



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		MES's Pillai College of Education and Research, Chembur
• Name of the Head of the institution		Dr. Reni Francis
• Designation		Principal
• Does the institution function from its own campus?		Yes
• Alternate phone No.		02225224856
• Mobile No:		9987226672
• Registered e-mail ID (Principal)		rfrancis@mes.ac.in
• Alternate Email ID		pcerchembur@mes.ac.in
• Address		Chembur Naka, Opp Chembur Fire Brigade
• City/Town		Mumbai
• State/UT		Maharashtra
• Pin Code		400071
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:		Teacher Education
• Type of Institution		Co-education

• Location	Urban
• Financial Status	Self-financing
• Name of the Affiliating University	University of Mumbai
• Name of the IQAC Co-ordinator/Director	Dr. Mary George Varghese
• Phone No.	02225224856
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	rfrancis@mes.ac.in
• Alternate e-mail address (IQAC)	
3.Website address	www.pcerchembur.ac.in
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.36	2017	02/05/2017	01/05/2022
Cycle 2	A	3.12	2010	13/12/2010	07/01/2016
Cycle 1	B+	77.75	2004	03/12/2004	07/12/2011

6.Date of Establishment of IQAC

15/07/2004

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Best College Award 2020 by Global Intellect Educational Award	None	None	07/12/2020	Nil
Best Research Award 2020	None	None	15/12/2020	Nil
Best College Award 2019 by Global Intellect Educational Award	None	None	21/11/2019	Nil
Best Research Award 2019	None	None	17/12/2019	Nil
Dr.Mary George Varghese	Travel Grant	ICSSR, New Delhi	09/09/2019	60,000
PCER - Five Day FDP	FDP	MGNCRE	19/08/2019	75,000
Digital Literacy Workshop	Workshop	MSCW	20/01/2020	50,000

Human Rights Training Session	Training for Students	NHRC, New Delhi	20/02/2020	75,000
UGC-HRDC Short Term Course with Aligarh Muslim University and MES's Pillai College of Education and Research, Chembur	Short Term Course	UGC-HRDC	14/09/2020	Nil
Short Term Course with IUCDS, MG University Kerala	Short Term Course	MG University, IUCDS	15/06/2020	Nil
VENTEL Institution	Certificate	MGNCRE	01/10/2020	NIL
Swachhta Action Plan Institution	Certificate	MGNCRE	01/09/2020	Nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		No File Uploaded		

10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>Organised National Level Short Term Courses (Two) Organised International Conference Initiated Learning Q-Est by Alumni and organised several YouTube live sessions. Community outreach contribution of Rs 1,47,379 Recognised as Swachhhta Action Plan Institute by MGNCRE</p>	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
<p>Enhance Teaching & Learning</p>	<ul style="list-style-type: none"> Short Term Course on Inclusive Learning Environment Short Term Course on Continuous Professional Development National Level Live Webinar on NEP 2020- Vision for a Prospective Nation Expert talk on Swami Vivekananda's Philosophy on Education in association with Ramkrishna Mission Expert Lecture Series through Youtube Live Best Practice NEP 2020 Expert Talk on Teacher Education Practices Across Boundaries Coursera online Courses were completed by faculty Faculty participated in Refresher, Short Term courses, webinars
<p>Strengthen Training & Placements</p>	<ul style="list-style-type: none"> Add on course Job Perfect-sessions on Communication Skills, Interview Skills, Resume Writing, Soft Skills Workshop on VENTEL (Vocational Education Nai Talim Experiential Learning)

	<ul style="list-style-type: none"> • Add on course Job Perfect-sessions on Communication Skills, Interview Skills, Resume Writing, Soft Skills • Workshop on VENTEL (Vocational Education Nai Talim Experiential Learning) • Webinar titled 'Prerequisites for being an Educator' was conducted • Session on Set Induction in a Virtual Classroom • Internship activities through online mode were organised • Students participated in Coursera courses • Content Enrichment Programme was conducted • Session on Challenges During Distance Learning • Session on CoRT Tools • Session on Kolb's Learning cycle • Webinar titled 'Prerequisites for being an Educator' was conducted • Session on Set Induction in a Virtual Classroom • Internship activities through online mode were organised • Students participated in Coursera courses • Content Enrichment Programme was conducted • Session on Challenges During Distance Learning • Session on CoRT Tools
Research Initiatives	<ul style="list-style-type: none"> • Webinar on YouTube titled Different Approaches in Management Research • Research Colloquium on Trends in Education • Seminar on Student Teacher's Action Research • Working towards Ph. D centre • Faculty published research papers, books
Integrating Technology in the Classroom	<ul style="list-style-type: none"> • Online classroom and virtual lectures through G-Suite • Institution has its own YouTube channel • Short-term course on

	<p>'Connecting Classroom through Online Learning' • 'Digital Stree Shakti-Webinar on Online Safety of Girls' • Lesson demonstration, planning, guidance, lesson delivery through online format • Session for student teachers on creating quiz through google forms • Launch of Digital Library • e-LMS begun for add on courses, value added courses • Enhanced social media presence of institution through Facebook, Instagram</p>
Strengthening Alumni Engagement	<p>• Learning Q-EST online sessions by PCER Alumni • Alumni Achievers Award • Teacher Assistant programme was initiated • Publication of book by Alumni</p>
Community Outreach	<p>• Online session on Mental Health titled 'Here I am to Hear you' • Yoga for Wellness sessions • Webinar on Population challenges 'Take a Stand, Raise Awareness' • Expert talk titled 'Your Courage - Your Asset' on 'PoSH (Prevention of Sexual Harassment) and the Legal Rights of Teachers. • National Level Inter-Collegiate Essay Competition for a Social Cause • Online quizzes, slogan writing, essay writing to raise awareness on social issues • Expert Talk session on Cancer Awareness, Early Detection Towards Protection • Special Assembly on World Health Day • Fistful of Grains project • Short movie created and enacted by student teachers on Human Rights, Human Trafficking. • In association</p>

	<p>with Lions Club of Mumbai Ghatkopar Galaxy and Leo Club of Ghatkopar Galaxy organised the Corona Women Warriors Award, 2021. • YouTube session by experts from various fields on the importance of Health and Safety at Work. • Donate a Meal Drive • Online educational resources were developed by student teachers and provided to the less privileged</p>				
Establishing a Eco-friendly Campus	<p>• International Conference on Innovative and Sustainable Educational Practices in Higher Education • Quizzes, slogan writing to raise awareness on environmental issues • Endeavor towards paperless transactions through promoting online assignments and submissions • Sessions ere conducted on Swachhata, Paper Bag making, kitchen gardening • Special Assembly on World Water Day to raise awareness</p>				
13. Whether the AQAR was placed before statutory body?	Yes				
<p>• Name of the statutory body</p>					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th><th>Date of meeting(s)</th></tr> </thead> <tbody> <tr> <td>Internal Academic Audit</td><td>20/12/2021</td></tr> </tbody> </table>	Name of the statutory body	Date of meeting(s)	Internal Academic Audit	20/12/2021	
Name of the statutory body	Date of meeting(s)				
Internal Academic Audit	20/12/2021				
14. Whether institutional data submitted to AISHE					
<table border="1"> <thead> <tr> <th>Year</th><th>Date of Submission</th></tr> </thead> <tbody> <tr> <td>2020-21</td><td>21/01/2022</td></tr> </tbody> </table>	Year	Date of Submission	2020-21	21/01/2022	
Year	Date of Submission				
2020-21	21/01/2022				
Extended Profile					

