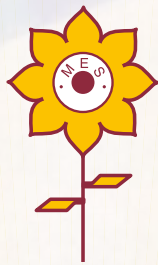**MAHATMA EDUCATION SOCIETY'S**

PILLAI'S COLLEGE OF EDUCATION & RESEARCH

Chembur Naka, Chembur, Mumbai - 400 071, Maharashtra.

SELF-APPRAISAL REPORT - FEBRUARY 2010
(RE-ACCREDITATION)

Submitted to:

NAAC

**(NATIONAL ASSESSMENT
AND ACCREDITATION COUNCIL)**

VISI🌻N

To create opportunities

for value-based transactions

and empower student-teachers

to tackle professional and

global issues through

collaborations in a

techno-savvy era.

MISSI☀N

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

OBJECTIVES

- To prepare student- teachers to bring in quality in all their endeavours.

- To inculcate research skills to find solutions to classroom problems.

- To inspire individual, social, emotional and intellectual competence.

- To create an awareness among student teachers about community, national and global issues.

- To provide opportunities to interact with experts in the field of education.

- To develop net working skills with their contemporaries.

- To cultivate organizational skills through teamwork, collaboration and co-operation.

- To train the student-teachers in imparting and evaluating learning experiences.

- To inspire student-teachers to meet the challenges of dynamic society.

- To provide supportive skills in dealing with academic and personal problems of learners.

- To nurture the thirst for knowledge and skills in the latest innovations and technologies in education.

- To sensitize the student-teachers towards the threatening environmental issues.

- To direct the student- teachers to fulfill their role as nation builders.

VALUES

- Contributing to National Development

- Fostering Global Competencies among students

- Inculcating a value system among students

- Promoting the use of technology

- Quest for Excellence

- Environmental sensitivity
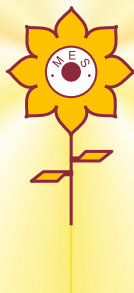
- Democracy

- Humaneness in all dealings

CRITERIA- I

CURRICULAR ASPECTS

"More than the curriculum is the question of the methods of teaching, and the spirit in which the teaching is given"
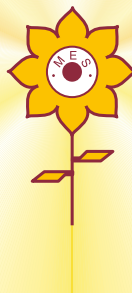
CRITERIA-II

TEACHING - LEARNING AND EVALUATION

"Teaching = helping a student to learn and it is not what is poured into a student that counts but what is planted"

-Linda Conway

CRITERIA-III

RESEARCH, CONSULTANCY AND EXTENSION

"The essence of teaching is to make learning contagious, to have one idea spark another."

CRITERIA-IV

INFRASRUCTURE
AND LEARNING RESOURCES

"We've learnt that the resources we need to turn our dreams into reality are within us, merely waiting for the day when we decide to wake up and claim them"
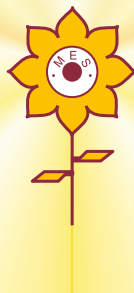
CRITERIA-V

STUDENT SUPPORT AND PROGRESSION

"Today's students have grown up in an all-digital world. Our goal is to provide both in infrastructure and the support to our students that make it possible to use technology in innovative ways throughout all aspects of life."

CRITERIA-VI

GOVERNANCE AND LEADERSHIP

"Most leaders love to make strategy, but it is vision and values that spawn strategic action"

CRITERIA-VII

INNOVATIVE PRACTICES

"Just as energy is the basis of life itself, and ideas the source of innovation, so is innovation the vital spark of all human change, improvement and progress."

CRITERION-WISE ANALYSIS

PART II

PART I
INSTITUTIONAL DATA

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

ANNEXURES

DOCUMENTS

CURRICULAR ASPECTS

TEACHING - LEARNING AND EVALUATION

Pillai's College of Education and Research, Chembur

RESEARCH, CONSULTANCY AND EXTENSION

INFRASRUCTURE AND LEARNING RESOURCES

STUDENT SUPPORT AND PROGRESSION

GOVERNANCE AND LEADERSHIP

INNOVATIVE PRACTICES

Gratitude

Gifts of radiant warmth, sunflowers are the happiest of flowers. Their meanings include loyalty and longevity. They are unique in their ability to provide energy in the form of nourishment and vibrancy, an attribute which mirrors the sun and the energy provided by its heat and light….Mahatma Education Society's — Pillai's College of Education & Research (PCER), epitomizes the sunflower and its attributes.

As we present the RAR, an 'attitude of gratitude' comes to the fore. On behalf of PCER, I take this opportunity of expressing those two beautiful words by saying – 'THANK YOU'.

At the outset we wish to express a deep sense of gratitude and heartfelt thanks to Dr. K. M. Vasudevan Pillai, C.E.O. & Secretary of M.E.S, for his valuable guidance and support and for being a constant source of inspiration to all of us.

Our sincere thanks to Dr. Daphne Pillai, Chairperson, Management Board, M.E.S., for giving valuable tips in bringing an extra edge in our journey towards excellence.
Our thanks are due to Dr. K. K. Pandey, Deputy CEO, M.E.S., for his timely guidance and advices.

The arduous task of feeding the data into the computer done by our DTP section is inexpressible, we owe our sincere gratitude to all of them along with the entire office staff, accounts section, library section, computer section and the support staff.

I am indebted to all my colleagues who have worked tirelessly in meeting the given deadlines & giving the necessary inputs, thereby once again proving that-'None of us is as smart as all of us'.

The undaunted spirit, confidence and systematic approach adopted by our coordinator Dr. Jayashree Ramanathan and the members of the steering committee was highly praise worthy. A big thank you to all of them.

Our thanks are due to 'NAAC' and the members of the earlier visiting committee who have instilled in us, to perceive 'Quality as a Value' in all our transactions, thereby making us reflective in all the dealings.

Last but not the least; we owe our gratitude to the great 'Almighty' for his Blessings and for being with us throughout the completion of the NAAC report.

Principal,
(Dr. Sunita Wadikar)
MES's-Pillai's College of Education & Research
Chembur, Mumbai-400 00 71.

INDEX

OUR SOCIETY

Mahatma Education Society had a humble beginning in 1970. With a mission 'education for all', the society started the Chembur English High School, Bombay in a shed like structure with three classrooms and mere 48 students. The vision and the dedication of the chairman Late Mr. M.P.Pillai coupled with the global outlook, tenacious struggle, undaunted spirit of the secretary Dr. K.M. Vasudevan Pillai and the exuberant and the incessant strive for excellence of the joint secretary Dr. Daphne Pillai have now expanded the Mahatma Education Society to a vast educational complex at Chembur, New Panvel (east), New Panvel(west), Gorai and Rasayani. The society now runs 48 educational institutions from K.G. to P.G. in a period of 40 years. The society has also rendered its infrastructure and expertise to open universities, namely IGNOU, YCMOU and University of Calicut for distance education courses.

In the year 1990, the Mahatma School of Academics and Sports, Khanda Colony, New panvel(W) was established which comprises of English and Marathi medium from K.G. to Std X, Junior college for all three streams(Science , Arts, Commerce).The school was adjudged the best school in Navi Mumbai by CIDCO. This complex houses the colleges of education conducting the B.P.Ed, since 1991 and the D.Ed and B.Ed programme, which started in the year 2007. The new addition to this complex at Panvel are the courses of M.A. (education) and M.Ed affiliated to the Mumbai University.

The Dr. K.M.Vasudevan Pillai's Campus established in 1992 is a treat to the eye where the students learn in the sylvan surroundings, in total harmony with nature. It is interesting to note that the campus has been built without uprooting a single tree.The campus at present consists of 2,25,000 sq. ft. which houses the college of Architecture,Commerce, Management Studies,Information technology, Electrical & Mechanical Engineering, Graduation courses like B.SC (IT), B.Sc (Bio-Tech & Computer Science). All the courses are approved and recognized by government bodies like AICTE, NCTE, NCST, IGNOU, YCMOU and Calicut University.

The HOC (Hindustan Organic Chemical) International school at Rasayani, transferred from the HOC company to the MES, was subsequently transformed into an educational complex that expands from K.G to HSC, Graduate courses like B.Com, B.Sc (IT & Computer Science), B.E. and Management.

The Pillai Global Academy, Gorai is an international school that delivers the true values of education, while creating global options with local actions. The Academy offers CIPP at the pre and primary level, ICSE and IGCSE program at the secondary level and ISC, IGCSE 'A' level, IBDP at the higher secondary level.

All the colleges and schools have well equipped libraries, information resource centre complete with Internet facilities. The objective is to create honest, hardworking and humane professionals which will shine out in the society as creations of MES.

This is the dream of one man Dr.K.M. Vasudevan Pillai. A dream of an India where urban and rural illiteracy is totally eradicated. This challenge is taken up by providing education at all levels, and various community outreach programs. So that the right of every individual to be educated will be realised in this country.

'The greater our knowledge increases the more our ignorance unfolds….' J.F.Kennedy

OUR INSTITUTION

The first sapling, Pillai's College of Education and Research, Chembur managed by MES emerged in the year 1990. The institution now has been granted 'B +' accredation by NAAC.

From a determined beginning we have matured into a strong and healthy tree.The institution has been blessed under the privileged stewardship of efficient educationists.

The institution is a temple of learning where it is striving to generate teachers who would light the lamps of knowledge to dispel the darkness of ignorance and guide the future to a higher plane of awareness by making them ready to face the challenges of the new millenium which is manifested in our vision and mission.

VISION

To promote academic excellence and create humane, self reliant teachers to face the local and global challenges of the society

MISSION

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

Our prime objective is to train, guide, reward, support the virtues and resources that may be inherent but lie latent in the student- teachers, so that the 'Destiny Makers' - teachers hold the progress of the nation in their hands.The institution plays a crucial role in enriching the personalities of our student teachers by providing them with opportunities for overall development and equip them to fulfill their responsibilites.

Our institution has also rendered its infrastructure to the Open Universities namely IGNOU.We have been successful in conducting the IGNOU B.Ed workshop, counseling programmes, assessment of assignments and school based activities throughout the year. Our faculty also contributes in a great way in conducting M.A. (Education) and M.Ed. Program at Panvel.

Our academic result has been exemplary which has enabled us to secure one among the top slots in the Mumbai university. The secret behind our success is our ability to identify parameters that influence the self esteem of the learner inside and outside the classroom situation, the ability of the learners to communicate, solve problems and derive strength from interpersonal interaction.

Our academic year is packed with transaction of theory lectures, practice teaching, research work, extension activities, community work and co curricular activities. Stress is laid on personality development in all aspects. Our student-teachers are trained to plan ,organize and conduct competitions, seminars, workshops, debate etc.

Environment has been the premise of our transactions for the past three years and hence all activities revolved around the theme - 'Save the mother earth'. In our endeavour to sensitize the students towards the threatening environmental issues we have successfully organized intercollegiate extempore competitions, slogan competitions, Action research work, SUPW activities to protect the environment.

Last but not the least, the very autonomy of the institution ensures its longitivity and perpetuity. All its profits are ploughed back into fulfilling its educational aspirations, which would not have been possible without the co-operation and continued support of the Management, Principal, Faculty Members, and Student Teachers.

'Look at the sky, we are not alone. The whole universe is friendly to us and conspires only to give the best to those who dream and work.'........... Abdul Kalam

A. Profile of the Institution

1. Name and address of the institution: Mahatma Education Society's

    Pillai's College of Education and Research

    Chembur Naka, Mumbai - 400 071

2. Website URL: www.mes.ac.in

3. For communication: Pillai's College of Education and Research,

    Chembur Naka, Mumbai - 400 071.

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	022 - 25224856 022 - 25228414	022 - 25229587	swadikar@mes.ac.in
Vice-Principal	---	---	---
Self - appraisal Co-ordinator	022 - 25224856 022 - 25228414	022 - 25229587	jaya17@hotmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	022 - 25568676	09869160768
Vice-Principal	---	---
Self - appraisal Co-ordinator	022 - 24093764	09867177849

4. **Location of the Institution:**

Urban [✓]   Semi-urban [ ]   Rural [ ]   Tribal [ ]

Any other (specify and indicate) [ ]

5. Campus area in acres: 0.165

6. Is it a recognized minority institution?   Yes ✓   No ☐

7. Date of establishment of the institution: Month & Year

MM	YYYY
Jan	1990

8. University/Board to which the institution is affiliated: Mumbai

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act. Month & Year

2f

MM	YYYY
03 March	2007

Month & Year

12B

MM	YYYY
----	----

10. Type of Institution

    a. By funding

      i.   Government ☐
      ii. Grant-in-aid ☐
      iii. Constituent ☐
      iv. Self-financed ✓
      v.   Any other (specify and indicate) ☐

    b. By Gender

      i.   Only for Men ☐
      ii. Only for Women ☐
      iii. Co-education ✓

    c. By Nature

      i.   University Dept. ☐
      ii. IASE ☐
      iii. Autonomous College ☐
      iv. Affiliated College ✓
      v.   Constituent College ☐
      vi. Dept. of Education of Composite College ☐
      vii. CTE ☐
      Viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ✓   No ☐

If yes, has the institution applied for autonomy?

Yes ☐   No ✓

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 year	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other(specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary	B.Ed.	wrc/5-6/2k300 dt. 15/01/01 wrc/5-6/88/c - 12239 dt. 07/03/07		200
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

   Vision   Yes | ✓ | No

   Mission   Yes | ✓ | No

   Values   Yes | ✓ | No

   Objectives   Yes | ✓ | No

2. a) Does the institution offer self-financed programme(s)?   Yes | | No | ✓

   If yes,

   a)   How many programmes?   ----

   b)   Fee charged per programme   ----

3. Are there programmes with semester system   No

4. Is the institution representing/participating in the curriculum development/ revision processes

   of the regulatory bodies?

   Yes | ✓ | No

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

Six

5. Number of methods/elective options (programme wise)

D.Ed.

B.Ed.

Nine / Two

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	✓

Number	----

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	

Number	01

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	

Number	02

9. Is there any mechanism to obtain feedback on the curricular aspects from the

●	Heads of practice teaching schools	✓ Yes	No
●	Academic peers	Yes	No ✓
●	Alumni	✓ Yes	No
●	Students	✓ Yes	No
●	Employers	Yes	No ✓

10. How long does it take for the institution to introduce a new programme within the existing system?

N.A.

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓

Number	---

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	

Number	01

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ✓   No ☐

14. Does the institution encourage the faculty to prepare course outlines?

Yes ✓   No ☐

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

   a) Through an entrance test developed by the institution ☐

   b) Common entrance test conducted by the University/Government ☐

   c) Through an interview ☐

   d) Entrance test and interview ☑

   e) Merit at the qualifying examination ☑

   f) Any other (specify and indicate) ☐

   (If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):

   a) Date of start of the academic year   01/08/08 ☐

   b) Date of last admission   12/08/08 ☐

   c) Date of closing of the academic year   25/03/09 ☐

   d) Total teaching days   198 ☐

   e) Total working days   201 ☐

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	28	163	191	08	12	20	20	151	171
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students? | Yes | | No | ✓ |

If yes, how many? | ---- |

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

   a) Unit cost excluding salary component | 21473 |

   b) Unit cost including salary component | 51825 |

   *(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest(%)	Lowest(%)	Highest(%)	Lowest(%)
D.Ed.				
B.Ed.	78	45	63	40
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing student teachers knowledge and skills for the programme (after admission)?

   | Yes | X | No | |

8. Does the institution develop its academic calendar?

   | Yes | X | No | |

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	35	35	30
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a)   Number of pre-practice teaching days | 2 | 0 |

    b)   Minimum number of pre-practice teaching lessons given | 0 | 4 |

        by each student

11. Practice Teaching at School

    a)   Number of schools identified for practice teaching | 3 | 5 |

    b)   Total number of practice teaching days | 5 | 1 |

    c)   Minimum number of practice teaching lessons given by | 2 | 6 |

        each student

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 06	No. of Lessons Pre-practice teaching	No. 04

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	✓	No	

14. Does the institution provide for continuous evaluation?

Yes	✓	No	

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	50	50
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

0	3

b) Number of assignments for each paper

0	1

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) Innovative Methodologies	✓	

18. Are there courses with ICT enabled teaching-learning process?

Yes		No	✓

Number	----

19. Does the institution offer computer science as a subject?

Yes		No	✓

If yes, is it offered as a compulsory or optional paper?

Compulsory | ---- | Optional | ---- |

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	05	33	%

2. Does the Institution have ongoing research projects?

Yes	✓	No	

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
MES	5000	1 term	Rotaract
Self	2000	1 year	----
Self	2000	1 term	----
Self	1500	1 year	----

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years. | 06 |

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

○ Teachers are given study leave | ✓ |

○ Teachers are provided with seed money | ✓ |

○ Adjustment in teaching schedule | ✓ |

○ Providing secretarial support and other facilities | ✓ |

○ Any other specify and indicate | --- |

5. Does the institution provide financial support to research scholars?

Yes	✓	No	

6. Number of research degrees awarded during the last 5 years.

   a. Ph.D. | 5 |

   b. M.Phil. | 3 |

7. Does the institution support student research projects (UG & PG)?

Yes	✓	No	

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals			
National journals – referred papers Non referred papers	✓		03
Academic articles in reputed magazines/news papers	✓		12
Books	✓		01
Any other (specify and indicate) College Magazines, News Letters	✓		10

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	
Number	06		

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	25	---
International seminars	08	---
Any other academic forum	08	10

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate), Year Plan, Dossiers.	✓

12. Does the institution have a designated person for extension activities?

Yes	✓	No	

If yes, indicate the nature of the post.

Full-time ✓   Part-time ☐   Additional charge ☐

13. Are there NSS and NCC programmes in the institution?

Yes		No	✓

14. Are there any other outreach programmes provided by the institution?

Yes	✓	No	

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

07

16. Does the institution provide consultancy services?

Yes	✓	No	

In case of paid consultancy what is the net amount generated during last three years.

---

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

    | 1614.30 |

2. Are the following laboratories been established as per NCTE Norms?

    a) Methods lab   Yes ☑   No ☐

    b) Psychology lab   Yes ☑   No ☐

    c) Science Lab(s)   Yes ☑   No ☐

    d) Education Technology lab   Yes ☑   No ☐

    e) Computer lab   Yes ☑   No ☐

    f) Workshop for preparing
       teaching aids   Yes ☑   No ☐

3. How many Computer terminals are available with the institution?

    | 26 + 13 laptops |

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

    | 70,000/- |

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

    | 7,500/- |

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

    | 25,000/- |

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

    | ----- |

    The building is provided by the trust

8. Has the institution developed computer-aided learning packages?

Yes ✓   No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	02	12		01
Non-teaching	05	01	02	

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	---	---	---	---
Non-teaching	---	---	---	---

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	02	09		01

	M	F	M	F
Readers	---	01	---	---

	M	F	M	F
Professors	---	02	---	---

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	---	---	---	---

M	F	M	F

Readers

---	---	---	---

M	F	M	F

Professors

---	---	---	---

c. Number of teachers from

Same state

12

Other states

03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:13
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

Open   Reserved

M	F	M	F

Permanent

M	F	M	F
05	01	02	---

M	F	M	F

Temporary

M	F	M	F
---	---	---	---

b. Technical Assistants

M	F	M	F

Permanent

M	F	M	F
01	01	---	---

Temporary

M	F	M	F
---	---	---	---

14. Ratio of Teaching – non-teaching staff

15:08

15. Amount spent on the salaries of teaching faculty during the previous academic session

(% of total expenditure)

35%

16. Is there an advisory committee for the library?

Yes ☑   No ☐

17. Working hours of the Library

On working days | 8.00 a.m to 7.30 p.m. |

On holidays | 9.00 a.m to 5.00 p.m. |

During examinations | 8.00 a.m to 7.30 p.m. |

18. Does the library have an Open access facility

Yes ☑   No ☐

19. Total collection of the following in the library

a. Books	6300
- Textbooks	4460
- Reference books	1840
b. Magazines	30
e. Journals subscribed	---
- Indian journals	30
- Foreign journals	---
f. Peer reviewed journals	---
g. Back volumes of journals	05
h. E-information resources	10
- Online journals/e-journals	15

- CDs/ DVDs	30
- Databases	10
- Video Cassettes	10
- Audio Cassettes	30

20. Mention the

Total carpet area of the Library (in sq. mts.)	256.04
Seating capacity of the Reading room	100

21. Status of automation of Library

Yet to intimate ☐

Partially automated ☐

Fully automated ☑

22. Which of the following services/facilities are provided in the library?

Circulation ☑

Clipping ☐

Bibliographic compilation ☐

Reference ☑

Information display and notification ☑

Book Bank ☑

Photocopying ☑

Computer and Printer ☑

Internet ☑

Online access facility ☑

Inter-library borrowing ☑

Power back up   [-]

User orientation /information literacy   [✓]

Any other (please specify and indicate)   [-]

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following | 50 |

    Average number of books issued/returned per day

    Maximum number of days books are permitted to be retained

          by students | 5 |

          by faculty | 7 |

    Maximum number of books permitted for issue

          for students | 2 |

          for faculty | 5 |

Average number of users who visited/consulted per month | 10 |

Ratio of library books (excluding textbooks and book bank | 30:01 |

facility)to the number of students enrolled

25. What is the percentage of library budget in relation to total budget of the institution

    | 15 |

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number 06-07	**Total cost** (in Rs.)	**Number** 07-08	**Total cost** (in Rs.)	**Number** 08-09	**Total cost** (in Rs.)
Text books	4663	107714.63	5334	148523	5745	205709.49
Other books	1617	6669.60	1869	10234.80	2085	13898.3
Journals/ Periodicals	28	6465.00	30	4000	30	4500
Any others specify and indicate	--	--	--	--	--	--

(Additional rows/columns may be inserted as per requirement)

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09
D.Ed.			
B.Ed.	--	02	01
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

    Yes ✓   No ☐

    If yes, how many students are under the care of a mentor/tutor?

    01/02

3. Does the institution offer Remedial instruction?

    Yes ✓   No ☐

4. Does the institution offer Bridge courses?

Yes ☐   No ☑

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 06-07	II 07-08	III 08-09	I	II	III	I	II	III
Pass percentage	88	95	97						
Number of first classes	31	47	31						
Number of distinctions	--	03	02						
Exemplary performances (Gold Medal and university ranks)									

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	1	1	2
SLET/SET	2	1	1
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	06-07 I	07-08 II	08-09 III
Merit Scholarship			
Merit-cum-means scholarship	15	17	21
Fee concession	01	01	02
Loan facilities	05	03	06
Any other specify and indicate installment	50	80	110

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes ☐   No ☑

9. Does the institution provide Residential accommodation for:

Faculty   Yes ☐   No ☑

Non-teaching staff   Yes ☐   No ☑

10. Does the institution provide Hostel facility for its students?

Yes ☐   No ☑

If yes, number of students residing in hostels

Men   -

Women   -

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields   Yes ☑   No ☐

Indoor sports facilities   Yes ☑   No ☐

Gymnasium   Yes ☐   No ☑

12. Availability of rest rooms for Women

Yes ☑   No ☐

13. Availability of rest rooms for men

Yes ☑   No ☐

14. Is there transport facility available?

Yes ☐   No ☑

15. Does the Institution obtain feedback from students on their campus experience?

Yes ☑   No ☐

16. Give information on the Cultural Events (Last year data) in which the institution participated/ organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		01	✓		05
Inter-university						
National						
Any other Inter Institutional (specify and indicate)	✓		01	✓		04

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students(Numbers)	Outcome(Medal achievers)
State	--	--
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes ☑   No ☐

If yes, give the year of establishment

2004

19. Does the institution have a Student Association/Council?

Yes ☑   No ☐

20. Does the institution regularly publish a college magazine?

Yes ☑   No ☐

21. Does the institution publish its updated prospectus annually?

Yes ☑   No ☐

22. Give the details on the progression of the students to employment/further study

(Give percentage) for last three years

	Year 1(%)	Year 2(%)	Year 3(%)
Higher studies	15	25	30
Employment (Total)	95	95	95
Teaching	90	90	90
Non teaching	05	05	05

23. Is there a placement cell in the institution?

Yes ☑   No ☐

If yes, how many students were employed through placement cell during the past three years.

1	2	3
18	26	31

24. Does the institution provide the following guidance and counselling services to students?

	Yes	No
• Academic guidance and Counseling	☑	☐
• Personal Counseling	☑	☐
• Career Counseling	☑	☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

    Yes ☑   No ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	02
Staff council	16
IQAC/or any other similar body/committee	02
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	04

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

	Yes	No
Loan facility	Yes ☑	No ☐
Medical assistance	Yes ☑	No ☐
Insurance	Yes ☐	No ☑
Other (specify and indicate)	Yes ☑	No ☐

  • Maternity Leave
  • Study Leave

4. Number of career development programmes made available for non-teaching staff during the last three years

01	02	01

5. Furnish the following details for the past three years

    a. Number of teachers who have availed the Faculty Improvement Program   of the UGC/ NCTE or any other recognized   organisation

02

    b. Number of teachers who were sponsored for professional   development programmes by the institution

    National

05	09	08

    International

-	04	-

    c. Number of faculty development programmes organized by   the Institution:

02	04	05

    d. Number of Seminars/ workshops/symposia on Curricular development,

        Teaching- learning, Assessment, etc. organised by the institution

04	07	09

    e. Research development programmes attended by the faculty

02	04	06

    f. Invited/endowment lectures at the institution

03	05	04

        Any other area (specify the programme and indicate) - Environmental/social issues

01	03	04

6. How does the institution monitor the performance of the teaching and non-teaching staff?

    a. Self-appraisal   Yes ☑   No ☐
    b. Student assessment of faculty performance   Yes ☑   No ☐
    c. Expert assessment of faculty performance   Yes ☑   No ☐

d. Combination of one or more of the above   Yes ☑   No ☐

e. Any other (specify and indicate) Other stake holder   Yes ☑   No ☐

7. Are the faculty assigned additional administrative work?

     Yes ☐   No ☑

     If yes, give the number of hours spent by the faculty per week

     | ----- |

8. Provide the income received under various heads of the account by the institution for previous academic session   2008-2009

     Grant-in-aid   _____

     Fees   9550000

     Donation   _____

     Self-funded courses   _____

     Any other (specify and indicate)   _____

9. Expenditure statement (for last two years)

	Year 1 2007-2008	Year 2 2008-2009
Total sanctioned Budget	8461401	9702743
% spent on the salary of faculty	52%	50%
% spent on the salary of non-teaching employees	11%	11%
% spent on books and journals	2%	3%
% spent on developmental activities (expansion of building)	----	----
% spent on telephone, electricity and water	3%	3%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	7%	9%
% spent on maintenance of equipment, teaching aids, contingency etc.	1.40%	0.50%

% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	14.45%	14.5%
% spent on travel	0.60%	0.60%
Any other (specify and indicate) Advt, Printing & Stationery	8.55%	8.40%
Total expenditure incurred	100.00%	100.00%

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.   Deficit in Rs.

Surplus	Deficit	Year
---	269140.42	06-07
---	1038424.16	07-08
---	803011.67	08-09

11. Is there an internal financial audit mechanism?

Yes ✓   No ☐

12. Is there an external financial audit mechanism?

Yes ✓   No ☐

13. ICT/Technology supported activities/units of the institution:

	Yes	No
Administration	✓	☐
Finance	✓	☐
Student Records	✓	☐
Career Counselling	✓	☐
Aptitude Testing	☐	✓
Examinations/Evaluation/	✓	☐
Assessment	✓	☐
Any other (specify and indicate) Website, Online notes	✓	☐

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☑   No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☑   No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ☑   No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ☑   No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a)   for teachers   ☑

b)   for students   ☑

c)   for non - teaching staff   ☑

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐   No ☑

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ☑   No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ☑   No ☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

    Yes ☑   No ☐

2. Do students participate in the Quality Enhancement of the Institution?

    Yes ☑   No ☐

3. What is the percentage of the following student categories in the institution?

Year 2009 - 2010   Total students 200

	Category	Men	%	Women	%
a	SC	2	1.00	8	4.00
b	ST/NT	--	--	1	0.50
c	OBC	--	--	1	0.50
d	Physically challenged	---	---	1	0.50
e	General Category	22	11.00	165	82.50
f	Rural	7	3.50	52	26.00
g	Urban	17	8.50	124	62.00

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	6.66	--	--
b	ST	---	---	---	---
c	OBC	---	---	---	---
d	Women	12	80.00	1(N.T.)	12.50
e	Physically challenged	---	---	---	---
f	General Category	14	93.33	08	100.00
g	Any other (specify) Male	02	---	---	---

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission 07/08	08/09	On completion of the course 07/08	08/09
	Batch I(198)	Batch II(191)	Batch I (198)	Batch II (191)
SC	8.08	7.32	6.56	6.80
ST	---	---	---	---
OBC	2.52	2.09	2.02	1.04
Physically challenged	---	---	---	---
General Category	86.86	89.52	84.34	86.38
Rural	32.32	38.74	30.80	37.17
Urban	67.67	61.25	64.64	58.11
Any other (specify) N.T.	2.52	1.04	2.52	1.04

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Pillai's College of Education and Research, Chembur

LIST OF ANNEXURES

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LIST OF DOCUMENTS

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2.	Institutional Academic Calendar and Time Table	2	D3
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BEST PRACTICE

EXECUTIVE SUMMARY

'From a tiny acorn to a mighty oak', that's the way Mahatma Education Society (MES) is aptly described.

 Dr. K.M.Vasudevan Pillai, the CEO & Secretary of MES and his elder brother Late Shri M.P. Pillai, Chair Person, MES, together started their educational journey way back in 1970 in the form of a primary school at Chembur. Within the last two decades Mahatma Education Society has taken a giant leap and today it has 48 institutions under its umbrella. It's no mean achievement indeed! The credit of this unparalleled success goes to Dr. K.M. Vasudevan Pillai, the CEO & Secretary of MES who's vision, unceasing efforts, courage of conviction, and foresight with the support of Dr. Daphne Pillai, joint secretary & chairperson, MES has made it all possible.

Pillai's College of Education and Research, a star performer of Mahatma Education Society was established in 1990 with the founder Principal Dr. K. K. Pandey, succeeded by Prof. Mathews Chacko who was instrumental in sowing the seed of quality work in all the endeavors. In the year 2003-2004 the reigns of Principalship were then handed over in the experienced and able hands of Dr. Sunita Wadikar. The same year members of NAAC visited the institution, with the valuable inputs given by the erudite members of the committee the journey towards excellence continued and there was no looking back there after. Motivation was at its peak at PCER to the extent that the year 2004-05 gave us opportunities galore to be proud on several occasions. Our results that year were one of the best ever in the history of any college of education with maximum number of distinctions, first classes and cent percent result. We opened our account in the arena of research and publication too. The area of community work, networking with higher education institutions at national as well as international level was strengthened.

Today every member at PCER is a highly motivated lot and perceives' QUALITY' as a value and a way of life and our belief that SUCCESS is a journey and not a destination is reinforced once again.The USP of PCER is the team spirit, the key to our success lies in the co-operation, teamwork and rapport existing between the management, principal, faculty and the students. 'Perseverance, Patience, Positive attitude, Perfection, and Pursuit for excellence are the 5 Ps – the password for all Pillaites working in tandem for the attainment of the set goals. Our students leave the portals of

PCER satisfied with rich experiences and are well equipped to face the challenges of the modern society.

The major challenge faced by PCER was that of space constraint but today this hurdle too has been overcome by extending the infrastructure with a state-of-art library, techno-savvy classrooms and other infrastructural enhancements required for the efficient functioning of the B.Ed. course. The unbelievable rate, at which MES is growing, is providing ample scope for opportunities to be explored by its stake holders. On one hand our student teachers get an insight and job opportunities in the newly started CBSE, IB (International Baccalaureate) schools and on the other hand the teaching faculty gets an opportunity to teach and to guide the post graduate students in the newly started M.Ed. and M.A. (Education) courses thereby enriching their own personalities. The major contribution of our faculty is by participating in the smooth functioning of the M.Ed. and M.A. Education courses at Panvel is note-worthy. The Research Forum and publication department gives ample scope to express the cognitive talents of the teacher educators as well as the student teachers.

It has been observed that after participating in the meticulously planned, multifarious college activities, the students of PCER leave an indelible mark of uniqueness & face fewer threats. Undoubtly, the dramatic changes in the society are bringing about changes in all domains of life and the field of education remains no exception to that. Our stakeholders being a part of the society have to face numerous challenges. Some of them to mention are given below:

✓ The students of vernacular medium not getting placements.

✓ Contract system of appointment of teachers still prevails.

✓ Student teachers have to cater to various boards of studies like S.S.C., C.B.S.E., I.G.C.S.E., I.B., etc.

Although we had time constraints, the conviction, dedication and commitments of the principal and the staff has enabled us to accomplish the goals effectively. Our students are the witness and testimony of the arduous task performed in the institution with grit and determination. After all , we at PCER unanimously believe that .... "Quality is never an accident; it is always the result of intelligent effort" - Ruskin.

Criterion I: Curricular Aspects

1.1   Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives:

✓ To prepare student- teachers to bring in quality in all their endeavours

✓ To inculcate research skills to find solutions to classroom problems

✓ To inspire individual, social, emotional and intellectual competence

✓ To create an awareness among student teachers about community, national and global issues

✓ To provide opportunities to interact with experts in the field of education

✓ To develop net working skills with their contemporaries

✓ To cultivate organizational skills through teamwork, collaboration and co-operation

✓ To train the student-teachers in imparting and evaluating learning experiences

✓ To inspire student-teachers to meet the challenges of dynamic society

✓ To provide supportive skills in dealing with academic and personal problems of learners

✓ To nurture the thirst for knowledge and skills in the latest innovations and technologies in education

✓ To sensitize the student-teachers towards the threatening environmental issues.

✓ To direct the student- teachers to fulfill their role as nation builders

The institutional objectives aims to promote academic excellence and provide opportunities for self development through workshops on Communication skills, Positive attitude, Value education, Anger management, Stress management, Pedagogical analysis, Co-operative learning, Transactional analysis, Instructional and Inclusive education. These workshops give the student teachers an opportunity to interact with the experts in various fields.

The student- teachers are encouraged to keep abreast with the latest advancement in technology and are taught to utilize them in the teaching learning process. The institution takes special care to upgrade the knowledge of those student-teachers who are not trained with technological know how , by giving them hands-on experience in the well equipped computer laboratory.

In our attempt to bring in awareness and sensitization about the environment, the Environmental club was formed through which various activities were organized like the Intercollegiate Extempore competition based on environmental themes enabling students from various colleges to express their views concerning the environment, poster competition, the 2- minute ecologist, Seminar on Global Warming, Skits on environmental issues like water conservation, noise pollution etc.

In keeping with the global trends, visits to International schools were organized to familiarize our student teachers with the working, curriculum and activities conducted at the IB Schools.

To develop an inclination for research and encourage all the faculty members to, strengthen their research skills. Mahatma Education Society has established a Research Forum wherein the various institutions of MES get an opportunity to share and deliberate on various research oriented issues.

The institution takes keen interest in research related activities

- ✓ encouraging each student teacher to take up Action research in their practice teaching schools and share the outcome, recommendations with the school teachers for the betterment of the students.
- ✓ The teacher educators along with the student- teachers carry out various short term researches within the institution and also in collaboration with outside agencies.

The Community Work and Extension work help the student teachers to become aware of the less fortunate brethren in the society. It helps them to know their problems and gives them an opportunity to interact and help reduce their misery to some extent. This is done through the community service work in collaboration with Navjeevan Charitable, Children's Aid Society,Premdaan etc.

The career cell in association with different practice teaching schools conduct campus interviews which helps our student teachers in seeking employment

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

A staff meeting was conducted wherein the curriculum was reviewed at length, after brainstorming and deliberations the outcome was recorded in the form of a report. This report was presented by our principal in the meeting conducted by the Revision Core Committee. Also feedback was obtained from Practice teaching schools and Alumni .

The continuous feedback received from student teachers, alumni, Principals / teachers from practice teaching schools, helped to suggest the certain units could be given as project work where in evaluation would be done at college level thus reducing the burden of preparing all units for the university examination.

The need was felt to bring about a revision in the format of the question paper as some student teachers could not complete the paper, losing a lot of marks, and reduction in the theory content in certain papers which were overloaded.

The following were few of the suggestions which found place in the new revised syllabus.

Papers	Suggestions by the staff	Theory/ Practical
Sociological foundations of education	Introduction of topics like Human Rights Education & Peace Education	Theory
Psychology of the learner	Case study of problematic students of secondary school	Activity suggested
Psychology of learning	Reduction of psychology experiments from 10 to 6, introduction of Vygotsky	Theory and Activity

	theory and Co-operative learning Sociogram, preparing a lesson plan based on Constructivist learning.	
Educational Management.	Introduction of different boards of education	Theory
Environmental education	Inclusion of some activity related to recycling or making an audit of certain resources	Activity
Hindi method	Introduction of language skills, syllabus to be given in Hindi language, use of computers in language, Critical analysis of any T.V. programme,	Theory & activity
Mathematics method	Modifications in topics of branches of mathematics, Critically evaluate the mathematics text book of various boards like CBSE,ICSE, IGCSE and IB, Diagnostic testing and remedial teaching for learners with Dyscalculia	Theory & Activity
Science method	Conduct science experiment using the necessary apparatus in the presence of an experienced teacher during internship.	Activity

Economics	Separation of Economics and Commerce syllabus.	Theory & Activity
Commerce	Separation of Commerce and Economics syllabus. More focus to be laid on current issues.	Theory & Activity

Suggestions included, inclusion of subjects like International education , inclusive education etc.Three of our teacher educators were conveners in the revision committee and meetings were held in our college premises and teacher educators from various colleges were invited for the same. Also our senior teacher educators were members of the revision committee.

Most of the suggestions were considered during the meeting of the Revision Committee and put into effect from the academic year 2008 -2009.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The global trends in teacher education are reflected in the curriculum through the inclusion of new topics in the academic subjects . Since the University prescribes the syllabus the institution does not have the freedom to modify the course content, however, additional activities were included like:

✓ Hands on computer training is provided for those who lack computer knowledge.

✓ Environmental club through which various activities were conducted which has helped in bringing about awareness and sensitization about environmental issues.

✓ The IB workshop, which oriented the student teachers about the various boards and international curriculum. This workshop enabled student teachers to gain confidence to meet the challenges awaiting them in global schools.

The University has introduced the Open Book Examination in the curriculum, which has increased the student teachers ability to refer, analyse and write rather than rote memorise, emphasis is laid on application based questions.

The Practice teaching provides the student teachers with an opportunity to prepare lessons in their subjects using technology (CAI)

Workshops and Seminars on varied issues like value education, yoga, anger management, HIV, Co-operative learning, Pedagogical analysis, Transactional analysis, Stress management, etc all these activities were conducted keeping the global needs and demands in mind.

- ✓ Teacher educators were deputed to attend " International Baccalaurate" training programs to get oriented for the new pedagogy
- ✓ Educational visits by the Management and Principal / faculty at the international level helped in modifying the infrastructure and conducting activities in collaboration with institutions abroad.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Environment is our thrust and every year activities are organized such as workshops, seminars on global warming, pollution, intercollegiate extempore competition, the 2- minute ecologist where the student teachers discuss solutions to certain environmental problems at local levels, poster competition and skit on environmental issues. Last year our environmental theme was 'Save our mother earth' and this year the theme is 'Weed out greed, the earth is in need.'

Workshop was organized by the Brahma Kumaris on value education. Also a seminar was organized on Values and Benefits of Yoga by Mr. Kumar Ajay, Seminar on AIDS by World Vision. As reflected in our mission all the transactions at PCER are value- based. Assembly is given due importance wherein an array of values like international mindedness, equality, democracy etc are reinforced. The student - teachers have to give two additional lessons in schools based on values.

The need of the hour is to make every individual sensitive towards their environment, lay stress on value education and train in the use of ICT.

These are done in the following ways :

- ✓ The institute provides computer know how through workshop on orientation to computers, also opportunities are provided to use the computer laboratory .
- ✓ The extension program consists of Information Technology Project which trains the student teachers for making use of the internet

- ✓ Computer assisted instructions (CAI) in Simulated lessons give ample opportunity to student- teachers to make use of technology provided in the classroom like LCD and slide projector,OHP, video facility etc.
- ✓ The library is fully automated and follows the Open Access System and the AACH II and is well equipped with computers and internet facilities. The student teachers are able to access lecture notes online.

5. Does the institution make use of ICT for curricular planning? If yes give details.

Yes the institution makes use of ICT for curricular planning

- ✓ All our documents are computerized and records systematically maintained in the hard and soft form.
- ✓ Our teacher educators use the LCD in the class room for the teaching learning process making the class interesting and interactive.
- ✓ The library is made user friendly with the open access system , which enables the readers to access books with ease. The library allows the use of AACH- II catalogue code.
- ✓ Every teacher educator is given a laptop for planning the teaching learning activities.
- ✓ A well equipped DTP section renders its services in the publication of brochures, newsletters, magazines, etc.
- ✓ PCER has well designed updated website through which the information of latest events and happenings are disseminated.
- ✓ Discussions on syllabus revision was also done through internet and e- mail.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the student teacher so that teaching becomes a reflective practice?

The B.Ed curriculum is well planned and enriching . The academic subjects contain theories and topics which provides ample scope for implementation in real life situations thus making it a reflective practice and serves in the attainment of the mission and objectives.

The curriculum encompasses the practice teaching, examination, workshops, seminars, competitions, field visits , extension work, club activities etc.

The different methodologies adopted in the planning and preparation of lessons gives valuable insight in making lessons interactive and effective. The lesson plan has a column for reflections to be written by the student- teacher which enables them to introspect their performance. The following day the student -teacher meets the guiding teacher educator for further discussion and feedback.

The changes in the examination system (Open book examination) has encouraged the analytical ability of the student teachers thus providing them food for thought to bring about some modification in the school examination system.

The organization of seminars and co curricular activities helped the student teachers to hone their organizational skills

The workshops promote a new form of learning which gives a chance to have indepth learning of a subject or topics and interaction with experts.

Competitions conducted always serve two purpose – one to educate and other to display talents. In this way we enable our students to bond with each other and learn the benefit of working together as a TEAM (Together Each Achieves More)

Field visits to the various institutions of our society like the Pillai's Global Academy gives the students to have a feel of an international set up, the state-of-art infrastructure, the interaction with the teachers and curriculum setters provide them with insight into the processes involved in making quality education happen. Our experience over the past few years in organizing this activity, has brought in encouraging and fruitful feedback.

The community work and the extension work give the students an opportunity to come close to the society and contribute their mite in helping the less advantaged. The extension work provides a window to the world ,making them aware of the avenues available to make a difference in the society.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Flexibility in the time table helps to accommodate student teachers who are staying at far off places or those who have family commitments, as the guidance periods are arranged according to the need. All activities are finalized with the consensus of the teacher educators and student teachers. Care is always taken that it is within the purview of the programme stipulated by the University

Student teachers have choice in the selection of topics for the Simulated lessons, Action Research Project, Extension Work (ITP,PEC,SWS), area of Community Work to be carried out in the course of the programme.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc..

Value added courses are organized in the form of Workshops, Seminars and Action research projects which are incorporated into the curriculum through the share and care project

Year 2007 -2008,

- ✓ Workshop - communication skills conducted by Mr. Sunil Raikar, expert speaker
- ✓ Workshop - orientation to computers conducted by Ms. Mamta Patil- student
- ✓ Workshop - positive attitude by Ms. Shubhangi Bodkhe – student
- ✓ Workshop on stress management was conducted by Ms. Sharda Shukla – Alumni
- ✓ Workshop on value education and anger management was conducted by the Brahma kumaris.
- ✓ Seminar on violence against women and anti-dowry movement by Mr. Mamasaheb Kulkarni - Chairman - Anti Dowry Association.
- ✓ A course was conducted on power point presentation with basics of computer knowledge to help the student -teachers who lack computer knowledge.

Year 2008- 09

- ✓ Workshop was conducted on personality development,
- ✓ Workshop was conducted on adolescent problems,
- ✓ Workshop was conducted on parenting skills.
- ✓ Counselling for students of S.Y. B.Com, F.Y.B.A from St Xavier's College

- ✓ Seminar on violence against women and anti-dowry movement by Mr. Mamasaheb Kulkarni
- ✓ Workshop was conducted on Pedagogical Analysis,
- ✓ Workshop was conducted on Transactional Analysis
- ✓ Workshop was conducted on Co-operative learning
- ✓ A course was conducted on 'Orientation of different boards - SSC, CBSE, ICSE, IGCSE, IB'

Year 2009 -10

- ✓ Workshop on Research in Education conducted in collaboration with the Homi Bhabha Centre for Science Education.
- ✓ We connect with the society through our community work which helps to know the problems of the disadvantaged groups in the society and develops in our student teachers a sense of duty towards them. This is manifested in our activities which are organized in the community and the extension work.

  We have provided help and conducted programmes at places like Navjeevan Murbad Bal Kalyan Nagari, Children Aid Society, Mankhurd , Orphanages and homes for the aged.
- ✓ During the tutorials, the student- teachers are encouraged to develop writing skills by giving them some assignments or essays
- ✓ The revised syllabus created an opportunity for every student- teacher to write reports on the Seminar and co-curricular activities conducted. This provides a platform for the student - teachers to enhance their writing abilities.
- ✓ Research work is carried out at different levels with the following associations i.e Rotaract club of Deonar , Homi Bhabha Centre for Science Education, etc.
- ✓ Computer sessions were held to provide hands on training.
- ✓ A workshop on pedagogical enrichment was conducted.
- ✓ A seminar on Multiple Intelligences, Value education and Brain based learning was conducted.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

   ✓ **Interdisciplinary/Multidisciplinary**

   Paper V Special methods contain topics like Correlation , Maxims of teaching, Methods of teaching etc which provides scope for Interdisciplinary strategies.

   Papers like Philosophy and Sociology of Education, Educational Psychology, Educational management, Educational Evaluation, ICT and special fields all provide ample scope for interdisciplinary strategies.

   Education is multidisciplinary subject and all five papers bring out the multidisciplinary approach. The topics of workshops/seminars conducted also bring about correlations.

   'Research forum' established by MES provides a dynamic platform to present and share views with experts and professionals from various disciplines like Engineering, Management, Commerce, Arts, Architecture etc of Mahatma Education Society. Such interactions help to develop a pluralistic point of view. Student teachers are also encouraged to present papers thus preparing them for future ventures especially in the area of research.

   ✓ **Multi-skill development**

   The inclusion of the CAI in practice teaching has enabled the student -teacher to develop their technological skills i.e. preparing the lesson using power point presentation, operating them in the classroom using the LCD projector, developing their communication skills through ICT and workshops i.e. knowing about the different aspects of communication and putting them in use through seminars which they conduct on any one topic,

   Organizational skills are honed as the student -teachers organize and carry out the co-curricular activity assigned to them and these skills are manifested during the internship program as well.

   The extension and the Community work activities help in developing social skills and personality.

   Our student -teachers play a major role in organizing the Mahatma Education Society's Annual day and Annual Sports meet, these activities prove to be training grounds for leadership skills .

   The Micro teaching , Practice teaching, Simulated lessons help in developing a number of skills thereby making the student- teachers very confident and self reliant.

✓ **Inclusive education**

There always exists individual differences hence the institution and the teacher educators pay special attention in accommodating disadvantaged student- teachers. The tutorial group meetings are specially organized to look into the problem of student teachers at risk . Special counselling sessions are organized for these student teachers.

Mentoring by fellow class mates are also conducted under the Share and care project.

Since PCER is an English medium institution , the lectures are conducted in English, however, the teacher educators take special care to lecture in Hindi as well as in Marathi. Also special coaching sessions are held during Diwali and Christmas vacation for the vernacular medium student-teachers.

Lift provision is in the installation process which will make the climb comfortable for the physically challenged students

Workshops on Inclusive education and learning disabilities was organized which enabled the student- teachers to get an insight into the different types of problems associated with students and how we as teachers can tackle them.

Student -teachers participate in activities organized in the community like 'World Disabled Day' by participating in the rally, workshops, etc.

✓ **Practice teaching**

Practice teaching is conducted through the practice teaching schools . It is conducted for 3 days per week, 6 students are allotted per school, each student teacher gives one lesson per day. For this, the student teachers have to interact with their respective schools allocated to them, collect units by meeting the respective subject teacher, prepare rough lesson plans, submit the same to their guiding teacher educators, guidance is given on a one to one basis. The student teachers follow the guidance and deliver the lesson effectively in the classroom. Teacher educators give written as well as oral feedback at length on an individual basis. The student teachers have to write their reflections in their lesson plan in the column provided after their lesson. This activity is intended to enable the student teachers to retrospect, introspect and identify their strong and weak points and work ahead for improvement.

Simulated Teaching are conducted in the college , supervised by the teacher educators under simulated conditions. The simulated lessons are CAM, Creativity, Game model,

Role play and two   Power point presentations on any subject of their choice. Students who lack computer knowledge are specially trained after college hours or during the practice teaching weeks to prepare their own presentations.

✓ **School experience / Internship**

3 days of block teaching adds to their first hand school experience.

After the completion of the practice lessons the student teachers are placed for internship in groups of eight to ten in the practicing schools with prior permission from the Principal of the schools. The student teachers are oriented on the nature of activities to be covered over the span of 12 days.

During the internship week the student teachers get an opportunity to organize and participate in various activities like conducting assemblies, sports, cultural events, competitions etc and to study the entire set up of the school. Student- teachers have to administer tool for Action Research, prepare question paper , administer it and prepare marksheet, also they are encouraged to take up case studies, conduct diagnostic and remedial teaching.

The students have to give two lessons viz: (i) Value based lesson (ii) Environment based lesson. This is a best practice followed in Practice teaching in our institution.

The student teachers are expected to keep the records of the daily activities carried out and get it signed by the Principal of the school on a daily basis. The activities are supervised and evaluated by the teacher educator alloted to that school. At the end of the internship programme the students write a comprehensive report on the week's work and experiences.

✓ **Work experience /SUPW**

 Apart from other resource persons, the institution uses in -house resources to carry out activities under the share and care project. The student teachers are asked to teach/train the other student teachers in tutorial groups to make some useful articles which are environment friendly .

Our support staff too joins us in our endeavour to conserve natural resources. Last year the support staff organized a practical session on fixing tap washers, which will help us to save and conserve water which is lost through leaking taps.

✓ **Any other (specify and give details)**

The MES believes in going an extra mile for the cause of betterment of the student teachers. In keeping with this spirit , the institution has formed three clubs which helps to identify and groom talents.

Cultural Club:

Objectives:

✓ To identify the talents in the students teachers

✓ To develop a sense of appreciation for Cultural activities in the student teachers

✓ To develop aesthetic sense in the student teachers

✓ To develop team spirit and co operative learning amongst the student teachers.

The Cultural Club Team:

Dr. (Ms) Sunita Wadikar (Principal)	-	President
Dr. Jayashree Ramanathan	-	Member
Ms. Asha Latha Nelli	-	Member
Ms. Samita Shetty	-	Member
Ms. Sunita Patawari	-	Member

This committee looks in to the planning and organization of all the cultural activities organized by the college in co ordination with the tutorial groups.

Activities of the Cultural Club:

✓ Celebration of all days of significance

✓ Celebration of festivals

✓ Collegiate competitions

✓ Inter-Collegiate competitions

✓ Alumni Meet

✓ Annual Day

✓ Valedictory Programme

Environmental Club:

'Weed out Greed, the Earth is in Need'

Objectives:

✓ To develop an understanding and awareness of environmental issues

✓ To develop attitudinal change regarding environmental protection

✓ To develop environmental values in students

✓ To create an awareness of and attitude for sustainable development

✓ To develop an appreciation for the implementation of environmentally sustainable practices

The Environmental Club Team :

Dr.(Ms) Sunita Wadikar (Principal)	President
Ms. Mary Devakumar	Member
Ms. Sally George	Member
Ms. Lamya Kagdi	Member
Ms. Mary Varghese	Member
Ms. Asawari Bhave	Member

This committee looks into the organizing of activities related to environment.

Activities of the Environmental Club:

✓ The intercollegiate extempore competition

✓ Poster competition

✓ Skits

✓ Workshop on environmental issues

✓ Research on carbon footprint

✓ Slogan competition

✓ No plastic day

✓ Environmental friendly festival celebration

Language club:

Objectives:

- ✓ To develop an appreciation for language
- ✓ To develop the ability to express
- ✓ To exhibit creativity in their work
- ✓ To develop oratory skills

Language club team :

Dr.(Ms.) Sunita Wadikar	President
Ms. Orsolina Rayan (English)	Member
Ms. Reni Francis (English)	Member
Ms. Brijbala Suri (Hindi)	Member
Ms. Sandhya Bhise (Marathi)	Member

Activities of the Language Club:

- ✓ Essay Competition
- ✓ Extempore Competition
- ✓ Celebration of Hindi Divas
- ✓ Street play
- ✓ Dramatization
- ✓ Publication

Communication Skills Program

Dr.(Ms.) Sunita Wadikar	Principal
Dr(Ms.) Jayashree Ramanathan	Member
Ms. Lamya Kagdi	Member
Ms. Reni Francis	Member
Ms. Mary Devkumar	Member
Ms. Ashalatha Nelli	Member

Objectives:

- ✓ To develop listening skills in English language
- ✓ To improve reading skills in English language
- ✓ To train in writing skills in English language
- ✓ To cultivate the ability to converse in English

This committee looks into the organizing of activities related to development of language skills amongst school children and student teachers from the vernacular medium.

1.3   Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

    The institution encourages feedback from student teachers during the tutorial meetings with regards to problems they face with the syllabus or books for reference. Suggestion box is also provided.

    Alumni Meetings become an excellent platform for discussion of the problems associated with the curriculum and solutions sought.

    All the heads of the institution of Mahatma Education Society meet term- wise once in the beginning and one at the end of the term where the Principal presents an annual report of their respective course. Matters related to admission, discipline and academic results are discussed. Strategies are planned and implemented in the forthcoming term or year. The teachers from the practice teaching schools also communicate the problems they encounter in accommodating our students or allocating lessons etc, also changes needed in the school syllabus or capacity building for the school teachers to handle the problems of the generation next, which are discussed at meetings held with them.

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

    Yes the feedbacks received are always analyzed and areas for improvement are identified. Certain major areas improved were:

    ✓ Teacher educators wanted the facility of technology for which each teacher educator was provided with a laptop and internet facility was installed in the library and staff room

- ✓ Increase in the library books was a major feedback received where in the number of books have been increased

- ✓ Seating in the library was not comfortable. There has been a complete tranformation of the library. The library is now well lit and spacious with large tables which makes it easy for student teachers to refer to several books at a time.

- ✓ Practice teaching schools wanted certain changes in the method of teaching so accordingly modifications were made.Student teachers made use of concept attainment model, role play and dramatization in the teaching process.

- ✓ Alumni wanted workshops on new teaching methods like co-operative learning, jurisprudential inquiry model etc. which were conducted.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

Three of our senior teacher educators were conveners for the syllabus revision and our other senior teacher educators were members of the syllabus revision commitees. Teacher educators did send suggestions for modification and revision of the syllabus to the BoS through our Principal , which were discussed at the meeting of the respective subject revision committee. Three of the revision committee meetings for Psychology of Learning, Commerce and Hindi Methods were convened at our institution.

1.4   Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The examination system has undergone a massive change :

- ✓ Change in the Question paper pattern

- ✓ Introduction of the Open book examination

- ✓ Introduction of organizing and conducting Seminar and Co curricular activities

The practice teaching aspect had the inclusion of CAI lessons in the two methods

The introduction of CAI in the two methods has helped the students to get the required computer knowledge to plan their future lessons and make their teaching effective and interactive

Subject wise, there are additional topics introduced which are useful to the students in keeping with the global trends and changing needs of the society.

Suggested activities in each paper made the whole teaching learning process interesting and participatory. At the same time, these activities were very useful to the student teacher as it could be implemented in their practice teaching schools and places of work. The student teachers too were satisfied as the theory was reduced and the practical aspect increased. The entire paper IV is revamped and revised totally to enhance ICT skills of student teachers. Further activities like organizing a seminar and a co-curricular activity by each student teacher helped them to develop various intellectual, social, motor and other skills

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

The University is the authority to bring about any revision, the institution does not have the power to bring about revision on its own.

However, feedback is taken from student teachers during tutorial meets, alumni association meeting , teachers from practice teaching schools and the Management. The suggestions were put forth before the revision committee meeting through the Principal.

1.5   Best Practices in Curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The institution has prepared a module called TEAMS which consists of Tutorials, Enrichment through library hours, Adoption , Mentoring , Supervised Study circle.

In the tutorial groups the students problems, difficulties are solved , clarified. Diagnostic testing is carried out, the student teachers at risk are identified. Mentors are assigned.

Enrichment takes place with 50 hours of Library where the student teachers have to compulsorily spend time in the library . A record of which has to be maintained by each student teacher and a check is kept by the tutorial teacher educator. The intention being the student teacher develops the habit of referencing, preparing notes, extra reading as the library subscribes to a lot of national and international magazines of education, politics, economics, health and environment.

Quality has been augmented through:

- ✓ ICT upgradation
- ✓ Library enhancement
- ✓ Strenthening in the area of research
- ✓ Publications
- ✓ Use of innovative methods

2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

The institution always strives to bring in innovations, which is our USP. Last year we began with the maintenance of :

- ✓ **Dossier,** which is an official record of the portfolios carried out . It gives a systematic detailed description of the planning, how the activity is carried out, and initial requirements for the activities carried in the respective portfolios.

- ✓ **Research** is taken up at the institutional level and societal level in environment and education with the help of the student teachers and teacher educators. MES has introduced " Research Forum" to enhance Research Skills.

- ✓ **Clubs** - Language club, Environmental club, Cultural club are set up to enable students to enhance their knowledge and develop skills. Since last year, our theme is - environment wherein many projects were taken up - 2 minutes ecologist, extempore, poster competition, skits. Area of publication strengthened by College Magazine, Research Bulletin, News Letter (Tutorial wise)

- ✓ **Share and Care** is the module adopted, where Vygotsky theory is implemented i.e. the more knowledgeable other will teach the less knowledgeable other. This module is implemented in areas like Computer, SUPW, Mentoring.
- ✓ In **Computers** Student teachers who have done a course in computers tutor the student teacher who do not have any computer know how. This activity has proved beneficial as many of our student teachers prepared their own powerpoint presentations after doing this short course using the in -house resources, pedagogical approach is through innovative methods and ICT based
- ✓ **SUPW (Socially Useful Productive Work)** has enabled the student teachers, who are well versed in art and craft to teach other student teachers . This year, the student teachers prepared environment friendly articles from waste, adopting the procedure of recycling thus making their little contribution to reducing environmental pollution.
- ✓ **Through Mentoring,** the gifted student teachers are encouraged to assist the other student teachers at risk, wherein their problems are discussed and solutions sought or doubts clarified.

BEST PRACTICES IN CURRICULUM DESIGN AND DEVELOPMENT

1. **Title of the practice:**

   The best practice for curriculum design and development is the **'Dossier'**

2. **The Context that required the initiation of the practice:**

   The B. Ed curriculum has a lot of activities. Each year we have to plan and re plan which took up a lot of our time. Moreover incase of absence of the teacher educator in- charge of the activity, it was difficult to carry out the activity , as no written guidelines were available at that moment. Hence the need was felt to prepare a Dossier for each activity.

3. **Objectives of the practice:**

   ✓ To provide a guiding manual for other staff members to execute the activity.

   ✓ To help in the subsequent micro planning of activities.

   ✓ To give an idea of the requirement for the various activities.

4. **The Practice:**

   The dossier contains records of the initial planning required to execute the activity, the procedure and the human and material resources needed.

5. **Obstacles faced if any and strategies adopted to overcome them:**

   While making the Dossier the teacher educators did not face any obstacles because each teacher educator is assigned a particular portfolio for a period of three years. However there stood the scope for missing out on certain details, which was eventually updated. The strategy adopted to overcome any discrepancies:

   The individual portfolios were discussed and brainstormed for newer inputs.

6. **Impact of the Practice:**

   The Dossier helped to save on a lot of time. The new teacher educators also felt confident to take on the task.

7. **Resources required:**

   The resources required were staff from the office, library, computer section, DTP etc.

8. **Feedback mechanism and future plans:**

   After the completion of any particular activity, feedback is taken during staff meetings, problems encountered are discussed and solution sought which are incorporated in the Dossier after future implementation.

BEST PRACTICES IN CURRICULUM DESIGN AND DEVELOPMENT

1. **Title of the practice:**

   The best practice for curriculum design and development is the **'Care - Share'**.

2. **The Context that required the initiation of the practice:**

   Ours is an institution, that possesses a linguistic diverse culture. Since their medium of instruction up to the graduate level varied, it became difficult for some students to understand English instructions, owing to which they withdrew into their shells. It was found that some students expressed their problems – personal and professional, while some were not able to do so.

   This led us to device a project called Care- Share through which the institution believes in restoring the fading values of caring, sharing and helping those around us. .

3. **Objectives of the practice:**

   To enable the student teachers to share their knowledge with the less knowledgeable .

   To develop co operative spirit and feeling of fellowship

4. **The Practice:**

   The practice – Care- Share is implemented in three areas:

   Computer:Many of our students teachers didnot have computer knowledge were taught how to use the computer through a worshop.

   SUPW:The student teachers learnt to make eco friendly articles likecloth bags and carry them to college instead of plastic bags. An exhibition of best of waste was put up by our student- teachers.

   Mentoring.:

   In mentoring, the more knowledgeable students are assigned as mentors to students at risk

5. **Obstacles faced if any and strategies adopted to overcome them:**

   ✓ Lack of time

   ✓ Lack of attitude to help

   After a little counselling and encouragement ,the mentors volunteered to help.

6. **Impact of the Practice:**

   ✓ The examination results improved drastically and the personality of the mentors and their students too shone out.

✓ The mentors and the students realized the importance of caring and sharing, as was evident from their feedback towards the end of the year.

7. **Resources required:**

Additional Classrooms, library, computer facilities were permitted for use of these students as per schedule given. The teacher educator acted as the facilators

8. **Feedback mechanism and future plans:**

The institution receives feedback through exit meeting, the alumni give us a formal feedback The Care –Share project has proved to be of great utility as the interpersonal relationship among students bettered and the students learnt many new skills from their more knowledgeable counterparts.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects* and how have they been acted upon?

The first Peer assessment report made the following observations/ suggestions with reference to the Curricular aspects

Teaching periods were reported to be slightly lower than NCTE norms

The institution has increased one lecture daily to transact curricular and co curricular activities ,the Diwali vacation has been reduced , supervised study circles are added to the time schedule thus adhering to the requisite number to teaching periods stated in the NCTE norms

The institution needs a formal mechanism to assess students knowledge and skills after admission for providing inputs that can enable each student to profit optimally from the B. Ed program and for challenging advantaged learners to work ahead of others

● The institution conducts the Content test, to test the content knowledge in the method subjects. The student-teachers are asked to write about themselves which helps us

to check on their writing abilities. Talent search is conducted at the begining of the year. Diagnostic methods are devised to assess the students strengths and weaknesses. Diagnostic test is given. After 1st Terminal examinations, student teachers who require help are identified

In pursuit of helping the weaker student teachers to better and the advantaged learners to excel, workshops on Communication skills are conducted, every student teacher is asked to make a report of the activities conducted by their tutorial groups thus enhancing their writing skills, the assembly provides an excellent platform for each and every student to express themselves in front of their classmates and exhibit there hidden talents we conduct the 2- minute ecologist which sensitizes the student teachers on environmental issues.

How far the mission and goals are attained

Vision: To promote academic excellence and create humane, self reliant teachers to face the local and global challenges of the society

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

PCER always believe in organizing and conducting activities as per the goals and the mission of the institution. The following are the list of activities carried out to help attain our vision and mission.

Academic excellence is fostered through highly qualified teacher educators. Our teacher educators and the use of technology provided in classroom makes the lectures interesting and interactive. During lectures special attention is given to the student teachers of vernacular medium student teachers by also lecturing in hindi and /or marathi. Extra coaching and tutoring is done for the vernacular medium student teachers during Diwali and Christmas vacations and extra classes are held in the morning.

Since the teacher educators influence a number of teachers- to- be, who ultimately contribute to shaping the views, attitudes of generation of children an attempt has been made in bringing about awareness and sensitization about the environmental issues through intercollegiate extempore programmes, skits, seminars, the 2- minute ecologist during assemblies etc.

The task of creating a humane society rests on the shoulder of the teacher education institution as well as the teacher educators and hence workshops on value education,positive attitude, stress management, anger management, Yoga and values, HIV , Women issues (anti dowry movement) etc. All these activities are an attempt to revive and restore values, which seem to be going extinct in this world of ours. These programmes also make our students capable of solving their own problems and develop a positive attitude towards life.

The extension work (Annapoorna Yojna , Information technology project) provides information and experience of how to start up cottage industries for the less advantaged women of the society, the ITP project helps the students to gain computer knowledge thus empowering the student teachers to face the newer challenges of the society.

The Computer Assisted Instruction in Practice teaching helps the student teachers to gain confidence in preparing Power point presentation ,thus enabling them to feel confident in this techno savvy age and put into practice the skills learnt here. This is visioned to help them take up the global challenges they would face in their teaching career.

