and ensuring thorough preparation for the exams in stages.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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

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

6.2 Does the Institution has a management Information System

Yes, PCER has an Information System which operates to provide information to stakeholders. The institution has maintained all its records – administrative and academic in a computerised form some of which are accessible and others are password protected for confidential purpose. The curricular and co curricular marks records are computerised and password protected and can be accessed with the principal's permission. The website has detailed information about all the activities of the institution. The website is regularly updated i.e once a fortnight. The students have been allotted a special code for accessing the learning resources on the website. The website is open for all to view and has information about the institution, the society, the faculty, student, activities, research etc.

The institution has a facebook page for the alumni and important events or information is communicated through this channel.

We have the three tier evaluation – Self appraisal, Peer Appraisal and Principal Appraisal of the employee.

The IQAC and the Internal Assessment committee is working on online feedback mechanism where in feedback can be taken from all the stakeholders i.e the management, practice teaching schools, the students, the parents etc..

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Our faculty has contributed to preparing the revised syllabus for the two year B.Ed. The Principal is a member of various committees at the University level and course designers for various programmes and courses. Within the given framework, the college included innovative methodologies and workshops on the latest practices and trends in education. The teacher educators during their lecture touch upon issues on current social, environmental issues..

The institution has incorporated technology in the curricular transactions such as preparing videos of activities in SUPW and uploading them on YOUTUBE to benefit other students.

The Curriculum department contributes to curriculum development by making the faculty and students aware of various methodologies and curricular designs in different countries.

6.3.2 Teaching and Learning

IDEAL – (Please refer Annexure v)

Content Enrichment programme – A programme has enabled the enrichment of the content base of the B.Ed student teachers. The method masters develop the CEP as per the requirements of the method and orient the students to the objectives, methodology, needs of the new age learners and prepare them for the same.

Gallery walk – An innovative methodology aimed to involve each student and display their understanding through posters or skits. Many of the teacher educators incorporate this method in their course teaching according to its need.

Learning Online: Ed modo –the Online teaching learning and assessment methodology was adopted by the teacher educators to cater to all types of learners. This mode of learning was student friendly and generated a good response from the students.

Concept Mapping – Concept mapping is adopted and practiced by most of the faculty to build concepts. It has enabled in better comprehension of the relationship between concepts thus making learning solid and knowledge construction more visible.

Mind Mapping – Mind mapping is a visual form of note taking and has benefitted the students to bring forth their creativity in their understanding and learning.

Blended learning – It is a mix of online and offline modes of learning, which was practiced by the faculty and it has helped to make learning more meaningful.

6.3.3 Examination and Evaluation

The examination department conducts essays for students over what is prescribed by the University of Mumbai. This was done to give the students additional practice in writing answers and thus improve their writing speed. Feedback is given on a one to one basis.

Ed Modo was an innovative methodology implemented to teach philosophy – ‘Acts and Policies in Education’ and the student teachers were assessed through the online mode which catered to the needs of the different types of learners.

The **Scrutiny committee** looks into the various aspects and technical details of the question paper. It helps to ensure precision and accuracy in setting of the exam paper and as per university norms and standard.

The **Flying Squad** was formed consisting of senior teacher educators to ensure no malpractices take place during written examinations .

6.3.4 **Research and Development**

The ten days workshop on Research Methodology in Social Sciences in collaboration with Mahatma Night Degree College of Arts and Commerce benefitted many faculty and research scholars. The interaction with the learned resource persons helped alleviate the fear of statistics from the delegates.

Research Cell was constituted by the IQAC with the objective of encouraging the faculty to engage in funded and non funded major and minor research projects.

The **Faculty Research Forum**, provides a platform for learning and deliberation of research topics. This enabled the faculty who are doing research or have registered for Ph.D to clarify doubts to enhance their research knowledge.

The faculty regularly engages in face to face discussions on research issues, which helps to gain insights into various aspects of research.

6.3.5 **Library, ICT and physical infrastructure / instrumentation**

Library:

- Books are regularly added to the library.
- The library software keeps account of the library hours spent by the students.
- Our faculty have authored books and text books which are available to the students.

ICT:

- The websites are regularly updated. The latest softwares are installed for administration transaction.
- Important events and festivals are video recorded and uploaded on the website. Links made available for students to access photos for Degree Distribution Ceremony

- Good lessons and workshops by faculty are video recorded are used for reviewing by the future batches.

Physical Infrastructure:

- The physical infrastructure provides a conducive atmosphere for the B.Ed students.
- The classrooms are ICT enabled with LCD projector, computer system with speakers.
- The computer laboratory, staffroom and the principal room have 24 x 7 Wi Fi facility.
- Six desktop computers with internet connection for browsing is installed in the library and technology room.
- The camera is installed at entrance.
- Installation of digital punching system for faculty and non teaching staff to ensure punctuality
- The washroom facility for women is upgraded with the installation of the sanitary pad vending machine and incinerator

6.3.6 Human Resource Management

The B.Ed course is abuzz with activities which makes the teaching learning process interesting. The principal is a BOS member which forms the linkage between college and University. She is on the committee for LIC, CAS, interview panels and committee for approval of various curriculum. She has been instrumental in the designing of the 'International B.Ed programme'

The Human resource is managed by our institution at three levels: Inviting experts from various fields to share their expertise. Secondly, our alumni are well placed and have varied exposure in the field of education. They are invited to their alma mater through the programme 'Alumni Returns' organised by the ICBN, to share their knowledge and on field experience. Their talks are a means to prepare the students w.r.t the reality and the issues and challenges which lies ahead in the teaching profession. Thirdly, the faculty of PCER, chembur is highly creative, innovative and bursting with ideas. They are being sent to other educational institutions: schools or colleges to deliver lectures on certain topics or conduct training or motivational sessions for the students.

6.3.7 Faculty and Staff recruitment

Recruitment of staff and faculty is usually done by proper advertisement in leading newspaper. The short listed candidates are called for an interview and selection is done as per the decision of the panelist on the interview board. Since we had two of our faculty who were transferred, an advertisement was placed in the newspaper. However since we have complete staff as per NCTE requirements, no recruitment was done during the academic year 2015 – 16.

6.3.8 Industry Interaction / Collaboration

The college has through its various programmes collaborated with local, national and international organizations to sensitize the student teachers w.r.t. the need of the underprivileged and marginalized in the society. The organizations with whom we collaborated were:

(For details refer Annexure vi)

- National Society for Equal Opportunities for the Handicapped, India (NASEOH)
- Bal Anand
- Marathi Madhyamik Shala : Swach Bharat Abhiyaan and Remedial teaching
- Jan Vikas Society: Mermier Bal Ashram
- Karunya Trust foundations
- Access Life
- All practice teaching schools.

6.3.9 Admission of Students

The admissions to our institution are through a single window system. They are advertised on the websites and newspapers. The admissions are carried out through online and offline modes through Maharashtra Vijnan Adhyapak Mahavidyalaya Sansthalak Association (MVAMSA). Most of our enrolment takes place by word of mouth, as the college has completed twenty five years of standing and good reputation and is a force to be reckoned with.

6.4 Welfare schemes for

Teaching	Credit Society loan facility
Non teaching	Micro finance facility
Students	Fee concession for needy and deserving students.

6.5 Total corpus fund generated

Rs. 2,00,000 /-

6.6 **Whether annual financial audit has been done** Yes ☒ No ☐

6.7 **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	Internal Assessment and Documentation Committee
Administrative	Yes	LIC	yes	Deputy CEO carries out regular administrative audit.

6.8 **Does the University/ Autonomous College declares results within 30 days?**

For UG Programmes Yes ☐ NA No ☐ NA

For PG Programmes Yes ☐ NA No ☐ NA

6.9 **What efforts are made by the University/ Autonomous College for Examination Reforms?**

The University of Mumbai has brought in examination reforms

- Implementation of the Online Question paper for the University Examinations helps to arrest malpractices in examination.
- Introduction of the Choice based Credit Semester is student friendly Central Assessment Programme
- ATKT system

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- Meetings were held by the Vice Chancellor to orient about the merits of autonomy in Institutions
- The need for Academic Audit for colleges desirous of seeking institutional autonomy was emphasised.
- Colleges were encouraged to undergo the Academic Audit for quality

6.11 Activities and support from the Alumni Association

The Alumni association of Pillai College of Education and Research strengthens its ties with alumni through the following activities

- It maintains a data base of alumni in India and abroad.
- The Intellectual Capacity Building Network centre – coordinates with the alumni which enables them to contribute to the college in organising workshops and symposiums.
- The Alumni Returns Project aims to bring back the past students back to their alma mater and interact with the present batch through guest lectures or workshops etc. Alumni Achievers Award is awarded in recognition and appreciation of their achievement in the field of education.
- Alumni Corner – A special space in the college magazine ‘Dawn’ is reserved which serves as a medium of expression of ideas / views on education

(Please refer Annexures vii)

6.12 Activities and support from the Parent – Teacher Association.

A parent teachers meet was organised to provide for a platform to discuss the challenges in a B.Ed Programme, the support needed from the family, to make them aware of the requirements to successfully complete the program, problems faced and how to overcome it.

This year, the institution has planned to involve the family members in the activities or celebrations of the institution thus taking a step to build lasting bonds.

6.13 Development programmes for support staff

The IQAC is in the process of upgrading the technical and communication skills of the support staff of Mahatma Education Society. This project is going to be divided into Computer literacy programme and Enhancing soft skill. The project will be implemented in the next academic year.

The support staff who are school dropouts are encouraged and motivated to complete their education and are promoted by upgrading their job status . Owing to this three of the male support staff have successfully completed H.SC and degree through distant mode.

6.14 Initiatives taken by the institution to make the campus eco-friendly.

The environmental club brought about awareness among the students about the environment and developing environmental sensitivity through the following:

An **Assembly** of one month was dedicated to developing environmental consciousness among the students. Every student presented facts and solutions to environmental issues at their level.

2 minute ecologist was carried out during the assemblies where the students shared how they practice eco friendly ways in their daily lives thus taking a step to conserving the environment.

Sensitisation through movies: The students are shown environmental movie once a week and the issue is discussed to work out a remedy.

Save water – community awareness project: This was an attempt to sensitise the maids and the family members showing them the video by Late President Dr. Abdul Kalam about the importance of saving water

As a **social initiative**, the students extended the sensitization programme to their homes by sensitiizing the maid servants about saving water.

Criterion – VII

7. **Innovations and Best Practices**

7.1 **Innovations introduced during this academic year which have created a positive impact of the functioning of the institution. Give details.**

- **Nourish** – Our Best Practice is practiced in the morning assembly. Monthly themes are allotted, on the basis of which students conduct the assembly.

(Please refer Annexures viii)

- **Street plays** was a novel idea introduced by the Women Development Cell which helped sensitise the local community
- **The Alumni Returns** Project aims to bring back the past students back to their alma mater and interact with the present batch through guest lectures or workshops etc. Alumni Achievers Award is awarded in recognition and appreciation of their achievement in the field of education.

- **Women Development Cell** (Please refer annexure iii)

- **Parents teachers Meet** - An interface with the community. A parent teachers meet was organised to provide for a platform to discuss the challenges in a B.Ed Programme, the support needed from the family, to make them aware of the requirements to successfully complete the program, problems faced and how to overcome it.

- The **innovative instructional methodologies** adopted and implemented by the various subject teachers brought in holistic learning and were appreciated by all the students as they benefitted immensely.

7.2 **Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year** (Please refer Annexures i)

7.3 **Give two Best Practices of the institution** (Please refer Annexure viii)

The two Best practices for the year were

- **IDEAL** (Please refer Annexure v)
- **NOURISH** (Please refer Annexure viii)

7.4 Contribution to environmental awareness / protection

The institution extends complete support and encouragement in generating awareness about environmental conservation. All the activities conducted during the B.Ed course had an element of environmental preservation and conservation running through them. The student teachers put in efforts to create environmental awareness in the institution and in the society through the following activities:

- Activities, class assemblies and celebrations always highlighted the need for environmental consciousness – Co curricular activities
- Environmental Awareness Week
- Short Video films shown in the class every week to sensitize about the environment.
- Save Water project through which the students sensitized their family, maids and the Community about the importance of conserving water through our daily chores.

7.5 Whether environmental audit was conducted? Yes ☐ No ☒

7.6 Any other relevant information the institution wishes to add. (for example SWOC Analysis)

Please refer Annexure ix

8. Plans of institution for next year

- Strengthening Student Support Services
- Initiative for Support Staff Development Programme
- Expanding the Publication domain.
- Procuring UGC sponsored projects
- Initiating research collaborations with practice teaching schools.
- Enhancing Environmental club activities – Greening of the institution
- Introducing more add on self financing course.
- ICT in all transactions.
- ISR activities to be conducted with added vigour.
- Strengthening online research

Name: Dr. Sunita Wadikar

Name: Dr. Mary Devakuma

Signature of the Chairperson, IQAC

Signature of the Coordinator, IQAC

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ANNEXURES

Plan of Action	Action Taken Report Annexure i
Academic Audit	<ul style="list-style-type: none">➤ The IQAC after much deliberations, decided to go ahead with the University proposal of the Academic Audit by the University of Mumbai. The objective was to be assessed from an external agency to get a wider perspective of the areas of improvement and our strengths. The report was sent to the University of Mumbai and the peer team visited the chembur campus on 18th of April 2016. PCER was highly appreciated by the working of the institution.
Planning for NAAC	<ul style="list-style-type: none">➤ Initiation of the process and deliberation for the preparation of the SAR began this academic year. After discussions at the IQAC , it was decided that the SAR will be jointly prepared by the staff. Deadlines were set and criterias were discussed and finally the entire self appraisal report was compiled and refined by the principal and the co ordinator.
Sponsored Seminar/ Workshops/ Conferences	<ul style="list-style-type: none">➤ PCER firmly believes that a well developed faculty is always the pride of any institution and hence encourages its staff for faculty development . This year the teaching staff were motivated to send proposal seeking financial grants for➤ Ten day ICSSR sponsored Workshop of Research in Social Sciences in collaboration with Mahatma Night College of Arts and Commerce which was held from the 8th of August to the 14th of August 2015➤ Two days NAAC sponsored National level Interdisciplinary conference in collaboration with Department of Education, University of Mumbai was organised on 21st and 22nd of April 2016.➤ Resources persons and expert talks were identified and invited for the programmes.➤ The faculty regularly adopts new methodologies for teaching learning

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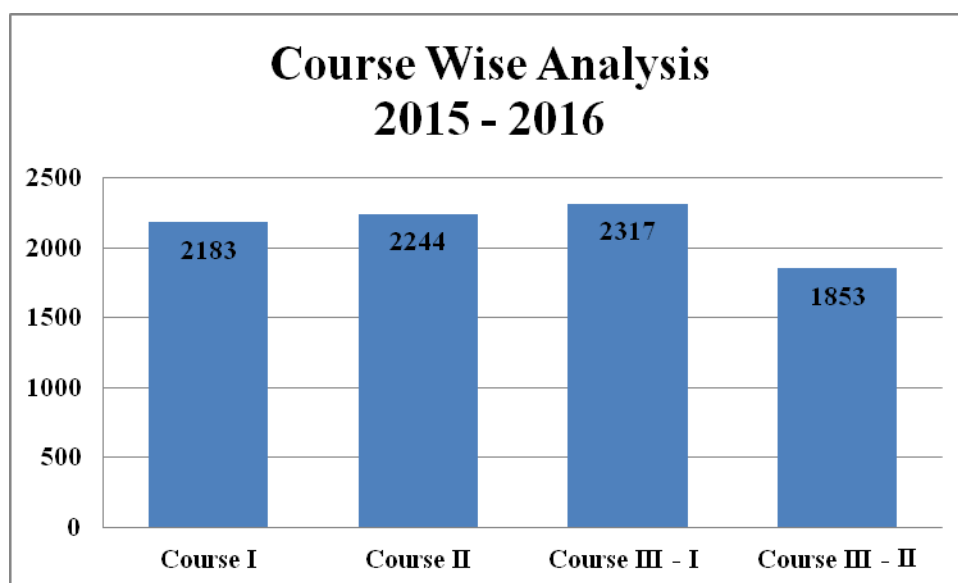
ANNEXURES

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<p>Add on programme</p>	<p>which were: IDEAL, Content Enrichment Programme, Gallery Walk, Concept mapping and Mind mapping, Blended and Online learning.</p> <ul style="list-style-type: none"> ➤ The Add on committee in consultation with the principal charted the new add on course schedule. The course ‘Skill Development Programme’ addressed the challenges of the global era. The course will commence in the academic year 2016 -17, approximately 75 students enrolled for the new add course.
<p>Formation of new committees</p>	<ul style="list-style-type: none"> ➤ The Women Development Cell was inaugurated on the 10th of October 2015 and various activities were organised by it. The WDC installed the sanitary pads vending machine and incinerator for the benefit of the women students. ➤ Portfolios were assigned for organising curricular and co -curricular activities throughout the year.
<p>Professional Development</p>	<p>PCER ensures that the teacher educators keep abreast of the latest in the trends of education and hence they are encouraged to</p> <ul style="list-style-type: none"> ➤ participate in seminars, conferences and workshops and in the area of research and publication. ➤ Conduct of Faculty Enrichment programmes during study leaves of students. ➤ document their achievements and guiding them for Career Advancement Scheme.
<p>Preparation for the curriculum and designing of stationery for the course</p>	<ul style="list-style-type: none"> ➤ Curricular and co curricular stationery prepared by the various departments for the new two year B.Ed programme, which helped in documentation of the activities course and portfolio wise

<p>New Collaborations</p>	<p>The institution has been in collaboration with</p> <ul style="list-style-type: none"> ➤ Soroptomist International ➤ Naseoh ➤ Bal Anand ➤ Marathi Madhyamik Shala <p>This year , PCER entered into collaboration with</p> <ul style="list-style-type: none"> ➤ Illumine, NGO ➤ Rochiram T. Thadani School for hearing impaired. ➤ Access Life – an NGO for cancer patients
<p>Community Interface</p>	<ul style="list-style-type: none"> ➤ Contributed foodgrains and things of daily needs to cancer patients through the project of ‘ Fistful of grains’ in collaboration with Soroptomist International ➤ Community Service Day as a joint venture with the Mahatma Education Society, where more than 25 NGOs were brought together for a day of entertainment. Hampers distributed to the nearly 1000 inmates. Total of 30 rag picker children of Gyaan Saathi Foundation were taken for an outing of day of fun. ➤ A Parents – Teachers Meet was organised to interact with the family members of the student teachers and making them aware of the challenges in B.Ed and the importance of psychological support for the students.

Course Wise Analysis
Two Year B.Ed programme
2015 – 2016



Course wise Analysis

Courses	Total	Rank
Course I	2183	III
Course II	2244	II
Course III - I	2317	I
Course III - II	1853	IV

Report of Women Development Cell

2015-16

The women development cell was established in the academic year 2015 -16 and conducted the following activities.

- The women development cell in collaboration with Soroptimist International Bombay Chembur (SIBC) organized an expert talk by Ms Hasina Khan (NGO 'Awaz e Niswaan') and Dr Sangeetha Raman Giridhar (Obstetrician and Gynaecologist, Mamta Maternity, Ghatkopar) .

Ms Hasina Khan delivered her key note address on the theme '**Women Empowerment; Need of the Hour**', in which she mentioned about women rights and the right to lead a happy, safe and secured life. Dr Sangeetha Giridhar addressed the students and spoke to them about '**Health and Hygiene; Issues for Women**'. She highlighted about the need for maintaining hygiene and aspects related to sex education etc. She also spoke to them about preventive measures against cancer and other venereal diseases.

- Installation of a Sanitary Napkin Vending Machine along with an Incinerator was done taking into consideration the hygiene needs of the girls and women students of the institution .
- A medical health check up camp in collaboration with the Rotary Club, Deonar.
- Street Plays were organized on the occasion of Women's' Day bringing to light the various social issues prevailing in the society like Dowry, child marriage, infant foeticide etc. and highlighting the contribution of women in the society.

Annexure iv

	International	National
Peer Review Journals	<ul style="list-style-type: none"> • Brain-based Learning-an Effective Instructional Strategy for Diverse Learners, ISSN: 2320-2750 Jamshedpur Research Review Multi-Disciplinary International Research Journal, vol: IV, Issue XVI June-August 2016. Pg. 14-17 • ‘A Study on the Effectiveness of Brain-Based- Learning of Students of Secondary Level on their Academic Achievement in Biology, Study Habits and Stress’ in IASET: International Journal of Humanities and Social Sciences (IJHSS) ISSN (P): 2319-393X; ISSN (E): 2319-3948 Vol. 5, Issue 2, 103-122 © IASET Feb – Mar 2016 • Published article titled Glocalising the benchmarking approach through Best Practice in International Journal for Interdisciplinary knowledge , Vol 1, Iss 3 pg. 78 - 88 (2015 -16) ISSN 2394 – 0018, 	<ul style="list-style-type: none"> • “Celebrating Learning Achievement through Student Support and Progression” – A peer reviewed International Scholarly Research Journal for Interdisciplinary Studies (ISSN 2319 4766) in Online Volume 3 Issue 18, May – June 2015, Impact factor SJIF 2014 = 4.889. • “The challenge of 21st century: Exploring STEM as a career options among the secondary school students” – a peer reviewed International Journal of Multidisciplinary Educational Research (ISSN 2277 -7881) VOLUME 4 ISSUE 615 June 2015, Impact factor 2.972. • Program developed to enhance the resilience ability of students published in Peer reviewed in Research Methodology in Social Sciences Workshop proceedings, ISBN 978-9382626 – 12 – 1, Aug 2015 , pg 50 – 58

Non-Peer Review Journals		<ul style="list-style-type: none"> •Published an article “iGROW – Synthesising ICT for capacity building through Transformative Learning” in Ushering a Renaissance in Higher Education ISBN 978-93-5254-681-7, 28th November, 2015, pg 30-33. •Published an article “iLearn – A pathway to progress” in ITM Journal of Management Research – Propelled by Self Actualization Needs” ISSN 0975-3249, Vol. 9 No.2 August 2015. • 'Mind Maps and Inclusion: Integrating Problem Solving Skills in English Teaching Classes' published in the Pillai Journal of Management Research, Vol. 11 (July-December, 2015, pp 81-87) with ISSN 0976-5441
E -Journals	<ul style="list-style-type: none"> •Interactive effect of Hemisphericity and Brain-Based Learning on Students’ Study Habits in an International Peer Reviewed Journal – International Journal of Advancement in Education and Social Sciences, ISSN: 2322 – 0023. 	
Conference proceedings		<ul style="list-style-type: none"> •Human Resource management in Education for Academic Excellence- The Best Practice Model, Proceedings of National Conference on Resource Management: A catalyst for Development, ISBN:978-93-82626-176, Sep. 2015 pg,119. •‘Role of Social Software Tools and E-skills for Quality Enhancement in Social Science

		<p>Research: A study' in Research Competency in Higher Education – Mapping and Management, ISBN-13:978-93-5125-184-2,published by Concept Publishing Company Pvt. Ltd.</p> <ul style="list-style-type: none"> •Published an article ‘CLOUD –Educators in Sync with the 21st century’ in Ushering a Renaissance in Higher Education ISBN 978-93-5254- 681-7, 28th November, 2015. • Published an article ‘Value Integrated Curriculum Transactions for the 21st century Learners.’ In the seminar proceedings of the National Level Seminar “Universal Values: Empowering Learners” conducted at Guru Nanak College of Education and Research, ISBN 978- 92-5254- 068-6. • Published an article ‘KHADI: Revisiting Gandhian Values for 21st century Education’ in the seminar proceedings of the International Level Seminar on ‘Relevance of Gandhian Philosophy in 21st century’ conducted at Gandhi Shikshan Bhavan’s Smt. Surajba College of Education and Research, ISSN 0048-6434
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Best Practice in Student Support and Progression

Title: IDEAL

1. Title of the practice: 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 will be taken by the teacher educator on the competency scale prepared, different activities and remediation.

Community Work (2015-16)

“The best way to find yourself is to lose yourself in the service of others.”

Mahatma Gandhi

We all exist and thrive as part of a community which supports the well-being and development of the public. However, there are many among us who are unable to develop and grow due to various restrictions or factors. As part of the community, we must strive to work for the development of such individuals or groups so that the community can develop as a whole. Working towards community needs or development is Community work.

The above thoughts of great personalities reflect the significance of Community work in one's life. Community Work helps in serving the needy and bringing joy to many in the community and a sense of fulfilment and satisfaction to self that we have been instrumental to make a difference in someone's life.

Our institution's mission is to create socially aware and humane pre-service teachers. This is reflected in our objectives and achieved through community work programme.

Since it is the need of the hour to make the pre service teachers realise the importance of rendering their community services to the un-reached in the society without expecting anything in return. Community work programme thus has always been an effort to realise the institution's mission of creating more humane teachers

Activities for the year 2015 - 16.

✓ NATIONAL SOCIETY FOR EQUAL OPPORTUNITIES FOR THE HANDICAPPED, INDIA (NASEOH, INDIA)

As part of the B.Ed. programme 2015-17, our student teachers got an opportunity to contribute to community work in association with NASEOH (National Society for Equal Opportunities for the Handicapped) based in Chembur. NASEOH is an institution which runs educational as well as vocational training centers for the disabled.

NASEOH runs Smt. Kamla Mehta Vocational Training Centre for the disabled which aims at enhancing the employability of persons with disabilities. Currently, training is provided in 12 areas with individualized programmes based on interest, ability, physical and mental capabilities. Some of the training areas include welding and sheet metal fabrication, tailoring and embroidery, typing, data entry operation, electronic assembly, ceramic and pottery, bakery, garden nursery etc.

As part of the community work, the student teachers were assigned to various training sections by Mr. Javed of NASEOH. Our student teachers contributed by way of helping each department in their work of painting and packing clay diyas for the Diwali festivities or making and packing chocolates and cupcakes in the bakery section. They also spent time helping the trainees make paper bags and assemble jewellery price bands in the assembly unit. Some student teachers also helped by making beautiful candles for Diwali while some contributed by cleaning and beautifying the Garden and Nursery. Additionally, our student teachers assisted NASEOH in organizing the Diwali celebrations for their trainees and students.

✓ BAL ANAND

Bal Anand is an NGO that caters to the needs of destitute and special children. It is set up by World Children Welfare Trust of India. Since its inception in 1984, it receives, shelters and rehabilitates the range from new born infants to 14 years of age. Later these children are sent to their newly opened organisation called Umang in Karjat. Bal Anand is one of the residential homes and has been committed to rehabilitating

children deprived of families and family care, through adoption. They firmly believe that every child has a right to a family.

B.Ed students helped the Bal Anand teachers with various activities like dressing up the toddlers, singing rhymes, playing games and helping the 1st and 2nd std students with basic addition and subtraction and tables and craft and making pockets for fruits and shapes. 5th to 7th standard students were given dictation and writing answers in various subjects like English, science and solving mathematics problems. A movie Gandhiji was shown to them on 2nd October 2015, and they were made aware of Gandhian philosophy and few simple questions were made to check their knowledge on Gandhiji's life and his philosophy.

✓ **ACCESS LIFE**

Access Life Assistance Foundation provides a loving and temporary home for the parent or care taker and the child undergoing the treatment for cancer. Their mission is to offer a home-like environment for these families and they also try to improve the quality of life of these children by providing practical support services, educational resources and recreational programs.

Our students undertook to care for the inmates of a Cancer Home for children - Access Life, situated in Maitri Park, Chembur. Access Life Assistance Foundation provides a loving and temporary home for eight children undergoing cancer treatment between 0-8 years and their parents, providing them with free stay, nutrition and treatment.

Many of these children have to miss school due to the treatment they are undergoing. All these families are poor and come from the interiors of India on the recommendation of the hospitals.

The student teachers from Pillai College undertook the teaching the students with basics of school subjects. The parents, too requested that they be taught some basic skills and simple spoken English and our students were happy to oblige. Our teachers also undertook to teaching them simple skills and drawings. Overall it was a very satisfying experience for our students.

Apart from providing service, PCER was also happy to donate the proceeds from the project 'The Fistful of Grain' in the form of a cash donation of Rs7,500.

✓ **FISTFUL OF GRAIN**

PCER, Chembur undertook a project “Fistful of Grain” in collaboration with Soroptimist International Bombay Chembur (SIBC). The project was initiated on the 15th of October, 2015 with the students symbolically pouring a fistful of rice and wheat into jute bags symbolizing the saving of one fistful by every student adds up to a big amount.

The project was taken up by Soroptimist International, all over India and PCER was proud to join in this tremendous effort. The proceeds collected was handed over to the NGO Access Life, a cancer home for children for their benefit.

✓ **JUMBLE SALE**

Pillai College of Education & Research, chembur in collaboration with Soroptimist International Bombay Chembur organized Jumble Sale from 15th to 17th October as a part of the joy of giving week.

As a part of jumble sale to celebrate the joy of giving week they collected used clothes, shoes, jewellery, curtains and other household articles and were sold at very low price so that people who cannot afford could purchase them at very low prices. The price of these items ranged from 10 to 100 rupees.

The funds collected helped SIBC to conduct literacy and skill development programmes for the underprivileged women.

✓ **JAN VIKAS SOCIETY REPORT**

During Christmas vacation our students went to Jan Vikas Society-Mermier Bal Ashram (Home for Street Children & Rag Pickers) sector 11, Koparkhairne, Navi Mumbai and rendered community service. Our students engaged them with various educational and recreational activities. In appreciation of our students efforts, the Jan Vikas Society gave them a token of appreciation.

✓ **COMMUNITY SERVICE DAY**

Mahatma Education Society celebrated Community Service Day on 23rd January 2016 at Panvel at Dr. K.M.Vasudevan Pillai Campus by organizing various activities for members from different NGOs. PCER Chembur invited underprivileged children from

Gyansaathi of Karunya Trust foundation an NGO, Govandi to participate in the programme.

These children were taken by bus to Panvel. They were accompanied by volunteers of Gyansaathi as well as the B.Ed. teacher educators and the B.Ed. student volunteers. The students were served delicious lunch and later taken to their activity area. Session on 'Best out of Waste' was conducted by our B.Ed students who taught these children how to make a paper bags from newspaper. This gave an opportunity to reduce, recycle and reuse. A drawing competition was also organized; all the drawing materials were provided for the participants. A musical chair game was played by the students which was thoroughly enjoyed by all. A token gift of sketch pens set, snickers and chocolates were given to all the children.

Every year the Mahatma Education Society provides financial assistance and venue for the community day service and over 2000 children and adults come together to a day of fun and frolic.

ACTIVITIES OF COMMUNITY WORK





ACTIVITIES OF THE ALUMNI ASSOCIATION OF PCER CHEMBUR

(2015-16)

THE ANNUAL ALUMNI MEET

The Alumni Association of PCER celebrated its Annual Alumni Meet on the 21st of January, 2016 from 1:00 pm to 3:30 pm at the college premises. The day was marked with nostalgia and reminiscing about the year gone by. There was a lot of discussion on the changed B. Ed syllabus and games and a cultural show was put up for the Alumni by the current batch of students.



Sneha and Madhura sing a song

Sanjaya and his shayari



The students of the current batch of B. Ed students entertain the alumni

FELICITATION OF PREVIOUS YEAR'S ACHIEVERS

This is the day where the previous year's college level achievers are honoured for their excellence. This year too, this ritual was followed and the achievers were felicitated for their achievements. The students who were awarded were:

The college-level rankers of last year were as follows:

Position	Name
1 st	Ms. Maria Kennedy
2 nd	Ms. Madhura Toraskar
2 nd	Ms. Nidhi Madhok
3 rd	Ms. Jennifer Lazarus
4 th	Ms. Gladnis Samuel
5 th	Ms. Deepali Kashyap



The Principal and the rank holders

From L to R: Ms. Maria Kennedy, Prof. Sally George, Principal (Dr.) Sunita Wadikar, Ms. Madhura Toraskar, Ms. Nidhi Madhok and Ms. Deepali Kashyap

ALUMNI RETURNS - WORK SHOP ON EFFECTIVE COMMUNICATION ORGANISED BY THE ICBN CENTRE



Ms. Suman Ananthanarayan (L) and Ms. Vasundhara Kaul (third from L) with Dr. Reni Francis and Ms. Swasti Dhar

The Intellectual Capacity Building Network (ICBN) Centre is an association of the Alumni Association of PCER Chembur and its alma mater to promote capacity building of all the stakeholders of MES's Chembur campus. One of the ways the ICBN taps into this is by organizing our eminent alumni to interact with the current batch of students. The alumni acts as role models for the current batch and such activities also promote interactions among PCER and their alumni.

This year, two of our alumni from the batch of 2013-14, Ms. Suman Ananthanarayan and Ms. Vasundhara Kaul organized a workshop on Effective Communication on the 27th of November, 2015. The workshop was received enthusiastically by the students.

ALUMNI ACHIEVERS' AWARD



Ms. Vasundhara Kaul (Batch 2013-14) who secured the Gold Medal at the Masters of Education (M. Ed) examinations 2014-15 from Mumbai University being felicitated by Dr. Sunita Wadikar



Ms. Parveen Shaikh (Batch 2013-14)
15



Fr. Sebastian Gomes (Batch 2014-15)

To mark its Silver Jubilee year in 2014-15, PCER- Chembur has initiated the Alumni Achievers' Award and this year too, this was awarded to our Alumni who had achieved excellence in the past year. For this year, the awardees were

S.No.	Name of the Alumnus	Batch	Achievement
1	Ms. Vasundhara Kaul	2013-14	Awarded the Gold Medal for securing the first position at the M. Ed. Mumbai University Examination for the year 2014-15
2	Ms. Anita Gupta	2010-11	Awarded the Gold Medal for securing the first position at the M. A. (English Literature) Mumbai University Examination for the year 2014-15
3	Ms. Parveen Shaikh	2013-14	Secured the first position at the college level (Somaiya College) for the M. Ed. Mumbai University Examination for the year 2014-15
4	Fr. Sebastian Gomes	2014-15	Taken up the position as Head Master at the St. Padre Pio English Medium School in Satral, Songao in Ahmednagar district in Maharashtra
5	Fr. Allan Chinnappa	2010-11	Appointed as the Superior of the Community and the Sector Co-ordinator for the Redemptionist Fathers' in Tenali parish region in Telangana

BEST PRACTICE in STUDENT SUPPORT & PROGRESSION**NOURISH (2015-16)****Title of the practice:**

“To nourish the mind, body and spirit of the student teachers while engaging them in activities.”

The strategy adopted in the Best Practice of Assembly for **Student Support and Progression**.

- N- Nourish hidden potential**
- O- Organizing diverse activities**
- U- Utilize technology**
- R- Respect, rapport and responsibility**
- I- Infuse global outlook**
- S- Skill enhancement**
- H- Higher order thinking**

The context that required the initiation of the practice:

Changing demands have brought a drastic shift in the way students behave, think and react. It is very evident that there is a shift in the value system of the present generation. Students are more self centered with a carefree attitude. Whether it is sensitivity towards the down trodden or their environment, it is observed that there has been a marked difference in their attitude and behavior. Hence it was felt that there has to be a design woven into the curriculum which will cater to infusing values among teachers. Students come from diverse backgrounds and hence to bring them to a common platform, assembly was identified as one of the best avenue to instill values and bring about enrichment in them.

Objectives-

- To inculcate habits of meditation and strengthen concentration among students
- To help reduce stress through concentration techniques
- To instill values of Respect, Responsibility and Resilience among youth
- To sensitize students about the issues and challenges across the globe
- To prepare student teachers to meet the challenges of 21st century with Cultural, Social and Ethical values
- To foster a culture of respect for other communities and unconditional positive regard for others.
- To lay a foundation for developing a strong value system among student teachers
- To infuse Life Skills among students through the activities conducted during the assembly
- To furnish opportunities to organize various activities
- To develop social values like team spirit and cooperation
- To inculcate personal values like self confidence, self awareness, empathy, love, care, share etc
- To explore and nurture hidden potentials among student teachers.

The practice – this practice was conducted as a part of Assembly towards Criteria V- Student Support and Progression. **Themes were designed month wise around which Personal, Social, Cultural and Global values revolved.**

September 2015 - Role of Teacher

Values- Responsibility, Care, Patience, Love, Compassion, Empathy, role Model, Counselor etc

We began our academic year in the month of September. September marks the birth of Dr S. Radha Krishna who was a renowned teacher who has left his marks for the generations to come and set an example of being an ideal teacher. With the shift in teaching from teacher centric to student centric the role of the teacher is drastically changing. However no technology can replace the value that can be instilled by a teacher. Hence it is important to sensitize the students about the challenges, responsibilities and role of a teacher in shaping the future of the nation.

Students conducted variety of activities like skits, discussion on thought for the day, debates and discussions, showing audio video clippings on examples of teachers as role models across the world. They also threw light on the changing patterns in education and how a teacher needs to meet the challenges.

October 2015– Pluralism and Gandhian Values

Values- secularism, tolerance, patience, love, brotherhood, fraternity etc

The theme for the assembly was Pluralism. It also focused on Gandhian Values. The students were asked to perform skits and deliver the message.

“You cannot change your future, but you can change your habits and surely your habits will change your future”

Gandhiji’s view on education – “Literacy is not the end of education, not even the beginning of the society, it is only one of the means by which man and woman can be educated”. The whole concept was to make the students aware about how learning by doing was important and the reason for Gandhiji’s principle of manual labour.

Students presented skits, speeches, dramas to bring out values of tolerance, fraternity etc. They also conducted debates, discussions and newspaper clippings were used for sensitizing their friends about issues pertaining in the society today. Discussions on video clippings from across the world were organised in order to bring about awareness and sensitize them.

November – December 2015 Environmental Awareness

Values – environment sensitivity, self awareness, global citizenship, share, care, brotherhood, sustainable development etc

The earth has enough to satisfy each one’s need but not each one’s greed.’

Mahatma Gandhi

As we all know that the environmental conditions are going from bad to worse. There is a greater need to rise up and stop this degradation of the environment. Great revolutions happen with a single idea and the best of ideas take roots at the grass root levels. Hence it is of paramount importance to sensitise the student community and get them going and doing their bit for the preservation and conservation of the environment.

With this purview, we embarked on a 2 minute ecologist to be practiced during the assembly. Students begin the assembly with a prayer and focus on different environmental issues such as global warming, Loss of Biodiversity, Bio - magnification, Pollution etc. They shared tips on how they can contribute to the conservation of the environment through the 2 – minute ecologists.

The students presented the theme in a variety of ways such as poster presentations, role plays, quizzes, comedy shows and news hour, news paper clippings etc. the focus was developing a concern for the environment and enhancing willingness to bring in the change.

A special assembly on Bio accumulation and Bio-magnification was conducted by the students in the form of a puppet show and drama. The morning assembly enabled the students to research, read and work together to get the act in place. There was great bonding and information sharing as they prepared for their assembly. Each group made a report of the activity they conducted during the assembly and submitted it to the assembly in charge. The assembly of November and December was indeed an eye opener and a great learning experience.

January -2016 Spirituality & Patriotism

Values- peace, happiness, humility, mindfulness, love, tolerance, secularism, self awareness etc

“The best teachers are those who show where to look and not what to see.” Alexandra .K .Trenfor

One of the great gifts of spiritual knowledge is that it realigns your sense of self to something you may not have even ever imagined was within you. A great and divine light exists inside of you. This same light is also in everyone you know and in everyone you will ever know in the future. You may think you're limited to just your physical body and state of affairs — including your gender, race, family, job, and status in life — but spirituality comes in and says "there is more than this."

Spirituality connects you with the profoundly powerful and divine force that's present in this universe. Whether you're looking for worldly success, inner peace, or supreme enlightenment, no knowledge can propel you to achieve your goals and provide as effective a plan for living as does spiritual knowledge.

Students begin their assembly with a prayer and two minutes of silence and meditation to calm down and bring about awareness of their feelings. Students organised Skits (based on Patriotism and Spirituality), group songs, interfaith dialogues, videos and meditation techniques to bring more awareness of the self .

Students celebrated special assemblies on Makar Sankranti and Pongal, Republic Day and Martyrs' day. In Special assembly students discussed the importance of the day; through skits they showed the celebrations of the day, power point presentations, video clippings, group songs, speeches etc.

February 2016-Power of Education

Values: perseverance, curiosity, reflection, dignity, gender equality, global outlook, Vocational awareness

“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

Education means more than acquiring knowledge. It empowers people to develop their personality and become more active. It helps transform lives. And hence it is important that student teachers understand how it can bring about a change in not only their lives but also to that of others. Education brings in empowerment and an urge to do more. Education lights every stage of the journey to a better life.

Students conducted a variety of activities like showing videos clippings to bring about the awareness of power of education in bringing about that change, discussion on importance of higher education, debates, world statistics etc.

March 2016- Women Empowerment

Values – respect, dignity, gender equality, love, self reliance, social values, empowerment.

“There is no tool for development more effective than women empowerment.” Kofi Annan

The assembly theme for the month of March was on Women Empowerment. PCER organized a weeklong celebration highlighting women empowerment for observing International Women’s Day. Every day a group of 5-6 students would lead the entire class in the assembly activities. The assembly would commence with a prayer song- ‘Hum ko man ki shakti dena’ sung by all the students. This was followed by a brief meditation session, which enables the students to calm their minds and be relaxed as they begin their day in the institution. The students wrote the thought for the day on the black board and discussed its significance with the class.

The students conducted a variety of activities during the month in keeping with the theme of women empowerment. They conducted role plays on various issues relating to women, the problems they face, the options they have, gender stereotyping in society and media and many other aspects. They also showed videos and power point presentations focusing on gender issues. The students put forth many interesting viewpoints including role reversal scenarios, transgender aspect etc. Through group and solo songs, quiz, game shows, dumb charades, debates, discussions and anecdotes they effectively brought forth the role of women, the injustices they suffer in society, in the family and the workplace. They also emphasized women leaders and achievers who have overcome many odds to become the best in various fields and serve as role models to inspire future generations.

April 2016- Cultural Diversity

Values: Respect, tolerance, Universal brotherhood, love, cultural values

“The beauty of the world lies in the diversity of its people”

Cultural diversity makes our country richer by making it a more interesting place in which to live. Cultural diversity also makes our country stronger and better able to compete in the new global economy. People from diverse cultures bring language skills, new ways of thinking, and creative solutions to difficult problems and negotiating skills.

Students conducted discussions, showed videos on diversities in cultures across the world, they shared their personal experiences at different stages of life and their perspectives to cultural diversity, they performed skits, conducted debates and discussions etc

Conclusion- *“He who walks in integrity walks securely”*. Thus we have to train students towards a life which is governed by Value oriented living.

Obstacles faced if any and strategies adopted to overcome them:

Every year the students come from diverse backgrounds and belong to different age groups. Initially, as always, it is difficult to bring them to a platform to understand the nuances of the B.Ed course and our vision, mission, goals and objectives. Reluctance, shyness, lack of confidence etc are some of the obstacles faced.

Impact of the study

Nourish has indeed brought about a lot of awareness among students, it has helped them in better knowing themselves and the world around them. Values development begins with knowing oneself. It has helped them in identifying their areas of strengths and weaknesses. It has helped them develop confidence over come fears, respect others, develop patience and tolerance. Nourish has also strengthened their personal, social, cultural values.

Resources required:

The resources required were both human and material. Human resources included support and cooperation of the principal, staff and the student teachers. Material resources include internet connection, LCD, videos, newspapers, magazines and books for reference.

Feedback mechanism and future plans:

Feedback in the verbal form has been a regular practice. Students are encouraged to come out and share their experiences.

ACTIVITIES OF THE BEST PRACTICE 'NOURISH'



SWOC ANALYSIS

2015 -16

The new two year B.Ed program 2015 – 17 approved by NCTE, is a Credit Based Grading System comprising of four semesters. Though the programme is for a duration of two academic years, it offers the students a flexibility to complete it in maximum of three years from the date of admission to the programme.

The four semester pattern consists of thirteen courses. Enhancing professional competencies was a novel introduction which catered to finer skills also looked for /expected in a teacher. Each course had its set of modules and marks were allotted. The students had to complete a stipulated number of hours and tasks / assignments. The practicum underwent a major change, the practice teaching went through a major overhauling with enhanced internship period spread across three semesters.

STRENGTHS

PCER is proud to have

- Well qualified and University approved faculty.
- Faculty development programme (FDP) which aims to encourage the faculty for professional growth through the following ways:
 - ✓ Participation in seminars and conferences as delegates.
 - ✓ Publishing papers in journals of national and international standard.
 - ✓ Involvement in research activities for Ph.D and minor / major researches.
- Faculty pursuing higher education in interdisciplinary subjects.
- Its faculty invited as resource persons for Curriculum development programmes, workshops and seminars
- The expertise of its teacher educators being contributed at the University level as board members, on various committee, Vice Chancellor's nominees, LIC members, convenors for syllabus revision and members, moderators, paper setters and examiners.
- Efficient faculty with potential to organize conferences and workshops at National levels.
 - ✓ NAAC sponsored National level Interdisciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education in collaboration with the Dept. of Education, University of Mumbai.

- ✓ Human Rights Commission sponsored training programme on Human Rights for all
- Pro active management who supports and encourages the various initiatives of the institution financially and in kind.
- Tech savvy teachers who use ICT in all curriculum transactions, aligning our pedagogical approaches to the global needs
- Results
 - ✓ The institution continued to keep up to its tradition by securing cent percent result in semester I of the two year B.Ed 2015 -17. The institution is proud of its 05 'O' grades and 49 'A' and 33 'B' grades.
- Placements

Students are well placed in reputed schools / colleges/ TEI in Mumbai, India and Abroad.
- Publication
 - ✓ launching of the e journal transacademia.
- Successful conduction of the Academic Audit by the University of Mumbai.
- Community work is now strengthened and has been successful every year in its continued efforts towards the needy through its activities in collaboration
 - ✓ Soroptomist International
 - ✓ NASEOH
 - ✓ Bal Anand
 - ✓ Marathi Madhyamik Shala
 - ✓ Access Life.
- Outreach programmes meeting the needs of the adolescent girls. Their efforts at empowering the women in the society in collaboration with Soroptomist International and Inner Wheel Club of Deonar.
 - ✓ installed the sanitary pad vending machine and incinerator
 - ✓ organizing Street plays with the student teachers.
 - ✓ workshops on health and hygiene,
 - ✓ Health Check up camps and dental awareness camps.
- The Alumni Association of PCER strengthened by the ICBN, ensures fruitful interaction between the institution and Alumni through various activities
 - ✓ The Alumni Returns Project
 - ✓ Workshop conducted by our Alumni, Ms. Vasundhara Kaul and Suman Ananthanarayan on Effective Communication.

- ✓ The Alumni Achiever Award for those alumni who have made a contribution in the field of education or achieve higher positions in their career are felicitated.
 - ✓ The donation of B.Ed books towards their book bank
 - ✓ Contributing articles in the college level magazine Dawn.
- Sponsored training programmes for teachers and students
 - ✓ ICSSR sponsored Workshop on Research Methodology in Social Sciences
 - ✓ NHRC sponsored two days training programme on Human Rights for All.
- New Initiative with stakeholders
 - ✓ The Parents Teachers Meet - An interactive session to discuss the needs and challenges of the B.Ed program. Their expectations from the institution and the B.Ed programme.
- Financial Grants for Research
 - ✓ One major research grant of Rs. 9,00,000/- from ICSSR
 - ✓ Two minor research grants of Rs. 25,000 each from University of Mumbai.

WEAKNESSES

- The B.Ed students are a mixed group belonging to the age group of 22 to 45 years who have their family commitments and hence are unable to participate in co curricular activities. Efforts are being made to motivate a majority of the students to participate in intercollegiate festivals.
- Online research journal in the budding stage and needs to be strengthened.
- Institutional Social Responsibility projects needs to be taken up with rigour
- Scope for enhanced documentation of course and college activities.

OPPORTUNITIES

- The 2 year B.Ed programme provided more time to carry out the Content Enrichment Programme and the Community Work programmes. The students could plan more activities to assist the school and society with the available extra time.
- The college could have more time to introduce more activities for the benefit of the student teachers.

- The teacher educators also found more time to upgrade their professional activities like referencing, reviewing the new books.
- The EPC course offered flexibility and brought out the talents of the student teachers and teacher educators.

CHALLENGES

- The extended period of the two year B.Ed has reduced the number of B.Ed aspirants seeking admissions to the B.Ed programme.
- The long internship period had decreased the vigour in practice teaching.
- The increase in the number of lessons and freedom from the Herbartian steps have alleviated the fear among the teacher educators w.r.t systematic teaching
- Practice teaching schools face problems to accommodate the extended period of internship.
- Seeking permission and convincing school authorities for the extended internship programme was a difficult task. Adjustment in the school timetable was a tough job for the practice teaching schools
- Prospectus of getting a job after one year training period has now been prolonged due to two year pattern.
- Lengthy online admission procedures has led to frustration among the B.Ed aspirants and stakeholders, leading to poor admissions.
- The reduction in the number of students has increased the financial constraints on the management to sustain the B.Ed programme.