2.Student		
2.1		100
Number of students on roll during the year		
File Description		Documents
Data Template		View File
2.2		100
Number of seats sanctioned during the year		
File Description		Documents
Data Template		View File
2.3		Nil
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template		No File Uploaded
2.4		81
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template		View File
2.5	Number of graduating students during the year	81
File Description		Documents
Data Template		View File
2.6		100
Number of students enrolled during the year		
File Description		Documents
Data Template		View File

4.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2000000
4.2 Total number of computers on campus for academic purposes	75
5.Teacher	
5.1 Number of full-time teachers during the year:	15
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	15
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The University provides the overall Academic Calendar for the academic year. Based on the deliberations of the IQAC and the CDC the Institutional academic calendar is prepared that provides the roadmap for the institutional activities both academic and non-academic activities indicating events, the term breaks, holidays, course activities, internship examinations, internship, assessments, assignments, cocurricular activities, enrichment programmes, community service, field visit, annual day, projects etc. The academic calendar, year plan, programme learning outcomes, course learning outcomes, activities, events etc are uploaded on the institution's website. B.Ed. course orientation is provided to each new batch at the beginning of the academic year. They are also given semester wise orientation at the start of each semester, so they are</p>	

aware of the programme outcomes and the activities to be conducted during the semester. There are academic audits conducted monthly, midterm review and course correction are done as needed, regular reporting is done by the faculty and feedback taken that serves to monitor the implementation of the prepared plans. This enables the institution in maintaining and enhancing the quality of the curricular transactions and keep it relevant to the needs of the contemporary times.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.pcer.ac.in/wp-content/uploads/2021/12/CLOs-2020-21.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

11

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://www.pcer.ac.in/academics/academic-and-administrative-planner/
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

20

1.2.2.1 - Number of value-added courses offered during the year

20

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

181

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

181

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

181

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

181

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

PCER strives to familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective through various modes. Sessions are organized from within MES's institutions themselves such as the principals, teachers etc, with an extensive teaching experience in schools of diverse Boards of Education to share their knowledge and expertise. Alumni and experts from different educational boards in India are also invited to deliver talks . Learning Q-est is conducted wherein alumni from various boards like SSC, IGCSE, IB are invited to deliver the talk on their respective boards. During campus placements, faculty members and principals of many different schools orient the students on the functioning of these schools from different boards of education, the students are also told about the various assessment systems. During campus placements, faculty members and principals of different schools orient the students on norms and standards of their respective boards to which their school belongs to. Students are given an assignment based on study of different boards of education from this course and comparison of these boards with respect to various aspects such as curriculum, subjects included, teaching learning strategies used, mode of assessment and evaluation system.

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	View File
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	View File
Capability to extrapolate from what one has learnt and apply acquired competencies	View File
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Modelling of effective teaching strategies plays a key role in the way students teachers eventually teach. The students get to learn from the experiences of various resource people. Sessions on 'Dos and Don'ts for teachers' are routinely conducted every year for the student teachers as they end their course and prepare for the world of work.

Content enrichment programs that aim to enhance students' subject knowledge along with age and developmentally appropriate teaching strategies are conducted.

Learning skills like storytelling, creative teaching aid making, role of a teacher, effective classroom strategies, reflective practices for teachers etc equip student teachers for their internship.

Learning Q-EST, a series of sessions to develop emotional, social and teacher quotient in the students covers a range of skills. Developing emotional intelligence to improve the classroom environment by developing listening skills and empathy among

teachers. Developing social skills of cooperation and collaboration through the numerous activities conducted every month where students plan, organize and conduct events on different topics/ in observation of Doctor's Day, Girl Child Day, Tourism Day, Ocean Day to name a few.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution conducts a wide range of curricular experiences that provide opportunities for students to implement what they have learnt. Learning about the importance of experiential learning and then having the experience of the same reinforces the idea as they have first hand experiences of the benefits of learning by doing and organizing events for various days like Republic Day, Independence Day, Environment Day, Yoga Day. To provide supportive skills in dealing with academic and personal problems of learners, teachers guide students through the planning of various activities; skits on World Aids Day, Human Rights Day; planning quiz competitions on Social Wellness, Environment Day, Ocean Day etc. This helps to cultivate organizational skills through teamwork, collaboration and co-operation and the process of planning, review, feedback, reworking, helps students hone their planning and organizational skills. Hence to derive professionally relevant understandings and consolidate these into student's professional acumen college provides the wide range of curricular experiences such as, Value Added courses, Expert sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

00

2.1.2.1 - Number of students enrolled from the reserved categories during the year

00

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

00

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

00

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

PCER chembur believes that mastery over the content and communication skills are prime requisites for teachers. Besides the curriculum prescribed by the university the college takes special steps for the subject mastery and development of communication skills of the students. Content tests are prepared by the teachers to assess the content knowledge of the students and special sessions are planned by them based on the performance of the students in the content tests. Oral and written assignments are given to the students to assess their communication skills. Sessions are conducted by the teachers for improving the written and oral communication skills of the students based on their performance in the assignments.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring

Six/Five of the above

**Remedial Learning Engagement Learning
Enhancement / Enrichment inputs
Collaborative tasks Assistive Devices and
Adaptive Structures (for the differently abled)
Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

11

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution adopts a wide variety of approaches to teaching and learning for the different courses in the B.Ed programme to achieve the learning outcomes of the various courses. These different approaches to learning provide opportunities to the student teachers to develop their knowledge, skills, confidence, communication, and helps in learning being more permanent as they are fully engaged in the learning process.

These different modes of learning include:

- Seminar presentations on various topics. Students participate in individual/ group presentations on different topics.
- Internship programme that includes lesson presentations, conducting academic and non-academic learning activities for school students, maintaining reflective journal, preparing learning resources etc
- Online learning- students participate in online learning courses provided by the institution through google classroom, LMS as well as courses offered through Coursera.
- Book review- students are encouraged to read books and prepare a review to express their thoughts on the book.
- Movie review- students are encouraged to watch educational movies, movies that deal with social issues and present a movie review
- Online quizzes, poster competition, elocution competition, debates, group discussion, slogan competition etc are conducted on different themes
- The students prepare and contribute to the institution's

monthly e- newsletter

- The student council are given the responsibility of organizing different events, celebration of important days etc

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.pcer.ac.in/academics/e-learning/
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

181

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as

Five/Six of the above

**Understanding theory courses Practice
teaching Internship Out of class room
activities Biomechanical and Kinesiological
activities Field sports**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.pcer.ac.in/academics/e-learning/
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students. Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress, keeping oneself abreast with recent developments in education and life.

PCER Chembur has a unique student mentoring system. During the orientation programmes at the beginning of the academic year, the students are informed about the course structure, demands, and the approach which needs to be followed for the successful completion of the course and also about the career opportunities and the entrance exams which makes them job ready.

Guest lectures from the school principals and experienced teachers are arranged to help students understand the requirements necessary for the job.

Through the Learning style and multiple intelligence questionnaires, student diversity is identified. Mentor and mentee groups are formed based on faculty discussion. Besides these, students are again grouped as per their method, guidance group, and the tutorial group.

The college started 'The student mentor & teacher Assistant programme' in collaboration with the Alumni Association of PCER, Chembur.