Our institution is of the view that no one can live and survive as an island and hence believes in working in collaborations and networking with other institutions. This is carried out through our Research activities with the Rotaract, Homi Bhabha Centre of Science education, BMC schools and other institutions of our society. The Soroptimist international club of Chembur and Erudite mission (NGO) enables us to contribute our mite to the society in our own little ways and help make a difference in the life of the less fortunate ones.

Feedback for improvement should be formal to contribute better to improving B. Ed programme

The feedback is taken at Alumni meet and the management also provide feedback during the meeting of the heads of institutions. Minutes are maintained and feedback sheets are documented. Formal feedback is taken after the midterm and at the end of the course.

Suggestions were made for strengthening areas like Interdisciplinary education, inclusive education and self learning

Through the Simulated lessons ,the methods of teaching reflected in the syllabus of ICT are implemented, all the student teachers have to implement socio metric techniques

taught in Psychology of learning, the student teachers have to participate in seminars irrespective to being student teachers belonging to Environmental education. In fact education itself is an interdisciplinary subject where the theory of one subject finds application in some other subject or activities we plan and conduct during the course of the curriculum.

The student teachers have to attend the supervised study circle where they are mentored, and regular counseling is done. The student teachers are also encouraged to adopt cooperative learning, collaborative learning, implementation of Vygotsky theory, on line learning methods which help them to not only enhance their learning but also assist the others who are disadvantaged.

Inclusive education area is strengthened in the field of students coming from vernacular medium. Our past results record show the good performance of student teachers who were termed as students at risk . These student teachers were adopted by their tutorial teacher educators and regularly coached, mentored, diagnostic and remedial measures were also administered.

Networking with other TEI needed

Our teacher educators are invited as resource persons to different TEI (Teacher Education Institutions. We also invite experts in various fields to conduct workshops / talks in our institution. In the loving memory of our earlier principal late Mathews Chacko, we have been conducting the Principal Mathews Chacko Intercollegiate Extempore Competition where student teacher and teacher educators of different colleges are invited for the programme and the student teachers get an opportunity to interact with each other. This competition provides an excellent platform for us to carry out our mission of sensitizing the student teachers and encouraging them to tackle the environmental issues at their levels and also the student teachers to air their views about the environment related issues.

The syllabus revision meeting for three papers were conducted in our college, wherein the teacher educators from different colleges participated and brought forth the revised syllabus.Our teacher eduators also interact with other teacher educators of different colleges through blogs - online . This medium enables to exchange views of certain topics, seek clarification and enhance knowledge.

Our senior teacher educators are on the panel in the committee for LIC, Career Advancement and interview panel of various TEI. Our teacher educators participate in workshops, conference, seminars conducted by other TEI and present papers which are highly appreciated.

Our student teachers participate in various intercollegiate programmes and have won accolades for themselves and made the institution proud.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

We have introduced the **TEAMS module** ,**(Refer Best practice of Criteria V)** Value added courses are carried out through workshops on various topics, the 2- minute ecologist, Dossier, Optimum use of technology in all curricular aspects, technologically updated library facilities with internet access, which provides the student teachers a view of the world.

The teacher educators are encouraged to conduct minor and major research, present papers at seminars, conferences- national and international.

Area of publication is being strengthened with our regular publications such as Newsletter, magazine and a Bi annual Research Bulletin.

The student-teachers and teacher educators are encouraged to participate in the Research Forum which is organized by our Mahatma Education Society to promote interdisciplinary sharing of research ideas and solutions.

The teacher educators were deputed to participate in the International Baccalaureate(IB) Workshop inorder to get oriented about the new methodologies adopted, the curricular framework and the changing needs that are addressed through the international curriculum.

The institution on a regular basis provides for Faculty Enrichment by way of Staff Paper presentation within and outside the institution through Seminars, Conferences, Workshops, Orientation and Refresher courses. All this helps the teacher educators to continually upgrade their knowledge and skills to march in unison with the challenges of the society.

Criterion II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

    The institution is affiliated to The University of Mumbai, hence adheres to the rules and regulations stipulated by the university regarding admission procedures.

    The admission policy states:

    ✓ A candidate for the degree of Education (B. Ed) must have passed a bachelor's degree examination.

    ✓ The general and open category candidate should have an aggregate of 45% marks. Reserved category 40% is the minimum requirement in their graduation.

    ✓ Teachers having minimum 2 years experience are exempted from the above criteria. The Admission Process involves:

    ✓ Filling of the Maharashtra Vinnanudhan Adhyapak Mahavidyalaya Sansthachalak Association common entrance test form and college level form

    ✓ Submissions of the same to the college

    ✓ Scrutiny of the forms with respect to qualifications, etc

    ✓ Announcement of the CET date

    ✓ Conduction of the CET

    ✓ Interviews conducted

    ✓ Sending of the test papers to the association for correction

    ✓ Display of merit lists of students to be admitted.

    ✓ Submission of the list of admitted students to the association office and Pravesh Niyantran Samiti for approval

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The programmes are advertised through:

✓ Leading newspapers.

✓ The institutional website.

✓ Prospectus.

✓ Brochures.

The information provided to prospective candidates about the programs is:

✓ Eligibility criteria.

✓ Duration of the course.

✓ Fee structure.

✓ Subjects offered.

✓ Events and activities of the institution.

✓ Vision and mission of the institution

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The admission committee ensures transparency in all its dealings to ensure that the determined admission criteria are equitably applied to all applicants.

✓ The institution follows the stipulated rules laid down by the University of Mumbai.

✓ Admission forms are thoroughly scrutinized by the admission committee.

✓ Merit lists before display are also inspected by the admission committee.

✓ Interview panel consists of a management representative, Principal and subject experts

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

There is no specific strategy adopted however the various measures adopted by the institution to retain the diverse student population include programs like:

- ✓ Leisure activities like internet surfing, encourage general reading of books, newspaper etc.
- ✓ Recreational opportunities like singing, games etc.
- ✓ Forming heterogeneous tutorial groups
- ✓ Social, cultural and intellectual programs
- ✓ Integrating learning, discovery and development
- ✓ Interaction of student-teachers through the students council
- ✓ Provide varied opportunities through seminars, workshops, paper presentations and discussions.
- ✓ Training in leadership qualities
- ✓ Fee concessions to economically backward students
- ✓ Lift provision is in the installation process for the physically challenged students

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

- ✓ Student's knowledge and needs are assessed before the commencement of the teaching programmes through the interview at the time of admission
- ✓ Content test is conducted to know about the knowledge possessed by the student teacher in the method paper.
- ✓ A talent search is conducted to be acquainted with the skills the students possess.
- ✓ Student-teachers are made to write an article on 'Myself' in the tutorial group to assess the student-teachers written expression and flow of thoughts
- ✓ A diagnostic test is given in the tutorial group to gauge the overall performance.
- ✓ Feedback from the vernacular medium student-teachers is taken to customize the teaching programme accordingly.

2.2   Catering to Diverse Needs

1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The institution works towards creating an overall congenial environment through:

- ✓ Establishing an effective learning and development team utilizing different trainer roles and styles for which a student council is elected comprising of members with portfolio's assigned to them making them responsible for each of their activity

- ✓ Creating a climate conducive to learning by fusing intricately the diversity among the student teachers through the tutorial groups enabling the student teachers to be responsive to others' needs and contribute towards it improvement.

- ✓ Identifying key stakeholders in the learning and development process by aiming at maximizing the benefits of the stakeholders. By bringing in a link between the teacher educators, student teachers, alumni and practicing teaching schools through various programmes.

- ✓ Continous monitoring and evaluation through regular checks, and feedback, helps the institution to provide timely guidance and make necessary amendments to create a favorable learning and developing environment for the student teachers.

- ✓ Providing learning resources and forming study circles.

- ✓ Encouraging Library reading through the library hours.

- ✓ Organizing workshops, and seminars that encourage student-teachers participation which provides scope for working together and thereby leading to understanding each other and developing a we feeling.

- ✓ Interactive lecture programmes wherein student-teachers are encouraged to express their views and clarify their doubts.

- ✓ A multilingual approach followed by teacher educators helps in involving all the student teachers in the classroom activities.

- ✓ Special classes for vernacular medium student-teachers are organized.

- ✓ The study circle, tutorial & mentoring helps in providing an additional platform to register the learning and express problems.

- ✓ Community work which is done in the right earnest to foster values like empathy, humanness, co-operation, punctuality etc.This helps in the overall development of the student teachers too

- ✓ Extension activities that provide an exposure to understand social issues, to reach out to the school children and the immediate community. This sensitizes the

student-teachers to realize that they owe immensely to the society and should be responsible citizens.

✓ Two minute ecologist which stresses on environmental issues that enables the student-teachers to be sensitive to their surroundings.

✓ Co curricular activities like sports day, celebrating festivals and days like teachers' day, World Population Day, Guru Purnima etc which helps in the development of managerial and organizational skills in student-teachers.

2. How does the institution cater to the diverse learning needs of the students?

The institution caters to the diverse learning needs of the student-teachers through:

✓ Achieving positive transfer of learning by using the various teaching- learning methods and mechanisms which enrich the student teachers with constructive learning and develop in further chained learning through mentoring.

✓ Building an encouraging learning environment through self- supporting system that empowers the student teachers to be independent and active learners through adoption of collaborative learning.

✓ Creating a highly challenging and stress free learning environment for student- teachers to maximize their capacities through constant support, and through guidance and counseling.

✓ Constant and varied exposure to new materials, teaching methodology, interactive sessions to keep the student-teachers abreast with latest innovations and also motivate them to learn through diverse learning styles which enables quicker and deeper learning.

✓ Identifying high achievers who take up the task of being mentors for the student-teachers at risk. This boosts the morale of the high achievers as it is a challenging task for them. For student- teachers at risk it is a valuable assistance for their academic and personal improvement.

✓ Conducting lectures in vernacular medium which caters to the lingusitic diversity.

✓ The "TEAMS" module (Refer Best Practice Criterion V) is being conducted as a best practice . Student-teachers at risk as well as student-teachers who perform very well are given individual attention for further enhancement.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

- ✓ Self assessment and self realization activities are encouraged at various stages of practice teaching, simulated lessons thereby encouraging the student-teachers to realize their potentials and adapt to the needs of other students.
- ✓ Co-curricular activities are organized as per the student-teachers abilities
- ✓ Co-operative learning and collaborative learning are encouraged.
- ✓ Student-teachers are identified with specific talents and skills are assigned activities accordingly and care is taken in providing equal opportunities to all.
- ✓ Technological know-how is imparted through Share and Care project and workshops.
- ✓ Vernacular student teachers are given equal opportunities in teaching learning process and collectively taken ahead with academic support.
- ✓ Most of the theory papers give an insight to the student-teachers in this area

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- ✓ The teacher educators work in absolute synchronization with the student-teachers' needs and the institutional goals.
- ✓ Regular interactive sessions are held to sense the diverse learning needs of the student teachers at different juncture of their academic course through tutorial groups.
- ✓ Interactions during the method lectures, classroom teaching, co-curricular meets gives an insight to the teacher educators to be aware of the needs of the student teachers
- ✓ Teacher educators are given opportunities to attend workshops, seminars to know the recent advanced and ever demanding needs of the student community thereby enabling them in handling any such situation.
- ✓ Staff enrichment activities reinforces the teacher educators to be receptive to diverse student needs.
- ✓ Action research is encouraged to identify the learning difficulties among the students and solution thereon is geared to.
- ✓ Faculty enrichment programmes in the form of paper presentations and brain storming.

Session in the domain of classroom transactions helps the teacher educators in bringing in awareness to reflect and modify their teaching strategies.

✓ Problems regarding student teachers and performances are discussed with the Principal and then solutions are sought

✓ Principal interacts with the student-teachers individually and after brain storming the issues in the staff room decides upon the strategies to be implemented.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

With the ever increasing and dynamic needs of the student at schools the teacher educators train the student teacher to shoulder the responsibility of diversity and inclusion. Awareness of the diverse learner needs is a vital factor in the teaching learning process.

This is achieved through:

✓ Workshops conducted on Inclusive education, Learning disabilities, transactional analysis etc.

✓ New and innovative teaching methodologies used that complement and support to meet the diversity.

✓ Community service activities that sensitize the need for equal learning opportunities for the disadvantages sections of the society.

✓ Workshop on Best out of Waste and Puppetry help the student teacher to create easy and affordable teaching aids which can be used in their teaching.

✓ Theory subject papers like Psychology of learning and sociological foundations gives good insight in these areas.

2.3 Teaching-Learning Process

1. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

All through the B.Ed course student-teachers are engaged in active learning since the entire course has a lot of activities and emphasis is laid on practical training. Student-teachers are engaged in active learning in the following ways:

✓ Teacher educators adopt the lecture cum discussion method which encourages student teachers to participate in all class room discussions.

✓ Brain storming is used to elicit ideas.

✓ 50 hours of library work of the student teachers are monitored with reference to details of books referred and the notes made thereon.

✓ Open book assignments engage our student teachers to have clarity in writing answers and assimilate their thoughts and ideas.

✓ Notes are up loaded on the college website, for student teachers to access.

✓ The tutorial groups become the focus groups under each teacher educator who checks on the work done by each student teacher, who assigns tasks and evaluates the progress regularly.

✓ Individual assignments are given, self study is encouraged, and action research is assigned.

✓ Supervised Study and Mentoring involves the student teachers in active learning.

✓ Co-operative learning methods are used to a great extent

✓ The major purpose of simulation is to re- create as near as possible a real life situation or experience, student teachers learn specific principles, concept /thinking skills in the cognitive domain, psychomotor skills and values/attitudes related to beliefs, consequences and efficacy.

✓ Demonstration of micro skills in the peer groups involves active participation by the presenter and also the observers.

✓ Role Play is compulsorily done as part of the simulated lessons, however student teachers' are encouraged to make use of role play in their normal classroom teaching.

✓ Internship is a 12 working days rigorous activity in the B.Ed program. This gives a complete overview to each student teacher with respect to the actual functioning of the school. The major areas covered include administration, library, laboratory, conducting class tests, correction of notebooks etc. the scope to interact with the school authorities

engages the students in planning, seeking permission, coordinating and working in teams

✓ Practical activities are a round the year proposition which starts with the micro skills, followed by practice lessons at college level, macro lessons at school level. This is one of the major activity which needs a lot of insight in organizing, scheduling, managing, directing and task delegation.

2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Learning is made student-centered by encouraging participatory learning activities as these provide a lot of scope for the student teachers for self learning leading to self development.

The various participatory learning activities adopted by the institution are:

✓ Assignments: Application based assignments are given where students have to refer books and find out information.

✓ Brainstorming: Student teachers are encouraged to think of any ideas that come to mind. The ideas are listed without evaluation or judgment. The ideas are discussed later for practical purposes.

✓ Case studies: Student teachers are encouraged in action research and a viva- voce is conducted for the same.

✓ Community Work: Survey is conducted by the student teachers in the community for their knowledge and information. This leads to a lot of interaction and understanding of the requirements in the community.

✓ Problem solving: Student teachers are encouraged to find out possible solutions to a given situation. Later a discussion is held on the same.

✓ Field visits and excursions: gives opportunities to student teachers to sharpen their observation skills and noting down things of relevance. Student teachers have to submit a detailed report of their visit. This builds confidence in them.

✓ Participatory discussion: used in combination with the lecture method, provokes the thought processes and encourages the student teachers to ask open ended questions which stimulate a healthy discussion in the class.

✓ Practical Demonstration: The psychology laboratory provides scope for practical demonstration work which leads to a lot of interaction

✓ Cooperative learning method: gives the student teachers enough scope to understand and learn from their peer groups.

✓ Seminars and paper presentations: by the student teachers help in attaining the psychologically sound principle 'Learning by Doing'

✓ Publications - College Magazine and Newsletters.

3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The various models of teaching used are:

✓ Computer Assisted Instruction.

✓ Concept Attainment Model.

✓ Jurisprudential Model.

✓ Inquiry training Model.

✓ Co-operative learning.

✓ Collaborative learning.

✓ Task- support learning.

✓ Lecture cum Discussion

The innovative approach used by the teacher educators for a majority of tasks is through the task-support learning. Teacher educators' use learning situations and tasks that do not make student teachers merely reproduce the knowledge acquired, but also stimulates their creativity in order to come out with something new and original .This intensifies the academic process and enhances the student teachers motivation. This is achieved by using various forms of curricular and co-curricular activities, including interactive lectures, presentations, individual assignments, independent and self-learning activities, seminars, role plays, simulations,case-studies, individual and team projects, and workshops

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

    Yes the institution provides additional training in models of teaching and the major focus is on three models of teaching namely:

    ✓ Concept Attainment Model,

    ✓ Jurisprudential Model,

    ✓ Inquiry Training Model

    The above models of teaching are demonstrated by the teacher educators. As part of the simulated lessons each student teacher gives one lesson on any one of the above mentioned models of teaching. In addition student teachers use these models of teaching in their macro lessons. On an average each student teacher makes use of the models of teaching in at least two lessons.

5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

    Yes, the student teachers use micro-teaching techniques for developing teaching skills.

    Orientations to the different skills are given by the teacher educators. The different skills practiced are

    ✓ Skill of set induction,

    ✓ Skill of explanation,

    ✓ Skill of black board writing,

    ✓ Skill of questioning,

    ✓ Skill of illustrating with examples

    ✓ Skill of stimulus variation.

Each student teacher gives 1 lesson in each micro skill. However, these skills are incorporated in all the macro lessons given by the student teacher.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The procedure adopted for the practice teaching falls under 4 major categories:

1. Preparation of Time-table:

✓ 6-7 student teachers are allotted per group.

✓ Each student teacher gives one lesson per day.

✓ The student teachers allotted to schools need to collect the consolidated school time table well in advance.

✓ Based on the consolidated time table, the group time table is made.

✓ A copy of the time table is given to the school supervisor, supervising teacher educator, group leader and one copy is displayed on the institutions notice board.

2. Monitoring mechanisms:

✓ Lesson plans have to be submitted a week prior to the lesson to be given at the practice teaching school.

✓ This gives ample time for the teacher educator to correct the plan.

✓ Guidance slots are allotted for giving guidance on a one-to-one basis

✓ Thorough individual guidance is then given on a one to one basis.

✓ Ample opportunities are provided to student teachers to exhibit their creativity.

3. Observation of lessons:

✓ Each teacher educator observes 6-7 lessons on any given practice teaching day.

✓ Peer observation for every student teacher is 3-4 lessons per day.

4. Feedback mechanism

✓ Teacher educators give general feedback at the end of every practice teaching day. These are general instructions, behavioral patterns and/or if any common errors committed.

✓ Individual feedback is also given on a one to one basis and suggestions for improvements are highlighted

✓ At the college level the guiding teacher educator goes through the remarks given by the supervising teacher educator and accordingly plans the guidance program subsequently.

✓ Reflection column in the lesson plan helps in analyzing performance with respect to the strengths, weaknesses and lacunae if any.

7. Describe the process of Block Teaching / Internship of students in vogue.

Block teaching is planned for 3 continuous working days, all the student teachers give one/two lessons per day the teacher educator supervises these lessons and comments and suggestions thereon are given. Senior school teachers also observe some of these lessons and they give valuable inputs whenever and wherever necessary.

With prior permission from the practice teaching schools the Internship programme is planned for 12 continuous working days. The various activities undertaken by the student teacher during the internship programme are as follows:

✓ Conducting morning assembly.

✓ Taking attendance

✓ Proxy periods

✓ Correction of books

✓ Library work

✓ Labeling apparatus in the laboratory

✓ Understanding the office work

✓ Carry out unit test

✓ Evaluation of the test

✓ Giving Feedback

✓ Organizing co curricular activities

✓ Giving two additional value based lessons.

✓ Observing senior subject teachers lesson

✓ Administering of the action research questionnaire

During the Internship programme teacher educators are present in the practicing teaching schools to monitor the work done by the student teachers. Individual report has to be prepared by each student teacher and submitted. A consolidated group report is also

prepared and submitted by the group leader in charge. The Internship is a very fruitful and rich field experience for every student teacher.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes the practice teaching sessions/plans are developed by involving the school staff and mentor teachers.

   ✓ The practice teaching time tables are prepared with the concurrence of the school principal or supervisor.
   ✓ The units are given by the school subject teachers.
   ✓ The lesson plans are submitted to the guiding teacher educator.
   ✓ Guidance is taken on a one to one basis.
   ✓ Feedback received is shown to the guiding teacher educator.
   ✓ School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Before the initiation of the practice teaching the student teachers are well oriented with the micro-skills, different methods and techniques of teaching, models of teaching, power-point presentations, preparation of different teaching aids, improvised aids, working models, etc. The student teachers have the freedom to use the best suitable means for the effective transaction of their lessons. Rigorous guidance and practice at the initial stage brings the desired and the best output from the student teachers. Workshops on learning disabilities, Inclusive education etc also gives extra inputs. Further more, theory papers like psychology and methods give ample scope to orient student teachers about the diverse learning needs in the class room.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The major initiatives adopted by the institution for encouraging student teachers to use / adopt technology in practice teaching:

- ✓ Hands on training given in using of computers.
- ✓ Encouragement given to give power point lessons, besides the two lessons stipulated by the University of Mumbai.
- ✓ Training given to download from the internet.
- ✓ Use of LCD projector for paper presentations, for seminars is encouraged
- ✓ General guidelines are provided for preparing effective powerpoint presentations

2.4 Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

   The practice teaching planning is done in coordination with the school staff by:
   - ✓ Collecting the time table and accordingly planning the schedule
   - ✓ Taking the units from the respective subject teachers and then planning the lessons
   - ✓ These lesson plans are then corrected by the guiding teacher educators
   - ✓ Individual guidance is given to each student teacher
   - ✓ Feedback is also taken from the practice teaching schools with regards to any improvements required in the teaching methodologies or content

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?
   - ✓ 6-7 student teachers are assigned to a practice teaching school. The decision of allocation has been on the basis that:
   - ✓ Psychologically a small group is easy to be accommodated in a school, without disrupting their schedule.
   - ✓ The teacher educator is able to give sufficient time to each student teacher for feedback.

✓ Arranging the time table in coordination with the school authorities is simple.

✓ Observing 6-7 lessons is not strenuous for a teacher educator and the teacher educator is able to give due justice while observing and giving suggestion.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

✓ Feedback is a regular mechanism adopted by the institution to inform the student teachers about their respective performances.

✓ Feedback is given on a one to one basis.

✓ The strengths and the weaknesses are analyzed and communicated to the student teachers.

✓ Check is kept to see if there is a marked improvement in the student teachers next performance.

✓ 'Reflection'-Column has been introduced in the lesson plan wherein the student teacher can do a self appraisal of the lesson given.

✓ Guiding teacher educator reviews the written feedback given by the supervising teacher educator and discusses the same with the student teacher for further improvement.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The institution ensures student teachers are updated on the policy directions and educational needs of the schools by:

✓ Conducting Orientation programmes with respect to every activity that has to be conducted in schools.

✓ Monitoring every activity of the student teacher

✓ Guiding the student teachers at every stage of their activity.

✓ Theory paper like Philosophy, Sociology and School Management also contributes in this area.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

✓ A change in the school subjects or the curriculum gets reflected in the textbooks.

- ✓ The teacher educators and the student teachers are well conversant with these changes.
- ✓ Regular interactions by the teacher educators with the school personnel give an insight to understand the requirements and expectations of the school.
- ✓ Teacher educators then accordingly guide the student teachers.
- ✓ Attending workshops and seminars with respect to school subjects and teaching methodologies helps to realize the needs of the school.
- ✓ Inviting school teachers to workshops conducted by teacher educators provides an interactive platform to discuss the various problems.

6. What are the major initiatives of the institution for ensuring personal and professional/ career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

   The institution supports professional as well as personal development of the teacher educators through:
   - ✓ Encouragement to enroll for higher education
   - ✓ Promotion of research activities, through 'Research Forum' of Mahatma Education Society.
   - ✓ Participation in orientation and refresher courses
   - ✓ Attending seminars, workshops and training programmes.
   - ✓ Paper presentations at the local and national level
   - ✓ Conducting workshops
   - ✓ Writing articles

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

   Yes, the institution appreciates and motivates teacher educators for their good performance by felicitating during:
   - ✓ Alumni function
   - ✓ Teacher's day
   - ✓ Annual day

Positive encouragement is given after completion of any activity. This boosts the morale of the teacher educators.' Best Teacher Award'-has been instituted by Mahatma Education Society to appreciate the efforts of the deserving teacher.

2.5   Evaluation Process and Reforms

1.   How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The barriers to student learning are identified through:

✓ Informal talks,

✓ Suggestion box

✓ Performance at practice teaching

✓ Examinations

✓ Mid term reviews

✓ Exit Meeting

Communicated through:

✓ Tutorial meets

✓ Method lectures

✓ Feedback

Addressed through:

✓ Mentoring

✓ Assistance with notes

✓ Extra Lectures in vernacular medium

✓ TEAMS module.

A proper task and need analysis helps identify the barriers in the learning of student teachers. Team's module adopted by PCER helps in providing remediation to the students at risk.

2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

B.Ed curriculum encompasses a continuous and comprehensive evaluation. The assessment of the student teachers include internal assessment (500 marks) + external assessment - University examination (500 marks)

Internal Assessment encompasses:

✓ Essays,

✓ Terminal examinations

✓ Preliminary examinations,

✓ Class tests.

✓ Open book examinations

✓ Practice Teaching

✓ Seminars,

✓ Action research project

✓ Participation in co curricular activities like:

- Competitions

- Sports

- Annual day

Apart from this the three tier evaluation system devised by the institution gives sufficient feedback

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The student's performance in their essays, terminals and various co-curricular activities are assessed and individual feedback is provided. This feedback is also communicated to the tutorial group teacher educator in charge and remedial measures are adopted according to the requirement and deficiencies of the individual student teacher. The first

terminal examination and the diagnostic remedial testing gives a clear status about the student teacher

4. How is ICT used in assessment and evaluation processes?
   - ✓ Common entrance test assessment is computerized
   - ✓ Centralized B.Ed examinations merit list is computerized.
   - ✓ Internal assessment is computerized.
   - ✓ Online feedback form helps in further assessment of the entire programme.

2.6   Best Practices in Teaching -Learning and Evaluation Process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

1. **Title of the practice***:*

    The strategy adopted in the best practice of teaching – learning and evaluation is Block Schedule … as an Innovative approach

2. **The context that required the initiation of the practice:**

    A compelling learning experience is that which provides a real and relevant context for learning through which student teachers realize the importance of learning in their lives and its potential in developing the life skills among their students.

3. **Objectives of the practice:**

    ✓ To engage student teachers' in active and integrative learning.

    ✓ To help student teachers' to acquire mastery of the content.

4. **The practice:**

    The practice commenced with a formal introduction on the Block Schedule approach of teaching learning. A sub- unit of a particular paper is fragmented and differentiated teaching strategies were adopted in a longer duration of the lecture through group learning, learning through discussion, brainstorming sessions, debates, dramatizations/ role play, library reference work, assignments, seminar presentation, Power point presentations, peer tutoring as varied teaching learning approaches. The student teachers' conceptual clarity is assessed.

5. **Obstacles faced if any and strategies adopted to overcome them**:

    There were no hurdles that came along during the conduct of this approach.

6. **Impact of the study:**

    ✓ Learning seemed to be more interesting, meaningful, interactive leading to active participation among the student teachers' with apt concept formation. Academically weaker student teachers' benefitted through adequate support from their peers.

    ✓ Learners were less pressurized as they could learn at their pace and as per their interest level.

7.   **Resources required:**

The institutions resources were effectively utilized for the smooth conduct of the block schedule approach which enabled utmost student participation and initiated new avenues towards teaching and learning. The resources also included the array of library books, infrastructure in the college such as additional rooms, computers, internet sources.

8.   **Feedback mechanism and future plans:**

Informal feedback on the practice was taken from the student teachers' in the form of talks, discussions among students and staff.

2.   *How does the institution reflect on the best practice in the delivery of instruction, including use of technology?*

✓ *The Institution practices the Block Schedule Approach in the teaching learning process.*

✓ *The teacher educators are provided with laptops and internet facilities to enable them to do the reference work from the internet.*

✓ *On-line chatting, conferencing with the experts from the concerned fields.*

✓ *The teacher educators do the reference readings from the digital libraries.*

✓ *The teacher educators also access essential teaching aids and other materials which are required for the teaching learning activities from the internet.*

Thus the teacher educators are updating themselves with the latest outcomes of research work in the above areas and revise the strategies at par with the research developments. So the technological resources of the institution help the teacher educators to implement the innovative practices.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1.   What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?

Main evaluative observations of the NAAC peer committee:

✓ **Academic programme should be articulated   through academic calendar.**

As per the suggestions of the NAAC peer team our institution has developed a detailed academic calendar .The calendar reflects the systematic day wise break up of entire curricular and co-curricular activities in detail. The academic calendar has been uploaded on the website of the institution and has been attached as a document.

- ✓ **Block practice teaching and internship are not organized in a manner recommended by the most educationists**

   The practice teaching lessons are organized on three days in a week Monday, Wednesday and Friday for one division and, Tuesday, Thursday and Friday for the other Division. 3 days of block teaching is organized in the month of January and which is followed by an internship programme for 12 days.

- ✓ **Rethink the implementation strategy for practice teaching to provide longer duration.**

   The practice teaching is scheduled three days in a week for both A and B divisions respectively. During the first-term six weeks of practice teaching is organised, in the second term five weeks of practice teaching is organized apart from the block teaching and internship. So as per the suggestions given by the NAAC team special attention and emphasis is given to the practice teaching.

- ✓ **Replacement of old library dictionaries. The reference section and the stock on research literature need to be strengthened.**

   A total make over has been done for the library. The library is also very well furnished and wide range of books of different areas and categories are added on to it .It is further strengthened by thesis, research literature, encyclopedias, dictionaries etc.Old stock has been replaced. Online facilities have been provided.

- ✓ **Space constraint for proper lab equipping.**

   With the construction of new building space constraints have been really solved. The new class rooms are techno savvy and well ventilated, airy and quite spacious to accommodate the student teachers. Science, Mathematics and Psychology Laboratories are well equipped with the apparatus and materials required.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Construction of new wing; A new wing has been added to the old structure which has made available additional spacious classrooms, wide open and airy library, convertible auditorium, psychology laboratory etc.

Technologically up-dated classrooms; classrooms have got LCD connections, which helps the teacher educators in the content transaction. This enables better clarity of the content matter and total involvement of student teachers.

A elevator is in the process of installation

Library has a full stock of reading materials, with internet connectivity and open access system.

Research area has been strengthened through:

✓ Research Forum

✓ Workshop on Action Research

✓ Institutional researches

✓ Teacher educators involved in minor and major researches

Apart from the above, the institution has strengthened its area of publication through:

✓ College Magazine

✓ News letter

✓ Articles in Nationally refereed magazines

✓ Articles in Nationally non refereed magazines

✓ Publication of national level (bi-annual) Research bulletin

Networking with HEI's has been strengthened by:

✓ Participating & presenting papers in various Teacher-Education institutions.

✓ Organising intercollegiate Extempore competition.

✓ Pro-active participation of the faculty in the syllabus Revision process.

✓ Senior faculty being on the panel for Interviews, LIC Committe etc.

✓ Our faculty being invited as 'Resource Persons' in various HEI's.

Criterion III: Research, Consultancy and Extension

3.1   **Promotion of Research**

1. How does the institution motivate its teachers to take up research in education?

   "A garden cannot properly flourish if it has not been adequately watered and nurtured!" Mahatma Education Society under its banner has started a Research Forum to provide a platform to motivate its staff and students , to take up educational based researches. The main thrust of the Research Forum is to initiate and engage the teachers and students in intellectual debates, paper presentations and to foster research related skills.

   ✓ Research and teaching are interdependent activities. Our institution creates environment supportive of research for the teacher educators. Teacher educators are provided with the necessary resources and opportunities to keep abreast with latest issues in their field and to integrate the results of their own and others' research into the course content.

   ✓ Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials, relevant technology, sabbaticals and flexibility is provided in time schedule.

   ✓ Teacher educators are encouraged to share their work with colleagues through periodic staff enrichment programs. Staff enrichment programs provide exposure to methodologies, techniques and topics from fields outside their own. Support is provided for teacher educators to participate in professional conferences at regional, national, and international levels.

   ✓ Workshops are conducted on a regular basis to orient with the research skills.

   ✓ The institution encourages teacher educators to conduct researches

   ✓ Teacher educators are encouraged to register for PhD.

   (The number of teachers registered are : 4)

2. What are the thrust areas of research prioritized by the institution?

The thrust areas prioritized by the institution are:

- ✓ Educational related problems, which has relevance to educational difficulties and problems faced by the teachers not only at state board level schools but also in ICSE, CBSE, IGCSE, IB level . The main aim is to identify the problem areas, find remedies and suggest remedial measures.

- ✓ Environmental related problems like studying the carbon foot prints, the effect of pollution on the health of the children etc.

- ✓ Mentoring of the students at risk- diagnostic and remedial steps.

- ✓ Inclusive education.

- ✓ Problems faced by the teachers in the classroom like absenteeism, lack of interest in particular subject, lack of attention, causes of anxiety before the examination amongst the students, causes of lack of confidence while reading English prose etc.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes the institution encourages Action Research. As part of the B.Ed program each student teacher conducts an action research. Teacher educators also conduct action researches at school and college level.

Details of the outcome and impact of some of the major action researches conducted:

- ✓ The action research conducted on mentoring of the students at risk helped to identify such students and after effective mentoring by their peers, these students could be successfully brought to the level of average performer. As a result of timely mentoring provided, there was a marked difference in the institution's academic result. Due to mentoring, it was observed that there was considerable boost in the confidence level of such students. At the same time the peer group which was involved in mentoring benefited too. Because of these positive results, more rigor was brought in the tutorial groups and mentoring approach.

- ✓ The action research done on carbon foot prints helped to create awareness and sensitize the environmental related problems like global warming and what measures can be taken to combat it.

- ✓ The outcome of the action research work on effectiveness of co- operative learning was that learning through this technique had an edge over the traditional way of learning. The impact of this research was self- learning, self- reliant, we - feeling, commitment towards fellow students, being responsible for their own actions etc was observed amongst the student- teachers.

- ✓ The outcome and impact of the action research to study gender differences in learning style preferences, among the B. Ed students was that the knowledge of students preferred learning styles of students is vital if we, as educators, are to provide tailored strategies for individual students. Knowing students' preferred learning style also helped to overcome the predisposition of many educators to treat all students in a similar way as well as motivate teachers to move from their preferred mode(s) to using others.

4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

   The details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years. **Annexure 1**

3.2 Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

   Teacher educators have developed instructional and other materials that are used to aid in the transference of information. Teacher- educators make use of instructional materials to aid in the learning and teaching of subject matter for the B. Ed class. These instructional materials include:

   - ✓ Year Plan and Question Bank prepared by each teacher educator
   - ✓ Dossier prepared for each activity on various topics
   - ✓ Power Point presentations (visual aids)

- ✓ Articles
- ✓ Materials for project development
- ✓ Self learning instructional material like Programmed learning, CAI and Evaluation- Application of Statistics
- ✓ One of our Senior teacher educator has authored a book in teaching of Hindi method
- ✓ The PCER teacher educators are committed to ensure that all campus information, resources and technologies are fully accessible to the student teachers. This commitment reflects a goal to provide the most effective learning environment for all student teachers.
- ✓ Uploaded study materials are available online for the student teachers.
- ✓ In the pipeline: Blogs and Wikis online which can be accessed not only by our student teachers but even other B.Ed student teachers from various colleges.

2. Give details on facilities available with the institution for developing instructional materials?
   - ✓ Teacher educators have been given personal laptop by the management, wherein each teacher educator can work at their own pace to develop study material/ instructional material.
   - ✓ WiFi connections are installed in the staff room for internet access.
   - ✓ There are extra desktops too placed for the use of student teachers. They are allowed to learn computer, prepare power point presentations and even access internet.
   - ✓ A well equipped Computer laboratory and a DTP section is available for professional help.
   - ✓ Library provides a lot of scope with the help of reference books for developing instructional materials.
   - ✓ Internet facility in the library

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.
   - ✓ Power point presentations of each paper- unit wise has been prepared by the teacher educators and all the subject notes are available in soft copy too.

✓ Power point presentations for various method papers have been developed (by the teacher educators as well as by the student teachers).

✓ Programme learning material for Mathematics has been developed.

✓ General instructional manual is developed and provided in class to develop effective power point presentations.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

   a. Organised by the institution

   b. Attended by the staff

   c. Training provided to the staff

   The details on various training programs and/or workshops on material development (both instructional and other materials) are:

   ✓ Workshop was organized by the institution for the student teachers on puppetry - making and how to use them effectively and innovatively in lessons.

   ✓ Workshop on developing CAI material was conducted for the student teachers.

   ✓ Workshop was conducted on developing sustainable teaching aids and instructional material

5. List the journals in which the faculty members have published papers in the last five years.

   Annexure 2

6. Give details of the awards, honors and patents received by the faculty members in last five years.

   The secretary & CEO of Mahatma Education Society Dr.K.M.Vasudevan Pillai and Dr. Daphne Pillai, Joint Secretary Mahatma Education Society, was felicitated at the University of Mumbai by the Vice – Chancellor, University of Mumbai at Kalina Campus for their invaluable contributions towards education. Its an amazing feat indeed! of establishing 48 institution in various disciplines in a span of just four decades.

- ✓ Dr. Sunita Wadikar was interviewed in the achiever slot by TOI group.
- ✓ Ms. Sally Enos was awarded best teacher's award from the MES.
- ✓ Ms. Sally Enos was conferred the Doctoral Degree by YCMOU for her work on " A Study of the Effect of Environmental Education as perceived by Student teachers".
- ✓ Ms. Jayashree Ramanathan was conferred the Doctoral Degree by the University of Mumbai for her work on 'A study of Sri Aurobindo's Contribution to Integral Education'. (2007 – 08)
- ✓ Ms. Usha Kumar was conferred the Doctoral Degree by the University of Mumbai for her research in mathematics related topic. (2008 – 09)
- ✓ The institute had been selected as the 'Best Extension Work College' of 2005 - 2006 by the Department of Adult and Continuing Education and Extension, University of Mumbai.
- ✓ Ms. Asha Latha Nelli won the trophy for her special contribution to the extension activities for the academic year 2008 - 09.
- ✓ Ms. Asawari Bhave was conferred the Doctoral Degree by the University of Mumbai for her work on ' A study of B.Ed. students teaching styles in relation to their learning style, self efficacy and personality' (2009 – 10)

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

'Life long learning' and 'Education for All' has always been the motto of Pillai's College of Education and Research. Teacher-educators are always encouraged to conduct researches; they are given all kinds of facilities and concessions to pursue their doctoral degree. **Annexure 3**

3.3   Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The institution has been providing consultancy services at various educational levels like:

- ✓ To D. Ed teachers by orienting them on how to conduct action research in their classroom

- ✓ To school teachers in collaboration with Homi Bhabha Centre for Science Education on 'Research in Education'
- ✓ Orientation program was arranged for parents on Parental Skills
- ✓ Workshop on 'Personality Development' for the students.
- ✓ Workshop on creating awareness about inclusive education to the B. Ed students
- ✓ Our expertise was shared in course writing for B.Ed, B.A (Education) M. A(Education) in Mumbai University
- ✓ Dr. Sunita Wadikar was on the panel for setting SET paper.
- ✓ Dr. Sunita Wadikar was on the panel for selection of best teacher at all India level for BARC.
- ✓ Dr.Sunita Wadikar was an external referee for M.Ed at the YCMOU and SNDT Women's University.
- ✓ Our teacher educators are visiting faculty for M.Ed. & M.A. (Education)
- ✓ Our teacher educators are internal guides and referees for M.Ed., M.Phil.
- ✓ Creating effective lesson plans for classes V to X in Science and Mathematics in coordination with TATA Interactive Systems

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

   Yes, the faculty members of the institute are competent to undertake consultancy.

   Areas of competency of the staff members are:

   - ✓ Guidance
   - ✓ Counseling
   - ✓ Job selections
   - ✓ Participation in Career advancement
   - ✓ Action Research
   - ✓ Curricular framing and Course writing
   - ✓ Panelists on Interview panels

   Steps initiated by the institution to publicize the available expertise:

The available expertise are not publicized formally however, by word of mouth our experts are always in demand

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

✓ Basically, the consultancy done by the staff members of the institution is honorary. Even if the revenue is generated, the institution allows the concerned person to utilize the same. Every teacher- educator acts as a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit.

4. How does the institution use the revenue generated through consultancy?

✓ The institution does not claim any stake on the revenue generated by the teacher educators.

3.4   Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The institution calls for 'Education for Sustainable Development (ESD) wherein the student teachers are trained to play a key role in advancing ESD. Keeping this view point, the Pillai's College of Education and Research holds the key to equipping student- teachers to address sustainability in their future classrooms and thus shape the future of communities and nations around the world.

Because of the large influence of teacher educators on the student teachers, their role in shaping a more sustainable future is equally large.

✓ **Contribution of the institution through Community work and outreach programmes, partnering with NGO's and GO's -**

The main objectives of our institution with respect to community work and various outreach programmes are

✓ To inculcate values like co-operation, sincerity, sympathy, gentleness, humility, compassion, courtesy, team-work towards community.

✓ To provide opportunities to serve the community in various ways and also in different roles expected from working teachers.

✓ To render remedial teaching in the subjects English, Mathematics, Hindi and Marathi

✓ To provide awareness and exposure to the students through various co-curricular activities.

✓ During the floods in July 2006 in Mumbai PCER contributed by donating generously in cash and kind to the needy people of society

A project was taken up with the Navjeevan Centre at Murbad which is the home for street children and children of commercial sex workers. The B. Ed students were able to execute the work as planned & achieve their objectives. This helped in sensitizing the student teachers towards the less privileged section of the community.

Our B. Ed student teachers carried out remedial teaching for those students who were at academic risk . Some of the students who were coached through remedial teaching performed extremely well at the board examination, which was acknowledged and highly appreciated by the organization

The institution rendered help to Children's Aid Society at Mankhurd. The student teachers were able to execute the work and achieve the objectives as planned. They were also sensitized towards the needs/problems of the neglected section of the community. The student teachers also identified various other organizations where they can volunteer their services.

Our student teachers have offered their services also in the nearby locality catering to those communities which are needy and wanting help. The student teachers tried to understand the problems faced by the people who were Economically Backward. Our student teachers sensitized the children and their parents from slums on various social issues like female infanticide and foeticides, drug abuse, child marriage, child labour, hygiene etc. At the same time our students also contributed towards Premdaan, an NGO

which gives shelter to deserted women and street children on the street by catering to their basic needs.

Through our Erudite NGO in collaboration with Soroptomist International Club of Chembur a major project was taken up this year with the orphanage 'Premdaan" (NGO) where in provision for meals for 10 days was made available for the inmates. Also some of their other requirements like medicines, clothes etc. were donated.

Adoption of girl child by providing educational resources at Matoshree Vidyamandir Mankhurd

Teaching English speaking to students of IX std of Marathi Madhyamik Shala Chembur.

Extension Activities:

Extension can be defined as the process of working in and through the community, the objective being to bring about sensitization in the various social, environmental and women issues. The university grants commission in its policy frame work on Higher Education, emphasized extension as third important responsibility of University Education along with Research and training.

Extension Activities undertaken during the years (2004 – 2010),: Extension work, was conducted in association with The Department of Adult and Continuing Education and Extension, University of Mumbai.

With a view to ensuring effective management of extension work, the extension work teachers and managers organized various college level activities, such as Talk, Discussions, Debate, Poster Competition, Street Play, Community activities i.e. seven lessons based on social issues to be taught in different classes in their practice teaching schools for PEC (Population Education Club) students. As part of the self-employment project the APY(Annapurna Yogna) students sold 25 varied food items, which helped in developing entrepreneurship skills to the student teachers.

The extension work teachers, student managers and the students enjoyed the opportunity of attending a festival organized by the Department "Indradhanush."

The year 2006 – 07 was of prime importance as our institution bagged the best B. Ed College Award for Extension work for the year 2005-06 by the Department of Adult and Continuing Education, Churchgate.

The extension work teachers, student managers and the student teachers participated in the festival organized at the Comprehensive College of education 'Udaan- the flight of extension 2008-09'. We have coordinated with an NGO called World Vision which works for creating awareness for HIV AIDS. They conducted an awareness program through a street play and seminar.

The institution in partnership with Erudite an NGO and Rotaract Club, organized various program like AIDS awareness, Blood donation camps, etc.

Information Technology project (ITP) is also undertaken which gives those student teachers who do not possess knowledge of computers are trained on how to work and download information from the internet.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution has benefited from the community in the following manner:

Community participation in institutional development:

✓ Constant contact with the community via schools has helped in human capacity building of the institution.

✓ The first hand experiences during these activities and the interactions with the less privileged section of the society helped the student teachers in bringing in awareness and sensitization thereby developing their 'Affective Domain' making them more humane.

✓ Syllabus revision of the schools helped to get insight into latest development in the subject- matter.

✓ Faculty attended IB training program which has helped in understanding the educational system at global level.

✓ The institution helped the needy women by allowing them to sell homemade hygienic food in the canteen.

- ✓ Experts from diverse fields, through the Alumni were invited to orient student teachers as well as teacher educators on anger management, stress management, public speaking to name the few.
- ✓ Brahmakumaris conducted a session on how values are an integral part of life, interpersonal relationships and anger management.
- ✓ Educational institution conduct campus interviews which helps student teachers to secure placement
- ✓ **Institution-community networking, institution-school networking:**
- ✓ The institution has adopted Chembur Marathi Madhyamikshala wherein help is provided in the form of guidance, providing teaching aids, conducting English speaking classes, personality development as the school caters to the under privileged students.
- ✓ Our B. Ed student teachers undertake remedial teaching to students weak in studies.
- ✓ Parents of the students from this school are oriented on different aspects like parenting skills, handling adolescent problems etc.
- ✓ Teachers of this school are motivated to take up action research guided by our teacher educators'.
- ✓ Workshop on puppet making, best out of waste for the school students was conducted.
- ✓ Workshop on Research in Education in collaboration with Homi Bhabha Centre for Science Education was conducted for working secondary school teachers.
- ✓ Workshop on innovative teaching methodology is organized for school teachers.
- ✓ Research on carbon-footprint was conducted with the help of Rotractors.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The ongoing project of adopting the Chembur Madhyamik Shala has yielded good results for the students. The student teachers were very satisfied with their contribution towards the community. Hence the institution has planned to adopt a few more municipal schools to work towards our mission 'Education for All'. The society has initiated talks with a few Headmasters of certain rural schools in Raigad district to conduct community services to

create awareness on hygiene, civic rights and duties, basic literacy skills and certain vocational training skills and also to develop technology in the schools.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.
   - ✓ The institution very successfully completed a project at **Navjeevan Center at Murbad – A home for the children of Commercial Sex Workers. Refer Best Practice Document No. 2**
   - ✓ The student teachers were able to execute the work as planned and achieve their objectives. Our student teachers were also sensitized towards the neglected section of the community.
   - ✓ Remedial teaching was provided for students at risk.
   - ✓ The student teachers also contributed in cash as well as in kind like text books, clothes, stationery to the resident students of Navjeevan center.
   - ✓ The student teachers stayed and spent quality time with the students, cooked for them, taught them, played with them. Many other small projects were also undertaken & completed successfully

5. How does the institution develop social and citizenship values and skills among its students?
   - ✓ The institution believes in providing hands on experience to the student teachers, so the student teachers were asked to stay at Navjeevan Centre at Murbad which is a home for kids of commercial sex workers.
   - ✓ The student teachers served the under privileged children. This was a touching experience for the student teachers and they realized the importance of their contribution to the society.
   - ✓ Daily assembly is conducted to inculcate values through various activities.
   - ✓ Extension activities provides a platform to understand various social issues, this helps in sensitization thereby leading to development of values.

- ✓ Active participation in various other community projects gives first hand experience to inculcate attruistic attitude
- ✓ Curricular activities provides a lot of scope for introducing various activities like collaborative learning, co-operative learning which helps the student teachers develop social and citizenship values and skills as it requires a lot of team work and team effort.
- ✓ Co- curricular activities requires team spirit. Organizing and conducting these activities helps the student teachers in developing values like tolerance, care for one another, helping each other etc.

3.5   Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

   The institution keeps pace with fast growing societal needs and keeps it abreast with the latest information at the National level.

   - ✓ Our college was center for IGNOU - B. Ed by distance education and our teacher educators were actively involved in various activities like arranging of lectures, practice teaching lessons, and assessment to name a few.
   - ✓ Workshop for teachers was conducted on 'Research in Education' in collaboration with Homi Bhabha Center for Science Education.
   - ✓ In collaboration with Rotaract club, a research is being conducted on an environmental issue – carbon footprint.
   - ✓ In the pipeline, is an action research by the faculty members in collaboration with Homi Bhabha Center for Science Education.
   - ✓ Collaboration with GODS - (NGO for disabled) - to bring about sensitization in the student teachers towards the disadvantaged group of the society

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

The institution keeps pace with fast growing societal needs and keeps it abreast with the latest information at the International level.

- ✓ SOROPTIMIST INTERNATIONAL: Under the banner of Mahatma Education Society an International linkage was formed with its link with Great Britain and Ireland named as Soroptimist International. The club held a number of community level activities to help the women in need through Jumble Sale of clothes, household products thereby utilizing the returns for the upliftment of the under privileged women.
- ✓ Various talk shows were organized to exhibit the talents of women.
- ✓ As part of the Soroptimist International of Great Britain and Ireland a group of German delegates visited Dr K. M. Vasudevan Pillai Campus to understand the system of education in India.
- ✓ Online debate through teleconferencing was organized between the students residing in India and those students residing in London.
- ✓ Linkages with MES's International Baccalaurete schools at Gorai and Panvel has helped in networking by way of organising workshops, training programs etc.
- ✓ Dr. Leena Furtado associate professor from California State University Dominquez Hills - College of education, incharge of International Linkages visited our institution to establish a liason with respect to faculty exchange program, student exchange program, summer exchange program, research organising workshop.
- ✓ A workshop on education research was conducted by Dr. Leena Furtado

3. How did the linkages if any contribute to the following?
   - ✓ Curriculum Development
   - ✓ Teaching
   - ✓ Training
   - ✓ Practice Teaching
   - ✓ Research
   - ✓ Consultancy
   - ✓ Extension
   - ✓ Publication
   - ✓ Student Placement

- ✓ Linkages with different organizations helped the teacher educators to get insight into teaching – learning process wherein they were familiarized with latest methodology of teaching.
- ✓ A few of the teacher educators have undergone IB training program to understand the international methodology of teaching – learning knowledge of the same was disseminated to other teacher educators and student teachers.
- ✓ Linkages with various schools helped in developing understanding of their requirements and problems faced by students and teachers at the school level and in the teaching – learning process.
- ✓ Collaboration with Homi Bhabha Center for Science Education helped the institution to start action researches pertaining to educational issues.
- ✓ Linkage with Soroptimist International Club helped to conduct a number of community level activities to help the women in need through Jumble Sale of clothes, household products thereby utilizing the returns to the under privileged women and girl students welfare.
- ✓ The institution in partnership with NGOs like Erudite, World Vision and Rotaract Club, organized various programmes on AIDS awareness, Blood donation camps etc.
- ✓ The teacher educators' have published their papers and articles in various journals.
- ✓ The Pillai's Educational Research Bulletin invites guest writers, lecturers, ex- students, present students and researcher from the field of education.
- ✓ The various schools are allowed to conduct campus interviews, thus enabling our student teachers to be placed in reputed schools.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)
- ✓ The institution has adopted Chembur Marathi Madhyamikshala wherein necessary help is provided for the school and its students.
- ✓ This year another needy school - 'Matoshree' has approached us with their requrements which will be fulfilled in the near future
- ✓ Our B. Ed students undertake remedial teaching to students weak in studies, teaching aids are provided, and coaching in English speaking is given.

- Parents of the students from school is oriented with different aspect like parenting skills, handling adolescent problems.
- Teachers of this school are motivated to take up action researches.
- Workshop on puppet making, best out of waste for the school students was conducted.
- Through practice teaching and internship program our students try to fulfill the requirements requested by the various schools like teaching aids, conducting of competition, debates, quiz programs, sports.
- Various schools are allowed to conduct campus interviews.
- Workshop on Research was conducted for school teachers in collaboration with Homi Bhabha Center for Science Education.
- Workshop on Pedagogical Enrichment & Research Skills was conducted.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, the teacher educators are actively involved with the school teachers and other personnel from the school to understand:

The expectation of the school with respect to the practice lessons.

Plan out lessons to suit the needs of the school.

Discuss the methodologies suitable to the requirements of the school.

To achieve a successful rapport the schools invite our teacher educators to conduct talks, workshops on methodologies of teaching and to observe their school teachers lessons and evaluate the same.

6. How does the faculty collaborate with school and other college or university faculty?

The teacher educators collaborate with school and other college or University when they are

- Invited as judges for various exhibitions.
- Invited as judge in quiz competitions, elocutions, and debates.
- Examiners/ moderators at the University level.
- In the committee of paper setter & translators at University level.
- Conveners for various B.Ed papers during the syllabus revision

- ✓ Moderators and paper setters for D.Y.Patil Deemed University.
- ✓ Course writer for B.A.Education, M.A.Education, Mumbai University
- ✓ Internal and External referee for M.Ed, M.Phil.
- ✓ Guiding for M.Ed, M.Phil. Madurai University, Mumbai University. BITS Pilani
- ✓ Conducting various workshops for school and college faculty.
- ✓ Conducting workshops at the University
- ✓ Panel members on Committees of Interviews, Career advancement etc.

3.6 Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?
   - ✓ The PCER faculty has been encouraged by the management and principal to conduct action researches based on educational problems.
   - ✓ Institution facilitates faculty research with appropriate institutional support, including the acquisition of research materials and relevant technology, sabbaticals, release time.
   - ✓ Every teacher- educator is encouraged to be a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit of these students.
   - ✓ Senior faculty members of PCER have been providing their valuable insights to those newly setup B.Ed colleges regarding the functioning, infrastructure required, resources needed etc.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?
   - ✓ Whenever the faculty members come across some problem in the educational field, immediately that problem is tried to be tackled by taking up an action research like to study of effectiveness of co-operative learning over conventional method of teaching –learning in mathematics method amongst B. Ed students was effectively conducted

and the impact of the study was analyzed and similar technique of co-operative learning was then tried in different methods too.

✓ The institution has adopted Chembur Marathi Madhyamikshala wherein whatever help is necessary for the school and its students is provided in the form of guidance, providing teaching aids, conducting English speaking classes, personality development for the lesser privileged students to name the few.

✓ Our B. Ed students undertake remedial teaching to students weak in studies, teaching aids are provided, and coaching in English speaking is given.

3.6. A. Best Practices in Research (Bird's Eye- View)

Best Practice in the area of Research has been to conduct action research in the new methodology adopted.

1. **Title of the Action Research***:*

   The study of effectiveness of co-operative learning over conventional method of teaching – learning in mathematics method amongst B. Ed students

2. **The context that required the initiation of the action research:**

   Through co-operative learning strategies, the B. Ed students will be able to facilitate student learning, increase student's retention and their academic achievement.

3. **Objectives of the action research:**

   The objectives of the study were:

   ✓ To promote B. Ed students learning, increase their retention, self-esteem and develop their social skills.

4. **The action research:**

   ✓ The 5 groups of eight students was given study matter on the contributions of five different mathematicians, which the team members had to study in their respective groups wherein they were accountable to others, and to self..

   ✓ This co-operative learning technique was duly named 'TPSC technique', which stands for 'Think – Pair – Share – Care technique'

5. **Obstacles faced if any and strategies adopted to overcome them**:

   There were no obstacles faced as such because all the student- teachers showed plenty of enthusiasm for learning through co-operative learning technique – 'TPSC technique'.

6. **Impact of the study:**

   ✓ Cooperative learning improves academic performance among high- and low- achieving student teachers.

   ✓ Cooperative learning had positive effects on student teachers' self-esteem, social relations, attitudes toward mainstreamed students, and race relations.

7. **Resources required:**

   All the resources of the institution are pooled to ensure student support and progression.

8. **Feedback mechanism and future plans**

   Feedback on the action research conducted was taken from the students in the form of feedback forms, informal talks, exit meeting and through a suggestion box. '

3.6. B. Best Practices in Research (Bird's Eye- View)

1. **Title of the Action Research***:*

   A comparative study of the impact of Block Timetable and Single Period Time- table on learning of students

2. **The context that required the initiation of the action research:**

   It has been experimentally proved that the present time – table system allocating 35 – 50 minutes per subject in a day, shifting between Mathematics, English, Hindi and Marathi, interspersed with a short and long recess, has done immense harm to children because it has been proved that the transfer of knowledge cannot be transmitted within such a short time (within the breaks) to a child of 10- 11 years.

3. **Objectives of the action research:**

   The objectives of the study were:

   ✓ To assess the learner's understanding, growth and development.

   ✓ To study the effectiveness of the block time – table.

4. **The action research: Procedure –**

   ✓ The two groups having equal number of students were taught the above subjects through Block Timetable and Single period time table respectively.

   ✓ In Block Timetable schedule, each subject was allotted time duration of one and half hour for three subjects for 3 days were taught with innovative techniques.

   ✓ While the same content was taught to the other group through the regular lecture period of half an hour for 3 days.

   ✓ The results were compared and conclusions were drawn.

5. **Obstacles faced if any and strategies adopted to overcome them**:

   There were no obstacles faced as such.

6. **Impact of the study:**

   ✓ Learners were enthusiastic about learning and exploring new things by themselves.

   ✓ Learners were less pressurized as they learn at their own pace.

   ✓ The block time- table gave more optimistic and encouraging response as an innovative method adopted in the teaching learning process.

7. **Resources required:**

   All the resources of the institution are pooled to ensure student support and progression.

8. **Feedback mechanism and future plans**

   Feedback on the action research conducted was taken from the students in the form of feedback forms, informal talks, exit meeting and through a suggestion box.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to R*esearch Consultancy and Extension* and how have they been acted upon?

   The evaluative observations made under Research Consultancy and Extension in the previous assessment report was:

   ✓ Action Research project undertaken in the name of action research do not enable students to grapple with day – to – day problems of schools. The management and faculty needs to join hands and promote research culture among the faculty as well as the students. The institution may now focus on research so that skills related to action research are properly developed in its students.

   ✓ Teacher educators write articles for college magazine but their output in terms of research publications needs to be improved.

   ✓ Since PCER offers B. Ed program only, it doesn't have any research scholars on its roll.

   The following action measures have taken to implement the valuable suggestions given by the NAAC peer team.

   ✓ PCER has five teacher educators who have been conferred with Ph. D degree from University of Mumbai in the tenure of last five years.

   ✓ A number of other teacher educators have registered for Ph. D.

- ✓ Action research at institution level have been regularly taken up by the teacher educators to promote research culture, at the same time all the 200 students of PCER conduct action research.
- ✓ Over the duration of five years teacher educators have published various articles in educational based journals.
- ✓ Publication of a bi-annual national level magazine has been initiated.
- ✓ Newsletter for each tutorial groups
- ✓ The teacher educators have presented paper at various national and international seminars and conferences.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

With regard to Research, Consultancy and Extension, the institution has taken initiation

Research: Research is a pursuit for the truth and action research aims at solving the immediate problems faced teachers and students in schools. Each student has to conduct an action research project attempting to probe into an observed problem and taking appropriate measures to solve them. Teacher educators undertake research projects to find out facts and improve educational practices. Some of the teacher-educators have attained a Doctorate Degree and some are pursuing the Ph. D. The trend has been that on an average every year there is a Ph.D. conferred for the last 5 years.

Publications: Student teachers and teacher educators are encouraged to write articles for the college publications such as the Annual College Magazine-'The Dawn', Monthly Publication called – 'Newsletter' and a National Bi-Annual Research Bulletin called the 'Pillai's Educational and Research Bulletin'. Articles in English, Hindi and Marathi are published.

Networking: The College endeavors to keep links and contacts with other teacher-training colleges, other institutions and research institutions. Experts are invited from various colleges to conduct workshops and lectures.

Attended /Conducted Workshops, Conferences: The institution ensures professional growth of the teacher by encouraging the teacher-educators to attend workshops conducted by other colleges of education, universities and other institutions. The teacher educators also conduct workshops in the college to develop specific skills of the student teachers.

Institution-community networking, institution-school networking: The institution has adopted Chembur Marathi Madhyamikshala wherein whatever help is necessary for the school and its students is provided in the form of guidance, providing teaching aids, conducting English speaking classes, personality development for the lesser privileged students to name the few. Our B. Ed students undertake remedial teaching to students weak in studies, teaching aids are provided, and coaching in English speaking is given. Parents of the students from this school are oriented with different aspect like parenting skills, handling adolescent problems.

Paper presentations at National/International level: The teacher educators participate in presenting Papers at both national and international level. It is a pursuit towards capacity building in most of the academic areas. The exposure to various contemporary issues through presenting and attending paper presentations equip the teachers with up-to-date knowledge in the field of education.

Criterion IV: Infrastructure and Learning Resources

4.1   Physical Facilities

1.   Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

The physical infrastructure is in accordance with the NCTE norms. The proposed expansion of the college building has taken place in the current academic year, after which several infrastructural changes have been made to the B.Ed section.

The B.Ed section has now been allocated exclusive use of the third and fourth floor of the building.. The library is located on the fifth floor of the premises. Facilities like the laboratories, common rooms, recreational room and method rooms are available. The college building is now in the process of being equipped with an elevator, which would make it easier for access. Water coolers have been installed and the washrooms have been redone.

The amount invested for developing the infrastructure is mentioned underleaf. The master plan is enclosed herewith.

Sr. No	Particulars	Amount (Rs.)
1.	Furniture and Fixtures	45,000.00
2.	Audio-Visual Equipments	55,000.00
3.	Computers & Peripherals	92,500.00
4.	Teaching Aids	15,500.00
5.	Library Books	1,50,000.00
6.	Laboratory & Psychological Apparatus	47,000.00
7.	Sports Equipment	65,000.00
	TOTAL	4,70,000.00

Master Plan refer document No. 4

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

Construction and expansion on the existing college building began in December 2008. This expansion has led to the creation of several classrooms, expansion of the library as well as augmentation of the existing infrastructure to cope with the space constraint.

The computer laboratory has also been upgraded, each classroom is equipped with fixed LCD projector and computer for the use of the teacher educators in teaching-learning process as well as the student teachers during presentations and class seminars.

A conference room is also under construction for use in conducting meetings etc. The library has been expanded and now covers an area of 256.04 sq m.

The college has plans to enhance its website and provide each student teacher with a unique login id, through which they can access the learning material that the teacher educators provide on the website and in the near future also make online submissions of the course work.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

There is a facility for indoor games available in the recreational room. The student teachers avail of facilities such as Carrom, Chess and educational board games such as Scrabble, Boggle, and Pictionary which expand the intellectual horizons of the trainees. Multimedia facility is available to view educational and recreational programmes.

The college has a separate sports ground for outdoor sports. An annual inter-institutional sports day is conducted every year by the society wherein the student teachers exhibit their ability in track and field events.

Various cultural activities such as the celebration of festivals, national holidays and birth anniversaries of personalities are celebrated with pomp. The student teachers are involved in these activities right from the conception to the execution. These activities take place in the multipurpose room.

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The institution believes in optimum utilization of its resourses.The B.Ed section shares its infrastructure with the school, night degree college and morning junior college. The shared infrastructural facilities are classrooms, laboratories, library and the staffroom.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

Common rooms are available for the male and female student-teachers. Separate washrooms are available for the male as well as female student-teachers. The institution has a on call doctor who attends to any emergency requirements and is associated with MES. Regular medical check-ups are conducted. Round the clock cleaning of the premises is done to maintain hygiene. There is an Al Fresco canteen.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

There is no hostel facility as such, but flat accommodation is provided to needy students.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.
   ✓ Building
   ✓ Laboratories
   ✓ Furniture
   ✓ Equipments
   ✓ Computers
   ✓ Transport/Vehicle

The budget allocation and utilization in the last five years are mentioned underleaf:

Building is provided by the trust, therefore contribution to building maintenance is paid to the trust.

Budget allocation for last five years

SR. NO	TITLE OF EXPENDITURE	2005	2006	2007	2008	2009
1.	Building (Maintenance)	600,000.00	500,000.00	6,00,000.00	6,00,000.00	9,00,000.00
2.	Furniture & Fixtures	-	-	43,000.00	50,000.00	64,000.00
3.	Audio-Visual Equipments	20,000.00	-	15,000.00	-	10,000.00
4.	Teaching Aids	-	10,000.00	-	-	-
5.	Computers & Peripherals	-	45,000.00	60,000.00	60,000.00	70,000.00
6.	Library Books	70,000.00	87,000.00	76,000.00	1,48,000.00	2,96,000.00
7.	Laboratory & Psychological Apparatus	-	15,000.00	-	10,000.00	-
8.	Sports Equipment	-	-	-	-	-
	TOTAL	**6,90,000.00**	**6,57,000.00**	**7,94,000.00**	**8,68,000.00**	**13,40,000.00**

Utilisation allocation for last five years

SR. NO	TITLE OF EXPENDITURE	2005	2006	2007	2008	2009
1.	Building (Maintenance)	600,000.00	500,000.00	6,00,000.00	6,00,000.00	9,00,000.00
2.	Furniture & Fixtures	-	-	43,450.00	50,500.00	54,545.00
3.	Audio-Visual Equipments	-	-	-	-	-
4.	Teaching Aids	-	-	-	-	-
5.	Computers & Peripherals	-	47,500.00	60,175.00	60,000.00	70,350.00
6.	Library Books	70,000.00	87,000.00	76,000.00	1,48,000.00	2,96,000.00
7.	Laboratory & Psychological Apparatus	-	-	-	-	10,000.00
8.	Sports Equipment	-	-	-	-	-
	TOTAL	6,71,578.00	6,35,139.00	7,80,172.00	8,58,500.00	13,31,218.00

✓ Vehicles belong to the trust and not the institution.

✓ The institution tries maximum to cover the day to day expenses, in case of a deficiency then an internal loan is taken from the trust.

✓ Budget allocation of income, Expenditure and non-recurring income and expenditure is enclosed herewith.

✓ The audit is done every quarterly. A random checking is done by the internal auditor every week and the external auditor checks every three months, the audit reports are enclosed herewith.

✓ The institute operates its accounting system in a complete computerized environment. We have a payroll package, the day to day transactions are done using Tally (version 9.2), and day to day books are closed.

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution has a well planned schedule as a result there is optimum utilization of available resources without disruption to any activity. The infrastructure in terms of the building and the classrooms are shared with the night degree college and morning junior college. The institution also shares the science laboratory with the school.

The institution is utilized for conducting the SSC, HSC examinations and other public exams, B.Ed University examinations and as the headquarters of Soroptimist International of chembur. The institution lends its premises to conduct Govt exams and also is a polling centre during elections. Premises are shared by various schools to conduct campus interviews for our student teachers.

3. How does the institution consider the environmental issues associated with the infrastructure?

All rooms when not in use are kept under lock and key to reduce electricity consumption. Each room in the new wing is well ventilated, requiring no lights to be used. None of the trees in the campus have been cut/ uprooted during the process of new construction.

Also in keeping with the concern of maintaining the quality of the environment, an Environment club has been set up. The club conduct Electricity and Paper audit, which helps in bring out a qualitative and quantitative improvement in the use of resources such as electricity and use of paper. Student teachers also conduct the 2 minute ecologist session during assembly,check your carbon foot prints research is a joint venture taken up in collaboration with the Rotract Club. Our main theme has been on environment and all our activities revolved around this theme.

4.3   Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, a well qualified full time librarian is available on the premises and is provided with two part-time assistants. The library has a full-time clerical staff member and a technical staff who looks into the computerisation of the library.

2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Number of books	:	6300
Journals	:	30
Magazines	:	30
Audio-Visual aids	:	Video Cassettes, Cd's etc.
Internet	:	Sify online, 24 hrs.
Encyclopaedias	:	35
Inter library lending with	:	TISS – Tata Institute of Social Sciences and IIPS – Indian Institute of Population Studies for the staff and research students of the institution.
Online journals	:	15

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes the institution has in place, a mechanism to systematically review the various library resources for adequate access, relevance. There is a library committee which holds meetings twice a year to discuss latest acquisitions and requirements. The newly refurbished library is a result of the unstinting efforts of this committee. The General Secretary and the student's council closely interact with the student teachers and if any suggestion is made known to the library committee. A suggestion box is also kept to invite further suggestions.

Library Committee

Dr.(Ms).Sunita Wadikar (Principal)	-	President
Ms. Parveen Arif	-	Member
Ms. Sally George	-	Member
Ms. Brijbala Suri	-	Member
Ms. Mary Devakumar	-	Member
Student Representatives		

4. Is your library computerized? If yes, give details.

Yes, the library is fully computerized using open source integrated library software. This provides an online OPAC for end users and automated circulation for librarians.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the institution has computer and internet facilities. We have 24 hours internet service. The institution has a DTP section, Computer section, photocopy section and a printing section which provide services as required for the institution.

6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

No

7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

The library is opened throughout the year except the national holidays. The working hours of the library on working days and during examinations is from 8.00 a.m. to 7.30 p.m. On holidays except public holidays the library is functional between 9.00 a.m. and 5.00 p.m.

8. How do the staff and students come to know of the new arrivals?

Orientation programmes for the student teachers are held every term, teacher educators are notified to review the new acquisitions.

Notice board displays are put up in the library with respect to new acquisitions.

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the institution does have a book bank facility. It is available to student-teachers with special needs such as;

✓ Economically backward

✓ Student-teachers staying away from their homes.

✓ Student-teachers who are doing group study.

✓ Student-teachers commuting over large distances.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

The institution has never had any visually or physically challenged students, but if such a scenario presents itself, the library is capable of providing a reader for a visually challenged student.

4.4   ICT as learning Resource

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

The institution has a fully equipped computer laboratory , which has trained staff to meet the ICT needs of the institution and the student teachers as well.

Hardware facilities:

✓ 30 Personal Computers

✓ 1 Server

✓ 4 Speakers

✓ 2 Laser printers

✓ 1 DeskJet printer

✓ 5 C D ROM

✓ 1 CD writer

Software:

✓ MS-Office

✓ Foxpro

✓ C,C++

✓ Java, Advanced Java

✓ Visual Basic

✓ Adobe: Photoshop, Flash, Dreamweaver

✓ Oracle

✓ Multimedia

In addition to the computer room facilities, the institution has the following;

✓ 14 Laptops for the teacher-educators

✓ Three LCD projectors, one in each of the classrooms and one is portable; which is used during practice teaching lessons.

Internet facility is available in the computer lab 24x7 on all machines. Besides this internet facility is also available in the Principal's office and the library which is accessible by the teacher educators. WIFI connections in the staff room.

The College provides training in ICT to teacher educators and student teachers Training is given in preparing power point presentations and the use of Microsoft Excel and surfing the internet to get vast pool of information. The students are trained in the basic uses of the MS-Office package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis of their Action research.OHP, taperecorder,Multimedia television, educational CD's are also available in the institution.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

Yes, student teachers have to prepare two ICT based lessons under Computer assisted instruction as specified by the syllabus of B.Ed. The student teachers learn to use the powerpoint as well as they are instructed in the use of graphics – such as videos, music in their presentation. Special emphasis is put on the use of custom animation to make their presentations interactive and appealing.ICT is also taught through Paper IV Section I (Information and Communication Technology In Education)

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

PCER uses innovative technologies to a very great extent hence the classrooms are equipped with computers, projectors which are used by the teacher educators as well as student teachers during the lectures on a daily basis, workshops and seminar presentations. OHP presentations made by the student teachers are used to give lessons in schools during internship program. Admissions, internal assessment and all other correspondence is done through computer applications. Extra information for various topics is procured through internet.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

    The major areas in which the student teachers use technology in practice teaching are;

    ✓ In the preparation of lesson plans: the student teachers are encouraged to refer educational websites for reference in terms of the content as well as in the use of innovations that they may come across.
    ✓ Classroom transaction: Student teachers use the power point which they prepare as part of their Computer Assisted Instruction package and give at least two lesson using this technique. Student teachers also use OHP for their lessons.
    ✓ Preparation of additional information to be used in lessons: Student teachers download information from the computer using internet facility.
    ✓ Teaching aids in the form of pictures, etc are downloaded from the internet.

4.5   Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

    Yes. The creative lessons and lesson plans of the student-teachers are video graphed. These are then digitalized and made available to practice teaching schools.

    On special occasions when a need arises our technology loaded classrooms are used by other institutions

2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The various audio-visual materials available with the institution are;

- ✓ Teaching Aids
- ✓ Charts
- ✓ Maps
- ✓ Tape-recorders/ CD player
- ✓ OHP+ Transparencies
- ✓ Educational CD's, Audio, Video Cassettes
- ✓ Puppets
- ✓ Power point presentations.

The student-teachers make optimum utilization of the audio-visual materials during simulated and practice teaching lessons.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The various general and methods laboratories available with the institution are as mentioned below:

✓ Methods lab	Yes
✓ Psychology lab	Yes
✓ Science Lab(s)	Yes
✓ Educational Technology lab	Yes
✓ Computer lab	Yes

✓ Workshop for preparing teaching aids   Yes

Qualified staff has been appointed to maintain the science laboratory as well as the computer laboratory. Budgetary allocation is also made for enhancing the equipments required for each of the facilities.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The institution has a multipurpose room which is used for workshops, celebration of festivals, seminars and other college activities.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, each classroom is equipped with a OHP and LCD projector, computer and mike system. A special podium has been customised to hold all the ICT connections Each teacher educator has a laptop which is used with their tutorial groups for academic enrichment of students. Provision is being made to equip the classrooms with internet facilities, and enhance virtual learning.

4.6   Best Practices in Infrastructure and Learning Resources

1. *How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?*

   The teacher-educators seek to model the best practises, by video-graphing all the demonstration lessons given by them. The technology provided in the form of laptops and LCD Projectors in the classrooms is made use of in the teaching learning process. The automation of the library and subscription to online journals have further enhanced the instructional programs. The different methodologies used in the teaching learning process helps reflect on the performances of the teacher-educators.

2. *List innovative practices related to the use of ICT, which contributed to quality enhancement.*

   Use of ICT in instruction by the teacher educators has greatly reduced the dependence on the chalkboard as a teaching-learning tool. This has introduced the student teachers to the use of ICT- use of powerpoint in their regular day to day teaching process. Sharing of information has been facilitated - e.g, B.Ed. and M.Ed. guidance being provided through emails.

3. *What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?*

   The Best Practice adopted in the Learning Resources is the New Horizon- VIdeo graphing of Creative Student Lessons

   Best Practice in Infrastructure and Learning Resources

1. **Title of the Practice:**

   New Horizons-Video graphing of Creative Student Lessons

2. **The context that required the initiation of the action research:**

   This best practice called as "New Horizons" hopes to initiate a meaningful and fruitful relationship with schools beyond the obligatory *Practice teaching.* This practice blends in the traditional teaching methodology as well as makes use of ICT resources.

3. **Objectives of the action research:**

   The objectives of the study were:

✓ To inculcate use of ICT technology in the teaching-learning processes.

4. **The action research:**

   New Horizons begins at the middle of the academic year, where the student-teachers are exposed to Simulated teaching-where they give simulated lessons in creativity, dramatization, and ICT and Game- model. The modified lessons are then video graphed and digitalized in the form of CD's. These are then used during practice teaching and also shared with the practice teaching schools.

5. **Obstacles faced if any and strategies adopted to overcome them**:

   There were no obstacles faced.

6. **Impact of the study:**

   ✓ This practice has provided an impetus to the student-teachers to excel in their lessons, also encouraged them to be ICT oriented in their approach to teaching-learning.

   ✓ This practice has allowed for better relations between the institution and the schools

   ✓ The videos of the simulated lessons provide the institution with valuable feedback on the student-teachers performance.

7. **Resources required:**

   All the resources of the institution are pooled to ensure student support and progression.

8. **Feedback mechanism and future plans:**

   Future plans include the video graphing of teacher educator workshops, lectures, and seminar proceedings in order to build up a library of ICT based resources.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?

   The relevant observations made under Infrastructure and Learning Resources in the previous assessment report are as follows;

   ✓ Limited space availability in the college, the presence of cabins made out of the verandahs on the fourth and fifth floors. The inadequate girls and boys common rooms. Lack of adequate number of lecture halls.

The limited space availability has been addressed with the improvement in the infrastructure, addition of classrooms, improvising on the technology. As a result the fifth floor has been converted into the library, the institution now has exclusive girls and boys common room.

✓ The library is small and lacks adequate reading space. The library also needs to increase its stock on reference and research related material. Most of the dictionaries require to be replaced. The library needs to take up inter-library borrowing, more journals need to be subscribed and the budget for acquisition of new books needs to be increased.

The library has been made spacious and airy and accommodates 100 student-teachers at a time. The library has enhanced the number of research related material, reference books and dictionaries. The budget for acquisition of new books has been increased. Inter-library borrowing has been initiated.

✓ The laboratories need to have more space and need to be better equipped. The psychology lab needs more standardised tests.

The science laboratory has been made more spacious and the psychology laboratory has been upgraded with more standardised tests.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

ICT has become a regular feature of the teaching-learning process, wherein each lecturer has been provided with their own laptops. Each classroom is now equipped with a projector and a computer.

The installation of a elevator is in the process. The expansion of the building has led to the creation of new classrooms which has decongested the building.

The library is now fully computerized and has subscribed to inter-library lending with TISS and IIPS. The library also subscribes to online journals, which are used for reference.

Criterion V : Student Support and Progression

5.1   Student Progression

1.   How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

The students preparedness for the programme begins right from the start when students come for inquiry for B.Ed admission. The academic scores in the previous examinations are scrutinized; an informal interview is taken to find out the aptitude and interest of taking teaching as a profession .The B.Ed admission process involves a common entrance test for all the candidates who wish to enroll in the programme. The entrance test is conducted by the institution in collaboration with Maharashtra Vinnaanudhan Adhyapak Mahavidyalaya Sansthachalak Association for unaided teacher training institutions. It involves tests in Mental Ability, Teachers Aptitude, Teachers attitude, and General awareness.

In addition, as per the new directive introduced by the Centralized Admission Committee in 2009 the candidates seeking admission to English medium B. Ed. colleges have to clear an English ability test which checks their comprehension of the English language. Candidates who qualify are then interviewed by an interview panel/admission commitee comprising of a management representative, principal and senior subject teachers. Orientation programmes are held for the selected candidates to acquaint them to the personal and professional qualities required for the successful completion of the course. A content test is conducted in their subject of specialization to test the content knowledge. Practice is given to enhance their content knowledge through their practice lessons and through group work done for preparing objectives, specification, micro teaching & pedagogical analysis.

Training workshops and practical sessions are conducted in microteaching skills, lesson planning, methods of teaching, models of teaching, practice teaching, simulated lessons, seminar and paper presentations, action research projects, essay writing, study habits in

order to train the student teachers in the pre-requisite knowledge and skills of teaching. Regular feedback sessions are given to help the student teachers to refine and enhance their teaching ability.

Workshops are organized on innovative methods of teaching, ICT, personality development and on other education related topics throughout the year. These are conducted by experts in the field and the college faculty.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The campus environment is very congenial and comfortable as it takes care of the students' needs. The campus has airy classrooms and an ideal library, computer room, rest room and Al- Fresco canteen. The institution overall maintains a humane environment in its dealings with the student teachers. Tutorial groups are formed comprising of 15-17 student teachers under each teacher educator. The student teachers are constantly monitored with respect to their progress. Student- teachers problems, difficulties and grievances are handled by the respective tutorial teacher educator. They are motivated by words of praise and appreciation which leads to the development and performance improvements amongst them.

Special coaching is provided for students who belong to the vernacular medium to boost their morale and bring them academically at par with the other student- teachers'. Student teachers work is supervised regularly by checking of notes, making them write answers, conducting discussions on difficult topics. Feedback on a regular basis is given to help them realize their strengths and weaknesses.

The system of tutoring further branches out to mentoring for those with academic impediment. Mentoring is a one- one constant interaction which helps to solve problems both at the personal and professional level. Alumni Meet is held once every year However, student teachers are encouraged to maintain contacts with the alumni so that a comfort zone is built and the stress levels if any are brought down, Grievances are also tackled through the students council who help and motivate the student teacher, resolve their problems and ensure performance improvement.

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Year	Dropout rate	
	Female	Male
2004-2005	Nil	Nil
2005–2006	Nil	Nil
2006–2007	Nil	Nil
2007–2008	2	
2008-2009	1	

As seen in the above table the dropout rate in the B. Ed program of this institution is very low. The students enrolling for the B. Ed. Course are oriented at the entry point itself about the course, the expectations and commitment required. Nevertheless, they do come in with their own set of personal and family commitments. Thus at times they find it difficult to cope with the packed schedule of the B. Ed. Course and opts to withdraw.

However, this withdrawal rate is minimized through individual counseling given by the teacher educators, by visiting student teacher's homes, regularly talking to them, involving the counselor in certain difficult cases and counseling the immediate family member. In certain special cases the principal also intervenes to find solutions. Students very often change their idea of dropping out after these sessions. However, in a few stray cases as seen in the table above the reason may be genuine enough and the student drops out of the course.

The reasons for drop outs can be traced to personal, and health conditions of the student

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The institution encourages and provides support in helping the student teachers secure jobs and motivating them to pursue higher education. Student teachers are encouraged

to learn new skills methodologies like co-operative eg. team teaching through workshops conducted and be updated with the latest developments in the field of education.

The institution has taken efforts in starting a study skill centre which helps in learning various effective ways of studying and retaining the same. Another major focus is the subject tutoring centre, here special attention is given to content knowledge through the formation of study groups and with the help of self learning materials.

Hands on computer training are provided to student teachers through the share and care project. The students are provided with different opportunities to make use of technology during their teaching and presentations.

Experts in the field of latest trends in education are invited to give valuable inputs to student teachers.

To have an extra edge and help the student teachers to face the challenges in this competitive world, a number of workshops like Personality development, soft skills development, transactional analysis, stress management, effective communication etc are conducted by experts in the field. Alumni also contributes in a major way in this endeavor.

Year	No. of students who appeared in SLET/NET, Central/ State Competitve examination	No. of students who qualified in SLET/NET, Central/ State Competitve examination
2007–2008	15	02
2008-2009	18	03

The institution also has an active career centre which provides career development programmes and employment services through their placement cell which networks with practice teaching schools, other schools, Junior colleges and NGO's. Campus recruitment and on campus interviews are arranged for the benefit of the student teachers. Workshops for preparing curriculum vitae and interviews are conducted by the career centre.

Personal guidance is also rendered to the student teachers to facilitate them to select the best offer.

In order to encourage the student teachers to take up higher studies in education, a higher education counseling center has been set up by the institution that provides information on various post graduate courses in Education and other disciplines. In coordination with the Pillai's college of education and Research, Panvel, our sister concern under Mahatma Education Society we offer the M. Ed. Course and also as a centre for M. A. (Education).This has opened avenues for our student teachers to pursue higher education.

The student teachers who have taken up M. Ed/MA (Education) have appeared for their NET/SLET exams in education.

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Sr. No.	Year	Percentage of students gone for further studies	Percentage of students who chose teaching as a career
1.	2006-2007	15	90
2.	2007–2008	25	90
3.	2008–2009	30	90

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

The student teachers seek help from the institution for various types of resources. The alumni also access these resources very often for their professional enhancement. Student teacher who opt for further studies avail of these facilities on a regular basis.

The institution also conducts training workshops for the alumni in innovative practices, Resource persons are also invited for the same.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The career centre understands the intricacies of human resource management and therefore coordinates with different educational institutions and tries to provide placement for students. The centre works towards bridging the gap between the requirements in various schools and the career aspirations of the students. The centres' networking establishes a lasting relationship with the schools, Junior colleges and NGO's

The career centre also provides for personal grooming, personal support and counseling in seeking jobs in good schools. The centre organizes workshops to equip students for preparing curriculum vitae and appearing for interviews. Personal guidance is given to the student- teachers to facilitate them to take up the most fitting job offer. 57 students have benefitted through the placement services

To facilitate placements for student-teachers a number of educational institutions were thus invited for Campus orientation and campus interviews.

List of Educational Institutions invited for Campus Interviews:

Sr. No.	Name of the Institution
1.	Elevate Learning, Andheri, Mumbai.
2.	Swami Vivekanand Jr. College of Science and Commerce, Koparkhairne, Navi Mumbai.
3.	Smt. Sushiladevi Deshmukh Vidyalaya and Junior College, Airoli, Navi Mumbai.
4.	Hillspring International Jr. College of Science and Commerce (I.T.), Thane.
5.	Arya Gurukul International Jr. College of Science and Commerce (I.T.), Airoli
6.	Udayachal Primary School, Vikhroli, Mumbai.
7.	SGKM International School, Ghatkopar(E), Mumbai.
8.	AVM Society, Bandra, Mumbai.
9.	Save the Children, Mumbai-36.
10.	Holy Family High School, Chembur, Mumbai.
11.	Aseema Charitable Trust, Bandra, Mumbai.
12.	Kotak Education Foundation, Chembur, Mumbai.
13.	Billabong High School, Mahim
14.	Ryan International School, Chembur, Navi Mumbai
15.	Pillai's Group of Institutions

8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

The placement cell under the wings of the career centre functions actively and has benefited many students over the years. Apparently no major difficulties are faced by the placement cell. However, student teachers who belong to the vernacular medium of the B.Ed program sometimes find it difficult to secure jobs due to fewer vernacular medium schools.

The placement cell has maintained a good data base with respect to the alumni as a result vacancies are kept updated to the cell by the alumni. The resume of the vernacular medium and all other student teacher are kept with the placement cell and as and when a vacancy is made known the students are informed.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The institution and the practice teaching schools work in tandem with respect to placements of the student teachers. The requirements of the practice teaching schools are made known to the institutions career placement cell well in advance. The cell then arranges campus visits by the practice teaching schools to conduct interviews and select candidates as per their requirement. Schools other than our practice teaching schools also come for campus interviews.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

✓ The career committee comprises of the Principal and two teacher educators who look after the smooth functioning of the Placement cell.

✓ The institution maintains a separate notice board for display of Placement related information.

✓ For the campus orientation and interviews the institution provides resources like our teacher educators on the panel to help in interviews, rooms for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools.

5.2   Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

    The curricular, co-curricular and extra curricular programmes are planned at the end of each academic year for the forthcoming year so that they can be smoothly implemented. Prior to the planning the previous year's work is reviewed and feedback is taken from the teacher educators, student teachers and also from the practice teaching schools. Suggestions provided are discussed and a feasibility report is prepared and wherever possible changes are made. An academic calendar is drawn to aid the activities of the entire year. The academic calendar can be viewed on the website; as a result the stakeholders get an overview about the various activities to be conducted. Any feedback received is reviewed and if required, necessary revisions are then carried out. The various subject papers, curricular and co-curricular activities are judiciously distributed among the teacher educators. Various portfolios are allotted in the presence of all the staff members in advance before the commencement of the academic year to ensure proper planning and smooth execution of the same.

    Staff meetings are held on every 2nd and 4th Saturday to discuss and ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. This helps to review and find lacunae if any, which enables every teacher educator to find suitable solutions. This further helps in achieving the objectives and implementing the curriculum effectively.

    After the completion of each activity the staff members review the activity and prepare a report on how the activity could be improvised. Student feedback is also taken informally for co- curricular activities. For easy reference Dossiers are maintained which gives the details of transacting a particular activity effectively. Then the Mid-term review and principals exit meeting formal feedback is taken to keep a check on the attainment of the objectives.

Thus a good co-ordination and team work helps in the effective functioning of all the activities.

2. How is the curricular planning done differently for physically challenged students?

We had 2 student teachers in the previous years with physical disabilities. We cannot change the curricular activities as it is prescribed by the University. However, whatever activities the student teacher could not handle were modified according to the convenience of the student teacher.

3. Does the institution have mentoring arrangements? If yes, how is it organised?

Tutorial groups are formed to help reach out to all the students. Groups comprising of 15 – 17 student teachers are formed under each teacher educator. The student teachers are provided with personal and academic guidance. Tutorial meetings are scheduled in the college time table. The teacher educator makes an effort to improve study skills and provide training in time and stress management. Individual counseling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. When required, the family members of the student teachers are also called for counseling. Each teacher educator updates the Principal and the rest of the teacher educator about any student requiring special help so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive and beneficial manner. But this is purely a group technique.

The individual technique begins when the system of tutorial branches out to mentoring. Student teachers with academic impediment are identified and on a one to one basis their problems are handled. The student teacher who are academically better are selected to be mentors for helping the students at risk academically to cope with their studies under the guidance of a teacher educator. Training is provided in how to prepare notes, ways to recall, how to address any problem and the technique of writing answers. Severe cases are then monitored by the teacher educators on one to one basis in the adoption scheme In this manner, the tutorials and mentoring is carried out.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The teacher educators keep themselves abreast with the latest developments in the field of education to enhance their effectiveness in teaching. They attend the orientation, refresher courses, various International /National/ State level Seminars/Conferences, present and publish conceptual and experiential Papers. The teacher educators are encouraged to take up institutional and action researches, publish their research findings and incorporate it in their teaching

The Principal encourages and provides a lot of support to enhance the effectiveness of the teacher educators in mentoring the student teachers. Training and encouragement is given to teacher educators to provide the student teachers with Life guiding skills to enhance problem recognition and Problem- solving, to develop an empathetic attitude, to recognize the need for new approaches, to ensure success, to become positive role models, to provide new experiences of, how to deal with students coming from diverse cultural, socio-economic, and professional backgrounds, to boost the levels of confidence and self-esteem.

To further facilitate the process of mentoring a separate slot is allotted in the timetable. The teacher educator can thus meet their respective student-teachers at ease and discuss their difficulties. Various activities like co-curricular activities, seminar presentations, research projects, etc. are organized by each tutorial group, besides regular studies, to encourage bonding and team spirit.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

The institution does have a website which is updated annually and at times bi-annually by the computer department in coordination with the B.Ed department. The websites are www.mes.ac.in and www.pcer.ac.in

The website displays comprehensive information about the institution, admission procedures, course, exam schedules, subject specialization offered, list of faculty members, academic calendar, latest news, results, placements, contacts, major achievements, online feedback forms, Question Bank, Lecture notes and mandatory

disclosures. In the near future the plans are to keep the alumni and all those interested updated about the programmes, workshops, seminars that are conducted in college by the teacher educators and experts from outside.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes ✓   No ☐

The low achievers are identified by their performance at various tests such as the Content Test, Essays and Semester Examination. Diagnostic testing is further conducted by asking students to prepare for a unit. A test is then conducted to identify students who are at an academic risk. The tutorial group teacher keeps a check on the performance of students under him/her.

The following measures are adopted to improve upon the performance of the academically low achievers:

✓ Extra classes are conducted if there is a difficulty in understanding the content.

✓ To facilitate understanding among the vernacular medium students extra classes are conducted

✓ Counseling sessions are organized for student teachers facing personal problems, with the help of a professional counselor appointed by the college.

✓ **Mentoring**: Advanced learners in the class are identified and assigned as mentors for the low academic achievers.

✓ **Study Circle**: During the study circle the advanced learners study and help the low academic achievers by guiding and sharing notes and solving queries.

✓ **Adoption Scheme**: The academically low achievers are identified from each tutorial group and adopted by the teacher educator. Timely guidance is given to keep them at par with the other student teachers

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

The following teaching strategies are adopted for advanced learners:

✓ Seminar Presentations: Advanced learners are given units for self-study and are given opportunity to teach the peer through seminar method.

✓ Discussion Method: The content is taught using the discussion method so that students get an opportunity to present their views on the topic.

✓ Debates: Topics which can be debated upon are taught using the debate method. In the process of arguments and defending the students learn the content.

✓ Co-operative Learning: Topics which are easy to understand are taught through co-operative learning. The strategies such as think-pair-share, jigsaw puzzle, etc are used.

✓ Zero Lecture Approach: Topic is told in advance. Sufficient resource material is provided, and also source for procuring material is told. The teacher educator acts as a facilitator and helps them develop various skills like self reading, meta- learning, highlighting key points. Evaluation is done at the end.

The following teaching strategies are adopted for student teachers with academic impediment:

✓ Topics which demand group work and practical work are covered through the workshop technique so that the students get hands on experience and also interact with the peer.

✓ The student teacher with academic impediment are taken special care through:

    ✓ Tutorial Groups

    ✓ Adoption

    ✓ Mentoring

    ✓ Study Circle

The Discussion, Debate, Zero lecture approach and co-operative strategies are also equally beneficial to the learners at risk.

8. What are the various guidance and counselling services available to the students? Give details.

The various guidance and counseling services available to the students are as follows:

- ✓ **Tutorial groups**: Guidance is provided by the teacher educator to the group of students assigned to him/her. The tutorial group teacher is responsible for the overall performance of the student. In the tutorial problems faced by the student teachers are discussed and help is provided in finding solutions for the same. The tutorial group teacher guides students in their academic as well as personal problems.
- ✓ **Mentoring**: guidance is given on a one to one basis. Special counseling is given both at a professional and personal level.
- ✓ **Professional Counselor**: Apart from the tutorial group guidance , and counseling at the mentoring level, cases which require specialized counseling are referred to the professional counselor appointed by the institution.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The student teachers can make their grievances known to the institution through:
- ✓ The tutorial group
- ✓ The student council
- ✓ Directly approach the principal / Open door policy
- ✓ Suggestion box provided by the institution

Major grievances redressed in the last two years:
- ✓ Insufficiency in the number of library books was brought to the notice. Subsequently the number of books was increased to meet the needs of the student teachers.
- ✓ Library timings were made flexible as per the requirement of the student.
- ✓ Share and care computer sessions are held where computer literate students share computer knowledge with student teachers who would like to learn basic computer applications. Student teachers were asked to practice in the computer laboratory of the institution. However the timings of the computer laboratory could not match with the free time available to the B.Ed student teachers. So, the institution set a small computer room on the fourth floor where the student teachers could practice before and after college hours. These computers are also utilized to store soft copy of available notes.

- ✓ The two divisions of 100 student teachers each had a common recess timing, the student teachers found it difficult to use the toilets and facility of drinking water in the short duration of the recess. Therefore on request the recess timings of both the divisions were changed.
- ✓ Vernacular medium student teacher wanted separate lectures in their medium of instruction, which has been initiated.
- ✓ Teacher educators made an extra effort to make transparencies in vernacular medium.

10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the student teacher are monitored and advised by the teacher educators in-charge of different portfolios.

- ✓ The attendance records are maintained by teachers in-charge of conducting the assembly and a report is given to the principal and the concerned tutorial group teacher if a student teacher is absent on a regular basis.
- ✓ The performance of student teacher at practice teaching is monitored by the in-charge of Practice Teaching.
- ✓ Feedback at length is given to the student teachers section wise with respect to essays and semester exams. Guidance on how to improve upon answers is given on an individual basis. The subject teacher keeps the tutorial teacher educator informed about the group's performances especially with respect to student teacher who require special attention.
- ✓ Action Research projects are guided on an individual basis. They work in tandem with their guiding teacher educator in charge.
- ✓ The extension teacher educator in charge along with the Student Managers ensures the smooth conduction of activities relating to extension work.
- ✓ The student council monitors the Study Circle to ensure student teacher attendance and overall class discipline.

✓ The Library staff keeps track of the hours of study completed by each student teacher in the library. The Principal has made 50 hours of compulsory library reading for the student teacher to foster good study habits.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The practice teaching in-charge ensures that the student teacher are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored. The competency of student teacher to teach in schools is developed through the following Pre-Practice preparations:

✓ Orientation to practice teaching is given by the practice teaching in-charge professors.

✓ Guidance on the selection of methods is given.

✓ Orientation to various Micro-Teaching skills is provided.

✓ Demonstrations to the various skills are given by teacher educators.

✓ Micro teaching skills are practiced by student teacher in the peer group.

✓ An integrated lesson is presented by the students in their peer groups and feedback is provided by the teacher educator observing the lesson.

✓ Additional bridge lessons are organized to give sufficient practice before the actual class room teaching begins.

✓ A workshop is conducted on Objectives and Specifications .This is followed by group work.

✓ Method wise demonstration lessons are given by teacher educators teaching different methods.

✓ Expert alumnus is invited to present demonstration lessons.

✓ Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools.

The follow-up support in the practice teaching:

✓ Every lesson taught by the student is observed and feedback is provided in the lesson plan.

- ✓ Student teachers have to record their experiences in teaching as reflections.
- ✓ After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.
- ✓ Student teachers have to observe the lessons taught by their peer and have to record the observations in the Observation Book. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning.
- ✓ The group leaders in various practice teaching schools give a detailed report of each student in their schools to the practice teaching in charge.
- ✓ The following day during the guidance period the guiding teacher educator and the student teacher deliberates on the given feedback for further improvement.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,

    Yes ✓   No ☐

    ✓ List the current office bearers

Sr. No.	Name of the Office Bearer	Office Bearers
1.	Dr. Sunita Wadikar	Chairperson
2.	Dr. Jayashree Ramanathan	President
3.	Ms. Asawari Bhave	Vice-President
4.	Ms. Nelli Asha Latha	Secretary
5.	Ms. Mary Dev Kumar	Treasurer
6.	Ms. Reni Francis	Program Action Coordinator
7.	Ms. Swasti Dhar	Committee Member
8.	Ms. Reha Chabra	Committee Member

- ✓ Give the year of the last election (2008)
- ✓ List Alumni Association activities of last two years.

Activities of the last two years conducted by the Alumni Association were:

- ✓ Placement of teachers,
- ✓ Collecting advertisements for souvenirs,
- ✓ Cultural activities,

✓ Sharing of experiences –education in India and Abroad

✓ Felicitating outstanding students.

✓ Conducting Workshops

✓ Talk shows

✓ Inviting to demonstrate lessons

✓ Contribution of articles to research bulletin

Give details of the top ten alumni occupying prominent position.

Sr. No.	Name of the Alumni	Position Occupied
1.	Ms. Sharda Shukla	Co-Ordinator for Pillai's Global Academy IB School, Gorai.
2.	Ms. Mamta Patil	Teaching Faculty at Pillai's Global Academy, New Panvel.
3.	Ms. Asawari Bhave	Lecturer- Pillai's College of Education and Research, Chembur
4.	Ms. Nelli Asha Latha	Lecturer- Pillai's College of Education and Research, Chembur.
5.	Ms. Reni Francis	Lecturer- Pillai's College of Education and Research, Chembur.
6.	Ms. Sunita Patawar	Lecturer- Pillai's College of Education and Research, Chembur.
7.	Ms. Abha Marathe	Lecturer- Rizvi College of Education and Research, Bandra.
8.	Ms. Preeti Iyer	Lecturer- Rizvi College of Education and Research, Bandra.
9.	Ms. Sneha Raikar	Lecturer- K.J. Comprehensive CollegeOf Education and Research,Ghatkopar .
10.	Mr. Suresh Shetty	Head of Mahesh Tutorials, Dubai

Give details on the contribution of alumni to the growth and development of the institution. The alumni association has indeed contributed to the growth and development of the institution in numerous ways. The expertise of the alumni is utilized to benefit the students year after year. The alumni conduct workshops, seminars and lectures. Some of the activities conducted by the alumni are as follows:

Sr. No.	Date	Resource Person from Alumni	Activity
1.	10/02/07	Mr. Julius Fernandes	Lecture on 'Environmental Pollution'
2.	16/07/07	Ms. Sharda Shukla	Lecture on 'Stress Management'
3.			Collaboration with U.K.
4.	16/07/07	Ms. Sneha Raikar	Invited Mr. Sunil Raikar for a delivering a lecture on 'Communication Skills'.
5.	20/10/07	Ms. Shubhangi Bodake	Conducted a workshop on developing 'Positive Attitude'.
6. and	20/10/08	Ms. Nalini Victor	Invited a team from 'World Vision' who conducted a skit of HIV AIDS Ms. Heather Faleiro presented a lecture on effects and prevention of HIV –AIDS.
7.	07/01/09	Ms. Mamta Patil	Conducted lecture on 'Fundamentals of Computers and its Basic Operations.'
8.	Jan.'09 Edition	Ms. Swasti Dhar	Written an article on 'Normalization Formula' for the college research bulletin called the 'Pillai's Educational and Research Bulletin'
9.	August, . September. 09	Ms. Pawan Patel / Ms. Shobha	Training given to B.Ed. students to perform a Skit on 'Female Foeticide'
10.	16/11/09	Ms. Mamta Patil	Conducted lecture on 'Fundamentals of Computers and its Basic Operations.'
11.	17/11/09	Ms. Mamta Patil	Conducted lecture on 'Fundamentals of Computers and its Basic Operations.'

12.	12/12/09	Ms. Nalini Victor	Invited a team from 'World Vision' who conducted a skit of HIV AIDS and Ms. Heather Faleiro presented a lecture on effects and prevention of HIV –AIDS.

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

The motivation provided by the Principal and the teacher educators encourages students teacher to participate in the various extra curricular activities. The responsibility of arranging for celebration of Special days such as Teacher's Day, Gandhi Jayanti, Independence Day, Republic Day, and functions such as Alumni Meet, various Competitions are given to the student teachers. The student teachers in each tutorial group are assigned tasks for conducting activities. A competitive spirit is developed among the tutorial groups and in the process the student teachers do their best. Apart from this each student teachers has to conduct the Assembly, roll number wise. The student in-charge of conducting the prayer, shares the days news which is followed by a small talk or speech on any current issue. The two minute ecologist is a concept where in thought provoking message on Ecology and sustainable development is presented. The notice board is kept updated by the student teachers.

The programs conducted in the college act as an experience for the student teachers to organize different co-curricular activities in their practice teaching schools, for which marks are awarded.

Various competitions are organized through the different clubs like the Population Education Club (PEC) of the Extension Work, the language club, Environment club and Cultural club. Student teachers are selected to participate in Inter-collegiate competitions. Inter institutional Sports Day and Annual Day is organized by Mahatma Education Society - our parent body on a very large scale. This provides an excellent platform to

all the student teachers to exhibit their talents. The student council in charge of sports is involved in organizing the entire event along with the teacher educator in charge. Prizes in the form of medals and certificates are awarded the same day. The sports day is professionally organized involving the Physical Training Instructor of the institution and teacher educators. The student teacher winning the maximum number of events gets the Sports championship Trophy.

In commemoration of Principal Mathews Chacko, an Inter-Collegiate Extempore Competition is organized which is an annual feature.

Details of the achievements of students during the last two years.

Achievements of Students in the Year (2007-08)

Sr. No.	Name of the Student	Position	Event	Event Organized By
1.	Santosh Salvi	First	Sports Championship Trophy	Pillai's College of Education and Research, Chembur
2.	Satyabhama Nadar	First	Sports Championship Trophy	Pillai's College of Education and Research, Chembur
3.	Digamber Koli	Best Student Award	———	Pillai's College of Education and Research, Chembur
4.	Satyabhama Nadar	Best Student Award	———	Pillai's College of Education and Research, Chembur
5.	Manisha Upadhayay	First	Principal Mathews Chacko Intercollegiate Elocution Competition, Hindi	Pillai's College of Education and Research, Chembur

6.	Mangal Mapari	First	Principal Mathews Chacko Intercollegiate Elocution Competition, Marathi.	Pillai's College of Education and Research, Chembur
7.	Bijal Gada	First	Collegiate Extempore Competition (English)	Pillai's College of Education and Research, Chembur.
8.	A.B.Visalakshi	Second	Collegiate Extempore Competition (English)	Pillai's College of Education and Research, Chembur.
9.	Radha Ganeshan	Third	Collegiate Extempore Competition (English)	Pillai's College of Education and Research, Chembur.
10.	Manisha Upadhayay	First	Collegiate Extempore Competition (Hindi)	Pillai's College of Education and Research, Chembur.
11.	Heena Roy	Second	Collegiate Extempore Competition (Hindi)	Pillai's College of Education and Research, Chembur.
12.	Mangal Mapari	First	Collegiate Extempore Competition (Marathi)	Pillai's College of Education and Research, Chembur.

13.	Jagruti Kulkarni	Second	Collegiate Extempore Competition (Marathi)	Pillai's College of Education and Research, Chembur.
14.	Sulochana Patil	Third	Collegiate Extempore Competition (Marathi)	Pillai's College of Education and Research, Chembur.
15.	Bijal Somaiya	Runner-up	Personality Contest	Bombay Teachers' Training College, CST, Mumbai.
16.	Swapnil Palande	Best Dressed Couple	Personality Contest	Bombay Teachers' Training College, CST, Mumbai.
17.	A.B. Visalalakshi	First (A- Division)	Essay Writing Competition	Extension Work
18.	Bijal Gada	Second (A- Division)	Essay Writing Competition	Extension Work
19.	Balande Bhagyshree	First (B- Division)	Essay Writing Competition	Extension Work
20.	Jagruti kulkarni	Second (B- Division)	Essay Writing Competition	Extension Work
21.	Sathyabhama Nadar	First Essay (A- Division)	Poster Competition	Extension Work
22.	Mukta Ganpur	Second (A- Division)	Poster Competition	Extension Work
23.	More Seema	First (B- Division)	Poster Competition	Extension Work

24.	Singh Archana	Second (B- Division)	Poster Competition	Extension Work
25.	Anna Poorna Yojana Team	Second	Skit Competition	'Udaan'- Extension Work Festival held at University of Mumbai, Kalina.
26.	Information Technology Project Team.	Second	Poster Competition	'Udaan'- Extension Work Festival held at University of Mumbai, Kalina
27.	Information Technology Project Team.	Second	Poster Competition	'Udaan'- Extension Work Festival held at University of Mumbai, Kalina
28.	Mangal Mapari	First	Hindi Elocution Competition	Siddharth College, CST, Mumbai.
29.	Manisha Upadhayay	Consol -ation Prize	Hindi Elocution Competition	Siddharth College, CST, Mumbai.
30.	A.B.Visalakshi	First	Solo Singing	Rajiv Gandhi College Cultural Fest, Vashi.

Achievements of Students in the Year (2008-09)

Sr. No.	Name of the Student	Position	Event	Event Organized By
1.	Vishal Kumar	First	Sports Championship Trophy	Pillai's College of Education and Research, Chembur
2.	Surekha Chandrakar	Third	Short put	Sports at Comprehensive College, Chembur.

3.	Sripriya Krishnan	First	Principal Mathews Chacko Intercollegiate Elocution Competition	Pillai's College of Education and Research, Chembur
4.	Sangeeta Gupta	Second	Principal Mathews Chacko Intercollegiate Elocution Competition	Pillai's College of Education and Research, Chembur
5.	Vaibhav Avaghade	First	Principal Mathews Chacko Intercollegiate Elocution Competition	Pillai's College of Education and Research, Chembur
6.	Krutika Bhat	Second	Singing Competition	Pratyush Fest organised by Somaiya College of Education
7.	Parveen Mohammed	Second	Hairstyle Competition	Pratyush Fest organised by Somaiya College of Education
8.	Seema Saba	Third	Mehendi Competition	Pratyush Fest organised by Somaiya College of Education
9.	Krutika Bhat	Second	Creative Lesson	Pratyush fest organised by Somaiya College of Education
10.	Sushant Khaire	First	Ad Mad Show	Pratyush fest organised by Somaiya College of Education,
11.	Dipti Vig	First	Best Costume	Bombay Teachers' Training College, CST, Mumbai.

12.	Vaibhav Avaghade	Second	Maotshri Ramabai Ambedkar Intercollegiate Elocution Competition.	Siddharth College, CST, Mumbai.
13.	Pooja Chandran	First	Environment Slogan Writing Competition	Pillai's College of Education and Research, Chembur.
14.	Sripriya Krishan	Second	Environment Slogan Writing Competition	Pillai's College of Education and Research, Chembur.
15.	Soumya Sajan	Third	Environment Slogan Writing Competition	Pillai's College of Education and Research, Chembur.
16.	Jyotsna Shinde	First	Essay Writing Competition (Women Achievers of Modern India)	Extension Work
17.	Varsha Joglekar	Second	Essay Writing Competition (Women Achievers of Modern India)	Extension Work

18.	Priyanka Pandey	Third	Essay Writing Competition (Women Achievers of Modern India)	Extension Work
19.	Jayashree H.	First	Essay Essay Writing Competition (Sati-Practice in India)	Extension Work
20.	Sripriya Krishan	Second	Essay Essay Writing Competition (Sati-Practice in India)	Extension Work
21.	Sarika Koshe	Third	Essay Essay Writing Competition (Sati-Practice in India)	Extension Work
22.	Beena Unni	First	Poster Competition (Industrial Pollution)	Extension Work
23.	S. Santhi	Second	Poster Competition (Industrial Pollution)	Extension Work

24.	Sunita Varghese	Third	Poster Competition (Industrial Pollution)	Extension Work
25.	Sarah Lobo	First	Poster Competition (Noise Pollution)	Extension Work
26.	Laxmi Ananthanarayan	Second	Poster Competition (Noise Pollution)	Extension Work
27.	Mamta Singh	Third	Poster Competition (Noise Pollution)	Extension Work
28.	Anna Poorna Yojana Team	Second	Skit Competition	'Udaan'- Extension Work Festival held at Chembur Comprehensive College of Educatiion, Chembur.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session. Mahatma Education Society is actively involved in various publication ventures - News letter and 'Mahatmite' is one of its kind which gives happennings of all the institutions and this is circulated to the immediate community along with the news paperThe college publishes an **Annual College Magazine - 'The Dawn'**. Articles are invited from the students and the teachers. Articles published are in English, Hindi and Marathi. The editorial Board consists of the Principal, teacher educators and student teachers.

The college also has a **Monthly Publication called – 'Newsletter'**. Articles are invited from students and teachers. Articles are written in English, Hindi and Marathi languages. A Bi-Annual Research National Bulletin called the **Pillai's Educational and Research Bulletin** is published. Research based articles are invited from various educationists. This Bulletin is in the process of being Nationally Referred. Experts from the field of education are on the committee of the editorial board.

Experts from educational field on the Editorial Board for the Research Bulletin

'Pillai's Educational and Research Bulletin'

Sr. No.	Name of the expert	Designation
1	Dr. K. M. Vasudevan Pillai	Executive Director of Publications
2	Dr. Daphne Pillai	Editorial Advisory Panel
3	Dr. Sunita Wadikar	Editor
4	Dr. R.S. Hande	Editorial Advisory Panel
5	Prof. C.Y. Kulkarni	Editorial Advisory Panel
6	Dr. R. Chandran	Editorial Advisory Panel
7	Dr. D.N. Modak	Editorial Advisory Panel
8	Dr. Shraddha Shukla	Editorial Advisory Panel
9	Ms. Reni Francis	Associate Editor

4. Does the institution have a student council or any similar body? Give details on constitution, major activities and funding

Yes ✓   No ☐

The institution has a student council. The student council is chosen by the class through elections. The desired candidates who wish to contest for the various positions of the Student Council register their names and they are given an opportunity to deliver a speech and campaign for themselves after which a formal election is held in the class. The ballot box, ballot papers consisting of all names of the contestants and options to tick mark for their names is prepared. The student teachers vote and put the chits in the ballot boxes. The votes from the ballot boxes are opened in the class and each vote is read out and recorded on the board. The student teachers securing highest number of votes are chosen for the various posts of the Student Council. All this is done in the

presence of all teacher educators, student teachers a few members of the support staff in the class to ensure complete transparency. However, it was found that students who were chosen by the election method were found to be incompetent and therefore from this year (2009-10) the Student Council was nominated by the teachers. All the teacher-educators suggest the names of academically and managerially good students. The principal then holds a meeting with the students and the Student Council-In-Charge teacher educators. A consensus is taken and the deserving candidates are chosen for various posts of the Student Council.

Constitution of Members of the Student Council and their Portfolios

General Secretary

Deputy General Secretary

Academics-in-Charge

Sports-in-Charge

Cultural-in-Charge

Assembly-in-Charge

Workshop-in-Charge

Discipline and Cleanliness-in-Charge

Report-in-Charge

Photograph-in-Charge

The student council member in charge of a particular portfolio works in coordination with the in charge teacher educator.

The **General Secretary** is overall in charge to ensure smooth functioning of all the activities The **council** is led by the general secretary.

The **Deputy General Secretary** assists the General Secretary in organizing all the activities.

The **Academics-in-Charge** looks into academic problems faced by the students.

The **Sports in-charge** coordinates with the Physical Instructor conducts the sports day effectively.

The **Cultural in-charge** conducts all the cultural activities in collaboration with the student teachers performing the cultural events.

The **Assembly in-charge** looks into the activities to be conducted during the assembly. Student teachers are allocated with their respective tasks to be performed.

The Workshop-in-Charge arranges for all the workshops to be held in the class.

The discipline and Cleanliness-in-charge maintains discipline during breaks and various functions and also ensures that cleanliness is maintained in the class.

The Report-in-Charge gives a formal report of the various activities and workshops conducted in class through out the academic year.

The Photo-in-Charge takes photographs of various activities, workshops, seminars and cultural activities conducted. It is displayed on the notice board for all to view.

The institution provides the student teachers with funds to carry out various activities.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

For the smooth functioning of the institution and to bring in a proper co-ordination between the institution and the student teachers, various committees have been formed. They are:

1. Student's Council Committee

Dr. Sunita Wadikar	Principal
Ms. Lamya Kagdi	Teacher-Educator in-charge
Ms. Sunita Patawari	Teacher-Educator in-charge
General Secretary	Student-teacher
Deputy General Secretary	Student-teacher
Academics-in-Charge	Student-teacher
Sports-in-Charge	Student-teacher
Cultural-in-Charge	Student-teacher
Assembly-in-Charge	Student-teacher
Workshop-in-Charge	Student-teacher
Discipline and Cleanliness-in-Charge	Student-teacher
Report-in-Charge	Student-teacher
Photo-in-Charge	Student-teacher

Objectives of Student's Council

✓ To have student representation in the functioning of college

✓ To maintain discipline in the classes

✓ To provide a mechanism to address grievances

✓ To conduct activities of the B.Ed. program smoothly

The activities held by the Student's council are:

✓ Regular meetings

✓ Giving instructions in the classes

✓ Conducting academic, sports and cultural activities smoothly

✓ To address the grievances of students to tutorial group teacher, principal and higher management.

2. **Academic Committee**

Dr.(Ms).Sunita Wadikar (Principal)	-	President
Dr. Jayashree Ramanathan	-	Member
Dr.Asawari Bhave	-	Member
Ms. Nelli Asha Latha	-	Member
Ms. Reni Francis	-	Member
Student Representatives		

Objectives of Academic Committee

✓ To carry out academic activities smoothly

✓ To conduct study circles

✓ To conduct mentoring programs

✓ To arrange computer training programs for students

Activities conducted by the Academic Committee are:

✓ Make arrangements for workshops and training programs

✓ Carry out study circles

✓ Assign mentors for academically weak students

✓ Conduct computer training programs for students

3. Library Committee

Dr.(Ms).Sunita Wadikar (Principal)	-	President
Ms. Parveen Arif	-	Member
Ms. Sally George	-	Member
Ms. Brijbala Suri	-	Member
Ms. Mary Devakumar	-	Member
Student Representatives		

Objectives of Library Committee

✓ To create an intellectual environment

✓ To provide a link between library and student teachers

✓ To promote ideas to utilize library resources to its optimum level

✓ To supervise compulsory library hours to be completed by each student

Activities conducted by the Library Committee are:

✓ Encourage students to use the library resources

✓ Keeping student teachers informed about the total reading hours completed in library

4. Cultural Club Committee

Dr.(Ms).Sunita Wadikar (Principal)	-	President
Dr.Jayashree Ramanathan	-	Member
Dr.Asawari Bhave	-	Member
Ms.Samita Shetty	-	Member
Ms. Nelli Asha Latha	-	Member
Student Representatives		

Objectives of the Cultural Club

✓ To identify the talents in the student teachers

✓ To develop a sense of appreciation for Cultural activities in the student teachers

✓ To develop aesthetic sense in the student teachers.

✓ To develop team spirit and co-operative learning amongst the student teachers.

Activities conducted by the Cultural Club are:

✓ Organize cultural events in co-ordination with different tutorial groups

- ✓ Celebrate days such as 'Gandhi Jayanti', 'Independence Day', 'Teacher's Day', 'Hindi Divas', etc

- ✓ Organize events competitions

- ✓ Organize programs for 'Diwali Celebrations', 'Alumni Meet', 'Christmas Celebrations', etc

- ✓ Organizing everyday assembly in co-ordination with class

5. Language Club Committee

Dr. (Ms.)Sunita Wadikar (Principal)	-	President
Ms Reni Francis(English)	-	Member
Ms.Orsolina Rayan(English)	-	Member
Ms. Brijbala Suri(Hindi)	-	Member
Ms.Sandhya Bhise(Marathi)	-	Member
Student Representatives		

Objectives of Language Club

- ✓ To develop an appreciation for language

- ✓ To develop the ability to express.

- ✓ To exhibit creativity.

- ✓ To develop oratory skills.

Activities conducted by the Language Club are:

- ✓ encourage students to write for the college publications in English, Hindi and Marathi languages

- ✓ Prepare student-teachers to give speeches on various cultural events

- ✓ To organize essay writing competitions and elocution competitions

6. Environment Club Committee

Dr. (Ms.)Sunita Wadikar (Principal)	-	President
Ms Mary Devkumar	-	Member
Ms.Sally George	-	Member
Ms. Mary Varghese	-	Member
Mr. Mahesh Kumar	-	Member
Student Representatives		

Objectives of the Environment Club:

- ✓ To develop scientific attitude
- ✓ To create interest in the importance of maintain a balance in the environment
- ✓ To encourage participation in practical application of sustaining the environment mathematics
- ✓ To make the students understand the value of nature
- ✓ To organize Guest lectures, Quiz competition, extempore competition, Slogan competition etc.

Activities conducted by the Environment Club are:

- ✓ Organize competitions such as Quiz competition, extempore competition, Slogan competition, skits giving environmental messages.
- ✓ Organize guest lectures on environmental themes

7. Extension Committee

Dr. (Ms.)Sunita Wadikar (Principal)	-	President
Ms. Nelli Asha Latha	-	Member
Ms. Sandhya Bhise	-	Member
Ms. Orsolina Rayan	-	Member
Ms. Mary Varghese	-	Member
Student Managers		

Objectives of Extension Committee

- ✓ To develop an attitude to serve the community through various community oriented extension projects
- ✓ To organize extension activities under various extension projects
- ✓ To organize training programs and field visits in the college
- ✓ To provide reports to Department of Adult and Continuing Education and Extension

Activities conducted by the Extension Committee are:

- ✓ Segregating and assigning different extension projects to student teachers
- ✓ Train student-teachers to conduct activities in each of the extension projects
- ✓ Inviting and conducting field visits by the extension field co-ordinator
- ✓ Organizing college level and community level activities in Population Education Club

✓ Preparing and sending reports to the Department of Adult and Continuing Education and Extension

8. Grievance Redressal Committee

Dr. (Ms.)Sunita Wadikar (Principal)	-	President
Ms. Mary Varghese	-	Member
Ms. Sunita Patawari	-	Member
Dr. Asawari Bhave	-	Member
Ms. Mary Devakumar	-	Member
Student Representatives		

Objectives of Grievance Redressal Committee

✓ To provide a mechanism to address student-teachers grievances

✓ To take measures to solve the problems faced by student-teachers

Activities conducted by the Grievance Redressal Committee are:

✓ Informing student-teachers grievances to teacher-educators in the redressal committee and the principal

✓ Opening the suggestion box regularly and conveying the grievances to the grievance redressal committee

✓ Solving the problems faced by student-teachers

9. Career Centre Committee

Dr. (Ms.)Sunita Wadikar (Principal)	-	President
Ms. Samita Shetty	-	Member
Ms. Lamya Kagdi	-	Member
Ms. Sunita Patawari	-	Member
Mr. Mahesh Kumar	-	Member
Student Representatives		

Objectives of Career Centre Committee

✓ To provide opportunities to student-teachers for career progression and job opportunities

✓ To organize expert talks and guest lectures

✓ To organize campus interviews

Activities conducted by the Career Centre Committee are:

- ✓ Organizing guest lectures on topics such as 'Personality Development',
  'Communication Skills', 'Preparing for Interviews', 'Preparing Resume', etc

- ✓ Invite and organize for campus interviews

10. Publications Committee

Dr. (Ms.)Sunita Wadikar (Principal)	-	President
Ms. Reni Francis	-	Member
Ms. Brijbala Suri	-	Member
Ms. Sandhya Bhise	-	Member
Mr. Sanjay Singh/Ms. Nikita Kawale	-	DTP Section
Student Representatives		

Objectives of Publications Committee

- ✓ To develop the ability to express.

- ✓ To exhibit creativity.

- ✓ To encourage writing articles for the college magazine and newletters

Activities conducted by the Publication Committee are:

- ✓ Encourage student-teachers to write for the college magazine and newsletters in
  English, Hindi and Marathi

- ✓ Collect written articles from student-teachers

- ✓ Type the articles given by student-teachers

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The institution has developed a data base of the feedback formally collected from its graduates and employers. The feedback form seeks information on the usefulness of the B.Ed. course with respect to various subjects in the curriculum, the practice teaching and other activities conducted throughout the B.Ed program. The data collected is utilized to improve upon the programs or to bring about necessary modifications wherever possible. The data is also used as inputs to bring about a change in the curriculum of the B.Ed. course when the revision committees hold meetings.

5.4   Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

1. **Title of the practice*:***

   The strategy adopted for student support and progression is called '**TEAMS**'

2. **The Context that required the initiation of the practice:**

   The B.Ed. course is a rigorous course involving a range of activities to be completed by the student teacher and thus needs constant support and guidance.

3. **Objectives of the Practice:**

   The objectives of the best practice 'TEAMS' are to provide constant support for student progression and provide guidance and counseling services to students.

4. **The Practice**:

   Constant support is provided to students through the 'TEAMS' approach which are:

   ✓ Tutorial groups

   ✓ Enrichment through Library Hours

   ✓ Adoption

   ✓ Mentoring

   ✓ Study Circle

5. **Obstacles Faced if any and Strategies Adopted to Overcome them**:

   Some of the obstacles faced were lack of time and personnel required to give personalized attention to students and students unwilling to co-operate with the teacher educators in programs conducted for improvement of the students.

6. **Impact of the Practice:**

   The strategy has successfully been able to guide and provide excellent services to support students and ensure their proper progression.

7. **Resources Required:**

   The services of the teacher educators, the library, the infrastructure of the college, professional counselor and the student councils' services are utilized to the optimum.

8. **Feedback Mechanism and Future Plans:**

   Feedback on the best practices adopted is taken from the students in the form of feedback forms, informal talks, exit meeting and through a suggestion box.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

    The evaluative observations made under Student Support and Progression in the previous assessment report are:

    ✓ PCER collects feedback from its students informally. Such feedback cannot have the impact of formally and systematically collected feedback.

    ✓ PCER updates its prospectus only when the university revises B.Ed. Syllabus and rules.

    ✓ PCER does not have a formal placement cell.

The following action measures have been taken to implement the valuable suggestions given by the NAAC peer team.

✓ PCER has developed a data base of the feedback collected. A formal procedure is adopted to collect feedback from its graduates working in various schools and also from student teachers who are currently pursuing the B.Ed course. The data form reflects the usefulness of the various activities in the B.Ed curriculum, regarding the lessons given in Practice teaching schools and the relevance of various subjects and the activities in the curriculum. The 3- tier evaluation mechanisam is used. **(Refer criteria VII)**

✓ The presentation of the prospectus has been modified, the mission and vision of the institution has been enriched to keep up with changing times, and additional activities planned for the year have been incorporated. Changes in the syllabus have been made only after the university has revised the syllabus in the year 2008-09.

A formal career cell has been set up for helping student teachers secure employment. The cell also provides for personal grooming, personal support and counseling. Workshops are conducted to equip students for preparing curriculum vitae and appearing for interviews. Campus recruitment and campus interviews are organised by the career cell.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

    With regard to Student Support and progression, the institution has started new strategies to constantly provide support, encouragement and guidance to the student teachers such as:

    Tutorial Groups: This program has been modified to suit the requirements of the student teacher and implemented rigorously.

    Mentoring: To promote student teachers with academic impediment.

    Adoption: Student teachers who require personal care, special attention and guidance are adopted by teacher educators who monitor them on a one to one basis.

    Study Circle: The student teachers sit together in groups and study. It gives them time to interact with each other, solve doubts, discuss, share books and notes, and help each other wherever possible.

    Library Hours: To instill in the student teachers regular reading habits and referring to books. This develops study skills.

    ICT Based Teaching: Teacher educators use power point presentations incorporating pictures and videos in the teaching process to clarify concepts and provide multi-sensory learning. Students are encouraged to use OHP and LCD projector for their seminars presentations. The classrooms are laden with technology with a drop screen and an LCD projector installed in each of the B.Ed. classrooms. There is provision made to keep other technology required such as the microphones, speakers and the computer.

Innovative Techniques/ Methodologies: Innovative teaching techniques are adopted by the teachers such as co-operative learning, the Inquiry Training Model, Concept Attainment Model, Jurisprudential Inquiry Model, debates, discussions, dramatization, role-play, etc.

Enhanced Inter-College Participation: Various events are conducted at the college level and the winners at the collegiate level are given further training and sent to participate in inter-collegiate events.

Attended /Conducted Workshops, Conferences: The institution ensures professional growth of the teacher by encouraging the teacher-educators to attend workshops conducted by other colleges of education, universities and other institutions. The teacher educators also conduct workshops in the college to develop specific skills of the student teachers.

Paper presentations at National/International level: The teacher educators participate in presenting Papers at both national and international level. It is a pursuit towards capacity building in most of the academic areas. The exposure to various contemporary issues through presenting and attending paper presentations equip the teacher educators with up-to-dateknowledge in the field of education.

Publications: This area is strengthened as the student teachers and teacher educators are encouraged to write articles for the college publications such as the Annual College Magazine-'The Dawn', Monthly Publication called – 'Newsletter' and a National Bi-Annual Research Bulletin called the **'Pillai's Educational and Research Bulletin'.** Articles in English, Hindi and Marathi are published.

Research: Research is a pursuit for the truth and action research aims at solving the immediate problems faced by teachers and students in schools. Each student teacher has to conduct an action research project attempting to probe into an observed problem and taking appropriate measures to solve them. Teacher educators undertake research projects to find out facts and improve educational practices. Some of the teacher-educators have attained Doctorate Degree and some are pursuing the Ph. D.

Networking: The College endeavors to keep links and contacts with other teacher-training colleges, other institutions and research institutions. Experts are invited from various colleges to conduct workshops and lectures. Student teachers are sent to participate in inter-collegiate events. The inter-collegiate elocution competition in the memory of our

former'Principal Mathews Chacko Intercollegiate Extempore Competition' is organized in a big way to explore the environmental knowledge and speech talents of student teachers of different colleges of education.

Our teacher educators are invited as resource persons and to be on the panel for interview, career advancement etc.

Teacher educators participate in the University work as paper setters, examiners, moderators and course writers.

Three of our teacher educators were convenors in the new syllabus framework and other senior teachers were on the committe for the same.

A workshop for school teachers was organized in collaboration with Homi Bhabha Center for science education

A research on'C' footprint has been taken up with the Rotaract Club of Deonar.

Our networking at national level was when we conducted the distance mode B.Ed. course of Indira Gandhi National Open University for nearly 6 years. Teacher educators from various reputed TEI were invited for the counselling and the lecture programs. Also our P.G. recognised teacher educators render its services by being on the visiting faculty of the M.Ed. and M.A. education at our sister institute at Panvel.

At the international level our journey in all the endeavours continues through the 'Soroptomist International Club of Chembur' and activities like participating in training programes in international school for (IB) skills.

An online debate was organized for children of Chembur English High School in collaboration with The West gate School of London.

Criterion VI: Governance and Leadership

6.1   Institutional Vision and Leadership

1.   What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Vision Statements and Mission Statements convey clearly and concisely the direction of the institution. By drawing a clear mission statement and vision statement, the institution powerfully communicates its goals   to realize an attractive and inspiring common vision of the future.

The mission statement of the institution:

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

The vision of the institution:

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

The values of the institution:

✓ ***Contributing to National Development***

✓ ***Fostering Global Conpetencies among students***

✓ ***Inculcating a Values System among Students***

✓ ***Promoting Use of Technology***

✓ ***Quest for Excellence***

✓ ***Environmental sensitivity***

✓ ***Democracy***

✓ ***Humaneness in all dealings***

The stakeholders of the institutions are the student-teachers, the practice teaching schools, the community, and the society at large. It is therefore essential for the institution to communicate its mission, vision and values to the stake holders.

The institution makes known its mission, vision and values to the stakeholders in the following ways:

- ✓ The mission, vision statements and the values are mentioned in the prospectus of the B.Ed. program, the syllabus book of the institution and the web-site of the institution.
- ✓ The Principal at the inauguration program of the B.Ed. instills in the minds of the prospective teacher-trainees about the mission, vision and values of the institution.
- ✓ The Secretary and CEO of the institution Dr. K.M. Vasudevan Pillai shares the vision, mission and values in meetings with the student teachers in various functions and educational visits organized by the institution.
- ✓ It is also displayed on the notice board of the Principal's office, the staffroom, and the classrooms.
- ✓ Teacher educators reinforce and accomplish the mission, vision and values of the institution through their lecture program and day-to-day activities.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, educational institution's traditions and value orientations?

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations.

The mission statement of the institution is '*To create opportunities for value-based transactions in empowering student-teachers to tackle professional and global issues through collaborations in this techno-savvy era.*' This mission statement of the institution is further spelled out in the form of objectives through which it endeavors to achieve its mission. The objectives of the institution are as follows:

- ✓ To prepare student-teachers to bring in quality in all their endeavors.
- ✓ To inculcate research skills to find solutions to classroom problems.
- ✓ To inspire individual, social, emotional and intellectual competence.
- ✓ To create an awareness among student-teachers about community, national and global issues.
- ✓ To provide opportunities to interact with experts in the field of education.
- ✓ To develop networking skills with their contemporaries.

- ✓ To cultivate organizational skills through team work, collaborations and co-operation.
- ✓ To train the student-teachers in imparting and evaluating learning experiences.
- ✓ To inspire the student-teachers to meet the challenges of dynamic society.
- ✓ To provide supportive skills in dealing with academic and personal problems of learners.
- ✓ To nurture the thirst for knowledge and skills in the latest innovations and technologies in education.
- ✓ To sensitize the student-teachers towards the threatening environmental issues.
- ✓ To direct the student teachers to full fill their role as nation builders.

The above objectives of the institution clearly indicate the needs of the society in terms of inculcating research skills so that the student-teachers are empowered to tackle the classroom problems effectively following the right and scientific methodology through research, sensitizing student-teachers with the national, global and environmental issues and inculcating an attitude towards taking initiatives to solve them. The student teachers and teacher educators are involved in different community services like giving voluntary teaching to the poor and weak students, helping the people at the old age home, service at different orphanages. The institution has also adopted two schools catering to the weaker section of the society. The services provided include teaching and providing educational resources.

The objectives also indicate to serve the student teachers in the best possible manner by inculcating individual, social, emotional and intellectual competency through various programs and workshops. The institution aims at training student teachers in imparting and evaluating learning experiences through its practice teaching program, the pedagogical analysis, the year-planning, unit-planning, lesson planning and question paper setting. The institution creates in the minds of the student teachers self-dependency in learning by adopting teaching methods such as co-operative learning, the seminar method, self-study, compulsory library reading and the zero-hour period. The institute gives the student-teachers an opportunity to interact with experts in the field of education by organizing talks. The institution also prepares to equip student-teachers to use the latest technology in teaching-learning.

The school sector benefits as we disperse the finished products of quality teachers into the society. Most of the student-teachers secure jobs even before completing the course

through campus interviews and by exhibiting their teaching skills in the practice teaching schools.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

There is continuous monitoring of the activities of the institution by the management .The management board reviews all activities and for this a report has to be submitted by the Principal. A check is also kept to ensure that the institution is imparting high quality education integrated with values & technology. Educational visits to the various sister institutes of the society are encouraged by the management. Dr. K. M. Vasudevan Pillai personally interacts with the students sharing his views and plans with them. He gives total freedom to the student-teachers and for that matter any member of the organization to approach him for addressing any grievances and help.

Through exemplary and effective leadership and supervision, the institution has improved its performance. To increase the efficiency and ensure quality different committees have been formed for to look into the details.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The management has entrusted the Principal with the task of leading the B.Ed. College to greater heights. Freedom is given to the Principal to take decisions regarding the conduction of various programs. However the management is kept informed about the progress and programs of the institute by the principal. The principal ensures that responsibilities are defined and communicated to the staff of the institution in the following ways:

✓ Dr. K.M. Vasudevan Pillai a visionary, with his far sightedness and dynamic leadership has been successful in establishing 48 institutes within a span on just four decades. His national and international visits to various educational institutes has helped all our institution to bring in the innovative practices in all the transaction

✓ The principal organizes meetings with the staff on a regular basis.

- ✓ Planning for the next academic year is done through staff meetings held in the month of April and major portfolios and persons responsible for handling the portfolio are decided.
- ✓ Names of the portfolios and names of the teacher-educators handling the portfolio are recorded in the minutes-book.
- ✓ The Principal clearly describes expectations from the subordinates and deadlines are set for every task.
- ✓ A dossier is prepared for every portfolio which acts as a guide for the next person to handle the portfolio. The dossier mentions the responsibilities, activities and documentation required for the portfolio.
- ✓ Activities to be conducted in each portfolio such as Practice Teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visits and Picnics, etc are discussed in the staff meetings.
- ✓ A staff meeting is held every second and fourth Saturday of the month to discuss and review the work in various portfolios. Any problem faced by the teachers handling the portfolio and others are shared and ideas are brainstormed to find solutions.
- ✓ At the end of the year work done in various portfolios are discussed. Members of the staff are asked for sharing the efficiency with which a portfolio was carried out and suggestions criticisms are welcomed to improve upon the practice.
- ✓ The management provides the resources and finances needed to accomplish the various tasks.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The management and the head of the institution encourage a continuous feedback system and thereby using this critical information in a constructive way to improve upon the practices of the institution. The feedback is collected from student teachers, practice teaching school's alumni as well as teacher educators. The feedback is collected through feedback forms once as a midterm review and then at the end of the year. The data

collected through these feedbacks are analyzed and a detailed report is made. This is then discussed with the management committee.

The Secretary and CEO of Mahatma Education Society and other management representatives in informal meetings and casual talks with the student teachers also probe into the efficiency with which activities are carried out by the institution.

6. How does the institution identify and address the barriers (if any) in achieving the vision/ mission and goals?

The Principal with the constant support of the management and teacher educators endeavor to identify the barriers and facilitate them to reduce it to the minimum and increase the efficiency to achieve the mission and vision of the institution. Review meetings are arranged after every activity. The feedback obtained through these meetings is communicated to the concerned teacher educator involved in the respective portfolio to find out solutions to the drawbacks identified (if any) during the execution of the activities. All activities are pre-planned and are entrusted to each teacher educator with the responsibility of executing the task effectively and efficiently.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

No organization can work smoothly without the support and co-operation of the people working in the organization. The teacher educators, support staff and the office staff have to put in their best so that the institution functions smoothly. The management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

✓ All the teacher educators are involved in the different activities organized by the institution. teacher educators are involved in admission procedure, quality management and maintenance, inspection of different facilities.

✓ Teacher-educators are in-charge of the various portfolios. The portfolios are interchanged every three years.

- ✓ The institution encourages and deputes teacher educators to attend seminars, workshops, refresher courses, training programs and present papers at local , national and international levels.

- ✓ The management supports its staff by funding the various projects undertaken by teacher educators, seminars, workshops attended by the teacher-educators.

- ✓ The institution encourages the teacher educators to study further and also to complete their doctorate degrees. The institution at the Teacher's Day function honors all the personnel who have attained a doctorate degree with a cash reward and a certificate from the management. The society has also initiated the Best Teachers Award

- ✓ The teacher educators who have completed doctorate degree and are fully qualified and competent are chosen as principals in various institutes of the organization.

- ✓ Good work done is appreciated by the Principal in the staff meetings and a report is given confidentially to higher management. The management also acknowledges the work and support given by every individual member of the staff.

- ✓ The office staff and the support staff are given importance by felicitating them in the formal gathering of the college.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The success of an organization depends on how effectively the head of the organization has lead and guided the organization. The institution has risen to greater heights under the able and humane leadership and guidance of the Principal. The principal has constantly sought support and encouragement from the Management board. The entire curricular as well as co curricular activities are organized under the governance of the Principal. Some of the adopted strategies for facilitating the course are follows:

- ✓ The Principal in concurrence makes decisions regarding the papers that will be taught by the teacher-educators.

- ✓ Decisions are made regarding major portfolios to be handled by the teacher-educators.

- ✓ Specific targets are set for various portfolios and task on time and time on task is the philosophy adopted by the Principal.

- ✓ To monitor the progress of work done in each portfolio, meetings are held with all the teacher educators. Opportunities are given to share problems faced by the teacher-educators in executing tasks assigned. The problems are discussed and solutions are sought through brainstorming.

- ✓ Total freedom is given to approach the Principal when the teacher-educator is faced with any problems with respect to the execution of the portfolios.

- ✓ The respective portfolio teacher educators in-charge plan activities and discusses it with the Principal to bring about the suitable changes (if any). Implementation of the plan takes place only after getting the consent of the Principal.

- ✓ The Principal acts as a link between the teacher educators and the management. Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.

- ✓ Principal's encouraging attitude and progressive mindedness has helped not only the institute but also the teacher educators and student teachers to evolve

- ✓ The humane and understanding approach of the principal makes it easy to carry out various portfolios smoothly.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

   Student Council Meeting Committee: The Student Council members meet every fortnight to discuss the various forthcoming activities, the hurdles faced if any in carrying out the activities.

   Academic Committee: A meeting between the teacher educator and student teacher are conducted on a regular basis in coordination with the learning needs of the student teachers with respect to notes, vernacular difficulty etc. A continuous monitoring of the grades scored by the student teachers' is discussed with their respective tutorial guide teachers'.

Library Committee : The committee keeps a check on the number of library hours completed by each student teacher in consultation with the library staff. Reference materials are also provided. As per student teachers requirements provision for additional books are also made.

Cultural Club Committee: The cultural club committee gets together in assisting student teachers' with the smooth conduct of the cultural programme. The requirements if any for the cultural programme are arranged with respect to costumes, props, staff support etc.

Language Club: The Language Club Committee conducts a regular interaction in order to meet the diverse needs of the student teachers from the vernacular medium, communication skills are enhanced, celebrating of various days, organizing skits, competitions, seminars, elocutions for efficient use of the language.

Environmental Club: The environmental club committee is always geared to address the burning issues of the environment faced by us. Various talk shows, poster competitions, slogan writing competitions are organized to spread awareness. The two- minute ecological is a regular session at the assembly everyday.

Extension Club Committee: The extension club renders its extended services to the welfare of the society by conducting streets plays, lessons at school level. Timely co-ordination between the teacher educators and the extension mangers are held for the smooth conduct of the activities.

Grievance Redressal: The grievance rederessal club committee address the difficulty faced by the student teachers' during the course. A counseling session is held to provide support for students with academic, personal, social hurdles.

Career centre: The career centre provides career options to the student teachers' for further professional development. Employment opportunities are also offered to the student teachers'. Campus interviews are arranged for an appropriate placement prospect.

Publication Committee: The Publication Club Committee meets periodically with the issue of its newsletter by each tutorial group and also with respect to the Magazine 'Dawn'. Issuing letters, collecting advertisement and publication of articles are some the few activities that the club shoulders.

Different committees have been constituted by the institution for management of different institutional activities. The different committees, have set their objectives, plan activities and organise meetings for effective functioning

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Every organization has an organizational hierarchy with which it functions. The organizational structure starts with the CEO and Secretary of Mahatma Education Society Dr. K.M. Vasudevan Pillai, the management body, the office staff, the Principal , the teaching staff , non-teaching staff and the support staff . Apart from this we also have various committees formed for the smooth functioning of the academic and co-curricular activities. The committee members consist of both teacher educators and student teachers and the computer staff.
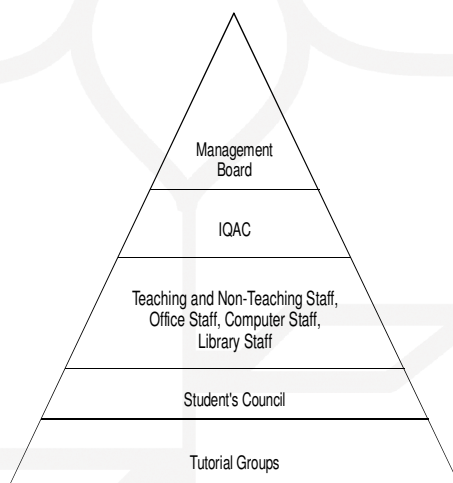
PCER follows the **pyramidal or the bottom to top** approach for all its dealings with the student teachers and the management of the college. Various activities of the college are decentralized through the tutorial groups. The tutorial group teachers and the tutorial groups conduct activities in co-ordination and guidance with the principal, tutorial group teachers and the student's council. All issues, grievances and suggestions are discussed and conveyed to the tutorial group teachers. The student council is then informed about it and action is taken to solve the problem at the student's council level. If not solved at the student council the matters are taken to principal. The principal takes advice and help the management according to the severity of the issue.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

Under the umbrella of Mahatma Education Society there are courses from kinder garten to post graduation. Presently MES conducts courses in architecture, commerce, arts, science, management studies, information technology, bio-technology, computers, electronics and mechanical engineering in various campuses at New Panvel, Chembur, Gorai and Rasayani. It has also the credit of starting three International Schools with IB curriculum. All these institutes are managed by different personnel under the able guidance of Dr. K.M. Vasudevan Pillai and Dr. Daphne Pillai. The Pillai's College of Education and Research, Chembur is managed by Principal Dr. Sunita Wadikar with the constant support and encouragement from the top management. The Principal executes total democratic leadership style and believes that none of us is as smart as all of us together. Though total decentralization and freedom is given to the principal and all the teacher educators to take decisions to smoothly conduct various activities of the institution yet, the institution looks forward for constant support from the top management.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

Any institution has to maintain good relationships with the community it intends to serve. The B.Ed. institution has to work in co-ordination and co-operation with several other institutions. Some of them are as follows:

✓ The institution's goal is to prepare efficient teachers for the society. It seeks help from the schools to provide a ground for the student teachers to practice and develop their teaching skills. Permissions are obtained from the practice teaching schools before the start of the academic year.

✓ To recognize the help and co-operation extended by the schools that support practice teaching program, the institution often conducts training programs for the teachers working in the practice teaching schools.

✓ The institution is constantly in touch with the University of Mumbai for being an affiliated college under them. Admissions are done according to the rules specified by the

university. The teacher educators are granted approval by the university. The institution conducts the university examinations by functioning as a centre for the B.Ed. examination. Teacher educators are deputed for setting question papers, as examiners and moderators, besides the institution also sends the teacher educators for the refresher courses conducted by the University of Mumbai (UGC).

✓ The institution collaborates with the Department of Education, University of Mumbai. The teacher educators update their qualifications pursuing different courses such as M. Phil and Ph. D. offered by the department of education. Teacher-educators attend research paper presentation, workshops and seminars conducted by the department of education.

✓ The institution undertakes Extension work associated with the Department of Adult and Continuing Education and Extension, University of Mumbai, Churchgate. The student teachers academically take the benefit of 10 grace marks provided by the Extension Department as well as knowledge is gained by the student teacher through different projects offered by the Extension department, thereby sensitizing them about various social issues

✓ The institution co-operates with the other B.Ed. institutions by deputing teacher educators to attend seminars conducted by them. It also invites teacher educators from other institution in the programs conducted by our institution.

✓ The institution has started a bi-annual research bulletin called the Pillai's Educational and Research Bulletin. It invites research based articles from the colleges of education and other institutions.

✓ The institution also works with the support and co-operation of other department of our institution. The computer staff offers its help by training our students with computer skills. The DTP staff of the institution is involved with the printing of college magazines and newsletters.

✓ The institution offers its services to different social service organizations such as the Navjeevan Centre (Murbad), Children's Aid Society (Mankhurd),Premdan in the form of community work. It provides material support as well as remedial teaching to the needy in the community.

- ✓ Different organizations are invited to deliver special lectures for the Extension Work on topics like HIV-AIDS awareness, Anti Dowry Movement etc.
- ✓ MES's-Research Forum provides a platform for interdisciplinary research, and paper presentations as it involves all the institutions under the banner of Mahatma Education Society.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes

The institution collects the feedback from students, alumni, teacher educators for finding its strengths and drawbacks of the institution. With the feedback obtained form the various feedback forms the information is collected regularly and shared with teacher educators and the management. The Principal and the management take the necessary action to improve its processes and functioning.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/ providing conducive environment).

The success of any institution depends on how well activities were done in co-operation and co-ordination with each other. Our institution is known for its quality education provided in the circle of the B.Ed. institution and this cannot be achieved unless all the teacher educators works in co-ordination with each other. The following are the ways adopted by the head of the institution to ensure unison of work:

- ✓ Portfolios are shared by two or three teacher educators so that there are enough hands and ideas to work on.
- ✓ If an activity has a host of responsibilities then all the teacher educators are involved and entrusted with a responsibility so that there is judicious delegation of work.
- ✓ During the teacher educators meetings held teacher educators are given freedom to express the problems faced in a particular portfolio and ideas to solve them are welcomed.

- ✓ The staff enrichment programs are held to upgrade their knowledge and skill of the staff. These programs lead to healthy discussion and clarifications of ideas and thoughts. teacher educators are encouraged to present book reviews, sharing of knowledge got through attending seminars and workshops held else where and current trends in education.
- ✓ Teacher educators are encouraged to attend various workshops, seminars, refresher courses, orientation programs needed for their professional development. The institution provides funds needed for these programs.
- ✓ The principal encourages the teacher educators to present their lectures using innovative techniques such as co-operative learning, self-study, Concept Attainment Model, Inquiry Training Model, games, etc.
- ✓ Personnel from other departments of the institution are invited to deliver lectures in the college to ensure expertise being used optimally. The computer staff, the professional counselor, and other prominent people are invited to share their knowledge.
- ✓ Experts from other colleges are also invited to conduct workshops and seminars in the college.
- ✓ Overall an attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the principal.

6.3   Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

   Yes the institution has an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects. Management Information System (MIS) is a subset of the overall internal controls of an institution covering the application of people, documents, technologies and procedures by management to solve organizational problems and to bring in automation. Practically in our institution every activity and work undertaken is documented in the following ways.

   - ✓ The information about the institution, its mission and vision, the syllabus, the marks distribution and the staff of the college is mentioned in the website of the college.

- ✓ The accounts section has a computerized system to calculate the income and expenditure of the college including payroll of the staff, the expenditure on furniture and equipments, seminars and workshops, etc. the accounts are audited every year by charted accountant.

- ✓ The admissions are carried out by coordinating with Vinaanudan through the internet. Finally the entire documents are sent to Vinnaanudan for approval.

- ✓ Separate files are maintained for every portfolio and all the documents related to it are filed promptly. There are separate files for practice teaching, time-tables, extension work, alumni, examination, community work, personal files, etc.

- ✓ A record of formats for different documents such as examination mark sheets, seminar mark sheets, co-curricular activities mark sheets are stored in the computer.

- ✓ Meetings of various committees are made known to the members through e-mails.

- ✓ A computer record of the names of the students, their roll numbers, addresses, CET marks, graduation marks, their methods, Extension Work students list, examination question papers, Internal assessment work etc is maintained in various files in the computer.

- ✓ The notes for the B.Ed. student teachers, question bank, etc are uploaded in the website of the college so that the student teacher have direct access to it.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Every institution must employ proper human and financial resources to achieve its mission and objectives and thereby set a ground to attain the vision of the organization.

- ✓ The institution selects qualified teacher educator for the effective functioning of the college. The Secretary and CEO of Mahatma Education Society Dr. K.M. Vasudevan Pillai himself screens the resumes and conducts interviews along with the Principal and the management board for selecting trained and efficient staff for the college.

- ✓ The institution is known for being an organization that pays well its employees. The top management not only controls but also cares for every need of each employee which motivates the teacher educators towards achieving the mission and vision of the institution.

✓ The institute invests on the growth and development of the teacher educators. It funds for the seminars and workshops the teacher educators have attended, each teacher educator is provided with an individual laptop, money is being spent to revamp the infrastructure of the college.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The most important asset of any institution is its effective management of human and financial resources. The mission of the college is: *"To create opportunities for value-based transactions in empowering student-teachers to tackle professional and global issues through collaborations in this techno-savvy era."* It requires strong leadership, selecting the right team members, ensuring ongoing performance, and developing people for the future. Effective financial control creates opportunities for improvements in the use of the institution's resources. Our institutional management provides strong support for human resource and finance.

✓ The mission of empowering student teachers with professional skills is achieved by conducting various activities such as practice teaching, content delivery through teaching, Extension work, co-curricular activities, seminars, workshops, Examinations, etc. The principal along with the portfolio-in-charge for various activities decide upon the human, material and financial requirements for conducting the activities in the portfolio. The management then releases funds very magnanimously for the various requirements of the college. It also sponsors the educational visits by arranging transport, refreshments etc.

✓ Opportunities for value-based transactions are provided by training student-teachers to deliver value based lessons incorporating core-elements in the practice teaching, serving the community through community and extension work.

✓ The students are prepared to tackle global issues through the content in the curriculum, environmental based activities, placement and training services and guidance and counseling services. The institution conducts co-curricular activities based on the theme of saving the environment. The institution arranges for training the students

to secure a job through the placement services. The institution trains students to become techno-savvy by conducting training to use computer, OHP, LCD and other audio-visual aids effectively.

The institute provides its computer lab, computers in the B.Ed. class room for the students to practice.

All the above activities are carefully planned by the principal in coordination with the teacher educators, and the management very willingly provides for every endeavor of the college towards achieving its mission and goals.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Academic calendar of the institution is prepared by the Principal in coordination with all the teacher educators during the staff meetings. Any limitations or drawbacks in the calendar are modified during the same academic year. It includes all curricular and co curricular activities in a very systematic manner so that tasks are conducted smoothly throughout the year.

In consultation with the practice teaching school teacher's and teacher educators, practice teaching, block teaching, internship programs. etc. at the school level are organised. The Management as well as the Principal gives full support for arranging the activities effectively.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

In order to achieve the objectives of the organization it is very important first to communicate and drill the objectives deep down into the minds of the people who will be instrumental in achieving them. The college communicates the objectives at all levels in the following ways:

✓ The Principal along with the teacher educators frame the mission,vision,objectives and values after a lot of deliberations, the same is discussed with the management for the final approval.

- ✓ The mission and objectives are achieved by conducting various curricular and co-curricular activities. All activities revolve around the vision, mission & objectives of the institution. Teacher educator tries to implement the activities in an innovative manner so that students are able to understand the objectives of our institution very clearly. Teacher educators encourage student teachers to inculcate the values and positive attitude among them.

- ✓ In various formal meetings The Secretary and CEO of Mahatma Education Society Dr. K. M. Vasudevan Pillai with the principal and the teacher educators makes known his vision for the college and the organization. The principal and the teacher educators then gear along with student-teachers to achieve the vision of the top management.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Vision and mission statements are used to express and communicate the institution's specific purpose and goals. The Principal closely monitors whether the activities are being held according to the vision & mission of the college in the following ways:

- ✓ Before the start of the academic year several meetings are held by the principal along with the teacher educator to reinforce the mission and objectives of the college. The portfolio for the coming academic year is announced by the principal.

- ✓ The required personnel, material and finance are released by the management whenever required. Staff meetings are held every second and fourth Saturdays of the month to provide an overview in each portfolio and to put forward the needs of the portfolio.

- ✓ The problems faced in managing each portfolio are put forward by the portfolio-in-charge and also the teacher-educators who assist. Additional infrastructural, financial and human resources required are deployed by the management. Ideas are brainstormed in the staff meeting to solve the problems and thereby achieving the mission and objectives of the college. Tutorial group teachers are constantly interacting with the student teachers on a one to one basis, thereby giving substantial feedback about the entire program. Suggestion box and feedback mechanisms used also help

to a great extent in continuous evaluation.The 3- tier evaluation system gives substantial feedback which is analysed and further action for improvement is taken.

7. How does the institution plan and deploy the new technology?

The mission of the college itself states that we intend to prepare student-teachers for this techno-savvy world. Therefore unless the college itself is clad with technology it cannot train the students to face this technology infested world. It plans and deploys new technology in the following ways:

✓ The institution is well aware of and uses innovative teaching methods such as cooperative learning, self study, various models of teaching, seminars, workshops, study circle, tutorial, etc. The teacher-educators also train student-teachers to use these methods through seminars, workshops and simulated teaching.

✓ The student-teachers are trained to use the computer by providing them basic skills to use the computer through lectures and practical. The student-teachers are allowed to use the OHP and the LCD projector while doing seminar presentations. It enables the students to enter into world of e-learning and self-learning.

✓ Teacher educators use adopting innovative methods and multimedia approach by using the LCD projector in the day to day lectures and activities in the institution.

✓ Every teacher-educator is provided with a laptop of their own to work on.

✓ The classrooms are equipped with innovative technology. Each classroom has an LCD projector, a computer and drop screen, speakers and microphone. OHPs are provided for each class.

✓ Institution has provided open access library facility to students.

6.4   Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

As the saying of Tagore goes "A lamp cannot light another lamp unless it continues to burn in its own flame", the teacher-educators whose mission is to train future teachers should continuously develop and enhance their own professional skills. The institution

identifies the need of each teacher-educator and works towards their career progression. It is done in the following ways:

- ✓ The institution sends teachers to attend seminars and workshops held by various colleges of education, universities and other institutions to equip the teacher-educators with latest knowledge and to keep up with the trends in education.

- ✓ Institutes deputes them for orientation and refreshers courses

- ✓ The principal inspires teacher-educators to write and present papers on various topics at both local and national level.

- ✓ The institution encourages the teacher-educators to pursue higher education such as post-graduation in another discipline and doctorate degree.

- ✓ Teacher-educators are encouraged to undertake short-term research projects on various topics and action research projects.

- ✓ The teacher-educators are equipped with the latest technology such as a laptop provided to each teacher-educator and also the facility of using OHP and LCD in their daily classroom teaching. Apart from the computer section teacher-educators who have proficiency in using the computer train the other staff to use the computer effectively.

- ✓ The management has made provision for all the teacher educators to avail the resources of the computer section to upgrade their computer skills.

- ✓ The principal encourages the teacher-educators who have cleared SET examination to clear the UGC NET examination too.

- ✓ Portfolios are exchanged every three years so that each teacher-educator acquires competency and proficiency in handling all portfolios.

- ✓ Teacher-educators different abilities are utilized by holding seminars and workshops so that their skills are utilized to the maximum and that the student-teachers benefit out of it.

- ✓ Teacher-educators who have completed doctorate degrees and have experience are selected as principals and other posts in different institutes of the organization.

- ✓ Teacher-educators are encouraged to write articles for various magazines and research based bulletins.

✓ Teacher-educators who have good experience are assigned as dissertation research guides for the students who are pursuing M.Ed. degree. It adds to the profile of the teacher-educators and trains them to become future guides for the doctorate degree.

✓ Language barrier of the teacher educators is addressed by guiding them and providing them with necessary technology.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Performance appraisal is integral part of the institution. Every teacher-educator and every activity must be evaluated through appropriate mechanism so that the institute ensures the achievement of its goals and objectives. The faculty is evaluated in the following ways:

✓ Teacher-educators appraise themselves through a questionnaire for Self Appraisal. At the end of the academic year teacher-educators reflect upon their performance and answer very objectively and sincerely to the questions in the questionnaire. It is analyzed and compared with that of the appraisal done by the principal.

✓ The teacher-educators are appraised from the students' perspective also. The principal conducts a mid term review and Exit meeting with the student-teachers. A questionnaire is used to take feedback from the student teachers about the performance and guidance provided by each teacher-educator. The questionnaire consists of ratings on the content delivery of teacher-educators, communication skills, class interaction, methodology adopted, guidance and counseling provided the humane attitude of the teacher-educators, etc.

✓ The principal also appraises the teacher educator by continuous monitoring, observing and through the results achieved by each teacher-educator in his/her portfolio, researches conducted, seminars and workshops conducted and attended, guidance provided in general and in the tutorial group, etc. The principal also analyzes the feedback given by the teacher educators self appraisal questionnaire and the feedback given by the students. The Principal interacts with every individual teacher educator and gives feedback. The Principal also guides and counsels some of the teacher educators to

improve upon their performance & attitude towards the students. This helps in improving the teacher educator's attitude, teaching abilities and interactive skill.

✓ Informally the management conducts the appraisal of the teacher educators by casual talks with the student teachers. The management appraisal stresses on the fact that healthy practices should prevail and positive thinking developed.

✓ The students can also give feedback or put forward their grievances arising out of dissatisfaction about teacher-educators through the Suggestion Box.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

No organization can flourish without winning the trust and confidence of the people working in the organization and it is here at Pillai's that people who enter into the organization are bound to it because of the respect and trust it has shown towards its employees. The management not only controls but it cares for the people in it. Many welfare measures have been adopted by the institution to improve staff well-being, satisfaction and motivation of the staff. To number a few:

✓ The management pays the teacher-educators as per the UGC scale. It also provides increments every year.

✓ The institution spends for the seminars, workshops and training programs attended by the staff. It also provides for the traveling expenses incurred by teacher-educators in visiting various schools at the practice teaching.

✓ When the need of using computers, LCD and latest technology was felt by the teacher-educators, it was communicated to the management and the management very promptly provided laptops to individual teacher-educators, LCDs in lecture halls and other infrastructure facilities which help the teacher educators to improve teaching learning process.

✓ The institute encourages its teacher educator to upgrade their qualification and pursue higher studies and doctorate degrees. Teacher-educators who complete their doctorate degrees are awarded with certificates and cash reward by the management on the Teacher's Day function.

✓ Above all, the management respects and appreciates the work done by each and every member of the organization right from the senior level to the support staff.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes

The institution conducts staff development program for skill up-gradation and training of the teaching and non-teaching staff in the following ways.

✓ The institution conducts seminars for improving the competencies of the regular school teachers. The college had conducted micro skills training in the International School at Rasayani. We had conducted a Workshop on 'Research in Education' and pedagogical enrichment for school teachers. Its objective being to develop skills in conducting research and to acquaint participants with the new trends in learning strategies.

✓ Our management invites experts from different fields to conduct workshops, visitor's talks, and training programs for the student teachers and all the teacher-educators also attend the programs to sharpen their skills and enrich knowledge.

✓ The management also deploys personnel from its computer lab to train the teacher-educators to make use of the laptops provided to them effectively.

✓ Our non teaching staff has always being on the move towards smooth functioning of our B.Ed academic process. Therefore institution has continuous supervisory and monitoring mechanism to evaluate efficiency of non teaching staff members & has conducted workshops for personality development. They are trained to use and install the computer, the LCD, OHP and other equipments in the classrooms. The non-teaching staff is also encouraged to study further in the night-degree college of our institution.

✓ Our librarians, computer department staff also attend workshops and seminars conducted at the college which help for their professional growth and development.

✓ Through our 'Research Forum' a number of activities in the area of research methodologies are conducted for the teacher educators.

✓ A workshop on 'Statistics in Research' was conducted at our M.Ed department to enrich our teacher educators in this area.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

New positions are created in an organization in the situation of retirement, transfer, foreign deputation and promotion of the personnel. Teacher-educators in the institution are recruited by giving advertisements in national and regional news papers. Interviews are conducted by the selection committee bodies consisting of the Principal, 3 members of the management and 2 subject experts. Qualifications, knowledge of the subjects and methods, communication skills and personality are factors considered while interviewing the candidates for post of teacher-educators. They are given yearly increments as per the prescribed norms of UGC. They are recruited on two years of probation period and then made permanent employees of the institution. Once the qualified staff is inducted into the organization they are retained by providing them with salaries as the UGC prescribed scale. The data of the newly appointed staff is sent to the University of Mumbai for their approval. The service conditions are as the prescribed norms of UGC.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations). The institution has so far not appointed any faculty on part-time basis. Some of the faculty is appointed on ad hoc basis. They are the temporary staff of the institution. The management pays them consolidated salary and also provides increments every year. The institute does not discriminate anyone in terms of ad hoc basis appointment and every staff shares equal work load in the institution.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development,

sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Every organization must work towards the continuous development of the faculty. This will ensure the progress of the teacher-educator as well as quality education will be provided to student teachers. The practices of the institution that support and ensure professional development of the faculty are:

✓ In the budget of the college a major part of the expenses of the institution are spent on the faculty development. The amount spent by the institute on faculty enrichment in the previous five years can be seen in the following table :

Year	Amount spent in Faculty Enrichment
2004-05	Rs. 4,21,020
2005-06	Rs. 4,28,905
2006-07	Rs. 10,22,364
2007-08	Rs. 10,80,492
2008-09	Rs. 11,97,900

✓ To make the teacher-educators competent and be at par with technology, it has sponsored and provided each teacher-educator with an individual laptop. The classrooms are having a specially devised podium with a facility to keep the computer, LCD display, drop screen, microphone and speakers. Teacher-educators can provide multi-sensory instruction to the student teachers with the help of technology. Other infrastructural facilities such as airy classrooms, staff room, individual lockers, etc are provided for the teacher-educators.

✓ Teacher-educators are sponsored to attend seminars, conferences and workshops held at various colleges of education and the University. To have an overview of the number of training programs teacher-educators have attended.Sr teacher educators were deputed by the management to attend IB training workshops in international schools thereby orienting them with the IB pedagogy.

✓ Teacher-educators are the members of Soroptimist International which is an international organization working for the welfare of women globally. The Soroptimist International holds various social awareness programs and several women from different social service organizations are adopted and given timely guidance to equip them with vocational skills to be self-dependent.

✓ A Research Forum has been set up in the institution which encourages teacher educators to get involved in all aspects of research work .

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The physical facilities provided in an institute motivate the people in the organization to work efficiently in the organization. The institute provides the following physical facilities for the staff:

✓ The institution provides well maintained and functional office.

✓ Our institution has a separate staff room with essential facilities for the teacher educators such as comfortable chairs, tables, lockers , necessary stationery, aqua-guard drinking water and water cooler.

✓ It provides technology such as wireless internet facilities, individual laptops to each teacher educator, printer in the principal's office, intercom telephone facility, DTP section, photocopier and printing office. .

✓ It provides big and well furnished lecture halls, method rooms, psychology lab, and computer lab, huge library with many educational books and reference books, educational journals, news papers. The library provides open access and proper seating arrangement for student teacher as well as teacher educators.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Any institute must provide its stakeholders a mechanism through which they can address their complaints and grievance as well as the institute must design appropriate mechanisms through which it can seek necessary information from the stakeholders. Such information helps an institute to improve upon its practices. The institution has devised various ways of obtaining feedback from its stakeholders.

- ✓ Students can address their grievances through the Student Council.
- ✓ There is a provision for the students to drop their grievances and suggestions in the Suggestion Box.
- ✓ The Principal conducts a mid term review and an Exit Meeting with the students at the end of the year. There is a questionnaire through which the students express their views regarding the efficiency through which the teacher-educators deliver the course content, guidance and counseling services provided and other competencies of teacher educators.
- ✓ Feedback form is designed and relevant information is collected from the alumni of the college. The feedback is collected during Alumni Meet, meeting of the Alumni Association. The feedback form is also uploaded on the web site of the college.
- ✓ Performance Appraisal conducted by the Principal and Self-Appraisal forms help the head of the institute to know the performances of each teacher educator and also to take corrective action for the shortcomings.
- ✓ The institution collects data from the practice teaching schools. The affectivity through which lessons are taught in the schools are closely monitored by the teacher educator visiting the schools for supervision and also by giving effective and personalized guidance to teach the lessons. Problems faced by student-teachers in practice teaching schools are handled by the practice teaching in-charge teacher-educators.
- ✓ Finally the ultimate stakeholder is the management who is entrusted with the goal of producing highly motivated and effective teachers. The management closely monitors the work done by the college through the principal. The management also informally conducts meetings with student teachers to know the efficiency of the college and to address the problems faced by student teachers.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Effective distribution and delegation of work to all the teacher educators in the institution ensures that the goals and objectives are met and proper monitoring and check is done with respect to every portfolio. The Principal ensures that work load is evenly distributed

and every teacher-educator is exposed and given experience in handling diverse jobs. Some of the policies and practices are as follows:

✓ The principal at the start of the academic year plans the portfolios to be given to the teacher educators. The decision is made judiciously taking into consideration the previous portfolios handled by the teacher-educator.

✓ Portfolios are carried on by teacher-educators for three years and then are exchanged and given to other staff as per the decision made by the principal. In this every teacher-educator gets hands on experience in handling different portfolios and every teacher-educator develops competency in handling any portfolio. Dossier helps teacher-educators as a guide to carry out the activity smoothly.

✓ When a portfolio is given to a teacher-educator, the portfolio has to be handled by that teacher-educator in totality including the administrative and monitoring of the work. However ,help can be taken from other staff.

✓ During functions and other activities all the staff is involved and work is delegated so that one person is not overburdened and that everybody's involvement is ensured.

✓ Care is taken by the Principal that no teacher-educator is overburdened with work and that work is distributed evenly.

✓ Language teachers are entrusted with the responsibility of bringing up the college magazine, the newsletters and the research bulletin through the language clubs.

✓ All the teacher educators are involved in visiting the practice schools for supervising practice teaching lessons of the student-teachers.

✓ The Principal motivates teacher-educators to undertake research projects in their field of interest.

✓ The Principal gives opportunity to every teacher educator to attend two or even more seminars, workshops and present papers at local and national level seminars.

✓ The Principal monitors the work done by each teacher-educator in their portfolios. Also staff meetings are held every second and third Saturday to welcome suggestions from other teacher-educators. Also problems can be expressed and ideas are brain stormed to solve the problems.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes the institution has mechanisms to reward and motivate its teacher educators.

Motivation provided by the principal and the management plays a vital role in providing motivation and encouragement in the people working in an organization. The institute motivates the staff in the following ways:

✓ The principal at the institutional level appreciates good work done by the teacher-educators in the staff meetings.

✓ Monetary incentives in the form of increments are provided every year to each staff which motivates the staff to put in their best for the organization.

✓ Teacher educators who have successfully achieved Ph.D degrees are awarded with a certificate and cash reward by The Secretary and CEO, Mahatma Education Society on the occasion of Teachers Day Celebration.

✓ Teacher educators are encouraged to participate in Personality Development Contest, sing songs and present dance items during various functions such as Teacher's Day function at organizational level. Here the members of the teaching as well as the non teaching staff are given a platform to exhibit their talents and skills.

✓ Awards initiated by MES is 'The Best Teacher Award'

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

No the institution does not get financial support from the government

The revenue is generated from the fees collected from the students. The fee is taken as per the approval given by Shikshan Shulka Samiti. Every year the revised structure of fees is sent to Shikshan Shulka Samiti for approval and the approved fee is taken from the students, which is also displayed on the web-site.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

Not applicable.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

    Yes

    The operational budget of the institution is adequate to cover the day-to-day expenses however if there is a deficit then an internal loan is taken from the trust.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

    Budget allocation of income, Expenditure & Non-Recurring income & Expenditure is enclosed. **(Refer Document 6)**

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

    Yes the accounts are audited regularly.

    The audits are done every quarterly. A random thorough checking is done by the internal auditor every week and the external auditor checks every three months, the audit reports are enclosed. **(Refer Document 6)**

6. Has the institution computerized its finance management systems? If yes, give details.

    Yes the institution has computerized its finance management systems.

    The institute operates its accounting system in a complete computerized environment. The payroll package and the day to day transactions are entered in package called Tally ver-9.2.

6. 6   Best practices in Governance and Leadership

   1. What are the significant best practices in Governance and Leadership carried out by the institution?

   1. Title of the practice: The Five F's Strategy

   2. The Context that required the initiation of the practice: Leadership qualities possessed by the heads of the institution is instrumental in taking the institute to greater heights and in achieving the vision and mission of the organization.

3. **Objectives of the Practice:** The objective of this best practice is to communicate the vision and mission of the organization to various personnel in the organization and to lead the organization to achieve them through effective leadership.

4. **The Practice:** The best practices adopted by the institute to ensure effective governance and leadership can be seen in the Five F's given below:
   - ✓ Focus on Vision and Mission
   - ✓ Freedom of Governance
   - ✓ Financial Providence
   - ✓ Faculty Enrichment
   - ✓ Feedback for Improvisation

5. **Obstacles Faced if any and Strategies Adopted to Overcome them**: Some of the problems faced by the institution with regard to governance and leadership are lack of space available in the institution, deficit finance and coping with practice teaching of the addition batch of 100 students.

6. **Impact of the Practice:** with the able leadership of the principal and the management, our college Pillai's College of Education and Research is indeed known to be the best among the unaided B.Ed. colleges of Mumbai.

7. **Resources Required:** To achieve the vision and mission of the organization the institution also needs to deploy human, financial and material resources.

8. **Feedback Mechanism and Future Plans:** The institution believes in securing feedback from its stakeholders in order to bring about an improvement in its governance and leadership. The institution has designed formal and informal ways of collecting feedback form its various stakeholders.

   Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?

   The valuable suggestions given by the NAAC peer team are given below.

   The institution does not have any twinning program or student exchange programs.

- ✓ However the management institute of Mahatma Education Society has an exchange program with St Mary's college of Business and Economic Moraga California USA.
- ✓ We are in the process of a Student exchange program for the B.Ed student teachers. We also intend to have an international student exchange program with countries such as U.S.A.and U.K.

The institution had deficit budget so far, in 2001-02; the expenditure over income was Rs. 24, 07,562 which dropped to Rs. 13, 97,324 in 2002-03. Enhanced tuition fees should enable PCER to improve its revenue.

- ✓ Regarding the institution running into deficit finance, the institution has now raised its fees as approved by the Shikshan Shulka Samiti.
- ✓ The institution now does not run into deficit and if there is a shortfall the institution takes loan from the trust.

  Can improve its performance further if it involves school principals and school teachers in providing formal feedback on the quality of its programme.
- ✓ Senior School teachers are requested to observe lessons of the teacher educators.
- ✓ The teacher educators interact with the school teachers to find out the quality of performance of the student teachers.
- ✓ Interactions with the school Principals have been initiated, suggestions have been adhered to and improvements thereon have been made.

  Mid session review meetings and session end review meetings need to be institutionalized and their proceedings need to be properly documented so that they may help the institution to constantly review and improve its functioning and programme.
- ✓ Reviewing every activity initiated by the institution has become an integral part of the system.
- ✓ Review meetings are held after completion of any major activity.
- ✓ Reports are made after the mid session review and end review meetings so that a check could be kept to ensure the implementation of the suggestions made.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

Some of the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership are:

Dynamism and change in the vision and mission of the institution

With the world becoming more and more technology oriented and with the changing needs of the society the aims and objectives of the B.Ed. and the vision and mission of the college have been modified. The intention is to produce teachers competent enough to handle technology that has seeped into this competitive world.

With the growing awareness of the environmental issues and to prepare students in the schools to save the environment, our college has chosen environment as the theme of the year since last year. All the activities are centered on creating awareness on environmental issues leading to the development of a right attitude in the minds of the student-teachers towards saving the environment. Several activities to 'Save Our Mother Earth' have been initiated to sensitize tomorrow's teachers who will be influencing the generations to come.

Revamp in the infrastructure of the organization

A complete face-lift has been executed by the management regarding the space constraint and has extended the building with new spacious and airy classrooms equipped with technology, new staff rooms and added physical facilities. The management has spent a considerable amount of its finances in modifying and upgrading the structure and facilities provided in the institution.

Portfolio Exchange Program

Portfolio Exchange Program gives an exposure to the teacher educators to be proficient in all areas. Each teacher educator gets an exposure to work in all departments. New ideas and thoughts get incorporated with the concurrence of the Principal as the portfolios change hands.

Dossier

A dossier is prepared for each portfolio. It acts as a guideline to carry out a portfolio. When a particular portfolio is exchanged, the person who is new to the portfolio can seek guidance from the dossier prepared.

Techno-Savvy approach

✓ The classrooms have been equipped with LCD's which enables the teacher educators and the teacher trainees to use in all their presentations.

✓ The institution has provided each teacher educator with a laptop there bringing in the culture of technology in all programs.

✓ Training programs are conducted by the computer section on the usage of the different programs.

✓ Student teachers are also given hands on training on how to use computers.

Faculty enrichment and career progression

The institution has devised ways to enrich the faculty through the following ways:

✓ By providing opportunities for the teacher educators to attend seminars, workshops and paper presentations at local and national level.

✓ Encouragement to teacher-educators to undertake various short term research projects.

✓ Staff enrichment programs are conducted by way of book reviews, and sharing knowledge acquired from seminars and workshops attended.

✓ Encouragement to the teacher educators to pursue their doctoral degree.

✓ Sending teacher educators for the orientation and refresher programs.

✓ Research and publication was our major thrust area.

Effective feedback mechanisms designed

The institution has devised effective feedback mechanisms for taking feedback from its various stakeholders. Several feedback forms have been designed for collecting feedback from student-teachers and teacher-educators regarding their performance and performance appraisal. The information obtained from these feedback mechanisms have been effectively used for improving the practices of the organization.

Criterion VII: Innovative Practices

7. 1   **Internal Quality Assurance System**

1.   Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes the institution has established Internal Quality Assurance Cell (IQAC)

The year of establishment of the IQAC——— 2002

Composition of the Internal Quality Assurance Cell -

Chairperson	**-**	**Dr. Sunita Wadikar**
Administrative Officers	-	Dr. K.K.Pandey
		Principal.C.Y.Kulkarni
		Dr. R.C. Chandran
Teachers	-	Ms Sally George
		Ms Brij Bala Suri
		Dr. Asawari Bhave
		Ms Reni Francis
		Ms Asha Lata Nelli
Management Representatives	-	Dr.Daphne Pillai
		Ms. Geeta Menon
Nominees from Local Society	-	Dr Harry Mascharenas
		Mr. Bhaskaran
Coordinator	**-**	**Dr. Jayashree Ramnathan**
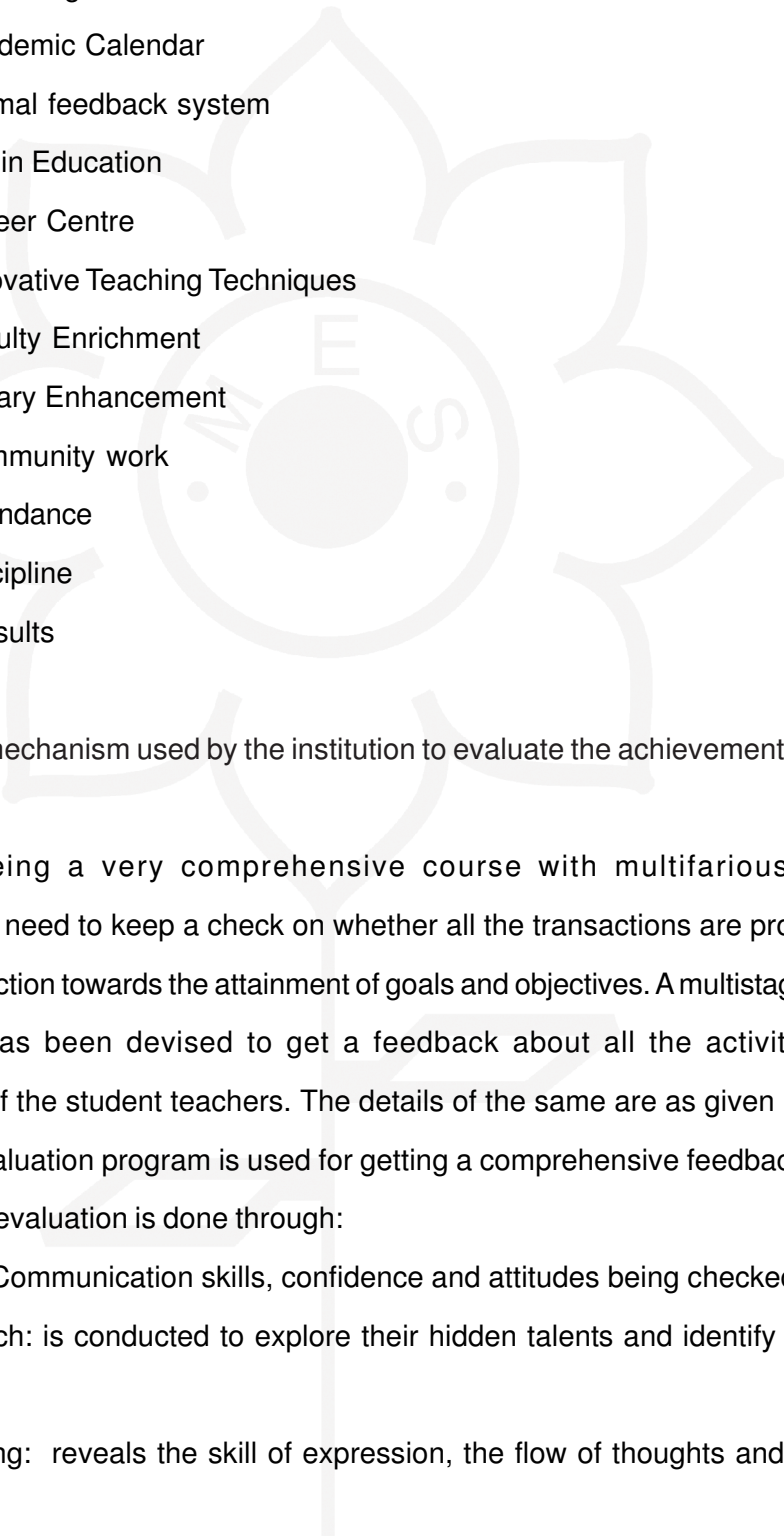
Major Activities Undertaken -

1   Documentation of all major activities.

2   Best Practices initiated.

3   Encouragement to research activities.

4   Commencement of the various clubs.

5   Organization of workshops.

6   Technological Advancements

7   Academic Calendar

8   Formal feedback system

9   ICT in Education

10   Career Centre

11   Innovative Teaching Techniques

12   Faculty Enrichment

13   Library Enhancement

14   Community work

15   Attendance

16   Discipline

17   Results

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The B.Ed being a very comprehensive course with multifarious activities. there arises a need to keep a check on whether all the transactions are progressing in the right direction towards the attainment of goals and objectives. A multistage evaluation mechanism has been devised to get a feedback about all the activities and the performance of the student teachers. The details of the same are as given below:

A three tier evaluation program is used for getting a comprehensive feedback

1) Entry point evaluation is done through:

Interview : Communication skills, confidence and attitudes being checked

Talent search: is conducted to explore their hidden talents and identify their area of interest.

Essay writing: reveals the skill of expression, the flow of thoughts and their writing ability.

Content test: is given to test the content knowledge.

2) Mid Term review: The essays and the first terminal exam performances project the level of attainment of the objectives. At length teacher educators give feedback on a one to one basis and also give a detailed performance report to the tutorial incharge.

During this period the feedback from the students, alumni and practice teaching schools is taken on the various aspects of the B.Ed program.

3) Exit point evaluation: Essays, Preliminary examination, gives a feedback about the exact position of the students, accordingly then they are adopted by the teacher educators for further remediation. Exit meeting with the student teachers is conducted by the principal to understand the strengths and the weaknesses of the programme.

Apart from this to check the individual performance of the student teachers interaction and rapport is developed by the tutorial group teacher educator on a one to one basis. Individual attention is given to guide them at personal and professional level. Feedback and grievances are obtained formally as well as informally about the entire B.Ed programme. The outcome of the feedback is discussed with the teacher educators and changes are brought about in consultation with the management.

The outcomes of the evaluation are discussed initially at the staff meeting and solutions are arrived at with the consensus of all the teacher educators. The networking developed by the management with the principal, teacher educators, and student teachers helps in the smooth functioning of all the activities.

✓ The attainment of the objectives in the area of co curricular activities is also checked through formal and informal mechanisms like:
Seminars, debates, discussions, brainstorming, collabaritive and cooperative learning methods, practice teaching lessons, and project work (viva-voce).
✓ The objectives to be attained through the extra curricular activities are evaluated through extension activities, community services, assembly and cultural programs are also tested
✓ The technique adopted is observation and the criteria used are:
Student participation, involvement, interest, social skills, motivation etc. After the activity is conducted a report is maintained then a review meeting is conducted to

reflect upon the success ,failures, shortcomings and problems encountered so that these issues could be modifiedto make the program more effective in future.

Dossiers are maintained wherein thrust areas are mentioned; precautions to be taken are also mentioned for further reference.

The teacher educators being the backbone of the teacher education program the quality of their transactions will decide the quality of the student teachers, hence to maintain quality in their performance following evaluation mechanisms are being used:

✓ Self appraisal by teacher educators.

✓ Student appraisal of teacher educators.

✓ Monitoring and appraisal of teacher educators by the principal.

✓ Appraisal by the management.

✓ Peer appraisal in the pipeline.

(Refer document No. 5 & 9)

In addition we have the grievance redressal committee, and a suggestion box which helps in understanding the problems and addressing it to realize the objectives.

3. How does the institution ensure the quality of its academic programmes?

   The institution ensures quality in all its academic endeavors by

   ✓ Emphasizing quality improvement, particularly with focus on the results;

   ✓ Involving the teacher educators directly in all academic improvement processes by conducting staff meetings on 2nd and 4th Saturday of every month. Discussions with respect to reviewing work done,evaluating,and bringing modifications wherever necessary.

   ✓ Timely feedback on one to one basis and support rendered to improve student teachers educational performance;

   ✓ Use of technology in the academic spectrum;

   ✓ Report about institutional performance and achievements are available to stakeholders.

   ✓ Modifications are brought about to meet the dynamic educational environment through the use of ICT, conducting of workshops, using innovative teaching methods in the class room.

✓ Accomplishing Learning objectives framed by the teacher educators'

✓ Peer observation of practice teaching lessons by students.

✓ Observation of teacher educators lectures by the Principal during the academic year.

4. How does the institution ensure the quality of its administration and financial management processes?

   ✓ The institution ensures total quality management in all its aspects. The management board conducts regular meetings to deliberate on issues like academic performances, discipline, upgradation of resources, and monitoring of the support staff.

   ✓ Professional growth of teacher educators: the teacher educators are given encouragement to participate in various seminars, workshops, academic professional development and Substantial amount is spent to enhance the administrative abilities of the teacher educators by providing individual laptops so that the teacher educators become techno savvy.

   ✓ The institution ensures various partnership programmes towards quality enrichment to meet the dynamic societal needs.

   ✓ Project monitoring is done by a panel that actively monitors all the administrative and financial management.

   ✓ Fiscal monitoring is done through audits.

   ✓ Monthly reports related to activities conducted are to be submitted by the Principal to the management board.

   ✓ End of year program report is a consolidated report of the entire year's work which is to be presented to the management board by the Principal.

   ✓ Expenditure report is to be submitted with respect to all expenditures incurred during an academic year.

   ✓ Budget allocation takes into account all expenses for an academic year.

5. How does the institution identify and share good practices with various constituents of the institution.

The Best Practices are discussed at various platforms like the Research Forum, Management Meetings with the Principals wherein brain storming and Deliberations happen.The institutions 'Teams Module' has been adopted by the Night Degree College of our institution and they have found it very effective.

The creative lessons given by our student teachers are observed by the school secondary teacher of Mahatma Education Society.

7.2 Inclusive Practices

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

    The paper on psychology of the learner gives an insight into the different learning disabilities and its implications. Workshops are held highlighting the importance of Inclusive Education. The emphasis is laid on the focus given to Inclusive Education in the national policies and the school curriculum. Participation in World Disabled Day and visit to special education schools are some other activities which help in sensitizing the student teachers

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

    Academic curriculum of the B.Ed program has topics on gender issues. The student teachers are encouraged to learn about inclusion and gender issues through:

    Extension activities and through our N.G.O, Erudite organization various activities are conducted like:

    ✓ Dramatization
    ✓ Paper reading
    ✓ Seminars
    ✓ Workshops
    ✓ Debates
    ✓ Street plays

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Various activities are incorporated through the curriculum which fosters positive social interaction and self motivation. They are achieved through:

- ✓ Assembly
- ✓ 2 minute ecologists
- ✓ Student's council
- ✓ Educational visits
- ✓ Organizing of seminars
- ✓ Co curricular activities like sports meet, annual day etc
- ✓ Tutorials
- ✓ Self Study Periods
- ✓ Share and Care project
- ✓ Mentoring
- ✓ Extension activities
- ✓ Practice lessons
- ✓ Organization of camps for eye checkup
- ✓ Blood donation
- ✓ Celebration of national and public festivals
- ✓ Community services
- ✓ Study circle

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Student Teachers are made proficient with working with children from diverse background through :

- ✓ Practice teaching schools with special emphasis on the Municipal Schools.
- ✓ Visit to institutions working for the underprivileged
- ✓ Community work
- ✓ Extension activities
- ✓ Teaching the underprivileged children-Navjeevan centre,Childrens aid society etc.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

✓ Elevator is in the process of instalation to help the physically challenged.

✓ Writers are arranged to write examinations for handicapped students if required.

✓ Financial assistance is provided to the students under the Earn - While You Learn Program

✓ Fee concessions are given

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?
Never faced any major problem. However, minor issues that we faced were handled by collaborating with our N.G.O.

7. 3   Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?
Stakeholders can have access academic and administrative information through the institutions:

✓ Website - mes.ac.in

✓ Brochures

✓ Newsletter (Mahatmite)

✓ College magazine

✓ Administrative Records

✓ Financial Records

✓ Appraisal Records of teacher educators and also through the performances of the student teachers at the University Examination.

The above mentioned institutional information is documented.

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvements through:

✓ Staff meetings which are held on every 2nd and 4th Saturday of every month

✓ Improving the quality of training programmes: with respect to lectures, and other activities conducted.

✓ Making adequate provision for the professional enrichment of all teacher educators

✓ Creating appropriate committees to monitor the adherence to proper standards in the program.

✓ Working in close collaboration with practice teaching schools

✓ Developing research and evolving better solutions

✓ Keeping an active touch with the alumni to understand changes in the school pattern.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Feedback mechanisms adopted to collect data from student teachers, alumni, professional community and other stake holders on program quality are:

✓ Personal discussion

✓ Online comments

✓ Formal questionnaire

✓ Written suggestions from students, practice teaching schools, Alumni

✓ Management board

- ✓ Exit meeting conducted by the Principal

Data collected is then segregated according to the area of suggestions like:

- ✓ Improvement in lecture programs
- ✓ Change in the attitude of teacher educators
- ✓ Preparedness of teacher educators for their lectures
- ✓ Use of technology by teacher educators
- ✓ Understanding student teachers problems
- ✓ Upgrading the in guidance given by the teacher educators
- ✓ Practice lessons given by the teacher trainees
- ✓ Behavior of the student teachers in their respective practice teaching schools

The institution ensures that the data collected is analyzed and remediation done. Feedback is given to the student teachers and quality is ensured. The teacher educators and the student teachers are counseled personally by the Principal and at times by the counselor. Follow ups is also done to check the improvement and the implementation of the suggestions.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

    Additional information to be provided by institute opting for reaccreditations

    The technological advances, globalization effects and liberalization move of the present era have brought the world closer than ever before and with it have grown many challenges of living the values of any profession.

    Keeping this in mind PCER has taken cognizance of the core values framed by the NAAC while disseminating all its transactions:-

    A Bird's eye view of the same is given below:

    1) Contributing to National Development:

        From ' A Tiny Acron to a Mighty Oak'

    As put rightly that National development has been an implicit goal of any educational institution. Mahatma Education Society is no exception and it is sharing its responsibility through its motto of 'Education for All'. To achieve this the Management has left no stone

unturned and has traversed a long way. The educational journey which began in 1970 in the form of a primary school boasts today of having 48 educational institutions under its wings which not only has state-of-art infrastructure with latest technology but also highly qualified staff.

Pillai's College of Education & Research is contributing in its own way in the form of resource development and capacity building by producing quality teachers. Two years ago Pillai's College of Education & Research was sanctioned an additional B.Ed. division with 100 student-teachers. Also permission was granted to start our sister concern, another B.Ed. College and M.Ed. College at Panvel.

Apart from this we had extended our expertise in running the IGNOU B.Ed. course for nearly 6 years. Presently our services are rendered to run the M.A. (Education), distance education and M.Ed. smoothly at our Panvel campus due to the space constraint over here in Chembur.

Consultancy and guidance is provided to students from other than Mumbai University. Capacity building at all levels is constantly addressed by all the faculty members participating and presenting papers in various national as well as international seminars, conferences and workshops and by being resource persons at various forums.

2) Fostering Global Competencies: The world today is a global village therefore, education should prepare the learner to be a global citizen. To do so Pillai's College of Education & Research has initiated a number of collaborative activities to realize its goal. Some of the linkages are as given below:

- ✓ Collaboration with Homi Bhabha Centre of Science Education – A number of activities are planned in partnership like a workshop for the secondary school teachers in the area of Research & Innovative teaching methodology,

- ✓ A joint venture of research in science/mathematics education has been taken.

- ✓ An online debate was organized for school children from London school and Chembur English School.

- ✓ International Baccalaureate workshops were attended by 4 of our teacher educators to get an orientation of the methodologies used in the IB schools.

- ✓ Workshops are conducted to orient the teacher – educators about the various boards of studies – national as well as international.

- ✓ Latest teachnologies used in all the transactions helps every individual to be techno-savvy.
- ✓ A number of community activities are conducted through the Soroptimist International Club of Chembur

3) Inculcating a Value System among students

There is a realization that the world today needs moral and spiritual revolution, this view is also reflected in Pillai's College of Education & Research's mission, the institute assures that through its value-based transactions the teacher-educators are encouraged to have humane approach towards all dealings.

A number of projects are undertaken to this effect, a few are mentioned below:

- ✓ Rigor in daily Assembly giving the message of 'Sarva Dharma Samabhav'.
- ✓ Workshop on Value-Education conducted by the Brahma- Kumari Centre.
- ✓ Extension activities are conducted which inculcate values like equality, justice, gender-equality, women issues etc.
- ✓ Community work done with immense love and empathy, project at the Nav-Jeevan School, Murbad wherein Commercial sex worker's children are taught – student-teachers spent quality time with these children and took up diagnostic and remedial teaching values like love, compassion, empathy and above all being altruistic were development through this and many other similar projects.

4) Promoting use of Technology:

Mahatma Education Society has always been on the fore-front for pioneering innovations in all its institutions. PCER is no exception in this matter and today the institute uses innovative technology in practically all its transactions as:

- ✓ The classrooms are equipped with LCD projector, Computer and audio system.
- ✓ Every teacher-educator is given a personal laptop to develop educational programmes
- ✓ The student teachers are provided with a well equipped computer laboratory in which they can have hands on experiences.
- ✓ Provision for on-line notes.

- ✓ Workshops are conducted on use of technology in the classroom, power-point presentation etc.
- ✓ PCER's library, accounts section and other offices are well equipped with computers, internet and on-line facilities
- ✓ A very active DTP section takes care of all our publications, etc through latest technologies.

5) Quest for Excellence:

'Quality is never an accident it is always the result of intelligent effort'-John Ruskin

- ✓ At the outset in the journey of excellence PCER has revised its vision ,mission and objectives thereby, aligning them with the societal needs of the day
- ✓ Capacity building is at the epi-centre in all areas of transactions.
- ✓ Faculty enrichment programmes like orientation, refresher workshops, seminars, conferences and paper presentations at national as well as international levels are encouraged.
- ✓ Collaborations with various organizations have been initiated.
- ✓ Thrust areas like research and publication have been strengthened by encouraging teacher educators as well as student teachers to take up minor and major research and in the area of publication
- ✓ A sound feedback mechanism have been devised and used effectively to check the attainment of our vision, mission and objectives.
- ✓ The institute's infrastructure has been enhanced as per the requirements.
- ✓ Library has been upgraded with latest technology and reference material.
- ✓ The best practices devised like the TEAMS module and the 5F's module which enhances the students level of performance, the Navjeevan project which helps the student to realize that they owe immensely to the community thereby developing in them social and personal skills and altruistic values. Quality which leads towards excellence is perceived as a value and a way of life in all the endeavours.

6) Environmental values

Today's student teacher will be tomorrow's teacher in the classroom will influence the future generations to come hence a need was felt to sensitize the would be teachers

about the burning environmental issues like Global warming, Energy crisis, Pollution in various areas to address these issues various activities were undertaken as below..

✓ Environment club was formed

✓ Inter-Collegiate Extempore Competition on Environmental issues

✓ Poster Competition, Slogan Competition, Skits, Composing songs, etc.

✓ Two minute Ecologist to bring in sensitization about Environment on a daily basis

✓ Research in carbon foot print in collaboration with Rotaract Club of Deonar

Since the last two years PCER has been contributing in a great way in bringing about awareness and sensitization about environmental degradation and the role of the teacher in preservation and conservation of the environment through our various activities and projects. For the last two years our theme being 'SAVE OUR MOTHER EARTH' AND 'WEED OUT GREED THE EARTH IS IN NEED'

7) Democarcy

Eugene McCarthy: "As long as the differences and diversities of mankind exists, democarcy must allow for compromise, for accomodation, and for recognition of differences." PCER not only recognises the differences, but we also accomodate the differences in our institutions. This is reflected through our practice teaching schools where student teachers are exposed to aided schools, unaided schools and municipal schools. This brings in awareness among the student teachers to the learning needs of the society. Democracy as a value is a part of the institution's daily interactions which is seen through the decision making process. Decision making is done through discussions among the Principal and the teacher educators.Principal adopts the open door policy thereby giving every stake holder the freedom to step in to the office and express their opinions The management encourages the institution to function as an independent identity.

8) Humaneness:All our transactions are in tune with the great educationist - Dr. Radha Krishnan's view - "Education to be complete, it has to be humane, it is not just the refinement of the intellect but also the spirit and soul. "

H.H. The Dalai Lama: "That we humans can help each other is one of our unique human capacities." We at PCER instill the value of love and compassion through our dealings with student teachers. These values are reflected by the student teachers during their practice teaching, community work and all other activites that they undertake.

Socrates has very aptly said that "The noblest search is the search for excellence" Quality teaching and training is the mantra of PCER.Excellence in all arenas has contributed to the progress of the institution.

The USP of PCER is the enviable rapport shared by the Management, Principal, Teaching, Non teaching staff and the students that has helped the institution to develop cohesiveness in all its endeavours by working in tandem towards attaining the set goals.

The Analysis and Synthesis of all the transactions of the institution have been put together criterion wise which reflect the Vision, Mission, Objectives and the values of the Institution. Above all we truly believe in what Mahatma Gandhi says, "Its the quality of our work which will please God and not the quantity."

3. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Admission and Orientation																																			
Theory																																			
Tutorials/Seminars																																			
Sessional Work –Tests &Assignments																																			
Practical Work (Internal)																																			
Preparation of Internship: Demonstration /observation of lessons/ micro teaching / simulations																																			
Practice Teaching/Internship																																			
Co-Curricular Activities																																			
Working with community/ project work																																			
End-Term Examination																																			

<u>Declaration by the Head of the Institution</u>

I certify that the data included in this Self-Appraisal Report (SAR) for Re-accreditation

(RAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has

been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during

the peer team visit.

Signature of the Head of the Institution

with Seal:

Place

Date: