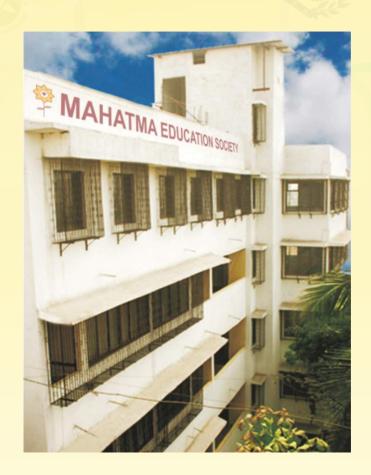**MAHATMA EDUCATION SOCIETY'S**

PILLAIS' COLLEGE OF EDUCATION & RESEARCH

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

website : www.pcer.ac.in

SELF-APPRAISAL REPORT
NOVEMBER 2016
(Re-Accreditation - Third Cycle)

Submitted to:

NAAC

(NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL)
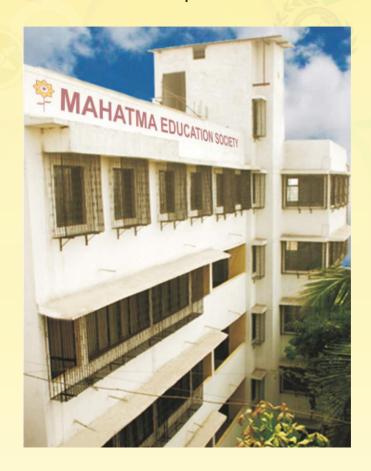**Bengaluru**

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SELF-APPRAISAL REPORT

NOVEMBER 2016

(Re-Accreditation - Third Cycle)

Dr. Sunita Wadikar

Principal

Submitted to:

NAAC

(NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL)

Bengaluru

PREFACE

Quality is everyone's responsibility and we must never stop getting better. With this thought in mind we have continued our journey towards excellence by taking up more meaningful and value added activities, which helped us in elevating the over all quality parameters of the institution.

With the mission of promoting academic excellence and creating humane, self reliant teachers an array of activities, were organised to create opportunities for value based transactions and to empower student-teachers to tackle professional and global issues through collaborations in this techno-savvy era.

It is indeed a privilege to bring out all these activities on this literary canvass in the form of the SAR for the third cycle of NAAC Accreditation. The multifarious curricular, co-curricular and extra curricular activities organized and managed by the student- teachers under the able guidance of our teacher educators speak volumes about their commitment towards upliftment of the stakeholders, institution and community at large.

As the Management, Principal, teacher educators and student teachers continue to strive hard towards imparting quality education and rendering valuable services in the field of education. I take this opportunity of saying these two beautiful words - 'Thank You' ......to express my deep sense of gratitude to the Management , Faculty, non teaching staff and administrative staff for their incessant support. My sincere appreciation to Dr. Mary Devakumar for being the co-ordinator and successfully completing the task. I sincerely thank our DTP and printing section for making this report truly impressive and presentable.

A special thanks is due to the NAAC committee for giving us this opportunity of introspection and helping us to create and sustain an environment of perceiving' Quality as a Value' in all our endeavours . At PCER, we always believe that ...

'Quality is never an accident, it is always the result of intelligent effort'.

- Ruskin

Dr. Sunita Wadikar
Principal
Pillais' College of Education & Research,
Chembur, Mumbai - 400071

OUR SOCIETY

The Mahatma Education Society embarked upon its mission of "Education for all" with the Chembur English High School in the year 1970. The vision, global outlook and undaunted spirit of the Chairman of Mahatma Education Society Dr. K. M. Vasudevan Pillai and the faith, fore sightedness, and unstinted support of the Secretary and Chairperson of Management Board, Dr. Daphne Pillai have seen the transformation of M.E.S in to a colossal educational empire, spread over six state of the art, elegant campuses across Mumbai and Navi Mumbai.

The Society now manages a total of 48 educational institutions providing quality education from kindergarten to Post-graduate professional courses in the faculties of Engineering, Architecture, Management, Teachers' Training, Arts, Science and Commerce to more than 35,0000 students with 2,000 Teachers and 1,500 members of Non-Teaching Staff. All institutions managed by Mahatma Education Society have excellent professional faculty, world class infrastructure, well equipped laboratories, well stocked libraries, computer centres with internet connectivity, separate hostels for boys and girls, cafeteria, gymkhana and playgrounds. Excellent results, 100% placement, interaction with the corporate world and global exposure are some of the special features of the institutions run by Mahatma Education Society. The society has also rendered its infrastructure and expertise to open universities, namely IGNOU, YCMOU and University of Mumbai and Calicut for distance education courses. A glimpse into the missionary zeal of our benefactors, the institutional infrastrature, the courses it offers…. speaks volumes of futuristic vision of MES.

In 1970, the society started the Chembur English High School at Chembur, with a mere 48 students and 3 classrooms which, now, houses the following institutions in the same campus
➢ Chembur English Pre-primary and Primary School,
➢ Chembur English High School,
➢ Mahatma Junior College of Education (D.T.Ed.),
➢ Pillais' College of Education and Research (B.Ed.) Chembur.
➢ Chembur Night Degree college of Arts and Commerce,

The first of its kind, Mahatma School of Academics and Sports was established in Khanda colony, Panvel in 1990,

This spacious complex runs the English medium and Marathi Medium from KG to Std. X.
➢ Mahatma International School from 2009 with the C.B.S.E. programme.
➢ Mahatma Junior college of Arts, Science & Commerce.
➢ Vidyadhiraja college of Physical Education and Research (B.P.Ed). program.
➢ Pillai College of Education & Research (B.Ed. & M.Ed.) program. It is also a
➢ Pillai College of Education & Research centre for Ph.D. degree in the subject of Education, affiliated to University of Mumbai.

The quiet town of New Panvel doled into action and witnessed the establishment of the stately campus with an interdisciplinary nature in 1992, the Dr. K.M Vasudevan Pillai Campus. A bird's eye view of the institutions in the campus speaks for its interdisciplinary outlook.

➢ Pillai College Of Arts, Commerce And Science (Grade A By NAAC, Winner Of Best College In Navi Mumbai)
➢ Pillai Centre for Software Technology
➢ Pillai Institute of Information Technology, Engineering, Media Studies and Research
➢ (with Masters of Engineering in Mechanical Thermal)
➢ Pillai Polytechnic with Diploma Courses In Engineering
➢ Pillai College of Architecture (with M. Arch. Course In Urban Design)
➢ Pillai Institute of Management Studies and Research
➢ Pillai Centre for Advances in Library Information Technology And Research (PGDILIT)

A technologically equipped infrastructure in the lap of nature is a learner's paradise. The Rasayani campus as it is popularly known runs

➢ HOC English and Marathi Medium school (SSC)
➢ HOC International School (CBSE)
➢ HOC Junior College of Arts, Commerce and Science with vocation
➢ Pillai HOC College of Education and Research (B. Ed.)
➢ Pillai HOC College of Engineering and Technology
➢ Pillai HOC Poly technic
➢ Pillai HOC institute of Management Studies and Research.

Dr. Pillai Global Academy located at Gorai and New Panvel are international schools offering

➢ the CIPP (Cambridge International Primary Program) at the pre-primary and primary stage
➢ the ICSE and the IGCSE Program. at the secondary level,
➢ the ISC, IGCSE 'A' level and IBDP Higher Secondary stage.

All the institutions managed by the Mahatma Education Society are affiliated to the University of Mumbai, approved by AICTE/COA/NCTE and recognised by the DTE, Government of Maharashtra and accredited/graded by NAAC/NBA/DTE. All the courses conducted at Mahatma Education Society are approved and recognized by the requisite government bodies like, AICTE (All India Council of Technical Education), NCTE (National Council for Teacher Education), NCST (National Centre for Software Technology), IGNOU (Indira Gandhi National open University), YCMOU (Yashwantrao Chavan Maharashtra Open university) and Calicut University.

From a tiny sapling to a mighty oak, the Pillai group of institution with its outstanding achievements in various spheres of education has truly emerged as institutions of repute under the aegis of the Mahatma Education Society encouraging collaborations with global outlook and willing to move ahead with an energized spirit

OUR INSTITUTION

Pillais' College of Education and Research (PCER), Chembur was established in the year 1990 under the aegis of Mahatma Education Society. It is permanently affiliated to the University of Mumbai and is recognized by the National Council for Teacher Education(NCTE).

PCER envisions empowering student teachers to face the challenges of the 21st Century with value based transactions and meaningful collaborations. It aims to pursue in its mission of promoting academic excellence & creating humane, self-reliant teachers to meet the local and global challenges.

The institution is an instrument of dissemination of knowledge and culture and is an epitome of hope and aspiration for numerous aspiring teachers. Today our institution boasts of being one of the leading institutions imparting quality education which is the reason for being re accredited with an 'A' Grade by NAAC in January 2011.

Our commitment to quality is reflected in our excellent academic results, achievements in inter and intra collegiate activities and placements in schools of high repute. PCER aims at the holistic development of the teacher educators and actively participates in community services and extension work of the University. Our institution takes pride in being declared the 'Best Extension Work College 'of 2005 – 2006 by the Department of Adult and Continuing Education and the 'Lead College for a cluster of 11 B.Ed colleges by the University of Mumbai. The credit of all our success can be rightly attributed to the Management , Principal, faculty and support staff who work passionately as a team.

Pillai College of Education and Research, Chembur continues to define new benchmarks and scale new heights and we look forward to creating a new generation of teachers, through whom we will make a difference in the outlook and the knowledge base of the future generation

VISION

To create opportunities

for value-based transactions

and empower student-teachers

to tackle professional and

global issues through

collaborations in a

techno-savvy era.

MISSION

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

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

TABLE OF CONTENTS

PART I

INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution : Mahatma Education Society's
   Pillais' College of Education and Research
   Chembur Naka, Mumbai - 400 071

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

3. For communication : Pillais' College of Education and Research,
   Chembur Naka, Mumbai - 400 071.

Office

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

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	022- 255686760	9869160768
Vice-Principal	—	—
Self - appraisal Co-ordinator	022 - 255098060	9820552229

4. Location of the Institution:

Urban ☑   Semi-urban ☐   Rural ☐   Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres: 0.16 acreas

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	2006

Month & Year

12B

MM	YYYY
12 Sept.	2012

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		
		D.t.Ed	H.S.C.	Diploma	2years	English
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed	Graduation	Degree	2years	English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

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		wrc/5-6/59 /2004/5970		100 (50 + 50)
Secondary/ Sr.secondary		wrc/APW 02759/ 113125 /2015		100 (50 + 50)
Post Graduate Other(specify)				

.

CRITERION-WISE INPUTS

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,

     b) How many programmes?   01

     c) Fee charged per programme   Rs. 75,000

3.   Are there programmes with semester system   yes

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.

         06

5.   Number of methods/elective options (programme wise)
     D.Ed.   10 / 08

     B.Ed.   09 / 03

     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 01

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

   w Heads of practice teaching schools Yes ✓ No ☐

   s Academic peers Yes ✓ No ☐

   s Alumni Yes ✓ No ☐

   s Students Yes ✓ No ☐

   s Employers Yes ✓ No ☐

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

    1 Year

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

    Yes ✓ No ☐

    Number 03

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

Yes ☑   No ☐

Number   08

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?

    For B.Ed the weightages for written test is 40%, Oral CET is 20% and 40% of the marks at the qualifying exam. The merit is considered on the basis of minority status, subjects, quota and category as per state government rules and regulations.

    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   31 / 08 / 2015
    b) Date of last admission   06 / 10 / 2015
    c) Date of closing of the academic year   30/ 05 / 2016
    d) Total teaching days   202
    e) Total working days   208 days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	01	71	72	----	----	----	01	71	72
B.Ed.	04	95	99	----	----	------	04	95	99
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 | *19897* |

b) Unit cost including salary component | *83914* |
   (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.	83	50		
B.Ed.	80	50	---	---
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

   Yes ☑   No ☐

8. Does the institution develop its academic calendar?

   Yes ☑   No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	50	25	25
B.Ed.	40	30	30
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a)   Number of pre-practice teaching days | 15 |

    b)   Minimum number of pre-practice teaching lessons given | 0 | 3 |
            by each student

11. Practice Teaching at School

    a)   Number of schools identified for practice teaching | 1 | 4 |

    b)   Total number of practice teaching days | 2 | 0 |

    c)   Minimum number of practice teaching lessons given | 0 | 1 |
            by 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 | 01 | No. of Lessons Pre-practice teaching | 02 |

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
Year	2014 -15	2014 - 15
D.Ed.	58%	42%
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	2

Number of essay 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)	✓	

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

Yes ✓   No ☐

Number   1

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 | 08 | | 60 | | % |

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)	Type of project	Collaboration, if any
ICSSR	9,00,000	2 year	Major	
Mumbai University				

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   ☑
     (encourage paper presentation, chairing sessions, guidance for research)

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. | 06 | b. M.Phil. | 00 |

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

Yes ✓   No ☐

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

	Yes	No	Number
International journals	✓		19
National journals – referred papers	✓		29
Non referred papers			10
Academic articles in reputed magazines/news papers	✓		08
Books	✓		08
Any other (specify and indicate) Non refereed/ Online journals)	✓		10
Conference Proceedings	✓		80
Chapters in Edited books	✓		08
Edited Books	✓		04

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

02

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

	Faculty	Students
National seminars	126	11
International seminars	20	–
Any other academic forum	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) ☑
    (modules prepared for e pg pathshala, UGC)

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

    01

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.)   1723.905 sq.mtrs

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?

   75

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

   10,00,000

   The institution has renovated the computer laboratory, with new computers having internet facility are installed in the library for the use of the students. Few new computers are installed in the technology laboratory for the use of the students under the 'Care Share Program'

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

   15500/-

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

   7500/-

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		13		01
Non-teaching	3	4	1	

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)

Assistant Professor

Open		Reserved	
M	F	M	F
–	10	–	01

Associate Professor

Open		Reserved	
M	F	M	F
–	02	–	–

Professors

Open		Reserved	
M	F	M	F
–	01	–	–

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

Assistant Professor

Open		Reserved	
M	F	M	F
–	–	–	–

Associate Professor

Open		Reserved	
M	F	M	F
–	–	–	–

Professors

Open		Reserved	
M	F	M	F
–	–	–	–

c. Number of teachers from Same state   10

                     Other states   03

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:8
B.Ed.	1:9
M.Ed. (Full Time)	–
M.Ed. (Part Time)	–

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	3	4	1	–

	M	F	M	F
Temporary	–	–	–	–

b. Technical Assistants

	M	F	M	F
Permanent	1	1	–	–

	M	F	M	F
Temporary	–	–	–	–

14. Ratio of Teaching – non-teaching staff

     2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

     73.13%

16. Is there an advisory committee for the library?

     Yes ✓   No ☐

17. Working hours of the Library

On working days	9:30am to 7:00 pm
On holidays	10 am to 6:00 pm
During examinations	9:30am to 7:00 pm

18. Does the library have an Open access facility

    Yes ☑   No ☐

19. Total collection of the following in the library

    a. Books
       - Textbooks | 9308 |
       - Reference books | 3027 |

    b. Magazines | 30 |

    d. Journals subscribed
       - Indian journals | 7 |
       - Foreign journals | 1 |

    e. Peer reviewed journals | 4 |

    f. Back volumes of journals | 6 |

    g. E-information resources | 167 |
       - Online journals/e-journals | 8 |
       - CDs/ DVDs | -- |
       - Databases | -- |
       - Video Cassettes | -- |

       - Audio Cassettes | -- |

20. Mention the
    Total carpet area of the Library (in sq. mts.) | 161.64sq.mtrs |

    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)
- OPAC (Online Public Access Catalogue).
- Curriculum Laboratory
- Past Question papers (college and University question paper)
- N-LIST orientation
- Display of New Arrivals
- Reading and reference services to Alumni and deserving students of the locality.
- INFLIBNET

23. Are students allowed to retain books for examinations?

Yes ☑   No. ☐

24. Furnish information on the following
Average number of books issued/returned per day   40
Maximum number of days books are permitted to be retained
by students   7 Days

	by faculty	3 Months

Maximum number of books permitted for issue

	for students	2
	for faculty	7

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility)to the number of students enrolled $\boxed{93.5:1}$

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

$\boxed{3\%}$

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		IV	
	Number 2012- 13	Total cost (in Rs.)	Number 2013-14	Total cost (in Rs.)	Number 2014-15	Total cost (in Rs.)	Number 2015-16	Total cost (in Rs.)
Text books	298	68,220/-	644	1,46,285/-	708	1,74,447/-	571	1,24,847/-
Other books								
Journals/ Periodicals	32	30,459/-	28	27,714/-	30	30,459/-	31	30,459/-
Any others specify and indicate								

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Programmes	2013-14	2014-15	2015-16
D.Ed.			
B.Ed.	01	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?

   | 10 - 20 |

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 2013-14	II 2014-15	III (2 Year B.Ed.) 15-17	I	II	III	I	II	III
Pass percentage	99.39	93.93	95						
Number of first classes	27	28	49						
Number of distinctions	–	–	05						
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)

	2013-14	2014-15	2015-16
NET	04	02	–
SLET/SET	–	–	–
Any other (specify and indicate)	–	–	–

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

Financial Aid	2013-14	2014-15	2015-16
Merit Scholarship	–	–	–
Merit‑cum‑means scholarship	–	–	–
Fee concession	2	3	2
Loan facilities	–	–	–
Any other specify and indicate	–	–	–

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		✓	Nil		✓	Nil
National		✓	Nil		✓	Nil
Any other (specify and indicate)		✓	Nil	✓		01
Inter institutional Competition – Uber rang				✓		08

(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
    26/11/2010

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

	2013-14 (%)	2014-15 (%)	2015-17 (%)
Higher studies	05	10	2 Year B.Ed. Programme
Employment (Total)	95	90	2 Year B.Ed. Programme
Teaching	88	85	2 Year B.Ed. Programme
Non teaching	12	15	2 Year B.Ed. Programme

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.

I (2013-14)	II (2014-15)	III (2015-17)
77	90	Placements in the month of January – April 2017

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

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

   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 | 01 | 02

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   00

   b. Number of teachers who were sponsored for professional
      development programmes by the institution
      National   08 | 06 | 04
      International   00 | 02 | 00

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

      06

d. Number of Seminars/ workshops/symposia on Curricular development,
   Teaching- learning, Assessment, etc. organised by the institution

   | 9 | 10 | 9 |

e. Research development programmes attended by the faculty

   | 01 | 01 | 01 |

f. Invited/endowment lectures at the institution

   | 08 | 10 | 05 |

Any other area (specify the programme and indicate)

   | --- |

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)   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

   Grant-in-aid | 610346 |
   Fees | 74250.00 |
   Donation | 0 |
   Self-funded courses | 0 |
   Any other (specify and indicate) | 13266 |

9. Expenditure statement (for last two years)

Total sanctioned Budget	2014-15	2015-16
% spent on the salary of faculty	60	60
% spent on the salary of nonteaching employees	11	12
% spent on books and journals	0.75	0.80
% spent on developmental activities (expansion of building)	0.40	0.50
% spent on telephone, electricity and water	03	03
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	07	07
% 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)	8.55	8.40
Total expenditure incurred	100	100

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.
2013- 14	-----	4281450/-
2014 - 15	-----	3341392/-
2015 - 16	-----	7432852/-

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:
    Administration   Yes ☑   No ☐

    Finance   Yes ☑   No ☐

Student Records	Yes ☑	No ☐
Career Counselling	Yes ☑	No ☐
Aptitude Testing	Yes ☐	No ☑
Examinations/Evaluation/	Yes ☑	No ☐
Assessment	Yes ☑	No ☐
Any other (specify and indicate) Library transactions	Yes ☑	No ☐

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?

	Category	Men	%	Women	%
a	SC				
b	ST				
c	OBC				
d	Physically challenged				
e	General Category	4	4.04	95	95.95
f	Rural				
g	Urban				
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	7.14	1	12.50
b	ST				
c	OBC				
d	Women	14	100	4	50.00
e	Physically challenged				
f	General Category	13	92.85	7	87.50
g	Any other (specify)				

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

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				
General Category	167	198	163	194
Rural				
Urban				
Any other (specify)				

PART II

THE EVALUATIVE REPORT

EXECUTIVE SUMMARY

The journey since the re accreditation of the institution in 2009 – 10 with Grade 'A' was not a smooth sailing one. The onus of maintaining and raising the quality bar further did not allow us to rest on our past laurels, instead, charged the PCER team with renewed energy to move ahead.

A plan of action drawn up by the IQAC and Local Management Committee kept in view the recommendations given by the NAAC peer team. Ever since then, there was no looking back. As the years went by, the institutional best practices became part and parcel of the entire system, while areas which needed attention became the focus of every plan.

Mahatma Education Society (MES) has always being foresighted and a fierce believer of quality education for all. The 48 state of art educational institutions established in the last four decades from K.G. to P.G. with its sprawling educational complexes at various locales like Chembur, New Panvel (east), New Panvel(west), Gorai and Rasayani is testimony to the visionary zeal and concerted efforts of the Chairman and CEO Dr. K.M. Vasudevan Pillai and Dr. Daphne Pillai, Secretary and Chairperson, Management Board of MES.

The prime strength of PCER is the dynamic Principal, Dr. Sunita Wadikar, who has a rich experience of more than thirty years in the field of education and the fully qualified University approved teaching faculty. Their belief in lifelong learning is seen in their continuous upgradation, professionally and academically. The national and international publications in reputed journals is attributed to the dedication of the teaching faculty and encouraging support by the Management and the Principal. The multifarious activities, the national and international conferences and seminars, community service organized by the college is the result of the meticulous and insightful planning of the Principal , Dr. Sunita Wadikar along with a highly motivated team, who are ever willing to walk the extra mile.

Pillai College of Education and Research, Chembur is proud of its twenty five years of yeoman service to the society. The alumni has always been our strength and ever since its establishment, has gone from strength to strength. The setting up of the ICBN centre was a great boost to the activities of the association. It brought together the alumni of the past twenty five years on a regular basis through the programmes ear marked for the year. The contribution of the Alumni in the curricular and co curricular activities of the B.Ed programme has enabled the student teachers to gain insights into the current trends in education.

Research activities, which were in its fledgling state have taken wings ready to soar greater heights. The timely guidance of the Principal and the hardwork of the faculty has taken flight in its quest for more knowledge through research and collaborations. The completed and ongoing minor, major and the institutional research projects, the google group for research discussions is a proof of our willingness to surge ahead in this field. PCER in its relentless journey of touching the lives of many through education has continued its association with the existing local, national and international organizations and has spread its wings by undertaking ventures in inclusive education.

The need to disseminate research work to the masses and to encourage new talents in this field led the institution to embark on Transacademia – an international interdisciplinary research journal, which is also available in the online mode. This international publication, the college magazine – Dawn and the newsletters have helped us to build on the literary and research skills essential for a teacher. The institution leaves no stone unturned in the capacity building of the student teachers and hence the add on courses in Yoga, Skill development, Effective communication and the teacher, Competency based teaching in Inclusive Education and Computer Supported Collaborative learning are organised.

The connect of the institution with the society has been symbiotic, strengthened with the community outreach programmes with various NGOs and institutions in the society; the Parents Teachers Meet was an initiative to bring the families of the students into the realm of the institutional activities. All this has been possible due to the enthusiasm and perservance of the student teachers reflected in their work.

PCER has enjoyed the co operation of over thirty practice teaching schools of Mumbai situated in the vicinity for the past twenty five years. This speaks volumes of the faith these institutions have in our work ethics and teacher training imparted to the students. The ICT enabled classrooms, the well maintained Computer laboratory, spacious well equipped library, computers with internet facility and access to INFLIBNET along with the other curricular and co curricular activities provide a conducive environment for teaching learning. PCER is proud of its laudable results which is always above the University pass percentage.

Quality is perceived as a 'value' at PCER and all our activities are strategically aligned towards quality enhancement and sustenance. With this mission in mind, the institution ensures that this value is reflected in all the transactions. In order to maintain the standards set by the regulatory bodies, PCER conducts regular internal audits at the institutional level and external audits by the LIC (University of Mumbai) and NCTE from time to time. However the untiring effort in sustaining quality for the past years was rewarded with the visit of the Academic Audit Committee. The valuable insights and positive feedback reinforced our conviction of being on the right path.

The provision of techno savvy facilities essential for the efficient functioning of the B.Ed. course helps us to carry out a manifold of activities, however there is scope for many more with availability of more space. The extended period of the one year B.Ed programme to two years, the delayed admissions due to the online admission procedure has reduced the number of B.Ed aspirants seeking admissions to the B.Ed programme. The low availability of jobs for the B.Com graduates in school and the increase in the number of Commerce graduates seeking admission for the B.Ed course is another challenge faced by all Teacher Education Institutes.

However it is the conviction and dedication of the principal and the staff, that PCER continues in its pursuance of excellence. The positivity and team spirit which binds us together has stood the test of times as we move ahead turning obstacles into opportunities for …

" the best way to treat obstacles is to treat them as stepping stones…."

Enid Blyton.

CRITERION WISE ANALYSIS

CRITERION - I

CURRICULAR ASPECTS

'To educate is to empower and to empower is to set free.'

-EduNation
by Dr. K.M.Vasudevan Pillai

PART II
THE EVALUATION REPORT
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.)**

Pillai College of Education & Research, Chembur envisions its students as creators of the minds of the future generation of global citizens who carry within them the depth of our cultural values and the breadth of global possibilities. The institution is focused on excellence and commitment to the field of teacher-education coupled with sensitivity to the environment, a habit of reflective thinking and a deep belief in value-based transactions.

In coherence to the Vision of the institution and the national goals and expectations, the objectives of the institution are as follows:

Table 1.1   Objectives and Major Considerations

Objectives	Major Considerations being addressed
To prepare student - teachers to bring in quality in all their endeavours.	Intellectual, Academic, Training, Self - development, Value Orientation, Employment, Gl obal trends and demands,
To inculcate research skills to find solutions to classroom problems.	Intellectual, Academic, Training, Self - development, Community and National Development, Issue of ecology and environment, Value Orientation,
To inspire individual, social, emotional and intellectual competence.	Intellectual, Academic, Self -development, Employment,
To create an awareness among student teachers about community, national and global issues.	Access to the Disadvantaged, Equity, Self - development, Community and National Development, Value Orientation
To provide opportunities to interact with experts in the field of education.	Training, Self -development, Community and National Development
To develop networking skills with their contemporaries.	Equity, Self -development,
To cultivate organizational skills through teamwork, collaboration and co-operation.	Self-development, Value Orientation, Employment
To train the student -teachers in imparting and evaluating learning experiences.	Intellectual, Academic, Training, Self - development, Employment, Global trends and demands,
To inspire student -teachers to meet the challenges of dynamic society.	Intellectual, Academic, Training, Self - development, Community and National Development, Val ue Orientation, Employment, Global trends and demands,

To nurture the thirst for knowledge and skills in the latest innovations and technologies in education.	Intellectual, Academic, Training, Employment, Global trends and demands,
To sensitize the student -teachers towards the threatening environmental issues.	Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands,
To direct the student - teachers to fulfill their role as nation builders.	Access to the disadvantaged, Community and National Development, Value Orientation, Employment, Global trends and demands,

The institution regularly conducts workshops, seminars, and conferences etc., at the local, state, national as well as the international level. Apart from transacting the curriculum as mandated by the University of Mumbai, the institution infuses its vision and the mission by setting up objectives which cater to the overall development of student-teachers into world class educators.

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).**

The institution is permanently affiliated to the University of Mumbai and follows the syllabus prescribed by the University of Mumbai. However, PCER takes the given curriculum as the guideline and point of reference and proactively adds to the development process by keeping the needs and requirements of all the stakeholders in mind.

The University of Mumbai has a policy of regularly updating its syllabus every five years. Since the last three years, due to the introduction of the Credit based Semester System (CBSS), the syllabus has changed constantly and the faculty of PCER has contributed to this process in the following ways:

➢ Our Principal is a member of the Board of Studies of Education at the University level along with other senior faculty are members on the core committees of Syllabus Revision Committee at the B.Ed, M.Ed, M.Phil and Ph.D level
➢ Other faculty members also are a part of the Curriculum Development Committees at the University
➢ The faculty was invited to take part in the syllabus revision committees which were set up and those teachers who had more than three years of experience in transacting a paper, were actively involved in the discussions towards revising of the syllabus for B. Ed.
➢ The faculty was also involved in the discussion of any lacunae in the revised B.Ed pattern, the identified areas were intimated to the Board of Studies and other experts.
➢ The faculty also participates in syllabus revision through their role as Convenors and members of the Syllabus Orientation Committee.

Apart from the prescribed curriculum, the institution assimilates the feedback taken from the various

stakeholders and incorporates it into the various activities that the students have to undertake. The process towards this is as follows:

Need Assessment: Feedback is regularly taken from the various stakeholders at various stages of the B.Ed programme and their views and suggestions are passed on to the IQAC as well as the individual portfolio members so that the need and its authenticity can be looked into and adjustments can be made into the curriculum for the coming year/ semester. Some of the ways in which the needs have been accommodated are:

➢ Based on the need expressed by the practice teaching schools as well as those schools who visit the campus for placements, a Content Enrichment Programme (CEP) was initiated to develop the subject content of the student-teachers.

➢ The feedback from the students and the alumni indicated a need to enhance certain skills especially the communication skills of the students and this led the institution to start various Add-on courses.

Development of Information Database: The data obtained through the various feedback mechanisms are discussed in the quality assurance cell and debated more vigorously in the IQAC and staff meetings arriving at a common consensus.

Formalising the decisions in Statutory Academic Bodies: The decisions which arise out of the need assessment and feedback mechanisms are discussed during the staff meetings and the suggestions are forwarded via competent authorities. Our Principal is a member of several committees at the university and she places these suggestions before the concerned authorities.

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

The University of Mumbai is cognizant of the global changes in the field of education and many of these changes form the topics of the various courses in the revised curriculum. Some of the example of topics of global interest and trends are as follows:

➢ *Course 1 –Childhood and Growing Up*
   ⬧ Unit 1 –Context of Development Child Development as a multidimensional concept within a pluralistic society
   ⬧ Unit 6 –Growing Up in a pluralistic Society

➢ *Course 2- Contemporary India and Education*
   ⬧ Unit 6- Emerging Trends
   Tracing Colonial Education (1835- 1947)
   Globalization, Liberalization& Privatization - Implications for Education Open & Distance Learning – Concept & Characteristics

➢ *Course 3 – Understanding Disciplines and School Subjects*
  ⬩ Unit 4 - Global Issues in Mathematics and Science

➢ *Course 4 – Knowledge and Curriculum*
  ⬩ Unit 4 – Activity-based and Discover Learning

➢ *Course 5 – Learning and Teaching*
  ⬩ Differentiated Instructions
  ⬩ Multicultural Learning

➢ *Course 6 – Assessment for Learning*
  ⬩ Reflective Practices for improvising learning with a global perspective
The existent courses are modified which reinforces the global trends.

➢ The University of Mumbai has also adopted the **Credit Based Semester** and **Grading System** from 2013-14 which directly reflects the global trend in semester based programmes.
➢ Apart from the prescribed curriculum, the teacher educators at PCER adopt the Constructivist approach in their teaching methodology.
➢ The institution encourages an interdisciplinary approach to the teaching of subjects through two theme -based lessons on the theme of Environmental and Value-based issues.
➢ The use of technology has become an integral part of the teaching methodology with some of the faculty using sites as Course Networking and Edmodo to conduct Flipped Classrooms.
➢ The faculty also conducts Online courses on Multiple Intelligence and Microteaching Skills on the internet site Eliademy.com
➢ The college has its own website (pcer.ac.in), Youtube channel (iLearn@pcer) and an alumni-run Facebook page (facebook/ The Alumni Association of PCER Chembur) which helps the institution to interact with the various stakeholders.
➢ The global trend of Reflective Practices has been adopted in the curriculum and forms the basis of most of the transactions with the adoption of this global trend.
➢ The institution enthusiastically observes the various UN declared International Days, such as the International Women's Day, Earth Day, World Water Day etc., which are observed in order to sensitize the students to the global days of significance across the globe.

4. **How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?**
   Highlighting of national issues and its impact on education is an important thrust-point in PCER. National issues are highlighted in the following ways

   Environmental Issues
   The institution has an active Environment Club which focuses on important environmental issues such as measuring and managing one's carbon footprints, global warming, means to reduce pollutions and

other current environmental issues are taken up. Through the Environment Club, students have been taken on various field trips in order to sensitize them.

Activities of the Environment Club
- Visit to the mangroves of Vikhroli
- Viewing films based on environmental issues
- Conducting of a green audit
- The Green Umbrella Project
- Greening and beautifying the institution
- Compost making, dedicated environment related notice board
- Reviewing of Environmental policies
- Spreading awareness about environmental issue through talks and films in practice teaching

Workshop on Disaster Management – The college conducts a two-day workshop on Disaster Management in order to equip the students to handle calamities such as outbreak of fire, floods and earthquakes. Students learnt basic first aid to self and others.

Value Education
Infact our entire journey of transacting the curriculum as given in the vision is Value - based

Values, both global and national, are emphasized through all the activities in the institution. It forms a part of the curricular aspect through
- The day in college begins with a thirty minute Assembly which is value based and each month focuses on one particular value. A short course on meditation and value based living was conducted in collaboration with Brahma Kumaris
- All festivals are celebrated by all the students which brings about understanding and acceptance towards all religions and its teachings.
- Students participate in Extension activities of the University of Mumbai which help students understand issues such as gender equity, importance of education etc through various activities such as poster making, dramas and street plays etc.
- Community service programs wherein students put in a minimum of 30 hours each providing service to the under-privileged members of the society brings about feelings of compassion and empathy for our fellow citizens.
- Integration of the core element and the core values given in the National Policy of Education (NPE) 1986 into each and every lesson given by the students.
- Reflective practice is the norm for all lessons transactions by students as well as for all activities carried out under the EPC courses.
- Gender sensitization is ensured through the activities of the Women Development Cell (WDC) which takes up issues of workplace harassment and human rights.

ICT initiatives

The institution has adapted technology in curriculum planning with the faculty using the internet facilities extensively.

- One of the objectives of the college is to ensure that all students are techno-savvy and this has helped initiate an Add-on course on ICT, under a Share & Care project, which ensures that those students who are weak in the use of computers are trained to use Word and PowerPoint.
- Students who are already well-versed with the use of the internet have been trained to use softwares such as Powtoons and Movie-makers.
- The faculty has initiated the practice of Flipped Classrooms through the use of Learning Management Sites (LMS) such as Course Networking and Edmodo.
- Free online course on Multiple Intelligence and Micro-teaching skills have been initiated on Eliademy.com. This course, developed by a faculty member is an open to all platform to hone one's teaching skills.
- Content disseminated in the classroom has been uploaded on the website schematically.
- An online examination forum has been activated for content testing of the students.

5. **Does the institution make use of ICT for curricular planning? If yes give details.**
- Popular ICT apps such as google docs, google drives are used for communication between faculty members for curriculum planning to facilitate meaningful and fruitful planning.
- All the year plans, and timetables are shared among the faculty through ICT platform for better planning and coordination. Each department representatives can check if there is any overlap of time and events.
- WhatsApp groups helps to coordinate several activities with ease; like planning and executing small group activities with electives, action research even communicating the logistics of method groups. The technology helps to save time and made communication less tedious.
- The College has an active website with essential information and updated academic calendar.

1.2 ACADEMIC FLEXIBILITY

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

Before Classroom teaching

➢ Students are encouraged to engage in reflective practices right at the initial stages even before actual classroom teaching by them.

➢ During micro-teaching, integrated lessons, observation of school teachers during Semester II, the students are encouraged to record their observations and reflections.

➢ Adding of reflection as they plan a lesson also helps the students to internalize the ethos of the teaching process.

During Practice teaching:

The revised curriculum, entails 20 weeks of internship programm which is as follows.

Semester II   -   4 weeks

Semester III   -   10 weeks

Semester IV   -   6 weeks

After Practice Teaching : The students are encouraged to observe, record and reflect upon the teaching learning process in the school. Furthermore, they are encouraged to share their experiences so that all can benefit from the experiences gained in different schools.

Other significant activities

- Students are encouraged to visit at least three to four different schools in order to observe the environment prevailing in schools today.
- Community services activities help to discover the kind of education available for the underprivileged children face
- Remedial teaching projects have been taken up to impress upon the students the need to inculcate correct teaching methodologies.
- Book and movie reviews are periodically taken up so that students reflect on academic and educational topics.

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?**

The institution is bound by the University syllabus and in that sense has limited flexibility. However, within this boundary, every effort is taken so as to ensure flexibility in the operational curriculum.

On campus:

- Content Enrichment Programme is provided to all students in their Method subjects in order to enhance their content mastery.
- Students have a choice of four special fields to choose as per their interest.
- Each student is allotted to a particular Tutorial Group under one faculty member who helps to mentor the students by identifying and helping to fulfil their educational and academic needs.
- Language diversity is catered to by allowing the students to choose their comfort medium of language in their written exams, presentations and book reviews and students where students can opt for English, Hindi or Marathi as their medium of expression.
- Students are permitted to make presentations submit assignments in their language of comfort be it English, Hindi or Marathi.
- The institution has a well-equipped library and the students are encouraged to refer and learn from the resources provided.
- Additional Demonstration lessons are conducted by the alumni
- Workshops, Seminars, Expert Talks, Interaction with the Alumni on topics of academic interests are regularly held.
- The various Clubs such as the Language Club, Science Club, Math Club and the Environment Club, organize activities, group competitions etc based on the interests of the students
- Workshops, seminars are conducted on various topics to expand the students' understanding.

Off campus:

- Field visits, extension activities, experiential workshops outside the campus organized

on topics that are not necessarily prescribed in the curriculum.

* Flipped Classrooms and Online classes help pique the interests of those students who are techno-savvy.
* Action research in curricular aspects is encouraged.
* Practice teaching schools are allocated by considering demography, proximity and communication skills etc.

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.**

➢ An Add-on course on Effective Communication & the Teacher (ECT) was initiated in 2013-14 to enhance the communication skills of the student-teachers many of who came from vernacular backgrounds. The course has been revised in 2015-17 as a course on Skill Development which focuses on Personality Development as well as Life Skills apart from Communication Skills.

➢ An Add on course on Computer Literacy Programme had been initiated in 2013-14 under a Share & Care project to ensure that every student teacher is well-equipped with the basics of Microsoft Word and PowerPoint.

➢ A Certificate course on Yoga was organized which helped to enhance the physical and mental well-being of the students.

4. **How does the institution ensure the inclusion of the following aspects in the curriculum?[I. Interdisciplinary/Multidisciplinary, ii. Multi-skill development, iii. Inclusive education, iv. Practice teaching, v. School experience / internship, vi. Work experience /SUPW, vii. Any other (specify and give details)](Also list out the programmes/courses where the above aspects have been incorporated).**

Table No. 1.2   Inclusion of different aspects of the Curriculum

i)	Interdisciplinary/ Multidisciplinary aspects	• Students conduct two theme based lessons on the themes of Environmental and Value -based issues. • Club activities ensure that the content mastery is showcased in the form of activities • A Research Methodology Workshop was conducted (in collaboration with ICSSR) which had participants from various disciplines.
ii)	Multi - skill development	• A Talent Search is organized at the beginning of the academic year to showcase each students' talent • An inter - collegiate Extempore competition, VALEUR, is hosted by PCER each year and it includes competition on rangoli making, mehendi competitions, best out of waste etc. • Various Workshops on Stress Management, CCE, Teacher Development etc are regularly conducted • The college has an active Students' Council and are encouraged to regulate their classroom affairs by themselves. The Council also plans and organises various activities and events.

iii)	Collaboration with colleges of special education involving a number of exchange programmes are conducted	• A workshop on the 'The Difficulties faced by the Differently-abled' was conducted by the students of Rochiram D Thadani High School and Tata Institute of Social Sciences (TISS) in order to spread awareness among student -teachers about the world of a differently -abled child. • A National Seminar was held in 2014 -15 on the theme Enabling Education which focused on Inclusive education. • Inclusive Education was offered up as a course paper as an elective and also as an add on course on Competency based teaching in Inclusive education
iv)	Practice teaching	• Practice teaching is an integral part of the B. Ed Curriculum. From 2011-14 , students had to compulsorily give 20 lessons (10 in each method). As per the revised curriculum, students need to give 32 lessons in the third semester (10 weeks).
v)	School experience/ Internship	• The revised B. Ed curriculum consists of 20 weeks of the school Internship programme where the student-teachers spend their tim e in schools absorbing the school culture . • A 'Back to School' project was initiated by PCER and Poddar International School which introduced the students to the actual school pattern of a reputed International school.
vi)	Work Experience/ SUPW	• A number of useful articles under the project like ' Best out of waste', Eco friendly products were made by the students. • File making and bouquet making. • Lamasa workshop • Puppet making workshop

1.3   FEEDBACK ON CURRICULUM

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

Table No. 1.3   Feedback and communication from stakeholders

Students	• Each student is a part of a tutorial group and the tutorial teacher is the first point for providing any clarifications and help that the students need. Students go through a three - tier evaluation program which is administered at the entry point, mid -term and as an exit point evaluation, where the students give their feedback on the various aspects of the B. Ed. Programme. • The institution has an active Grievance redressal cell.
Alumni	• Alumni provide feedback through a feedback form which is sent to them via mail. In the previous year (2015 -16), it has been uploaded on the college website. • The Alumni has an active Facebook page through which achievements, suggestions etc. are shared by the Alumni • It is commonly believed that there exists a gap between the University curriculum and the actual workings of the school. The alumni who have gained experience in the field comeback and conduct lessons, Workshops/ Expert Talks and Symposia on pertinent issues which highlight the current needs and trends
Employers	• The college has an active Placement Cell through which, at the end of the academic year, schools and colleges come to the campus and express their views about the college as well as the B. Ed programme. • Apart from visiting the campus, schools and colleges send in their requirements from flyers and emails and express their requirement from the B. Ed students.
Community	• Feedback is formally taken from the various Practice Teaching **Schools** on an annual basis and on a day to day, informal basis on the days when the student - teachers conduct lessons in the classroom. Feedback is taken from the Principals, the Supervisors as well as the subject-teachers both formally as well as verbally. • The students' needs to provide a very strong support to them during their hectic B. Ed. Years. Since 2014-15, the college has conducted a **Parent Teacher Meet (PTM)** where the students' families were familiarized with the demands of the B. Ed. Curriculum.
Academic Peers	• The views and opinions are discussed and deliberated during staff meetings and the feedback is communicated to the Board of Studies for further deliberations. • Each member of the faculty is a part of the various university subject groups and feedback is regularly taken before incorporating any change. • Peer exchange their views during syllabus orientation, exam corrections and discussions etc.

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.**

The data obtained from the feedback is analysed quantitatively as well as qualitatively
The Principal and the faculty play a crucial role in analyzing both formal and informal feedback and in visualizing the changes that need to be brought in the operational curriculum. As a result of feedback from students, alumni, practice teaching schools, and other stakeholders it is ensured that the transactional curriculum makes the student teachers future ready in all possible ways, be it in classroom situations, administrative functions, research trends, global readiness, or technological readiness.

Some of the practices introduced as a result of feedback are:

➢ Introduction of the Content Enrichment Programme (CEP) to enhance the content mastery of the students.

➢ Introduction of the Add-on Course on Skill Development and on ICT Skills to enhance the communication and technological skills of the students.

➢ The practice of making Concept-based year plans for each of the courses to be taught.

➢ The use of various Constructivist approaches to teaching in order to familiarize and provide role models to the students to use this approach in their teaching repertoire.

➢ Introduction of varied classroom experiences such a Flipped Classrooms, Online courses, mind-mapping, concept mapping for content enrichment, case studies, co-teaching, role play, seminars to teach varied topics across the curriculum to enhance student involvement.

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

➢ **The Principal, Dr. Sunita Wadikar**
   ⬩ has been a member of the Board of Studies of the University of Mumbai (Education) from 2011 -2015
   ⬩ has designed a Course on International Curriculum for the University of Mumbai.
   ⬩ was a member of the Core Committee of the various syllabus revisions in the past five years.
   ⬩ is an Academic Head and member of the BOS of the Texila American University, Hong Kong
   ⬩ is a member of the BOS for MIT-Pune's School of Education and was involved in the framing of the curriculum for Education.

➢ Faculty members are Convenors, Module developers, examiners, moderators and active members of the various syllabus committees.

➢ Faculty members have developed e-courses on the platform ePGPathshala, an MHRD project of National Mission of Education through ICT.

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 B. Ed. Program has undergone two major syllabus revisions in the last five years.

2011-12: A revised syllabus as per the credit based semester system (CBSS) pattern was implemented from the year 2011-12. All the courses were revised in this process. Practicum aspect was also revised with features such as the introduction of open book examination, book review, revised duration for community work, etc. the evaluation pattern also changed with the theory courses being evaluated for 60 marks as against the previous 50 marks. These changes were further fine-tuned with minor changes in the following academic year.

Some of the major highlights were:

➢ The previous syllabus consisted of five papers, each divided into two sections. This was revised to ten separate theory courses to be studied over two semesters.
➢ The earlier annual exam was divided into two semesters and the subjects, too, were divided accordingly.
➢ The concept of notional hours and earned credit was introduced.
➢ The practice of ATKT (allowed to keep term) was introduced.
➢ Evaluation pattern was changed from 50 marks per course to 60 per course.
➢ Possibility of earning and carrying over credits.
➢ Several new contemporary topics were been added in order to help student teachers relate to current trends and new perspectives.

In 2013-14: There were minor changes made in the pattern of the question paper and the semester in which each course would be taught under the CBSS. The changes were aimed at bringing about the administrative ease in the implementation of the CBSS

2015-16: The University of Mumbai overhauled the B. Ed. Programme to make it a two year programme instead of a one year programme. Two new semesters were added and the programme now consists of four semesters. Some of the major impact and highlights are:

⬧ The programme consists of four semesters instead of two.
⬧ The theory courses are marked for 100 marks instead of 60.
⬧ Internal assignments were introduced for the theory aspects also in the ratio of 70% external (semester-end theory examination) and 30% internal (assignments).
⬧ Many new activities such as reviewing a film, undertaking literary awareness, etc. was introduced in the Practicum aspect.
⬧ Four activity & reflective thinking-based courses were introduced to Enhance Professional Competencies.

- The importance of reading, reflecting, and art & drama in education was accepted and introduced.
- Student-teachers now major in one school pedagogy subject (instead of two) with the option of taking up a second pedagogy in the third semester.
- The time allotted to practice teaching has been increased to 20 weeks and spread out over three semesters and students have to give 32 lessons instead of 20.
- The practice of shadowing, theme-based & co-teaching lessons and reflective practices have been introduced.

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

The institution follows the syllabus as given by the University of Mumbai. Since the University has initiated a major change in the curriculum and the syllabus, the same were adopted by the institution both in letter and in spirit. Some of the strategies adopted by the institution were:

➤ Eliciting Stakeholder Feedback: Informal discussions are held with:
- Alumni (during alumni meetings and school visits)
- Current student teachers (course feedback analysis)
- Practice teaching schools: discussion with school teachers on site and observations on-site by teacher educators)
- Heads of schools (during school visits, placement visits, involvement of some these heads in seminars on curriculum organized by the institution)

➤ Active participation by the faculty in every step of the revision process by participating in various syllabus revision committees, taking up positions as members of the Board of Studies and Convenors, designing course modules and giving feedback on the proposed changes.

➤ Organising a meeting with the various practice-teaching school Principals in order to update them about the changes.

➤ Conducting a Parent Teacher Meet with the new group of students in order to intimate them of the changes in the B. Ed. Programme.

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?**

PCER is committed to imparting quality education to build world-class teachers. In order to attain this, the Management and the Principal encourages and engages in:

Faculty Enrichment

➤ In spite of being a self-financed institution, the institution boasts of a fully qualified faculty with University approvals in place.

- All members of the faculty are encouraged to study and become Masters in their own methods/ courses and pursue their higher education by undertaking their doctoral degree.
- The faculty is encouraged to present and publish papers at the National and the International fora.
- At the college level, the faculty training programmes and workshops such as workshops on Research Methodology, Human Rights etc. are organized
- PCER has an ongoing Faculty Development Programme (FDP) which encourages the faculty to share and learn through
    - Presentations on learning & experiences gained at the various Orientation course/ Refresher courses/ Seminars/ Workshops etc. attended by the faculty
    - Presentations on the theme of the various papers presented and/ or published
    - Presentation of Book Reviews on books of academic or professional interest.

Research
- Research is actively encouraged and many major as well as minor researches have been taken up by the faculty.
- Action research is actively taken up by the faculty.
- Research Methadology workshops of six-day durations have been organised with the experts in the field of education as resource persons

Collaborations:
- The institution has collaborated with UGC, ICSSR. NHRC, NAAC and the University of Mumbai in organizing seminars, conferences and workshops on various topics.
- The institutions has initiated collaborations with many schools and NGOs in order to take up Community service projects.
- The Alumni Association of PCER-Chembur has, in collaboration with the college, set up the Intellectual Capacity Building Network (ICBN) Centre which acts as a research forum for all the stakeholders of Mahatma Education Society's Chembur Campus.
- Feedback Mechanism

    Feedback Mechanism has been upgraded. Due to constant upgradation of curriculum in the last 5 years. Feedback is taken about the revised curriculum was taken constantly and reported . Feedback was taken from the Alumni, parents, Practice teaching schools added for a wholistic view. A number of add on courses were introduced for more flexibility

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

    The institution focuses on the following Best Practices in the area of Curricular Development & Design:

I   **Name of the Best Practice: Concept-based Year Plans**
    The context that required the initiation of this practice: The University syllabus book, which is

handed to each student and teacher-educator, does come with a built is demarcation of time to be allotted to each unit. However, upon deliberations, it was seen that if the underlying concept were not made the focus of the learning process, students would not get a deep insight into the purpose of the B.Ed. Education. And for this, it was imperative that teachers focus on the course concepts while they teach.

Objectives of the Activity:
1. To understand the concepts behind each unit to be taught in every course-paper
2. To plan ahead so that enough time can be allotted to the basic concepts being taught
3. To enhance the conceptual grasp of the students towards the various courses offered in the B. Ed. course

The Practice: At the beginning of the academic year, all teachers study the given syllabus and identify the concepts to be emphasized for each of the units to be taught in their paper. Teachers who teach the same papers, first have a meeting wherein all concepts are discussed and deliberated upon. Finally a concept-based Year Plan for the teaching of the course (demarcated into the number of periods to be allotted to it, the activities to be conducted, the methodology of teaching etc. are drawn up.

Impact of the practice: The practice has helped to strengthen the various underlying concepts and brought about a great change in the methodology of teaching as all concepts cannot be taught through the traditional lecture method. Topics which require an active, hands-on understanding beg a different methodology for the concepts to be understood.

II   Name of the Best Practice: Content Enrichment Programme (CEP)

The programme was introduced in 2013-14 and was reviewed and enhanced every year to keep up with the various changes in the B. Ed. Programme.

The context that required the initiation of this practice: Many of the student-teachers who take up B. Ed are not in touch with the latest school curriculum and the school examination pattern. An orientation to the content of the school curriculum, the basic concepts and the current examination pattern and the CCE form of evaluation is required in order to enhance the efficiency of future teachers. This is the reason why the CEP was initiated.

Objectives of the Activity:
1. To appraise the students with the objectives of teaching a particular school subject
2. To familiarize the teacher-trainees with the school curriculum in their chosen methods
3. To encourage the teacher-trainees to read the text books of the SSC curriculum recommended for Std. 6th-9th
4. To ensure that the teacher-trainees know the current evaluation procedures in their chosen method

The Practice:

As per the revised B. Ed curriculum, each teacher-trainee has to take up one (with an option of taking up a second method) school subjects as their chosen method. Through the method lectures, the students are oriented to the theory of teaching the school subject. Yet, it has been felt that the teacher-trainees need extra orientation towards the latest syllabus and the latest methods of evaluation being used in the schools. Also, in-depth content knowledge also needs to be enhanced.

The programme is initiated at the beginning of semester I with one week dedicated to testing the students' knowledge of content, syllabus and evaluation processes by the method masters. The enrichment programme has been adopted as continuous programme with the students' understanding of their method being reviewed at the end of each semester.

Challenges faced and suggestions to overcome them:

All students who take up the method are not on the same page. Some are fresh graduates while some are getting back to formal education after a considerable gap. The main challenge is to help them psychologically and also to make them look at the subject from a teacher's point of view.

Impact of the Practice:

The best practice helped the student-teachers to gain a lot of confidence and it gave a direction to their study for the content tests and lesson preparations. It also helped the teacher-trainees to revise the current syllabus and be updated with the current scenario in schools today.

Resources required: School text-books, reference books, worksheets

Feedback Mechanism and Future plans:

The results of the various entry level tests are checked and feedback is given to the students regarding their level of proficiency. Further matters which are taken up for explanation of the content is based on the feedback received. The exit level (post-test) checks whether proficiency levels have been received.

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 main evaluative observations/suggestions made in the last assessment report were as follows:

Recommendation: Restructuring the curriculum as per global standards

The B. Ed. Curriculum under the University of Mumbai has undergone a series of changes in the last five years. PCER has been an active participant in the restructuring process. Our Principal was a member of the Board of Studies for Education from 2011-2015 and many of the faculty members are course developers, course Convenors as well as members of the syllabus revision committees. Apart from the curricular changes, the institution also provides:

- ➢ Use of global pedagogical methodologies such cooperative learning, process drama, multiple intelligence approach, add-on courses with entire one module based on 'International Education'
- ➢ Use of flipped classrooms,
- ➢ Use of online classes,
- ➢ Setting up of a MOOC by a faculty member
- ➢ Celebrating of International Days

In order to ensure that the education provided is of global standards

Recommendation: Inclusion of Interdisciplinary and multidisciplinary aspects in the curriculum

The Interdisciplinary approach can be seen in the

- ➢ Theme-based lessons as well co-teaching lessons which form a part of the practicum for practice -lessons. The overall theme of Environmental Issues and Values is explored through all the school subjects.
- ➢ Students and teacher also team-teach on various topics leading to an interdisciplinary approach.
- ➢ The EPC –II course on Art and Drama also fosters a sense of multidisciplinary approach as literature, History, science and technology are blended
- ➢ A number of workshops, symposiums, seminars, conferences were organised with varied themes from various disciplines.

CRITERION - II

TEACHING - LEARNING AND EVALUATION

*'The essence of EduNation: No stone left unturned
No child left untaught'*

-**EduNation**
by Dr. K.M.Vasudevan Pillai

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?

Admission process: PCER has a linguistic (Malayalam) minority.
Admission Policy for Bachelor in Education (B. Ed):
Intake Capacity: 200 students till the academic year 2014-15; the capacity for the Two year B.Ed. course starting from 2015- 2017 has been 100 students.

The institution is permanently affiliated to the University of Mumbai, hence adheres to the rules and regulations stipulated by the University regarding the admission procedures; Admissions are made strictly as per the Govt. of Maharashtra guidelines and the students are admitted strictly on the basis of merit.

Eligibility for Admission to B. Ed Minimum 10+2+3 years of Graduation;
Graduation/ Post Graduation – 50% minimum (Open category) Graduation/ Post Graduation- 45% minimum (All Reserve Category) Candidates from Other States–50% minimum (All category)
The admission to B.Ed. program till July 2015 was as follows:
The qualifying examination for admission to B.Ed. program was through a Common entrance test (CET) conducted by two agencies viz: Government CET and Private Association College CET (conducted by, Maharashtra Vinaanudan Adhyapak Mahavidyalaya Sansthachalak Association.' (MVAMSA); All admissions to the institution were through Association CET; The CET is out of 100 marks. 40% weightage is given to educational qualifications (50% marks in graduation or post graduation is the minimum qualifications required. With additional degrees, certain percentage of marks are added), 40% to CET written Examination and 20% to oral exams/Interviews; The prospective students generally apply to their institution of first preference and get the Association CET forms, CET and oral exams conducted in the institution of preference; The teacher education institutions opting for Association CET coordinate with MVAMSA and conduct CET; On the basis of total marks achieved in qualifying examinations, the final list of candidates is declared by MVAMSA. The candidate has to check the website of MVAMSA for CET result and admission rounds;

The policy of inclusion is followed while admitting the students. Financial help, flexibility in the payment of fees in easy instalments is provided for the students in need.

The institution follows the following steps in admission process
➢ Advertisement in leading Newspapers (Times of India, Hindustan Times, Malayalam Manorama etc.)
➢ Sale of admission forms
➢ Scrutiny of forms

- Orientation to CET – "B.Ed. CET Question Set", ISBN-978-93-82626-10-7 was provided to the students, which was published by PCER. CET preparation was done, prospective students were called for One week and a two hour session was conducted. Questions based on Mental Ability, General Knowledge, Teacher Attitude and Aptitude were discussed and practice paper were given.
- Organizing the CET
- Conducting Oral interviews
- Displaying the Merit list as sent by the Association for Unaided Colleges

The admission process for the two year B.Ed. program commencing for the year 2016 – 2018 has brought about a major shift. The government has declared a single Common Entrance Test for the aided and unaided colleges offering the B.Ed. program.

In this respect the online forms for the CET are made available at mhbedcet.gov website and the CET is conducted in the month of June tentatively. The merit list of the students are made as per the Government norms and then displayed on the website as per the students preference of college

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?**

After the State government declares the dates for the CET, the college puts up notices regarding the same on its notice boards. The information is also put up on the college website, www.pcer.ac.in. It is also advertised in leading newspapers- Hindustan Times, India Express, Times of India, Malayala Manorama.

Our strong Alumni networking has always been a good source in propagating about the institution's credentials and has attracted many prospective students to the institution. Publicity by the Principal and staff in the vicinity, has also brought in lot of enquiries about the B.Ed. program that the institution offers. Since the institution has a long standing of over 25 years, noted for its achievements and results, we get numerous enquiries for admissions.

The prospective students can also avail of the necessary admission-related information through the prospectus and through telephonic queries courteously answered by the college office staff. The information about the type of institution, eligibility criteria, location of the college, about the college fees etc is provided. This helps the prospective students to decide about their admission to the institution.

3. **How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**
Since it is centralised admission- Single window, MVAMSA sends the students according to the merit list as per the NCTE and Government norms. All staff members are oriented and well acquainted to the admission process and the admission criteria. The admission committee consists of the

administrative staff members and the faculty. The scrutiny of forms as well as counselling is done by the committees. The candidates are then interviewed by the Principal and faculty members and then the decision is made. The admission committee in consultation with the Principal reviews the forms and takes important decisions relating to the choice of Special Methods opted for by a candidate and resolves any queries that may arise in special cases. A personal interview with the Principal further helps to assess the proficiency of each candidate applying for the course.

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)**

PCER is linguistic minority institution and also witnesses diversity among the students with respect to their socioeconomic background, educational qualification, age, religion, language etc. however the institution ensures that all students are treated at par through all its transactions.

The college adopts the following measures to retain the admitted diverse student population:

➢ Facilities such concession in fees and payment of fees in instalments are given for the economically weak students.

➢ The Principal orients the students to the B.Ed program and also addresses them on a regular basis boosting their morale and motivating them further. Portfolio wise orientation is also done by the respective teacher in-charge and student teachers are assigned tutorials and the tutorial in-charge teacher guides them on various aspects of B.Ed. at length.

➢ PCER has been actively continuing with the TEAMS model and Mentoring is done sincerely, the teacher educator in her tutorial group actively does the mentoring session and also encourages peer tutoring/ mentoring. Remedial measures are undertaken for students who lack proficiency in academics.

➢ Bilingual approach to teaching helps students with vernacular background to be acquainted with the curriculum and provision of lecture notes .

➢ Student teachers are grouped as per their methods, practice teaching schools, roll numbers, such groupings provide ample opportunities for the student teachers to interact with the others, appreciate and accept the cultural diversity, helping the members of the groups to support and complement each other.

➢ At PCER, 'values' form the premise of all our morning assemblies, curricular and co curricular activities and celebrations. These activities enable the student teachers to work together, respect the diversity around thereby fostering a feeling of belongingness and social cohesivenss.

➢ A wide variety of teaching-learning methods based on the scope provided by each topic and learner needs is practised by the teaching faculty. Seminars, conferences, field visits and workshops are organised to cater to the diverse learning needs of the student teachers

➢ Add on courses such as computer supported collaborative learning , Competency based teaching in inclusive education, Effective communication and the teacher and are organised which equip

the student teachers with competencies over and above the requirements by the University of Mumbai.

➤ The 'Alumni Returns' project enables the student teachers to interact with the Alumni invited for demonstration of lessons, workshops and clarify their doubts.

➤ Individual Counselling by the principal, tutorial incharge and the in house counsellors in the event of any personal or academic issues enables the student teachers tide over challenges and develops feeling of trust and belongingness. The Student Grievance Cell is quite active and addresses the grievances of the student teachers to the best of the possible means

➤ The infrastructural facilities are adequate with lift and wheel chair facility thereby catering to the needs of the physically challenged student teachers.

Thus the above strategies adopted by the institution helps to retain the diversity among students – economic, social, cultural, religious, gender and linguistic background thereby catering to the well -being and development of our 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.**

The following provisions are in place for assessing students' knowledge and skills before the commencement of teaching programmes:

➤ The students are oriented with the Common Eligibility Test; a booklet on the same is also published for reference.

➤ After a candidate is directed to the college by the centralized admission procedure, the Principal and two senior staff members personally interview each candidate to get an initial feel of their perception and ability to cope with the course and identify the special talents/ skills possessed by the students.

➤ The learner profile is taken to identify the various learning styles of the learners, which enables the teaching faculty to plan the teaching learning and evaluation processes.

➤ Content Enrichment classes are conducted in the first week of the commencement of the course, which helps to gauge the preparedness/aptitude of the student teacher for the method/s opted.

➤ Before the commencement of the teaching programme, the student teachers' strengths are evaluated through their performances during micro-teaching and bridge lessons. Proper feedback and adequate guidance in lesson planning prepares them for practice teaching in the schools.

Thus the institution ensures that measures are in place to assess the student's knowledge / needs and skills before the commencement of teaching programmes and follow up programmes are carried out to prepare the student teachers to practice teaching

2.2 CATERING TO DIVERSE LEARNERS

1. **Describe how the institution works towards creating an overall environment conducive to learning and development of the students.**

The Management , Principal, teaching , non teaching and support staff of the institution work in co ordination to ensure the smooth functioning of the institution.

Infrastructural facilities:

The management of PCER is very forthcoming and believes in providing adequate infrastructural facilities as per the University norms. Basic facilities like clean drinking water, separate common rooms for boys and girls with washroom, facilities for indoor games, canteen and access to medical

facilities in the campus, photocopying section , In-house counsellor etc. are available in the college premises. Following are the other infrastructural details available for the learning and development of the students,

Classrooms: The spacious well ventilated and equipped classrooms has a seating capacity of more than hundred students. Separate rooms for one to one interaction and guidance are made available to the teacher educators and student teachers. The curricular and co curricular activities are also conducted here.

Multipurpose hall: Various activities such as yoga, health check up, cultural programs, prize distribution, and indoor activities sports such as badminton, carom, and table tennis are carried out in the multipurpose hall . It is also useful to conduct various lectures, workshops, seminars, symposium and conferences.

Library : The institution has a well equipped automated library with good number of reference books, periodicals, journals, encyclopedias, dictionaries, research dissertations, theses, CDs etc. Wi fi enabled computer terminals are available for student teachers, teacher educators and research scholars for further referencing.

Computer Laboratory: A separate computer lab is available for the students along with Wi-Fi connectivity. The student teachers can avail of the facilities of the lab to search for the related articles, reviews, researches, proceedings, encyclopaedias, reports and related audios and videos. Thus, the institution provides a suitable environment to interact with the world and update their knowledge.

All these facilities create positive energy among the student teachers as they try to excel in the curricular transactions.

Preparatory programmes:

➢ The IQAC charts out the year plan with the regular set of activiites and introduction of new ones as per the need for the academic year. Concept based year plans are prepared for all courses by the in charge teacher educator in consultation with the Principal.

➢ Bilingual approach to teaching is adopted in the classrooms. Special attention and assistance is provided to vernacular medium student teachers in note taking and note making.

➢ Novel and innovative methods of teaching learning and evaluation is encouraged and the reponse has been encouraging with the implementation of ICT based methodologies such as Blended learning,

➢ Flipped Classroom technique, Course networking, EDMODO etc.

➢ The TEAMS module ensures that each student teacher's progress is kept track of by the tutorial teacher and appropriate guidance and support is provided as needed. The course teachers and the method masters also monitor the progress of the student teachers especially those who are academically disadvantaged.

➢ The CEP is planned with the objective of strengthening the content knowledge of the student teachers before they gear up for practice teaching in schools.

Committees and Cells: The activiites conducted by the various committees and cells add to the personality development of the student teachers. The workshops, expert talks , training programmes and add on courses such as Skill Development, Effective Communication and the teacher equip the student teachers with necessary skills and competencies.

Non teaching and Support staff :

Humaneness in all its transactions is the premise of PCER, the non teaching and the support staff are always available to offer their services for various curricular and co curricular programmes. They ensure that professional yet cordial relationship is maintained in their dealings with the student teachers.

Thus a very conducive and congenial environment to the learning and development of student teachers is provided by the institution taking efforts to focus student engagement and help them construct their own learning experiences.

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

At the outset we at PCER try to identify the learning needs of the students by assessing their learning styles, then accordingly experienced faculty plans their teaching strategies. The various curricular, co -curricular and extra-curricular activities organised give a wide scope to the student teachers to participate thereby facilitating student engagement and catering to the diverse learning needs.

The institution takes care in meeting the needs of the diverse learners in the following ways:

- TEAMS module gives scope to take care of the diverse learning needs of the students by giving individual attention.
- Student Council arranges various celebrations and events in consultation with the class, thus creating opportunities for all student teachers to come together thereby developing cohesiveness.
- Students from vernacular medium are given special assistance.
- Content Enrichment Programme for students to improve their existing content knowledge and upgrade their content.
- Innovative teaching learning approaches such as constructivist approach, cooperative learning, case study, film reviews are used in the class.
- Technology based teaching such as EDMODO, Course Networking, Powtoon, Blended learning, Flipped classroom, Eliademy, YouTube are done to meet the diverse needs. Online notes are uploaded on the college website for the benefit of the student teaachers
- Experts from different field such as Education, Drama, Film, Social service organizations etc. are invited for a session on the current trends and provide different perspectives.
- Theme Based month-wise assemblies are conducted by the students which help them to remove the stage fear and emerge to be more confident.
- Annual Day and Sports Day events are organised to exhibit the inner talents of our students.
- Workshop on Life Skills, Communication Skills, and Basic Etiquettes are conducted for student's personality development.
- SUPW: Through SUPW activities, the students learn various crafts such as file making, Lamasa, Paper bag making etc. a YouTube website iLEARN@PCER has been launched to share the SUPW practices

These attempts cater to the diverse learning needs of the students thus encouraging student engagement and constructivist approach to learning.

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

The curriculum offers different opportunities in understanding diversity and equity in the teaching learning process :

- The concept of 'Inclusive Education' is added in the curriculum to enable the student teachers to understand and be aware of the concept, need, characteristics and importance of inclusive education and problems of challenged children.

- Most of the B. Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. The theory papers like Contemporary India and Education, Childhood and Growing Up focus on this area. The various methods of teaching also give an overview to address the diversity in the classroom in schools. Course related practical like psychological experiments, administration of psychological test, content cum methodology practicals develop the insight among the student teachers regarding the diversity and equity in teaching learning process and their role in the schools.

- Movie reviews/ Book reviews which help them to discuss the challenges and the learning through these activities.

- The daily assembly focus on important values that we need to embed in our life for self -development and development of the society; Celebration of festivals from various cultures brings about unity in Diversity.

- Working with and for the underprivileged section of the community helps sensitize and provide a direct experience of the diverse challenges.

- Practice teaching program spread out in different schools gives a chance to experience diverse learning set up and learners. Student teachers also develop skills to cope with this diversity. Incorporating innovative and constructivist methods of teaching such as Gallery walk, Role play, Scenario based teaching, Case study method, Game based teaching, Concept mapping etc. helps in catering to the diverse learning needs of the student teachers;

- Organizing lectures from experts in the various fields gives an opportunity to our student teachers to build a valuable insights into various educational issues through Alumni interface, NGO's etc.

- Community service & extention activities help in sensitization towards the needs of underprivileged sections of the society.

The above activities envisioned in the curriculum adheres in understanding the role of diversity and equity in the teaching-learning process.

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

The institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student's needs by following the measures below:

- Selection of the faculty: The institution takes good care while selecting the faculty, there is a rigorous interview process conducted by the University appointed panel, followed by a demonstration lesson given by the applicant, the Management, Principal and senior faculty in consensus decide about recruiting the applicant for the required post.

- Training and pursuance of Higher studies: The selected asst. professors are trained under the able guidance of the well experienced Principal & teacher educators of this institution The management encourages the faculty to complete their post graduation and attend orientation and refresher courses.

- Participation in professional development program: Teacher educators are given concessions to attend conferences and present papers at state, national and international levels.

- Consultancy: The institution also encourages teacher educators to share their expertise with schools and other professional institutions through workshops and consultancy services; Teacher educators are encouraged to conduct minor and major research activities .

- Faculty Development programme in the institution ensures the sharing of information regarding the latest trends in education and the changing teaching learning scenario and the necessary steps to handle them.

- Teacher Educators are also encouraged to be a part of Extension work and go for field visit as field co-ordinators and conduct workshops;

- Teacher educators are guided to seek sponsorships for workshops, seminars and conferences on topics of catering to the diverse student needs.

- The teacher educators are given various portfolios' which has a range of responsibilities in meeting the institution's quality standards and towards the best interest of the students.

  Thus it is ensured that the teacher educators keep abreast with the latest by remaining knowledgeable and sensitive to cater the diverse students' needs.

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?**

   In order to break the monotony of teaching through a particular methodology, topics were taught using novel and innovative methods.

- Add on courses Competency Based teaching in Inclusive Education that oriented the students about inclusive education

- Workshops in the area of Special Education.

- Workshop and expert talks on Inclusiveness and lesson planning.

- Collaborations and exchange programmes with schools of Special Education.

- Sessions on orienting students on Curriculum of schools affiliated to various boards.

- Collaborative teaching strategies were initiated to develop online teaching learning.

- Workshop on Instructional materials was conducted to help the students in making simple and effective teaching aids that can be used in the classroom to cater to diversity in learning.

- Workshop on Use of Puppets in class as an innovative teaching strategy.

- Workshop on Multiple Intelligences to understand the diversity in their classroom.

- Workshop on Six Thinking Hats to encourage parallel and divergent thinking.

- Workshop on Life Skills and Disaster Management that helps promote mental well- being and competence in young people as they face the realities of life.
- Expert talk on Continuous Comprehensive Evaluation and Baseline Evaluation to acquaint our students with the recent school practices;
- Workshop on Mind mapping was a beneficial learning tool to help students brainstorm any topic and think creatively.
- Use of innovative and constructivist approach of teaching – use of role play, use of games, concept attainment model, symposium, gallery walk, case studies, brainstorming, debates, discussions, scenario based teaching , Process drama etc.;
- Community outreach programme in national level NGO's such as NASEOH, Bal Anand, Access Life, and linkage with Soroptimist International Bombay Chembur which is affiliated to an International Organization- Soroptimist International Great Britain and Ireland, UK, gave the student teachers first hand experience with socially deprived groups

The student teachers learn the new techniques and methodologies and implement them in the practice teaching schools. Remedial teaching to academically challenged learners by our student teachers has been appreciated by the practice teaching schools. Thus the above practices have been beneficial in terms of development of knowledge and skills related to diversity and

2.3 TEACHING-LEARNING PROCESS

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

The Curriculum of B.Ed. Programme of University of Mumbai is designed in such a way that the student teacher should remain engaged in active learning. Our efforts are therefore channelised to transact this curriculum effectively by implementing the following activities to engage the student teacher through active learning:

- *Theory Courses* - While teaching the theory courses along with lecture method, our faculty uses various interactive teaching strategies like group discussion, role playing, collaborative and co -operative learning, using models of teaching.
- *Practical related to the theory courses* - Student teachers have to complete assignments per theory course. The course on Enhancing Professional Competencies (EPC)has also given an opportunity for practical based learning. These practical are in the form of individual projects and group projects, where student teachers remain engaged in active learning. Experts were invited as resource persons to conduct sessions.
- *Individual Projects:* The students have to complete many individual projects during the year in Action Research, Educational Evaluation, Life-Long Learning and Extension. These assignments cultivate independent thinking and challenge them to expand their learning. All these projects are expected to be computerized; hence the students also develop proficiency in the use of technology
- *Book-Reviews:* The students write and present book-reviews. They are encouraged to choose books

- that are either classic or contemporary. The library has a vast collection of fiction and non-fiction books which they can borrow for the purpose of review.

➢ **Practice teaching** is the backbone of the B.Ed. and hence feedback at every juncture is of prime importance peer observations, lessons, reflective activities and internship.

➢ **Micro-teaching and Simulated lessons (peer teaching):** Micro- teaching is the essence of teacher training programme, where student teachers have to remain focused in acquiring mastery over specific teaching skills which will be useful in simulation lessons and classroom teaching

➢ **Internship:** This programme was generally held in the second semester till academic year 2014. The Two year B.Ed. programme has internship in the Third and the Fourth semester. During this time, students get a feel of school life and all its responsibilities this enhanced internship periods.

➢ **Peer Teaching:** Mentoring and Peer tutoring is well experimented as a remedial measure to assist students who find difficulty in academics, lessons and other activities.This activity benefits both the tutor and the learner.

➢ **Role-Playing:** Role play is an important technique taught to the student teachers which involves in group work and experiential learning. It engages them in applying theoretical aspects in day -today life. The students use this technique for set induction or developmental stage of the lesson.

➢ **Student engagement is being given utmost importance:** constructivist methods of teaching are incorporated to engage students in the teaching learning process. Innovative strategies necessitate the designing of interactive learning strategies in the form of scenario based learning, case studies, gallery walk, role play, blended learning, process drama, mind mapping, Concept Attainment Model, Role playing/ Dramatizations, Simulated teaching, Game based teaching, film viewing, visits, are all a part of the rich experiences provided by PCER.

➢ **EDMODO** a website for interactive teaching – learning is used for transfer of educational materials, important websites and generating feedback. Course in Philosophy – Impact of the Philosophies on Education were done through Course networking

➢ The notes are uploaded on the college website www.pcer.ac.in which promotes paced and spaced learning.

➢ **Library Services:** The library engages students in "active learning by providing them with the following library services: Book Lending. Library reading in the Reading Room, Free Internet facility, Access to Past Question Papers (College and University Exams)

➢ **Community Work & Extension Activities:** The students have to put in 20 hours of community service. They may spend this time visiting and helping out in homes for the underprivileged within the city or outside. However the students are made to realise that the com. project on hand should be completed successfully without the consideration of time.

➢ **Co-curricular Activities:** The students have opportunities to participate in a host of co-curricular activities all year round. These include street plays, talent-search, Sports Day, Christmas, Diwali celebration, Annual Day celebration.

Thus PCER ensures that student teachers adopt the Constructivist approach to teaching learning and make learning a whole new and engaging experience.

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?**

Since the curricular transactions is based on the premise of "Constructivist Approach of Learning" every activity is planned and organised keeping the learner in mind. Student teachers are grouped roll number wise, tutorial wise and according to the practice teaching school and further assigned activities as per the plan or occasion. The student teachers plan and execute the programmes with the guidance of the teacher educators. Each of the learning activities are planned towards construction of new knowledge and development of skills.

Following are a list of learning activities adopted by the college:

⬥ Experiential learning
⬥ Seminar presentations
⬥ Field visits
⬥ Case studies
⬥ Movie and book reviews
⬥ Co-operative and Collabrative techniques - Gallery Walk, process drama, flipped classroom
⬥ ICT based teaching – learning: Blended learning, Flipped classroom, EDMODO, Course Networking, Powtoon, Prezi, Eliademy, YouTube – iLEARN@PCER.
⬥ Add- On courses were introduced – Effective Communication and the Teacher, Skill Development Programme, Yoga for Well being
⬥ Care Share project
⬥ SUPW activities like puppet making, best out of waste etc.

All the activities are student centred and brings about personalized interactions with the learners. This helps to bring about learning and skill development necessary for every teacher.

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?**

At PCER different methods of teaching such as Case study, Gallery walk, Movie based teaching, Online learning, Blended learning, Flipped classrooms, Course networking, EDMODO, Role play, Process Drama, Advanced organisers etc. are incorporated to break the monotony and make learning a joyful experience.

With this purview, i LEARN was implemented,

I : Identifying the learning styles among students.
L : Leveraging innovations in teaching- learning.
E : Engage learning through constructivism
A : Assessing the learning process.
R : Remediation through peer tutoring/mentoring.
N : Norming new standards/ benchmarks of learning.

The B.Ed. course grooms the student teacher to be competent as a teacher. Today teachers' face a lot of challenges in terms of updating the knowledge base, sustaining the students interest in schools hence

the B.Ed. course should model innovative practices to keep the teachers abreast with the current learning needs. iLEARN is an attempt to cater to the different teaching, learning and assessment in schools. The objectives of this practice were:

1. To understand the learner profile and diverse learning styles among the student teachers.
2. To cater to the diverse needs of the learner.
3. To focus on different teaching Learning process.
4. To focus on improving the Teacher quality
5. To implement different Evaluation process

Following is a description of the model implemented to teach Philosophical foundations in education:

i: ***Identifying the learning styles among students.***
➢ This was identified through VARK Learning style checklist.
➢ VARK Learning styles helped us to identify our students learning inclination to Visual, Auditory, Read and Write, Kinaesthetic mode of learning. This enabled us to plan our teaching-learning process to meet the learning styles among our students.

L: ***Leveraging innovations in teaching- learning.***
➢ Planning and creating modules incorporating innovative teaching learning. We prepared the year plan and our teaching-learning process based on the learning styles, content and time.

E: ***Engage learning through constructivism***
  Different teaching methodologies used to engage our students in the learning process were:
➢ Using innovative teaching learning strategies such as
➢ Symposium/ Workshop on the topic - Curriculum,
➢ Round Robin on the topic - Meaning and Characteristics of Education,
➢ Gallery walk on the topic - Educational Thinkers,
➢ Seminar on the topic - Educational Thinkers
➢ Co-operative learning, Think- Pair- Share on the topic - Role of Education National Development
➢ EDMODO on the topic - NCF 2005, NPE 1986, NCFTE 2009
➢ Concept Map on the topic - Role of Education towards Individual
➢ Brainstorming Sessions on the topic - Values
➢ Workshop on the topic - RTE
➢ Movie/ Video Clippings on the topic - Professional Ethics

A : ***Assessing the learning through Revised Blooms'Taxanomy.***
➢ Achieving the educational objectives at different levels of Revised Bloom's Taxonomy, this will also cater to the different learning styles. The assessment was done in various ways:
➢ Open Book assignment on the topic - Meaning and characteristics of Education
➢ Closed book assignment on the topic - Principles of Professional Ethics
➢ MCQ on the topic Educational Thinkers
➢ Seminar on the topic Educational Thinkers and Isms - Idealism, Naturalism, Pragmatism

➢ Presentations done by students on the topic - Values

➢ Preparing an outline of different types of curriculum on the topic - Curriculum.

R : Remediation through peer tutoring/ mentoring.

➢ Mentor - mentee approach in the tutorial groups,

➢ Peer tutoring

➢ Group work

➢ Library Hours

N : Norming new standards/ benchmarks of learning.

Was done in the form of extended remediation and tutorials to understand the student need and support for further achievements in learning.

➢ Face to face interaction,

➢ Tutorials,

➢ Mobile (device) learning,

➢ Circle time/ Study circle

This wholistic practice helped to remain abreast with the latest technology used in schools. It was a great opportunity for our student teachers in getting acquainted with the use of innovative, creative methods of teaching in class. It highlighted the importance of peer mentors. The positive feedback boosted the morale of our student teachers towards iLEARN approach.

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.**

   Student teachers are trained in the Models of Teaching like Concept Attainment Model, Computer Based Instructions; Inquiry training model, Game based Learning, Role play , the number of lessons given is one lesson per student per skill.

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

   After orienting the student teachers on microteaching skill techniques, every student teacher is required to conduct lessons for the development of teaching skills.

   The following skills are practiced by student teacher. They are

   1. Set Induction

   2. Explanation

   3. Questioning

   4. Stimulus-variation

   5. Black Board Writing

   Each student teacher presents five skills in all and an integrated lesson.

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

   Practice teaching is the back bone of the B.Ed program. Its objective is to enable the student teachers to gain experience of all aspects of school functioning in a structured and planned manner.

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   Practice teaching program is carried out in three phases Pre practice teaching, practice teaching phase and the post practice teaching phase.

   The pre practice teaching phase consists of

➢ Planning for the practice teaching programme and allocations of practice teaching schools.

➢ A group of 6 -8 student teachers are allotted a practice teaching school.

➢ Preparation of timetable as per the practice teaching schedule in consultation with the school supervisor or Principal

➢ Collection of units by the student teachers and preparation of the lesson plan

➢ Each student teacher gives one lesson per day.

➢ The two year B.Ed program necessitated the colleges of education to make their own provisions for documentation of records of practice teaching practicum. For which new stationery and record books had to be created and the lesson plans and lesson planning was updated to the revised bloom's taxonomy.

➢ lessons plans are submitted to the guidance professors a week prior to the scheduled date of the lesson so that the guidance professor gets sufficient time to guide on a one – one basis and the student teacher has enough time to work on it.

   The practice teaching phase entails

➢ Visiting the practice teaching schools for lesson supervision.

➢ Each teacher educator observes 6 – 8 lessons on any given practice teaching day.

➢ The two year B.Ed comprises of observation of 10 peer lessons, school subject teachers lesson and conduction of various activities in the practice teaching schools spread over three semesters, is supervised by the teacher educator.

   The post practice teaching phase involves

➢ Feedback given by the teacher educator who supervises the lesson. Feedback is also sought from the subject teacher and supervisor who attend the lesson. The suggestions are conveyed to the guidance professor through the remarks in the lesson plan who ensures to incorporate them in the following lesson planning.

➢ The reflection section in the lesson plan before and after the lesson helps the student teachers in expressing their feelings and analyzing their performance with respect to the strengths, weaknesses and lacunae if any

   Thus the synchrony during the three phases of the practice teaching helps in bringing in the necessary co ordination between our instiution and the practice teaching schools thus helping the student teachers fulfil the requirements of practice teaching.

7. **Describe the process of block teaching/internship of students in vogue.**

The objectives of block teaching or internship programme is

- To gain experience of all the aspects of school work and school life.
- To plan, organise and conduct activities for the school as per the requirements of the internship programme.
- To engage in remedial teaching to students at academic risk in practice teaching schools.

After the completion of the practice lessons prescribed by the University, the internship programme is carried out for a period of 10 – 12 full working days in the second semester. The activities carried out during the internship programme were attending and organising morning assemblies, taking proxy periods, organising quiz and other competitions and cultural activities in the school, teaching a unit in 3 – 4 days and conducting a unit test, conduct two science experiments in the laboratory for the students, sociometry experiments, observing lessons of senior teachers, giving two additional lessons on values and environment and other school work. All the activities are supervised and evaluated by the teacher educator allocated to that school.

After the internship the student teacher submits the complete file of the internship with a day wise report duly signed and certified by the Principal of the internship school/college and the faculty incharge.

The two year B.Ed programme advocated the 20 weeks internship period which entailed a (4 weeks + 10 weeks + 6 weeks school internship spread over 3rd and 4th semester.

➢ The second semester comprises mentoring by the senior most teacher, and shadowing of the subject teacher, observation of senior teachers lessons, observation of peer lessons .

➢ The third semester entails 26 macro lessons, 4 co teaching lessons with subject teachers, 2 Theme based lessons, administering the unit test , checking school records, community work and assisting in other school activities

➢ The fourth semester consists of co teaching lessons with the peer, preparation of teaching aids and setting up of a learning resource centre for the school, and community work.

The internship program helps the student teachers to gather the nuances of being a teacher in and out of the classroom. This period of internships sees the student teachers mature in their ability to identify and comprehend the problems of the students, handling them effectively, taking genuine / keen interest in the preparing and organising of school activities for the betterment of the students.

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

Yes the practice teaching sessions are planned co operatively in consultation with the school supervisor.

The practice teaching incharge provides the supervisor of the practice teaching school with a framework of the practice teaching programme for the academic year. Necessary changes if required are incorporated. The school authorities and teachers are informed about the student teachers allocated to their school/ jr. college. The practice teaching time table is prepared and given before hand which enables the student teachers to get lesson units from their respective subject teachers. The subject teachers also mentor the students on how to make their lessons as per the needs of the students. The inputs are taken into consideration by the method masters during guidance. The method masters interact with the subject teachers about the performance of the student teachers during their supervisory visit to practice teaching schools. This feedback helps to substantiate the evaluation process thus bringing in objectivity in the entire assessment procedure.

The feedback mechanism is strengthened by the feedback given by the school teachers, supervisors and Principal about the entire practice teaching programme for that academic year. All this is possible because of the close association with the practice teaching schools/ junior colleges and the co operation of their staff.

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

The rich interwined framework of the B.Ed syllabus and curriculum helps to lay a strong foundation for the student teachers to comprehend the diverse learning needs of the students. The courses like Psychology, Sociology, Methodology subjects etc. provide ample scope for students to identify learning needs of various students.

The curriculum is an amalgam of various activities and assignments which aim to prepare the student teachers to effectively handle the diverse learning needs of the students. The add on activities like the workshops, seminars and conferences on a myriad of topics , the different innovative methodologies of teaching learning and evaluation, training provided to organise various curricular and co curricular activities, training programmes like disaster management, human rights education all equip the students with the necessary skills to address the learning needs of thestudents present and in future

(Please refer Appendix B&C)

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 for student teachers who are not adept at using the computers through the 'Care Share'project

➢ Preparation of two CAI based lessons to be presented in practice teaching class.

- Training is given to operate the LCD projector, classroom computer system and use the internet facility.
- The SUPW activities are taught by the student teachers during tutorials are uploaded by the studnets using Youtube.
- The students are trained to prepare short movies on various topics as assignments thus updating their technological skills
- The audio visual catalogue prepared by the students encourage the other students to use audio visual aides in their lessons.

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.

Yes the practice teaching sessions are planned co operatively in consultation with the school supervisor.

The practice teaching incharge provides the supervisor of the practice teaching school with a framework of the practice teaching programme for the academic year. Necessary changes if required are incorporated. The school authorities and teachers are informed about the student teachers allocated to their school/ jr. college. The practice teaching time table is prepared and given before hand which enables the student teachers to get lesson units from their respective subject teachers. The subject teachers also mentor the students on how to make their lessons as per the needs of the students. The inputs are taken into consideration by the method masters during guidance. The method masters interact with the subject teachers about the performance of the student teachers during their supervisory visit to practice teaching schools. This feedback helps to substantiate the evaluation process thus bringing in objectivity in the entire assessment procedure.

The feedback mechanism is strengthened by the feedback given by the school teachers, supervisors and principal about the entire practice teaching programme for that academic year. All this is possible because of the close association with the practice teaching schools/ unior colleges and the co operation of their staff.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The number of students teachers assigned to each practice teaching school ranges from 6 -8. The decision for the allocation rests purely on :

a) proximity of the school with respect to the students' residence

b) providing a blend of method subjects

A small group works to the advantage of both the student teachers and the practice teaching schools as

- the students with different methods allocated helps the school to accommodate them easily into the school time table
- the small number of students of different methods enables the teacher educators and the school teacher to give sufficient time to the students during feedback.
- the teacher educators are able to supervise all the activities of the student teachers during the internship programme.

- Student teachers are also able to co ordinate and plan activities in a better way with a small group.

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

   Feedback at every level is important for improvement and advancement. Feedback to students will help them in performance evaluation and progress.

   Practice teaching Feedback:

   ➢ Feedback on lesson plans: These plans are guided by the teacher educators and feedback is provided in the form of recommendations and suggestions always on a one to one basis. Feedback is given by the guiding teacher educator and the supervising teacher.

   ➢ Peer Feedback: The peers are encouraged to observe lessons and give their feedback on observation sheets provided to them.

   ➢ Reflective Feedback: Student teachers reflect upon their lesson, they write a feedback of how they felt while preparing, presenting the lesson in their reflective journal and they also incorporate the inputs given by the supervising teacher educator. Through this they realize their own shortcomings and areas of improvement.

   ➢ College Level Feedback: Micro Lesson & Practice Lessons & Remedial Lessons

   ➢ Feedback is taken from various stakeholders such as Practice teaching schools. The feedback is analysed and necessary changes are made for effective transactions and informed to student teachers and school authorities.

   The feedback from the Community service organization are conveyed to the student teachers in order to match to the needs of the community work done with the NGO's

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

   The college focuses on disseminating the information for the welfare of our students. The college adopts the following measures to fall in line with policy directions on one hand and educational needs of the schools on the other

A) **The following activities ensured updating trainees on the policy directions of schools:**

   ➢ A Symposium was conducted on the topic "Bridging the Schools and the Teacher Education Institution". This exposed students to the challenges faced between the schools and the teacher education institution and the discussion were encouraged to arrive on a common platform.

   ➢ A Symposium on the topic "Paradigm Shift in Curriculum" was conducted The objective of this symposium was to focus on what each curriculum offers, methodology of the different curriculum, assessment methods

   ➢ A Workshop was conducted on Continuous Comprehensive Evaluation by Ms.Shailaja Mulay who gave her expert insight of implementing CCE in schools, and the newly introduced Baseline Evaluation

   ➢ Workshop was conducted on Student Engagement through Music conducted by Suthirth Mukherjee and Mr. Krish Menon.

- Sessions by the Alumni were conducted on the current trends and challenges in education
- ICSSR sponsored National Seminar on 'Enabling Education: Equipping Students for Life'
- NAAC sponsored National Seminar on 'Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education'
- International Colloquium on 'Emerging Trends in Education'
- Training programme on 'Human Rights for all' sponsored by National Human Rights Commission, New Delhi

B) The following activities ensured updating student teacher on the educational needs of schools:

- Practice teaching forms the core curriculum of the B.Ed. program. The institution conducts this in collaboration with schools. The institution makes every effort to comply with the policy directions of the practice teaching schools. The schools convey their policy directions and needs to the institution regarding practice teaching. During the Internship programme, students work in close collaboration with the school authorities which further acquaints them with the educational needs of the school.
- Feedback: The Principal during the Staff meetings discusses about the student teachers performance and any other issue that requires attention is brought forward for discussion.
- Action Research Project: Action research topics are carefully planned and customized as per the practice-teaching schools' needs. They are meant to provide solutions to the existing real life problems commonly encountered in schools.
- Campus Interviews: The campus interview and interactive session helps the students to understand the trends and needs in the school to meet the challenges of classrooms today.
- Role of IQAC: The IQAC discusses and deliberates on the policy directions and conveys it to the teacher educator in charge of the lesson planning department. The teacher educator in charge in turn gives instructions to all the student teachers and displays the instructions on the notice board.
- Alumni Interface: The alumni are valuable resource persons to help the college connect with the recent developments in school subjects and teaching methodologies. They are invited by the college to conduct sessions for the staff and students on some of the innovative practices that they would like to share.
- Through Community and Extension activities: The student teachers offer their service to the Community organisation and spend at least 20 hours of their service. They involve in teaching and doing some related tasks assigned to the by the organization. Extension activities are also taken in the right interest and activities are done for the same.

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

It is necessary for the institution to make practice teaching consistent and relevant with the school curriculum and the new methodology advocated in the revised curricula of the school. Student teachers and faculty are updated with the recent developments in subject and teaching methodologies through:

- Innovative methods of teaching core and optional subjects: ICSSR – WRC sponsored International Colloquium on "Emerging Trends in Education" by Ms. Swapna Jare, Founder and

Director, Mind 1Mind, UK.

➢ Symposium on "Best Practices in the Institution" an initiative by PCER, Chembur as a part MES Research Forum Seminar Series, which invited Principals and Senior supervisors from various schools to discuss the latest trends

➢ Training programs in specific subject such Human Rights for All and disaster management sponsored by NHRC, Delhi and Disaster Management Cell by MCGM respectively

➢ Research Methodology Workshop sponsored by ICSSR – WRC, Mumbai.

➢ Consultancy: The faculty engages in offers Consultancy services to Fr.Agnel Polytechnic, Vashi and sister concerns of our society for Enhancing Pedagogical Skills.

➢ The faculty is on the Advisory Board of various Research Journal and Publications, IQAC committee, as peer reviewers for Conference papers, BOS members, consultation regarding sponsorships from various academic bodies.

➢ Content Development: The teaching faculty have contributed to content development through the e PG Pathshala and initiative of the HRD, India.

➢ Seminars and forums for discussions: The teacher educators and the student teachers attend various seminars, Conferences, workshops on recent trends in education.

The Principal and teacher educators are also invited as Resource persons for various conferences and seminars.

The college provides opportunities for attending the orientation and refresher courses for all the staff members.

➢ Alumni Interface: The ICBN – Intellectual Capacity Building Network organises various knowledge sharing and innovative practices to the student teachers and the teacher educators. All the above activities are organised to help the faculty and the student teachers match strides with the recent developments in the field of education.

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 strength of the institution is that it believes in keeping abreast with the latest trends in education and provides opportunities for personal and professional development among the staff and extending the services of the institution to the wider community.

Faculty members are encouraged for their professional development.

➢ The teacher educators are being sent for Orientation and Refresher courses on a rotation basis and as per the seniority.

➢ The Faculty Development Programme is quite active and it involves sharing of information and best practices in the staff room.

➢ Paper presentation in conferences, participation in seminars as experts and resource persons is always encouraged. They are also encouraged to publish their papers in different magazines, journals and books. The institution's experienced and well qualified faculty is invited by other educational institutions to orient and guide them on several topics related to the syllabus and other contemporary issues.

Resources

The following resources are made available by the institution for the professional development of the faculty:

➢ Provision of rich library resources with internet facility for academic enrichment.

➢ Technological gadgets like laptops given to every individual member of the faculty , video camera, LCD projector and other instructional materials are made available for preparation and presentation of lectures.

➢ Group discussions are conducted on the emerging issues which prepares the faculty members for participation in the development programs.

➢ The financial grants from the University of Mumbai and other National agencies are made available for the research work and participation in the conference / seminars or for the paper presentation.

Practices

➢ The faculty is encouraged to teach and guide students at various levels like M.A. (Ed.) and M.Ed.

➢ The senior, qualified and experienced faculty members are research guides for Ph.D., M.Phil. and M.Ed. courses

➢ The institution gives opportunity to participate and represent in various workshops, seminars and conferences at local, state, national and international levels.

➢ It encourages faculty for advanced study leading to Ph.D.

➢ The institution also supports teacher educators for active membership of professional associations.

Consultancy services are provided by the teacher educators in the areas of teaching, learning and research to different professional institutes such as Polytechnic Colleges, Engineering Colleges, Schools,NGO's and Special Education colleges.

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

   Feedback taken from the student teachers are conveyed to the teacher educators. Faculty members are also felicitated for completing their Ph.D. Achievements of the Principal and Staff are shared on Teachers' Day Celebration among all the institutions of MES.

   The institution appreciates the teacher educators for publishing their books. The Principal constantly takes efforts to motivate the teacher educators by appreciating them in staff meetings and other interactions.

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.)**

   At PCER we take utmost care to handle and solve the problems that arise during the learning process, our step towards improvement begins from identifying the same from various sources and then taking steps towards the same. The first at which learner's challenges are identified and tackled is at Tutorial

- groups wherein the tutorial teacher is able to develop a good rapport with the student through regular tutorial meets.
- Feedback process is quite strengthened as feedback is taken from the students about the course, teacher educator, infrastructure and other facilities, overall feedback of their B.Ed. programme and all the initiatives undertaken by the institution.
- A Grievance Redressal Cell plays an active role, the student teachers can drop their grievance and suggestions into the Grievance Cell. The Grievance Cell with the Principal and Teacher Educator takes necessary steps to solve the problems. Student teachers are given opportunity to share their views and suggestions to the Principal, Teacher educators which helps in creating a conducive environment.

- There is an Open Door Policy to address the grievances. The student council also plays an active role is bringing up the challenges or issues in the class. Few issues addressed are

  - Few changes that have been brought about were changes in the library timings for our student teachers, provision for internet surfing was also enhanced by installing new computers in the library.
  - Computer laboratory has also been upgraded and update with Wi-Fi facility.
  - Photocopy machine for student teachers use is available in the college campus.
  - Infrastructural upgrade has been quite useful - lift facility, canteen facility, increase the number of fans and lights in the classroom. Classrooms are well ventilated and lighted.
  - Aqua guard water facility has been provided on various floors, clean and neat restrooms and common rooms are provided.
  - Library is well equipped with adequate number of books, books from other boards like ICSE, CBSE, IB. and other reference materials etc.
- Feedback is taken online and offline by the stakeholders.
- The mentor mentee programme is a means of interacting with student teachers closely and identifying individual learning needs and giving personal guidance to address learning difficulties.
- Feedback is given to the student teachers about their lessons, class test, essays, action research, assignments, extension, community work etc. Feedback is given in oral and written form. The teacher educator gives one to one feedback and even counselling is done for improvement.
- Group feedback is given for their group performance in CCA, Tutorial activities etc.
- The supervision of lessons provides insights on the barriers to learning such as lack of language proficiency, technological skills and content knowledge. These are communicated through qualitative feedback and addressed by providing extra inputs during lesson guidance.
- Semester wise general and individualized feedback sessions are conducted to identify learning needs, study habits and learning approaches. The TEAMS model has also been effective in providing opportunities of tutorials, extended library hours, adoption of students at risk, mentoring, supervised study circle. This helps the student teachers to remain focussed and achieve positive results.
- The discipline committee also communicates certain appropriate behaviour in practicing teaching schools and the institution, this is conveyed in the classroom and on individual basis.
- Add- on courses are introduced as per the needs and requirements of the society.

Thus a close network of Management, Principal and faculty help identify the barriers in learning and adequately addressed.

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

The college maintains assessment and evaluation with utmost confidentiality. The Internal assessment and External assessment are well maintained and it is computerized.

The assessment is carried out in the following phases:

Within the institution

Internal assessment done throughout the year
Semester wise evaluation done

At the University level

University exam at the end of each semester.

The internal assessment is an on-going process and is done through:

Essays
Class tests
Semester - wise Preliminary Examinations
Assignments in each course
Open book assignment
Action Research Projects with viva voce
Unit test preparation
Book review
Psychology journal
Micro teaching, Simulated teaching, Integrated teaching, Practice teaching and Internship
Community work
Extension work
Co-Curricular Activities and Extra- Curricular Activties
Movie Reviews

To ensure objectivity in evaluation, the teacher educator follows the prescribed criteria as discussed in the meeting. Practice teaching lessons are followed by both verbal as well as written feedback from the teacher educators. Essay and class test papers always carry useful remarks and suggestions for improvement and the marking scale is decided on in consensus with all faculty members. Use of reflective journals is emphasized during the community work and the internship, as these provide deeper insights into student teachers' experiences and personal development. Similarly, Action Research is assessed on the basis of both practical work as well as a viva-voce by a faculty member. The college also conducts prelims for the student teachers prior to them appearing for the University examination at the end of each semester. This steps up their confidence and develops their organisational skills in presenting their subject matter logically at the external examination.

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

Utmost care is taken in providing feedback to the students. Adequate and prompt feedback is one of the best ways to communicate the performance, achievements and lacunae.

➢ Answer sheets of the internal examination are shown to the student teachers and written remarks are given on the answer papers. This is supplemented with oral feed back to the student teachers for further improvement in their performance in the examination. Depending upon the problems communicated by the student teachers, different strategies and teaching methods are adopted for curriculum transaction.

➢ During micro teaching, instant feedback is given to the student teachers through teacher educator and peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance.

➢ Student teachers are given inputs to improve their scores to excel in the University B.Ed. examination. The institution makes it a point to display the results of each and every activity. These above practices help in improving the performance of student teachers and curriculum transaction.

➢ The student teachers are given grades for their theory papers, essay, and other assessments. The teacher educator gives an overall feedback of the courses taught and the performance in that course at the examinations.

➢ A constant follow up is done by the teacher educators, while mentoring the student teachers. Tutorials are held for clearing the doubts of the student teachers.

4. **How is ICT used in assessment and evaluation processes?**

The use of ICT at PCER has paved way for the smooth conduct of most of the activities. The activities need proper documentation and retrieval at any particular time, these exhaustive data requires to streamlined and also to be kept confidential to a large extent, hence ICT helps in assessment and evaluation process of the institution in the following ways:

⬧ Preparing all instructions related to assessment
⬧ Preparing question banks
⬧ Typing question papers
⬧ Typing assessment schemes
⬧ Typing evaluation charts for various activities
⬧ Recording marks secured by all student teachers
⬧ Preparing result sheets
⬧ Analysis of results
⬧ Google forms for feedback
⬧ Conducting Online Content test

2.6 BEST PRACTICES IN TEACHING-LEARNING AND EVALUATION PROCESS

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

At PCER we focus on IDEAL as a Best practice in developing teacher competence through teaching, learning and evaluation.

I – Identify roles and responsibilities of a Teacher.

D – Define qualities and competencies of a Teacher.

E – Experiential activities to cater different competencies.

A – Assessing the competencies.

L – Learning remediation and Peer Tutoring.

- The objectives of this practice were:
1. To create awareness of the various teacher competencies among the student teachers.
2. To develop the professional competencies (teacher) among the student teachers.
3. To develop the core competencies (teacher) among the student teachers.
4. To develop the teacher competencies among the student teacher through various activities.
5. To implement different evaluation process.

- ***I - Identify roles and responsibilities of a Teacher.***

Feedback was taken from the student – teacher based on the qualities as perceived by them on the attributes of a teacher – personal, social, moral, ethical, emotional, cultural fit. The survey highlighted the attitude of the B.Ed student teachers towards the teaching profession.

- ***D – Define qualities and competencies of a Teacher.***

The responses received by the Student Teachers were checked and the apt statements were selected. A pre test was conducted through a rating scale and the results are analysed.

Core Competence: A set of standards that are required irrespective of the teaching role

Professional Competence: A set of standards relevant for the teacher as a professional in the school environment

- ***E- Experiential activities to cater different competencies.***

Case studies/ Scenario based Learning

Movie / Video Clipping

Role play on student needs

Personality development/ Grooming and Etiquettes

New methods in teaching and learning:

- Gallery Walk
- Process Drama
- Learning Stations
- Blended Learning
- Inquiry Based Learning
- Circle Time

- *A- Assessing the competencies.*

Post – test was conducted after all the activities were conducted throughout the year. The Post- test had the same rating scale used as Pre-test to see the difference (if any) occurred among the student- teacher during the B.Ed course by incorporating the various activities

- *L- Learning remediation and Peer Tutoring.*

The post-test results was analysed. The student teachers who needed attention and direction in the areas of teacher competence were identified. Remediation in the form of Coaching and Peer Tutoring was done:

Coaching by the Teacher Educator

Peer Tutoring by the student teacher (among the peers)

- I - Impact of the study

The practice enabled the student teachers to be

- Awareness of oneself
- Awareness of Do's and Dont's in classroom and workplace
- Awareness of teacher's role within and outside the classroom.
- Language proficiency
- Teacher empowerment
- Being prepared for an interview.

Resources required:

- Competency rating scale,
- Plan for different activities,
- Library resources,
- Institutional premise

Feedback mechanism and future plans:

A comprehensive feedback was taken by the teacher educator on the competency scale prepared, different activities and remediation measures planned.

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

The best practice IDEAL had lot of success stories to be shared and was done during staff meetings and also after the completion of each activities. The various activities motivated us to do more and help our students to evolve themselves thoroughly. The use of ICT in IDEAL helped the students to understand the application of ICT in the teaching learning process. As a teacher it is important to connect with the students during the curricular, co-curricular and extra-curricular activities and the activities of IDEAL were in sync with it and hence it was easy for us to groom our students in a positive and reflective manner. It was realised that these sessions helped the students to come out of their inhibitions and develop good communication skills. ICT used through Blended learning, Flipped classrooms, Course Networking, Eliademy- MOOC, a YouTube webpage developed to put the students efforts online. This activity proved beneficial as the student

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?**

   The evaluatory observation made under criteria teaching learning and evaluation in the previous assessment report were:

1) Short Term Career oriented certificate, Communication Skills, Guidance and Counselling may be introduced
2) Persual of Consultancy programme by faculty
3) Practice Teaching needs to be strengthened

PCER has always taken suggestions as the stepping stones to success and achievements. Our initiatives has been in line with the suggestions given for improvement. Below mentioned are the activities done based on the suggestions:

Short term Career Oriented Certificate courses have been introduced:
➢ Competency Based Programme towards Inclusive Education (2013)
➢ Computer based Collaborative Learning (2014)
➢ Effective Communication and The Teacher (2014)
➢ Care - Share Computer Programme (2013, 2014, 2015)
➢ Skill Development Programme (2016)

Counselling:
➢ An in-house counsellor is appointed who takes counselling sessions and conducts sessions towards Personality development.

Consultancy has been strengthened:
➢ Consultancy has been offered to Fr.Agnel Polytechnic Institute, Vashi on Pedagogical Skills
➢ Consultancy services are provided to school on curriculum transactions from 2014 onwards
➢ Consultancy services have been offered to sister concerns of our society

Practice teaching is strengthened:
➢ Feedback from schools were taken and inputs were implemented for raising the quality
➢ Symposium on Bridging the Skill Gap between Schools and Teacher Education Institution was undertaken to get an insight into the expectations of the schools from our student –teachers and the gaps in the teaching learning process
➢ The Project "Back to School" was undertaken in 2013 with Podar International schools to give an on the field experience with schools of different boards
➢ Parent teacher meet was carried out mainly to address the issues and benefits of Practice teaching.
➢ Practice teaching lesson plans were modified as per the Revised Blooms Taxonomy catering to diverse needs of the learners

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

At PCER, we have always strived hard in enhancing our endeavours towards quality sustenance. Our activities are channelized towards grooming the overall personality of our students by accepting their diversities and creating opportunities to achieve success in their learning process. The measures undertaken for quality sustenance and enhancement are as follows:

Use of technology in classrooms: Use of Online teaching & testing methods – Flipped Classrooms, Blended learning, Online notes, Eliademy – MOOC, EDMODO, Course Networking, Powtoon etc.

Technological up-gradation: Well-equipped classrooms with Wi-Fi facility and LCD projectors, upgraded Computer Labs.

Well-equipped Library: The library has good number of books, reference materials, e-journals and provision for internet surfing is made available to all the students.

Faculty Development Programme: In the last five years the B.Ed faculty has upgraded their academic profiles. Seven teaching faculties have been awarded doctoral degrees and five members of the faculty are currently pursuing Ph.D.

In addition, several papers of conceptual and research origin have been published by the teacher educators in journals with an ISSN. Books on themes of special interest have been published by three of the staff members. These endeavours help the faculty in raising the effectiveness of their curriculum transactions. Teacher educators have also taken up major and minor research projects to the tune of 11 lacs. Conferences, seminars and workshops were organised with sponsorship from government regulatory bodies such as NAAC, ICSSR, NHRC etc.

Catering to diverse needs: Diverse needs of the students are taken care by the constructivist method of teaching. Workshops on wide range of topics, training modules, and a strong feedback mechanism has catered to the diverse needs. Moreover choices in special fields and special methods have increased. Variety of teaching methods also catered to the diverse needs of students. Theme based assembly focuses on overall development of the students, Multiple Intelligence Approach, Mind-Mapping, Learning styles helps to address the diverse needs of the students. At PCER we have collaborated with Hashu Advani College of Special Education which gives our students an exposure to Special Educational Needs of the students.

Evaluation process and reforms: Feedback mechanisms are online; Google forms are introduced to maintain transparency in feedback.

CRITERION - III

RESEARCH, CONSULTANCY AND EXTENSION

'In a globalised world, the platforms for collaborating and competing are the same"

-EduNation
by Dr. K.M.Vasudevan Pillai

Pillais' College of Education & Research, Chembur, SAR, NAAC

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

MES Pillai College of Education and Research (PCER Chembur) supports professional development activities that engage its teacher educators in research in education and their student teachers to carry out action research projects and social surveys. PCER has an active Research cell comprising of the Principal and two teaching faculty. The research committee along with the IQAC plans and conducts various activities like the Research methodology workshops and seminars for the faculty and student teachers. The faculty are deputed for orientation and refresher courses. They are often motivated to present papers in seminars and conferences and publish it onal and international publications . PCER also has its own registered journal international journal – Transacademia – a bi annual interdisciplinary.

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

   The institution motivates the student teachers to take up research in education by providing various opportunities to participate in activities pertaining to research in education. The management provides time to time encouragement and motivation to the faculty members to upgrade the subject knowledge . The college regularly organizes Research Methodology workshops in collaboration with ICSSR(WRC) Mumbai to equip the faculty members on their research understanding and to take up research confidently. Several minor researches of multidisciplinary nature are completed by the faculty members. All these researches are funded by various national bodies like ICSSR, University of Mumbai etc.

   The student teachers and faculty members are also encouraged to participate and present papers at seminars, workshops and conferences at the national and international level with a view to build up research culture in our organization. Research facilities are strengthened by the academic and administrative body of the college. Mahatma Education Society's Research Forum provides a platform a multidisciplinary paper reading sessions and exchange of ideas for the faculty members of all the institutes of MES . The institution further encourages the teaching staff by sanctioning duty leave and study leave for research work.Teachers are provided with seed money, adjustment in teaching schedule in the time table, providing secretarial support and other facilities, etc.

   The staff members are encouraged to discuss their topic of research interests and the like during the faculty enrichment programmes. Many of the faculty members have minor and major researches to their credit and the institution acknowledges their achievements through by felicitating them at important collegiate gatherings. The teacher educators in our institution are also given opportunities to give guidance for B. Ed. and M.Ed. students for action research and dissertations, respectively. The Institution possesses a well-stocked, technologically enhanced library wherein a large number of research books, journals, encyclopaedias, thesis, research reports and publications are available. Library resources like Inflibnet, Tata Institute of Social Sciences and University Libraries are also accessible whenever it is required The teachers are provided with laptops which has well -connected internet facilities. The research journal, Trans-Academia also encourages the teacher educators to enhance and contribute to the research interests.

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

The following research themes have been identified by the institution for undertaking research study by the faculty.

- Value Education
- Innovative Teaching Methodologies
- Life skills
- Citizenship /Civic Sense
- ICT
- Environmental Issues
- Inclusive Education

- Women Issues
- Health& Hygiene
- Human Rights
- Adolescent Issues
- Peace Education
- Life Skills
- Disaster Management

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

The institution encourages faculty members to carry out action researches for their students at the college level. The student teachers are also encouraged to take up survey research in their practice teaching schools. The teacher-educators conducts action researches as per situation demands. The outcome of the researches are always discussed with the Principal and colleagues, student teachers and fellow teacher-educators also. The details of some of the important action researches conducted by the teacher-educators are given below.

Table 3.1 Action Research conducted by Teacher Educators

S.No	Name of the faculty	Title of the study	Major outcomes & Impacts/
1.	Dr. Sunita Wadikar	• A study of the benefits of TEAMS module for academic achievement among B.Ed. students	The study ensured proper study habits among the student teachers. It reduced absenteeism and students started spending more time out there in Library.
		• "A study to analyse the thinking skills among the secondary school students"	The study helped to know about the thinking skills among secondary students It helped the teachers to encourage different thinking skills like critical thinking, lateral thinking and reflective thinking. The study enabled better thinking skills among students.

S.No	Name of the faculty	Title of the study	Major outcomes & Impacts/
		♦ "The challenge of 21st century learner towards (Science, Technology Engineering and Math) STEM as a among the secondary school students	The study helped to understand the various challenges of secondary students to consider STEM as carrier option
2	Dr. Reni Francis	♦ "A study to find out the effectiveness of different assessment methods among the student teachers".	The study analysed the effectiveness of different assessment methods among the student teachers. The teachers stated using the student chosen assessment methods and at is found that the students' performance was improved remarkably. It helped the teachers to understand the personality of the students more comprehensively. students learn the power to smile and take things in the right spirit.
		♦ "A study to foster inner peace among the B.Ed	Yoga became a part of the Assembly and students ".found it as a stress relieving therapy
		♦ "A study to analyze Social networking Site a Catalyst to Socialization.	The study analysed the frequently using Social Networking Sites by the students, the numbers of hours spend on these Social Networking Sites

			the reasons for the use of Social Networking Sites and the risks involved in using Social Networking Sites. The study identified some of the students who are addicted to social networking and those students were recommended for counselling and therapies and found a remarkable change in their behaviour after the counselling sessions.
3.	Dr. Reni Francis Ms. Jaya Cherian	• "Learning to live together-developing life skills for fostering peace"	Helped to boost the capacity of student to make well-grounded ethical decisions based on values that promote respect for other cultures and beliefs.
4.	Ms. Vinita Desai	• "Developing Reflection through Activity Based learning	The study enabled students to be better prepared for their future It helped the students to think critically and act accordingly. It developed problem solving abilities in students
5.	Ms. Ummadisingu Vani	Social Networking Sites: A study of the usage of social networking sites among the student teachers of PCER, Chembur	Students were aware that SNS can be used for educational purposes too but only some used it. Facebook was the most popular SNS

Some of the action researches undertaken by the student teachers are given below:

- A study to analyse the causes of examination stress felt by the standard VIII students from Dominic Savio Vidyalaya, Ghatkopar' the study helped to analyse the stress level of students and to identify various stressors. The research helped to identify some of the students who are highly stressed due to various reasons which brought to the notice of their parents and those students were provided with proper counselling and other corrective measures and found a remarkable change in their academic performance and attitudes towards study.

- A group of students from standard VII from S.I.E.S School, Matunga found a consistent poor performance in history hence a study was conducted to analyse their Interest in History subject. It was found that the students were not interested in the subject due to various reasons like poor teaching methodology adopted by the teacher, and the students were not clear with the concepts so they found it very difficult to study the subject.

- A study conducted to analyse the "causes of indiscipline" of the students of standard VI, Gurukul English high school, Ghatkopar. The study revealed that a group of boys had hatred towards some of the teachers and peers so they were actively involved in bullying and physical fights etc. which disturbed the dynamics of the whole class. Those students were identified and sent them for counselling and found a change in their attitudes.

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

PCER Chembur is proud to state that the faculty actively participates in conferences / Seminars / Workshops held at state/national level and international level.
For details about the conference/seminar/workshop attended and organized by the faculty are given below *(Please refer Appendix No A,B&C.)*

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.**
   The institution recommends the student teachers and faculty members to develop instructional and other materials suited to the various requirements. One-day workshop on preparation of teaching aids like puppetry, low cost teaching aids, working models pertaining to their lessons are conducted in the institution every year. Many of the faculty members prepare Power Point Presentations as instructional materials for transacting the curriculum. The major instructional materials developed by the institution are:

   ➢ Self-Instructional materials-in different school subjects
   ➢ Print materials &Non-print materials (Teaching Aids/audio-visual materials, multi- media etc.

➢ Digitalized (Computer aided instructional Materials)- provisions on language learning, CDs

➢ Question Bank & CET manuel

➢ Additional course wise reading materials on web sites

➢ Books on instructional strategies like Multiple Intelligences and Brain-based Learning

➢ Movies on stress management

➢ Manual on MS office and Power Point Presentations vol.II

2. **Give details on facilities available with the institution for developing instructional materials?**

The college provides optimum facilities in the institution library to develop instructional materials. The college has a well-equipped Computer Laboratory and Library. Moreover, opportunities are given for developing instructional materials for techno-pedagogic use. The INFLIBNET facility available in the automated library enables the teaching faculty and student teacher to know about the current development worldwide. The facilities provided by the institution are Curriculum Lab, movie CDs, LCD projectors, computers, printers, scanners, laptops, compact discs, chart papers, stationery and internet facility are made available to the faculty to develop instructional material. The institution owns an advanced printing and DTP department and Photocopier department for all purposes.

3. **Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.**

The teachers of our institution were part of the team which developed e-text and video on modules of "Communication Technology" under e-PG Pathshala: A Gateway to all Post-Graduate Courses, a MHRD Project under the National Mission on Education through ICT (NME-ICT).

✦ Movie making on various educational topics

✦ Add- on course on ICT

✦ Manual on MS office and Power Point Presentations Vol. II

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

PCER encourages and motivates the staff to attend and conduct workshops and training programmes for material development. We conduct a teaching aid workshops every year for student teachers. There are several workshops organized for the benefit of staff and students viz:

✦ Workshop on puppet making,

✦ Best out of waste exhibition,

✦ Session on using Pow Toon.

✦ Training programme on Computer Assisted instructions.

✦ Workshop on Low Cost Instructional Material.

✦ Preparation of different art and craft materials.

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

➢ HEF Indian Journal of Higher Education ISSN 0976 – 1314

➢ International Multidisciplinary e - Journal ISSN 2277 – 4262

➢ Pillai Journal of Educational Research & Technology (PJERT), ISSN 2249 -4367

➢ An International Peer Reviewed Scholarly Research Journal for Interdisciplinary Studies. (Online ISSN 2278-8808, Printed ISSN 2319-4766)

➢ Global Journal of Management Applications. ISSN 2249- 345X

➢ Journal of Divergent Thinking, ISSN: 2319-9431

➢ Innovative thoughts, ISSN 2321-5433

➢ The Journal of English Language Teaching (India), A Peer Reviewed Journal; ISSN 0973-5208

➢ International journal of Education, ISSN – 2319 -3492

➢ Humanities and Social Science Studies a Quarterly Interdisciplinary Journal ISSN:2319-829X

➢ Trans Academia, ISSN 2319-3492

➢ Pillai Journal of Management Research, ISSN 0976 -5441

➢ Excellence in Education A peer reviewed Jounal of Education and Humanities ISSN: 2320-7019

➢ Conflux Journal of Education, ISSN 2320-9305

➢ Shikshantheel Marmdrishti ISSN: 0976-0385

➢ Sanshodan Chetana ISSN-2319-5525

➢ International Journal for Interdisciplinary Knowledge ISSN 2394 – 0018

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

 ⬩ Dr. Sunita Wadikar 'Best Teacher Award', 2014 for Outstanding Contribution to Teaching & Education(Education Management) From Higher Education Forum

 ⬩ Dr. Mary George Varghese received Best Paper Presentation Award for the paper presented on Igniting Students' Potential Through Viable Instructional Strategies-A Roadmap for Excellence in Education, at International Science Congress in 2012.

 ⬩ Dr. Reni Francis received

 i) Women Achievement Award 2012' from Diocese of Kalyan- Kerala Catholic Association, Mumbai

 ii) Most Promising Alumnus Award' at K. J. Somaiya College of Education, Training and Research, Vidyavihar in 2016.

 iii) The Brain feed "Acharya Devo Bhava-2016' award.

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

Table No. 3.2 Major and Minor Research Projects

Research Category	Topic	Sanctioning Body & Amount	Name Of The Professor
Minor Research	To Investigate and compare the level of civic sense among the students of BMC and private schools in relation to their socio-cultural factors	University of Mumbai 2011-12 INR- 30,000	Dr. Sunita Wadikar Ms. Vani Achari
Minor Research	A study of Self-reliance and Economic Independence among adolescents through Vocationalization and self-help groups	University of Mumbai 2013-14 INR-25,000/-	Dr. Mary George Varghese
Minor Research	A study of the effectiveness of Brain-based Learning as an intervention strategy for academic achievements of secondary students with diverse learning difficulties and personality traits for the year	ICSSR, Western Region ,Mumbai 2014-15. INR-60,000/-	Dr. Mary George Varghese
Minor Research	A Comparative Study to Analyse the Effect of Innovative Teaching Learning Strategies in Fostering Peace Among the Students of BMC and Private Aided Secondary Schools of Greater Mumbai.	University of Mumbai 2013-14 INR- 25,000/-	Dr. Reni Francis & Ms. Jaya Cherian
Minor Research	A Study of the effectiveness of explicitly designed training module (ACTION Model) on disaster	University of Mumbai 2015-16 INR-25,000	Ms. Vani Achari

	management to enhance awareness of disaster management among pre-service teachers.		
Minor Research	A comparative study of the Life Skills of secondary school students from different Boards of education of Greater Mumbai and development of an Adolescent Empowerment Program	University of Mumbai 2015-16 INR-25,000	Dr. Mary Devkumar

Major Research (on-going)

Name of the Professor	Topic	Sanctioning body	Grant
Dr. Mary George Varghese	"Design and Develop Instructional Strategy for Developing Thinking and Meta-Cognitive Skills among the Student- Teachers at the Secondary Level"	Indian Council of Social Science Research, New Delhi	9,00,000/-

Major Research Applied

Name of the Professor	Topic	Sanctioning body	Grant
Dr. Sunita Wadikar Dr. Sheha Raikar & Ms. Vani Achari	Synergizing Gandhiji's Philosophy in empowering digital natives by fostering life skills through intervention of "PEACE Model"	Indian Council of Social Science Research, New Delhi	27,00,000
Dr. Sneha Raikar	A study of the effectiveness of an Instructional Module for promoting Efficacy Beliefs in Teaching of Economics among B.Ed Student Teachers	Indian Council of Social Science Research,	80,000/-

3.3 CONSULTANCY

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

   Yes, the institution provides consultancy services in the last five years. The institution provides consultancy services to several schools, teacher training institutions and other educational institutions.

The consultancy services are rendered to:

- Educational Institutions-
  - The Principal and the teaching staff has expertise in varied areas of education. They are invited to offer their services to the nearby schools and ensure the institutional social responsibility through these voluntary services. Some of the faculty member's conducts career guidance sessions for students, offers counselling sessions and ensures the mental well-being of the school personnel.
  - PCER conducted a refresher course at Fr. Agnel's Multipurpose school and Jr. College.
  - The PCER faculty members regularly organises learning sessions for the junior teacher-educators of Karunya Trust
  - The Principal, Dr. Sunita Wadikar is an active member of BOS and IQAC committee of various teacher-education Institutions, University of Mumbai, MIT- Pune, and Texilla American University. She offers consultancy services in the area of quality enhancement, guidelines for accreditation and affiliations and curricular aspects. The Principal and faculty members are invited as resource persons for refresher courses and chairperson in various seminars and conferences, paper reading sessions organised at the University.

- Corporates – Some of the senior teaching faculty are consultants at various corporate firms such as Optum Health & Technology Private Limited and Workplace Options. Some of the senior faculty members are consulting Clinical psychologists and conduct workshops, counselling and therapy sessions for the employees of the organisations.

- Sister- concerns - Chembur English High school, Pillai College of Arts, Science and Commerce, Engineering, Architecture, Pillai HOC College of Education& Research. PCER faculty offer need based services to the sister concerns. The teacher educators conducts workshops expert talks on various relevant topics like Bloom's Taxonmy, leadership, innovative teaching strategies, funding agencies for seminar and researches etc.

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**
   - Yes, the faculty members are competent enough to undertake the consultancy in the following areas. The institution publicise through its web-sites, practice-teaching schools, alumni and word of mouth

Table 3.3, Consultancy under taken by the faculty of PCER

Sr. No.	Name of the Professor	Area of Consultancy (1or 2 Areas)	Institutional /Organization where Consultancy Provided
1.	Dr. Sunita Wadikar	1. Adolescent Problems, 2. Pedagogical skill 3. Bloom's Taxonomy 4. Parenting Skills 5. Quality Enhancement Guidelines for	• Father Agnel's Multipurpose school and Jr. College, Vashi • St. Teresa's College of Education & Research, Santacruz. • Texilla American University

			Accreditations and Affiliations	♦ MIT, Pune
2.	Dr. Mary Varghese		Mental Health Practices	Corporates & Educational Institutions
3.	Dr. Reni Francis	1 2	Teacher Development M.I Based Curriculum	The Orchid International School
4.	Ms. Ummadisingu Vani	1 2	Research Funding Self-motivation workshops	Pillai Group of Institutions
5.	Ms Vinita Desai	1 2	Reflective Thinking & Practices Activity Based Learning	♦ The Orchid International School ♦ Aditya Vidyamandir
6.	Ms. Jaya Cherian	1 2	Communication Skills Teacher Development	♦ Pillai Group of Institutions ♦ Father Agnel's Multipurpose school and Jr. College
7.	Dr. Sneha Raikar	1 2	Stress Management Conflict	The institutions of Chartered Accountants, Thane Chapter

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?

All services were provided on the basis of academic interest and social commitment of the teacher -educators. The generosity of the institution is such that the honorariums received by the experts were allowed to be fully utilized by the concerned experts. The institution considered this as their motivation strategy and a moral support to the experts to sustain the area of expertise as consultants.

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

The institution believes in focusing on the professional growth of the employees and well-being of the society, thus ensures value proportions in every transaction. The positive and encouraging work-culture of the institution has led to giving of due credits to the employees for their service. The revenue generated through consultancy goes to the personnel involved in the services

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)**

   Extension activities:

   In partnership with Department of Life- long Learning and Extension, University of Mumbai, student teachers are engaged in conducting a survey on the Status of Women in the society, which helps create awareness about the current trends in the society and also motivate the student teachers to work for the upliftment of the women in the society. Our faculty members work as University extension field co- ordinators and contributes in various capacities as Curriculum developers and project evaluators etc.

   Outreach programmes:

   The institution undertakes numerous activities under the Institutional Social Responsibility (ISR)
   Community Service:

   - *Adult Literacy Drive(ALD)*

     PCER in collaboration with Soroptimist International Bombay Chembur(SIBC) has undertaken an Adult Literacy Programme since 2103-14 Teacher educators and student teachers of the college conduct sessions on various topics as a part of institutional social responsibility at various schools.

   The teacher educators also conduct interactive sessions on health and hygiene, food and nutrition, women issues and various awareness campaigns. The street plays and rallies on status of women to create awareness about women empowerment, equality of gender, sexual harassment faced by the women is a regular feature of our institution. These social activities of PCER always expanded the| social awareness among the common man and it generated good appreciation through media –local channels and newspapers, and it enlightened people from all walks of life too. The beneficiaries are the mothers of the students of Chembur English High school and Marathi Madhyamik shala who learn the basic English Proficiency Skills in order to enhance their personal and professional capacities

   Community Service

   Each student of PCER puts in more than 30 hours of service with the less fortunate members of the society. PCER student teachers have rendered service to –

   - Bal Anand is an orphanage to child centre which houses around 70 children at a time. Students of PCER provide pre-primary education to the inmates of the home.
   - Access Life is an NGO which houses children (below 10 years)suffering from cancer along with their parents, who are in Mumbai for their treatment. Students of PCER help them make up their lost school hours and academic content. Projects are also taken up with the parents by teaching them basic Marathi, English as well as rudimentary skills like card making, Bag making etc. Under the project ' Fistful of grains' every year grains are collected from the students and teachers and donated to the organization.
   - Community Service Day

     PCER joins the community service day celebrations organised by MES. The inmates of the various

NGOs are treated to a sumptuous lunch, entertainment and hampers. PCER participates in this wholeheartedly, and since the last two years has sponsored 40 rag pickers' children associated with Karunya Trust Shivaji Nagar, Markhurd towards the cause of education.

Partnering with NGO's and GO

The outreach programmes of PCER are carried out mainly through partnering with NGOs. There are a number of NGOs which helps the Institution to accomplish its Institutional Social Responsibility (ISR). Through the partnership, college conducts various activities like Adult Literacy Drive(ALD) , Language development programme for the mothers of Chembur English High school and Marathi Madhyamik shala, Street plays on women issues, rallies on Breast Cancer awareness the Swatch Bharat Abhiyan etc. The different NGOs which collaborates with PCER towards its ISR objectives are NASEOH, Bal Anand, Access Life, Soroptomist International Club etc. Thus staff and students of PCER act diligently serves the society on various personal, social, environmental and global issues and concerns.

The institution offers its services in Question bank preparation for the examinations for the recruitment to different Government sectors like to Staff Selection Commission, Ministry of Labour - Western Region. The institution maintains very good association with various national bodies like NAAC, ICSSR, NHRC etc. in conducting workshops, seminars and conferences.

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

Community participation in institutional development
➢ PCER shares a warm and cordial relationships with community. The schools selected for teaching practice support the institution by encouraging the student teachers. These schools inform about the vacancies in their schools and the candidates drop their resumes in the schools or the schools come to the college for job placements. Thus the student teachers get placed before their university exams.

➢ The alumni association takes active interest and conducts various academic activities in the college. The Intellectual Capacity Building Networking(ICBN)- centre established by our alumni is a knowledge sharing centre to many, who are associated with the institution. It enriches the field experience of our staff and students.

➢ The College conducts the Inter collegiate competition 'The Valuer' where in students from different schools and colleges participate. The community service professionals from different fields like medical, banking, fire and safety, protection of environment etc. are ever willing to offer their service to the institution for orienting the staff and student teachers which has benefitted all.

> Institution-community networking

Mahatma Education Society is very much aware of its social responsibilities. It works towards the upliftment of the socially deprived communities. MES celebrates a community Service day through the active involvement of all the 48 institutions. On the community service day each institution takes care of any one NGO by bringing them to the campus, serving food and taking necessary care, conducting entertainment activities for them and spend a memorable and a fruitful day with them. It leaves a sense of fulfilment to all the staff and students by lifting the spirt of those underprivileged souls.

> The institution maintains a very cordial relationship with the community and is benefitted through various programmes like workshops and expert talks conducted at the institution by various people from the community, to enhance the teacher training programme and benefit our teacher educators and student teachers. We invite experts from various fields as judges for various intra and intercollegiate competitions. The college invites experts from the community to take classes on topics of their expertise. Such classes have motivated and informed our students with the current societal issues.

> Institution-school networking

The institution collaborates with nearby schools for practice teaching & internship and share their material and human resources with the institution during the teaching practice session. This networking helps our institution in understanding the changing needs of the students and the schools, which helps the student teachers to prepare their teaching learning experiences accordingly.

The institution is also accessible to schools to conduct campus interviews to recruit our student teachers as trained teachers. Most of our students gets placements through this networking. Experienced teachers from the schools guide the student teachers during practice teaching sessions. The Faculty takes part in different activities of the schools as judges, resource persons, special invitees etc.

PCER carried out a project 'Back to school' wherein collaboration with an international school was sought, by sending 15 students for internship program. The student teachers benefitted by the hands on experience, while some got jobs in the same school. Some of the international schools also use the PCER curriculum lab for reference and various other purposes. Marathi Madhyamik High School, an underprivileged school is adopted for various student welfare activities like communication skills, English speaking classes, remedial teaching etc.

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

The institution believes in sharing its resources for the upliftments of the society. The college intends to continue its work with the orphanages and rehabilitation centres with which it collaborates on a regular basis. The institution would also like to take up the following areas for providing community orientation to students

- Road safety
- save Energy
- Education for all (each one teach one)

- AIDs awareness
- Disaster management
- Save our mother earth
- Inclusive Education
- Women empowerment

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Yes, the institution takes up community development projects and some of the projects are 'Fistful of Grains', 'The Awaken Citizen' etc. The institution conducts Adult Literacy Drive- programme in which carries out various projects and activities like 'Fistful of Grains', Skill development, English speaking classes, talks on health and Hygiene, women issues etc. The beneficiaries of all these activities are mainly inmates of NGOs of Bal Anad, NASEOH. The parents of Chembur English High school and Marathi Madhyamik shala are also got benefitted immensely through these activities.

- 'The Awakened Indian: Creating enlightened Citizens for Tomorrow' is a pilot project carrying out in collaboration with ILLUMINE, an NGO.
- The Adult Literacy Program was completed successfully in 2014 with 26 participants being awarded with a   Certificate of Empowerment. This project was nominated at the international conference at Harrogate, U.K.

5. How does the institution develop social and citizenship values and skills among its students?

Institution tries its level best to make the student-teachers develop responsibilities for social concern. The college conducts value orientation classes by reputed personalities. All the activities of the college revolve around the theme Values. The college assembly conducts activities which highlight the significance of various values in every day transactions.

In order to develop social values among students, we also conduct classes on soft skills and communication. The institution encourages its students and faculty members to actively participate in tree plantation and tree conservation initiatives and other activities to develop environmental consciousness.

The college also observes national days like Republic Day, Independence Day, Birthday and Martyrdom Day of National Heroes to inculcate nationalism and patriotic feeling among the students. Classes on, human rights, women rights, etc. are being conducted.

MES organizes Community Service Day for the inmates of different organizations. On the community service day, the inmates from different charitable organizations and NGOs are brought to the campus, serve them sumptuous food, conducts games and activities and spend the whole day joyfully. This community service day leaves a permanent mark in the minds of all those who are involved in it and gives them great satisfaction and fulfilment.

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 national organizations are:

- Indian Council of Social Science Research, New Delhi
- Indian Council of Social Science Research, Western Region Mumbai
- National Human Rights Commission New Delhi
- Consumer Guidance Society of India
- NASEOH
- MIT Pune
- Tata Institute of Social Sciences, Mumbai
- University of Mumbai

The linkages with the national bodies helps PCER to raise its quality bar to a greater extent. The linkages help in achieving its educational, social and global responsibilities. Some of the major benefits are:

- NHRC sponsored two days training programme of Rupees One lakh for the year 2014-15 and INR. Fifty Thousand for the year 2016-17
- ICSSR New Delhi- sponsored Major research project of Rupees Nine lakhs for the year 2015-17
- ICSSR New Delhi- sponsored international travel grant for one of the faculty members for attending and participating conference abroad.
- ICSSR Western Regional Centre sponsored Rupees Sixty thousand for the Workshop on Research Methodology for the year 2013-14 and Rupees Seventy thousand for the year 2015-16 and sanctioned Rupees sixty thousand for Minor research
- Consumer Guidance Society of India sponsored Rupees Six thousand towards a Workshop on 'How to manage money & be a smart Investor' in collaboration with Bombay Stock Exchange on December 2015
- National Society for Equal Opportunity for the Handicapped (NASEOH). The students of PCER are sensitised to the needs of special children and volunteer their services to the NGO even after completing B.Ed.
- MIT Pune-The principal is the BOS member and senior advisory personnel in various committees and offers valuable inputs towards quality endorsement programmes and affiliations of MIT. The institution has signed an MOU for Faculty Exchange Programme and explored research areas and various other academic avenues where an effective symbiotic relationship can be established.
- Tata Institute of Social Sciences, (TISS) Mumbai- PCER share good relations with TISS. PCER utilizes the human and material resources of TISS for training and guidance in the field of research. Some of the faculties of TISS offers consultancy and guidance services to the faculty members in the area of research. The TISS library is always a knowledge centre for the PCER researchers. The TISS

premises were used for the seminar and conference purpose.

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.**

   Mahatma Education Society provide sufficient mantle to get global perspectives in education through its close associations and collaborations with various international Organizations like;

   - Soroptimist International, a global volunteer movement working together to transform the lives of women and girls.
   - Texilla American University
   - Commonwealth of Learning (COL)
   - IAFOR
   - Qatar Foundation, Doha
   - Workplace Options, London UK
   - Podar International School
   - Dr. Pillai Global Academy (IB school) Gorai and Panvel

   ➢ The college is associated with Soroptimist International, the Indian chapter a global volunteer movement working together to transform the lives of women and girls. Dr. Sunita Wadikar is Nasi extension officer. PCER along with Soroptimist conducts various activities adult literacy drive, fistful of grain, jumble sale- the fund raising programme for Access Life-NGO working for the rehabilitation for the Cancer children.

   ➢ Dr. Sunita Wadikar is the BOS and Academic Head, Texilla American University. She works in various capacities like judge for the various philanthropic deliberations of the University. She was in the panel of senior peer-reviewers for the International conference for several years.

   ➢ Two of the faculty members Dr. Reni Francis and Dr. Sunita Jain attended the 76th Annual conference of Soroptimist International at Harrogate, UK, where the ALD project was nominated for the best project award. They visited St. Margaret Clitherow Catholic Primary School and discussed about the Cambridge –English speaking Programme for B. Ed students.

   ➢ One of the faculty members Dr. Mary George Varghese, is one of the experts of various discussions on the online platforms in the area of Open Learning and e-learning technology. She is a senior paper reviewer for their international Conferences and acted as chairperson for the international conference at Dubai. She has contributed towards the International Academic Forum, (IAFOR), Nagoya, Japan. She is a Fellow of International Science Community Association (FISCA), Govt. of India and an active participant of World Innovation Summit for Education(WISE) – Qatar since 2014.

   ➢ The project 'Back to School' with Podar International School, Santa Cruz implemented various techniques like shadowing and co-teaching with the school teachers and conducted various curricular and co-curricular activities learnt in the school.

   ➢ Dr. Pillai Global Academy an International Baccalaureate School of Mahatma Education Society shares a very cordial relationship with PCER in its curricular transactions.

   Collaborations with international schools provide global perspectives in the area of education viz. curriculum, teaching learning and evaluation etc. Placement opportunities have shown improvement after collaborations. Also representations and collaborations on international platforms provide a lot of

insights on the global educational practices. These ideas help immensely towards the academic transactions out here in the college.

3. How did the linkages if any contribute to the following?

➢ *Curriculum Development:* The linkages of the Principal Dr. Sunita Wadikar with Texilla American University as BOS and Academic Head, gave inputs in various curricular transactions at the graduate, post graduate and doctoral level. The linkages with the international schools provides some international insights to the B. Ed curriculum.

➢ *Teaching:* The international linkages with the various academic organizations viz. Taxilla American University, IAFOR, Qatar Foundation, COL etc. helps to understand the various innovative practices and trends in the classroom transactions. These enriching international exposures help the faculty members to offers high quality transactions in their teaching.

➢ *Training & Practice Teaching:* The close association with the international schools from Mumbai is very advantageous in offering a global perspectives and training to teacher-trainees. These international schools open a channel for the staff and students to know more about the curriculum various boards to which the schools are associated too.

➢ *Research & Publication:* The IAFOR, COL and Qatar foundations extent an active platform for the faculty members to share their research outcomes and involve in their various research endeavours. These forums provide adequate mantle for the research understandings of the faculty members. The faculty members publish papers in various international journals, and present papers at the international conferences. Dr. Mary George Varghese authored a book titled "Connecting Neuroscience to Classrooms" by the Omni Scriptum GmbH & Co. KG Germany and the retail price of the book is 98.90 € Euro. The author receives a royalty of 12% for each sale. Dr. Reni Francis authored a book titled "Redesigning Learning Horizons through Multiple Intelligence Approach" by the Omni Scriptum GmbH & Co. KG Germany and the retail price of the book is 55.90 € Euro. The author receives a royalty of 12.5% for each sale. Thus the PCER faculty reach out to the international audience through their various publications.

➢ *Consultancy:* Dr. Sunita Wadikar offers consultancy in the area of administration and research services to Texilla American University. Her involvement with International schools has been instrumental in designing a course on International Education for University of Mumbai. Dr. Mary George Varghese is consulting clinical psychologist with Workplace Options, London, UK which provides employee assistance programme to Multi-National Companies.

➢ *Extension:* PCER in collaboration with Soroptimist international, Bombay, Chembur conducts various community service and extension activities. The major activities conducted are Adult Literacy Drive Programme, Fistful of grains, Blood donation Camps and Medical check-ups and various fund raising programme for supporting various NGOs.

➢ *Student Placement:* The partnerships with International Schools like Podar International School and Dr. Pillai Global Academy provide excellent placement opportunities to the students. PCER has a strong community of Alumni who holds prestigious positions at various national and international educational organizations is an icon of academic merit and excellence.

4. **What are the linkages of the institution with the school sector?**

   A teacher-education institution cannot function in isolation. It has to collaborate and communicate with the society on a regular basis.

   These linkages also help us to understand the various academic developments, teaching methodologies and other changing needs of schools and demands of the society.

   Sharing of human resources: Our faculty is also invited to judge cultural activities in schools and as resource persons.

   Our institution has linkages with schools when students and faculty conduct action research and involve students and teachers from schools to collect data. The senior teachers from various boards are invited to the institution to conduct workshops & symposiums to give hands on experience of school to our student teachers, thereby keeping them abreast with the latest.

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 PCER faculty holds a very good rapport with the neighboring schools. The college considers the recommendations of the school personnel on the relevant classroom practices while training the students for lesson plans. The practice teaching sessions are always aligned to the school schedule. Our faculty takes regular feed- back from principals/ supervisors and subject teachers to improve the quality of classroom interactions and also to enhance the teacher-behaviors of the trainee teachers.

   The two-year B. Ed programme ensures a greater scope in this area through subject teacher's lesson observation by students, co-teaching, shadowing etc. These activities ensure a wholesome understanding of the schools and ensures a symbiotic relationship between the teacher-training institute and the school.

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

   The faculty of our college collaborates with other schools, colleges and universities
   * Conducts and attend workshops/ training programme for school teachers
   * Conducts research methodology workshops
   * National level seminar in collaboration with Dept. of Education University of Mumbai, TISS, MES's Night Degree College of Arts and Commerce.
   * Conducts and attend workshops/ training programme/ Seminars/Symposium by other colleges.
   * Writes articles in journals of other colleges and Universities
   * Editorial board members of various journals of different colleges
   * IQAC committee members of different colleges

   The faculty of our college collaborates with university for:
   * The Principal has strong association with University of Mumbai in various capacities like BOS member, VC nominee in various committees, Local Inquiry Committee member, resource persons for refresher courses and conferences, chaired sessions at national and international conferences of various colleges and universities.
   * Most of the senior faculty members are very actively involved in all the important activities of

Mumbai university like preparing the question papers for university exams; evaluating the answer sheets, syllabus revision work, paper setters, examiners, moderators, conducts, and attend Syllabus Orientation programme 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?

Our institution encourages the faculty in taking up research, consultancy or extension work by approving duty leave and adjustments in the time table to accommodate them. All kind of technical and library support is extended to the staff. The faculty also gets motivated as their profile gets published in the college website and college magazine.

Research:

Various Workshops on Research Methodology have been conducted for the teacher-educators and M.Ed and Ph. D students who belong to PCER as well as other institutions. Eminent personalities from Department of Education, Mumbai University, TISS, Homibhaba Centre for Science Education were invited as resource persons to bring in better understanding in the area of research. The institution encourages the faculty and students to attend and present papers in seminars and workshops. Faculty members have completed a no minor research projects with the financial assistance of the ICSSR, Mumbai University etc. All the senior faculty members are the PG recognized teachers and Principal is an approved Ph. D Guide from Mumbai University affiliated to PCER Panvel. Dr. Sunita Wadikar is one of the experts in the syllabus committee of M.Ed, M.Phil and Pre-Ph.D Coursework of Mumbai University. One of the faculty members received ICSSR Travel grant for participating at the International Conference. One of the faculty members received ICSSR- New Delhi sponsored Major research. PCER has highly qualified teaching faculty, who continuously sharpen their skills and competencies. The Faculty Development Programme is a regular feature of PCER which provide an enriching platform for the faculty members to share their research insights and deliberate upon the unravelled areas of research. The research journal Trans-Academia provides an opportunity to the faculty members to reach the unseen audience with their latest research outcomes.

Consultancy:

Faculty members actively offer consultancy services in their area of expertise to educational institution, corporates etc. The institution publicizes the expertise of the faculty members through website, practice teaching schools and other informal inter personal relations too. PCER offers various mental health practices to various schools through its counselling services.

Extension:

Few community related projects are completed and there are few ongoing projects under extension activities too. Ms. Vani Achari is associated with the Dept. of Lifelong and Extension Activities, Mumbai University for the past several years as field co-ordinator. There are few important activities

like street play, debates, poster competition, essays, discussions etc. conducts for the students of PCER

The institution gives the best possible support and encourages the maximum to unravel the potentials of each and every individual associated with PCER.

2   What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Our institution and its management provide all the faculty members the opportunities to participate in any activity which enhances their research consultancy and extension experiences. The faculty is provided with all the human and material resources to be part of any extension, research and consultancy services. The faculty is motivated to conduct research-based activities, take up consultancy practices in their respective fields of expertise, and is motivated to give back to the society with any extended services that they can offer.

With a view to facilitate research and extension, the college:
* Conducts workshops on research methodology at national and state level
* College has an e-journal of action researches conducted by staff and students
* The PCER has various closed e-platforms like Google group and WhatsApp group wherein only research deliberations take place on a regular basis.
* Arranges interactive sessions with international delegates for the faculty and students
* Provides infrastructural facilities for researchers from other institutions
* Takes part with sister concerns in their pursuit of academic excellence.
* Extends professional support to the practice teaching school teachers for improving their professional growth
* Acts as a lead college for the cluster colleges of un-aided B. Ed colleges of Mumbai University. Community Service Day is observed every year wherein inmates of various NGO's are taken to our Panvel campus and they are entertained. Around 1200 - 1500 beneficiaries are taken care off

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

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

The 2010-11 committee made an observation on the lack of major and minor researches in the institution. However, efforts are taken and made a remarkable achievement in the area of funded researches on both minor and major researches. The faculty members have completed 6 minor researches which was funded by university of Mumbai and ICSSR western Region Centre, Mumbai and Rs. 1.90 lakhs received through various minor research grants. Dr. Mary George Varghese received Major Research Project grant of Rs.9,00,000/- by ICSSR-New Delhi. Apart from the research grand the institution receives grant for conducting seminar and workshops from ICSSR, NAAC, NHRC etc.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?**
   1. The research committee of PCER oversees the research related matters.
   2. The research committee updates the faculty with the forthcoming seeminars and conferences at the national and international levels and encourages faculty to present papers at national and international platforms and to publish research papers in reputed peer reviewed journals.
   3. Conducts regular workshops on Research Methodology with the financial assistance of the ICSSR
   4. The institution inspires the faculty to pursue PH. D and takes up research at various levels .
   5. Google group for discussions on research topics has be initiated for discussion on research topics.

CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

'An institution is never a laboratory for experimentation; rather it is a bastion of stability, and well measured progress.'

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.**

Ensured quality of programs offered by an institution and adequate infrastructural facilities play a vital role. The institution has well equipped infrastructure as per NCTE norms to support all activities for the wellbeing of students and staff. The master plan of the building is enclosed as Annexure 4

The institution's physical infrastructure comprise the following:

➢ The institution has a spacious and well ventilated multipurpose lecture hall, equipped with a dais, LCD Projectors, computer with Wi-Fi facility, black board, and sound system.

➢ There are spacious conducive lecture halls and pedagogy room.

➢ The college has an air-conditioned conference room with a large table and adequate seating facility for intellectual interaction.

➢ The computer laboratory is equipped with 24 computers, LAN connection, and wifi connection.

➢ Boys and Girls common room is provided with the necessary sports equipment for indoor games.

➢ The college has a well-spaced library equipped with adequate and comfortable seating arrangement. Bar-coding of the library collection is done using the Bar-Tender software, N-LIST and INFLIBNET..

  ⬧ Principal's Office
  ⬧ Administrative Office
  ⬧ Staff Room
  ⬧ Reading Room for teachers
  ⬧ Curriculum Laboratory
  ⬧ Well equipped Library
  ⬧ Washrooms for students and teachers
  ⬧ Girls & Boys Common Room
  ⬧ Canteen
  ⬧ Water Purifiers and Coolers.
  ⬧ Store Room
  ⬧ Art & Craft Room
  ⬧ Fire fighting devices
  ⬧ Spacious multipurpose hall for cultural activities and indoor games like carrom, chess and table tennis.
  ⬧ Science Lab
  ⬧ Method Rooms, Computer Lab.
  ⬧ Classrooms for curriculum transaction.

- ⬧ Vending machine and Incinerator for Sanitary Napkins.
- ⬧ Reprography facilities
- ⬧ D.T.P. & Printing section
- ⬧ Photo Copy Centre
- ⬧ Counseling Room
- ⬧ Store Room
- ⬧ Educational Technology Room

Thus the infrastructure is very conducive for effective curriculum transaction.

The following table gives the details of expenditure on library books, computers, furniture, laboratory and audio visual equipments from 2011-2016. The master plan is enclosed herewith in Annexure ....

Table 4.1: Details of Expenditure from 2011-2016.

Year	Furniture & Fixtures	Audio- Visual Equipments	Computers & Peripherals	Library Books	Laboratory & Psychological Apparatus	Total
2011-2012	-	-	-	2,28,109	1,05,619	3,33,728
2012-2013	22,342	-	37,890	2,35,942	1,09,266	4,05,440
2013-2014	13,065	-	39,115	93,116	13,265	1,58,561
2014-2015	14,702	49,875	40,178	1,65,071	14,560	2,83,756
2015-2016	8,108	4,560	10,86,758	1,25,307	5,680	12,30,413

2. **How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

The Institution is continuously augmenting the infrastructure facilities to keep pace with academic growth. The college has two units of intake of B.Ed. programme. The college has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further.

The institution being in the prime locality of the cosmopolitan metro city makes optimal use of the space available in order to keep pace with the academic growth.

➢ The institution has upgraded itself with more computers, LAN, language laboratory and improved internet connection facility in the computer lab as well as library.

➢ The institution has access to EBSCO online databases offering access to more than 5000 journals with archives and N-List Online database offering over 6000 journals and over 1,35,000 e-books with archives. The college has subscribed for the N-List Database, faculty and students are provided with the password to gain access to it.

➢ The college library is open from 9.30 A.M. to 7.00 P.M. so that the students can make optimum use of the space for their study purpose.

➢ Feedback from stakeholders and the suggestions that emerge out of LMC and IQAC meetings are

acted upon for sprucing up the infrastructure on a continuous basis.

In the last five years a number of infrastructure Upgradations have been implemented such as:

* Wi-Fi connectivity for the entire campus.
* Enhanced library resources
* Inflibnet access to faculty and students
* Upgradation of technology
* Furniture has been upgraded
* Renovation of the computer laboratory
* Painting the building
* Upgrading the canteen.
* Curriculum lab which studies the curriculum across the globe.
* Vending machine and Incinerator for Sanitary Napkins.

3. **List the infrastructure facilities available for co-curricular activities and extra- curricular activities including games and sports.**

The institution uses its infrastructure facilities to provide experiences through co curricular and extracurricular activities to cater to a healthy personality of the students. The following are the ways in which the infrastructure facilities are used for the said activities:

Lecture Halls: The ICT enabled lecture halls are also used for seminars and workshops, guest lectures, orientation to various programmes and cultural activities.

Pedagogy / Method Rooms: All four pedagogy rooms are used for methods and special field lectures, lesson guidance, tutorial group interaction, and parallel paper presentations during seminars.

Multipurpose area & multipurpose hall: Various cultural activities, celebration of important days and festivals, student council meetings, parent teachers meet indoor games like table tennis and other recreational activities of PCER are held in the multipurpose hall and multipurpose area. Community work like Health check-up camp for employees of Mahatma Education Society, B.Ed. student teachers, Seminars, Workshops and training programs are also organized in this hall and the multipurpose area. Annual day celebrations are held in a rented air conditioned auditorium and Annual sports is conducted on sports ground with excellent facilities, along with all the institutions of MES Chembur campus.

Conference Room: The conference room is used to conduct closed-door meetings of various committees and for special guests. It is also used for syllabus-revision meetings of the University of Mumbai.Computer Lab and Educational Technology Room   is available for student teachers and faculty to work on various projects, prepare their CAI lessons, Action Research projects and completion of assignments. EPC 3 course is completely ICT based wherein students have to practically do their assignments using computers. Language Lab is used by the faculty to enhance the communication skills and language proficiency of students who are weak in the English language.

Girls and Boys Common room: Indoor games like chess, carrom are played in girls and boys common 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 institute shares the physical infrastructure with Chembur English High School, Mahatma Junior College of Education (D.T.Ed) and Mahatma Night Degree College. The institution gives the top most priority for the all round development of the student teachers by providing suitable infrastructural facilities to carry out the curricular and co-curricular activities.

The institution shares its physical infrastructure for some facilities with other institutions of the parent society. The canteen, classrooms, science and computer laboratory, library is common for all institutions under the umbrella of the parent society, MES which is used at different times. The multipurpose hall and area is also shared whenever required. The curriculum lab and its resources are shared by the other teaching faculty of the other departments.

PCER offers its premises for conducting syllabus revision meetings and it also serves as an examination centre for the Credit Based Semester Grading System B.Ed examinations, ATKT examinations conducted by the Mumbai University, for election polling booth and other competitive exams. The premises are also shared by Soroptomist International Bombay Chembur (SIBC) to conduct their Adult Literacy Drive and other programmes.

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.)**

Health, safety and welfare are basic requirements at the work place. PCER gives top most priority for maintaining the health and hygiene of the staff and students. Sufficient staff are appointed for the maintenance of hygiene. Necessary cleaning materials are provided for cleaning. Supervisory staff is appointed to supervise and maintain cleanliness. Health check-ups are organized frequently. The following facilities are available to ensure health and hygiene of the staff and student teachers:

- Girls and boys common rooms.
- Staff room
- Restroom for staff
- Wash rooms separate for girls & boys
- First Aid Kit in case of any emergency.
- Water purifier and water cooler to provide pure drinking water.
- Canteen facility.
- Fire fighting devices

- ✦ Vending machine and Incinerator for Sanitary Napkins
- ✦ Doctor on call
- ✦ In-house Counselor

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.**

Since the college is situated in the central suburbs and has adequate conveyance facilities of road and rail transport, the college does not offer any hostel facility.

4.2 MAINTENANCE OF INFRASTRUCTURE

The institution provides infrastructure required for quality teaching learning. The institutions also takes the responsibility of 'maintenance ' and 'up gradation' of infrastructure from time to time in order to keep pace with the demands to serve the trainees in the best manner.

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.**

The institution provides infrastructure required for quality teaching learning. The institutions also takes the responsibility of 'maintenance ' and 'up gradation' of infrastructure from time to time in order to keep pace with the changing needs in the best manner.Building is provided by the trust; therefore contribution to building maintenance is paid to the trust.

The budget allocation and utilization in the last five years are mentioned under leaf:

Table 4.2 Budget allocation for last five years

Sr. No.	Title of Allocation	2011	2012	2013	2014	2015
1.	Building(Maintenance)	12,50,000	13,50,000	13,75,000	15,00,000	20,00,000
2.	Furniture & Fixtures	27,900	-	22,300	13,000	14,000
3.	Audio Visual Equipments	-	-	-	-	50,000
4.	Teaching Aids	-	-	-	-	-
5.	Computers & Peripherals	40,400	-	37900	39000	40000
6.	LibraryBooks	215000	228000	235000	93000	165000
7.	Laboratory & Psychological Apparatus	100000	105000	110000	13000	15000
8,	Sports Equipment	-	-	-	-	-
	TOTAL	1633300	1683000	1780200	1658000	2284000

Table 4.3   Budget Utilization for last five years

Sr. No.	Title of Allocation	2011	2012	2013	2014	2015
1.	Building (Maintenance)					
2.	Furniture & Fixtures	-	22,342	13,065	14,072	8,108
3.	Audio Visual Equipments	-	-	-	49,875	4,560
4.	Teaching Aids	-	-	-	-	-
5.	Computers & Peripherals	-	37,890	39,115	40,178	10,86,758
6.	Library Books	2,28,109	2,35,942	93,116	1,65,071	1,25,307
7.	Laboratory & Psychological Apparatus	1,05,619	1,09,266	13,265	14,560	5,680
8,	Sports Equipment	-	-	-	-	-
	TOTAL	3,33,728	4,05,440	1,58,561	2,83,756	12,30413

➢ Vehicles belong to the trust and not to the institution.

➢ The institution tries maximum to cover the day to day expenses, in case of a deficiency, an internal loan is taken from the trust.

➢ The audit is 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 herewith.

➢ Budget allocation of income, expenditure, non-recurring income and expenditure is enclosed herewith. **(Please refer Annexure No.6)**

➢ The institute operates its accounting system in a completely computerized environment. We have a payroll package, the day to day transactions are done using Tally (version 9.2), and so that day to day books are closed.

2. **How does the institution plan and ensure that the available infrastructure is optimally utilized?**

As space in Mumbai is an overall limiting factor in all ventures, the institution plans and ensures that available infrastructure is optimally utilized, during the working hours of the institution from 11.00 am to 5.30 pm. by resourceful planning and by other means such as:

For details please refer 4.1 Q.No. 3 and 4.

3. **How does the institution consider the environmental issues associated with the infrastructure?**

In a globalizing world of limited resources, colleges and universities play a vital role in addressing challenges of sustainability. Environmental issues are taken to mean issues related to both physical and natural environment. Conducive and hygienic environment are given top most priority in the institution, to ensure healthy environment for student-teacher and teacher educators to carry out the curricular and co-curricular transactions

 ⬧ Priority is given for cleanliness in and around the campus.
 ⬧ Judicious use of water and electricity is encouraged.
 ⬧ Use of CFL and LED bulbs and tubes to save electricity.

- Electronic communication is encouraged leading to reduction of paper usage.
- Initiatives for greening the campus have been taken up.
- Student teachers are also encouraged to use environmentally friendly materials.
- All college activities and intercollegiate programmes have the element of environmental conservation running through it.

4.3 LIBRARY AS A LEARNING RESOURCE

It is indeed a privilege to have a spacious library which is well equipped. It houses necessary, sufficient reading and reference materials, journals, e-journals, M. Ed dissertations, Ph.D. thesis, minor research reports and also cupboards, display stands to hold the resources. Provisions are made for internet connection in the library, with separate computers for staff and student-teachers with wi-fi connection.

1. **Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

The institution has fully qualified librarian and library attendant who manage the library. All the required functions of the library are carried by the librarian such as acquisition, circulation, referencing, and maintenance of e-resources.

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.).**

The following library resources available for the staff and students.

Table 4.4   Library Resources

Sl.No.	Description	Numbers
01.	Number of books (Textbooks)	9308
02.	Journals (Indian-07 & Foreign -01)	08
03.	Magazines	30
04.	Ph.D Thesis	10
05.	Dissertations (M.Ed –18 + M.Phil – 03)	21
06.	Minor Research Thesis	06
07.	Audio-Visual aids	88
08.	Computer with Internet	09
09.	Encyclopaedias	38
10.	Reference Books	3027
11.	Single title books	5066
12.	Year Book	10
13.	Newspaper	15

Library has the following resources accessible to teacher educators and student teachers:
The library has following facilities available too

➢ Sufficient number of books, text books, magazines, periodicals, encyclopaedias for reference.
➢ INFLIBNET facilities.
➢ New volumes are added to the library regularly.
➢ Book bank facility for students.
➢ Computers with internet facility available in the library for all the students.
➢ Digital cataloguing is available to facilitate easy and quick access to resources.
➢ Inter-library borrowing for the faculty is made available.
➢ Printout and photocopying facility is available.

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 a mechanism to systematically review the various library resources for adequate access and relevance. A Library Advisory Committee is formed under the leadership of the Principal for adequate access, acquisition and effective utilization of library resources. The library committee holds meetings every quarter to discuss latest acquisitions and to decide on further requirements. A suggestion box is kept in the library to get the feedback of the users, which are also taken into consideration for improvement in the system.

The committee consists of faculty members, Principal, Librarian & student representatives.

Table 4.5 Library Advisory Committee

President	Dr. Sunita Wadikar (Principal)
Members	Ms. Parveen Arif (Librarian)
	Ms. Jayashree Venugopal
	Dr. Sneha Raikar (Faculty)
Student Representatives	*Year wise student representative*

Functions of the Library Committee:-

➢ Library committee supervises and advises the librarian in the policy of book selection and other administrative matters.
➢ Recommending sufficient library materials, text books, reference books, Periodicals etc.
➢ Organizing & processing it in a way to make it easily available and accessible to the students & the staff.
➢ Informing the users about the arrivals of new editions to the library and other facilities available.
➢ Book selection & purchase order are made based on the list of books submitted by the heads of the college as per the allotted budget.
➢ The grievances of the staff and students regarding the use of library are addressed by the library advisory committee.

4. **Is your library computerized? If yes, give details.**

Our library is computerized with up to date software system. All the books in the library have been properly coded and numbered for use and easy accessibility.The library is fully computerized using open source integrated library software. This provides an online OPAC for end users and automated circulation for librarians. The library has computers with internet access, bar code scanner and bar code printer to ensure smooth functioning. The library also provides INFLIBNET and N-LIST access to teachers and students.

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's library has nine computers with internet connectivity. Free internet facility has been provided to student teachers and the faculty members of the institution during the library hours. Access to free online journals is also provided through these computers. The library has a scanner and a printer. The institution has a DTP section, Computer section, photocopy section and a printing section which provides services as required for the institution.

6. **Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.**

Yes, the institution uses the services offered by the INFLIBNET. The library has also subscribed for the N-List facility entitled "National Library and Information Services Infrastructure for Scholarly Content (N -LIST)". Our library has taken up a number of new initiatives for the benefit of the academic community. These initiatives include Shodh Ganga, e-PG Pathashala, Infoport, Ojas, and Soul etc. Users from the institution can access e-resources, 6000 plus e-journals and 1,35,000 plus e -books and can also download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through the servers deployed at the INFLIBNET Centre.

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.)**

Table 4.6 Library Working Hours

Working days of the library :	Monday to Saturday
Working hours of the library (including holidays):	9.30 a.m. to 7.00 p.m.
Working hours of the library before and during exams:	9.30 a.m. to 7.00 p.m.

However, request for extra hours from the student teachers are considered favorably.

8. **How do the staff and students come to know of the new arrivals?**

The librarian makes an effort to introduce new arrivals to the students and staff by:
- Displaying the new arrivals in the library for a week.
- Displaying the list of the new arrivals on the notice board.

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's library has a book bank scheme. The economically backward student teachers are provided with a set of books in all the subjects at the beginning of the academic year. They return the books after the completion of the course. Taking into consideration the recommendations of the library committee and the needs of the students for books for new subjects as per the new syllabus, the library provides books for the same. The whole purpose of the scheme is to make available the books at a nominal deposit to the student teachers. The Alumni also supports the initiative of PCER's Book bank facility by giving books to the library which is used by our students.

10. **What are the special facilities offered by the library to the visually and physically challenged persons?**

The institution has had negligible cases of physically handicapped students. However the few cases that we have had, the library has made accommodations for them by allowing them to make use of our elevator facility.

At PCER we had very few students who were physically challenged, however the institution takes utmost care in providing opportunities to these student teachers in using the facilities of the library. A special Identity Card is issued permitting the student teacher to use the lift. Provisions are made for special seating arrangement for the student teachers to help them make the best use of the library facilities.

The institution has a collaboration with special schools like Rochiram Thadani Special school, who render their services as well. If any need arises, the management is willing to provide all the facilities.

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 situated on the first floor, with trained staff to meet the ICT needs of the institution and the students as well. Listed below are some of the prominent

facilities available:

➢ An active website wherein all the important information is put up along with the content outline.
➢ Classrooms & Method Rooms: LCDs are installed in the lecture hall with screen, sound system, dais. A portable LCD system for the other teaching rooms is also available.
➢ Each classroom has enough electrical fittings to use any kind of modern technology.
➢ A well equipped Computer Lab with a Language Lab, the computer lab with computers and internet connectivity is made available to student teachers for preparing the assignments , practice teaching lesson, project work and CAI lessons. The institution has installed a language lab to improve their communication skills.
➢ Internet Access: All the computers have internet connectivity. Also the entire campus is wi-fi enabled. Students and faculty use this facility for referencing and communication.
➢ Laptops for faculty for academic use and to ease communication.
➢ The technology room has computers for student teachers use.
➢ Online exams developed by our teaching faculty is available for testing the content   knowledge of the student teachers.

In addition to the ICT facilities provided in the computer lab, the college has six LCD projectors, portable LCD facility. Internet facility is also provided in the administrative office, staff room, library and Principal's room.

The college provides training in ICT to students through the add on course. ' Computer Literacy programme' Orientation is also given in preparing power-point presentations, multimedia packages and the use of Microsoft Excel and surfing the internet to get access to information. The students are trained in the basic uses of the MS-office package such as PowerPoint, Word and Excel as this knowledge is of help for preparation of their projects and assignments. Equipments like OHP, audio recorder, handy cam, television, and slide projectors are also available in the institution.Student teachers, alumni and teachers are notified through whats app group alerts, face book and Google group also.

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, there is a provision in the curriculum for imparting computer skills to all students. We have general paper EPC 3 on Critical Understanding of ICT and deals with ICT. Few student teachers were not very well versed with computer and its basic functioning and hence formal training in ICT as Add on Course – Computer Literacy Programme was organized. The students submit power point presentations for their model teaching and in teaching practices. The major skills included are:

⬧ Microsoft Excel
⬧ Microsoft Power Point
⬧ Using internet

- Google search
- Creating email ID and sending emails
- Movie making & Editing
- Creating e-magazine.

3. **How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

ICT knowledge is significant in its use in practical situations in the teaching learning process. Moreover, it is felt that the student teachers need to idealize the application of ICT in teaching. The teaching faculty and student teachers make use of the internet for the advanced knowledge, preparing model lesson plans, and for research related literature for minor and major research work and also to guide their research students.

The teaching faculty also makes use of the internet for submitting research papers to national and international seminars, conferences. Even on-line discussion forum is also encouraged by our teaching faculty. The institution gives utmost priority in the use of new technology and ICT for day to day teaching.

The maximum use of innovative technologies is ensured in our institution. The use of computers and LCD projectors is very helpful for our teacher educators as well as the student-teachers during seminar presentations, lectures, workshops etc. Our student teachers use power point presentations to give lessons in schools during practice teaching programme. For supporting student autonomy in learning and for further reading and referencing our teacher educators use flipped classroom teaching, share video links, web links.

The institution regularly uses other technological applications like blogs, emails, and social networking sites like Whatsapp and face book to increase the students' interaction, communication and make teaching learning efficient and accessible anytime, anywhere. Action research project guidance through internet is often used by faculty members. The institution uses digital camera, the sound system, projector creatively for teaching learning process. Movies with theme are presented through LCD. For curriculum transaction the institution uses course-networking, EDMODO, Eliademy. Flipped classroom teaching, Blended Learning, sharing video links, open educational resources of all types are used for sharing beyond the class content. Web links are also used for further reading and referencing.

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 and initiatives for which student teachers use /adopt technology in practice teaching

are as follows:

Developing lessons plans
- Browsing and downloading information, animations, images, video clippings and documentaries.
- Accessing online educational resources.

Preparation of teaching aids:
- Student-teachers use technology to download pictures, information, to make their respective teaching aids.
- Prepare charts by using downloaded images.

Class room transactions
- The student teachers prepare few topics using movie making; you tube videos are also used for classroom interaction.
- Students make use of laptops for multimedia presentation such as CAI lesson during classroom transaction

Evaluation
- During the internship, student teachers prepare question papers, worksheet and spreadsheet for evaluation.
- Tabulation and analysis of results of school students.
- Online content testing is conducted to test the content knowledge of the students

The student teachers are required to demonstrate technology based lessons during the internship programme. This provision makes the application and the use of technology a must for every B.Ed student teacher. Thus, using technology in the curricular transaction is a prominent aspect

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.**

The instructional infrastructure is optimally used by the institution and shares its facilities for various curricular and co -curricular activities with other communities.
- It provides infrastructural support for lectures, talks by eminent scholars and to conduct public examinations, academic meetings etc.
- It conducts workshops / seminars on various themes for capacity building of teacher educators and the publications are disseminated to other institutions.
- It is examination centre for conducting Semester system B.Ed examination of University of Mumbai and other B.Ed. colleges. Student teachers are allotted to the Centre for examinations.
- The library facility is used by various member of the society, students of vicinity of other institutions

and research scholars.

* Various activities of disaster management cell, health check up camps are conducted in multipurpose hall and the multipurpose area of the institution.

* SIBC conducts social welfare activities like Jumble Sale and other training programs also organizes meetings in the campus.

* The institution provides infrastructure to the Election board to conduct elections in the premises.

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 Students are encouraged to use optimally the audio visual resources for learning and practice in teaching. Various audio-visual facilities available are:

* Television
* VCD player
* LCD(Liquid Crystal Display)
* OHP(Over Head Projector)
* Computer, Laptops given to each faculty member
* Other materials available are:
    i. Educational CDs
    ii. Educational movies

The student teachers are encouraged to use them for practice teaching,

* By instructing them to take model lessons using technology.
* By ensuring that they make use of them in seminars.
* By encouraging them to make use of the technology during cultural programmes and celebrations.
* By making them, use technology for their class room activities.
* By making them, use modern technology in preparation of lesson plans, in evaluation and in preparation of teaching aids.

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:

General laboratories:
* Computer laboratories
* Curriculum laboratiries

Method Laboratories:
- Science laboratories
- Art & Craft Room

The college used to have a well-equipped Psychology Laboratory earlier. With two years B.Ed programme does not necessitates a separate psychology laboratory now, however the psychological test of intelligence, aptitude, attitude, creativity, personality, achievement, adjustment, interest, and others; Batteries and Inventories for measurement of various traits amongst student teachers and their students are maintained. These tests help in conduct of research by our alumni.

Science Laboratory consists of all the requisite materials for conduct of experiments of primary and secondary science classes. It is also replete with charts and models which can be used by teacher educators and student teachers during their practice teaching.

Computer Laboratory: Teacher trainees use computer lab for preparing CAI presentations. They learn and practice Ms Excel, Ms Word, and PPT presentations in the computer lab. They are taught by their peer through the 'Care – Share' programme. The knowledge gained is helpful in preparing their assignments and action research projects. There are computers with one server and networking having all essential software and appropriate peripherals.

Education Technology Room
OHP, VCR, video camera, digital camera, photo camera, color TV, tape recorder, radio, audio cassettes, video cassettes, slide projectors are available in this room for educational purpose. Additional three computers with internet facility are provided for the student teachers.

Maintenance of the equipment and other facilities
The responsibility of building and computer equipment maintenance is undertaken on a yearly basis. The institution makes every attempt to enhance the facilities for the maintenance of the equipments. For this purpose, proper budget allocations are made and are utilized. Technicians are consulted and prompt action is taken in case of any malfunction of the equipment. Proper safety measures are installed for fire and for electrification of all electronic equipment, Qualified staff has been appointed to maintain the science laboratory as well as the computer laboratory.

4. **Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

Multipurpose Hall and Multipurpose Area:
In our institution we have a spacious multipurpose hall and space which is used for conducting seminars, cultural programme, annual degree distribution event and annual gathering.
(Please Refer to 4.1 Q. No. 3)

Transport facility: Since the institution is centrally located, this is well connected by both rail and road to destinations on the central, harbor route. So there is no need for college to have any transport facility for students and staff. For students and staff, the institution has parking facility in the campus compound. The management arranges for transport facilities in case there are any special programmes.

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.**
    (Please refer to   4.4 Q. No. 1)

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?**

For preparing the new learners of the 21st century, the major responsibility of institutions today is to shift their focus from knowledge intensive curricula to competency building of learners through appropriate learning provisions.

The institution focuses on the right priorities and responsibilities especially with reference to teaching and learning as their primary mission. The student teachers admitted to B Ed course are from different disciplines i.e. Arts, Science or Commerce, IT, Mass Media. Keeping in mind the diversity of students' academic, social and psychological background and their special needs, attempts are made to provide relevant inputs for educational improvements.

The teaching faculty is technology competent and has been provided laptops to plan, prepare, present and record the related subject matter for effective teaching. The faculty adopts diverse approaches and methods of teaching ranging from lecture incorporated with ICT to activity and participative approaches to teaching learning. Some of the topics in Course IV are taught through flipped classrooms. Online guidance by way of e-mails is provided for action research whenever necessary. The student teachers are trained in movie making for topics like stress management so as to enable use of films as a teaching aid in classroom teaching.

To reflect on the best practice of diverse teaching methods student-teachers are encouraged and given opportunity to participate in class discussion and also adopt the ICT approach during seminar presentations. After which student's feedback is obtained. On the basis of the feedback, faculty members review the practices either for retention or improvement. The internet facility is extensively used by the staff and students to get information on related issues from the websites.

The learning resources like audio visual aids, laboratory equipments are used to cater to the needs of the diverse learners. Self-learning is encouraged by providing computers and internet facilities in the computer lab and library. Individual attention is provided while using learning resources. The teacher

educators put in a lot of efforts giving instructions simultaneously in both English and Hindi language as we have Hindi medium students as well.

Skill of acquiring newer and extensive knowledge needs rigorous training in self- learning. Student teacher should go beyond the classrooms to seek knowledge and learn to make use of other learning resources like library, self study exercise, and internet facilities. Learning with the help of these supportive learning resources is an advanced skill in today's contemporary society. This is being practiced in the institution during the teaching learning interaction/process.

2. **List innovative practices related to the use of ICT, which contributed to quality enhancement.**

Several innovative practices related to the use of ICT have been adopted by the institution.

➢ Extensive use of internet for communication between the Management, Principal, Faculty and student teachers on various information to be communicated.
➢ Training on short film and video making to facilitate its use in classroom teaching.
➢ Lesson planning in economics method using computer supported collaborative learning
➢ Computer literacy programme – 'Care – Share' for student teachers who need computer training.
➢ Use of Flipped classrooms.
➢ Regular updating of the website
➢ Use of Whatsapp, Google group, Face book by student teachers, teaching faculty and alumni
➢ Showing educational films to relate certain topics in the syllabus and encouraging students to write a report.
➢ Use of Edmodo, MOOC to make learning more engaging and self paced.

The institution has a dedicated YouTube channel wherein all the activities such as demo lessons of students, alumni , teaching faculty and activities of SUPW are uploaded

3. **What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**

Best Practices: Effective use of ICT.

The context that required the initiation of the practice: Advanced ICT resources that promote effective use of technology in teaching and learning process

Objectives:

1. To improve quality of instruction by giving technology based learning experiences through the use of movie making software.
2. To facilitate effective learning to the student teacher by making use of ICT resources.

The Practice:

1. Movie making software was saved on the desktop for student teachers to practice as per their requirements.
2. Each method group was equipped with movie making software to prepare a movie based on certain topics given by the faculty members.
3. Topics were discussed among students in the form of group discussion and group activities.
4. Each group presented their movie in front of the whole class during specified allotted time method wise.

Obstacles:

1. Non availability of ICT resources in some of the student's home.
2. Improper use of save option during movie making.
3. Matching each and every ones time schedule in group discussion.

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 previous report had following evaluative observation:

   - More reference books may be added to establish M.Ed., M.Phil., Ph.D. programmes.

   The library has been upgraded electronically. Books are bar coded for easy procurement. The library transactions are automated. The existing physical collection of books has been incrementally raised. The library now has a collection of 11,060 books. This is supplemented with digital resources through NLIST consortia.

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?**
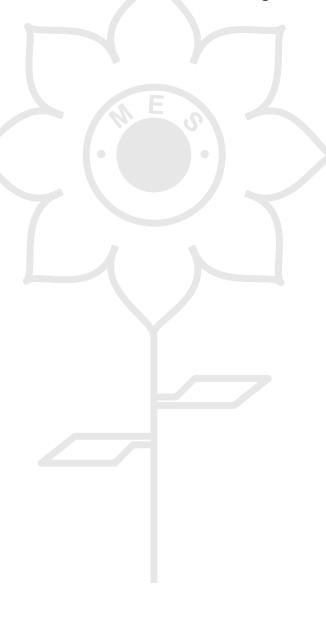
   In the last five years, the institution has undertaken several measures for quality sustenance and enhancement.

   ➢ Wi-Fi connectivity, Sound system, CCTVs and intercoms.
   ➢ Improvisation of lecture rooms, method rooms, art & craft room, institution's website.
   ➢ Provision of individual laptop with internet connection facility for faculty.
   ➢ Addition of computers in Computer Lab and Library for easy access for students as well as faculty.
   ➢ Library computerization.
   ➢ Access to N-LIST & INFLIBNET.

- Vending machine and Incinerator for sanitary napkins
- Library computer facility is provided to the students during holidays for reference work and supervised study.
- More books, journals and magazines are added to the available stock.
- Online – Content Test
- Workshop for orienting the student teachers to CET and TET.

Thus PCER has taken note of the recommendations made by the previous Assessment and Accreditation and made every plausible effort to enhance its infrastructure and learning resources.

CRITERION - V

STUDENT SUPPORT AND PROGRESSION

'A youth - empowered India is an India capable of affecting the world'

-EduNation
by Dr. K.M.Vasudevan Pillai

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 advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

The students are assessed for their preparedness to join the B.Ed programme at every stage from the time they come to inquire for admission.

Admission stage

➢ Initial assessment via the scrutiny of academic scores and an informal interview with the Principal.

➢ The Common Entrance Test (CET) conducted by the Maharashtra Vinnaanudhan Adhyapak Mahavidyalaya Sansthachalak Association (MVAMSA) for unaided teacher training institutions and the English Ability Test.

➢ Formal interview with management representative, Principal, subject experts and university nominee.

➢ The institution also offers a CET training programmes for aspiring teachers and a CET Manual is prepared for practice

During the B. Ed programme

➢ Orientation at the commencement of the programme with respect to the personal and professional competencies needed for the successful completion of the course.

➢ The Content Enrichment programme (CEP) is conducted by the method masters to enhance their content knowledge through a series of workshops.

➢ The Content test assesses the subject content knowledge of the student teacher. Constructive feedback given after every essay, test, exam and the continuance with the CEP, enables the student teachers to be course ready.

➢ Regular training programmes and workshops are conducted in micro teaching, classroom skills, lesson planning, models of teaching, innovative methods of teaching learning, simulated lessons and action research projects. The Add on courses train the student teachers in the pre requisite knowledge and skills of teaching. The feedback session by the teacher educators after every activity help the student teachers to refine and fine tune their teaching skills.

➢ Workshops on Art and Drama, Reading and Understanding Text, Critical Understanding of ICT and Understanding Self are conducted through the Enhancing Professional Competency course (EPC) and Talent Search competition helped to hone the necessary professional skills needed in teachers.

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, comfortable and caters to the student teachers' needs through the following activities

➢ Good infrastructure for teaching learning and conduction of curricular, co curricular and extra curricular activities.

➢ Maintaining a humane environment in all transactions of institutional staff with the student teachers

➢ Assigning student teachers to tutorial groups help to generate a feeling of cohesiveness and belonging to the institution.

➢ The Grievance Redressal cell and the in house counsellor attends to the grievances and needs of the student teachers.

➢ The entry and exit meeting with the Principal and the Open Door policy is another facility for the student teachers to air their grievances or views freely.

➢ Special attention to the vernacular medium students by the tutorial teachers as well as by the course teachers.

➢ Regular supervision by checking their notes, making available notes in vernacular medium, feedback given in note taking, preparation for examination on a regular basis helps the students to realize their strengths and weaknesses.

➢ The add on courses and the expert talks provide opportunities to enrich their experiences brought enriched their experiences provided opportunities to learn more.

➢ Special coaching is given to the student teachers through the TEAMS module which boosts the student teachers morale and helps them to perform better.

Thus the institution takes all the necessary steps to ensure that the student teachers are motivated enough to maintain their psychological well being and continue in their efforts to achieve the objectives of the programme.

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?**

The dropout rate is very low in the B.Ed program as the students are counselled at the entry point and after admissions about the course and its requirement. The student teachers and their family members are oriented about the challenges and the commitment needed to successfully complete the programme through the parent teachers meet. In special cases, the family members and the student teacher is also counselled through home visits. The support of the tutorial group also helps the students to strike a balance between their personal commitments and the B.Ed course. The personal counselling by the Principal, tutorial incharge and the in house counsellor during the year helps in ensuring that the drop out rate is minimal.

Table 5.1 Genderwise Drop Out Rate

Year	Gender	
	Male	Female
2011 - 12	Nil	Nil
2012 - 13	Nil	Nil
2013 - 14	Nil	01 Reason: Joined post graduation programme
2014 – 150	1Reason:Joined a new job	
2015 - 16	Nil	02Reason: Health issues, Necessary Certificates not produced.

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?**

   PCER ensures every possible effort is made to prepare the student teachers for the world of work as teachers. These are done through

   ➢ Symposium on topics like 'Skill Gap', 'Curriculum', Latest Evaluation systems - CCE, Baseline Test, Expert talks by alumni on the avenues available for teachers in the teaching sphere and field experience.
   ➢ Add on courses helps to develop and enhance the communication skills and well being of the students.
   ➢ Workshops on how to write a curriculum vitae, how to face interviews, personality development.
   ➢ Workshops on the Curriclum of Various Boards like SSC, ICSE, CBSE, IGCSE and IB,
   ➢ Campus interviews with national & international schools, NGOs etc.
   ➢ Vacancies for teachers in their institution are communicated to the college by the practice teaching schools, alumni and NGOs due to the cordial relations maintained with the stakeholders.
    These efforts enable the student teachers to get an insight into the latest trends in education and the challenges and competencies needed to teach in a global era.

   The eligible and deserving student teachers are motivated by the Principal and teacher educators to pursue higher studies and prepare for competitive exams like NET, SET, TET.   Workshops are conducted to train the student teachers to appear for the teacher eligibility test, which is now a mandate by the government for aided State Board and Central Board Schools. Approximately on an average, 10 -12 percent of our alumni of the last two years have appeared in SLET, NET, Central/State services through competitive examination in the last two years.

5. **What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?**

   Almost all the student teachers take up teaching jobs in educational institutions or NGOs only a few take up to further studies every year. The availability of opportunities for dual degree programs by the Universities has enabled the student teachers to pursue two programs at the same time.The table below

gives the details for the last three years.

Table 5.2 Students pursuing further studies

Year	Average Percentage of students going for further studies
2013-2014	Approximately 5-10
2014-2015	Approximately 10-12
2015-2016	Approximately 15-20

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 library is open from 9.30 am to 7 pm. The alumni, research scholars are allowed to avail the library facilities of issuing books for their studies and make use of the A/V resources and the computers with internet facility.

Students who have been unsuccessful in their examinations and have to keep terms are also encouraged to use the facilities to complete their course. The teacher educators are always available whenever these student teachers want to clarify their doubts about particular subjects.

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 Cell of PCER believes in keeping abreast with the trends in human resource management and therefore coordinates with various educational institutions and endeavors to provide placement for students.

* A strong networking with practice teaching schools, International schools, NGO's helps the career cell to organize campus placement of educational institutions and NGO's in the institutional premises for the student teachers.
* Adverstisements of vacancies in schools and junior colleges are sent by the respective institutions and they are displayed on the college notice boards.
* Students and alumni are also informed about certain vacancies by word of mouth & Whatsapp Group
* Campus interviews are held in the campus and almost 80% of our students get placed by the end of the year.

The list of institutions that regularly visit PCER are :

Tables 5.3 Institutions associated with PCER for career placements

Sr. No.	Name of the institution	Type / Board
1	Akansha Foundation	NGO
2	Teach for India	
3	Foundation for Education	
4	Aseema	
5	Illumine Knowledge Resources	
6	Kotak Education Foundation	
7	ConnectEd	
8	Shishuvan School	ICSE
9	Arya Vidya Mandir	ICSE
10	Universal Group of Education	IGCSE
11	Avalon Heights International	ICSE
12	Poddar International School	ICSE/CBSE
13	Orchid international	ICSE/CBSE
14	St. Gregorious High School	ICSE
15	The Somaiya School	CBSE
16	Hill Spring International Jr. College of Science and Commerce	IGCSE
17	Dr. Pillai Global Academy	IB
18	AFAC High School	SSC
19	Swami Vivekanand High School	SSC
20	Chembur English High School	SSC

8. **What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?**

The existence of the placement cell is a ray of hope for the student teachers. The need for a job in reputed schools is fulfilled through the campus placements during/or before the end of the final semester. This reduces the stress among the student teachers for their final semester exams. Moreover they are assured that the credentials of the institutions are scrutinized by the college to some extent. The placement cell is effectively managed by the teaching faculty of PCER.

Few difficulties faced by the placement cell are

* Since the aided schools do not visit the colleges of education for campus recruitment, student teachers are encouraged to personally drop in their bio data in these schools.
* Since most of the B.Ed candidates are from commerce stream, making available method specific jobs becomes difficult as few economics teachers are needed in schools. Hence the B.Com students teacher are encouraged to pursue Post Graduation
* Students who offer for Marathi and Hindi medium in their B. Ed. sometimes find it difficult to secure jobs due to availability of few vernacular medium schools. A database of the students or alumni who have failed to secure jobs are maintained and employment opportuniites are communicated as it arises through institutional website, facebook and whatsapp.

9. **Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

PCER has carved a niche for itself through its activities, examination results and the quality of students that pass out of the institution every year. Also, the institution maintains a good rapport with the practicing schools and with other schools in the vicinity. This is done through the following channels

- when the students go for practice teaching to the various schools, the supervisor, teachers and sometimes even the principal observe the lessons and the conduct of the student teachers. The student teachers are then asked to submit their resume by the end of the session from which they recruit teachers.
- Practice teaching schools inform the college about vacancies through official letters which is displayed on the college notice board or are informed by word of mouth.
- Campus placement meet and interviews are organized in the college through which reputed institutions visit our college and orient the student teachers to the needs and requirements of the teaching post and the instiutions and resumes are sought and campus interviews are conducted.

10. **What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

The management , principal and the faculty work in tandem and plan out the activiites of the placement cell. The management makes arrangement for

- Appropriate venue and rooms for the conduction of the campus interview
- The services of the non teaching staff helps in the co ordination of the programme
- ICT facilities such as the micro phone, LCD system, fans. A well ventitlated rooms are provided for the orientation sessions of the
- Separate notice board is maintained for the career cell where in information about vacancies, brochures of instituions and courses for further study are displayed

Thus co ordination and cooperation brings in success in all our ventures.

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 entire programme for the subsequent academic year is planned at the end of each academic year. The IQAC meetings and staff meetings ensure the following:

➢ Reviewing activities of the previous year. Feedback is taken for each activity at the end of the activity and also through the feedback mechanism.

➢ The year plan for the next academic year is charted out before the end of the academic year after deliberations upon the achievement of previous objectives.

➢ Meetings are conducted in the commencement of the year to incorporate any changes in the policies, rules, regulations etc.

- Subject wise year plan is devised by the subject teachers
- The professors diary is maintained by the faculty which is a record of the curricular activities conducted by the teacher educators during the academic year.
- Academic calendar is made and put up on the website. Suggestions are welcomed from other stakeholders and if need be the planning is reviewed.
- Websites are updated regularly with highlights of the events organized in the campus.
- Teachers are assigned portfolios; committees are set up for the smooth functioning of the programme.
- Subjects to be taught in the next academic year are assigned.
- Various portfolios incharges have regular meeting and draw up their plan of action in accordance to the mission, vision and objectives of the institution. The plan is discussed and finalized in consultation with the principal
- Feedback is regularly taken at the end of every activity from the student teachers as well as the faculty. The three tier evaluation mechanism, the entry, midterm review and the exit meeting with the students is taken. The online feedback mechanism adopted in the teaching learning process through 'I Learn', 'Edmodo' was appreciated for bringing in the culture of self paced learning.

Thus a perfect co ordination and excellent team work enables the institution is successfully implementing the activities earmarked.

2. How is the curricular planning done differently for physically challenged students?

We have not so far had physically challenged students in our institution. Hence no changes were required in the curricular and co curricular programme. At times when student teachers are academically weak or slow in their motor abilities, extra time is allotted in various tasks.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

The TEAMS module practiced over the years has kept us in good stead and has been appreciated in the last re - accreditation. The following are the features of TEAMS

- Tutorial groups of 15 – 17 students with a teacher educator incharge are formed to help reach out to all the students.
- The students are provided with personal and academic guidance as and when required.
- Tutorial meetings are scheduled in the college time table.
- The students together with their tutorial teacher discuss techniques of studying and preparation for the exams; clarify issues related to curricular and co curricular matters.
- The 'Care – Share' program which is based on Vygotsky theory practiced during tutorials or study circle ensures that the knowledgeable buddy acts as the mentor and provides the necessary immediate assistance to the mentee while on campus.
- 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 counselling.
- Certain issues or student teacher requiring special attention is discussed with the Principal in order to

tackle the situation in a positive and beneficial manner.

The mentorship programme has been introduced in the Study circle where in the student teachers remain present in their respective tutorial groups and clarify doubts with respect to any academic matters. The student teachers who are academically better are selected to be 'student mentors' for helping the academically disadvantaged student teachers to cope with their studies. Projects like Share care, where in the mentor and the mentee are use Vygotksy's theory where the more knowledgeable helps the less knowledgeable one.

4. **What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

'A qualified and well equipped faculty is a pride to the institution'. In keeping with this premise the management and the Principal ensures the development of the teaching faculty by

➢ Encouraging the teaching staff to attend seminars/ workshops where in new techniques of teaching are learnt and implemented in the class for the benefit of the students.

➢ Motivating the faculty to publish research and thematic papers on various issues and thus be a lifelong learner.

➢ Deputing the faculty for training programmes organized at the UGC level such as orientation and refresher and short term courses.

➢ The teacher educators are also encouraged to take up action research or case studies of students who need special attention and accordingly come up with solutions to tackle the issue.

➢ Special slot in tutorials are allotted in the timetable where the students can discuss with the teacher in charge and are often mentored.

➢ Comprehensive Feed back mechanism helps in enhancing the effectiveness of the teaching process.

➢ There is a facility of an in house counsellor who is available to the students to discuss personal and familial issues.

➢ Some students are taken for educational adoption in consultation with the counsellor and a course of action charted out to help the student.

5. **Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?**

Yes, the institution does have a website which is updated every fortnight by the website up gradation department. The Mahatma Education Society has a personal domain on Google. The URL of the society's website is www.mes.ac.in and www.pcer.ac.in is the URL of the institutional website.

The website displays information about the institution, NCTE requirements, admission procedures, programme, course, staff of the institution, exam schedules, results, Reports and Documents , Student development corner, faculty , placements, activities of the institution conducted , academic calendar, latest news, forthcoming events and contacts.

6. **Does the institution have a remedial programme for academically low achievers? If yes, give details.**

Yes, the institute believes in remedial teaching. The TEAMS Module is adopted as follows:

- > *Tutorial Group:* The low achievers are identified by their performance at various tests such as the Content Test, Essays and Semester Examination. Each student is individually taken care of by the tutorial group teacher, who tries to find out the root cause of the poor performance of the student and takes appropriate measures, following which a check is kept on his performance.
- > *Enrichment through library hours:* Extra classes on certain difficult topics by the concerned subject teacher are organized. The slow learners are guided to reference the simplified Instructional Materials available in the library.
- > *Adoption Scheme:* The low achievers are identified from each tutorial group and if there is more than one low achiever in a tutorial group then each teacher adopts one or two low achievers and guides them accordingly.
- > *Mentoring:* The mentorship programe abides by Vygotsky theory of the more knowledgeable one teaches the less knowleadgeable one . Through this programe, advanced learners as well as slow learners in the class are identified. A one to one conversation with these students help the tutorial teacher to devise a plan of action to channelize the energy and intellect of the advanced learners and support the low achievers. Thus, the slow learners are mentored at various stages during the B.Ed curricular transactions.
- > *Supervised Study Circle:* During the study circle the advanced learners study with the low achievers thereby guiding and sharing notes and solving the queries of the low achievers.

- > Guidance and counselling by teacher incharge and in house counsellor as per the need.

7. **What specific teaching strategies are adopted for teaching a) Advanced learners and (b) Slow Learners**

The advanced learners are identified through their academic performance and their performance during the practice teaching lesson. A general consensus is arrived about these learners after deliberation with the staff.

The following teaching strategies adopted for advanced learners:
- > *Innovative ideas:* Adoption of different teaching methodologies: like seminar presentations, flipped classroom teaching, co operative learning, edmodo etc. where the advanced learners are involved in the planning, organizing and conducting the programme. They are encouraged to take up innovative ideas, which are brainstormed, discussed and experimented involving this group
- > *Research:* The advanced learners are involved in research activities and imbued with higher order thinking skills.
- > *Reference Books:* The students are informed about additional reference books and materials available in the library. In the Share Care Project, these students are made to share there expertise during mentoring sessions

The following teaching strategies adopted for slow learners:
- > 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 slow learners are taken special care through various strategies such as Tutorial Groups, Adoption Schemes, Mentoring and Study Circle.
- The extended library hours has provided longer referencing time to the students.
- Simplified instructional materials are available in the library for easier understanding and exam preparations.
- Discussion, Debate and co-operative strategies are equally beneficial to the slow learners.
- The 'Care Share program' developed the 'we' feeling among peer mentor and the student teachers who were not well versed in ICT.

8. What are the various guidance and counseling services available to the students? Give details.

The various guidance and counseling services available to the students are as follows:

- *Tutorial groups:* Each teacher educator is assigned a group of students under him/her. The tutorial group teacher is responsible for the overall performance of the student. In the tutorial group meetings, the teacher is able to give more attention to the students and guide them as per their needs. The tutorial group teacher also guides the students in their academic as well as personal problems. The tutorial group teacher monitors the students' attendance, performance in various examinations and performance at Practice Teaching. The Action Research project is guided by the tutorial group teacher.
- *Student mentors:* Often it is found that the students identified for adoption or as students at risk find it easier to discuss their problems with their peers. Hence in tutorial groups buddy mentors are assigned who will help the students in solving doubts and matters related to curriculum
- *Professional In house Counselor:* Apart from the tutorial group guidance provided, special cases where no improvement is seen in the performance of students or students suffering from psychological problems are referred to the professional counselor appointed by the institution.
- *The Open Door Policy:* Students are free to interact with the principal and discuss their problems. The principal on account of her rich experience in the field of psychology leaves no stone unturned in order to help the student teacher.
- The activities and expert talks organised by the Women Development Cell provide the necessary guidance on senstive issues.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?
The students can make their grievances known to the institution through

- *Tutorials :* The students are given the freedom to approach the tutorial teacher and discuss personal and academic matters.
- *Suggestion box:* A suggestion box is kept in the college premises where they can pen their grievances and drop them in the box.
- *Student Council members* can approach the student council to make their grievances known,which are further directed to the tutorial teacher and principal.
- *Open Door Policy :*The students can approach the Principal to express their grievances.

The major grievances addressed were

Table 5.4 Addressal of grievances

S.No	Grievance	Addressal
1	More lecture notes to be made available for Hindi and Marathi student teachers.	Lecture notes were made available for Hindi medium students for the previous years and for the new two year B.Ed revised syllabus.
2.	Unable to comprehend certain topics during the lectures	The Extra lectures are arranged for academically challenge students
3.	Relaxation in the library hours	Library timings are increased and new books and journals added in the library.
4.	Access to Internet facility on the campus.	Increase in computers in the computer laboratory and three new computers with internet facility installed in the library and technology room.
5.	Need for better infrastructural facilities in the class room	Additional fans fitted and microphone made available for lectures.

10. **How is the progress of the candidates at different stages of programs monitored and advised?**

The practice teaching in-charge professors ensure that the students are well prepared before they are sent to the practice teaching schools and that their progress is continuously monitored
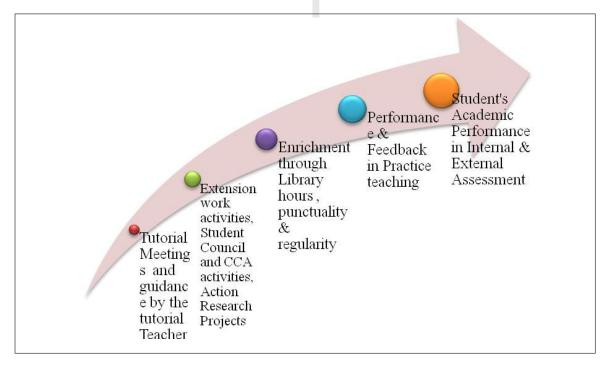
Fig. 5.1 Monitoring Progress of Student–teachers

The TEAMS module has helped to provide close monitoring of the student teachers progress as the tutorial in charge is in contact with his/ her group on a daily basis through regular tutorial meetings, curricular and co curricular activities, extension work program, community work activities and projects.

The report of all the student teachers' activities are submitted tutorial wise and assessed by the tutorial teacher. Thus the co ordination of the Principal, course teachers and tutorial teachers help in close monitoring of the student teachers at different stages of program.

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 thestudents during practice teaching in schools?**

The practice teaching in-charge professors ensure that the students are well prepared before they are sent to the practice teaching schools and that their progress is continuously monitored.

The competency of students 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 which is also followed by one or more demo sessions. It is followed by group work done separately in different methods.

➢ Micro teaching skills are practiced by students in the peer group.

➢ An integrated lesson is presented by the students in their peer groups and feedback is provided by the professors observing the lesson.

➢ Workshops on Content Enrichment, Micro skills and Objectives and Specifications are conducted before the students go for practice teaching. It is followed by group work. The evaluation workshop is held before the internship program.

➢ Method wise demo lessons are given by professors teaching different methods.

➢ Thorough guidance is given to students by professors before the students teach 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.

➢ After the lesson personalized feedback is also provided and suggestions are given by professors to improve teaching competency.

➢ Slow learners are identified and extra practice lessons are organized to improve their teaching competency

➢ Recording of reflections, observations of subject teacher and peer lessons gives students broader understanding on how others are teaching and how they can improve their own.

➢ Method wise guidance is given by the method masters and the guidance teachers for all lessons.

➢ Workshops on lesson planning and content enrichment are organized on a continual basis to know the level of achievement and the need for more assistance for the students.

Thus the institution ensures that the student teachers are well prepared during the course of the programme.

5.3 STUDENT ACTIVITIES

1. Does the institution have an Alumni Association?

Yes We have an Alumni Association, the Alumni Association's registration number is F-41544 dated 20.5.2011.

Table 5.5 List of current office bearers

Sr.No.	Name of the office Bearer	Office Bearers
1.	Dr.Sunita Wadikar	Chairperson
2.	Ms. Geeta Menon	Vice-Chairperson
3.	Dr. Reni Francis	Secretary
4.	Ms. Swasti Dhar	Joint Secretary
5.	Dr. Sunita Jain	Treasurer
6.	Dr. Jayashree Ramanathan	Committee Members
7.	Dr. Mary Devakumar	Committee Members
8.	Dr. Sneha Raikar	Committee Members
9.	Ms. Vinita Desai	Committee Members
10.	Ms. Parveen Shaikh	Committee Members
11.	Ms. Vasundhara Kaul	Committee Members

i) Give the year of last election
Last election of Alumni Association took place in the year 2013

ii) List alumni association activities of last two years.
As a part of the Project 'Alumni Returns' initiated by the Alumni Association with the objective of giving back to their alma mater, their expertise for the benefit of the current batch. The following activities were conducted in the last two years.

Table 5.6, Activities of Alumni Association from 2014-16

Year	Event	Resource Person
2015-16	Workshop on 'Effective Communication	**Ms. Suman Ananthanarayanan** M. Ed. Student, University of Mumbai **Ms. Vasundhara Kaul** M. Ed. Student, University of Mumbai
	Annual Alumni Meet	
	Interactive Session on the 'Role of the Teacher in Today's Classrooms'	**Ms. Jyothi Malhotra** Asst. Tr, AVM School, BKC, Mumbai **Ms. Sindhuja Hariharan** Asst. Tr., Model School, Chheda Nagar, Mumbai

2014-15	Workshop on 'Raising the Standards of Teaching'	**Ms. Rebecca Walker** Associate teacher, St. Mary's School, UK
	Expert Talk on 'Innovative ways to Introduce a Lesson'	**Ms. Shubhadra Shenoy** Principal – Shishuvan School, Matunga
	Annual Alumni Meet	
	Expert Talk on 'The relevance of B.Ed curriculum for today's Teacher'	**Ms. Parveen Shaikh,** Pre-Primary Head – The Somaiya School **Mr. Vaibhav Avaghade** Principal – SNDT College of Education, Wadala **Mr. Sunil Sharma** Author & Educator
	Workshop on 'The International Teacher'	**Ms. Swapna Jare** Founder & Director, Mind 1 Mind, UK
	Workshop 'Tricks that Every Teacher Should Know'	**Ms. Parveen Shaikh** Pre-Primary Head – The Somaiya School

iii) Give details of the top ten alumni occupying prominent position.

Many of our alumni make us proud by holding eminent positions in the field of education. Below is a list of some of the alumni who hold eminent positions in various institutions.

Table 5.7, Top Ten Alumni of PCER

S. No.	Name of our Alumni	Designation and Institute	Batch
1.	Ms. Geeta Menon	Head of the Primary School Chembur English High School, Chembur, Mumbai	1996 - 97
2.	Ms. Swapna Jare	Founder Director, Mind 1 Mind London, UK	1999 - 2000
3.	Dr. AsawariBhave -Gudipudi	Principal & Dean MIT's School of Education, Pune	2002 -03
4	Ms. Sharada Sharma	Director, Dr. Pillai Global Academy, Gorai, Mumbai	2007 -08
5.	Dr Reni Francis	Mentor and Advisory Board Member, KVIS and Youngin International pre school	2006 - 07
6.	Dr. Sneha Raikar	Director, Winning Persona Grooming school	2007 -08
7.	Ms. Sunita Jain	Director, Edukidz International School Tilak Nagar, Mumbai	2007 -08
8.	Ms. ShubadraShenoy	Head of the Seondary School Shishuvan, Matunga, Mumbai	2010 -11
9.	Ms. Radhika Dharmarajan	Founder, Aditya VidyaMandir , Chembur, Mumbai	2012 -13
10.	Ms. Parveen Khan	Pre-primary & Primary Head The SomaiySchool, Vidyavihar, Mumbai	2013 -14

iv) **Give details on the contribution of alumni to the growth and development of the institution.**

The Alumni Association of Pilliates' is very strong and has contributed for the growth and development of the institute in many ways. The knowledge, skills and expertise of the alumni are utilized for the benefit of the students' year after year. The setting up of the ICBN was a novel concept to bring the alumni and learned personnel on a common platform for intellectual feasts. According to the need of the hour the alumni conduct workshops, seminars, give expert talks, lectures etc. Please refer Q. no 5.3.1 (ii) for some of the activities conducted by the association

The Alumni Association of PCER is always in contact with the institution by regularly contributing its articles annually in the annual college magazine 'DAWN' and 'Trans academia' the PCER research journal. They participate in our community work and ISR projects and other curricular and co curricular activities through 'Alumni Returns' & ICBN Projects.

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 Principal and teacher-educators are the main driving force behind the success of students' active participation in extra- curricular activities. They constantly motivate and encourage them to participate in these activities in order to explore their inner potentials and talents. The student teachers plan events tutorial wise to ensure maximum participation

Students take the charge of organizing and celebration of :

➢ Observing national days such as Independence day, Republic day and Gandhi Jayanti, celebrating International Women's day, Teacher's day, Alumni Meet, Science day, Annual day, festivals and cultural programmes etc.

➢ Special and theme based assembly is conducted.

➢ Two-minute ecologist is practiced during the assemblies, wherein videos related to environment protection and sustenance are shown. Environmental degradation and measures to be taken to sustain the ecology are discussed.

➢ Theme based notice board displays are exhibited every week. The various clubs like the Language club, Environment club, etc conduct many activities which provide the student-teachers with first hand experience.

➢ Sports day is organized by the student council members in-charge of sports under the able guidance of teacher-educators and physical training instructors. Winners are awarded with medals and certificates during the valedictory function of the sports day. The best sports person among male and female are honored with Championship trophies.

➢ PCER plays host to the intercollegiate competition 'Valeur' which has many on stage and off stage events revolving around different values. As a tribute to Late Principal Mathews Chacko whose invaluable service to the organization has been of great significance, an annual Late Principal Mathews Chacko Inter-collegiate Extempore competition is organized during Valeur. Student-teachers are trained and selected for inter-collegiate competitions and they always come back as winners every year.

All these activities help in confidence building and overcoming stage fear. Healthy competitive spirit is developed among the student teachers to bring out their best.

Details of the achievements of students of during the last two years:

Table 5.8 (a) Achievements of Students in the Year (2015-16)

Sr. no.	Name of the Student	Position	Event	Organizer
1.	Sabrina Mukadam	II	Inter-Institutional Event 'VALUER Late Principal Mathews Chacko Extempore Elocution Competition	Pillai College of Education & Research, Chembur.
2.	Pooja Vishwakarma Sana Mulla	I	Slogan Writing Competition	St. Teresa's College of Education, Santa Cruz (W), Mumbai.
3.	PrateekshaPandey Supriya Shinde Jeenal Dedhia	III	Debate Competition	St. Teresa's College of Education, Santa Cruz (W), Mumbai.
4.	Sreeja Pillai Priyanka Naronha	I	Poster Making Competition	Pillai HOCL College of Education and Research, Rasayani

Table 5.8 (b) Achievements of Students in the Year (2014-15)

Sr. no.	Name of the Student	Position	Event	Organizer
1.	Gladnis Samuel , Usha Krishnan	I	Pratyush	Somaiya College of Education & Research, Vidyavihar.
2.	Galdnis Samuel, Sebastian Gomes, Anitha Rengaswamy	II	Innovative methods in teaching (Mathematics)	Rizvi College of Education and Research, Bandra (West)
3.	Margaret Samuel	III	Elysium(Slipper Decoration)	Amalani College, Vile Parle
4.	Veena Singh	III	Elysium(Glass Painting)	Amalani College, Vile Parle
5.	Aarti Singh	III	Extension(Poster Competition)	Department of Life Long Learning, University of Mumbai.
6.	Nisha Dang	III	(Essay competition)	The Lord's Universal College of Education.

Table 5.8 (c) Achievements of Students in the Year (2014-15)

Sr. no.	Name of the Student	Position	Event Intra-Institutional Event "VALUER" Late Principal Mathews Chacko Extempore Elocution Competition	Organizer
1.	Madhura Toraskar	I	Singing Competition	
2.	Sneha Shah	II		
3.	Komal Singh	I	Mehendi Competition	
	Safina Ansari	II		
	Sana Mirza	III		
	Kavita Vishwakarma	III		
4.	Jyotirani Mahanty	I	Rangoli Competition	
	Sunita Pillai	II		
	Jill Mathew & Supriya Karande	II		
	Thevar Dhanlaxmi	III		Pillai College of Education &Research, Chembur.
5.	Shah Riddhi	I	Best Of Waste Competition	
	Gajra Nikita	II		
	Medh Kiran & Bathija Deepa	III		
6.	Jyotirani Mahanty	I	Poster Competition	
	Gajra Nikita	II		
	Mirza Sana	III		
7.	Nidaa Shaikh	I	Elocution Competition	
	Priti Roy	II		
	Sebestian Savio	III		
8.	Roy Priti	I	Essay Competition (English)	
	Shah Sneha	II		
9.	Toppo Bineeta	I	Essay Competition (Hindi)	
	Singh Aarti	II		

3. **How does the institution 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.**

The institution provides various opportunities for student teachers with literary and ICT aptitude to contribute to the publication depatartment.

➢ DAWN' – an annual college magazine is published every year. Articles from student-teachers, alumni and teacher-educators are invited and published. The magazine has articles in multiple languages as English, Hindi and Marathi. Editorial board of the magazine consists of the Principal, teacher - educators and student-teachers.

- E-newsletter, Catalogues are also published wherein the articles are invited from student-teachers.
- Socially Useful Productive Work – Students skilled in art and craft work display their products and the process of creating it is recorded and uploaded on you tube

4. **Does the institution have a student council or any similar body? Give details on - constitution, major activities and funding.**

   Yes, the institution does have a student council.

- Candidates securing the highest number of votes in each category are selected for various posts. This election process is completely transparent as it is done in the presence of the Principal, teacher
- educators, student-teachers, a few members of support staff.
- In case the student-teachers chosen through elections were found incompetent, student council would be nominated by the Principal and teacher-educators. They come to consensus through suggestions of names of probable candidates for discharging their duties effectively. Principal holds a formal meeting with the candidates elected or nominated and the student-council in-charge teacher educators.

   The student council member in-charge of a particular portfolio works in coordination with the in - charge teacher educators.

Table 5.9 Student Council Portfolios

Sr.No.	Constitution of members of the student-council	Portfolio Description
1.	General Secretary	Is overall in-charge for the smooth functioning of all the activities in the college.
2.	Deputy General Secretary	Assists the General Secretary in execution of all the activities.
3.	Academics - in - charge	Shoulders the responsibility of academic issues.
4.	Sports - in - charge	Conducts the sports activities in liaison with the physical instructor.
5.	Cultural - in - charge	Carries out all the cultural activities smoothly with the help of student -teachers.
6.	Assembly - in - charge	Is concerned with the activities to be conducted during the assembly.
7.	Discipline and Cleanliness - in - charge	Maintains discipline throughout the day, during all activities and cleanliness of the classroom.
8.	Report - in - charge	Furnishes all the details of the various workshop proceedings, seminars and training programs conducted throughout the academic year.
9.	Photograph - in - charge	Takes photos of all the various activities like workshops, seminars and cultural activities conducted. They are displayed on the notice board for everyone to view.

PCER looks into funding of the various programmes which are provided by the institution to execute the various activities of college.

5. **Give details of the various bodies and their activities (academic and administrative), which have student representation on it.**

It is very essential to have committees for proper co-ordination and smooth functioning of the various activities conducted in the institution with the help of student teachers. Student representation is found on all the committees.

Students Council and Co-curricular Activities Committee

Activities conducted by the Students Council and CCA Committee are
- Conducting academic, sports and cultural activities smoothly.
- Addressing the grievances of students to tutorial group teacher, Principal and higher authorities.
- Organizing cultural and special day events in co-ordination with different tutorial groups.
- Organize events, competitions at college level & inter collegiate event 'VALEUR'.

Grievance Redressal Committee

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 through the committee.

Library Committee

Activities conducted by the Library Committee are
- Orient and encourage the students to use the library resources
- Provide computer and internet facility to student teachers.
- Book bank facility.
- Supervising compulsory library hours to be completed by each student.

Discipline Committee

Activities conducted by the Library Committee are
- Orient the student teachers about the rules and regulations of the college.
- Instruct on matters of discipline i.e dressing, language, manner of interaction with classmates, teacher educators and administrative staff, use of mobile phones, adherence to deadlines etc.
- Emhasise on regularity and punctuality.

Women Development Cell

Activities conducted by Women Development Cell are

- Organise expert talks by alumni and others on health and hygiene by Gynecologist Dr Sangeetha Devrajan.
- Installation of Sanitary Napkin Vending Machine.
- Street Plays focusing on educational or social issues.
- Health camps and eye checkup camps.
- NHRC sponsored one day training on 'Human Rights for all.'

Club activities:

Language Club

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

Environment Club

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.
- Organise field trips , conduct eco audit and greening of the instituion

Extension Committee

Activities conducted by the Extension Committee are
- 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 coordinator.
- Organizing college level and community level activities in Population Education Club.

Publications Committee

Activities conducted by the Publication Committee are
- Subscribe to good national, international journals.
- 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

Practice Teaching Committee
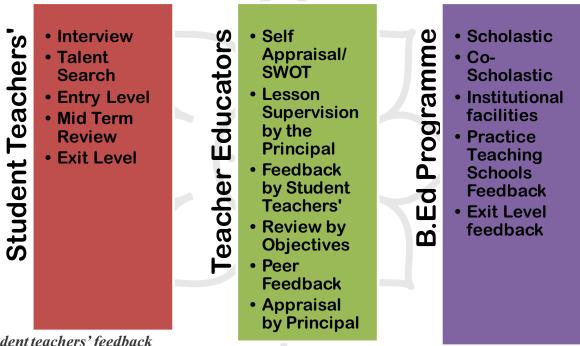
The activities held by the Practice Teaching Committee are
- Making provisions for student teachers in schools/colleges for giving 26 macro lessons, 2 theme based lessons, 4 co-teaching lessons with school teachers.
- Maintaining record of practice teaching marks of student teachers.

- Organizing teacher educator's demo lessons in various methods.
- Helping students to prepare time table during practice teaching in schools.

6. **Does the institution have a mechanism to seek and use data and feedback from its graduate and employers to improve the preparation of the programme and the growth and the development of the institution.**

Yes, PCER has a three- tier evaluation program for getting a comprehensive feedback.

Fig. 5.2 Three Tier Evaluation Programm

Student Teachers'
- Interview
- Talent Search
- Entry Level
- Mid Term Review
- Exit Level

Teacher Educators
- Self Appraisal/ SWOT
- Lesson Supervision by the Principal
- Feedback by Student Teachers'
- Review by Objectives
- Peer Feedback
- Appraisal by Principal

B.Ed Programme
- Scholastic
- Co- Scholastic
- Institutional facilities
- Practice Teaching Schools Feedback
- Exit Level feedback
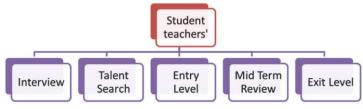
I. *Student teachers' feedback*
Objectives:
1. To identify the talents among the student teachers.
2. To assign tasks among the student teachers based on their talents.
3. To support the student teachers through the mentoring process.
4. To enhance learning and reflection of self-development among the student teachers'.

Mechanism:
- Interview : Communication skills, confidence and attitudes being checked
- Talent search: is conducted to explore their hidden talents and identify their area of interest.
- Entry Level – Feedback form:
- Mid Term Review (Semester -wise evaluation, CCA evaluation, Book/ Movie review, Essay, Class test, Micro Lessons, Practice teaching Lessons)
- Exit Level – Feedback form.

Fig. 5.3 Student Teachers' Feed back

II. **Teacher Educators:**
   Objectives:

1. To analyse the areas of progress towards strengths and opportunities.
2. To provide feedback to the Teacher Educators about the teaching learning process.
3. To analyse the impact of teaching, learning and evaluation by the student teachers'.
4. To ascertain the objectives achieved by the teacher educators during the academic year.

Mechanism: ARISE
   - Self-Appraisal
   - Lesson supervision by the Principal
   - Feedback by student teachers
   - Review by Objectives
   - Appraisal by the Principal

Fig. 5.4 Teacher Educators Feedback

III. **B.Ed Programme:**
   Objectives:

1) To analyse the effectiveness of the scholastic activities of the B.Ed programme.
2) To analyse the effectiveness of the co-scholastic activities of the B.Ed programme.
3) To analyse the effectiveness of the facilities provided by the institution.
4) To analyse the feedback from Practice teaching schools of the B.Ed programme

Mechanism:
   - Scholastic: Course-wise feedback, Essay, Class test, Assignments, Prelims etc

- Co-Scholastic: CCA, Book review, Movie review, EPC etc
- Institutional facilities: Infrastructure, ICT facilities, Library, Technology lab, Multipurpose Hall etc
- Practice- Teaching Schools: Feedback from Practice teaching schools
- Exit feedback: Exit level feedback form student teachers'

Fig. 5.5 Feedback mechanism at PCER, Chembur

The data collected is utilized to develop upon the programs to enhance their effectiveness through modification and amendments wherever required. It also serves as a mechanism to contribute to make the alterations in the B.Ed curriculum when revision committees hold meetings.

Thus the above two mechanisms help in getting a holistic picture for upgradation of the program and the growth of the institution

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

1. **Give details of institutional best practices in Student Support and Progression.**

   'TEAMS' Strategy adopted from 2008 is still continued as a part of our curriculum transaction.

   The Innovative best practice for student support and progression is '5E Model.'

   The Institution's Mission is to mould the student-teachers into more humane teachers of par excellence to meet the global needs. Since they are the agents of social change, capacity building of these student -teachers becomes inevitable.

   Although the curriculum prescribed by the University has many aspects for all round personality development, there are few areas which have not been explored and need to be enhanced to meet the local and global needs of the society. In order to meet the challenges of the new generation, the 5E Model was developed.

Fig. 5.6   5 E Model

Title of the practice: 5E Model

The context that required the initiation of the practice:

Teachers are nation builders. The responsibility of Teacher Education Institutes is to develop the student-teachers with integrated personality to meet the local and global needs. Our B.Ed curriculum alone cannot suffice the various aspects for development of all round personality among student - teachers. Hence the 5E Model was developed to meet the needs..

Objectives of the practice:

1. To empower the student-teachers with the life skills and resilience.
2. To develop integrated personality to face the challenges.
3. To sensitize them to societal and community needs.
4. To equip them to cater to inclusive classrooms.

The practice:

Teachers in modern era are entrusted with the responsibility of preparing global citizens. This lays demands on the B.Ed. curriculum to provide opportunities to explore the areas in education unexplored.

With this premise in mind, expertise and experiences from multiple disciplines are tapped and made available through interface with the community, interactions with learned personalities and training in interdisciplinary fields.

 The 5 E model comprises the following dimension :

Engage: The students are engaged in various activities besides the regular curriculum requirements as follows:

➢ Green auditing project to sensitize them to environment protection and sustenance.

➢ 3R's Project to reduce, reuse, recycle the waste.

- ➢ Green Umbrella Project
- ➢ Beautification Project

Enable: The students are enabled to meet the global standards through various programmes as follows:
- ➢ Expert talks, symposium by International speakers in the field of education.
- ➢ Exposure through practice teaching in International Schools of repute.
- ➢ Movie Making Project

Enrich: The students are enriched through
- ➢ New methodologies like Gallery walk, Edmodo, Course networking
- ➢ Add on course : Effective communication and the teacher, Yoga, health and well being, Computer supported Collaborative learning, Competency based teaching for inclusive education.

Empower: The student-teachers are empowered through
- ➢ Training in planning lessons for inclusive classrooms
- ➢ Teaching in Inclusive schools
- ➢ Training program on 'Human Rights for all', 'Disaster Management'

Emancipate:
- ➢ Internationalization of values / the Institutional Social Responsibility projects on personal values, social issues, environmental values benefit the school community.
- ➢ EPC 3 – ICT in education has short research based assignments to generate awareness about social issues
- ➢ Adult Literacy Drive by student-teachers for the community.

Obstacles faced if any and strategies adopted to overcome them:
Planning of these activities always involved
- ➢ Time Management
- ➢ Accomodation in time-table
- ➢ Availability of open space for activities
- ➢ Finances
- ➢ Identifying expertise and trained personnel

These obstacles were overcome through proper planning, execution and implementation with the available resources through guidance and support of the Principal and the Management.

Impact of the study:
The best practice helped the student-teachers to gain an insight into interdisciplinary aspects of education. The student teachers were sensitized to their extended role in the society which matches with our vision and mission. This 5E Model has enabled them to evolve and become better individuals.

Resources required:

Class rooms, open space, expertise from various fields, finance, reference books etc.

Feedback mechanism and future plans:

Oral and written feedback was obtained from students which is documented. The student-teachers found these activities to be very useful to them and requested to conduct these activities on a regular basis. On this basis it was decided that in the future:

⬧ Many more interdisciplinary activities to meet the local and global needs would be introduced for student- teachers in the curriculum to evolve them as global citizens.

Additional Information to be provided by instiution 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 they have been acted upon?**

The evaluative observations made under Student Support and Progression in the previous assessment report are:

➢ Building and facilities in the college may be disable friendly.

➢ Provision for separate hostel facility for both boys and girls.

The following action measures have been taken to implement the valuable suggestions given by the NAAC peer team.

Building and facilities in the college may be disabled friendly.

➢ The institute has a provision of Wheel Chair and lift for differently abled individuals.

➢ Software package for visually challenged and hearing impairment has been installed on the computer's desktop for easy access to student-teachers with disabilities.

Thus disable friendly facilities are provided to the differently abled individuals in the institute.

Provision for separate hostel facility for both boys and girls.

➢ Our institute is in the central location of Mumbai city which has easy access of transport facilities such as railways, monorail, bus service, auto and cab services.

➢ The student- teachers mostly reside in nearby localities and find it easy to commute daily from their home to the college hence the need for hostel facility never arose.

Hence the institute does not have a separate hostel facility for both boys and girls.

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?**

Quality sustenance and enhancement measures which were undertaken by the institution since the previous assessment and accreditation with regard to student support and progression were as follows:

➢ *Library Facilities:* N-List and Inflibnet have been provided in the library for enhancing the students' access for gaining knowledge and for reference work.

➢ *Practice Teaching:* Inclusive Education & lesson planning workshop conducted to orient them to

inclusive education and handle the learners with different abilities. Collaboration with special education institutes has been taken up.

➢ ***Communication Skill development:*** Add on course on Effective communication has been introduced. Need based analysis is done to find students level of English language and students' are enrolled for this course.

➢ ***Guidance and Counseling:*** Certificate course in Guidance & Counseling has been proposed for approval for student-teachers.

➢ ***Health & Hygiene:*** Sanitary pad vending machine and sanitary pad incinerator have been installed for girl students. As a healthy measure treadmill has been provided on terrace for students to exercise in their spare time.

➢ ***Canteen Facilities:*** Al-Fresco canteen has been converted to full-fledged canteen.

➢ ***Medical Health Check-up Camp***

In an endeavor to raise health awareness and to highlight the importance of regular health check-ups among student-teachers medical health check-up camp was organized in collaboration with the Rotary Club, Deonar. Residential doctors of JOY Hospital for general check-up, doctors of dentistry from Zen and YMT and Girish Opticals for eye check up were roped in for this camp.

The following checkups were carried out at the camp.

- ⬧ Dental Checkup
- ⬧ Eye Checkup
- ⬧ General Checkup

➢ ***Financial Literacy Program***

In an attempt to create financial literacy among the student-teachers this program was organized by the institution under the aegis of Consumer Guidance Society of India. The resource persons were from CGSI & Bombay Stock Exchange. Its main objective was to orient the student-teachers on 'How to be a smart investor?'

➢ ***ICT based innovative practices***

Teacher-educators have used Edmodo, Course Networking, Eliademy, Open educational resources –PPT's, Educational Videos, web links, URL's were utilized for curriculum transaction.

Movie making was a new highlight were students themselves used movie maker, enacted the various characters and made movies related to real life problems like stress, depression and strategies to overcome them.

➢ ***Add –on-courses***

The Add- on course ' Effective Communication and Teacher' has been updated to Skill development Program which caters to Soft skills, Language skills, Personality development and International Education which helps in preparing globalized teachers. Yoga course in collaboration with the Brahma Kumari has been conducted

➢ Workshops conducted by teacher-educators for enriching student-teachers persona.

Teacher-educators attend the workshops at State, National and International level and communicate it to student-teachers through conducting workshops at college level.

Various workshops conducted by teacher-educators ranged from Self-Motivation, Mind-Mapping, Modeling to be a Role Model, Six hats of Edward de Bono to Life skills, Corporal punishment and Youth suicide prevention.

- ➢ *Educational Visits:* Students are sensitized and enriched for environment protection and sustenance through visits to various places like Mangroves at Godrej, Govardhan Eco Village etc. They are exposed to the latest developments in world curriculum through visits to International schools. Student-teachers visited to Homi Bhabha Centre for Science Education on Science Day.

- ➢ *Expert Talks:* Student – teachers along with teacher-educator attended the Post-epi STEME 6 Workshop titled "Teaching the Nature of Science through Historical Case Studies" by Prof. Douglas Allchin (University of Minnesota, USA), on 22nd December, 2015 at Homi Bhabha Centre for Science Education, TIFR, Mumbai.

- ➢ *Publications:* - Trans Academia – an International Research Journal with ISSN No- 2319-3492 is online on website www.pcer.ac.in wherein the researchers from all over the globe contribute. 'The DAWN' an Annual College Magazine is published consisting of multilingual articles contributed by teacher-educators and student-teachers.

- ➢ *Research:* Research is encouraged at institutional level and individual level. Teacher-educators are motivated to take up major and minor researchers from various national and international funding bodies like ICSSR, University of Mumbai etc. The research findings then are trickled down into the curriculum for betterment of the society. To give impetus to research among student-teachers Action Research is done very rigorously. Teacher-educators are also encouraged to complete their PhD's.

- ➢ *Networking:* The institution is the lead college for cluster of B.Ed colleges and has linkages with various teacher-education institutes and research institutes. Experts are invited from various institutions to conduct workshops and training programs like National Human Rights Commission, New Delhi and Municipal Corporation of Greater Mumbai- Disaster Management Cell.

- ➢ *Intercollegiate Event:* 'Late Principal Mathews Chacko Intercollegiate Extempore Competition' is an annual feature helps to explores the innate talents of the student-teachers of our institution.

- ➢ *University Level:* Many of our teacher-educators are the convenors for syllabus framework, paper-setters, examiners, moderators and course writers at the university level and also with other educational institutes.

- ➢ *International Club:* Student-teachers pool in their resources and organize jumble sale in collaboration with 'Soroptomist International Club of Chembur' whose proceedings go for noble causes, this way sensitivity towards the downtrodden and fellow-being is inculcated among student-teachers.

CRITERION - VI

GOVERNANCE AND LEADERSHIP

'An educational institution must link its professional vision to the larger national objective'

-EduNation
by Dr. K.M.Vasudevan Pillai

Pillais' College of Education & Research, Chembur, SAR, NAAC

CRITERION VI GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

1. **What is institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

   With the explosion of knowledge and technology, it is imperative that we set our goals in sync with the digital world. The institution's motto is 'Quality Education for all'. Our Vision, Mission and Values are aligned to the requirement of the globalised world. Our goals are set prudently which helps in smooth functioning in all the endeavours we undertake. The purpose, vision, mission and values are reflected in the ethos and functioning of the institute.

   The institution's purpose is to create humane teachers who have sound pedagogy. They should be able to disseminate right knowledge with innovative means.

   Our various stakeholders are our strengths and they play an important role in spreading our institution's purpose, vision, mission and values by appreciation through word of mouth.

   However, special efforts are taken so that the vision, mission and values are shared and made known by various stakeholders in the following ways:

   ➢ Through our website: www.pcer.ac.in
   ➢ Through Print Media: Handbook / prospectus of the institution, College Magazine(DAWN), board displaying vision and mission at the walls of the classroom, staffroom, library and Principal's room.
   ➢ Through Programmes conducted by college: During Inauguration program conducted by the Principal, orientation for the student teachers, seminars, workshops, talks, alumni meet etc

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 institution's mission is very comprehensive and includes the institution's goals and objectives in terms of addressing the needs of various stakeholders. The mission emphasizes on value based transactions in empowering students to tackle professional and global issues through collaborations in this techno-savvy era. It very well encompasses all the institution's goals and objectives which are as follows:

   ➢ 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 fulfil their role as nation builders

The above objectives are further achieved by numerous activities to serve the following stakeholders:

Societal needs: The institution extends community services like voluntary teaching to the poor and needy students, helping the people at the old age home, service at different orphanages, teaching and providing educational resources in various centres like Bal Anand, Access Life, NASEOH, awareness programs like street plays, workshops and talks for the community members.

The institution has initiated many activities under Institution Social Responsibility.

- ⬧ Few of our Faculty members are also a part of active Soroptimist International Club, which empowers weak and needy women by making them independent and self reliant.
- ⬧ The Management of MES has initiated an award in the name of Late Shri M.P. Pillai, Founder Chairman of MES, which is conferred by Higher Education Forum (HEF) for contribution in the field of Education.
- ⬧ Felicitation of non-teaching faculty is done during the year end Valedictory Programme
- ⬧ The non-teaching staff of the society are constantly motivated to upgrade their soft skills and computer skills through short term courses

The Student Teachers: The B.Ed program is a holistic program which helps in optimum development of cognitive and psycho motor domain. However, the institution walks the extra mile to develop affective domain of the young student teachers by value based transactions like:

- ➤ Morning assembly is the thrust area in developing and sensitising students with different values like social, cultural, environmental, personal and national.
- ➤ Promoting research skills by giving them opportunities to undertake guided action research,
- ➤ Actively involving them in community programs and Extension activities.
- ➤ Inviting resource persons to conduct workshops, seminars for the student teachers which provide them opportunities to interact with experts in the field of education.
- ➤ Involving our students in various group activities like movie making, e-newsletter making, seminars, workshops and team teaching to develop organisational skills through collaborations and cooperation among them.
- ➤ Teacher educators take special sessions on life skills, effective communication, time management etc to provide them with specific skills in dealing with academic as well as personal problems in their life.
- ➤ They are active members of environmental club which conducts activities like compost making, wealth from waste activities etc, organises expert talks which helps them to sensitize to various threatening environmental issues.

The School Sector: The institution caters to the needs of the school sector by taking special care that the student teachers are acquainted with the latest policies adopted by the schools.

➢ Workshops on CCE, RTE, 'No detention policy' comes handy to them when they are absorbed in the existing system.

➢ School teachers and our alumni are invited to conduct various programs like workshop on 'Innovative Ways to Introduce a Lesson', 'Evaluation Patterns Followed By Different Boards', which reduces the gap between what is being taught and what is being expected from them .

➢ Feedback is taken from the Principals, Supervisors and teachers of the practice teaching school which helps in improvising our student teachers skills, if they lack any.

➢ Reflective internship too helps in hands on experience to our student teachers.
Educational institution's traditions and value orientations: Every activity organised within the portals of the institution or outside has the vibe of our traditions and values. Be it be the morning assembly, lecture time, co curricular activities, community, extension, practice teaching, it always align all the activities with the vision, mission and value based transactions.

3. **Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes.**

The guidance and leadership of our top Management Dr. K.M. Vasudevan, the Chairman and CEO, of Mahatma Education Society is noteworthy. The Chairman is pro actively supported by Dr. Daphne Pillai, Secretary of MES. They are involved with the functioning of the institution at all levels.

➢ The Chairman of the society being a teacher himself takes special session during inauguration as well as on various occasions to share current issues and challenges in the field of education.

➢ The Chairman has authored the book 'Edu Nation' which is a testimony of his visionary towards the cause of education. His entrepreneurship skills, far-sightedness and indomitable spirit are reflected in the class campuses and infrastructure with state of art infrastructure sprawling all over Mumbai.

➢ During our Educational Visits to various MES campuses, he personally interacts with students; take sessions on current development in the curriculum and pedagogy of school subjects, comparisons of various educational boards which give insights of pros and cons in teaching learning process of each board.

➢ A special workshop is conducted for every batch of students by our Chairman on effective writing skills to reduce common errors, how to face an interview etc.

➢ Dr. Daphne Pillai, Secretary of MES, Principal of Pillai College of Science, Arts and Commerce is the founder president of Soroptimist International and is actively involved in community service towards underprivileged women. Her veracity and humane approach towards society inspires our student teachers to imbibe good qualities. She has been also invited as an eminent speaker at International conferences too.

➢ The Management representatives ensure all the necessary material and finance resources needed for effective and efficient transaction of teaching and learning processes.

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 is forward looking and progressive, Dr. K.M. Vasudevan Pillai is a true educationist who always likes to experiment the latest innovative practices in the field of education from around the world. Mentorship was introduced by him in our institute in late 1990's itself. Under his able guidance and leadership World curriculum is studied and developed according to Indian requirements. Thus all these practices and thought processes have trickled down into our daily transactions of our B.Ed curriculum.

The Principal is entrusted with the highest responsibility of elevating the institution to greater altitude by the Management. The Principal in consultation with the Management defines the various responsibilities and duties to be allocated to the staff of the institution. Total Academic freedom is given to the Principal to conduct various activities related to B.Ed curriculum. The Management is notified from time to time about the regular progress and various activities conducted in the institute. The Principal ensures that responsibilities are defined and communicated to the staff of the institution in the following ways:

➢ Regular staff meetings are organized by the Principal.
➢ The Principal distributes the portfolios in a democratic way taking into consideration the expertise and the skills possessed by each teacher educator
➢ Staff meetings are held on regular basis at the end of every academic year for planning and allotment of portfolios for new academic year.
➢ Details of portfolio in-charge names and their respective portfolios are recorded in the Minute -books.
➢ The Principal familiarizes the faculty of the expectations to be met with and deadlines are set for each task specifically.
➢ After the successful completion of each task, evaluation is done through a SWOT analysis and all the facts are recorded in the form of a dossier. The Dossier mentions the responsibilities, activities and documentation required for the portfolio. Dossier thus acts as a guide for the person who would take the charge of that particular portfolio in future.
➢ Activities conducted in portfolios like Practice teaching, Examinations, Extension Work, Community Work, Co-curricular activities, Visits, Picnics, Seminars, Workshops, Training Programs etc., which need a lot of dialogue and deliberations are discussed in the staff meetings.
➢ Staff meeting is held fortnightly to review and discuss the work accomplished in each portfolio. Difficulties or crisis faced by the staff in handling any portfolio is analysed and potential solutions are put across the table by the staff through brainstorming.
➢ Year end review of the activities carried out in various portfolios is discussed. Suggestions and constructive criticism are taken with a positive optimism to improve upon the practices.
➢ The Management is very supportive in providing finance and resources for all the tasks at hand and the Principal's encouraging attitude helps the faculty in handling the everyday challenges confidently.

This way the Management and the Principal ensure that responsibilities are defined and communicated to the staff of the institution.

5. **How does the management/ head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management review the activities of the institution?**

The Management and the Principal believe in the 'open door policy' which allows easy access of each individual to give his/her feedback directly, which provides an insight into the various aspects of institution's functioning. This helps in improving practices of the institution. Besides feedback is collected from student teachers, practice teaching schools, alumni as well as teacher educators with the help of a three-tier evaluation. Data collected through this mechanism is analyzed and detailed report made which is discussed with the. Informal meetings, casual talks of the Management members with student teachers also help in gathering information to prod 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?**

With invariable support from the Management and teacher educators, the Principal tries to identify the hurdles and obstacles in achievement of vision, mission, goals and objectives. Review meetings of different bodies and associations identify the barriers. Along with it three tier evaluation feedback and grievance cell too helps in barrier identification.

Thereby it is tried to decrease it to the bare minimum and enhance the effectiveness to attain the vision, mission and goals of the Institute. The objectives of the institution are framed keeping in view the vision, mission and goals of the institution, hence regular checks are kept on the attainment of the objectives. Review meetings are held at the end of every task. Constructive feedback is provided to teacher-educators in-charge of the respective portfolio to discover answers to the shortcomings identified (if any) during the implementation of the activities. A lot of pre-planning goes into each activity and each teacher-educator is entrusted with the responsibility of executing the task successfully and efficiently. After the activities are completed a review meeting is conducted which helps in identifying the success and failures encountered. After sufficient deliberations solutions are sought for addressing the barriers.

7. **How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

Success of an educational institute depends on the collaboration, support, co-operation and team-work of teaching, non-teaching and support staff. All have to work in tandem to achieve success in all their endeavours. The Management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

➢ The Management gives the total academic freedom to the Principal and the faculty. This kind of involvement and participation ensures the credibility and accountability of all to give their best in all the endeavours.

- All the teacher-educators are entrusted with various responsibilities for various activities of the institute. Right from entry of students through admission procedure to exit teacher-educators are involved in quality maintenance and sustenance.
- Each teacher-educator is given the responsibility of various portfolios. The portfolios are interchanged every three years.
- Teacher-educators are encouraged and motivated to attend seminars, workshops, orientation courses, refresher courses, training programs and present papers at local, national and international platforms.
- The Management supports the staff by funding various projects taken up by teacher-educators. Teacher-educators are encouraged and motivated to go for higher studies and complete their doctoral degrees.
- Teacher-educators who have completed their doctorate degree and are fully qualified and competent are retained by the Management by absorbing them as Principals in various sister concerned institutes of the organization.
- The Principal always encourages and appreciates the good work done by the faculty in the staff meetings and a confidential report is given to the Management. The Management also acknowledges and values the efforts put in by individual staff members.
- The support and non-teaching staff are appreciated and felicitated during valedictory function of institution for their outstanding contributions.

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.**

An organization's success primarily depends on its effective and competent leader. Leaders create the vision, support the strategies, and are the catalyst for developing the each individual's strength to move the organization forward. Under the able leadership and guidance of the Principal the institution has leaped to greater heights of excellence. The Management has been a pillar of strength and support for the Principal in all her endeavours.

The integral curriculum transaction is organized under the capable governance of the Principal. The Principal herself takes initiative in incorporating innovative ways of teaching. She was a part of syllabus committee at B.Ed , M.Ed, , M.Phil and Ph.D level. The insight and expertise has helped in the planning of curricular and co curricular activities.

Approaches adopted for facilitating the curriculum transaction are as follows:
- The Principal believes in total democracy and adopts the open door policy.
- The Principal in consensus with all the staff allocates the courses to be taught.
- Major decision of Portfolio distribution is done by the Principal keeping in mind the specializations and expertise of the faculty.
- Definite time frame is set up for task completion of each portfolio by the Principal.
- Monitoring and evaluation of progress of each portfolio is discussed and regular feedback is provided.
- The Principal is the conduit between teacher-educators and the Management. Any crisis or emergencies of teacher educators reach the Management through the Principal.

- Principal's constant focus on quality transactions and quality improvement has helped the institution achieve many milestones.
- Principal's constant encouragement and undaunted support has helped the faculty to reach to greater heights.
- The Principal is very much concerned about staff and students tribulations, lends a supporting hand, gives an empathetic ear and always takes an initiative to delve into staff and students problems at hand. Once the problems are discussed at length the head provides proper guidance and counseling to solve their problems.
- Regular feedback is sought from students on various aspects of curriculum transactions have facilitated the head to take major decisions with right integrity and strong determination.
- All round personality development of the students has been the main agenda of the Principal and this has been executed through optimum utilization of resources available in the campus as well as outside the campus. Head always strives to inculcate good value-system and motivates the faculty and the students to develop to their full potential.

Thus the Principal's progressive mindedness has resulted in bringing about innovations in all our transactions.

6.2 ORGANISATIONAL 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.**

    The following are the Committees constituted by the institution for the management of different institutional activities and the decisions made in the meeting are given below:

Table No. 6.1 Names of Committees and decisions made

Sr. No	Committees	Activities
1.	IQAC	• Plan and arrang for quality enhancement programme for teachers and student teachers. • Review the last year's activities and internal assessment. Stimulate an academic environment for promotion of quality in teaching learning and research. • Facilitate an active evaluation and feedback from students, staff, parents, employers, alumni on institutional transactions. • Adopt innovative methods and techniques to raise the quality bar in teaching-learning and student development. • Discuss new pattern of admissions (2 years B.Ed) • Discuss and plan for NAAC sponsored seminars and workshops

		• Discuss and plan for NAAC sponsored seminars • Plan for further identification of linkages • Plan for enhancing infrastructural facilities.Workshops • Plan and conduct the Academic Audit from University of Mumbai.
2.	Finance Committee	• Review last years' expenses and prepared budget • Sanction finances for purchase and maintenance of the institution.
3.	Academic committee	• Prepare the college calendar, syllabus, year plan and timetable. Look after the academic facets of the institution Plan for Academic Audit.
4.	Local Managing Committee	• Discuss on the proposed activities 2016-17 Plan for NAAC re –accreditation Made recommendations to the management for the improvement of the standard of teaching the institution and upgradation of certain facilities in the institution. • Formulate proposals of new expenditure not provided for in the college budget.
5.	Admission committee	• Monitor and assist B.Ed. admissions. • Procure information regarding rules and B.Ed admission. • Guide candidates to take up B.Ed given their aptitude, attitude, abilities. • Conduct admission and counselling. • Communicate to various bodies regarding students' enrolment. • Publish advertisements for admission • Plan for CET examination • Plan for interviews
6.	Library committee	• Take decision regarding the purchase of books, journals, periodicals and their proper utilization and maintenance of automation facility
7.	Practice Teaching Committee	• Plan for Practice Teaching two year B.Ed programme • Comprehend the new requirement of practice teaching • Design the stationery for practice teaching and orient the students • Coordinated between the practice teaching schools and student teachers for the new internship programme of 20 weeks.

8.	Research Committee	◆ Co-ordinate research and consultancy services, arranged research workshops and seminars.
9.	Discipline Committee	◆ Plan strategies to maintain the decorum of the institution
10.	Language club	◆ Plan and conduct various activities catering to the linguistic /aesthetic skills of the students
11.	Student Council & Co-curricular Committee	◆ Act as a communication channel between the students teachers and teachers ◆ Support in various curricular and co-curricular activities in and out of the campus
12.	Documentation & Internal Audit committee	◆ Scrutinize and preserves the various internal and external departmental documents
13.	CCA committee	◆ Help in nurturing the inborn talents and encourages the students to participate in collegiate and intercollegiate activities
14.	Examination, Scrutiny and Internal Assessment Committee	◆ Convene both internal and external exams and maintains records ◆ Conduct diagnostic testing, remediation, Tutorials and mentoring
15.	Extension committee	◆ Arrange various extension activities like providing financial aid to needy people, ◆ Arranges visits and contributions to destitute homes, etc Arrange Community Services
16.	Publication Committee	◆ Publish College magazine (DAWN) and Trans Academia
17.	Grievance Redressal Cell	◆ Look into grievances of students/staff and take necessary remedial action
18.	Alumni Executive Committee	◆ Organize the Alumni meet and various academic activities Plans the future projects and programmes of the Association
19.	Women Development Cell	◆ Plan activities to sensitize women on health and harassment issues

20.	Anti Ragging and Anti Sexual Harassment Cell	⬥ Strategise to address issues if any. ⬥ Conduct self defence workshop
21.	Career Cell	⬥ Invite IB, ICSE & Schools of repute for Placement ⬥ Strengthen the Career Cell activities

2. **Give the Organizational structure and the details of the academic and administrative bodies of the institution.**

The institution has the following overall organization structure for smooth functioning of all the institutional activities.

Fig 6.1 Organizational Structure of activities of PCER

Table 6.2 Organizational Structure of activities of PCER

Organizational Structure	Areas	Major Functions
ADMINISTRATIVE	Local Managing Committee	Infrastructural maintenance Academic Calendar
	Finance Management Committee	Budget Shikshan Shulk Samiti Transactio n of Finance
	Admission Committee	Coordinating online admission procedures
ACADEMIC	Curricular	Planning and organizing Practice teaching, teaching - learning Examination etc

	Co -Curricular	Planning and organizing cultural activities, talks, sports, picnic , club activities, annual day, educational visits etc
	Extra Curricular	Research, Extension, Publication, Consultancy etc

3. **To what extent is the administration decentralized? Give the structure and details of its functioning.**

The Management believes in the philosophy of democratic leadership and team work. The onus of each activity is shared by all: Principal, staff as well as the student teachers. This creates an atmosphere of responsibility and commitment towards work. Transparency is maintained in every aspect of the college's functioning, thus enabling every member to contribute openly to the success of the Institute.

The Principal Dr. Sunita Wadikar spearheads all the activities undertaken. There are committees formed for different activities which have representatives from both teacher educator and student council. They meet very frequently to discuss and plan for the entire year. Special care is taken to encourage view points by brainstorming from each representative so that the final action has an echoing cumulative effect and participatory decision making.
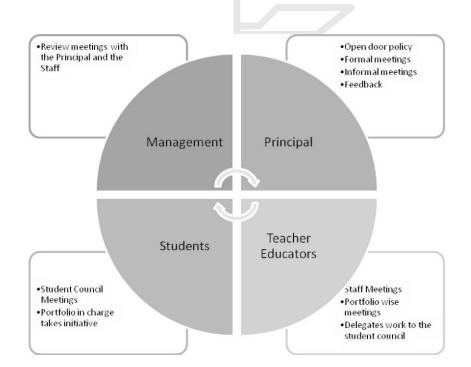
Fig6.2 : Schematic presentation of decentralization of administration

4. **How does the institution collaborate with other sections/departments and school Personnel to improve and plan the quality of Educational provisions?**
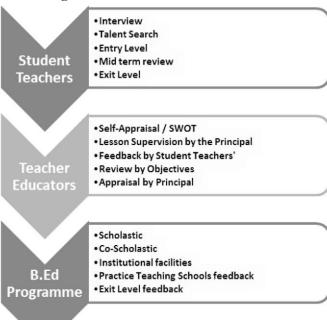
We strongly believe that no institution can flourish in isolation so we give lot of emphasis in collaborating with different bodies.

We have successfully collaborated to improve and plan the quality of Educational provisions with the many bodies. To highlight a few:

- ➤ *Practice Teaching Schools:* A Symposium was organised on "Interface between Teacher Education Colleges and Secondary Schools – Bridging the skill gap" on 2nd March, 2013. Educationists, Principals, Teachers and our alumni were cordially invited for the discussion. Student teachers were a part of "Back to School' project wherein they shadowed school teachers of Poddar International School, Andheri

- ➤ *TISS:* In collaboration with Tata Institute of Social Sciences (TISS), our institution, organized an Indian Council of Social Science Research (ICSSR), Delhi, sponsored two day National Seminar on 'Enabling Education: Equipping Students for Life', held on the 18th and 19th July, 2014.

- ➤ *NHRC:* National Human Rights Commission sponsored training Programme on 'Human Rights for Empowerment was held on 18th and 19th March, 2015

- ➤ *Inter Institutions:* Mahatma Education Society's Pillai College of Education and Research, Chembur and Mahatma Night Degree College of Arts and Commerce, Chembur organized an Indian Council of Social Science Research, (WRC), MUMBAI, sponsored Workshop on Research Methodology in Social Sciences from 8th to 14th August 2015

- ➤ *Mumbai University:* NAAC sponsored National level Interdisciplinary conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education was held on 21st and 22nd April, 2016 at University of Mumbai (Kalina Campus)

- ➤ *Academic Staff College:* The Principal is invited as a resource person for different programs and talks in academic staff college. Teacher Educators are encouraged to attend Orientation Programs and Refresher courses to keep them abreast with latest resources and technology.

- ➤ *Department of Adult and Continuing Education And Extension:* Teacher educators and Extension student representatives attend meaningful meetings in the University. Student teachers actively participate in the annual 'UDAAN' festival

- ➤ *Social Service Organisations:* Medical Health Check-up Camp by Pillai College of Education and Research, Chembur in collaboration with Rotary Club, Deonar on 9th April, 2016. Active association and help is rendered to centres like Balanand, Access Life, NASEOH

5. **Does the institution use the various data information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Our feedback mechanism is very comprehensive and transparent. Following flowchart shows the feedback mechanism followed by the institute:

Fig 6.2 Feedback Mechanism

Student Teachers
- Interview
- Talent Search
- Entry Level
- Mid term review
- Exit Level

Teacher Educators
- Self-Appraisal / SWOT
- Lesson Supervision by the Principal
- Feedback by Student Teachers'
- Review by Objectives
- Appraisal by Principal

B.Ed Programme
- Scholastic
- Co-Scholastic
- Institutional facilities
- Practice Teaching Schools feedback
- Exit Level feedback

The data received from different dimensions are carefully analysed and implemented for decision-making and performance improvement. Proper evaluation and necessary steps are taken as and when needed.

Governing Body: Local Managing Committee analyse the feedback and give its constructive suggestions on the same for development of the Institution in future.

Teacher Educators: Teacher educators receive feedback in various forms: Self –Appraisal/ SWOT, lesson supervision by the Principal, feedback by student teachers', review by objectives and appraisal by Principal. Our Principal personally analyses each teacher educators performance and the feedback received from different sources. It is then comprehended and shared with the staff concerned. This helps in understanding both strength and weaknesses of the staff. Each staff too takes it up positively enabling them in performance improvement.

Students: They are continuously monitored as data is taken from them in various form like Interview, Talent Search, Entry Level, Mid Term Level and Exit Level. These data helps the teacher educators to know the individuality of each student. It further helps in guidance and counselling and thereby gives them constructive feedback.

Further, there is a grievance suggestion box whereby a student can drop in their grievances and suggestions. The issues and concern are put forth before the Principal and matters are solved amicably.

Feedback is provided by the students regarding the semester system at the end of each semester and the suggestions are taken into consideration to bring about the changes.

Student council activities commence only after accepting oral suggestions and opinions from the student council members before the conduct of any program.

Practice Teaching Schools: Feedback is obtained regarding the practice teaching sessions by the student teachers in their respective schools.

Alumni: During the alumni meet feedback is sought from the alumni.

Campus Placement Schools: Informal Feedback about the campus recruitment procedure adopted by the institute was obtained from participating schools. of our student teachers

Participants in Various Events: The suggestions provided by the participants help the institute to organize seminars and workshops on the different themes suggested.

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 strength of any institution is its enriched faculty members. There's no stone unturned to facilitate empowerment of the faculty. The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are as follows:
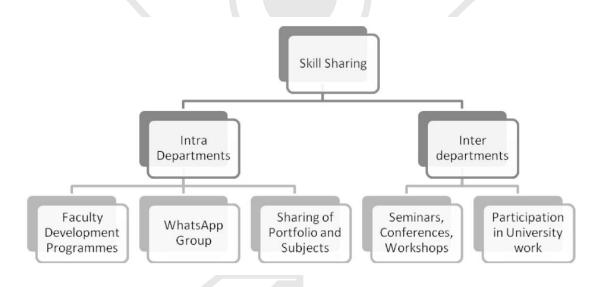
Fig 6.2 Schematic Representation of Skill Sharing among department of PCER

Faculty Development Programs: It gives a platform to each teacher educator for knowledge sharing and unique ways of teaching learning process. They share their experiences whenever they attend seminars, conferences and workshops. These all lead to lots of deliberations and healthy discussions which not only promote academic development but also infuse lot of empathy towards each other.

WhatsApp group for Principal and all staff members: This is the fastest mode of sharing knowledge among the Principal and the other staff members. It transcends time and space. Any innovative ideas need not wait but are quickly shared in the group, it is brainstormed by others too which helps in lot of team work to come to any final conclusion.

Sharing of Portfolio and Subjects: Any portfolio is shared by more than one faculty which gives each one lot of opportunities to interact and share their ideas with each other. This not only helps in better

outcomes but also helps in developing compassion for each other. The same stands true for sharing the subjects because it too gives rich experience as it brings in lot of collaborations with each other.

Attending seminars, conferences and workshops at National and International level: The Principal encourages attending these programs both at National and International level which widens the thinking perspective of each faculty. Special emphasis is given to present papers at these levels which further helps to imbibe research skills, organisational skills, presentation skills etc. It also gives scope to share our knowledge and innovations to the wider world.

Participation in University Work: The Principal is the member of Board of studies and is actively engaged in decision making at the university level. Our teacher Educators extends their service as examiner, paper setter and syllabus review committee members thereby sharing their knowledge and expertise across other departments.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

1. **Has the institution an MIS (Management Information System) in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution?**

   The Management and allocation of data and information on academic and administrative aspects of the institution is computerized and documented in the following manners:

   ➤ Admission portals: Details of the students and their marks are updated in the admission portal, the details of which are also saved in the institutions desktop.

   ➤ Websites: Our institution website is very comprehensive and comprises a wide array of our development and achievements. The College displays its Vision/Mission statements and objectives in the website. The credentials and areas of professional development of the Principal and the teacher educators are documented. Our Academic calendar gives a true picture of daily events and programs. Enrichment program for students, facilities provided to them are also uploaded.

   ➤ AQAR Reports are uploaded online.

   ➤ Administrative aspects: Students fees record, teachers salary, balance sheet, profit and loss account are also centrally computerised. The final accounts are audited each year.

   ➤ Corporate Client: Our Society, Mahatma Education Society is the corporate client of Google group. All the sister institutes share the common domain name mes.ac.in.

   ➤ E-Mail Account: Our institutions email a/c pcerchembur@mes.ac.in is checked on regular basis for answering to the queries as well as receive suggestions from our stakeholders.

   ➤ Online Feedback: Our institution has initiated with online feedback as a part of three tier evaluation system. This brings in lot of objectivity and transparency in our dealings. Online research publication made available.

2. **How does the institution allocate resources (Human& Financial) for accomplishment and sustaining the changes resulting from the action plans?**

   PCER is very careful in allocating its Human & Financial resources to achieve its mission and objectives. Regular review meetings at managerial and institutional level are conducted to monitor

effective utilization of our financial and human resources. Action Plans are sought after lots of discussions and deliberations in IQAC meeting and various other committee meetings. And thereby the different resources are allocated for accomplishment and sustaining the changes resulting from the action plans as follows;

➢ The Management along with the Principal takes keen interest in screening the right candidates for the interviews and appoints the most qualified candidates.

➢ Employee satisfaction is high at PCER and that is reflected in its low rate of attrition.

➢ Institution takes initiative in growth and development of its teachers. Seminars, conferences that they attend are funded by the institution. Teachers are encouraged to take initiatives and apply for major and minor research. Teachers are also sent for orientation and refresher courses. Teachers are also motivated to take up and complete their PhD and take up other course in higher education.

➢ Budget allocations are done at the beginning of the year in response to the previous year's expenditure.

3. **How are the resources needed (Human and Financial) to support the implementation of the mission and goals, planned and obtained?**

Regular review meetings are conducted throughout the year keeping in mind the vision and goals of the institution. Need assessment is done at beginning of the year for identifying the human and financial resources. Some of the requirements identified are;

1. Human Resources- faculty, experts, committees etc.
2. Material Resources; Technology, books and references etc.

It is obtained by the Management representatives and the Principal.

4. **Describe the procedure of developing academic plan. How are the practice teaching School teachers, faculty and administrators involved in the planning process?**

IQAC is actively involved to ensure improvement and quality in the academic planning. In order to achieve this objective:

Regular meetings are conducted throughout the year and beginning of the new academic session at various levels to analyze various dimensions of academic planning, their strengths and weaknesses. Academic plan is prepared on the basis of feedback and reflections taken from the Principal, the staff, the student teachers, practice teaching schools. The feedback is then analyzed in detail to study the strengths and shortcomings along with its opportunities and threats (SWOT). Based on the SWOT, the objectives for the academic year are planned and an action plan is formulated accordingly. Constant monitoring is done on the action plan to ensure it is in tune with the objectives.

Practice teaching schools are contacted at the beginning of the year and an MOU is entered which permits carrying out of the internship programme as prescribed by Mumbai University and NCTE norms. Internship program is planned to ensure maximum exposure and learning for the student teachers. Feedback is taken from the practice teaching schools on a regular basis to ensure quality in the transactions.

5. **How are the objectives communicated and deployed at all levels to assure individual employees contribution for institutional development?**

The Vision, Mission and the Objectives of the Institute are manifestedto all its stakeholders through various activities like the orientation programme at the beginning of the year, staff meetings, assembly, co curricular activities etc. Faculty is constantly thriving to achieve its Vision, Mission and the Objectives through all the activities organized and conducted in the institution. The practice of feedback through Management By Objectives is an important activity that ensures that the staff aligns all its activities to the institution's Vision, Mission, Goals and Objectives.

IQAC meetings are held regularly for providing quality initiatives and feedback. The website is regularly updated that highlights on the institutions Vision, Mission and the Objectives and all the activities organized to achieve them. The handbook and prospectus highlights the Vision, Mission, Goals and Objectivesand is also updated regularly. The Vision, Mission and the Objectives are displayed in the classrooms, library, multipurpose hall, conference room and so on.

Meetings are conducted on a regular basis with the teaching and non teaching faculty which gives them clarity of task on hand and their expected responsibilities. There is a democratic environment in these meetings which helps in total involvement and creates 'WE' feeling among them. This further keeps them motivated to complete the task efficiently thereby leading to the attainment of objectives.

6. **How and with what frequency are the vision, mission and implementation plans Monitored, evaluated and revised?**

IQAC ensures that every activity planned in the institution reflects the Vision, Mission and the Objectives. The activities are also regularly monitored and evaluated during staff and review meetings held.

Frequency of meetings

- IQAC meetings are held twice every semester
- LMC meetings are held twice every year
- Staff meetings are held once a month or as and when required
- Review meetings are held at regular meetings after every event or activity organized

7. **How does the institution plan and deploy the new technology?**

Planning for the new technology is done on the basis of the suggestions provided by IQAC, LMC and staff meetings. Based on the needs felt, our Principal with the consensus of the Management does the budgeting along with the finance committee members. If it is feasible and usable, the new technology is immediately deployed.

6.4 HUMAN RESOURCE MANAGEMENT

1. **How do you identify the faculty development needs and career progression of the staff?**

Faculty development and career progression boosts the morale of the staff. The Management and the Principal encourage and give lot of emphasis in career development of each staff based on their SWOT

analysis by following means:

- Orientation, Refresher and other short term courses: As per the UGC norms, all the teacher educators should attend Orientation, Refresher and other short term courses. So the teacher educators in rotation abreast with the latest knowledge and advancement by attending the same.

- Career Advancement: Teacher Educators are promoted from Assistant Professors to Associate professors according to their qualification and work experience. Qualified and experienced teachers are given opportunities to teach at M.Ed level and guide their dissertations too. Five of our faculty members have received PG recognition from University of Mumbai. Few of our faculty members have also been promoted as the Principal of our sister institutions. Our Principal has got the recognition of guiding Ph.D students.

- Higher studies and doctoral degree: As per the new NCTE norms, teacher educators should possess master degree in their pedagogy subject. This encouraged many of the faculty members to pursue master degrees in their respective subjects. They were given concession in terms of time to pursue higher courses. Most of our staff members have also successfully completed their doctoral degree and others are at the different stages of completion.

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?**

   Our institution believes in 360 degree Performance Assessment which helps in enhancing capabilities and skills of human resource. Our Performance assessment goes hand in hand with our institution's feedback mechanism. The detail of our institutions feedback is already mentioned. (Please Refer 6.2 Q. No.4).

   After taking comprehensive feedback, our Principal conducts meeting with faculty members on one to one basis and appraises their strengths and weaknesses

3. **What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff and improve staff well-being, satisfaction and motivation)**

- Timely promotions and timely increments are provided to the staff and the faculty
- On-duty leave is sanctioned for faculty members attending their pre-Ph.D. courses/Orientation and Refresher courses as well as for staff rendering consultancy services at schools.
- Regular staff meetings and deliberations on issues, new trends or programs, is conducted.
- Medical Health Check up Camp with Rotary Club, Deonar was organised for teaching as well as non teaching staff.
- Women Development Cell in collaboration with Soroptimist International Bombay Chembur (SIBC) was inaugurated on 10th October, 2015
- WDC had installed a Sanitary Napkin Vending Machine along with an Incinerator on 15th October, 2015, for sanitary benefits of ladies staff and students

➤ Anti- ragging and Anti Sexual harassment cell also takes up sensitive issues and works to address the same.

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 many staff development programmes for skill up-gradation and training of the teaching and non-teaching staff. The following table gives few programmes year wise.

Table No 6.3   Staff Development Programmes

Year	Programmes
2nd March, 2013.	Interdisciplinary conference on "Interface between Teacher Education Colleges and Secondary Schools – Bridging the skill gap"
18th and 19th July, 2014.	Seminar on 'Enabling Education: Equipping Students for Life',
8th to 14th August, 2015	Workshop on Research Methodology in Social Sciences
21st and 22nd April, 2016	Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education

The non-teaching staffs are oriented to handle computer hardware with ease and perfection. An orientation to the use of technological equipment like printers, photocopy machines are given to them by experts. They are trained for ICT courses and other soft skills too. Our librarians, computer staff attend all the seminars and workshops to upgrade their skills. Most of them are also encouraged to study in our night degree college. Disaster Management Training Programme is conducted for the staff of MES

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.)?**

The institution advertises in the national and regional newspapers for the vacancy post as per the norms and conditions laid down by UGC. The eligible candidates are invited for the interview. After the panel interview by experts the selected candidates are recruited. A candidate who is NET/SLET, proficient in English, techno savvy, has suitable professional and personal qualities are preferred. Salary structure and service condition are also as per the UGC and University guidelines.

Service conditions such as appropriate time schedule and work load, casual leave, sick leave and duty leave are provided as per the University Guidelines.

The institute maintains democratic organizational climate, transparency in communication. The staff is

appreciated and recognized for the efforts taken in performing the responsibilities handed to them.

6. **What are the criteria for employing part –time/ Ad-hoc faculty ? How are the part time /Ad-hoc faculties different from the regular faculty? (Eg.salary structure, workload, specializations).**

The institution has so far not appointed any faculty on part time bass. Three of our staff is on ad-hoc basis and so are temporary staffs. They are paid consolidated salary with increments every year. They also become an active part of the institution, sharing their expertise in every field. Opportunities are given to them too for professional development and growth.

7. **What are 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).**

The policies, resources and practices of the institution that support and ensure the professional development of the faculty in the areas of

Budget Allocation: A substantial amount of budget is utilized in training and upgrading the existing staff and faculty. The following table gives the amount spent in faculty enrichment.

Table No. 6.4 Budget amount spent in Faculty Enrichment

Year	Amount spent in Faculty Enrichment
2009 - 10	2,87,860
2010 - 11	2.16,000
2012 - 13	2,23,450
2013 - 14	1,80,000
2014 - 15	2,00,000
2015 - 16	40,000

Laptop Provision: Each teacher educator is provided with a laptop having latest softwares which helps in lot of research work, documentation etc. It is connected to free Wi-Fi and is regularly maintained by our trained computer staffs.

Seminars, workshops and conferences: Each teacher educator in rotation gets an opportunity to experience and enrich by attending various Seminars, workshops and conferences at national as well as international level. They are put on duty leave and are so relieved from college work so that they can participate and gain maximum from it.

Members of different Association: Our Principal and few of our staff members are members of Higher Education Forum. They actively participate in online debates and discussion. They also attend annual meetings and conferences.

8. **What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

Staffroom: Our staffroom has conducive environment with proper seating arrangement. Each faculty has been provided with a laptop and wi-fi facility. The lockers provided are also spacious to store important resources for teaching learning process.

Silent reading room: This room facilitates lot of intellectual reading and preparation for lectures.

Rest rooms: Our rest rooms are well maintained. Sanitary Napkin Vending machine and Incinerator have been installed for sanitary benefits.

Library: Our library is very spacious and is a storehouse of not only printed materials but also lots of online resources. There is a special reading place for teachers.

Computer Laboratory: Our computer laboratory has a good number of computers with the latest software and all are connected to wi-fi to do lot of referencing work.

9. **What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

Our institution harps on democratic environment with a positive work culture. The Management and Principal believe in 'open door policy' to place our complaints, feedbacks and suggestions if any. This develops trust and employee satisfaction because they get 'an ear to listen'. Along with it our feedback mechanism is very strong which addresses our concern for the institution.

10. **Details 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 the schools and community engagement.**

The college working hours are 40 hours a week. Each teacher educator is given either one lecture of 50 minutes or maximum two in a day. Everyday a lecture is devoted for guidance and lot of mentoring work is done for the students. Both formative and summative assessment is done for the students. Our institution encourages lot of feedback and assessment to be given to the students in a regular basis. Along with the college assessment teachers are relieved for university paper correction.

Teachers who have undertaken minor or major research are given relaxation during the time of data collection and research writing. This relief given to them allows them to focus on sharpening

11. **Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

Our institution has high regards for the service and commitment rendered by the staff. This boosts the morale of the staff and drives them with lot of enthusiasm. Thus the overall work culture scales greater heights. Few of the mechanism to reward and motivate staff members are as follows:

➢ *Completion of portfolio and activities:* After completion of each portfolio and activities, our

Principal appreciates the teacher in charge for the lead taken and working in unison with the team.

➢ *Completion of higher studies or doctoral degree:* Staff members are very important resource to any institution and so their professional growth and development cumulatively affects the overall growth of the institution. The Management and Principal leaves no stone unturned to felicitate and appreciate the well-deserved achievements of our staff members.

➢ *Up gradation of job profile:* Based on the qualification, experience and capabilities, our staff is promoted from assistant professor to associate professor, are given opportunities to teach at M.Ed level, guide their dissertation etc.

➢ *Pay Scale:* The pay scale of our institution is also according to UGC norms. Yearly increments based on the performance are rewarded to the staff.

Above all our principal herself congratulates the staff for all the sincerity and dedication they have towards the institution.

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.**

   Our institution is self-financed so does not get any financial support from the government. The revenue is generated from the students' fees and if there is any deficit, it is met from the trust's money.

2. **What is the quantum of resources mobilized through donations? Give information for the last three years.**

   Our institution does not accept any donations so the quantum of resources is not mobilized through donations.

3. **Is the operational budget or the institution adequate to cover the day –to – day expenses? If no, how is deficit met?**

   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 fulfil the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statement, future planning, resources allocated during the current year, and excess/deficit)**

   Budget allocation of income expenditure statement, future planning, resources allocated during the current year is enclosed.   *(Please refer Annexure no. 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**

Yes, our institution has appointed an auditor to audit the accounts and is audited regularly.

The audits are done every quarterly. While the internal auditor does checking every week , the external auditor does it every three months. The information on the outcome of the last two audits are enclosed. **(Please Refer Annexure 6)**

6. **Has, the instituition 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 practices in governance and leadership carried out by the institution?**

Transformational Leadership: The Principal creates a vision to guide the change through inspiration towards enhancement and sustenance. The motivation, morale and performance of teacher educators as well as students are constantly encouraged. The Principal is the role model for all of us which inspires us; challenging us to take greater ownership for our work. It helps in understanding the strengths and weaknesses, so the leader can align both the teacher educators and students with tasks that optimize their performance.

Democratic environment: The Management and the Principal believes in providing democratic environment for better participation and cooperation. Any task to be undertaken is always planned, discussed and deliberated in staff meetings. This democratic approach helps in tapping each one's potential so that the task is accomplished successfully.

Feedback Mechanism: Greater transparency and accountability is sought through feedback at all levels. Better monitoring and feedback mechanisms help better functioning at all levels.

Fully Qualified Faculty: The Management emphasizes on fully qualified faculty with university approval for all. Few faculty members have also received approval for PG courses. Our Principal is recognised as Ph.D guide in Education by University of Mumbai.

Management by Objectives:
Title of the practice: Management by Objectives
The Context that required the initiation of the practice: The institution shares the Society's motto of 'Education for All' and these are sought to be attained through our vision, mission, objectives and values. Though tremendous efforts are made to share and practice the same through the website and other print materials, a need was felt that these have to be the cornerstone on which our work must be based. This led to the initiation of an innovative practice of aligning, documenting and assessing all the activities with the objectives of the institution.

Objectives of the practice:
- To internalize the objectives of the institution
- To practise and comply with the objectives of the institution
- To assess each activity with the objectives planned

The Practice: Management of Objectives

The institution boasts on embalming and practicing the goals, objectives, vision and mission of the institution. To make it more objective, reliable and attainable there was a need to practice it in our daily transactions. The Principal with the support of teacher educators brainstormed innovative ideas of doing so and have come to the consensus of complying, practising, documenting and evaluating each institution's activity in alignment with the objectives set for the year. With the help of Year Plan, all the activities are enumerated along with the objectives to be achieved. The process of carrying out the activity is specially taken care of to align with the already set objectives. Finally when the activity is completed, teacher educators assess whether they were able to achieve the goals set. These constant embarking on objectives ensures that they are internalised as well as achieved successfully.

Schematic Representation of Planning by Management of Objectives

Pre Plan the activities and the objectives to be attained

During the process ensure that the objectives are attained

Assess and evaluate whether the objectives were attained.

Obstacles faced if any and strategies adopted to overcome them: The institution's objectives are very comprehensive and attainable. So when put into actual practice we didn't face any obstacle as such. There were few minor hurdles but with the timely advice of the Principal it was also overcome.

Impact of the Practice: This practice gives scope for better objectivity and greater accountability of each task carried. Teacher Educator plans each activity with lot of enthusiasm and set objectives. This enhances their productivity and helps to focus on the task effectively. During the process there is a constant reminder to fulfil certain objectives reducing the chance of imperfection in the task undertaken. Finally it gives scope to each teacher educator to review activities and assess to know whether they were able to fulfil the same.

Resources Required: Objectives of the institution, pre planning of activities.

Feedback mechanism and Future Plans: The evaluations at the end of each activity serve as a feedback for each teacher educator. Teachers can reflect on the process and accordingly make modifications if any for quality enhancement.

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 evaluative observations made under Governance and Leadership in the previous assessment report were:

   ➢ Academic / Financial support from UGC and other agencies may be explored

   ➢ Long term perspective plan for the growth & development of the institution

   Since our college is minority self-financed we do not receive any financial support from UGC to address Academic / Financial support from UGC and other agencies our teacher educators have applied and have received many grants. This aid helps to widen our research arenas. The details of the grants received are as follows;

   Our Principal, Dr. Sunita Wadikar and Ms. Vani Ummadisingu successfully completed Minor Research Project titled "To Investigate and compare the level of civic sense among the students of BMC and Private schools in relation to their socio-cultural factors." under Minor Research Project grant of Rs. 30,000/- by University of Mumbai.

   Dr. Reni Francis and Prof. Jaya Cherian received a Minor Research Grant of Rs. 25,000 from the University of Mumbai for "A Comparative Study to Analyze the effect of Innovative Teaching Learning Strategies in Fostering Peace Among the Students of BMC and Private Aided Secondary Schools of Greater Mumbai" for the year 2013-14

   Dr. Mary Varghese received Minor Research Project Rs. 60,000/- from ICSSR Mumbai for "A study of the effectiveness of Brain-based Learning as an intervention strategy for academic achievements of secondary students with diverse learning difficulties and personality traits" for the year 2014-15.

   Dr. Mary Varghese Project sanctioned grant Rs. 25,000/- by the University of Mumbai for the topic "A study of Self reliance and Economic Independence among adolescents through Vocationalization and self-help groups" for the year 2014-15 under University Minor Research Scheme.

   Ms. Vani Ummadisingu received a minor research grant of Rs. 25,000/- by University of Mumbai for the project titled "A Study of the effectiveness of explicitly designed training module (ACTION Model) on disaster management to enhance awareness of disaster management among pre-service teachers for the year 2015-16

Dr. Mary Varghese received Major Research Project Rs. 9,00,000/- from ICSSR New-Delhi for "Design and Develop Instructional Strategy for Developing Thinking and Meta-Cognitive Skills among the Student- Teachers at the Secondary Level" for the year 2015-17.

To address long term perspective plan for the growth & development of the institution the following measures have been taken:

➢ Proposed plan to build one more floor for creating a large conference room.

➢ Research areas are strengthened.

➢ Women development Cell is inaugurated.

➢ Anti Ragging and Anti Sexual harassment Cell is inaugurated.

➢ Alumni Cell is strengthened.

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 quality sustenance and enhancement measures undertaken since the previous Assessment and Accreditation are as follows:

➢ *Enhancement of the Infrastructure:* As already detailed in Criterion IV, the Infrastructure has been upgraded in the classrooms, lecture hall, library, staffroom and administrative offices.

➢ *Professional Growth of the Faculty:* The credit to the professional growth of teacher educators is equally shared by the leader of the institution who gives scope and space to the teacher educators for undertaking these ventures. And this is quite evident in our institution which has led to prolific growth of each teacher educator.

Year	Teacher Educator	Achievement
2012-13	Dr. Brijbal Suri, Dr. Reni Francis Dr. Mary Varghese	Completed the doctoral degree from University of Mumbai
2014	Dr. Mary Devakumar Dr. Sneha Raikar	Completed her doctoral degree from University of Mumbai Completed her doctoral degree from University of Mumbai
2014-15	Prof. Sunita Jain	M.Com Examination from Sikkim Manipal University
2014-15	Dr. Sneha Raikar	M.Com (Management) from Indira Gandhi National Open University
2015-16	Dr. Reni Francis	M.A. English Literature from Madurai Kamraj University.
2015-16	Prof. Vinita Desai	M.A. English Literature from Madurai Kamraj University.
2015-16	Prof.Jaya Cherian	M.A. Histroy from Madurai Kamraj University
2015-16	Dr. Sunita Jain	Completed her doctoral degree from University of Mumbai

Reinforcement of the IQAC: The IQAC cell has been working to review and improve the quality of teaching, learning and evaluation. Hosting inter-collegiate festivals, liaising with alumni, organizing certificate courses and initiating the 360 degrees online feedback mechanism are some of the endeavours in this direction

CRITERION - VII

INNOVATIVE PRACTICES

'Education has the power to anticipate change and to usher it in'

-EduNation
by Dr. K.M.Vasudevan Pillai

Pillais' College of Education & Research, Chembur, SAR, NAAC

CRITERIA 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.

IQAC is the backbone for effective functioning of an organization and a key element to quality sustenance and enhancement. The cell is actively functioning to ensure standards are maintained and the institution constantly strives towards excellence in all its endeavors.

- The Institution has an IQAC cell. It was established on15th July2004.
- The composition of the IQAC is as follows:

Table No. 7.1 IQAC Committee Members

Sr.No	Designation	Name
1	Chairperson	Dr. Sunita Wadikar (Principal)
2	Management rep.	Ms. Geeta Menon (Headmistress Primary section)
3	Senior Teacher	Dr. Mary Varghese (Asst.Prof)
4	Senior Teacher	Dr. Reni Francis (Asst.Prof)
5	Senior Teacher	Ms. Sandhya Sarwade (Asst.Prof)
6	Senior Teacher	Dr. Sunita Jain (Asst.Prof)
7	Senior Teacher	Ms. Swasti Dhar (Asst.Prof)
8	Administrative Official	Mr. Murlidharan Nair
9	External Experts	Dr. Sybil Thomas , Associate Professor, University of Mumbai Dr. Asmita Huddar, Chairperson, BOS, Principal of Rochiram Thadani School for Hearing Impaired, Mumbai Dr. Harry Mascarenhas M.B.B.S; M.D (Community Member)
10	Co ordinator	Dr. Mary Devakumar (Asst.Prof)
11	Student representative	General Secretary of Student Council
12	Alumni representative	Ms. Suman Anantanrayan, Asst. Prof. Sree Narayan Guru College of Education,Mumbai Ms. Vasundhara Kaul, Project co ordinator, Drishti , Mumbai

Major activities of the IQAC

- Planning for the various Curricular and co curricular activities for the academic year
- Faculty development programme
- Innovations in curricular transactions
- Alumni and Publications
- Undertaking research projects
- Performance appraisal of the faculty
- Up gradation of the learning and technological resources
- Planning and conducting intra and intercollegiate competitions

- Planning and conducting seminars, workshops, expert talk etc
- Promoting collaborations with other institutions and organizations
- Grievance redressal
- Consultancy , Community and extension activities
- Regular feedback processes undertaken from different stakeholders
- Identifying and planning for various Best Practices
- Planning and Implementing the Institutional Social Responsibility projects.

The IQAC thus ensures the smooth and effective functioning of the institution through its diverse activities organized for striving towards excellence.

2. **Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

The goals and objectives of the institution are meticulously framed keeping in mind the challenges and demands of the 21st century and every possible measure is taken to ensure that the goals and objectives of the institution are met.

The institute uses the following mechanism to evaluate the achievement of goals and objectives:

- *Review Meetings:* Regular staff meetings are conducted so as to monitor and evaluate   the various academic and non-academic activities conducted in the college.
- *IQAC Meetings:* The IQAC periodically reviews the activities of the college so as to assess if the quality standard set by the institution is being met.
- *LMC Meeting:* The LMC reviews the performance of the institution with regard to the effective accomplishment of its goals and objectives.
- *LIC and Academic Audit:* Regular audits conducted by LIC and Academic audit committees by experts in the field of Education are conducted and the inputs and feedback provided by them are a source of insight into our effectiveness towards achievements of our goals and objectives. Further strategies are devised and implemented for efficiency in achieving our goals and objectives.
- *3 Tier Evaluation:* An effective feedback mechanism is designed comprising of a three- tier evaluation program that provides scope for a comprehensive feedback.

Through this mechanism the overall effectiveness of the B.Ed programme is evaluated and necessary changes and improvements are further made .

➢ *Participant Feedback:* At the conclusion of every programme participant feedback is obtained which aids the institution to evaluate the success of the programme as well as bring about improvements in future events.

➢ *Exit Meeting:* The Principal conducts the exit meeting for students at the end of the B.Ed programme and overall feedback on the curriculum is taken.

➢ *Feedback from Practice Teaching Schools:* Feedback from practice teaching schools is taken so as to improve the practice teaching and internship activities of the student teachers.

➢ *Feedback from the Management:* The management takes keen interest in all aspects related to the institutions' growth and development and provides regular feedback on various concerns of human and

financial resources and its utilization to meet the vision, mission, objectives and goals of the institution. Management also takes initiatives and concerns in aspects like recruitment and audits to ensure that quality is sustained and enhanced to meet the objectives of the institution.

All our endeavours are thus aligned to ensure we meet our goals and objectives and the institution bridges the gap between its goals, objectives and the activities organized to meet it.

3. **How does the institution ensure the quality of its academic programmes?**

Quality is the key word to success. Every institution functions effectively and to the best of its ability to meet its goals and objectives. However what makes them stand apart is their constant efforts in sustenance and strive towards excellence, thus defining quality. All our programmes and activities are organized and focused keeping in mind quality in its highest form.

➢ *Audits-* Regular Internal Audits, LIC inspections and Academic audit are conducted to ensure quality sustenance in our academic programmes. Experts in the field of Education provide valuable inputs, which are further taken into consideration to devise strategies for enhancing quality in our academic programmes.

➢ *Qualified Staff:* Being an unaided self financed institution yet the college has fully qualified staff with University approval complying with UGC norms. This enables the institution to ensure the quality of its academic activities. The faculty keep themselves updated with latest trends in education which help in implementation of quality academic activities

➢ *Faculty development:* The institution provides all support and encouragement for the staff to attend seminars, conferences, orientation, and refresher courses as well as undertaking research projects. The faculty is encouraged to pursue their higher education and also take up initiatives in major and minor research projects. They are also encouraged in pursuing their doctoral and postdoctoral degrees. This professional development helps in the planning and execution of the academic programme.

➢ *Year Plan for Core Syllabus:* At the end of the previous academic year the faculty holds meetings to deliberate over the activities for the various courses and prepare year plans for each course. This ensures that the learning experiences provided to the student teachers are well thought out and varied thus augmenting the quality of the academic programme. The year plan is made well in advance keeping in mind the learning styles of students and innovative practices in classrooms for making teaching learning more interactive. The faculty also maintains a Professor's Diary, which enables them to plan out their weekly teaching schedule, and thus remain focused on the set objectives

➢ *VARK:* At the beginning of the academic year the learning styles of students are assessed through VARK - Visual, Auditory, Reading and Kinesthetic learning styles in order to understand their learning styles and preferences. This helps to plan the academic activities accordingly to ensure quality in all our transactions. Planning of each course is thus designed keeping in mind the learning styles of the students.

➢ *Innovative Methods of Teaching:* The academic transactions are conducted through a variety of innovative teaching methods wherein collaborative and creative ways of learning are encouraged. Through co-operative learning strategies, group discussions, gallery walk, dramatization, flipped

classroom, online courses students are provided with interesting and motivating learning experiences that adds to the quality of the overall academic programme.

➢ *Content Enrichment Programme:* The entry-level interactions and test revealed that the student teachers lack in depth knowledge of their subjects. The institution has initiated a content enrichment programme to increase the content knowledge of the trainee teachers. CEP is one of the Best practices adopted by the institution to ensure quality among students and mastery over their content in school subjects. The programme comprised of method wise group activities wherein through discussions and concepts mapping the student teachers were given opportunity to improve their content knowledge.

➢ *Collaborations:* The college organizes various programmes in collaboration with other institutions and organizations to add to the overall quality of the programme provided by the it. These collaborations include seminar on Enabling Education: Equipping Students for Life in collaboration with TISS, International Colloquium on Emerging Trends in Education and Research Methodology workshops sponsored by ICSSR, Training programme in Human Rights by NHRC, which provide students with additional knowledge and awareness beyond the curriculum. The college also collaborates with institutions of special education like Rochiram T. Thadani School for Hearing Impaired and we are working towards collaborating with Ali Yawar Jung National Institute for the Hearing Impaired for student exchange programme in inclusive practices which will provides wide exposure to the teachers and students to different aspects of teaching learning for differently abled.

➢ *Library and IT Resources:* The students are provided with a well-equipped library and the use of computers and Wi-Fi facility for exploring more resource material for their knowledge enrichment. The daily timetable includes a time slot for the library to encourage students to utilize these learning resources optimally. The institution also provides extended library hours to the students to ensure they have the best towards their progression.

➢ *Student Feedback:* The Principal and faculty take regular feedback from the student teachers regarding the various academic activities. This enables the institution to revise their activities so as to fulfill the requirements of the students, which help in improving the quality of the programme. Feedback is also taken from the student council regarding various academic issues and concerns.

➢ *Staff Meetings:* Regular staff meetings are conducted wherein the Principal and faculty deliberate over various aspects of the academic activities and discuss the issues and improvements to be made in the academic programme.

➢ *3 Tier Evaluation:* An effective feedback mechanism is designed comprising of a three- tier evaluation program that provides scope for a comprehensive feedback. Through this mechanism, which includes feedback on students, Teacher Educators and the B.Ed programme as a whole, helps the institution to make necessary enhancements in the academic programme wherever required.

➢ *TEAMS Module:* The TEAMS module is a strategy adopted to provide constant support for student progression and provide guidance and counseling services to students. This enables the institution to provide constant support to students through the 'TEAMS' approach, which are-Tutorial groups, Enrichment through Library Hours, Adoption, Mentoring, and Study Circle. The strategy has been able to successfully guide and provide excellent services to support students and ensure their proper progression.

Tutorials enable the faculty to keep track of the progress of the students within their group and guide the

students during the course of the academic year with respect to academic and other issues. It helps in motivating the students to improve their performance and provides support and guidance to the needy students. Guidance is provided in how to prepare learning material, ways to recall, how to address any problem and the technique of writing answers.

➢ *Add on courses:* The institution has designed need based add on courses like Effective Communication and the Teacher, Computer Literacy Programme, Skill Development Programme to provide added enrichment to the knowledge and skills of the student teachers. The institution is also working towards development of a short term certified course in Yoga for student welfare.

➢ *Post exam feedback and Exit meeting:* After every exam students are provided with necessary feedback about their performance and are given guidance regarding areas of improvement. This helps the students to have a proper understanding of what they are required to do to improve their academic performance. The exit meeting of the students with the principal gives insights into various opportunities and threats and helps in devising strategies towards betterment.

Thus constant monitoring and effective planning helps us sustain quality in our academic programmes.

4. **How does the institution ensure the quality of its administration and financial management processes?**
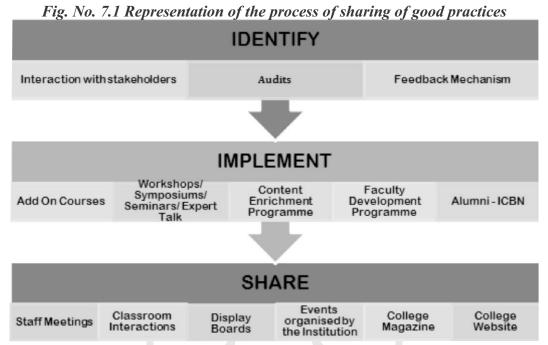
Proper planning and effective processes of administration and financial management are essential to quality enhancement and success of any institution. With fine tuning of the administration and financial management the institution can not only achieve its goals and objectives, but also strive towards excellence.

The institution ensures the quality of its administration and financial management processes through the following ways:

➢ *Audits:* Regular Internal audits, LIC inspections and Academic Audit are conducted and the insights and feedback given by the experts are incorporated in our administrative and financial transactions.

➢ *Committees:* The various activities are under the charge of various cells and committees, which hold regular meetings and look into the planning and execution of these activities so that the objectives of the institution are aptly met and thus aid in the efficient administrative functioning of the institution.

➢ *Staff development:* The Institution provides opportunities to the staff to attend the training programs, expert talk, seminars to update their knowledge and also equip themselves with the relevant technologies. Non teaching staff is also provided opportunities to develop their personality and computer literacy skills.

➢ *Documentation of activities:* All programmes and activities of the institution are systematically documented along with dossiers and updated so as to enable effective administrative functioning. The internal and external academic audits enable the appropriate documentation of the various activities as well as their regular up gradation.

➢ *Financial management:* A draft budget is made at the beginning for the academic year for all the activities and other requirements. Regular financial audit is done through a qualified CA. Budget allocation is done through LMC meetings.

The institution thus ensures timely planning and monitoring to ensure smooth and effective processes in administration and financial management.

5. **How does the institution identify and share good practices with various constituents of the institution.**

Fig. No. 7.1 Representation of the process of sharing of good practices

Best practices give us an insight into the specific need of the institute and enables an institution to pave way for success and excellence. Every institution has some best practice that makes it stand apart from the others. Sharing of best practices not only gives an institution a platform to showcase its initiatives and endeavors towards quality enhancement, but also provides a vision to others to follow their footprints and take others along the path of excellence.

The institution through its interactions with the stakeholders and through its feedback mechanisms identifies the requirements of the student teachers and the latest trends in the teaching field. The audits conducted regularly also provide vital information for developing effective strategies in meeting the goals and objectives of the institution.

Based on this information the institution has identified and practiced a number of best practices organized workshops, expert talks and add on courses so as to effectively meet these requirements. These workshops include among others topics such as Teacher as a Leader, Role of a Teacher, Changing Landscape of Education, Multiple Intelligence, Mind Mapping and Life Skills.

The institution also organized a CET preparatory programme to train the aspiring candidates with respect to the B. Ed CET and also a Content Enrichment Programme to supplement the content mastery of the trainee teachers. The institution has designed certain add on courses such as Competency Based Programme on Inclusive Education, Computer Supported Collaborative Learning, Computer Literacy Programme, Effective Communication and the Teacher and Skill Development Programme which

cater to the requirements of the student teachers and the changing needs of the teaching field.

Apart from several in house activities the institution also has collaborations with its Alumni to organize activities through its Intellectual Capacity Building Network (ICBN) Center like symposium, expert talks, seminars, workshops etc.

The institution shares its good practices with various constituents of the institution through various means. The symposium organized by the (ICBN) Alumni association has also been an effective platform to share and exchange our best practices to other institutions. During regular staff meetings information regarding these good practices are shared with the faculty. Students and staff are also provided this information during classroom interactions, activities and display boards. During various programmes in the institutions students, parents and alumni are made aware of the good practices of the institution. The various stakeholders and the community are kept apprised of these practices through the college magazine and the college website which is regularly updated with the activities and events in the college.

PCER believes in education for all and hence has taken the onus of upgrading the professional skills of non teaching staff of the college by teaching them ICT and communication skills.

Sharing of our best practices has thus helped us enhance our goodwill and has always been moments of pride to showcase our practices, endeavors and achievements.

7.2 INNOVATIVE PRACTICES

1. **How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.**

Today there is an increased and apt focus given to inclusion in the educational arena as envisioned in the national policies and the school curriculum to provide education for all learners. In view of this the institution promotes sensitization of the student teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum through the following ways:

➢ *National Seminar on Enabling Education:* The College in collaboration with Tata Institute of Social Sciences (TISS), organized an Indian Council of Social Science Research (ICSSR), Delhi, sponsored two day National Seminar on 'Enabling Education: Equipping Students for Life', held on the 18th and 19th July, 2014 and one of the sub themes- Including the Excluded-focused on the adapting to educational needs, so that equal opportunities are given to all students.

➢ *Preparation of Lesson Plan:* Student teachers prepare a lesson plan based on inclusive learning and conduct the lesson during their practice teaching. This helps the student teacher to gain knowledge about the different ways to conduct lessons so as to cater to the needs of all students. It helps to sensitize them to the needs of the differently abled students in their classrooms.

➢ *Community Work:* Student teachers work with special children in various NGO's as part of the community service projects and thus has an enriching experience. The institution also ensures minimum 30 hrs and more of community service in collaboration with various organizations to provide

them an insight into inclusiveness. Students along with the community centers engage in a wide range of activities like rendering services to the differently abled students in the form of assisting them to learn, organize activities like games, exercise, candle making, diya making etc.

➤ *Workshop on Inclusive education:* Students of Rochiram T. Thadhani High School for the Hearing Impaired as a part of their internship program from Tata Institute of Social Sciences (TISS) conducted a workshop to acquaint the student teachers about the various aspects of teaching children who are differently abled. The institution is also working towards collaborating with Ali Yawar Jung National Institution for the Hearing Impaired for student exchange programme on inclusive education.

➤ *Research Project:* A minor research project titled "A study of the effectiveness of Brain- Based Learning as an intervention Strategy for academic achievement of secondary students with diverse learning difficulties and personality traits" was carried out in the area of Inclusive Education. The project was sponsored by ICSSR (western Region) The sanctioned amount was 60,000/. The project is completed and report submitted on March 2016. The same is sent to ICSSR Delhi for Publication Process.

➤ *Add on Course:* An add-on course was designed in order to prepare the student teachers for their changing roles in inclusive classrooms. Competency Based Programme (CBP) in Inclusive Education was planned and organized by Prof. Samita Shetty, which consisted of 12 sessions over a period of five days. The students went for field visits to the National Association for the Blind and Ali Yavar Jung National Institute for Hearing Handicap.

➤ *Community Service Day:* Mahatma Education Society conducts a community service day at their Panvel campus in which Pillai College of Education and Research also participates which involves taking the underprivileged children from various NGO's to the programme at Dr. Vasudevan Pillai Campus, Panvel and organizing various activities for them and spending an enjoyable day with them. Nearly1500 inmates from various NGO's are the beneficiaries every years.

➤ *Core Syllabus:* Along with these activities, through the syllabus course papers, discussions and activities are conducted in the class on various aspects of inclusive education, differentiated instructions, learning disabilities and their implications.

Through the above mentioned activities the institution strives to inculcate in student teachers sensitivity towards the issues of inclusion so as to enable them to provide meaningful learning experiences that cater to all the learners in their classrooms.

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.**

It is essential that aspects such as inclusion and exceptionalities and gender differences should be incorporated in the academic plan so as to provide a comprehensive focus on these issues. The academic plan has a good scope for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

➤ *Core Syllabus:* Within the core syllabus, topics like learner diversity, gender discrimination, social exclusion, marginalization, differentiated instructions provide the opportunity for conducting

detailed discussions in the class- room to enhance the student teacher's knowledge of these issues.

- ➤ **Practice-Teaching**: during their lessons they discuss equality of sexes which is one of the core elements which is incorporated in practice teaching lessons. Students address this core element wherever appropriate through their teaching in schools.

- ➤ **Extension Education:** Through our various extension projects like SWS (Status of Women in Society) the student teachers conduct interviews of 25-30 women to gauge their level of empowerment.They also prepare posters, participate in debates and discussions on gender sensitization. Various debates and discussions on topics like gender sensitization and women issues are also organized as a part of extension. The students participate in inter collegiate festival UDAAN as part of the extension activities wherein they highlight issues of exclusion and gender discrimination. Street plays are organized based on gender sensitization to spread awareness among students regarding the same.

- ➤ **Action Research:** The action research conducted by the students under the guidance of the faculty provides good opportunity in this regard. Topics selected for action research projects include those that focus on gender role stereotyping and differences.

- ➤ **Special Fields:** Special fields like Guidance and Counseling provide scope for discussion, debate, group activities and case studies related to inclusion and gender differences which enable the student teachers to enhance their knowledge regarding inclusion and gender differences.

- ➤ **Seminars and Expert Talk:** The College organized a National Human Rights Commission, New Delhi, sponsored Training Progamme on 'Human Rights for Empowerment' which also focused on women's rights and empowerment. This helped the student teachers to be more aware of the various gender related issues and the provisions in law to deal with them.

- ➤ **Women Development Cell:** The women development cell organized a variety of activities such as street plays, debates, skits and expert talk. The cell also took the initiative of installing a vending machine and incinerator for sanitary napkins in the college premises for the welfare of girl students. Expert talks dealing with women's issues that focused on health, nutrition and hygiene were organized. The students put up street plays on International Women's Day in various venues in Chembur conveying messages relating to gender equality, atrocities committed against women and women empowerment.

- ➤ **Theme Based Assembly:** The daily theme based assembly focus on various values, which include women empowerment, gender equality and inclusion, which help in creating awareness and a positive attitudinal change. The student teachers conducted skits, speeches, power point presentations, video clippings, one-minute ecologist and other activities to highlight these issues.

- ➤ **Co-curricular activities:** The institution organizes a variety of co curricular events, which includes intra and intercollegiate competitions, celebrations, and observation of important day. The activities conducted during these events also focus on issues of inclusion and gender differences. The students have participated in intercollegiate competitions such as elocution competition by the Anti Dowry Movement and won prizes.

- ➤ **Collaboration:** The institution has initiated exchange programmes with special education schools Rochiram T Thadani School for Hearing Impaired and is working towards collaboration with Ali Yavar Jung National Institution for Hearing Impaired, which includes consultancy, workshops for

student teachers, and interaction session with students. This will help in sensitizing the student teachers to the needs of the differently abled students and also orient them regarding the learning activities in special education institutions. The institution also has collaborated with SIBC (Soroptimist International Bombay Chembur) and conducted various activities like Adult Literacy Drive (ALD), Skill development programmes etc for empowerment of women. As an institutional social responsibility (ISR) the institute collaborates with various schools to spread awareness on various concerns and issues through workshops and expert talks on various issues like gender sensitization and inclusiveness.

The academic plan incorporates all these activities that provide good opportunities for the student teachers to learn about inclusion exceptionalities and gender differences and their impact on learning.

3. **Details on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation.**

The institution conducts various activities to create a learning environment that foster positive social interaction, active engagement in learning and self-motivation as envisioned in the curriculum includes the following:

➢ **Theme Based Assembly:** The daily theme based assembly has been beneficial to the students in all spheres of life- social, personal, value based transactions. The daily assembly provides an excellent opportunity for the students to develop their mental well-being. The assembly is a theme-based programme focusing on various values. The student teachers begin the assembly with a prayer that helps to calm their minds and enable them to begin their day on a positive note. They discuss and deliberate on the thought for the day. They also gain awareness of various issues through discussion of news headlines and other social issues. They present skits, songs, speech, power point presentations, short videos dealing with various aspects of the assembly theme. The assembly also provides the students and the staff to come together to celebrate festivals and other important days with great enthusiasm and joy. The assembly thus provides ample opportunities for positive social interaction and self motivation among the student teachers.

➢ **Teaching Methods:** The teachers use various innovative teaching methods during their lectures such as concept mapping, gallery walk, flipped classroom, online learning, dramatization, case studies, group discussion, to promote student engagement and collaborative learning. These student oriented methods help in fostering a positive social interaction as they learn together in a group and as through these methods student learn by doing it boosts confidence and also promotes active student engagement.

➢ **Competitions and celebrations:** The institution organizes various competitions throughout the academic year at both the intra and inters collegiate level to enable students to showcase their talents and also promote team spirit, cooperation and healthy competition. The students are encouraged to participate in the organization of the various events so as to develop leadership and organizational skills. Every year the college conducts Late Principal Mathews Chacko Extempore Competition and an inter collegiate fest VALEUR based on the theme of values which is reflected in all the events such as essay writing, wealth from waste, mehendi, nail art and group dance. National days and

international days and some religious festivals are celebrated with great enthusiasm by the staff and students. Various cultural events are conducted to observe these special days These events enable the student teachers to have a positive interaction with each other and also help them to develop their overall personality.

➢ *Educational Visit:* Every year the college organizes an educational visit for students and staff to different types of schools. During the course of the visit they are oriented about the infrastructure requirements and amenities of different institutions and the educational activities conducted there.

➢ *Feedback:* The students are provided with constructive, positive feedback for their academic as well as non-academic performance. They are motivated to enhance their overall personality. They are given guidance regarding the aspects they need to improve and are also provided with counseling to help them deal with various issues and motivate them in a positive manner.

➢ *TEAMS module*: The TEAMS module is a strategy adopted to provide constant support for student progression and provide guidance and counseling services to students. This enables the institution to provide constant support to students through the 'TEAMS' approach, which are-Tutorial groups, Enrichment through Library Hours, Adoption, Mentoring, and Study Circle. The strategy has successfully been able to guide and provide excellent services to support students and ensure their proper progression.

During the tutorials the students are provided with guidance, peer mentoring for needy students, motivation, encouragement, counseling etc. The faculty in charge of the tutorial group provides one to one guidance to the students and is a source of encouragement and support to the students with respect to academic and non-academic matters. The interaction within the small group and mutual help and sharing of learning promotes positive social interaction, better learning and motivation for the student teachers.

⬧ *Club activities:* The various clubs in the college undertake different types of activities that inculcate self-motivation and provide opportunity for positive social interaction. The language club conducts debates and discussions that enhance the language skills of the student teachers; the environmental club conducts nature trips, discussions, showing videos in order to sensitize the student teachers about environment issues.

⬧ *Student Council:* The student council holds regular meetings and discusses various issues pertaining to the needs of the student teachers as well as the activities conducted in the college. They form a link between the faculty and the students so that needs of the students are brought to the notice of the faculty and principal. The student council are given responsibilities for academic and non -academic activities and also during special events organized in the institution.

⬧ *Add on course*: Understanding the needs of the students based on the various feedback from the stake holders and expert advice, the institution has devised add on courses on Skill development, ICT, Competency Based Teaching (CBT) in Inclusive Education. These add on courses enable the institution to provide opportunities for positive social interaction and self-motivation.

⬧ *Practice Teaching:* The student teachers as part of practice teaching are assigned to particular schools wherein as small groups they plan and execute together the various activities of practice teaching and internship. The students are guided and motivated by the faculty with respect to various

aspects of giving lessons and internship activities and general behavior as part of a team. During this period their interdependence and support for each other for the various activities leads to positive social interaction and motivation.

- **ISR:** As an Institutional Social Responsibility (ISR) the institute collaborates with various schools to spread awareness through workshops and expert talks on various issues like gender sensitization and inclusiveness. Students have conducted lessons and awareness programmes for secondary students of the practice teaching schools on various Personal, Social, Environmental, Global and Value related issues. Such interactions have not only boosted their confidence and brought about motivation in them but have also set a platform for social interaction with the community and spread awareness on such grave issues that are prevailing in the society and provide solutions to deal with them.

Through these various activities the institution endeavors to provide a quality learning environment that foster positive social interaction, active engagement in learning and self motivation.

4. **How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

The contemporary classroom comprises of learners from diverse backgrounds and exceptionalities and it is necessary that student teachers should have the requisite knowledge and competencies to provide effective teaching learning experiences to all the learners. The institution conducts a wide range of activities that aims at ensuring student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities. These activities include:

➢ **Extension**: Extension activities has been an integral part of our college activities. Students are encouraged to take up various projects like SWS and PEC and Career Project (CP) which includes a wide range of activities like puppet show, poster making, street play, lessons in schools, talks, debates and discussions on various issues like health and hygiene, pollution and other social issues for the underprivileged.

➢ **Community service:** Community service has been an important activity at PCER. However we believe in doing more than the requirements of the curriculum prescribed by the university. Students spend more than 30 hours each in serving the needy and underprivileged and thus provide them a platform to work with people from diverse backgrounds. We also participate in the Community Service Day which is organized by MES where we get to interact with large number of NGO's and spend the day together learning and sharing with them.

➢ **Film review**: Student teachers are provided with the opportunity to view movies that deal with various issues like poverty, importance of education, inclusiveness, social issues prevailing in society etc. Movies like Nil Battey Sannaata, Chalk and Duster, Mi Baba Amte etc were shown to sensitize students about various issues and challenges in the society thus preparing them for the same.

➢ **Practice Lessons**: The practice teaching lessons are conducted in schools were children belong to diverse socio economic backgrounds. Some schools are inclusive and have differently abled students, which gives them an opportunity to be a part of diagnostic testing and remedial teaching.

- **Remedial teaching**: As part of practice teaching students also sometimes get opportunities in some schools to tutor and mentor differently abled students, thus giving them an opportunity to get deeper insights into the complexities of such diverse students so as to have effective transactions with them.
- **Core syllabus**: As a part of the core syllabus assignments and tasks, student teachers are provided several opportunities to learn and study cases of students in different schools coming from diverse backgrounds.
- **Panel discussions and Symposiums**: The institution organizes panel discussions and symposiums by ICBN as a part of the Alumni Association that brings in resource persons from different boards and diverse backgrounds and highlights on the implementations of various schemes in Education, CCE in schools, challenges faced in schools and strategies to combat such problems.

Through these wide ranging activities the institution aims to make the student teachers proficient in working with children from diverse backgrounds and exceptionalities.

5. **How does the institution address the special needs of the physically challenged and differently -abled students enrolled in the institution?**

So far we have not had any student with significant special needs; however the college has made provisions for such students like a wheel chair and lift for access to different floors. We have also provided need based support like extra time and provision for a writer for those who have required such services. The library is also equipped with provisions for software for the blind.

6. **How does the institution handle and respond to gender sensitive issues (activities of Women's cell and other similar bodies dealing with gender sensitive issues)?**

The institution has taken initiatives in promoting awareness of gender issues among the student teachers and in the community as well as dealing with gender sensitive issues. The institution has an active Women's Development Cell that conducts a variety of events and activities pertaining to gender issues.

- **Women Development Cell** : The WDC organizes various activities like street plays, NHRC training in Human Rights, expert talk on women's Health and Hygiene. As a WDC initiative a sanitary napkin vending machine with an incinerator was installed in the girl's restroom. Apart from these the other activities conducted by WDC include debates and discussions, role-plays and poster competitions that are organized to promote sensitization on various gender related issues. The institution is also working towards establishment of an Anti Ragging Cell and the Anti Sexual harassment Cell under the wings of WDC to empower the student teachers.
- **Adult Literacy Drive**: The institution in collaboration with Soroptimist International Bombay Chembur conducted the Adult Literacy Drive (ALD) to encourage literacy among parents who have been either drop outs in school or have been unable to continue formal education due to several reasons, to bring about empowerment in them. The staff and students participate in various activities in collaboration with SIBC such as jumble sale, fistful of grain the proceeds of which are given to charity. This interaction and participation leads to sensitization of staff and students towards gender

issues and women empowerment.

➢ *Training Programmes*: The institution organized National Human Rights Commission (NHRC) sponsored two (one) day training programme on Human Rights for Humaneness on 18th and 19th march 2015 and a one day training programme on Human Rights for All on 23rd July, 2016. These training programmes also focused on women's issues and rights of women. Such activities provide a platform to sensitize the students on various gender issues like Rights for Women and the provisions in the Constitution.

➢ *Extension*: The extension activities comprises of various projects like SWS (Status of Women in Society) and PEC, which have a range of activities to sensitize students on gender related issues prevailing in the society. The students regularly participate and have won prizes skits in UDAAN inter collegiate festival wherein injustices against women and women empowerment have been highlighted.

➢ *In house Counseling*: The institution has an in house counselor who addresses the needs of the student teachers as and when needed.

➢ *Theme Based Assembly*: The daily theme based assembly consists of a wide range of activities like debates, discussions, video clippings, International Women's Day celebrations, Newspaper clippings and speaking tree to sensitize on various gender related issues.

The above-mentioned activities reflect the endeavors of the institution in dealing with gender sensitive issues, creating awareness of gender issues as well as empowering women.

7.3 STAKEHOLDER RELATIONSHIPS

1. How does the institution ensure the access of the information on organizational performance (Academic and Administrative) to the stakeholders?

It is imperative that all stakeholders should have consistent knowledge of the overall performance of the institution as this leads to better accountability and quality enhancement. The institution ensures the access of the information on organizational performance both academic and non academic to the stakeholders in the following ways:

➢ *Annual Report:* During the Valedictory programme, the annual report documenting the various activities of the college for the academic year is presented to the various stakeholders. The annual report provides a comprehensive account of the performance of the institution in both academic and non-academic aspects.

➢ *IQAC:* The IQAC cell prepares a complete report of the entire year's activities. The report also incorporates the future plans of the institution and submits it as the AQAR.

➢ *LMC:* The LMC meets twice a year and reviews the performance of the organization. The LMC examines the various reports including academic, administrative and financial reports of the institution. The LMC also discusses and deliberates on the future growth and development of the institution. The minutes in detail are maintained and the information shared whenever necessary.

➢ *Staff Meeting:* Staff meetings are held regularly wherein various matters are discussed including academic, non-academic, student welfare etc. It also provides an opportunity to review the feedback

received from various stakeholders. The staff is apprised of the performance of the institution and what measures need to be taken to bring about further improvements are also discussed.

➢ *Committee Meetings:* The various cells and committees in charge of different aspects of the academic programme meet regularly to discuss and deliberate on the various activities feedback received and plan the road ahead. The minutes of their meetings are then documented and presented to the Principal and the staff during staff meetings.

➢ *College Website:* The college website reflects an array of information regarding the institution including the college profile, information regarding admission, various activities and events, faculty details and information regarding upcoming events. The website includes the academic calendar that reflects the activities of the entire year as a result the stakeholders get an overview about the various activities to be conducted. The college website is regularly updated so as to provide apt information regarding the institution to the stakeholders.

➢ *College Brochure and Syllabus Book:* The college brochure and syllabus book provides an insight into the activities and performance of the institution. The college brochure provides details regarding the institution to the aspiring candidates seeking admission in the institution. The syllabus book includes details regarding the academic programme and the various aspects pertaining to the curriculum.

➢ *College Annual Magazine and News Letter:* The college publishes its magazine 'Dawn' annually. The magazine includes the contributions of the students and faculty. It provides information regarding the achievements of students and faculty as well as the various events conducted in the college in the course of the year.

➢ *ISBN Publications and Seminar Proceedings:* Subsequent to seminars and conferences organized by the college the proceedings are published and released which provides information regarding the event organized by the institution and the research and conceptual articles of the participants.

➢ *Alumni Meetings:* Alumni meetings are conducted regularly wherein information regarding the activities of the college is disseminated. These interactions provide an opportunity for the institution to apprise its alumni of the performance of the institution.

The institution thus ensures that all its stakeholders are provided with regular and necessary information regarding the institution's academic and administrative performance.

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 in its consistent striving for quality enhancement ensures that information regarding its performance reaches its stakeholders and also regularly acquires the views and suggestions of the students and other stakeholders based on which necessary improvements can be made.

➢ *Review Meetings:* Regular review meeting with staff and students enable the dissemination of information and sharing of suggestions. The institution is able to gauge the satisfaction and dissatisfaction of students and stakeholders regarding its various activities.

- ➢ **IQAC, LMC:** Through these meetings information relating to students' satisfaction and grievances is shared and addressed. These discussions help in getting an insight into bringing qualitative improvement.
- ➢ **Alumni Meetings:** Regular alumni meetings are conducted that help the college in understanding the changing needs in the teaching field and accordingly make improvements in its programmes.
- ➢ **Practice teaching:** The practice teaching schools provides quality feedback on the effectiveness of the activities and lessons organized.
- ➢ **College Website:** The college website provides past as well as updated information regarding the students, faculty and events conducted in the institution.
- ➢ **College Magazine:** The college magazine is a significant source of information regarding the achievements and activities of the college.
- ➢ **Parent Teacher Interaction:** The parent teacher interaction sessions enable the institution to convey its requirements and achievements and also obtain the views and suggestions of the students' families.
- ➢ **Grievance Redressal Cell:** The grievance cell provides a channel for the students to put forth their issues and requirements based on which the institution can take measures for improvement. Grievance are taken on several occasions verbally during the student council meetings and the Principal's exit meet, apart from the grievance redressal box which maintains anonymity to ensure effective functioning of the cell.

The institution acts upon the information obtained thus to bring about qualitative improvement. The actions taken by the institution include;
- ⬩ Innovative methods of teaching which provide student oriented learning experiences
- ⬩ Designing of best practices like NOURISH, CEP, iLEARN, 5E's Model etc.
- ⬩ Add on Courses
- ⬩ Online courses for some topics in the syllabus
- ⬩ Access to wi-fi facility for students
- ⬩ Hindi reference materials
- ⬩ Provision of additional fans in the classroom.

3. **What are the feedback mechanisms in vogue to collect, collate and obtain data from students, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The institution has always worked towards provide quality learning through its own initiatives as well as through the valuable information obtained from its stake holders and in this regard has the following feedback mechanisms in place to obtain data and bring about quality improvement.
- ➢ **3 Tier Evaluation:** An effective feedback mechanism is designed comprising of a three- tier evaluation program that provides scope for a comprehensive feedback.
  Through this mechanism the overall effectiveness of the B.Ed programme is evaluated and necessary changes and improvements are further made.

- ➤ *Grievance Redressal:* The grievance redressal cell provides the students with the opportunity to present their views and suggestions based on which improvements can be brought about by the college.

- ➤ *Students' Council Meetings:* The student council along with the faculty in charges meets regularly to discuss the upcoming activities and programmes. They also bring needs and issues of the students to the notice of the teachers and Principal. The institution then addresses these requirements thereby augmenting the quality of its programme.

- ➤ *Tutorials:* Through the tutorial groups the students keep the faculty apprised of their requirements and also their suggestions regarding the various activities. This enables the institution to make necessary changes to improve the quality of the programme. The students who need help are provided with peer mentors to help them academically, remedial measures are undertaken for the needy students, counseling regarding academic and other issues are provided.

- ➤ *Alumni:* The frequent interaction with alumni offers opportunity for feedback regarding the events and activities in the college. They also offer their insight from their work experience in the field of education. Based on their inputs various expert talks, workshops and panel discussions have been organized so as to equip the student teachers with the current trends in the teaching field.

- ➤ *Participant Feedback:* The institution takes feedback from participants after every seminar or event. This aids the institution in making required changes for enhancing quality of future events.

- ➤ *Parent Teacher Interaction:* Through the parent teacher interaction sessions the institution gains valuable inputs from the families of the students.

- ➤ *Appraisals by the LMC and IQAC:* These committees offer regular reviews regarding the performance of the institution. They provide essential suggestions for further quality enhancement.

- ➤ *Feedback from Practice Teaching Schools:* Suggestions and views of the practice teaching schools are regularly taken which enables the college to be in touch with the needs of the schools and accordingly take necessary measures to bring about improvement in the practice teaching area.

- ➤ ➤ *Exit Meeting:* Conducted by the Principal gives the overall feedback of the entire B.Ed. programme.

Based on the information obtained through the various feedback mechanisms from the stakeholders, the institution has

- ⬥ Devised content enrichment workshops and add on courses to provide additional support to the students with respect to their content knowledge, communication skills, personality development.
- ⬥ Remedial measures are taken in tutorials to aid students who need to improve their academic performance. Training in how to write answers, preparations of notes are conducted in the tutorials.
- ⬥ The faculty has focused on more innovative methods of teaching, workshops, student oriented learning experience so as enhance the overall quality of curriculum transactions.
- ⬥ Special attention to Vernacular medium students given
- ⬥ Schedule for submission of assignments was introduced, extended library hour and also more copies of reference books were provided in the library.
- ⬥ Workshops such as Changing Landscape of Education, Teacher as a Leader in Class, Effective Communication, Role of Teacher Today wherein student teachers were oriented to the new trends in the teaching field as per the suggestions of the Alumni.

A symposium on 'Bridging the Skill Gap' wherein Heads of schools and B. Ed institutions was organised and principals and teachers were invited for an exchange of ideas and suggestions. The feedback provided by the stakeholders, guided us to design and implement a few best practices. Thus the institution has maintained regular interaction with all its stakeholders and consistently utilizes their views and suggestions to enhance the overall quality of its programme.

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

1. **How are the core values of NAAC reflected in the various functions of the institution?(Contributing to National Development, Fostering Global competencies among students, Inculcating a value system, Promoting use of technology, Quest for excellence).**
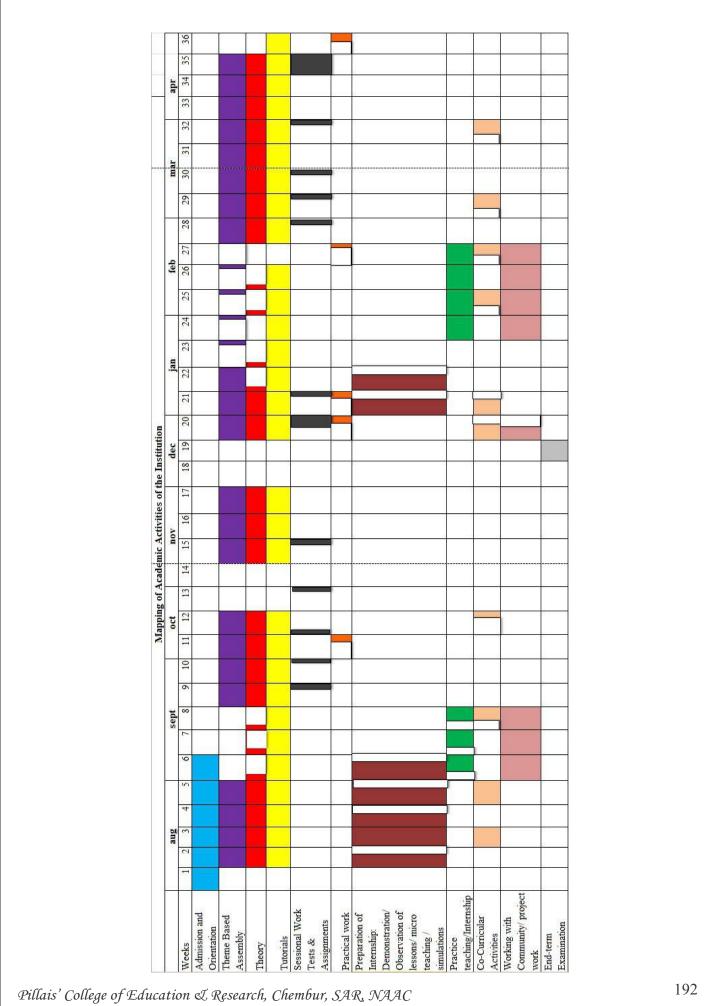
The vision, mission and the objectives of the institution effectively aligns itself with the NAAC values through its various curricular and co curricular activities. The various activities conducted in the institution promotes the NAAC values of national development, fostering global competencies, inculcating a value system, promoting use of technology and quest for excellence.

➤ *Contribution towards national development:* Through our various extension projects like SWS, community service projects, Institutional Social Responsibiltiy, collaboration with Soroptimist International Bombay Chembur, to bring about empowerment among the students and socially deprived section of the society. The Management has also initiated an award in the field of Education in collaboration with Higher Education Forum in the memory of our Founder Chairman Late Shri. M.P. Pillai

➤ *Fostering global competencies:* Need based add on courses have been devised like Effective Communication and the Teacher, Skill Development Programme, Computer Supported Collaborative learning, Competency based programme in Inclusive Education.

➤ *Inculcating a value system :* Daily theme based assembly conducted in the morning assemblies emphasized on various values, which include women empowerment, gender equality, inclusion, pluralism, which help in creating awareness and a positive attitudinal change.

➤ *Promoting use of technology*: Curricular transactions are conducted using online resources like Course era, Ed modo. Add on courses for gaining knowledge on ICT has been devised. The students are given opportunity to use the computers and wi-fi provided by the institution.

➤ *Quest for excellence:* Academic transactions are conducted through a variety of innovative teaching methods, an ICT enabled well-equipped library, the myriad of curricular, co curricular and extra curricular activities, 3-tier evaluation system available online.

Thus PCER ensures the core values of NAAC which are also reflected in the values and objectives of the institution and in all the institutional transactions.
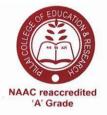
MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Mapping of Academic Activities of the Institution

Weeks	aug					sept			oct					nov				dec		jan				feb				mar				apr				
	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	36
Admission and Orientation																																				
Theme Based Assembly																																				
Theory																																				
Tutorials																																				
Sessional Work																																				
Tests & Assignments																																				
Practical work																																				
Preparation of Internship:																																				
Demonstration/ Observation of lessons/ micro teaching / simulations																																				
Practice teaching/Internship																																				
Co-Curricular Activities																																				
Working with Community/ project work																																				
End-term Examination																																				

DECLARATION BY THE HEAD OF THE INSTITUTION

MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Chembur Naka, Mumbai - 400 071 Tel.: 2522 4856 / 2522 8414 Fax: 2522 9587
Website: www.mes.ac.in
NCTE:- WRC/5-6/2k300 dated: 15/01/2001, NCTE College Code No:-113125

NAAC reaccredited 'A' Grade

Date: 15/11/2016

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.
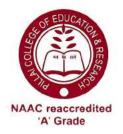
This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

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:

Dr. Sunita N. Wadikar
PRINCIPAL
Mahatma Education Society's,
Pillai's College, of Education & Research
Chembur, Mumbai-400 071.

MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Chembur Naka, Mumbai - 400 071 Tel.: 2522 4856 / 2522 8414 Fax: 2522 9587
Website: www.mes.ac.in
NCTE:- WRC/5-6/2k300 dated: 15/01/2001, NCTE College Code No:-113125

NAAC reaccredited
'A' Grade

CERTIFICATE OF COMPLIANCE

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that **M.E.S's Pillais' College of Education and Research**

(Track Id: MHCOTE11042) fulfils all norms

1. Stipulated by the affiliating University and/or

2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and

3. The affiliation and recognition [if applicable] is valid as on date.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 02/ 12/ 2016

Place: Chembur, Mumbai

Principal/Head of the Institution *Dr. Sunila N. Wadikar*

PRINCIPAL
Mahatma Education Society's,
Pillai's College, of Education & Research
Chembur, Mumbai 400 071.

Office seal:

APPENDICES

Appendix A

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

Conference , Seminar, Workshop attended by the faculty:		
Name of the Faculty	**Conferences, Seminars, Workshops attended**	**Year**
Dr.Sunita Wadikar	• Attended and presented paper at 'Research Scholars Meet' – Ph.D. Synopsis– Chembur Sarvankash Shikshan Shastra Mahavidyalaya, titled 'A study of the effect of modern environment on the attitude of adolescents towards education. • Attended seminar on Quality Initiatives in Higher Education at Velinkar College of Management, Matunga. • Attended and presented paper on Transformative innovations and diversity in teacher education at H.J. College of Education, Khar, titled 'Moving Beyond Traditional Classrooms – Preparing Global Competent Teachers and Teacher Educators.' • Attended Conference on NAAC – Best Practices– 13th National Conference of Association of College Principals at Veer Narmad South Gujarat University, Surat, Gujarat. • Attended and presented paper in a seminar at Bombay Teachers' Training College, Colaba, Mumbai-39 titled Raising the Bar: Striving For Quality Managing Quality through 'Maintenance of Dossiers'	2011-12
	• Attended conference on 'Capacity in Higher Education' in 13th National Conference of Association of College Principals at Goa	2012-13
	• Presented 'Aligning Pedagogy with the Net Learner at Department of Education, University of Mumbai, Kalina,	2013-14

	Inculcating Moral Values through Education, Khalsa College Amritsar, 15th AICP National Conference. Presented a paper titled 'Changing Landscape of assessment in the Digital Age' at international Conference Redefining Management Practices in The Digital Age organized byPillai Management & Studies and Research	
	◆ Organized and participated in the ICSSR (WRC) five days sponsored Workshop on Research Methodology in Social Sciences by Pillai College of Education and Research, Chembur ◆ Invited to deliver the Key note address at State level conference on ' Innovative Technology for sustainable learning: An Introspection' at Pillai HOC College of Arts, Science and Commerce, Panvel. ◆ Organized and attended a national level ICSSR sponsored seminar on 'Enabling education - equipping students for life' organized by PCER Chembur held at TISS ◆ Organized and attended ICSSR sponsored International Colloquium on 'Emerging trends in Education' held at M.E.S. Pillai College of Education, Chembur ◆ Organized and attended one day training programme on 'Human Rights for Empowerment' sponsored by NHRC, New Delhi.	2014 15
	◆ Organized and participated in the ICSSR Sponsored Six days workshop on Research Methodology in Social Sciences, Pillai College of Education & Research and Mahatma Night Degree College of Arts & Science ◆ Organized and participated in the NAAC sponsored Innovative Practices: Pathways To Quality Assurance And Sustenance In Higher Education organised in collaboration with the Department of Education, University of Mumbai.	2015 - 16

	⬧ Invited to deliver the key note address, chair sessions at various workshops, seminars, symposiums and conferences at the state, national and international level ⬧ Peer reviewed conference articles in national and International Journals ⬧ Editor of proceedings of conferences and seminars.	
Dr. Mary Devakumar	⬧ Presented paper at National level seminar on Innovative practices and New Trends in Education' organized by P.V.D.T College of Education for Women, Mumbai ⬧ Attended workshop on Research Methodology in Quantitative Data Analysis organized by the Department of Education, University of Mumbai.	2011 - 12
	⬧ Presented paper at the 4th International Conference on Life Skills Education: 'Optimizing positive skills through life skills'.	2012-13
	⬧ Participated in a workshop on Qualitative Research in Education, organized by Department of Education. ⬧ Attended seminar cum workshop on Content Development at Kapila Khandwala College of Education, Mumbai. ⬧ Participated in the Roundtable consultation on Teacher Education: Enhancing Quality and Relevance organized by Observer Research Foundation and St. Xavier's Institute of Education, Mumbai. ⬧ Participated in the ICSSR sponsored five days workshop on Research Methodology in Social Sciences organised by Pillai College of Education and Research, Chembur.	2013-14
	⬧ Participated in UGC Sponsored National Level workshop on Promoting Collaborative Learning: Changing Paradigms using e Resources organized by	2014-2015

Hansraj Jivandas College of Education, Mumbai.

- Presented paper 'Leveraging technology to foster 21st Century skills' at seminar on ' ICT Transforming Education' organized by Reading Association of India, Gujarat Research Society and Indian Section of World Education Fellowship.

- Participated in the one day training programme on Human Rights for Empowerment sponsored by NHRC, New Delhi.

- Presented paper on 'Promoting a culture of safe schools – Disaster Management Cell' at International Colloquium on 'Emerging trends in Education' held at M.E.S. Pillai College of Education, Chembur.

- Attended Workshop on 'Changing the Landscape of teaching, learning and evaluation' at Pillai College of Education & Research.

- Participated in workshop on 'Building Capacities of Researchers in South Asia for Publishing in Academic Journal' organized by TISS.

- Paper presented titled 'Glocalising the benchmarking approach through best practices' at NAAC sponsored Seminar on Benchmarking for Higher Education Institutions organized by P.N. Doshi College.

- Paper presented titled ' From Adversity to Advertunity – equipping students to adopt a rational outlook in life" at a national level seminar on 'Enabling education-equipping students for life' organized by PCER Chembur held at TISS.

- Paper presented titled 'Fruits of Labour – Planting Ideas for a Healthy Generation' at seminar on 'Family Farming' held at PCER, Panvel.

	• Attended the NAAC sponsored Innovative Practices: Pathways To Quality Assurance And Sustenance In Higher Education organised in collaboration with the Department of Education, University of Mumbai. • Presented paper on 'Gender differences in Achievement motivation and Academic Self Concept of SSC board students ' at an International conference on Women Studies organized by Amlani College of Economics and Commerce, Mumbai.	2015 - 16
Dr. Mary George Varghese	• Paper titled 'A study of interactive influence of brain-based-learning and hemisphericity of students of standard VIII on their academic achievement in biology, study habits and stress', presented at the Department of Education during paper reading session. • Presented paper on 'Brain–based learning – a neuro-biological tool-box for an interactive learning environment-a study', at the International Conference on Elevating Learning. • Presented paper on 'Igniting students' potential through viable instructional strategies - a roadmap for excellence in education', at International Science Congress and won best paper presentation award for the same. • Attended UGC sponsored National Seminar on Teaching, Learning and Evaluation-Shaping our future at St. Teresa's Institute of Education and presented paper on 'Hemisphericity and Learning styles: A refined formula to make the learner – reasonable adventurer'.	2011-2012
	• Attended National Level Seminar on Peace Education organized by the Department of Education, University of Mumbai and presented paper titled 'Symphony of Peace through individual autonomy - Personal Values and Effective Communication as Major Artillery'.	2012-2013

	• Attended Regional Science Congress on Science for shaping the future of India organized by Maharaja Sayyajirao University, Vadodara and Indian Science Congress and presented paper titled 'Teacher Education-A Crusade for Nation Development' • Attended Workshop on preparation of Question Bank – General Intelligence and Reasoning (Phase-I) organized by the Staff Selection Commission (western region) Mumbai. • Participated in a workshop on Qualitative Research in Education organized by Department. of Education • Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences organised by Pillai College of Education and Research, Chembur	2013-14
	• Attended the IAFOR International Conference Education – Dubai 2015 and presented paper titled 'A study of the interactive effect of Brain-based Learning and Hemisphericity of VIII standard students on academic achievement in Biology, Study Habits and Stress' and received travel grant from ICSSR (New Delhi). • Attended the world Innovation Summit for Education, Doha. • Attended and contributed as Resource Person in the orientation Programme of 'Course-V Learning and Teaching' of Revised B.Ed Syllabus at Bombay Teachers' Training College Colaba, Mumbai	2014 -15
	• Attended NAAC sponsored Two day National Level Inter-Disciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' PCER,	2015-2016

	• Attended the World Innovation Summit for Education Doha and organized Meet- Ups on 'Teacher Education – Quality Concerns'. at Majlis QNCC, Qatar. • Attended 103rd Indian Science Congress held at University of Mysore and presented a paper titled 'Brain - based Learning – An Effective Instructional Practice for all Learners'. • Presented a paper on 'Human Resource Management in Education for Academic Excellence – A Best Practice Model' at One Day National Conference on Resource Management: A Catalyst for Development • Presented a paper on 'Framing New Equations to Educational Concerns' Scope of Neuro-cognitive Approaches' at the Research Forum conducted by MES Research Forum – Faculty Seminar Series Dr. K. M. Vasudevan Pillai Campus, New Panvel • Attended ICSSR sponsored Research Methodology Workshop organized by MES's Pillai College of Education and Research, Chembur in collaboration with Mahatma Night Degree College of Arts and Commerce.	
Dr. Reni Francis	• Attended UGC sponsored National Seminar on Teaching, Learning and Evaluation-Shaping our future at St. Teresa's Institute of Education and presented paper. Title of the paper 'A Consolidated approach to learning'.	2011-12
	• Presented a paper titled Harvesting Peace by Redesigning Yourself at the SSSS- hosted by K. J. Somaiya Comprehensive College of Education, training and Research • Presented a paper titled 'Pedagogies for the Net Generation' at the National Seminar on 'Digi Age Learning: New Dimensions, Changed Perspectives' organized by St. Teresa's Institute of Education	2012-2013

	◆ Participated and presented a paper titled 'Block Schedule: An Innovative Approach in Teaching' at ICSSR sponsored five day Seminar on Research Methodology	2013-2014
	◆ Attended the CBSE Assessment Training Programme by the Center for Assessment, Evaluation and Research (CAER) at Hyderabad,	
	◆ Participated and presented a paper titled 'Embedding the values of peace through innovative curricular transactions' at Gandhi Shikshan College of Education	
	◆ Presented a the paper titled 'Online Course: Learner's Hub towards Learning and Socialisation' at the ICSSR sponsored Seminar at Somaiya College of Education, Training and Research, Vidyavihar.	
	◆ Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences, organised by Pillai College of Education and Research, Chembur	
	◆ Participated and presented a paper at the ICSSR sponsored National Level Seminar on Enabling Education: Equipping students for Life, in association with Tata Institute of Social Sciences (TISS).	
	◆ Participated and presented a paper at an International Conference on Opportunities and Challenges for Women Entrepreneurship	
	◆ Participated and presented a paper at the Indian Science Congress hosted by the University of Mumbai	
	◆ Presented a paper titled 'Broadening Learning Horizons towards Student Achievement' on at the NAAC sponsored Interdisciplinary Conference Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' PCER.	2015 - 16

- Presented Research based paper titled 'Assessing Mindfulness and Wellness Towards Enriching Quality of Life' at the Global Foundation sponsored SSSS National Seminar on 'Education for Peace' hosted by K. J. Somaiya Comprehensive College of Education and Research - Attended and presented a paper on 'Behaviour Management in schools' as a DVD presentation circulated among schools for Classroom Management at the 4th International Conference on Early Childhood Care and Education organised by Early Childhood Association, India - Invited as a resource person at an ICSSR (Ministry of HRD) sponsored national seminar Digital Landscapes : Capacity Building towards Teaching, Learning and Evaluation in the 21st century conducted by Aligarh Muslim University, Calicut, Kerala. - Presented a video session on Behaviour Management for the International Conference on Early Childhood Association, - Participated in ICSSR sponsored Workshop on Research Methodology in Social Sciences organised by PCER and MNDC. - Presented a paper at the ICSSR sponsored National Level Seminar on Renaissance in Higher Education. Paper titled- iGROW: Synthesizing ICT for Capacity Building through Transformative Learning at Pushpanjali College of Education, Vasai - Presented a paper at 60th Annual ICSB World Conference, Dubai World Trade Centre, Dubai on the paper titled 'Multiple Intelligence Approach in achieveing the Educational Objectives at Secondary School Level'.	

Ms. Sandhya Sarwade	⬧ Attended workshop on 'Contemporary Trends in Geography and Geographical Teaching' at Department of Geography, University of Mumbai. ⬧ Attended one day UGC sponsored workshop on Revitalising Gandhian Values in 21st Century at Hansraj Jivandas College of Education.	2011-2012
	⬧ Attended NAAC sponsored National Conference on the theme 'Human Resource Development for quality Enhancement in Educational Institutions. ⬧ Perspectives and Prospects', organized by GES College of Education and Research, Parel, Mumbai and presented a paper titled 'Strategies for teacher Engagement in Educational Institutions'. ⬧ Attended the conference on 'Education for Life skill Development' and presented a paper entitled: 'Life skills Education through School Curriculum: Life skills in School of Life' at Secondary Teacher Training College, CST. ⬧ Participated in a workshop on 'Qualitative Research in Education' organized by Dept. of Education.	2012 - 13
	⬧ Participated in the State Level Seminar on Soft Skills for Educators at Guru Nanak College of Education and Research, Bhandup.	2013-2014
	⬧ Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences, organised by Pillai College of Education and Research, Chembur. ⬧ Attended an ICSSR Mumbai sponsored one day International Colloquium on Emerging Trends in Education. ⬧ Attended High Education Forum 6th AnnualConvention	2014-2015

	-2015 organized by K.J. Somaiya Institute of Management Studies and Research, Mumbai . ♦ Attended (Two) One Day Training Programmes on 'Human Rights Empowerment' organized by PCER, Chembur sponsored by the National Human Rights Commission ♦ Participated and presented a paper titled ' Transformational Leadership : Leading Educational Change' Seminar on Leadership in Educational Institutions: Opportunities and Challenges – Guiding the way to 21st Century at K.J. Somaiya Comprehensive College of Education Training And Research	
Dr. Sunita Jain	♦ Attended National Level Seminar on Environmental Re-Engineering: Series 2-Forest Resource Management ♦ Attended UGC sponsored National Seminar on Teaching, Learning and Evaluation-Shaping our future at St. Teresa's Institute of Education	2011 - 12
	♦ Attended one day UGC sponsored workshop on Revitalising Gandhian Values in 21st Century at Hansraj Jivandas College of Education. ♦ Presented a paper titled 'Learning to Live together – Developing Life skills to foster peace' at the SSSS – hosted by K. J. Somaiya Comprehensive College of Education, training and Research.	2012 - 13
	♦ Presented a paper titled 'Pedagogies for the Net Generation" at the National Seminar on 'DigiAge Learning: New Dimensions, Changed Perspectives' organized by St. Teresa's Institute of Education. ♦ Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences, organised by Pillai College of Education and Research, Chembur	2013 - 14

	• Participated in ICSSR Sponsored National level Seminar on Aman Setu: Building Bridges across the heart, organised by Gandhi Shikshan Bhavan's Smt. Surajba College of Education and presented paper titled 'Developing Assets – A Gateway Towards Harmony and Peace'.	
	• Attended and presented paper PCER ICSSR sponsored National Level Seminar, paper titled 'Reaching the Unreached - A Ray of Hope'.	2014-2015
	• Presented a paper titled 'Favorable Ecological System – A Ray of Hope' at the Indian Council of Social Science Research, (WRC), Mumbai sponsored.	2015-2016
	• Workshop on Research Methodology in Social Sciences organised by Pillai College of Education and Research, Chembur and Mahatma Night Degree College of Arts and Commerce, Chembur.	
Ms.Swasti Dhar	• Attended an International Seminar on Creative approaches for teaching of English and History at Guru Nanak College of Education and Research, Bhandup.	2011-2012
	• Presented a paper on 'A Comparative Study of the Learning Styles of Students of the SSC and the IGCSE Boards' at the MES Faculty Seminar Series conducted by the MES Research Forum at the Dr. K. M. Vasudevan Pillai Campus, Panvel.	
	• Attended UGC sponsored National Seminar on Teaching, Learning and Evaluation-Shaping our future at St. Teresa's Institute of Education and presented paper 'Small changes make a great difference'.	
	• Attended and presented a paper titled 'Professional development through MOOCS' at National level seminar on Systemic Integration of ICT in education in the global context at MES's Pillai College of Education and Research, New Panvel.	2012-2013

	♦ Attended NAAC sponsored two day National Level Inter-Disciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' Pillai College of Education at Kalina Campus, Mumbai University. ♦ Presented a paper titled 'Mind Maps and Inclusion: Integrating Problem Solving Skills in English Teaching Classes' at the 4th Global Conference on Inclusive Growth – A Gateway to Prosperity' organised by Pillai Institute of Management Studies and Research at Dr. K.M. Vasudevan Pillai Campus, New Panvel. ♦ Presented a paper titled 'Process Drama – Means to a Deeper Understanding of the Text' at the two-day ICSSR sponsored State level Seminar on Art and Drama in Education organised by Pillai HOC College of Education and Research, Rasayani.	2015-2016
Ms. Ummadisingu Vani Achari	♦ Attended one day Research Seminar on Research Avenues and Challenges in Higher Education organized by the Mumbai University. ♦ Presented a paper titled 'How to lead a beautiful life?' at the paper presentation session held by the ICBN centre at the MES's Pillai College of Education and Research, Chembur ♦ Presented paper titled – 'Asynchronous Learning : A Case study of Department of Life Long Learn in gand Extension, University of Mumbai' in the UGC sponsored National Seminar on Building Asynchronous Learning Environments: Opportunities and Challenges at K. J. Somaiya Comprehensive College of Education, Training and Research, Vidyavihar, Mumbai ♦ Presented a paper on 'A study of secondary school students' attitude towards secularism and pluralism in relation to some home and school related factors' at	2011-2012

	PHCET Research Forum 2012, HOC, Rasayani ♦ Presented a paper on 'Role of Management and Principal in fostering the Psychological Well-being of Teacher Educators for their peak performance in Colleges of Education' at a National level Seminar on Managing Human Resources at MES's Pillai College of Education and Research, Panvel. ♦ Presented a paper on 'Need and Challenges of Credit Based Semester System (CBSS)' in the UGC sponsored National Level Seminar on Fostering a Credit Based Semester System (CBSS) – Challenges and Opportunities at Smt. Kapila Khandvala College of Education, Santacruz, Mumbai. ♦ Presented a paper on 'Development of Extension Education at a workshop on Developing Extension Education at Department of Lifelong Learning and Extension, University of Mumbai. ♦ Participated in one day workshop on Blue Print of B.Ed. Question Papers held at Bombay Teachers' Training College, Colaba. ♦ Participated in the ICSSR sponsored 7 day workshop on Research Methodology in Social Sciences organized by K. J. Somaiya Comprehensive College of Education, Training and Research, Vidyavihar ♦ Attended a two day UGC sponsored two day certificate course on Human Rights in H. J. College of Education and Research, Khar	
	♦ Participated and presented paper titled 'Origami as a technique in Teaching–Learning process in Teacher Training Institutions' at the Department of Education, University of Mumbai in the International Conference on Perspectives in higher Education: Alternatives in the context of globalization.	2013-2014

	- Participated in special training programme for Academic Counsellors of IGNOU through Tele conference. - Participated and presented a research paper titled 'A study of Secondary School Students' attitude towards Secularism and Pluralism in relation to some and home and school related factors'. in International Conference on Extension Education and Rural Communities at B. L. Amlani College of Commerce and Economics, Vile Parle (W). - Attended on ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences organised by Pillai College of Education and Research, Chembur. - Participated in the International NASI Conference organized on the theme "Women Lead to Change", in the conclave at Dr. K. M. Vasudevan Pillai Campus,. Navi Mumbai. - Presented a paper titled 'Glocalising the benchmarking approach through best practices' a two days NAAC sponsored National level Seminar on Benchmarking for Higher Education Institutions at Smt. P. N. Doshi Women's College, Cama lane, Ghatkopar (West), Mumbai. - Presented a paper titled 'A study to find the causes and factors responsible for stress among the student teachers' of Pillai College of Education and Research, Chembur at TISS.	2014-2015
	- Attended NAAC sponsored two day National Level Inter-Disciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' Pillai College of Education at Kalina Campus, Mumbai University - Participated and presented paper on Education: A Tool	2015-2016

	for Women Empowerment in the ICSSR sponsored International Conference on Contemporary Challenges before Women Studies at B. L. Amlani College of Commerce & Economics, Vile Parle (W), Mumbai.	
Ms. Jaya Cherian	♦ Attended an International Seminar on Creative approaches for teaching of English and Historyat Guru Nanak College of Education and Research, Bhandup. Presented a paper titled 'Harvesting Peace by Redesigning Yourself' at the SSSS hosted by K. J. Somaiya Comprehensive College of Education, training and Research. ♦ Presented a paper titled 'Process Drama as a Creative Approach in the Teaching of History' at the Faculty Seminar Series held at Mahatma Education Society's Research Forum. ♦ Presented a paper titled 'Strategies for Teacher Engagement in Educational Institutions' at the NAAC sponsored National Conference on Human Resource Development for Quality Enhancement in Educational Institutions: Perspectives and Prospects, held at Gokhale Education Society's College of Education and Research	2011-2012
	♦ Participated in a one day state level workshop on life skills and academic stress management at R.B.T. college of education, Dombivali,. ♦ Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences, organised by Pillai College of Education and Research, Chembur.	2013-2014
	♦ Participated and presented a paper on 'Value Integrated Curriculum Transactions for the 21st Century Learner' at a two day national level seminar on Universal Values: Empowering Learners organized by Guru Nanak College of Education and Research, Bhandup.	2014-2015

	◆ Presented a paper titled 'KHADI: Revisiting Gandhian Values for 21st Century Education'. at the one day International Seminar on Relevance of Gandhian Philosophy in 21st Century held at Gandhi Shikshan Bhavan's Smt. Surajba College of Education and Research. ◆ Attended and presented paper titled 'Reducing the communication apprehension and English Language development and implementation of an intervention module (SPARK)' at ICSSR sponsored National Level Seminar, Organized by PCER and TISS.	
	◆ Attended NAAC sponsored Two day National Level Inter-Disciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' Pillai College of Education at Kalina Campus, Mumbai University ◆ Attended a two day training session on Disaster Management conducted by MCGM in collaboration with MES' Pillai College of Education and Research, Chembur ◆ Presented Research based paper titled 'Assessing Mindfulness and Wellness Towards Enriching Quality of Life' at the Global Foundation sponsored SSSS National Seminar on Education for Peace hosted by K. J. Somaiya Comprehensive College of Education and Research. ◆ Participated in Indian Council of Social Science Research, (WRC), Mumbai sponsored Workshop on Research Methodology in Social Sciences organised by Pillai College of Education and Research, Chembur and Mahatma Night Degree College of Arts and Commerce, Chembur. ◆ Presented a paper at the ICSSR sponsored National Level Seminar on Renaissance in Higher education.	2015-2016

	paper titled 'CLOUD- Educators in sync with the 21st century' at Pushpanjali College of Education, Vasai	
Ms. Vinita Desai	◆ Presented a paper titled 'Learning to Live together- Developing Life skills to foster peace' at the SSSS – hosted by K. J. Somaiya Comprehensive College of Education, training and Research.	2012-2013
	◆ Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences, organised by Pillai College of Education and Research, Chembur. ◆ Presented a paper on 'Developing Reflections through Activity based Learning' at the national level ICSSR sponsored seminar organized by K.J. Somaiya College of Education, Research and Training.	2013-2014
	◆ Participated in a Skill Based learning Programme on International workshop in science conducted by The Somiaya School, Vidyavihar. ◆ Presented research based paper titled 'Scenario Based Learning; Equipping Learners to be effective Leaders' at the National Level ICSSR sponsored seminar organized by K.J. Somaiya Comprehensive College of Education, Research and Training on the topic Leadership in Educational Institutions: Opportunities and Challenges- Guiding the way to 21st Century. ◆ Presented a paper titled 'KHADI: Revisiting Gandhian Values for 21st Century Education.' at the one day International Seminar on 'Relevance of Gandhian Philosophy in 21st Century' held at Gandhi Shikshan Bhavan's Smt. Surajba College of Education and Research. ◆ Attended and presented paper at the MES's Pillai College of Education and Research, Chembur, ICSSR sponsored National Level Seminar, venue partner TISS at Chembur on "Reaching the unreached – A Ray of Hope"	2014-2015

	⬥ Attended NAAC sponsored two day National Level Inter-Disciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' Pillai College of Education at Kalina Campus, Mumbai University ⬥ Presented a paper titled 'Media towards creating heroes of Peace or War; A Perspective' at the Global Foundation sponsored SSSS National Seminar on Education for Peace hosted by K. J. Somaiya Comprehensive College of Education and Research.	
Dr. Sneha Raikar	⬥ Presented a paper titled 'Pre-Service Economics Teachers' Engagement in Computer Supported Collaborative Learning: A Promising Pathway for Reducing Anxiety' at MAEER's MIT B.Ed. College , Kothrud Pune ⬥ Presented a paper titled 'Tracing the development of Pre-Service Teachers' Efficacy Beliefs in Teaching Economics During Expanded Microteaching' at HOC College of Education, Rasayani Panvel ⬥ Presented a paper titled 'Life Skills in 'School' of Life' at the National Conference on ducation for Life Skill Development organized by Secondary Training College of Education.	2012-2013
	⬥ Participated in the State Level Seminar on Soft Skills for Educators held at Guru Nanak College of Education and Research, Bhandup. ⬥ Participated in the ICSSR (WRC) sponsored five days workshop on Research Methodology in Social Sciences, organised by Pillai College of Education and Research, Chembur.	2013-2014
	⬥ Participated in the one day seminar on 'ICT Transforming Education' organized by Reading Association of India.	2014 - 15

	• Participated in the UGC sponsored three days workshop on 'Promoting Collaborative Learning: Changing Paradigms using e Resources' organized by Hansraj Jivandas College of Education. • Participated in the two days state level workshop on 'Blended Learning – Pathway to Student Success' organized by Chembur Comprehensive College of Education in collaboration with Homi BhabhaCentre for Science Education. • Participated and presented a paper at the ICSSR sponsored National Level Seminar on Enabling Education: Equipping students for Life, in association with Tata Institute of Social Sciences (TISS). • Attended workshop on Changing the Landscape of teaching, learning and evaluation at Pillai College of Education & Research. • Attended a one day Training Programme on Human Rights for Empowerment sponsored by National Human Rights Commission. • Attended an ICSSR sponsored two days International Colloquium on Emerging Trends in Education. • Attended and presented paper 'Reducing the communication apprehension and English Language classroom anxiety: development and implementation of an intervention module (SPARK)'. at ICSSR sponsored National Level Seminar organized by MES's Pillai College of Education and Research, Chembur and TISS.	
	• Attended NAAC sponsored Two day National Level Inter-Disciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education jointly organised by Department of Education, Mumbai University and MES' Pillai College of Education at Kalina Campus, Mumbai University.	2015-2016

⬧ Participated in Higher Education Forum 7th Annual Convention (2016) at Durgadevi Saraf Institute of Management Studies Mumbai.	

Sponsored Conferences/ Seminars/ Workshops organized by PCER

Year	Name of the conference, seminar	Organizers	Sponsoring agency
2013 -14	Workshop on Research Methodology in Social Sciences	PCER	ICSSR
2014 - 15	National level Seminar on Enabling Education: Equipping Students for Life.	PCER in collaboration with TISS	ICSSR
2014 - 15	International Colloquium on Emerging Trends in Education	PCER	ICSSR
2014 -15	Training programme on Human Rights for Empowerment	PCER	NHRC
2015 -16	National level Interdisciplinary Conference on Innovative Practices: Pathways to Quality Assurance and Sustenance in Higher Education	PCER in collaboration with the Department of Education, University of Mumbai	NAAC
2015 -16	Workshop on Research Methodology in Social Sciences	PCER in collaboration with Mahatma Night Degree College of Education	ICSSR

Conferences/ Seminars/ Workshops organized by PCER

Year	Name of the conference seminar	Resource Person	Organizers
2011–12	Workshop on Teaching through Puppetry	Dr. Samita Shetty	PCER
2012-13	Workshop on personality development	Mr. Sunil Raikar	PCER
2012 -13	Workshop on 'Lamasa- Beautify your home and everything around	Ms. Bandana Basu	PCER in collaboration with SIBC
2012-13	Workshop on Transactional Analysis	Dr. Girish Shankar	PCER
2012 - 13	Symposium on "Interface between Teacher Education Colleges and Secondary Schools – Bridging the skill gap"	Dr. Ranjini Krishnaswamy, Dr. Vasundhara Padmanabhan	PCER
2012 -13	A workshop on Self-Management	Sister Arpita	Prajapita Brahma Kumari.
2012 -13	Workshop on CCE	Ms. Shailaja Mulay	PCER
2013 -14	Five days' workshop on Research Methodology in Social Sciences .	Prof.Shefali Pandya, Dr. Indu Garg,	PCER in collaboration with ICSSR (WRC)
2013 -1 4	Workshop on Innovative Ways to Introduce a Lesson,	Ms. Shubadra Shenoy	PCER in collaboration with ICBN
2013 -14	Workshop on 'Cracking the Job Interview'	Mr. Sunil Raikar	PCER
2013 -14	Puppetry workshop	Ms. Samita Shetty	PCER

2014 -15	Workshop on International Teacher	Ms. Swapna Jare	PCER
2014 -15	Workshop on 'Raising the standard of teaching'	Ms. Rebecca Walker	PCER
2014-15	Workshop on tricks that every teacher must know	Ms. Parveen Sheikh	PCER
2014-15	Workshop on Instructional Materials	Dr. U. Deshmukh	PCER
2015-1 6	Workshop on Research Methodology in Social Sciences.	Dr. Dr. Jayashree Subramanium	PCER in collaboration with ICSSR (WRC) and MNDC
2015-16	Workshop on 'How to manage money & be a smart Investor'	Mr. Dinesh Bhandare	PCER in collaboration with consumer guidance society of India, Bombay Stock Exchange.
2015 -16	Workshop on effective Communication	Ms. Vasundhara Kaul and Ms. Suman Anantanarayanan	PCER
2015-16	Workshop on Disaster Management	Mr. Rajendra L.	PCER

List of Workshops conducted by PCER faculty:

Name of faculty	Workshop details
2012 -1 3	
Dr. Sunita Wadikar	Conducted workshops on Handling adolescent problems for B.Ed. students. Conducted workshop on "learner centered approach", conducted at Gorai by Dr. K.M.V. Pillai
Ms. Swasti Dhar	workshop for the lecturers of Fr. Agnel Technical Institute, Vashi on "Skills of Teaching" (August 2012).
2013-14	
Dr. Mary	Workshop on 'Techniques of Co-operative learning' for the school teachers of Devkumar St. Stanislaus High School, Mumbai.
Dr. Reni Francis	Gallery Walk – Educational Thinkers for the students of PCER Concept Mapping – Role of Education towards Individual Development) Blended Learning – Professional Ethics "Thinking Your Way" Conducted a parent workshop on "Effective Parenting" at Chembur English High School in August 2013. Conducted workshop for School Teachers on Innovative Teaching Strategies – Mind Mapping and Constructivist approach towards Teaching at Marthoma School, Govandi in June 2013
2014-15	
Ms. Jaya Cherian	Workshop on 'Resume Writing and Facing an Interview' for the students of PCER on 18th December, 2014
Dr. Sneha Raikar	Conducted a session on "Human Rights in Communication" for Post Graduate Research Programme for Yashwantrao Chavan Maharastra Open University held on 18th January, 2015

Name of faculty	Workshop details
	Conducted a session on 'Importance of Soft Skills' for T.Y.B. A, B.Com, B.Sc students of SIES College, Sion.
2015-16 Dr. Mary Devakumar	Session on 'Reduce, Reuse and Recycle' for the N.S.S students of Mahatma Night Degree Students
Dr. Reni Francis	Multiple Intelligence and Revised Bloom's Taxonomy at the 1st ABE Change Makers Conclave in association with Next Education on 3rd December, 2015 Nine Multiple Intelligences at Podar Institute of Education, for Early Childhood Care and Education on 21st October, 2015.
2016-17 Dr. Reni Francis	'Effective Parenting' for the parents of grade 5-7 from Chembur English High School, Chembur on 2nd July, 2016.'Multiple Intelligences Approach' for the teachers of YOUNGIN International, Pre- school, Vikroli on 2nd July, 2016 'Teacher – a role model' for the Primary school teachers of OLPS, Chembur on 6th July, 2016.

List of Committees and Members

	Local Management Committee
	Local Management Committee
President	Dr. K.M. Vasudevan Pillai (Chairman and CEO)
Secretary	Dr. Daphne Pillai
Member of Management	Dr. Priam Pillai
Local Members	Ms. Geeta Menon
	Mr. Ravi Pillai
	Dr. Harry Mascarenhas
Teaching Representatives	Dr. Mary Devkumar
	Dr. Mary Varghese
	Dr. Reni Francis
Non Teaching Representative	Mr. Murlidharan Nair
Principal	Dr. Sunita Wadika**r**
	IQAC
Chairperson	Dr. Sunita Wadikar
Co-ordinator	Dr. Mary Devakumar
External Experts	Dr. Sybil Thomas (Associate Professor, University of Mumbai)
	Dr. Harry Mascarenhas (Community Member)
Teaching Representatives	Dr. Mary Varghese
	Dr. Reni Francis
	Ms. Sandhya Sarwade
	Dr. Sunita Jain
	Ms. Swasti Dhar
Non Teaching Representatives	Mr. Murlidharan Nair
Finance Committee	
President	Dr. Sunita Wadikar
Teachers-in-charge	Dr. Reni Francis
	Dr. Sunita Jain
	Dr. Sneha Raikar
Academic Committee	
President	Dr. Sunita Wadikar
Teachers-in-charge	Ms. Swasti Dhar
	Ms. Sandhya Bhise
Admission Committee	
Chairperson	Dr. Sunita Wadikar (Principal)
Teaching Representative	Ms. Jaya Cherian

	Dr. Sneha Raikar
Non Teaching Representative	Ms. Sharvari Pawar
Library Committee	
President	Dr. Sunita Wadikar
Members	Ms. Parveen Arif
	Dr. Sneha Raikar
	Ms. Jayashree Venugopal
Student Representatives	
Research Committee	
Convener	Dr. Sunita Wadikar
Teachers-in-charge	Dr. Mary Varghese
	Ms. Vani Achari
Discipline Committee	
Convener	Dr. Sunita WadikarTeachers-in-charge
	Dr. Mary Devakumar
	Ms. Swasti Dhar
Student Representatives	
Language Club	
President	Dr. Sunita Wadikar
Teachers-in-charge	Ms. Sandhya Bhise
	Ms. Swasti Dhar
Student Representatives	
Students Council and Co-curricular Activities Committee	
President	Dr. Sunita Wadikar
Teachers-in-charge	Dr. Reni Francis
	Ms. Jaya Cherian
Student Representatives	
Practice Teaching Committee	
President	Dr. Sunita Wadikar
Teachers-in-charge	Dr. Mary Devkumar
	Ms. Sandhya Bhise
	Ms. Swasti Dhar
Students Representatives	

Examination, Scrutiny and Internal Assessment Committee

President Teachers-in-charge	Dr. Sunita Wadikar Dr. Mary Varghese Dr. Sunita Jain Dr. Reni Francis Ms. Swasti Dhar
Extension Committee	
President Teachers-in-charge Student Managers	Dr. Sunita Wadikar Ms. Vinita Desai Ms. Vani Achari
Publications Committee	
President Teachers-in-charge Student Representatives	Dr. Sunita Wadikar Dr. Reni Francis Ms. Sandhya Bhise Ms. Swasti Dhar Ms. Jaya Cherian
Environment Club	
President Teachers-in-charge	Dr. Sunita Wadikar Dr. Mary Devakumar Ms. Vani Achari
Grievance Redressal Committee	
Convener Teachers-in-charge Counselor Student Representatives	Dr. Sunita Wadikar Dr. Reni Francis Ms. Vani Achari Ms. Yvette Lee
Alumni Committee	
Chairperson Vice Chairperson Secretary Jt. Secretary Treasurer Committee Members	Dr. Sunita Wadikar Ms. Geeta Menon Dr. Reni Francis Ms. Swasti Dhar Dr. Sunita Jain Dr. Jayashree Ramanathan

	Dr. Mary Devakumar Dr. Sneha Raikar Ms. Vinita Desai Ms. Parveen Shaikh Ms. Vasundhara Kaul
Anti Ragging and Anti Sexual Harassment Cell	
President Teachers-in-charge	Dr. Sunita Wadikar Ms. Vani Achari Ms. Vinita Desai
Women Development Cell	
President Teachers-in-charge	Dr. Sunita Wadikar Ms. Vani Achari Ms. Vinita Desai
Career Cell	
Convener Teachers-in-charge	Dr. Sunita Wadikar Dr. Sneha Raikar Ms. Sandhya Bhise

ABBREVIATIONS	FULL FORM
ALD	ADULT LITERACY DRIVE
BOS	BOARD OF STUDIES
CAI	COMPUTER ASSISTED INSTRUCTION
CAM	CONCEPT ATTAINMENT MODEL
CBSE	CENTRAL BOARD OF SECONDARY EDUCATION
CBSS	CREDIT BASED SEMESTER SYSTEM
CCA	CO-CURRICULAR ACTIVITIES
CCE	CONTINOUS COMPREHENSIVE EVALUATION
CD	COMPACT DISC
CEP	CONTENT ENRICHMENT PROGRAMME
CET	COMMON ENTRANCE TEST
DLLE	DEPARTMENT OF LIFE LONG LEARNING AND EXTENSION
DTP	DESKTOP PUBLISHING
EBSCO	ELTON B.STEPHENS COMPANY
ECT	EFFECTIVE COMMUNICATION AND THE TEACHER
EPC	ENHANCING PROFESSIONAL COMPTENCIES
FDP	FACULTY DEVELOPMENT PROGRAMME
GO	GOVERNMENT ORGANIZATION
HEF	HIGHER EDUCATION FORUM
ICBN	INTELLECTUAL CAPACITY BUILDING NETWORK CENTRE
ICSE	INDIAN CERTIFICATE OF SECONDARY EDUCATION
ICSSR	INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH
ICT	INFORMATION AND COMMUNICATION TECHNOLOGY
INFLIBNET	INFORMATION AND LIBRARY NETWORK
IQAC	INTERNAL QUALITY ASSURANCE CELL
ISBN	INTERNATIONAL STANDARD BOOK NUMBER
ISR	ISTITUTIONAL SOCIAL RESPONSIBILITY
ISSN	INTERNATIONAL STANDARD SERIAL NUMBER
LAN	LOCAL AREA NETWORK
LIC	LOCAL INQUIRY COMMITTEE
LMC	LOCAL MANAGING COMMITTEE
LMS	LEARNING MANAGEMENT SYSTEM
MCGM	MUNICIPAL CORPORATION OF GREATER MUMBAI
MCQ	MULTIPLE CHOICE QUESTION
MES	MAHATMA EDUCATION SO CIETY
MHRD	MINISTRY OF HUMAN RESOURCE AND DEVELOPMENT
MOOC	MASSIVE OPEN ONLINE COURSE
MVAMSA	MAHARASHTRA VINAANUDAN ADHYAPAK MAHAVIDYALAYA SANSTHACHALAK ASSOCIATION
NAAC	NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
NASEOH	NATIONAL SOCIETY FOR EQUAL O PPORTUNITIES FOR THE HANDICAPPED
NCF	NATIONAL CURRICULUM FRAMEWORK
NCFTE	NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION
NCTE	NATIONAL COUNCIL OF TEACHER EDUCATION

NGO	NON-GOVERNMENT ORGANIZATION
NHRC	NATIONAL HUMAN RIGHTS COMMISSION
N-LIST	NATIONAL LIBRARY AND INFORMATION SERVICES INFRASTRUCTIURE FOR SCHOLARLY CONTENT
NPE	NATIONAL POLICY ON EDUCATION
OHP	OVER HEAD PROJECTOR
PCER	PILLAIS' COLLEGE OF EDUCATION AND RESEARCH
PEC	POPULATION EDUCATION CLUB
PJERT	PILLAI JOURNAL OF EDUCATIONAL RESEA RCH & TECHNOLOGY
RTE	RIGHT TO EDUCATION
SIBC	SOROPTIMIST INTERNATIONAL BOMBAY CHEMBUR
STEM	SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
SUPW	SOCIALLY USEFUL PRODUCTIVE WORK
SWS	SURVEY OF WOMEN'S STATUS
TET	TEACHER ELIGIBILITY TEST
TISS	TATA INS TITUTE OF SOCIAL SCIENCES
UGC	UNIVERSITY GRANTS COMMISSION
VARK	VISUAL, AUDITORY,READ/WRITE,KINESTHETIC
WRC	WESTERN REGIONAL CENTRE

ANNEXURES

Mahatma Education Society's
Pillai s'College of Education and Research,
Chembur, Mumbai - 71

A brief note on teacher education scenario in the state, rules, regulations and policies on academic and administrative governance issued by the state and central govt/ regulatory bodies and affiliating University/Board.

The B.Ed programme is a two year academic programme spanning for four semesters, following the choice based credit system. The decision of the UGC under the Eleventh Five Year Plan (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 is abiding over all the state of India, and hence University of Mumbai.

The introduction of the two year B.Ed Programme was welcomed by the teacher education institutes of Maharashtra with appreciation and apprehension. While the University of Mumbai accepted the initiative, there was an anxiousness about the continuance of the programme. However after a year and a half through the new B.Ed pattern and the government CET the teacher education institutions have the following concerns which needs to be addressed,

  a) Enrollment for the B.Ed programme has been low in all the colleges of Mumbai due to the extension in the period of the programme
  b) Prospectus of getting a job after one year training period has now been prolonged due to two year pattern.
  c) Private unaided colleges will suffer due to poor admissions
  d) Fear of job security for qualified teacher educators.
  e) The reduction in the number of students has increased the financial constraints on the management to sustain the B.Ed programme.
  f) The long internship period had decreased the vigour in practice teaching.

Graduates and Post Graduates students from Arts and Science disciplines with 50% (open category) and 45 % (reserved category) are eligible for admissions. Graduates from commerce and other streams with 55% are eligible for the programme.

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The structure of the B.Ed. course for both the years will comprise of:

Part A: Theory component

Part B: Practicum component

Each student is required to opt for **one** course from Pedagogy of School Subjects in Semester 1, which must be with respect to the graduation degree on the basis of which the student is admitted.

In Semester III each student is required to opt for any one of the following from Curriculum or Pedagogic Study as an Optional Course

The External examination of Part A Theory Components will be at the end of the semester. Internal assessment of Semester wise Part B Practicum and that of Part A Theory Component will be submitted at the end of each semester. The aggregate of marks obtained in each year **for Theory cum Practicum (i.e. Part A & Part B)** shall be converted into Grades as given in the scheme **R4257.**

The student shall be allowed to keep terms for year II irrespective of number of heads of failure in the year I.

Practicuum

The Internal Assessment comprises of: four semester whose activities should be systematically documented and maintained for the purpose of internal assessment.

FIRST SEMESTER
- Presentation of a book review of educational significance.
- Participation in Community work in collaboration with schools/ NGO's (1 week)
- Participation in Co-curricular Activities in college
- Content test in School Subject opted for
- Assignments, Class Test and Essays in each Theory Course.
- Detailed documentation on Reading and Reflecting on texts.

SECOND SEMESTER
- Internship for 4 weeks
- Critical analysis of lesson observations: Shadowing of subject teacher in the School (minimum 10 lessons) to be observed and recorded.
- Observation and recording of lessons of peers (Minimum 10, any pedagogy).
- Observing the school activities over a period of one week.
- Participation in Co-curricular activities in college.
- Critical Analysis of an Educational Film
- Assignments, Class Test and Essays in each Theory Course.
- Detailed documentation on Drama and Art in Education.

THIRD SEMESTER
- Internship for 10 weeks
- 26 practice teaching lessons (16 – Method I and 10 – Method II)
- 2 theme based lessons in the above school/ college.
- 4 co-teaching lessons with school teachers.

- Maintenance of the Reflective Journal with reference to internship program with report on records maintained in the school.
- Preparation of a Blue print and administration of a test in the school pedagogy opted for.
- Literacy/ awareness programs (related to Environment, Population, Health and hygiene, Sociological issues, Financial Literacy, well being, etc) and report the same.
- Class Test and Essays in each Theory Course.
- Detailed documentation on ICT in Education

FOURTH SEMESTER
- Internship for 6 weeks
- During Internship, 8 Co-teaching lessons with peers
- Maintain Reflective journal
- Develop learning resources for the school
- Prepare an Anecdotal Record of a school student.
- Organization of Co- curricular activities in school (cultural events, sports, educational game, cultural competitions, etc)
- Conduct a School based Action Research
- Class Test and Essays in each Theory Course
- Detailed documentation on Understanding the Self

With this tumultuous status of affairs there is a cloud of despair looming large over the Teacher Education scenario. The introduction of the TET for teachers is a welcome decision but deters aspiring candidates as it is connected to promotion.

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Mahatma Education Society's
Pillais' College of Education and Research,
Chembur, Mumbai

INSTITUTIONAL ACADEMIC CALENDER AND TIME TABLE

2014 - 15

Please refer

URL

http://pcer.ac.in/academics/academic-calendar/fy-b-ed/

MAHATMA EDUCATION SOCIETY'S

PILLAIS' COLLEGE OF EDUCATION AND RESEARCH

Chembur Naka, Mumbai - 400071

B.Ed. 2014-15

TIME TABLE ' A ' DIV (17/11/2014 - 22/11/2014)

TIMINGS	MONDAY 17/11/2014	TUESDAY 18/11/2014	WEDNESDAY 19/11/2014	THURSDAY 20/11/2014	FRIDAY 21/11/2014	SATURDAY 22/11/2014
11:00- 11:15	ASSEMBLY					
11:15 - 12:00	Practice Teaching	Practice Teaching	Course I (RF)	Course I (RF)	Annual Day	Non-Instructional Day
12:00 - 1:00			Course II (SG)			
1:00 - 1:45			Recess			
1:45 -2:45			Course III (SS)	Course II (SG) (1.45 - 3.30)		
2:45 - 3:00			Break			
3:00-4:00			Maths/History/ Comm			
4:00- 5:00			Languages	Annual Day Practice / Community Work Report writing		
5:00 - 5:30			Group work / Library Work			

Principal

MAHATMA EDUCATION SOCIETY'S

PILLAIS' COLLEGE OF EDUCATION AND RESEARCH

Chembur Naka, Mumbai - 400071

B.Ed. 2014-15

TIME TABLE ' B ' DIV (26.1.15 -31.1.15)

TIMINGS	MONDAY 26/01/2015	TUESDAY 27/01/2015	WEDNESDAY 28/01/2015	THURSDAY 29/01/2015	FRIDAY 30/01/2015	SATURDAY 31/01/2015
11:00- 11:10	Assembly					
11:10 - 12:10	Republic Day	Course VIII (RF)	Course XI (SR)	Course VIII (RF)	Course XI (SR)	Course VIII (RF)
12:10 - 1:00						Course XI (SR)
1:00 - 1:45		Recess				
1:45 - 2:45		Course IX (SG)	Course X (VA)	Course IX (SG)	Course X (VA)	Course IX (SG)
2:45 - 3:45						Course X (VA)
3:45 - 4:45		Open Book Test	Open Book Test	Open Book Test	Open Book Test	Course XII (MD/SD)
4:45 - 5:30		Library Work /Lesson Guidance /Tutorials	Library Work /Lesson Guidance /Tutorials	Library Work /Lesson Guidance /Tutorials	Library Work /Lesson Guidance /Tutorials	Library Work /Lesson Guidance /Tutorials

Principal

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Mahatma Education Society's
Pillai College of Education and Research,
Chembur, Mumbai - 71

COPY OF SYLLABUS

2014 - 15

Please refer

URL
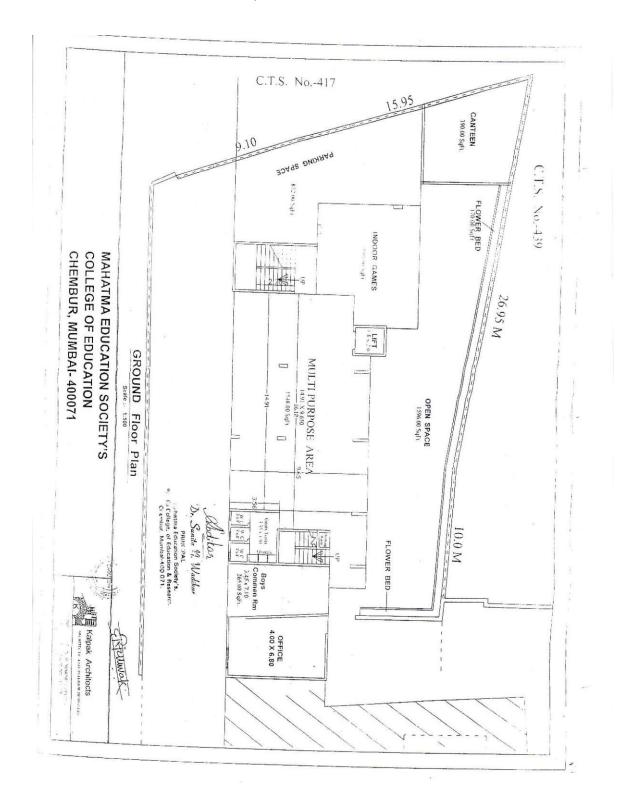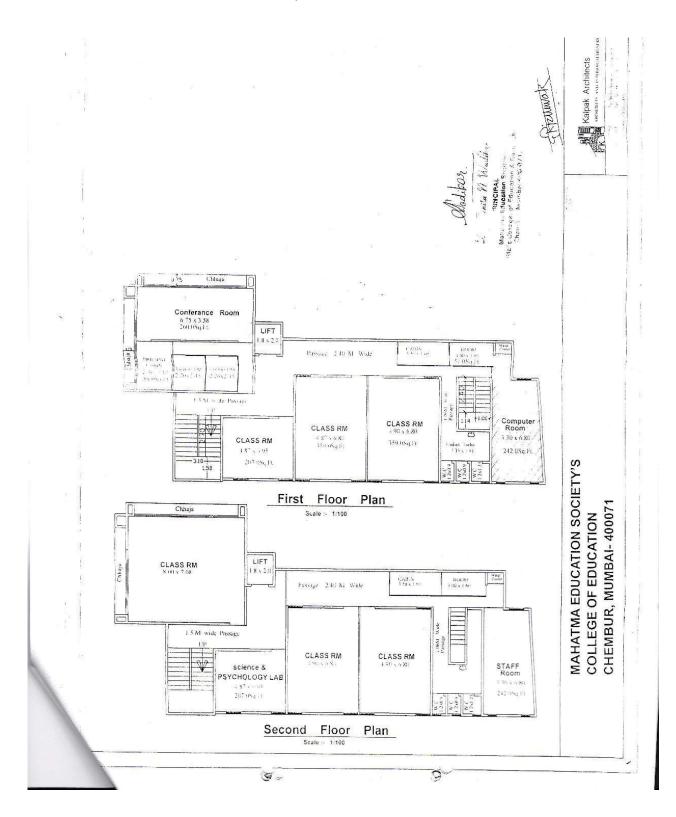
http://pcer.ac.in/academics/syllabus/2013-14-onwards/
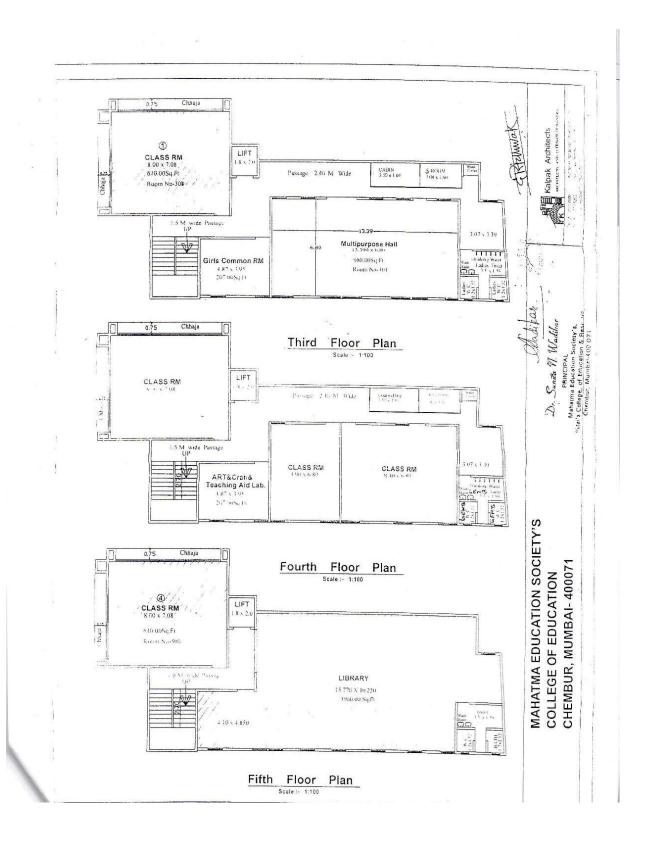
Mahatma Education Society's
Pillais' College of Education and Research,
Chembur, Mumbai - 71

GROUND Floor Plan
Scale:- 1:100

MAHATMA EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
CHEMBUR, MUMBAI- 400071

C.T.S. No.-417

C.T.S. No.-439

CANTEEN
390.00 SqFt

PARKING SPACE

FLOWER BED
170.00 SqFt

INDOOR GAMES

LIFT

MULTI PURPOSE AREA
14.91 X 9.650
16.12
1548.00 SqFt

OPEN SPACE
1596.00 SqFt

FLOWER BED

Boys
Common Rm
3.45 X 7.10
265.00 SqFt

OFFICE
4.00 X 6.80

UP

Dr. Sunita M. Wadkar
PRINCIPAL
Mahatma Education Society's,
P. C. College, of Education & Research,
Chembur, Mumbai-400 071.

Kalpak Architects

Mahatma Education Society's
Pillais' College of Education and Research,
Chembur, Mumbai - 71

First Floor Plan

Scale :- 1:100

Second Floor Plan

Scale :- 1:100

MAHATMA EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
CHEMBUR, MUMBAI- 400071

Mahatma Education Society's
Pillais' College of Education and Research,
Chembur, Mumbai - 71

Third Floor Plan
Scale :- 1:100

Fourth Floor Plan
Scale :- 1:100

Fifth Floor Plan
Scale :- 1:100

Mahatma Education Society's
Pillai College of Education and Research, Chembur,
Land Area Utilised for B.Ed purpose

	Floor	Carpet Area(Sq.Ft)	Common Area(Sq.Ft)	Total
	GROUND FLOOR			
1	Indoor Games	590		
2	Multi Purpose Area	1548		
3	Boys Common Room	265		
4	Canteen	390		
5	Open Space	1596		
6	Parking Space	832		
7	Office	292		
8	Passage,Staircase, Toilet and Lift		550	
		5513		6063
	FIRST FLOOR			
1	Principal Cabin	88		
2	Conference Room	260		
3	Computer Room	242		
4	V.Room(2 Nos) each-(58.0 x 2 Nos)			
5	Passage,Staircase,Toilet and Lift		940	
		590		1530
	SECOND FLOOR			
1	Science Lab	207		
2	Staff Room	242		
3	Cabin	60		
4	Passage,Staircase,Toilet and Lift		940	
		509		1449
	THIRD FLOOR			
1	Class Room	610		
2	Girls Common Room	207		
3	Multipurpose Hall	980		
4	Passage,Staircase,Toilet and Lift		940	
		1797		**2737**

Mahatma Education Society's
Pillai College of Education and Research, Chembur,
Land Area Utilised for B.Ed purpose

	Floor	Carpet Area(Sq.Ft)	Common Area(Sq.Ft)	Total
	FOURTH FLOOR			
1	Class Room	610		
2	Art & Craft & Teaching Aids Lab	207		
3	Class Room	358		
4	Class Room	614		
5	Counselling Room	60	940	
6	Store Room	51		
7	Passage,Staircase,Toilet and Lift			
		1960		2900
	FIFTH FLOOR			
1	Class Room	610		
2	Library	1960		
3	Passage,Staircase,Toilet and Lift		940	
		2570		3510

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ENTRY LEVEL FEEDBACK

Please Note: SA= Strongly Agree, A= Agree, NAD= Neither Agree nor Disagree, D= Disagree, SD= Strongly Disagree

S.No	I have joined the B.Ed course because	SA	A	NAD	D	SD
1	I desire to achieve academic success					
2	I desire to secure good career prospects					
3	I felt stimulated to learn					
4	I felt I am able to cope with degree level work					
5	I felt the need for intellectual challenge					
6	I had support from family/partner					
7	I was able to show initiative					
8	I had a desire to secure an additional degree					
9	I wanted to improve my general job prospects					
10	I want to study a subject that really interests me					
11	I enjoy studying and learning					
12	I wanted to train for a specific type of job					
13	My teachers advised me to do B.Ed					
14	My family wanted me to do B.Ed					
15	All my friends were going to do B.Ed					
16	I did not want to get into a job right away					
17	I felt that I had the qualities of becoming a teacher					
18	My passion was to be a teacher since my youth					
19	I feel I shoulder the responsibility of a torch bearer for the nation as a teacher					
20	Being a teacher is my choice and passion					

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F.Y. B.ED. MID- TERM REVIEW

1. Your feedback/ suggestion on the B.Ed. course

_____
_____
_____

2. The college facilities according to you is

_____
_____
_____

3. The teaching- learning activities provided to you is

_____
_____
_____

4. The teaching faculty at PCER are

_____
_____
_____

5. The infrastructure and other facilities provided in the college are

_____
_____
_____

6. The non- teaching staff at PCER are

_____
_____
_____

7. Overall impression about the college

_____
_____
_____

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STUDENT FEEDBACK ON FIRST SEMESTER

5	4	3	2	1
Very Good	Good	Very Satisfactory	Satisfactory	Need Improve

S. No.	Parameters	Course I	Course II	Course III- I	Course III - II
1.	Depth of the course content including project work if any				
2.	Extent of coverage of course				
3.	Applicability/relevance to real life situations				
4.	Learning value (in terms of knowledge, concepts, manual skills,analytical abilities and broadening perspectives)				
5.	Clarity and relevance of textual reading material				
6.	Relevance material (Library)				
7.	Extent of effort required by students				
8.	Overall rating				

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TEACHER EDUCATOR'S SELF APPRAISAL

Name: _____

Courses taught: _____

Additional Academic Qualification for the current year: _____

Strengths:	Weaknesses:
Opportunities:	**Threats:**

Initiatives during the academic year:

_____

_____

_____

Innovative teaching – learning practices during the academic year:

_____

_____

_____

OBSERVATION SCHEDULE FOR EVALUATION OF TEACHER – EDUCATORS

Name of the Teacher- Educators: _____ **Subject/Topic:** _____

Date : _____

Sr. No.		To a Large Extent	To Moderate Extent	To Some Extent	Not at all
A	**INTRODUCTION**				
1	Topic was introduced in an effective				
2	Appropriate method was used to introduce				
B	**CONTENT**				
3	Was adequate for the topic				
4	Was organised logically				
C	**PRESENTATION AND TEACHING**				
5	Language used was simple				
6	Speed of the lecturer was appropriate				
7	Relevant examples and illustrations were				
8	Explanation could be easily understood				
9	Voice was loud and clear				
10	Voice was properly modulated				
11	Presentation was fluent and systematic				
12	References to lecture note was minimal				
D	**BODY LANGUAGE**				
13	Eye contact with the class was maintained				
14	Used Appropriate gestures and body				
15	Showed enthusiasm in teaching				
E	**MOTIVATION**				
16	Wad able to maintain interest				
17	Clarified the doubts and queries				
F	**TEACHING AIDS**				
18	Appropriate use of :				
19	Selected proper Audio- Visual aids for the				
G	**CONCLUSION**				

20	Time was managed well				
21	Key points were summarized at the end				
22	The teacher was confident				
23	The objectives were achieved				

:

Overall Performance : Excellent/Very Good/ Good/ Satisfactory/Not Satisfactory

Name and Signature of Supervisor   **Signature of the Principal**

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STUDENT TEACHER'S FEEDBACK OF TEACHER-EDUCATORS

4	3	2	1
Very Good	Good	Satisfactory	Needs Improvement

S.No	Attributes	MD	MV	RF	SS	SJ	SD	VA	JC	VD	SR
1	Knowledge base of the teacher										
2	Communication Skills										
3	Sincerity/ Commitment of the teacher										
4	Interest generated by the teacher										
5	Ability to integrate course material										
6	Ability to integrate content with other courses										
7	Accessibility of the teacher in and out of the class										
8	Ability to design assessment to evaluate students understanding of the course										
9	Provision for feedback										
10	Overall rating										

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REVIEW OF MANAGEMENT BY OBJECTIVES

S.No	Statements	1	2	3	4	5
1	To prepare student- teachers to bring in quality in all their endeavours					
2	To inculcate research skills to find solutions to classroom problems					
3	To inspire individual, social, emotional and intellectual competence					
4	To create an awareness among student teachers about community, national and global issues					
5	To provide opportunities to interact with experts in the field of education					
6	To develop networking skills with their contemporaries.					
7	To cultivate organizational skills through teamwork, collaboration and co-operation					
8	To train the student-teachers in imparting and evaluating learning experiences					
9	To provide supportive skills in dealing with academic and personal problems of learners					
10	To nurture the thirst for knowledge and skills in the latest innovations and technologies in education					

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PEER FEEDBACK

S. No	Statements	Very Good	Good	Satisfactory	Needs Improvement
1	Emphasis on different methods of teaching				
2	Emphasis on multiple mode of assessment				
3	Cordial with peers				
4	Time management				
5	Prompt and ethical work culture				

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PRINCIPAL'S APPRAISAL

Name of the Teacher Educator: _____

Academic year: _____

Feedback	Comments
Student- Teachers Feedback	
Peer Feedback	
Self Appraisal	
Principal Appraisal	

Signature of the Principal   **Signature of the Teacher Educator**

MAHATMA EDUCATION SOCIETY'S
PILLAI'S COLLEGE OF EDUCATION & RESEARCH,
CHEMBUR NAKA, MUMBAI - 71

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

RECEIPTS	AMOUNT Rs.	AMOUNT Rs.	PAYMENTS	AMOUNT Rs.	AMOUNT Rs.
04-01-2014 TO BALANCE C/Fd.		3,44,319.50			1,33,77,084.00
CASH	0.00				
BANK-5571	3,41,576.50				
BANK-21154	2,743.00		BY SALARY TO TEACHING STAFF	1,12,56,636.00	
			BY SALARY TO NON TEACHING STAFF	20,74,008.00	
			BY MANAGEMENT CONTR. TO EPF	46,440.00	
TO TUITION FEE		1,38,73,800.00	BY PROVIDENT FUND DEDUCTION		3,53,190.00
TO DEVELOPMENT FEE		9,71,200.00	BY PROFESSIONAL TAX		58,200.00
TO MISC INCOME		462.00	BY CREDIT SOCIETY		6,32,690.00
TO SEMINAR GRANT RECD		1,85,000.00	BY TAX DEDUCTED AT SOURCE		5,34,262.00
TO INTEREST RECD		5,505.00	BY SWEEPING & CONSERVANCY EXPS		48,000.00
TO SALE OF SCRAP		2,122.00	BY GUEST LECTURE REMUNERATION		10,000.00
TO PROVIDENT FUND		3,53,190.00	BY POSTAGE & TELEGRAM EXPS		3,125.00
TO PROFESSIONAL TAX		58,200.00	BY STAFF WELFARE & REFRESHMENT		27,552.00
TO CREDIT SOCIETY		6,32,690.00	BY RESEARCH ASSISTANCE		2,00,000.00
TO TAX DEDUCTED AT SOURCE		5,34,262.00	BY COMPUTER PRACTICAL SALARY		1,30,000.00
TO EXAM FEE RECD		2,54,000.00	BY PROGRAM EXPS		1,11,640.00
TO ELIGIBILITY FEE		21,720.00	BY PRINTING & STATIONERY		1,30,670.00
TO ENROLMENT FEE		30,800.00	BY TRAVELLING & CONVEYANCE		45,321.00
TO EXAM REMUNERATION RECD		13,782.00	BY ADVERTISING & PUBLICITY		7,48,750.00
TO E-SUVIDHA & E-CHARGE		12,000.00	BY REPAIRS & MAINTENANCE		35,671.00
TO MAHATMA EDUCATION SOCIETY		29,59,000.00	BY LESSON OBSERVATION CONVY EXPS		34,500.00
TO S.B.5572		822.17	BY WORKSHOP & SEMINARS		2,21,153.00
TO S.B.5573		292.60	BY MISC EXPS		4,474.00
TO S.B.5574		2,438.90	BY EXAM REMUNERATION EXPS		12,848.00
TO S.B.5575		453.90	BY YEARLY AFFLIATION		20,000.00
TO S.B.21155		831.00	BY TEACHING AID EXPS		4,087.00
			BY EDUCATIONAL JOURNAL & PERIODIC		20,670.00
			BY SUBSCRIPTION CHGS		4,870.00
			BY ORIENTATION EXPS		2,670.00
			BY OFFICE EXPS		2,126.00
			BY STUDENTS REGISTRATION FEE		200.00
			BY BANK CHARGES		228.00
			BY LABORATORY EXPS		21,780.00
			BY EDUCATIONAL EXCURSION		1,22,500.00
			BY STUDENTS WELFARE EXPS		67,890.00
BALANCE C/F		2,02,56,891.07	BALANCE C/F		1,69,86,151.00

MAHATMA EDUCATION SOCIETY'S
PILLAIS' COLLEGE OF EDUCATION & RESEARCH,
CHEMBUR NAKA, MUMBAI - 71
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

EXPENDITURE	AMOUNT Rs.	AMOUNT Rs.	INCOME	AMOUNT Rs.	AMOUNT Rs.
RECURRING EXPENDITURE			RECURRING INCOME		
			BY TUITION FEE		1,38,73,800.00
TO SALARY & ALLOWANCES:		1,35,17,084.00	BY DEVELOPMENT FEE		9,71,200.00
TEACHING STAFF	1,12,56,636.00		BY MISC INCOME		462.00
NON TEACHING STAFF	20,74,008.00				
MGT.CONTRIBUTION TO EPF	46,440.00		BY BANK INTEREST		5,505.00
GUEST LECTURE REMUNERAT	10,000.00		BY SEMINAR GRANT RECD		1,85,000.00
COMPUTER PRACTICAL SALAF	1,30,000.00				
TO SWEEPING & CONSERVANCY EXPS		48,000.00	BY EXAM REMUNERATION RCD		13,782.00
TO POSTAGE & TELEGRAM EXPS		3,125.00	BY E-SUVIDHA SHARGES		12,000.00
TO STAFF WELFARE & REFRESHMENT		27,552.00	BY SALE OF SCRAP		2,122.00
TO RESEARCH ASSISTANCE		2,00,000.00	BY DEFICIT TRFD TO M.E.S.		33,41,392.00
TO PROGRAM EXPS		1,11,640.00			
TO PRINTING & STATIONERY		1,30,670.00			
TO TRAVELLING & CONVEYANC		45,321.00			
TO ADVERTISING & PUBLICITY		7,48,750.00			
TO REPAIRS & MAINTENANCE		35,671.00			
TO LESSON OBSERVATION CON		34,500.00			
TO WORKSHOP & SEMINARS		2,21,153.00			
TO MISC EXPS		4,474.00			
TO YEARLY AFFLIATION		20,000.00			
TO TEACHING AID EXPS		4,087.00			
TO EDUCATIONAL JOURNAL & PERIODICALS		20,670.00			
TO SUBSCRIPTION CHGS		4,870.00			
TO ORIENTATION EXPS		2,670.00			
TO SCHOLARSHIP EXPS		5,000.00			
TO OFFICE EXPS		2,126.00			
TO STUDENTS REGISTRATION FEE		200.00			
TO BANK CHARGES		228.00			
TO LABORATORY EXPS		21,780.00			
TO EDUCATIONAL EXCURSION		1,22,500.00			
TO STUDENTS WELFARE EXPS		67,890.00			
TO SPORTS EXPS		27,560.00			
TO INTERNET CHGS		18,780.00			
TO PICNIC EXPS		87,500.00			
BAL C/F		1,55,33,801.00	BAL C/F		1,84,05,263.00

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

RECEIPTS	AMOUNT Rs.	AMOUNT Rs.	PAYMENTS	AMOUNT Rs.	AMOUNT Rs.
TO BALANCE B/Fd.		2,02,56,891.07	TO BALANCE B/Fd.		1,69,86,151.00
			BY SPORTS EXPS		27,560.00
			BY INTERNET CHGS		18,780.00
			BY PICNIC EXPS		87,500.00
			BY ANNUAL DAY EXPS		21,780.00
			BY CONTRIBUTION FOR BLDG MAINT		20,00,000.00
			BY ELECTRICITY CHGS		1,70,452.00
			BY TELEPHONE CHGS		49,078.00
			BY WATER CHGS		24,562.00
			BY AUDIT FEE		7,500.00
			BY S.U.P.W.		3,167.00
			BY LIBRARY BOOKS		1,65,070.57
			BY LABORATORY EQUIPMENTS		14,560.00
			BY COMPUTERS & PHERIPHERALS		40,178.00
			BY FURNITURE & FIXTURES		14,072.00
			BY AUDIO-VISUAL EXPS		49,875.00
			BY EXAM FEE		2,54,000.00
			BY ELIGIBILITY FEE		21,720.00
			BY ENROLMENT FEE		30,800.00
			BY SCHOLARSHIP		5,000.00
			BY SYND BANK C/A NO 101/8122		1,70,272.00
					2,01,62,077.57
			31-03-2015 BY BALANCE C/FD		94,813.50
			CASH	0.00	
			BANK-5571	94,813.50	
			BANK-21154	0.00	
		2,02,56,891.07			2,02,56,891.07
		==============			==============

Place : CHEMBUR, MUMBAI
DATE : 21ST JUNE 2015

EXAMINED AND FOUND CORRECT
FOR S. B. BHAVI & CO.

CHAIRMAN   SECRETARY   JT. SECRETARY   PRINCIPAL   (CHARTERED ACCOUNTANTS NO. 115387)

BALANCE SHEET AS AT 31st MARCH, 2015

LIABILITIES	AMOUNT(Rs)	AMOUNT(Rs)	ASSETS	AMOUNT(Rs)	AMOUNT(Rs)
BAL B/F		2,60,76,712.17	BAL B/F		52,56,099.91
			INCOME & EXPENDITURE A/C		2,08,20,612.26
			AS PER LAST YEAR	1,74,79,220.26	
			DEFICIT DURING THE YEAR	33,41,392.00	
	TOTAL	2,60,76,712.17		TOTAL	2,60,76,712.17

Place : CHEMBUR, MUMBAI
DATE : 21ST, JUNE 2015

CHAIRMAN   SECRETARY   JT. SECRETARY   PRINCIPAL

EXAMINED AND FOUND CORRECT
FOR S.B. BHAVI & CO.

S. B. BHAVI
PROPRIETOR
(CHARTERED ACCOUNTANTS F.NO. 115387)

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

EXPENDITURE	AMOUNT Rs.	AMOUNT Rs.	INCOME	AMOUNT Rs.	AMOUNT Rs.
BAL B/F		1,55,33,801.00	BAL B/F		1,84,05,263.00
RECURRING EXPENDITURE			RECURRING INCOME		
TO ANNUAL DAY EXPS		21,780.00			
TO CONTRIBUTION FOR BLDG N		20,00,000.00			
TO ELECTRICITY CHGS		1,70,452.00			
TO TELEPHONE CHGS		49,078.00			
TO WATER CHGS		24,562.00			
TO AUDIT FEE		7,500.00			
TO EXAM REMUNERATION EXPS		12,848.00			
TO S.U.P.W.		3,167.00			
TO DEPRECIATION		5,82,075.00			
FURNITURE & FIXTURES	79,151.00				
PSYCHOLOGICAL APPRATUS	2,878.00				
TEACHING AIDS	2,369.00				
COMPUTERS	1,22,858.00				
AUDIO VISUAL EQUIPMENTS	12,475.00				
LIBRARY BOOKS	3,41,959.00				
LABORATORY EQUIPMENTS	20,385.00				
		1,84,05,263.00			1,84,05,263.00

Place : CHEMBUR, MUMBAI
DATE : 21ST, JUNE 2015

CHAIRMAN   SECRETARY   JT. SECRETARY   PRINCIPAL

EXAMINED AND FOUND CORRECT
FOR S.B. BHAVI & CO.

PROPRIETOR
(CHARTERED ACCOUNTANTS F.NO. 115387)

MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH,
CHEMBUR NAKA, MUMBAI - 71

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2016

RECEIPTS	AMOUNT Rs.	AMOUNT Rs.	PAYMENTS	AMOUNT Rs.	AMOUNT Rs.
TO BALANCE C/Fd.		94,813.50			1,13,33,384.00
CASH	0.00				
BANK-5571	94,813.50		BY SALARY TO TEACHING ST	93,44,823.00	
			BY SALARY TO NON TEACHIN	18,80,561.00	
			BY MANAGEMENT CONTR. TC	1,08,000.00	
TO TUITION FEE		69,39,250.00	BY PROVIDENT FUND DEDUCTION		2,43,747.00
TO DEVELOPMENT FEE		4,85,750.00	BY PROFESSIONAL TAX		48,000.00
TO SEMINAR GRANT RECD		6,10,346.00	BY CREDIT SOCIETY		5,95,173.00
TO INTEREST RECD		4,204.00	BY TAX DEDUCTED AT SOURCE		2,62,051.00
TO SALE OF SCRAP		3,122.00	BY SWEEPING & CONSERVANCY EXPS		90,000.00
TO PROVIDENT FUND		2,43,747.00	BY GUEST LECTURE REMUNI		25,000.00
TO PROFESSIONAL TAX		48,000.00	BY POSTAGE & TELEGRAM E		3,801.00
TO CREDIT SOCIETY		5,95,173.00	BY STAFF WELFARE & REFRI		28,032.00
TO TAX DEDUCTED AT SOURCE		2,62,051.00	BY RESEARCH ASSISTANCE		40,000.00
TO EXAM FEE RECD		1,00,980.00	BY COMPUTER PRACTICAL S		1,20,000.00
TO ELIGIBILITY FEE		6,600.00	BY PROGRAM EXPS		67,137.00
TO ENROLMENT FEE		17,000.00	BY PRINTING & STATIONERY		21,945.00
TO E-SUVIDHA & E-CHARGE		5,940.00	BY TRAVELLING & CONVEYAI		17,520.00
TO MAHATMA EDUCATION SOCIETY		89,08,100.00	BY ADVERTISING & PUBLICIT		72,500.00
			BY REPAIRS & MAINTENANCE		7,680.00
			BY LESSON OBSERVATION C		22,500.00
			BY WORKSHOP & SEMINARS		27,585.00
			BY MISC EXPS		1,090.00
			BY EXAM REMUNERATION E>		500.00
			BY YEARLY AFFLIATION		20,000.00
			BY TEACHING AID EXPS		2,450.00
			BY EDUCATIONAL JOURNAL		2,713.00
			BY SUBSCRIPTION CHGS		1,250.00
			BY ORIENTATION EXPS		1,300.00
			BY OFFICE EXPS		780.00
			BY STUDENTS REGISTRATIOI		200.00
			BY BANK CHARGES		328.00
			BY LABORATORY EXPS		6,580.00
			BY EDUCATIONAL EXCURSIO		92,600.00
			BY EXTENSION OF AFFL FEE (NCTE)		1,50,000.00
			BY STUDENTS WELFARE EX		1,465.00
BALANCE C/F		83,25,076.50	BALANCE C/F		1,33,07,311.00

Dr. Sunita N. Wadikar

Principal
Mahatma Education Society's
Pillai's College of Education & Research
Chembur Naka, Mumbai - 400071

Y.S. MUZUMDAR
Mumbai
Memb. No.
33704
CHARTERED ACCOUNTANTS

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2016

RECEIPTS	AMOUNT Rs.	AMOUNT Rs.	PAYMENTS	AMOUNT Rs.	AMOUNT Rs.
TO BALANCE B/Fd.		1,83,25,076.50	TO BALANCE B/Fd.		1,33,07,311.00
			BY SPORTS EXPS		2,354.00
			BY INTERNET CHGS		19,150.00
			BY PICNIC EXPS		29,700.00
			BY ANNUAL DAY EXPS		23,560.00
			BY CONTRIBUTION FOR BLD(		24,00,000.00
			BY ELECTRICITY CHGS		1,86,904.00
			BY TELEPHONE CHGS		51,670.00
			BY WATER CHGS		9,807.00
			BY AUDIT FEE		10,000.00
			BY S.U.P.W.		2,431.00
			BY LIBRARY BOOKS		1,24,806.95
			BY LABORATORY EQUIPMENTS		5,989.55
			BY COMPUTERS & PHERIPHE		14,03,705.00
			BY FURNITURE & FIXTURES		8,108.00
			BY AUDIO-VISUAL EXPS		4,560.00
			BY EXAM FEE		1,00,980.00
			BY ELIGIBILITY FEE		6,600.00
			BY ENROLMENT FEE		17,000.00
			BY SYND BANK C/A NO 101/8122		4,62,582.00
					1,81,77,218.50
		31-03-2016	BY BALANCE C/FD		1,47,858.00
			CASH	0.00	
			BANK-5571	1,47,858.00	
		1,83,25,076.50			1,83,25,076.50

CHEMBUR
16TH JUNE 2016

CHAIRMAN   SECRETARY   JT. SECRETARY   PRINCIPAL

For Y.S. MUZUMDAR & CO
Chartered Accountants

PROPRIETOR

(Y.S.MUZUMDAR,M.Com.,F.C.A.,M.NO.33704)

Dr. Sunita N. Wadikar

Principal
Mahatma Education Society's
Pillai's College of Education & Research
Chembur Naka, Mumbai - 400071

(31)

MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH,
CHEMBUR NAKA, MUMBAI - 71
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2016

EXPENDITURE	AMOUNT Rs.	AMOUNT Rs.	INCOME	AMOUNT Rs.	AMOUNT Rs.
RECURRING EXPENDITURE			**RECURRING INCOME**		
			BY TUITION FEE		69,39,250.00
TO SALARY & ALLOWANCES:		1,14,78,384.00	BY DEVELOPMENT FEE		4,85,750.00
TEACHING STAFF	93,44,823.00		BY BANK INTEREST		4,204.00
NON TEACHING STAFF	18,80,561.00				
MGT.CONTRIBUTION TO EPF	1,08,000.00		BY SEMINAR GRANT RECD		6,10,346.00
GUEST LECTURE REMUNERATI	25,000.00		BY E-SUVIDHA SHARGES		5,940.00
COMPUTER PRACTICAL SALAR	1,20,000.00		BY SALE OF SCRAP		3,122.00
TO SWEEPING & CONSERVANCY EXPS		90,000.00	BY DEFICIT TRFD TO M.E.S.		76,74,913.00
TO POSTAGE & TELEGRAM EXPS		3,801.00			
TO STAFF WELFARE & REFRESHMENT		28,032.00			
TO RESEARCH ASSISTANCE		40,000.00			
TO PROGRAM EXPS		67,137.00			
TO PRINTING & STATIONERY		21,945.00			
TO TRAVELLING & CONVEYANCI		17,520.00			
TO ADVERTISING & PUBLICITY		72,500.00			
TO REPAIRS & MAINTENANCE		7,680.00			
TO LESSON OBSERVATION CON		22,500.00			
TO WORKSHOP & SEMINARS		27,585.00			
TO MISC EXPS		1,090.00			
TO YEARLY AFFLIATION		20,000.00			
TO TEACHING AID EXPS		2,450.00			
TO EDUCATIONAL JOURNAL & PERIODICALS		2,713.00			
TO SUBSCRIPTION CHGS		1,250.00			
TO ORIENTATION EXPS		1,300.00			
TO EXTENSION OF AFFL FEE (NCTE)		1,50,000.00			
TO OFFICE EXPS		780.00			
TO STUDENTS REGISTRATION FEE		200.00			
TO BANK CHARGES		328.00			
TO LABORATORY EXPS		6,580.00			
TO EDUCATIONAL EXCURSION		92,600.00			
TO STUDENTS WELFARE EXPS		1,465.00			
TO SPORTS EXPS		2,354.00			
TO INTERNET CHGS		19,150.00			
TO PICNIC EXPS		29,700.00			
BAL C/F		1,22,09,044.00	BAL C/F		1,57,23,525.00

Dr. Sunita N. Wadikar
Principal
Mahatma Education Society's
Pillai's College of Education & Research
Chembur Naka, Mumbai - 400071

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2016

EXPENDITURE	AMOUNT Rs.	AMOUNT Rs.	INCOME	AMOUNT Rs.	AMOUNT Rs.
BAL B/F		1,22,09,044.00	BAL B/F		1,57,23,525.00
RECURRING EXPENDITURE			RECURRING INCOME		
TO ANNUAL DAY EXPS		23,560.00			
TO CONTRIBUTION FOR BLDG M		24,00,000.00			
TO ELECTRICITY CHGS		1,86,904.00			
TO TELEPHONE CHGS		51,670.00			
TO WATER CHGS		9,807.00			
TO AUDIT FEE		10,000.00			
TO EXAM REMUNERATION EXPS		500.00			
TO S.U.P.W.		2,431.00			
TO DEPRECIATION		8,29,609.00			
FURNITURE & FIXTURES	79,921.00				
PSYCHOLOGICAL APPRATUS	2,878.00				
TEACHING AIDS	2,369.00				
COMPUTERS	3,50,399.00				
AUDIO VISUAL EQUIPMENTS	12,692.00				
LIBRARY BOOKS	3,60,680.00				
LABORATORY EQUIPMENTS	20,670.00				
		1,57,23,525.00			1,57,23,525.00

PLACE: CHEMBUR
DATE: 16TH JUNE 2016

CHAIRMAN   SECRETARY   JT. SECRETARY   PRINCIPAL

For Y.S. MUZUMDAR & CO.
Chartered Accountants

PROPRIETOR
Mumbai
Memb. No.
33704

(Y.S.MUZUMDAR,M.Com.,F.C.A.,M.NO:33704)

Dr. Sunita N. Wadikar
Principal
Mahatma Education Society's
Pillai's College of Education & Research
Chembur Naka, Mumbai - 400071

MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH,
CHEMBUR NAKA, MUMBAI - 71

BALANCE SHEET AS AT 31st MARCH,2016

LIABILITIES	AMOUNT(Rs)	AMOUNT(Rs)	ASSETS	AMOUNT(Rs)	AMOUNT(Rs)
RESERVE FUND		9,00,000.00	FIXED DEPOSIT AT BANK		9,00,000.00
DEPRECIATION RESERVE FUND		52,38,787.17	FURNITURE & FIXTURES:		7,61,352.00
			BALANCE AS PER LAST B/S	8,33,165.00	
BALANCE AS PER LAST B/S	46,56,712.17		ADD:PURCHASED DURING T	8,108.00	
ADDITION DURING THE YEAR	5,82,075.00			8,41,273.00	
			LESS: DEPRECIATION RESE	79,921.00	
MAHATMA EDUCATION SOCIETY		2,94,28,100.00	AUDIO VISUAL AIDS & EQUIPI		2,54,503.00
BALANCE AS PER LAST B/S	2,05,20,000.00		BALANCE AS PER LAST B/S	2,62,635.00	
RECD DURING THE YEAR	89,08,100.00		ADD:PURCHASED DURING T	4,560.00	
				2,67,195.00	
			LESS: DEPRECIATION RESE	12,692.00	
			COMPUTERS:		18,11,223.00
			BALANCE AS PER LAST B/S	7,57,917.00	
			ADD:PURCHASED DURING T	14,03,705.00	
				21,61,622.00	
			LESS: DEPRECIATION RESE	3,50,399.00	
			TEACHING AIDS:		47,514.00
			BALANCE AS PER LAST B/S	49,883.00	
			ADD:PURCHASED DURING T	0.00	
				49,883.00	
			LESS: DEPRECIATION RESE	2,369.00	
			PSYCHOLOGICAL APPARATU		57,717.60
			BALANCE AS PER LAST B/S	60,595.60	
			ADD:PURCHASED DURING T	0.00	
				60,595.60	
			LESS: DEPRECIATION RESE	2,878.00	
			LIBRARY BOOKS:		20,43,853.76
			BALANCE AS PER LAST B/S	22,79,726.81	
			ADD:PURCHASED DURING T	1,24,806.95	
				24,04,533.76	
			LESS: DEPRECIATION RESE	3,60,680.00	
			LABORATORY EQUIPMENTS		4,14,486.55
			BALANCE AS PER LAST B/S	4,29,167.00	
			ADD:PURCHASED DURING T	5,989.55	
				4,35,156.55	
			LESS: DEPRECIATION RESE	20,670.00	
			CASH IN HAND		0.00
			CASH AT BANK (A/C - 5571)		1,47,858.00
			SYND BANK C/A NO 101/8122		6,32,854.00
BAL C/F		3,55,66,887.17	BAL C/F		70,71,361.91

Dr. Sunita N. Wadikar
Principal
Mahatma Education Society's
Pillai's College of Education & Research
Chembur Naka, Mumbai - 400071

Y.S. MUZUMDAR & CO
Mumbai
Memb. No.
33704
CHARTERED ACCOUNTANTS

BALANCE SHEET AS AT 31st MARCH,2016

LIABILITIES	AMOUNT(Rs)	AMOUNT(Rs)	ASSETS	AMOUNT(Rs)	AMOUNT(Rs)
BAL B/F		3,55,66,887.17	BAL B/F		70,71,361.91
			INCOME & EXPENDITURE A/C		2,84,95,525.26
			AS PER LAST YEAR	2,08,20,612.26	
			DEFICIT DURING THE YEAR	76,74,913.00	
	TOTAL	3,55,66,887.17		TOTAL	3,55,66,887.17

CE: CHEMBUR
E : 16TH JUNE 2016

CHAIRMAN   SECRETARY   JT. SECRETARY

For Y.S. MUZUMDAR & CO.
Chartered Accountants

PRINCIPAL   PROPRIETOR   Mumbai
Memb. No.
33704

(Y.S.MUZUMDAR,M.Com.,F.C.A.,M.NO.33704)

Dr. Sunita N. Wadikar
Principal
Mahatma Education Society's
Pillai's College of Education & Research
Chembur Naka, Mumbai - 400071

Copy of Latest Recognition Order Issued by NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रिय समिति

National Council For Teacher Education
(A Statutory Body of the Government of India)
Western regional Committee

45535

F.No. WRC/APW02759/113125/2015 / 145539

31-05-2015

Date: 31.05.2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the Pillais College Of Education And Research Mahatma Education Societys, Plot No. M(W) 1650, (2A), Sr.No. 204 A & B 422, Chembur, Naka, Mumbai, Maharashtra by affidavit dt. 05.01.2015 has consented to come under new Regulations and sought for four units in B.Ed, which require additional facilities

3. And whereas, it has been decided to permit the institution to have four units of 50 students each subject to the institution fulfilling following conditions namely.

I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Pillais College Of Education And Research Mahatma Education Societys, Plot No. M(W) 1650, (2A), Sr.No. 204 A & B 422, Chembur, Naka, Mumbai, Maharashtra for conducting B.Ed programme of two years duration with an annual intake of 200 students (four units of 50 students each) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont......2

मानस भवन, श्यामला हिल्स, भोपाल-462002   Manas Bhawan, Shyamla Hills, Bhopal-462002
दूरभाष/ Phone: **0755-2739672, 2660915, 2660379, 2660372** फेक्स/ Fax: 0755-2660912
Email: wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE HQrs. Website : www.ncte-india.org

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure -

a) Sanctioned programmes along with annual intake in the institution:
b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
c) Name of faculty members who left or joined during the last, quarter:
d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
e) Fee charged from students;
f) Available infrastructural facilities,
g) Facilities added during the last quarter;
h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
i) The affidavit with enclosure submitted along with application.
j) The institution shall be free to post additional relevant information. if it so desires.
k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993./

8. Recognition order no. WRC/5-6/2k/300 dt. 15.01.2001 & WRC/5-6/88/2006/ dt. 15.10.2006 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

Copy to:

1. The Principal, Pillais College Of Education And Research Mahatma Education Societys, Plot No. M(W) 1650, (2A), Sr.No. 204 A & B 422, Chembur, Naka, Mumbai, Maharashtra.
2. The Secretary, Mahatma Education Society's, Pillais College Of Education And Research Chembur, Naka, Mumbai, Maharashtra.
3. The Registrar, University of, Mumbai, University Road, Fort, Mumbai-400032.
4. The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
6. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
7. The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
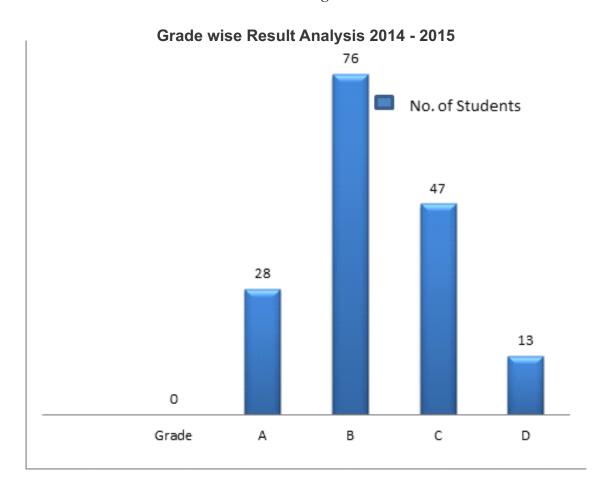8. Office Order file/institution no. APW02759/113125.

Regional Director

Mahatma Education Society's
Pillais' College of Education and Research,
Chembur, Mumbai - 71

S.No	Grade	No. of Students	Grade Points
1	O	-	7
2	A	26	
3	B	85	5 – 5.99
4	C	56	4 – 4.99
5	D	14	3 – 3.99
6	E	-	-
7	F	10	-
8	RLE	7	-
Total		**198**	

Pass Percentage: 91.41%

Grade wise Result Analysis 2014 - 2015

Mahatma Education Society's
Pillais' College of Education & Research,
Chembur, Mumbai – 71
Re- accredited by NAAC 'A' Grade
Website: www.pcer.ac.in   E mail:pcerchembur@mes.ac.in

FEED BACK OF PRACTICE TEACHING SCHOOL.

Sr. No	I think/ I feel	Agree	Disagree
1.	The 20 week internship pattern in the B.Ed two year program will benefit the student- teachers greatly.		
2.	The four weeks internship period of initial exposure to school is more than required.		
3.	The four weeks internship period of observation of 10 school teachers lessons is more than required.		
4.	One week internship period of initial exposure to school and observation of few school teachers lessons is sufficient.		
5.	It was difficult to accommodate the B.Ed student-teachers in the regular school schedule.		
6.	The B.Ed student-teachers carried out the activities allotted by the school satisfactorily		
7.	The students have benefitted in some way by allocating our school for practice teaching.		
8.	The staff have benefitted in some way by allocating our school for practice teaching.		
9.	The B.Ed student- teachers have contributed towards the capacity building of the students of the school.		
10.	It is necessary for the B.Ed student teachers to get classroom exposure before taking up teaching of lessons during the internship.		
11.	The B.Ed student-teachers need to be prepared in class management skills before taking up teaching of lessons during the internship.		
12.	Increasing the number of lessons to be taken by the B.Ed student-teachers will help in improving their teaching skills.		
13.	I was delighted to share my experiences as a teacher with the B.Ed student-teachers during the Shadowing process.		
14.	The present pattern of shadowing the teacher during the internship program will benefit the students.		
15.	Mentoring by the senior teachers during the internship program will influence the B.Ed student teachers in a large way.		
16.	I was not comfortable with the B.Ed student teachers observing my school lessons.		

Q1. Which activities do you think can be assigned to the B.Ed student teachers

   a) Checking of books ☐

   b) Correction of test papers ☐

   c) Preparation of teaching aids ☐

   d) Assigning proxy periods ☐

   e) Clerical work in the office, laboratory, library etc. ☐

   f) Preparing the students for co curricular activities/ competitions/ projects etc. ☐

   g) Helping the staff in organizing events for the students. ☐

   h) Supervision for class tests or exams. ☐

Q2. What expectations did you have from the B.Ed student teachers?

Q3. Were your expectations met?

Q4. Any other suggestions.

Mahatma Education Society's
Pillais' College of Education & Research, Chembur, Mumbai – 71
Re- accredited by NAAC 'A' Grade
Website: www.pcer.ac.in   E mail:pcerchembur@mes.ac.in

FEED BACK OF TEACHER EDUCATORS

Sr.No	I feel	A	DA
1.	The 20 week internship pattern in the B.Ed two year program will benefit the student- teachers greatly.		
2.	The four weeks internship period in the second semester is required for the initial exposure to school and its activities.		
3.	The four weekS internship period with breaks is more convenient than a continuous one.		
4.	It was easy to convince the school management about the requirements of the four week internship program.		
5.	One week internship period of initial exposure to school is sufficient.		
6.	The student teachers were not productively occupied throughout the day		
7.	The observation of 10 school teachers' lessons is more than required.		
8.	The observation of 10 school teacher's lessons in the beginning of practice teaching will provide adequate guidance/ direction to classroom teaching.		
9.	Practice teaching schools were not in favour of 'shadowing of school teacher' concept during the internship program.		
10.	The work allocated by the schools during the internship period provided a complete exposure to school activities.		
11.	Marking scheme for the activities of the four week internship program is ambiguous		
12.	10 general peer lessons is feasible than method wise peer lessons		
13.	There are chances of manipulation by the students if no proper check is kept.		
14.	Observation of peer lessons will help the students to better their teaching skills.		
15.	The supervisor's presence during the internship period is essential to guide the students effectively.		

Any other suggestions:

_____

_____

_____

Mahatma Education Society's

Pillais' College of Education & Research, Chembur, Mumbai – 71

Re- accredited by NAAC 'A' Grade

Website: www.pcer.ac.in   E mail:pcerchembur@mes.ac.in

STUDENT TEACHER'S FEED BACK

Sr. No	I feel	A	D A
1.	The 20 week internship pattern in the B.Ed two year program will benefit the student- teachers greatly.		
2.	The four weeks internship period in the second semester is required for the initial exposure to school and its activities.		
3.	The four weeks internship period with breaks is more convenient than a continuous one.		
4.	It was easy to convince the school management about the requirements of the four week internship program.		
5.	One week internship period of initial exposure to school is sufficient.		
6.	The students were not productively occupied throughout the day.		
7.	The two weeks internship period of observation of 10 school teachers' lessons is more than required.		
8.	The observation of 10 school teacher's lessons in the beginning of practice teaching will provide adequate guidance/ direction to classroom teaching.		
9.	Practice teaching schools were not in favour of 'shadowing of school teacher' concept during the internship program.		
10.	The work allocated by the schools during the internship period provided a complete exposure to school activities.		
11.	10 general peer lessons is feasible than method wise peer lessons		
12.	It was very difficult to coordinate with school supervisor and subject teachers for completion of internship activities.		
13.	Observation of peer lessons will help the students to better their teaching skills.		
14.	The supervisor's presence during the internship period is essential to guide the students effectively.		

Q1. Which activities do you think can be assigned to the B.Ed student teachers

a) Checking of books ☐
b) Correction of test papers ☐
c) Preparation of teaching aids ☐
d) Assigning proxy periods ☐

☐

265

e) Clerical work in the office, laboratory, library etc.

f) Preparing the students for co curricular activities/ competitions/ projects etc. ☐

g) Helping the staff in organizing events for the students. ☐

h) Supervision for class tests or exams. ☐

i) Remedial teaching ☐

j) Decorating notice board ☐

k) Conducting assembly/ Awareness program / quiz / competitions ☐

l) Any other work

_____
_____
_____
_____

Q2. What expectations did you have from the four weeks internship program?

_____
_____
_____
_____

Q3. Were your expectations met? What did you gain through internship program?

_____
_____
_____
_____

Q4. Any other suggestions for conducting internship program more effectively?

_____
_____
_____
_____

Mahatma Education Society's

Pillais' College of Education & Research, Chembur, Mumbai – 71

Re- accredited by NAAC 'A' Grade

Website: www.pcer.ac.in   E mail:pcerchembur@mes.ac.in

FEEDBACK FOR PRACTICE TEACHING - SEMESTER III

Dear Sir/ Madam,

This is an attempt by Pillai College of Education & Research, Chembur (PCER) to garner an honest feedback from all the stakeholders on the 10 week (40 days) of Internship Programme that the teacher-trainees have undergone in various schools and colleges as a part of the syllabus prescribed by the University of Mumbai.

As you are aware, from 2015, the B. Ed programme has become of two year duration with teacher -trainees undergoing 20 weeks of Internship with various schools. Of these 20 weeks (6 weeks in Semester-II, 10 weeks in Semester-III and 4 weeks in Semester-IV), the 10 week Internship Programme is the most intense.

We, at PCER, are grateful for the cooperation extended by you to our students and request your honest opinion on the 10 weeks that our students spent with your institution.

Kindly fill in the following

Name: _____

Designation: _____

Name of the School: _____

Contact Number: _____

Email id: _____

The feedback form has ten (10) questions of which four are close-ended and six are open-ended. We thank you for your cooperation.

1. Please indicate on a scale of 1-5 (with 1 being the least and 5 being the maximum) the benefits to the school of the following activities undertaken by the trainee-teachers.

	1	2	3	4	5
Teaching Lessons					
Theme-based Lessons					
Co-teaching lessons (with the school teacher)					
Observation of school records					

2. Apart from the Internship activities, what were the various other activities that the teacher-trainees were involved in? Please tick against concerned activity/ activities.

1	Taking up proxy periods	
2	Supervision duties during school examinations	

3	Assistance during the Baseline tests		
4	Preparation of teaching aids		
5	Conducting activities for school students		
6	Assistance during school programmes		
7	Any other. Please mention		

3. Were the teacher-trainees allocated the following periods in order to complete their Internship activities?

		Always	Frequently	Sometimes	Never
1	Subject Periods				
2	PT Periods				
3	Library Periods				
4	Art/ Craft/ CCA Periods				
5	Proxy periods				

4. Were the teacher trainees allocated the following units by the school teachers?

		Always	Frequently	Sometimes	Never
1	New topics (previously not taught to the students)				
2	Topics already taught to the students				
3	Topics to be taught for revision purpose only				

5. How has the school gained from this Internship Programme?
6. What were the challenges that the school faced during the Internship Programme?
7. Overall, is the school satisfied with the Internship Programm? Yes/ No
8. In your opinion, is the Two Year B. Ed. An improvement over the previous One year B. Ed. Programme?
9. What improvements in the Internship Programme would you like to suggest to the University of Mumbai so that the school can benefit further
10. What improvements in the Internship Programme would you like to suggest to PCER-Chembur so that the school can benefit further

BEST PRACTICES

BEST PRACTICE

NOURISH

N- Nourish hidden potential

O- Organizing diverse activities

U- Utilize technology

R- Respect, rapport and responsibility

I- Infuse global outlook

S- Skill enhancement

H- Higher order thinking

BEST PRACTICE in STUDENT SUPPORT & PROGRESSION

NOURISH (2015-16)

Title of the practice:

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

The strategy adopted in the Best Practice of Assembly for Student Support and Progression is 'NOURISH'.

N- Nourish hidden potential

O- Organizing diverse activities

U- Utilize technology

R- Respect, rapport and responsibility

I- Infuse global outlook

S- Skill enhancement

H- Higher order thinking

The context that required the initiation of the practice:

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

Objectives

- To inculcate habits of meditation and strengthen concentration among students
- To help reduce stress through concentration techniques

- To instill values of Respect, Responsibility and Resilience among youth
- To sensitize students about the issues and challenges across the globe
- To prepare student teachers to meet the challenges of 21st century with Cultural, Social and Ethical values
- To foster a culture of respect for other communities and unconditional positive regard for others.
- To lay a foundation for developing a strong value system among student teachers
- To infuse Life Skills among students through the activities conducted during the assembly
- To furnish opportunities to organize various activities
- To explore and nurture hidden potentials among student teachers.

The practice

This practice is conducted as a part of the daily morning assembly. The student teachers are grouped as per their roll numbers and are assigned an assembly teacher educator for the month. Each month is assigned a theme around which as the daily assemblies would revolve. The themes were designed around personal, social, cultural and global values The themes planned for the previous academic year were:

S.no	Theme for the month	Values emphasised	Month
1.	Role of the teacher	Responsibility, Care, Patience, Love, Compassion, Empathy	September 2015
2.	Pluralism and Gandhian Values	Secularism, tolerance, patience, love, brotherhood, fraternity	October 2015
3.	Environmental Awareness	Environment sensitivity, self awareness, global citizenship, caring and sharing, brotherhood.	November – December 2015
4.	Spirituality & Patriotism	Peace, happiness, humility, mindfulness, love, tolerance, secularism, self awareness	January 2016
5.	Power of Education	Perseverance, curiosity, reflection, dignity, gender equality, global outlook,	February 2016
6.	Women Empowerment	Respect, dignity, gender equality, love, self reliance, social values, empowerment	March 2016
7.	Cultural Diversity	Respect, tolerance, Universal brotherhood, love, cultural values	April 2016

The student teachers would discuss the issue they would like to address during the assembly with the teacher educator in charge. A group of five student teachers would present the assembly. The format of the assembly was

- Prayer
- Meditation
- Topic for the day
- Discussion
- Concluding message.

Festivals and birth anniversaries of educationists, national leaders and eminent personalities are also given importance and celebrated as special assemblies. The student teachers are given the freedom to present their ideas and message through varied activities like debate, skits, video clippings, charts, discussions, group songs, speeches etc. The student teachers organizing the assembly ensure that each and every student teacher in the audience participates and activities are planned in accordance.

Obstacles faced if any and strategies adopted to overcome them:

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

Impact of the study

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

Resources required:

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

Feedback mechanism and future plans:

Feedback in the verbal form is a regular practice. Students are encouraged to come out and share their experiences. Student teachers can also provide feedback about 'NOURISH' during the exit meeting with the Principal.

BEST PRACTICE

THE 5 E MODEL

Title of the practice: The 5E Model

The context that required the initiation of the practice:

Teachers are nation builders and the responsibility of Teacher Education Institutes is to develop the student-teachers into an integrated personality to meet the local and global needs. The challenges in the field of education are innumerable and interconnected and hence a holistic vision of the entire scenario is essential. PCER is aware that the mandated curriculum alone may not be able to meet the demands of the changing trends. Hence the 5 E model was developed to encompass the aspects necessary to adapt to the changing trends.   Thus the 5 E model is an attempt to provide a holistic understanding of issues and skill development to meet the needs.

Objectives of the practice:
1. To empower the student-teachers with the life skills and resilience.
2. To develop integrated personality to face the challenges.
3. To sensitize them to societal and community needs.
4. To equip them to cater to inclusive classrooms.

The practice:

Teachers in modern era are entrusted with the responsibility of preparing global citizens. This preparation would require the united efforts of the stakeholders and the institution, commensurate with the vision and mission of the institution.
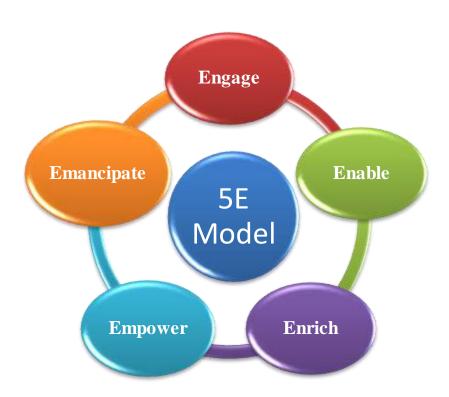
With this premise in mind, expertise and experiences from multiple disciplines are tapped and made available through the four windows:

➢ Interface with the community.

➢ Equipping student-teachers with innovations in teaching-learning.

➢ Training in interdisciplinary fields.

➢ Interactions with learned personalities.

The activities demand strategic planning and coordination with various members. The schedule is planned and necessary arrangements are made. The time-table is prepared keeping sufficient scope to accommodate the activities of 5E Model. These activities enrich the student teachers and equip them with the 21st Century skills.

Given below is the details of the best practice.

THE 5 E MODEL

Engage: The student teachers are engaged in the planning, preparation and conduction of the various activities through the Student Council, tutorial group and class assemblies besides the regular curriculum requirements. A few activities are enlisted below:

➢ Green auditing project to sensitize them to environment protection and sustenance:

The student teachers survey the institution and suggest measures to reduce the usage of water, electricity and paper.

- 3R's Project to reduce, reuse, recycle the waste:

  Workshops and expert talks are conducted and student teachers ensure that materials are reused to avoid usage of new materials for college programmes.

- Green Umbrella Project:

  Various competitions and activities related to environmental sensitivity was carried out and efforts were concerted to bringing about awareness among school students.

- Beautification Project:

  The environmental club has embarked on beautifying the premises of the institution by growing saplings in pots.

Enable: The student teachers are enabled to meet the global standards through various programmes as follows:

- Expert talks, symposium by International speakers in the field of education:

  Student teachers are provided ample opportunities to interact with experts in various disciplines. These activities provide the much needed insight which supplements the topics in the B.Ed programme.

- Exposure through practice teaching in International Schools of repute:

  The student teachers are allocated various State Board schools for practice teaching. Owing to which they fail to get an exposure to the functioning of international schools. The 'Back to School' project was initiated where in a group of student teachers were allocated schools of Poddar Group of Institutions and student teachers shadowed the school teachers and were mentored by the senior teachers on various aspects of teaching learning and evaluation.

- Movie Making Project:

  ICT is a way of life in PCER and the teacher educators and student teachers use it to enhance teaching learning. The teacher educators assigned some topics to be made into short films prepared and enacted by the student teachers. This made the learning process interesting and provided a new experience.

  The student teachers are encouraged to participate in intercollegiate programmes, plan and organize activities such as educational visits, intercollegiate programmes and

seminars, assist in publication activities with teacher educators guidance. These activities provide the necessary exposure and enable them to meet the changing demands of the professasion.

Enrich: The variety and the variability in the experiences provided to the student teachers enrich them:

➢ Through new methodologies like Gallery walk, Edmodo, Course networking the student teachers are introduced to new methodologies which enables them to practice the new methodologies and techniques in their practice teaching schools.

➢ Add on course: Effective communication and the teacher, Yoga, Computer supported Collaborative learning, Competency based teaching were introduced and well appreciated by the stakeholders.

Empower: Apart from the regular B.Ed courses, the institutions embarked on capacity building of the student teachers through training programmes which empowered them through:

➢ Teaching in Inclusive schools**:**

Workshops and training programs were conducted by resource persons from the field of special education. This initiative is appreciated by the stakeholders as it added to their existing knowledge and skill.

➢ Training in planning lessons for inclusive classrooms:

The student teachers are oriented to plan lessons for differently abled students. These programmes have sensitized the student teachers to the needs of these students.

➢ Training program on 'Human Rights for all', 'Disaster Management':

Training programs were organized to bring in awareness about human rights and disaster management. Issues and challenges were discussed in human rights and student teachers were trained on the steps to handle a disaster was practiced.

Emancipate:

➢ Internationalization of values / the Institutional Social Responsibility projects on personal values, social issues, environmental values which benefit the school community.

The student teachers created awareness among the school students on various topics of personal, social, environmental importance. Various activities like puppet shows, quiz were carried out during the internship programme.

- ➢ EPC 3 (Critical understanding of ICT) research on social issues:

  The student teachers surveyed the school students on topics related to social issues such as gender discrimination, child labour, caste discrimination etc. This activity enabled the student teachers to hone their research skills and also get an experience of using research applications in ICT.

- ➢ Adult Literacy Drive by student-teachers for the community.

  The student teachers interacted with the parents of the first generation learners and taught them to read and write, how to converse on a telephone, carrying out banking transactions independently and also conducted a beautician course as a part of skill development for the mothers of these first generation learners. This initiative was to sensitise the student teachers to the needs of the parents of lower socio economic backgrounds and get the satisfaction of making a difference in the lives of others.

Obstacles faced if any and strategies adopted to overcome them:

Planning of these activities always involved:

- ➢ Time Management

- ➢ Accomodation in time-table

- ➢ Availability of open space for activities

- ➢ Finances

- ➢ Identifying expertise and trained personnel

These obstacles were overcome through proper planning, execution and implementation with the available resources through guidance and support of the Principal and the Management.

Impact of the study:

The best practice helped the student teachers gain an insight into the interdisciplinary aspects of education. They were sensitized to their extended role in the society, which matches our vision and mission. This 5E Model has enabled them to bring in value in their transactions and evolve into conscientious citizens sensitive to the needs of the society and environment.

Resources required:

- Class rooms and open space,
- Expertise from various fields,
- Funds to carry out the activity.
- Reference books.

Feedback mechanism and future plans:

Oral and written feedback was obtained from students which is documented. The student-teachers found these activities to be very useful to them and requested to conduct these activities on a regular basis.

Our future plans includes

- Strengthening our ties with practice teaching schools and plan activities for the students.
- Collaborating with agencies in the society and develop programs to meet their educational needs.
- Add more interdisciplinary activities for holistic development of the student teachers.

CRITERION I
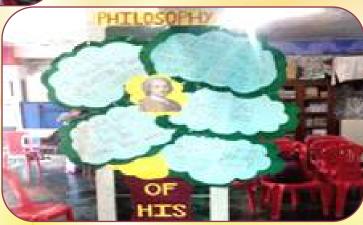
CRITERION II

CRITERION III

CRITERION IV

CRITERION V
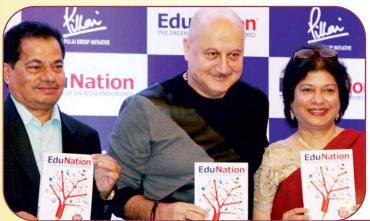
CRITERION VI

CRITERION VII