These groups help the faculty to better understand the students and

arrange counselling and guidance sessions for them as per the requirement. Mentors creates opportunities for the mentees to demonstrate their competencies besides keeping the track of their progress and setting milestones. The focus of the mentoring process is to ensure both academic development and personality development of the mentees. Students are encouraged to join add on courses available in the college and other institutes as per the requirement by the mentors. Students are encouraged to participate in Campus Interviews, mentors help them prepare for the interviews, discussions happen for the improvement of mentees and mentors post Campus Interviews.

Mentors ensure constant communication with the students through the WhatsApp, email, mobile and the online platforms made available by the management during the Covid-imposed lockdown to boost the morale of the students and help them find ways to deal with their problems. Mentors seek help of the professionals in the field to address the specific issues of the mentees.

- working in teams
- dealing with student diversity
- conduct of self with colleagues and authorities
- balancing home and work stress
- keeping oneself abreast with recent developments in education and life

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

PCER Chembur strives to inculcate creative thinking and innovativeness amidst the students. Teachers and alumni demonstrate the students the best and creative lessons. Students are encouraged to conduct the lessons in an innovative way and prepare the teaching aids creatively. Feedback and compliments by the lesson supervisors motivates students to prepare their own teaching aids, rearrange and add to the content of the lesson and embrace creativity, innovativeness, intellectual and thinking skills.

'Assembly' is a unique endeavour at PCER Chembur in which the students get an opportunity to polish their communication and presentation skills. It also provides students opportunities to learn life skills. Assemblies provide opportunities for the students to express in the form of poems, dance, drama, skit, singing, visual arts and performing arts.

Activities in association with Soroptimists International Bombay Chembur, and the Student council led social initiatives provides opportunities to the students to interact with the underprivileged ones and to take up steps for their upliftment.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed

All of the above

activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

PCER Chembur has a well-planned and monitored system in place for the Internship programme. Every year students complete their internship in the partner schools. During the academic year 2020-21 due to Covid-19 imposed restrictions the changes in the internship programme suggested by the University of Mumbai, Board of studies of Education were implemented. Students were asked to take lessons online -Via Google meet and also to provide recorded lectures to the teacher educator. Teacher educators reviewed the lessons and provided feedback and the marks to the students based on their performance. The lessons were also sent and used by the partner schools-Chembur English High School, Chembur English Junior College and Navjeevan Educational Trust. Students were encouraged to take

lessons using the variety of online tools and various teaching aids while presenting the lessons. Students prepared presentations and online assessment tools for the teachers of the partner schools.

PCER Chembur used the difficult time of pandemic effectively using the ICT resources like Zoom, Google Meet, google forms, google quiz, and Google classroom. The students were oriented, trained and motivated to use the online resources effectively.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

81

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Practice teaching is the most valued part of the course for the PCER Chembur.

During the academic year 2020-21 due to Covid-19 imposed restrictions the changes in the internship programme suggested by the University of Mumbai, Board of studies of Education were implemented.

Guidance teachers helped the students to prepare their lesson plans. The students forwarded the final lesson plans and the recorded lessons to the supervisors. Supervisors gave feedback to the students and the awarded the marks. Recorded lessons were also shared with practice teaching schools and feedback is sought from them.

Few lessons were live lessons wherein the students conducted the lessons using the Google meet platform the supervisors provided live feedback to them. All live lessons were recorded by the supervisors and the recordings were shared with all faculty and students

Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	
All of the above	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	
Five of the above	
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

11

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

15

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

150

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Mahatma Education Society is a progressive educational group, the

management strives to equip the teachers with the best teaching learning resources and methods. Guest Lectures and workshops are organised by the MES Management for the teachers. MES made available many in-service professional development courses to the faculty members through the partnership with COURSERA. Faculty of PCER Chembur completed many courses successfully with COURSERA.

In addition to the professional development initiatives by the management the principal and faculty believes in enriching each other by sharing. The principal arranges expert sessions based on the requirement conveyed by the faculty or felt. The principal herself conducts many sessions for the empowerment of the teachers. Faculty is provided grants to attend seminars, conferences and for paper publications. Faculty of PCER Chembur upgraded themselves and the students through collaborations for online teaching and learning during the Covid-19 pandemic.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

PCER Chembur evaluation process made explicit to students by conducting orientation sessions at the beginning of each term, through the Academic Calendar and by display in the notice board.

Result analysis is done after every Test and the performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members and the students. Remedial Classes are conducted for the struggling learners to update their subject knowledge and help them to catch up with their peers.

Switching to the online mode, during the post covid declared lockdown, all the faculty were trained to get acquainted with the online platforms and in their efficient use for assessment and maintaining the related records of the examinations.

The institution believes in continuous and varied forms of assessment to cater to the diverse learners and provide opportunity

for holistic assessment of the learner's progress.

Essays are conducted periodically on different topics so as to encourage the students to have relevant preparation for the various topics in the courses.

Regular class tests are conducted each semester which helps them to be well prepared for the university exams.

Written assignments on a variety of topics are given to the students which helps in developing their writing skills and overall promotes better language skills.

Gallery walk on different topics are organized through which student work together in pairs or groups and present posters as well as verbal presentations. This fosters organizational skills, helps in permanent learning and develops their creativity.

Feedback is provided after each activity to enable the students to understand their level of performance and to make improvements where needed. The feedback given is constructive so as to motivate the students to continue on a positive learning path.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;
Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually**

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

PCER Chembur believes in the open door policy with references to the grievances of the students. Students are encouraged to communicate their grievances immediately to the subject teachers. Subject teachers report the same to the principal. The principal addresses those grievances, which need immediate action, without delay. Others are taken up in the review meetings held after each exam.

A feedback form is sent to the students after each examination. Their concerns if any are discussed in the staff meeting and necessary action is taken.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

PCER Chembur prepares the academic calendar as per the schedule provided by the university. The staff and all the stakeholders participate in the preparation of the Academic calendar. A committee comprising the faculty and students monitors that the execution of teaching learning process and the assessments happens as per the plan in the Academic calendar. The committee reports the issues of concern to the principal and corrective measures are taken after the

appropriate assessment of the problems.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The PLOs and CLOs are accessible for all from the college website. The outcome based teaching and learning process is valued at the PCER chembur. The faculty takes special efforts to present the content creatively by curriculum enrichment at their ends.

The success of the curriculum transaction is monitored and reviewed after each semester subjectwise and coursewise. Staff meetings with the principal after every semester analyse the performance of the students coursewise, discuss and take necessary action on the feedback taken from the students.

The weekly planners ensures that the everyone is reminded and all actions aligned for bringing the PLOs and CLOs in to reality.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

PCER Chembur believes in the comprehensive development of the students.

PLOs and CLOs are the guiding statements for the teaching learning process as well as the assessment. The students are given variety of assignments such as Essay, Class test, MCQs, Seminar, Book review, Gallery walk, teaching aids preparation etc.

The students submit their assignments in the google classroom. The faculty monitors and grades the performance of the students. Feedback from the faculty is used to bring changes in the classroom transactions in general and necessary changes coursewise by the faculty in discussion with the principal and senior faculty.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

70

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Realising that few students are not able to communicate effectively PCER Chembur enrolled them in add on courses so as to improve their communication skills. Students are able to write emails and CVs and present themselves effectively during their interviews.

Sedentary mode during the pandemic was building undue stress for the students realising the above PCER chembur invited many experts to talk on emotional and social well being.

In order to develop research skills many eminent speakers were invited to interact with the students and assignments to inculcate research skills were given and guided by the faculty.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

08

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

105000

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the

Four of the above

institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Four of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

6

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

11

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

15

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

181

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

4

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

181

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

PCER is highly committed towards its responsibilities to the society and contributing to the community and through various outreach activities in alignment with the Sustainable Development Goals endeavours to sensitize the student teachers in this regard. Some of the outreach programmes organised through online mode include Slogan Writing Competition on Food for Wellness, online quiz on International Day of Peace and Non-Violence, Yoga for Wellness that comprised of yoga sessions as well as a quiz on yoga. Expert talk by psychiatrists, counsellors, medical practitioner on topics such as Mental Health, Cancer awareness, Aids Awareness, Covid 19 pandemic etc were conducted. Online webinars were organised on World

Population Day 'Take a Stand, Raise Awareness', 'Digital Stree Shakti - Webinar on Online Safety of Girls. PCER in collaboration with University of Mumbai, Thane Sub Campus organised a Nai Talim Week on Gandhi Jayanti. The institution in collaboration with SIBC organised 'Fistful of Grains' project, 'Donate a Meal Drive' and raised funds for donating groceries, food, medicines, and oxygen concentrator to NGO's, orphanages, and community help centres. Student teachers created a short video, movie to raise awareness on the issues of Human Rights, Human Trafficking. PCER in collaboration with Lions Club of Mumbai Ghatkopar Galaxy and Leo Club of Ghatkopar Galaxy organised the Corona Women Warrior Award, 2021 to honour and appreciate the extraordinary efforts of women in the community during the pandemic period.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

02

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

06

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

06

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

25

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

PCER is well equipped with the latest technologies and softwares for academic purposes. All classrooms at PCER have facilities for projectors and wifi for use of the faculty. There are also 8 classrooms equipped with smart boards. PCER has 3 seminar halls with 100+ seating capacity each. They are well equipped with audio and visual systems. Creative and relevant teaching aids are available for student's use.

The library is fully computerized, OXIGEN- library software is used for library transaction. The library resources i.e reference books, text books, journals, encyclopedias, research bulletins, M.Ed dissertation and Ph.D thesis etc. are adequate and are added to the existing collection. The library also provides INFLIBNET and N-LIST access to teachers and students. Users from the institution can access e-resources, 6000 plus e-journals and 1,35,000 plus e - books and can also download articles required by them directly from the publishers website.

The Science Laboratory is on the 2nd floor equipped with all the requisite materials like specimens, charts, models etc. Maths Corner has the models, charts, pictures of mathematicians etc.

Psychology laboratory has test batteries and requisite equipment for conducting psychological tests. Sports –Indoor sports like Carrom, Basket ball, Chess etc. are conducted in the college. We have Annual sports day celebration on RCF sports ground.

Instituion has its domain based system i.e. mes.ac.in, domain based email for Faculty and Students and G Suit Subscribed version

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.pcer.ac.in/about-us/infrastructure-and-facilities/
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

360000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college library department is fully computerised. It is well-lit and spacious, conducive to serious study and research. A well-qualified Librarian and a Library Attendant are always at the counter to assist with locating books and with any other queries. All documents are maintained electronically and all transactions are documented systematically. Installation of Inflibnet for the benefit of research scholars, students. The library is fully computerized, OXIGEN- library software is used for library transaction. The attendance of students termed as library hours is kept account of

using the scanner. The scanner scans the students library card and records the time spent in the library. The library has computers with internet access, using open source integrated library software. This provides an online OPAC for end users and automated circulation for librarians. The library resources i.e reference books, text books, journals, encyclopedias, research bulletins, M.Ed dissertation and Ph.D thesis etc. are adequate and are added to the existing collection. The library also provides INFLIBNET and N-LIST access to teachers and students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.pcer.ac.in/library/library-information/
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently
Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college library department is fully computerised. All documents are maintained electronically and all transactions are documented systematically. Installation of Inflibnet for the benefit of research scholars, students. The library is fully computerized, OXIGEN- library software is used for library transaction. The attendance of students termed as library hours is kept account of using the scanner. The scanner scans the students library card and records the time spent in the library. The library has computers with internet access, using open source integrated library software. This provides an online OPAC for end users and automated circulation for librarians. The library resources i.e reference books, text books, journals, encyclopedias, research bulletins, M.Ed dissertation and Ph.D thesis etc. are adequate and are added to the existing collection. The library also provides INFLIBNET and N-LIST access to teachers and students. The PCER library provides the lending Service and reference service.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

105582

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

189

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.pcer.ac.in/library/library-information/
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

PCER is well equipped with the latest technologies and softwares for academic purposes. We have institutional wise email ID. The teacher educators are provided with laptops and 24 hours wi fi connectivity Six desktops having internet connections has been installed in the technology room and library for the use of the students. Instructional materials are available on the website for the benefit of the students, which enables them to carry out academic tasks with

ease. The college administration and library department is fully computerised. All documents are maintained electronically and all transactions are documented systematically. Installation of Inflibnet for the benefit of research scholars, students. The library is fully computerized, OXIGEN- library software is used for library transaction. The attendance of students termed as library hours is kept account of using the scanner. The scanner scans the students library card and records the time spent in the library. The library has computers with internet access, using open source integrated library software. This provides an online OPAC for end users and automated circulation for librarians. The library resources i.e reference books, text books, journals, encyclopedias, research bulletins, The library also provides INFLIBNET and N-LIST access to teachers and students.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://digitallibrary.pcer.ac.in/
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://digitallibrary.pcer.ac.in/
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

40800

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Management takes keen interest in upgrading and maintaining the assets by appointing various personnel for the campus. There are building maintenance manager, security incharge, Class IV manager, Laboratory incharge, Library incharge, floorwise incharge sports and security incharge who ensure the safety and security of all estate and infrastructure etc. The classrooms/seminar halls are cleaned by support staff. Any furniture repairs needed are attended to immediately by the carpenter available on campus. The proper and optimal use of electric lights/fans/projectors etc. is ensured. The routine activities of the library are managed by the Librarian with the help of library assistants. The IT staff is the in-charge of

maintaining the IT facilities. The internet/intranet/LAN facilities are also fully functional and are properly maintained and monitored by the staff of the server room.

The various support facilities like sports, yoga, cultural activities, counselling are maintained by various committee formed by the instituion.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.pcer.ac.in/about-us/infrastructure-and-facilities/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Five/Six of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of	Two of the above
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student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
22	22

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

14

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

04

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The PCER student council under the guidance of the Principal and the faculty in charge is responsible for conducting a variety of events. Its main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, develop team-spirit, leadership skills and cooperative learning amongst student teachers. The various activities conducted by the Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teachers and Principal. The student council functions as the liaison between the staff and students. They are instrumental in ensuring smooth implementation of cocurricular activities by mobilizing students to participate, plan and execute the various range of activities conducted by the college; both curricular and cocurricular. The student council works closely with both the staff

as well as the students. They are an important link in the communication and transmission information between the institution and the students.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

32

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

PCER's alumni association is highly vibrant and active. The association has very close ties with the college and is a key contributor to the enhancement of the B.Ed course experience for current students. The association is proactive in volunteering for activities that help in maintaining the quality of learning experiences provided by the college. Firstly, alums are routinely invited to the college to give talks on their respective areas of expertise through a lecture series called Learning Quest. These

lectures were conducted a few times a month. The webinars and talks conducted where the alums share their experiences, learnings and provide input on the latest trends and skills in education. The alumni book bank is set up to ensure reusing of resources aswell as to cater to the students who would benefit from the same.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

02

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

PCER has a very active alumni association. Several alums are a part of the Learning Quest series where they are invited to give a talk on their expertise in education. This not only gives current students more insight into the field of education, but also serves as a form of motivation for their future careers. Alums are invited to share their experiences as teachers that helps new students develop a better idea of the expectations of the course as well as of their future careers are teachers. Moreover, the college recognizes the success of its alumni by conducting the PCER alumni Awards every few years where students are facilitated for their contributions to the field of education. Alumni Meets are organized to provide a space where alumni from various batches can interact and network with one another. Alums also make monetary contributions for the development of the college.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Management, Principal, Teachers, and administrative staff work

in tandem with full dedication to fulfil the vision and mission of institution which is to create opportunities for value-based transactions and empower student-teachers to tackle professional and global issues through collaborations in a techno-savvy era and to promote academic excellence and create humane, self-reliant teachers to meet the local and global challenges of the society and nation. The code of conduct and handbook provides the requisite information for the staff and students in the institution. The Principal of the institution along with the faculty formulates the action plan for the institutional activities. The CDC and the IQAC play a vital role in providing direction to quality enhancement of all the institutional transactions. The institution adopts an open-door policy as the staff and students have the freedom to approach the Principal on any matter. The faculty with the guidance of the Principal carries out the day to day activities of the institution based on the portfolio wise task allocation and semester wise subject allocation. The faculty who are part of various committees coordinates with the members of the student council to carry out the various curricular and co-curricular activities of the institution.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institution promotes a decentralized and participative approach to administration. The Management believes in democratic leadership and team effort, their vision and encouragement lend a shared sense of responsibility and commitment among all stakeholders. The Principal in consultation with the Management and faculty delegate various portfolios and task allocation. The code of conduct and handbook provides the requisite information for the staff and students in the institution. The institution adopts an open door policy based on a transparent and democratic way of functioning that is consistently maintained in all aspects of the institution's

transactions. The institution ensures this by taking inputs from all its stakeholders such as students, teachers, alumni, practice teaching schools, community groups etc. Various important decisions regarding the administration of the institution are taken through the College Development Committee, the IQAC which comprises representatives from the Management, Teaching staff, administrative staff, student and community. There are various committees that meet and plan with respect to the academic and non-academic activities conducted in the institution. Regular feedback taken from all stakeholders ensures quality enhancement in all activities. Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

All relevant information with respect to the institution are displayed on the website. The information regarding the institution's transactions, policies, values, code of conduct all are on the website and feedback is taken from various stakeholders. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution. Decisions regarding the smooth functioning of the institution are conducted in a democratic manner including the Management, Principal, Faculty, students, and based on the IQAC, CDC, and other committees of the institution. With respect to Academic aspect the institution displays on the website the student list, pedagogy wise student list, learning material, timetables, exam schedules, question bank, answer key, e-library. Academic audits are conducted regularly. The Financial budget is prepared by the Governing body, the income expenditure statement is given, and balance sheet is prepared, and accounts are audited and put up on the website. With respect to the administrative aspect the students are enrolled through the online process by the CET cell, admissions are conducted online as per ARA, AISHE, all forms are filled online and uploaded, regular audits are conducted.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The institution focused on and developed a strategic plan on Strengthening Alumni Engagement. The institution recognises and appreciates its alumni as a valuable resource who form an important part of its growth and development. To strengthen their interactions with the institution a minimum of two alumni interactions per semester would be conducted by invited alumni as experts for sessions. An Alumni award through alumni contribution was established to recognise and appreciate their achievements. The Alumni Awards were to be promoted online. Alumni contribution to resource building such as book bank, lesson plan sharing, expertise sharing etc. was enhanced. The Alumni based Learning Q-est series to promote emotional, social and teaching quotient was further developed into a monthly initiative. It was decided to promote the concept of Teacher Assistants and enhance it as a means of resource development and alumni interactions. Publications by alumni were to be supported and motivated in the form of book publications as well as to provide a platform for publication of research and book chapters. Financial assistance was to be provided to support and encourage alumni entrepreneurial initiatives. The alumni expertise was to be utilised in providing assistance for Teacher Eligibility Test (TET) training.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.pcer.ac.in/about-us/strategic-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the

institutional bodies in not more than 100 - 200 words.

Managerial Governance

The institution is a linguistic minority institution run by Mahatma Education Society and affiliated to University of Mumbai. The long-term plans of the institution are spearheaded by the Management. The Principal in consultation with the Management plans and guides the institutional transactions and along with staff ensures the smooth functioning of the institution in alignment with University rules, vision, mission, objectives and values of the institution.

College Development Committee

The CDC prepares plans and makes recommendations for enhancing the academic, non-academic, infrastructural development of the institution.

Internal Quality Assurance Cell

The institution has an IQAC that prepares plans and promotes measures for institutional functioning towards quality enhancement.

Grievance Redressal Mechanism

The institution has a grievance redressal cell that aims to address academic and non-academic, individual and collective grievances of the student teachers,

Anti- Ragging and Anti- Sexual Harassment Cell

The institution has an anti-ragging and anti-sexual harassment cell to cater to the safety and welfare of students.

Recruitment and Promotional Policies

The institution advertises in the national and regional newspapers for the vacancy post as per the norms and conditions laid down by UGC. Eligible candidates are recruited based on selection by experts in panel interviews.

File Description	Documents
Link to organogram on the institutional website	https://www.pcer.ac.in/about-us/institute-organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The IQAC meeting was conducted with a view to incorporating some of the aspects highlighted by the National Education Policy 2020. The NEP 2020 seeks to provide a new direction to the educational process in our nation. The institution endeavours to provide quality enhanced wholistic learning experiences to the students. During the meeting it was decided to design a best practice that incorporates some of the aspects of the NEP 2020. The best practice PCER's TQM - Based on NEP 2020 Perspective comprised of the following -

T - Teaching through Interdisciplinary Approach: Through this aspect student were oriented to STEAM, preparing lesson plans and creating learning resources based on this approach.

Q - Quality and Equity in Education: Incoming students are assessed on basic competencies that are required for the successful completion of the B.ED course and where required are provided with simplified notes, digital assistance, tutoring and mentoring.

M - Outcome Based Education: The teaching and learning is conducted in accordance with the program and course outcomes against the backdrop of the college objectives.

This practice aims to ensure equitable teaching learning practices that emphasize the interdisciplinary nature of STEAM while focussing on the programme and course objectives.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The institution endeavours to take due care of the welfare of its staff. Due to the pandemic the institutional transactions were conducted in the online mode. Training sessions were conducted for teaching staff to familiarise them with various aspects of online teaching such as effectively utilising google classroom, online tools, video recordings, google meet, Zoom meet etc. The faculty were encouraged to attend Refresher programmes, Short term courses, pursue their Ph.D. etc. The facility of Coursera online courses was provided, and the faculty were encouraged to attend the various courses as per their interests. The institution also organised short term courses and sessions by various experts to augment the capabilities of the staff. The staff are also provided with loan facility from MES credit society. During the pandemic period all safety measures were provided to ensure the safety of the teaching and non-teaching staff reporting in the institution and were encouraged to take vaccination. The non-teaching staff were provided with the necessary training to upgrade their ICT skills. They were provided with safety equipment as they carried out their tasks in the institution. The institution provides the non-teaching

staff with micro-finance facility.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

12

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

19

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. It guides the institution to identify the areas of improvements and provide necessary opportunities for the growth and development of the staff. The institution follows a 360° performance appraisal system. Feedback regarding the performance of the staff is taken from students, peer, Principal and Management. During the pandemic period the institutional transactions were moved online. The teaching learning process was conducted through digital platforms. The staff followed work from home system. Online feedback from students were taken. The appraisal focused on the academic delivery through the online mode and the effective use of digital tools and resources by the staff. Staff were provided with training to meet the demands of this virtual learning process. They were encouraged to focus on building their capabilities through online webinars, short term courses and updating knowledge to meet the needs of the students and provide effective teaching learning

experiences during the pandemic period. The interaction with non-teaching staff was for administration related work. They were updated about the online mode of transactions as required.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The financial auditing of the institution is carried out annually. The internal audit and external financial audit are done once a year and the queries raised are resolved. The budget for the academic year is planned and prepared by the Governing Body and the Principal. The income and expenditure receipts and payments bill are submitted to the accounts department of the institution. The accounts department prepares the balance sheet, and any query is addressed. The balance sheet is given to the external auditor for scrutiny and approval. This is uploaded on the website and submitted for various documentation purposes at the University level, ASIHE, NCTE. The accounting processes and practices are meticulous and carried out scrupulously by capable people. Regular monitoring of fund flow helps to monitor the financial health of the college and helps in timely meeting of all financial commitments.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

147379

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institution raises its funds through various sources such as the fees from students, alumni, grants and from other activities conducted by the institution. The fees received from the students are as per the Fee Regulatory Authority. The institution receives grants from government and non-government bodies for various purposes. The contributions of the institution's alumni and by philanthropists are also a source of funds for the institution. The funds received are allocated as per need analysis for the following year. The need analysis is based on the IQAC initiatives, and the College Development Committee initiatives planned for the academic year. This year due to the pandemic situation the focus was on providing the resources to the students as well as providing various safety measures and necessary material for the prospect of reopening of the college. The focus was also on community outreach programmes and other fund raising done for providing food and grocery to the pandemic affected and the underprivileged in the society. The students were providing with opportunity to participate in webinars and the registration fee was paid by the institution.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC has contributed significantly towards institutionalizing activities that promotes and directs the institution towards enhancing quality in its functioning. These include the following:

The academic initiatives include the monthly audit of the institutions activities as per the academic planner. All the activities and programmes are documented, and relevant reports are prepared.

The wellbeing initiatives include the various activities, counselling sessions, expert talks conducted to provide support to the staff and students and promote their overall wellness and mental health.

The technological initiatives include the provision of training sessions, workshops to augment the technological knowledge and skills of the staff and the students. During the pandemic period this was highly focused on as the activities were conducted through google classroom, digital tools and resources and other online modes were adopted by the institution.

Organising community outreach programmes to contribute to the needs of the community during the pandemic period through fund raising activities for social causes, providing food, safety materials etc to the underprivileged in the society.

Conducting capacity building activities to for the development of the staff and students through webinars, live session, expert talks, workshop etc.

Conducting short term courses to provide learning experiences beyond the curriculum to the students and provide opportunities to enhance

and update the knowledge and competencies of the staff.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The institution reviews its teaching learning process through the following ways:

The institution conducts regular academic audits to ensure that the activities of the course as well as those that fall under various portfolios are conducted and the outcomes are met. There is semester wise monitoring and reviewing of the course activities and outcomes as laid out in the Course Learning Outcomes and the Programme Learning Outcomes. The online mode of curriculum delivery necessitated meeting the challenges of the staff and students in terms of upgrading technological skills. Students facing internet connectivity issues were provided with video recording of lectures.

The activities carried out by the various committees are reviewed periodically and recommendations are made as required to enhance the teaching learning experiences.

Feedback is taken from various stake holders including staff, students, alumni practice teaching schools etc which enables the institution to identify areas for quality enhancement and provide more meaningful teaching learning experiences to the students.

Performance of students is checked and monitored through assignments, class tests, presentations, google form unit wise quizzes and necessary feedback was given to students regarding their progress and areas of improvement. Extended time was provided for online examination and uploading of answer sheets.

The students' performance in practice teaching is monitored and suggestions are taken from various sources such as guidance teachers, peer, subject teachers. During this period students were given online guidance, recordings of demo lessons, digital lesson plans etc.

The institution conducts short term courses, add on- courses, value added courses, expert talks, virtual field visits, etc to provide staff and students with opportunities to update their knowledge and competencies.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

55

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality

Three of the above

initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.pcer.ac.in/iqac/iqac-minutes-of-the-meeting/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.pcer.ac.in/iqac/aqar-reports/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The institution has continued to move forward steadily on the path to quality enhancement through various endeavours. Two important such improvements are in strengthening alumni and community outreach programmes.

The institution recognises and appreciates its alumni as an important resource and has endeavoured to increase the alumni interactions. Through the Learning Q-EST Series the alumni conduct sessions for the students on various aspects and providing student with their expertise and insights from the field. An Alumni Achievers Award was instituted based on alumni contribution to recognise the accomplishments of the alumni. The alumni were engaged as Teacher Assistants as a means of resource development and increased alumni interactions. The institution enabled the capacity building of the alumni through supporting their publications.

Financial assistance was to be provided to support and encourage alumni entrepreneurial initiatives.

Another area the institution focused on strengthening was community outreach. Through increasing community outreach activities, the institution endeavoured to sensitise the student teachers to the issues and challenges faced by the society as well as their responsibilities especially during the pandemic period. Several initiatives were organising in this regard including fund raising for a social cause through a recipe contest, inter-collegiate essay competition, fistful of grains etc the proceedings were donated to a charitable cause such as food, groceries, masks etc for the underprivileged.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

PCER Chembur believes and practices sustainable development in all the endeavors. The Sustainable Practices Policy (SPP) is the guide for the use of available resources for the events, activities and developments at the college. Sustainable Practices Committee ensures that all activities at PCER Chembur are ecofriendly and ensures conservation of energy are as follows:

1. Energy Audit is done by the college periodically.
2. All the new light installations at the campus are LEDs to save energy.
3. All the students and staff ensure that the electric devices are used when required only.
4. The last person to leave the room switch off the lights and fans is the everyday practice.
5. Zero Power Hour: Every Monday 3-4 pm is observed as the Zero

Power Hour, during this time all the electric devices are switched off in the classroom. The students visit the naturally well-lit library and are engaged in the group activities during this time.

6. Regular inspections electric appliances and timely repairs are done to avoid energy wastage.

7. Sustainable practices sessions are conducted for the students. The students then conduct those sessions in their practice schools.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

PCER Chembur follows the 'Reduce the Waste Policy'. The waste generation is reduced by putting a thought before action. The college promotes paperless transactions and reuse of the things like files etc.

Segregation of the waste is done in the campus premises, for that two dustbins are kept on each floor labelled as 'Wet Waste and Dry Waste.

The wet waste goes to the dumping pit in the college campus. The manure generated in the dumping pit then goes to the plants in the campus.

Dry waste in the campus is given to the waste collection department of Greater Mumbai Municipal Corporation.

E-waste is collected at a designated place in the campus and it is sent for recycle and reuse with the help of an NGO the Stree Mukti Sanghatana. The college has signed a MOU for the waste management with the Stree Mukti Sanghatna for the same.

Students are sensitized about waste management and water management through sessions by the faculty and experts.

The college conducts 'Device Donation Drive' every year in which the students and faculty bring the functional electronic devices not in

use at home, these devices are donated to the needy and less privileged.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

PCER's commitment to a cleaner, greener environment is visible through a range of initiatives. At the community level the institution has conducted clean up drives at Juhu Beach and Navi Mumbai mangroves. At the college and campus level, swachh bharat abhiyan was held. Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits by promoting cloth bags through bag making competitions along with other efforts to maintain a plastic free environment. Through the Vocational Education Nai Talim Experiential Learning (VENTEL) initiative, the college conducts a variety of sessions and activities. Sessions for school students on kitchen gardening, sanitation and hygiene are conducted as outreach activities to the wider school community. Poster and Slogan competitions on the same have been conducted to sensitize students on environmental issues. It includes a variety of activities, sessions, workshops aligned towards Gandhian philosophy. It emphasizes that the future depends on what you do today. Hence using natural resources wisely and sustainable living is a key idea reinforced through the various activities. A session on waste segregation was conducted through a detailed activity and gave students an understanding of dry and wet waste.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.6

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

PCER has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges. The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, cloth bag making competition, exhibition of eco-friendly products, online quizzes on environment, food for wellness and ocean day, Environment Day, Water Day celebrations etc. A book on Decoding SDGs for the classroom was published by the Alumni of the institution.

The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Good Health and Wellbeing, Mental Health, Menstrual Health and Hygiene,

Nutrition, Diet for Wellness, Overcoming Stress and Anxiety, Awareness of Diseases such as Cancer, Aids etc by medical practitioners and other experts.

A value-added course on Inclusive Education was conducted to sensitize and creating awareness of inclusive practices among students and community Several activities were conducted in collaboration with Soroptimist Welfare Association such as Jumble Sale, Fistful of Grains, Recipe Contest for a social cause, donate a meal drive and other fund-raising drives amounting to Rs.4,00,000/-, the proceeds of which go towards community kitchens, procuring food, grocery, stationery, masks, etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

1. Title of the practice: PCER's TQM - Based on NEP 2020 Perspective

T - Teaching through Interdisciplinary Approach

Q - Quality and Equity in Education

M - Outcome Based Education

1. The context that required the initiation of the practice: The B.Ed course aims to develop the highest of quality teachers. In order to do this, student teachers who enroll are assessed for the basic competencies and the gaps are filled to equip them with the necessary skills. They are taught through an interdisciplinary approach by focusing on student outcomes as they are expected to do the same in their subsequent roles as educators. This best practice in student support and

progression - TQM is a structured plan to cater to the various baselines of student teacher competency differences while ensuring an experiential learning environment.

3. Objectives of the practice: The objectives of this practice were:

1. To assess students on basic competencies to check for those who may require additional support.
2. To provide mentoring and support for those students who may be functioning at a sub par level at the start of the course.
3. To orient students to STEAM education.
4. To develop the teacher competencies for STEAM education.
5. To model outcome based education

1. The practice:

T - Teaching through Interdisciplinary Approach

- Orientation to STEAM : The interdisciplinary approach to steam education begins with an orientation to STEAM. The foundations of STEAM are discussed while asking students to draw on their own subject method they have come with.
- Lesson Plan: Once students have developed an understanding of the interdisciplinary nature of STEAM subjects, they are supported to include this approach in the lesson plans they write. This helps them to put into practice what they learn about correlation during the course of the B.Ed program
- Learning Resource for Steam: The students are expected to create appropriate and effective learning resources for their lessons. They attempt to bring the interdisciplinary nature of their lessons to their learning resources to develop the topics more effectively.

Q - Quality and Equity in Education

- **Identification of Learner:** Incoming students are assessed on basic competencies that are required for the successful completion of the B.ED course. Those who are found to have sub par levels of competencies on account of any reason (low language proficiency, poor exposure due to limiting socio-economic background) are identified. Apart from basic teaching and learning competencies, the pandemic has made it imperative that everyone has a level of digital competence in order to be able to fully participate in the online mode of education. This category is also checked and students who need support are identified.
- **Student Support:** The students who need support in the identified areas were provided with the same through extra classes, simplified notes(where applicable), digital assistance, tutoring and mentoring.

M - Outcome Based Education

- **Program, Course Outcomes and College objectives :** All teaching and learning is conducted in accordance with the program and course outcomes against the backdrop of the college objectives. Feedback is gathered from all stakeholders;principal, teachers, students and alumni.

1. Impact of the study:

This practice aims to ensure equitable teaching learning practices that emphasize the interdisciplinary nature of STEAM while focussing on the programme and course objective.

- Developing an in depth understanding of STEAM education
- Improving interdisciplinary nature of lesson plans
- Developing STEAM related learning resources
- Evaluating for a baseline of student abilities and competencies
- Student support in the identifies areas for improvement

- Modeling outcome based education
- Using feedback from various stakeholders

1. Resources required:

Teacher educators to prepare the assessment tools, plan for intervention activities and materials, Library resources, institutional premise as a resource.

1. Feedback mechanism and future plans:

Comprehensive feedback collected from the various stakeholders involved to check progress and effectiveness of the practices

Best Practice 2: Vocational Education Nai Talim Experiential Learning (VENTEL)

2. Title of the practice: VENTEL For Holistic Learning

1. The context that required the initiation of the practice:

Education in Mahatma Gandhi's view encompassed physical, spiritual and intellectual growth of students. It should give not merely the three R'S and some skills to students to earn their livelihood but also help them to become healthy and happy individuals who understand their place and roles in the society, country, nation and the world and contribute to its growth. Gandhi said education is the all-round drawing of the best in the child and man in body, mind and spirit. Literacy is not the end of education, not even its beginning. It is only one of the means whereby man and woman come to be educated.

Student teachers are prospective teachers who will be absorbed in various schools and will touch the lives of millions of children. So it is important that they are made aware of Gandhi's ideas on educational values, basic education, vocational education which has a significant impact on today's educational context too. Some of the

activities conducted as a part of this practice included

The following sessions were conducted:

- FDP
- NaiTalim Week
- Swachh Abhiyan

1. Objectives of the practice:

The objectives of this practice are as follows:

- To create awareness of Gandhian Values among student teachers
- To enhance teamwork and interpersonal skills of student teachers
- To promote basic skill development among student teachers
- To develop dignity of labour among student teachers

1. The practice:

- FDP-Mahatma Gandhi National Council of Rural Education in collaboration with MES's Pillai College of Education and Research, Chembur organised the Faculty Development Programme for 5 days from 19th to 23rd August, 2019 for transacting curriculum on Community Engagement, NaiTalim and Work education through community engagement in Higher education institutions under the flagship programme of Mahatma Gandhi NaiTalim Abhiyan. This programme is based on Gandhian Philosophy. This programme aimed at familiarising the academicians towards rural community and enhancing skills related to the rural community engagement. It is in this context faculty development programme has been proposed to include both classroom training and field exposure. In our humble pursuit to revive the Gandhian principles of education in the modern era, the Mahatma Gandhi National Council of Rural Education and Mahatma Education Society's Pillai College of Education and Research organized the Faculty Development Programme on NaiTalim and Experiential learning.
- Swachh Abhiyaan- In alignment with Gandhiji's belief in keeping one's environment clean a cleanliness activity - 'Swachh Abhiyan' was carried out by the student teachers. The

student teachers were divided into groups and they were given various areas for cleaning. They were provided with gloves, masks and the required cleaning tools. Some of the groups focused on dusting the walls, ceilings and classroom furniture. Few other students swept the floors and picked up the litter. The student teachers focused on all areas in their surroundings with their cleanliness efforts. They were very enthusiastically participating in the activity and were working together in getting their classrooms clean. They showed a lot of eagerness in doing this manual work and cooperated to get their surroundings clean in the given time period. Through this activity the students were made aware of the values practiced by Mahatma Gandhi that of cleanliness and dignity of labour.

- NAI TALIM WEEK- A variety of activities that highlighted the basic teachings and values of Mahatma Gandhi was conducted through NaiTalim Week. Through participating in these activities' student teachers gained greater insight into the thoughts and beliefs advocated by Gandhiji.

1. The week began with a session on Basic Home Skills. The resource person was Mr. Shashitharan Pillai, who provided useful tips to repair leakages at home. Hands on experience were given on Basic Plumbing skills. It's not essential to be depended on plumbers and carpenters for every minute thing at home. Students were made aware the importance of being little more aware and conscious so we can mend things without depending on others.

Link: Session on "Basic Home Skills: <https://www.pcer.ac.in/session-on-basic-home-skills/>

1. The importance of financial planning was highlighted by Ms. Premila D'Souza, Senior Manager, Citizen Credit Bank. During this session the students were oriented about the importance of financial planning and making saving a habit. The students were informed about the various ways in which they could save a part of their income when they started earning. They were advised to begin the saving habit with a small amount which they can easily keep aside and later on increase the amount with up gradation in their income. The session also

highlighted the aspect about taking loans and payment of EMIs and of having a healthy payment track record.

Link: Expert Talk by Ms. Premila D'Souza from Citizen Credit Bank: <https://www.pcer.ac.in/expert-talk-by-ms-premila-dsouza-from-citizen-credit-bank/>

1. A session on mental well-being was taken by Ms. Swati Thoda (Clinical Dietician - Pregnancy and Lactation Wellness, heartfulness meditation trainer). This program was done with association of Soroptimist International Bombay Chembur. Ms. Swati Ma'am, discussed the importance of mental wellbeing to remain calm and composed in our life. She further highlighted the importance of balanced diet in our daily life. Connecting with Gandhiji's principles, she spoke the relevance of nonviolence and self-resilience to remain peaceful as well as successful in life. The session ended with practicing five minutes silence and concentration to develop mindfulness among us.

Link: Session on "Mental Well-being: <https://www.pcer.ac.in/session-on-mental-well-being/>

1. Felicitation of local worker. In order to instil in the students the importance of all types of work and dignity of labour, a session was conducted to felicitate Mr. Ramkumar Yadav who works as a security personnel for the Chembur Campus of Mahatma Education Society and is the first person whom the students meet when they enter the Chembur campus.

Link: Honouring Local Worker: <https://www.pcer.ac.in/honouring-local-worker/>

1. Cloth Bag Making Competition: A Cloth Bag Making Competition was organized with the objective to encourage self-reliance, basic stitching skills, wealth from waste. The students formed groups and prepared cloth bags. Each group had a unique idea of preparing and presenting the cloth bags.

Link: Cloth Bag Making Competition: <https://www.pcer.ac.in/cloth-bag-making-competition/>

1. Collage competition: A collage competition was organized with

the theme 'Values'. The students participated in large numbers, the students formed groups and a group collage was created. Five groups created beautiful and meaningful collage depicting secularism, helping attitude, cleanliness, values of Gandhiji - simplicity, equality etc. , inter religious bonding. The class encouraged their classmates and creativity was displayed at its best as the student proudly posed for a photograph with their creation. It was indeed a day well spent remembering the Mahatma and his values through art. The winners of the collage competition were- 1st Prize- Tamanna, Anaam, Shivani, Varsha and Angel Runner Up- Neha, Divya, Mamta and Pallavi.

Collage Competition: <https://www.pcer.ac.in/collage-competition/>

1. Salad dressing competition-To encourage skill development, to bring out creative skills and motivate student teachers to understand dignity of work and labour a Salad Dressing Competition was organised. The student-teachers showcased their salad dressing skills innovatively through beautiful designs of vegetable carvings and presenting the salads in an attractive way. The student-teachers participated whole heartedly displaying their creative skills in salad dressing.
- Link : Salad Dressing Competition:
<https://www.pcer.ac.in/salad-dressing-competition/>

During the pandemic following events were conducted under this best practice:

- Workshop on VENDEL (Vocational Education NaiTalim Experiential Learning)
- NAAI TALIM WEEK
- Knowing our Mahatma (Online Quiz)
- Session on Swachhata Diwas
- Sessions on Yoga
- Session on Health Guide and Post Covid-19 Sanitization
- Story Telling Competition with theme "Gandhian values"
- Mask Making Session
- Colloquium on "Best Practices in VENDEL:
<https://www.pcer.ac.in/colloquium-on-best-practices-in-ventel/>

- Workshop on "VENTEL (Vocational Education Nai Talim Experiential Learning: <https://www.pcer.ac.in/workshop-on-ventel-vocational-education-nai-talim-experiential-learning/>
- Session on Health Guide and Post Covid-19 Sanitization: <https://www.pcer.ac.in/iqac/institutional-values-best-practices/>

The link for all the reports VENTEL activities carried out during the COVID 19 pandemic is <https://www.pcer.ac.in/iqac/institutional-values-best-practices/>

1. Impact of the Best Practice:

Through this activity student teachers were oriented towards Gandhian values. They learnt new skills that would enable them to be self-reliant and self-sufficient. They learnt the value of dignity of labour and also got the opportunity to develop their creative talents.

1. Resources Used:

- Experts from various fields to conduct sessions, stationery, craft materials, cleaning materials, institutional premises.

- #### 1. Feedback Mechanism and Future Plans:
- Comprehensive feedback was taken by the teacher educator on the different activities and remediation.

Upload

? Photos related to two best practices of the Institution

- Session on "Basic Home Skills: <https://www.pcer.ac.in/session-on-basic-home-skills/>
- Honouring Local Worker: <https://www.pcer.ac.in/honouring-local-worker/>

- Salad Dressing Competition: <https://www.pcer.ac.in/salad-dressing-competition/>
- Cloth Bag Making Competition: <https://www.pcer.ac.in/cloth-bag-making-competition/>
- Collage Competition: <https://www.pcer.ac.in/collage-competition/>
- : Expert Talk by Ms. Premila D'Souza from Citizen Credit Bank: <https://www.pcer.ac.in/expert-talk-by-ms-premila-dsouza-from-citizen-credit-bank/>
- Link: Session on "Mental Well-being: <https://www.pcer.ac.in/session-on-mental-well-being/>

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Make self-reliant teachers - Atmanirbhar Shikshak

- PCER, Chembur conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc.
- Through value based and theme-based assemblies, celebration of festivals and special days, community outreach programmes, environmental activities, Gandhian week and Nai Talim activities the institution endeavours to foster values that will form the foundation of the student teachers learning journey.
- Develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc.
- The holistic development of the student teacher is a primary goal of the institution which it strives to fulfil through a wide range of academic and non-academic activities that are conducted.
- PCER, Chembur focusses on empowering students towards Life

Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively. In view of areas falling under the institutional distinctiveness, PCER strives to make students self-reliant by orienting them to innovative teaching learning strategies, developing professionally, empowering them, giving expert advice for higher education, counselling sessions, grooming sessions, etc.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded