



Yearly Status Report - 2019-2020

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION AND RESEARCH
Name of the head of the Institution	Dr. Reni Francis
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02225224856
Mobile no.	9987226672
Registered Email	pcerchembur@mes.ac.in
Alternate Email	rfrancis@mes.ac.in
Address	Chembur Naka, Opp Chembur Fire Brigade. Near Akbarallys, Chembur East. Mumbai 400071.
City/Town	Mumbai
State/UT	Maharashtra

Pincode	400071																														
2. Institutional Status																															
Affiliated / Constituent	Affiliated																														
Type of Institution	Co-education																														
Location	Urban																														
Financial Status	Self financed																														
Name of the IQAC co-ordinator/Director	Dr. Mary George Varghese																														
Phone no/Alternate Phone no.	02225224856																														
Mobile no.	9870024859																														
Registered Email	pcerchembur@mes.ac.in																														
Alternate Email	mvarghese@mes.ac.in																														
3. Website Address																															
Web-link of the AQAR: (Previous Academic Year)	https://www.pcer.ac.in/iqac/aqar-reports/																														
4. Whether Academic Calendar prepared during the year	Yes																														
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.pcer.ac.in/academics/academic-and-administrative-planner/																														
5. Accreditation Details																															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accreditation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B+</td> <td>77.75</td> <td>2004</td> <td>03-Dec-2004</td> <td>07-Dec-2011</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.12</td> <td>2010</td> <td>13-Dec-2010</td> <td>07-Jan-2016</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.36</td> <td>2017</td> <td>02-May-2017</td> <td>01-May-2022</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accreditation	Validity		Period From	Period To	1	B+	77.75	2004	03-Dec-2004	07-Dec-2011	2	A	3.12	2010	13-Dec-2010	07-Jan-2016	3	A	3.36	2017	02-May-2017	01-May-2022
Cycle	Grade	CGPA	Year of Accreditation	Validity																											
				Period From	Period To																										
1	B+	77.75	2004	03-Dec-2004	07-Dec-2011																										
2	A	3.12	2010	13-Dec-2010	07-Jan-2016																										
3	A	3.36	2017	02-May-2017	01-May-2022																										
6. Date of Establishment of IQAC	15-Jul-2004																														
7. Internal Quality Assurance System																															

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Five Day Faculty Development Programmes	19-Aug-2019 5	75
Value Added Courses	03-Sep-2019 139	110
Swachh Bharat Abhiyan	13-Sep-2019 71	94
Community Outreach Programmes	29-Sep-2019 10	270
National Level Seminar	18-Jan-2020 1	100
One day Training session by NHRC	20-Feb-2020 1	175
Webinar with Thane Sub campus, UoM	27-Apr-2020 3	2000
Online digital Teaching workshop	27-Apr-2020 6	75
Online fundraising during pandemic	03-May-2020 8	5000
MOU with various institutions	01-Jul-2019 200	250
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
nil	nil	nil	2020 00	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	6
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes

Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	Yes
If yes, mention the amount	50000
Year	2019

12. Significant contributions made by IQAC during the current year(maximum five bullets)

MoU with other Institutions Community outreach programmes and fund raising Add on courses Seminar and Webinar conducted offline and online Application for PhD centre at the University of Mumbai.

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
MoU	Achieved
Application PhD Centre	Achieved
Add on Courses	Achieved
Community outreach and Fundraising	Achieved
National level Seminar / Webinar	Achieved
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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
Board of Governance	17-Nov-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission	10-Jan-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>The institution has a Management Information System. The college maintains a website that provides all the requisite information regarding the institution. The website is updated on a fortnightly basis. The website is accessible to all and disseminates information regarding the institution, the society, faculty, students, activities, admission, examination, events etc. The students' information is also uploaded website. The institution has a Facebook page which offers updated information regarding important events and programmes of the institution. The institution uploads all details with respect to staff, students etc on the website. The website also gives information of the CET updates, Online monthly newsletter, Research, Alumni details, Timetable, IQAC details etc.</p>

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

PCER, Chembur is committed in creating opportunities for value-based transactions and empower them to tackle global as well as local issues. To enhance the quality of our students and to deliver a well-planned curriculum, PCER undertakes the following steps: The Academic Calendar: The activities of the college are planned semester-wise. Inputs from the year plans from each portfolio are taken and a semester-wise academic calendar is prepared put up on the website Year Plans linked to SDGs: - From 2019 onwards, the Sustainable Development Goals (SDGs) became the focal point of all activities, and all the planning was linked to any one (or more) of the SDGs given by the United Nations. Course as well as Portfolio wise Year Plans: Year plans are made not only for all the course papers but also for each portfolio. Role of the Academic Committee: The various year plans are submitted to and vetted by the Academic Committee before it is passed. The Principal and the IQAC coordinator are an integral part of the Academic Committee. Use of activities/ online technology: Teachers are encouraged to teach certain units from the course using online technologies such as Edmodo, OER, Google classroom, Zoom etc. They also have used activities to enhance learning among the students. The pandemic and subsequent lockdown from March 2020 led to a more intensive utilization of e-platforms and tools to continue the curriculum transactions Add-on/ Value added courses: The following add on courses/ value added courses were provided to the students, namely 1) Financial Literacy 2) Sustainable Development Goals

3) Wellness Forever 4) Learning Quest 5) Human Values 6) Communication Skills 7) VENTEL - Vocational Education Nai Talim and Experiential Learning Assembly: The half hour assembly time is utilized very constructively at PCER. Each student must participate in the assembly that provides them with the opportunity to express themselves, display their talents and creativity, enhance public-speaking skills, debate on current topics, highlight value-based messages, celebrate important days of the year and overall enhance their personality. These activities are documented through the assembly reports. HORIZON e-Newsletter: The Semester I course paper on -Critical Understanding of ICT is an ability based course wherein students are taught various ICT skills including preparing power point presentations, sue of Publisher, Canva etc. The e- newsletter Horizon is a corollary of the knowledge and skills that they have gained from this course. Their technological capabilities are further enhanced by applying their ICT skills in preparing the e-newsletters which was done tutorial-wise so that each student absorbs the new technologies available to them. From this year onwards, the e-Newsletter was published monthly and was available on the college website on the first week of the subsequent month.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Skill Development and the Teachers	NA	03/09/2019	200	Employability	Personality development
Job Perfect	NA	14/12/2020	100	Employability	Job enhancement Skills

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NA	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	UG	01/07/2019

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

	Certificate	Diploma Course
Number of Students	175	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Human Values	28/11/2019	81
Wellness Forever	05/08/2019	94
Sustainable Development	09/09/2019	94

Goals		
Learning Q-EST	04/05/2020	175
VENTEL	23/09/2019	94
Financial Literacy	24/09/2019	94
Communication Skills	24/06/2019	94
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1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Internship	175
BEd	Extension	175
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>PCER follows an open-door policy for students to approach the Principal any-time and share their concerns. Apart from this, feedback is taken after every major programme conducted and forms a part of the activity report. Feedback is taken from all stakeholders. Semester-wise feedback is taken for all portfolios and included in the semester-end report. PCER has a robust Tutorial system with each teacher being assigned 10-12 students per batch and the teacher becomes the first point of contact for the students. The students suggested expert guest lectures, extended library hours and book bank. The same was addressed by organising a series of lectures and extended library hours. Teachers fill up a self-survey both at the beginning of the year (outlining their goals and objectives) as well at the end of the year in order to ascertain how much they have achieved their goals. Teachers had suggested for more faculty development programmes, expert sessions on research, research grants. The same was addressed by organising the sessions for research and additional FDP. The alumni give their feedback both formally (during the annual alumni meet) as well during the meetings of the Alumni Committee and other Alumni functions. This feedback is analysed and the major points are discussed during the IQAC meetings. Some of the suggestions which were elicited from such feedback and have been adopted are: a) It was decided to start a programme Learning-Q-est which would be a repertoire of Alumni resources in the form of lectures and articles etc. b) Publish the research articles of our alumni in the form of a book by taking the best research done by them in their final year as students. c) Encourage active publication of model lesson plans and other articles from our alumni d) Collaborate with schools and other institutions through workshops, seminars etc. These suggestions were taken up for discussion and passed in the respective committee and will now be taken up with the Alumni</p>

Committee. Feedback is also taken from Practice teaching schools towards curriculum enrichment and other collaborative activities.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	B.Ed	100	90	81
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	81	Nil	11	Nil	6

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
15	15	5	4	4	10
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentors create 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. Identifying the students' personal problems, the mentors arrange counselling sessions from the experts as per the need. Mentors observe the microteaching classes and the practice lessons taken by the students in the schools and help them to develop the teaching skills. Mentors ensure constant communication with the students through 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. Mentoring sessions conducted included : Counselling sessions: Students were provided with counselling sessions on Mental health and well-being. Especially during the covid pandemic lockdown period, students' these sessions helped the students to understand the changes that were taking place in various aspects of their lives and how to deal with stress, anxiety, focus on their physical and mental health. Academic Mentoring: Students were provided with opportunities to clarify their doubts, queries related to their course papers. For CC 3 Assessment for Learning, students who were not from the Mathematics background were provided with special sessions to improve their understanding of Mathematical concepts. Practice teaching: Internship and practice teaching forms a major aspect of the programme activities to be carried out by the students. In this regard, students were oriented and guided regarding their tasks and responsibilities during internship. They were advised on the lessons to be taken, methodologies, set induction, developmental questions, resources etc., appropriate qualities and attitudes to be cultivated during practice teaching, interacting with school authorities and students, timely delivery of tasks and so on. The sessions also provided students with the opportunity to share their experiences, clarify any doubts, appropriate ways to resolve any challenges they faced etc. Action Research- Action research is an important part of the academic tasks to be fulfilled by the

students. To orient students regarding basic research knowledge, methodologies etc mentoring sessions were conducted. The action research submission, assessment, viva etc was conducted through online mode and students were appropriately guided with respect to the new format. Examination- Students were oriented with respect to preparation for appearing in the exams. They were given relevant step by step instructions and prior tasks that they needed to fulfill before appearing for the exams. The college level exams were conducted online which was a new format for the students. The mentoring sessions helped to clear their apprehensions and to clarify their doubts and queries which aided in developing their confidence and motivation in appearing for the exams. They were encouraged to write answers to sample questions for which feedback was given to students.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
175	11	1:16

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
15	15	Nil	Nil	7

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Dr. Mary George Varghese	Assistant Professor	ICSSR New Delhi
View File			

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	001	Semester 4	09/10/2020	07/11/2020
View File				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

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. 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 learners 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. Open book assignments are given to the students. This gives them a deeper understanding of the topics as they prepare the answers based on the reference work done by them. 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. Seminars are conducted at the classroom level where students individually or in groups make presentations on different topics. This helps in developing their in depth understanding of the topic, research skills, communication skills, confidence, collaborative skills etc. 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.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Our college prepares an academic calendar in accordance with the University of Mumbai schedule. The institution has an SDG based (Sustainable Development Goals) academic calendar that focuses on the awareness and fostering of the Sustainable Development Goals through the various activities. Prior information is provided on all the activities through the institution's website, notice board, WhatsApp groups etc. Academic – For smooth conduct of academic activities year plans are planned and prepared to catering to the objectives and learning outcomes of the course as well as to provide varied learning experiences to the students. The semester schedule, college assessment activities and examinations, internship, placements, curricular and co-curricular activities etc are all indicated in the academic calendar. Portfolio- The portfolio tasks and activities are also prepared well in advance through monthly planner to ensure smooth transactions. Examinations- Examinations are conducted as per the guidelines issued by the university. For each academic year, examination committee is constituted to ensure effective implementation of all activities related to the internal and external examinations and assessments. During the covid pandemic lockdown, all the college assessments were shifted to online mode after the training of all the faculty and the students

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.pcer.ac.in/wp-content/uploads/2021/12/CLOs-2019-20.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
001	BEd	B.Ed	94	94	100
View File					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Interdisciplinary Projects	300	United HVAC	0.08	0.08
Interdisciplinary Projects	300	Carewell Holistic	0.15	0.15
Interdisciplinary Projects	300	SLN Network Foundation	0.12	0.12
Interdisciplinary Projects	150	Mahatma Education Society	0.15	0.15
Minor Projects	200	Mahatma Education Society	0.15	0.15
Minor Projects	200	Mahatma Education Society	0.2	0.2
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Financial Planning and Budgeting	Citizen Credit Bank	24/09/2019
Technology Enabled Teaching and Learning	School Leaders Network Foundations	03/01/2020
Book on Decoding SDGs in Classrooms	Alumni Association-PCER	23/08/2019
Enhancing Vocational skills	Extension Dept- PCER	13/03/2020

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Best Action Research Paper	Ms. Anaam Khan Ms.Tamanna Midday	PCER - SIES	18/01/2020	Research Paper
Best practices in VENTEL	PCER	MES	10/12/2019	Innovative practices
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation	Name	Sponsored By	Name of the	Nature of Start-	Date of
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Center			Start-up	up	Commencement
1	Skill-Set	PCER,Chembur	Designer Cart	Self reliant	09/09/2019
View File					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
5	0	1

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
MESs Pillai College of Education and Research, Chembur	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	B.Ed	4	6.25
International	B.Ed	4	1.25
View File			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
B.Ed	8
View File	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Learning styles: Key to enhance learning among student teachers of the B.Ed. Course	Dr.Reni Francis	International Education and Research Journal 2 (12), 2	Nill	5	PCER,Chembur	Nill
Multiple Intelligences Approach to Curriculum Transaction	DR Reni Francis	ICSB World Conference Proceedings, 1	Nill	3	PCER,Chembur	Nill

n in achieving the educational objectives						
A study on the effectiveness of brain-based-learning of students of secondary level on their academic achievement in biology, study habits and stress	Dr.Mary George Varghese	International Journal of Humanities	Nill	9	PCER,Chembur	Nill
Brain-Based Learning-A Neurobiological Tool-Box for an Interactive Learning Environment-A Study	Dr.Mary George Varghese	International Multidisciplinary e - Journal ISSN 2277 - 4262 Global Impact ... s	Nill	5	PCER,Chembur	Nill
Study of Interactive Influence of Brain-Based Learning and Hemisphericity of Students of Standard VIII on their Academic Achievement in Biology, Study Habits and Stress	Dr.Mary George Varghese	A The IAFOR International Conference on Education Dubai	Nill	Nill	PCER,Chembur	Nill

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Multiple Intelligentes Approach to Curriculum Transaction in achieving the educational objectives	Dr. Reni Francis	ICSB World Conference Proceedings, 1	Nill	2	8	PCER
A study on the effectiveness of brain-based-learning of students of secondary level on their academic achievement in biology, study habits and stress	Dr. Mary George	International Journal of Humanities	Nill	3	20	PCER

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nill	Nill	Nill	Nill

[View File](#)

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Jumble Sale,Fistful of Grains,Street Play,	Soroptimist International Bombay Chembur	5	150

Mental Health, Disability and Inclusion, Recipe Contest			
Community service, Teaching learning activities	Navjeevan Centre Murbad	2	81
Community Service	NASEOH	1	150
Wealth from Waste, Remedial Teaching, PEC lessons, Value based lessons, Experiential Learning	Practice Teaching schools	1	145
Beach Cleaning	DNA Eco Ganesha-	1	15
Mangrove cleaning	Rotary Club	1	80
UDDAN	DLLE	2	12
Mental Wellbeing, Wellness Talk	Carewell	1	80
Communication skills	HVAC	1	80
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Human Rights	National Human Rights Commission	Training programme	1	175
Inclusion	Soroptimist International Bombay Chembur	Expert Talk on Disability and Inclusion	2	175
Gender issues	Anti- Dowry Movement	Expert Talk Anti- Dowry	1	175
Wellness	Soroptimist International Bombay Chembur	Expert Talk on Mental Health	1	94
Digital Workshop	Maharashtra State Commission for Women	Workshop on Digital Literacy	2	175

Health Wellbeing	Rotary Club	Expert Talk	1	94
Ventel In School	MGNCRE	Experiential Learning Activities	2	94
Gender Empowerment	Soroptimist International Bombay Chembur	Street Play	1	37
Environmental Protection	Mangrove Marshalls	Beach and Mangrove cleaning	2	50
Swacchh Bharat	DNA Eco Ganesha	Clean Beaches	2	15
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Self Regulated Learning	120	Mahatma Education Society	200
Language Enhancement	135	Mahatma Education Society	200
Human Values	85	Mahatma Education Society	150
Innovative Teaching strategies and Evaluation Methods for School Teachers	145	SLN	300
Mental Health and Wellbeing, Brain based Learning	135	Carewell Holistic	300
Enhancing efficiency by fostering positive work ethics and organizational culture	165	United HVAC	300
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Project Work	Project Work	Navjeevan Centre	01/12/2019	30/04/2020	81

Project work	Project work	Ponda Education Society's College of Education	25/05/2020	30/05/2020	13
Internship	Internship	Practice Teaching Schools	01/07/2019	29/02/2020	175
View File					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Tata Institute of Social Sciences	11/12/2019	Exchange – Knowledge, Resources and Faculty	Nil
SLN	20/07/2019	Skill Development	120
United HVAC	24/07/2019	Skill Development	110
Higher Education Plus- Brainfeed	02/09/2019	Publications	50
Carewell	01/07/2019	Well being	125
SNEHA- Society for Nutrition Education and Health Action	01/10/2019	Basic functional literacy and etiquettes	60
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
410000	389775

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Existing
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing

Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
OXIGEN	Partially	2010	2010

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10008	2143658	194	7028972	10202	9172630
Reference Books	3150	2143658	48	35292	3198	2178950
Journals	32	45000	Nill	Nill	32	45000
CD & Video	88	Nill	Nill	Nill	88	Nill
Weeding (hard & soft)	977	49527	Nill	Nill	977	49527
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Reni Francis	Semester II, III	Institutional Learning Management System	16/03/2020
Dr.Mary George Varghese	Semester I, II, III	Institutional Learning Management System	16/03/2020
Dr. Sunita Jain	Semester III	Institutional Learning Management System	16/03/2020
Dr. Swasti Dhar	Semester II, III	Institutional Learning Management System	16/03/2020
Ms. Vani Achari	Semester III	Institutional Learning Management System	16/03/2020
Ms. Jaya Cherian	Semester III	Institutional Learning Management System	16/03/2020

Dr. Reni Francis	ICT in Education	Swayam	22/05/2015
Dr. Sunita Jain	ICT in Education	Swayam	22/05/2015
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	75	26	1	3	2	2	52	24	7
Added	0	0	0	0	0	0	0	0	0
Total	75	26	1	3	2	2	52	24	7

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

250 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
MES G-Suite	https://www.pcer.ac.in/academics/e-learning/

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
1100000	1093731	520000	513382

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

PCER has very clear policies for managing the institution's various resources that comprise of physical facilities and the IT resources. The respective resource incharge ensures the availability and care of the resources. Resources are repaired, maintained and upgraded regularly. Resource utilisation is tracked and records maintained. The resource incharge notifies the Principal regarding the need and expenses with respect to repair or upgradation of any resource. The Principal in consultation with the Management makes the final decision about the resource and includes it in the budget. CCTVs are installed in the campus, PCER has very clear policies for managing the institution's various resources that comprise of physical facilities and the IT resources. The respective resource incharge ensures the availability and care of the resources. Resources are repaired, maintained and upgraded regularly. Resource utilisation is tracked and records maintained. The resource incharge notifies the Principal regarding the need and expenses with respect to repair or upgradation of any resource. The Principal in consultation with the Management makes the final decision about the resource and includes it in the budget. CCTVs are installed in the campus, principal room, computer laboratories etc

for surveillance. Civil, mechanical and electrical maintenance of the entire campus is carried out with proper planning. AMCs are in place for maintenance of Water Purifiers, Lifts, Air conditioners etc. The support staff maintain the general cleanliness of the entire campus. Safety of personnel, buildings and equipment is ensured by periodic testing and maintenance of the fire protection system and equipment. Book repository is updated by library staff on a regular basis. Requisitions from the faculty members are collected in the prescribed format for books to be procured. The library committee discusses and approves the procurement of these books. Stock verification of all library books is done periodically. The classrooms are ICT enabled and equipped with LCD, projectors and WiFi. Portable projectors are also available. Technical support and maintenance staff are available to constantly monitor, repair and upgrade the systems. Computer configurations are upgraded based on the compatibility required for software and academic requirements. Stipulated procedures are framed and executed for the maintenance of the systems. All classrooms, library, computer laboratory are utilized optimally during college hours and are available beyond college hours when required by students and faculty.

<https://www.pcer.ac.in/about-us/infrastructure-and-facilities/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	MES Management Scholarship	2	320000
Financial Support from Other Sources			
a) National	GoI	10	111170
b) International	Nil	Nil	Nil
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Campus to School programme	26/07/2019	94	PCER and GEMS Group of Dubai
Workshop on Innovative teaching Aids by Dr. Samita Shetty	01/07/2019	94	PCER
News paper drive	29/08/2019	94	PCER and SIBC
Good Health and Well being session	10/08/2019	94	WDC PCER and Rotary club of Deonar
Panel Discussion on Reflective Practices	29/08/2019	94	PCER, PT department
Carrom competition and National Sports Day	01/08/2019	94	PCER (Sports Club)

Quiz Competition	26/08/2019	94	PCER (Arts Club)
Learning Q-est, Emotional, Social and Teaching Quotient	04/05/2020	175	PCER and Alumni Association of PCER
Webinar of Reviving Educational Practices Post COVID -19 Pandemic	27/04/2020	175	PCER and UoM Thane Subcampus
Value added course	04/05/2020	175	PCER and Alumni Association of PCER
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	Course-Job Perfect-Sessions on:	55	90	4	17
2019	CV Writing	55	90	4	17
2019	How to Face an Interview	55	90	4	17
2019	Communication Skills-Language Enhancement & Social Graces	55	90	4	17
2019	Personality grooming	55	90	4	17
2019	Session on Career Guidance	55	90	4	17
2019	Session on Creativity Talks	55	90	4	17
2019	Campus to School	55	90	4	17
2019	CET exam orientation	55	90	4	17
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
3	3	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Orchid International Universal Education Kotak Education Foundation The Akanksha Foundation SVM Ratnagiri	60	2	Nil	Nil	Nil
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	14	University of Mumbai	B.Ed	Nil	M.A M.Sc M.Com M.Ed
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	4
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Carrom competition and National Sports Day	Intracollegiate	65
Patriotic Singing Competition	Intracollegiate	12
Quiz Competition	Intracollegiate	94
Collage making competition	Intracollegiate	42
Salad Dressing Competition	Intracollegiate	45
Cloth Bag making	Intracollegiate	18

Competition		
Late Principal Mathews Chacko Extempore Competition	Intracollegiate	12
FELIZIA Intracollegiate Event	Intracollegiate	70
Online Quiz Competition on Social Wellness Post COVID19 Lockdown	Intercollegiate	867
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Second Prize	National	Nill	1	15	Komal Bipin
2019	Paper Presentation	National	Nill	3	50, 48,58	Rafellia Fonseca Radhika Doshi Rachna Kurdia
2019	Paper presentation	National	Nill	2	34,44	Neelam Gupta Niharika Singh
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

PCER student council under the guidance of the Principal and the faculty incharge is responsible for conducting a variety of events. It's main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, develop team-spirit and cooperative learning amongst student teachers. The various activities conducted by the Students' Council include conducting of regular meetings, giving instructions in the classes ,conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teachers and Principa. Events organized by Student Council 2019-20 are : Guru Prunima,Independence Day,National sports Day, Carrom Competition,Patriotic Singing,Teachers Day,Ganesh Chaturthi,Moharram,Onam,International Literacy Day, Hindi Diwas,Freshers Day,Diya Making, Basketball competition, Gandhi Jayanti, Dussehra, World Students Day,Diwali Celebration, Rangoli, Felizia,Guru Nanak Jayanti, Eid- E- Milad,Annual Day,Christmas,Pongal, Makar Sankranti, Lohri,Republic Day,International Mother Language Day,Chatrapati Shivaaji Maharaj Jayanti, Marathi Language Day,International Women's Day,Holi. During pandemic lockdown online events organised by the student council include: e-Farewell,You Tube Sessions on Why Should you chose teaching as a profession,Journey to be a Teacher- Student Teachers view point, Should Men opt for teaching as a profession?, Online Quiz on Physical Wellness Post Covid-19. All the student bodies are involved in organizing co-curricular and extra-

curricular activities under the guidance of the faculty coordinators. The pandemic lockdown from March has moved all curricular and co curricular transactions into the online mode, hence the student council must align the activities in keeping with this changed medium. The student council has taken efforts to help fellow students to understand and carry out their educational activities through the virtual medium. Institute every year promotes new events and encourages students to participate in various academic as well as administrative committees. This promotes a better understanding of students and their requirements by the Management and the faculty and leads to smooth functioning enhanced achievement for the institution. Students represent following academic and administrative bodies of the college: College Development Committee, Women Development Cell, Grievance Redressal Cell.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Yes. The institution has registered Alumni Association. The PCER alumni are a great resource to the institution and as their contribution to the quality enhancement of the transactions in the institution the ICBN was set up. The Intellectual Capacity Building Network is the initiative of our alumni who are actively contributing to the intellectual growth of our institution. Alumni association helps the alumnus to be connected with their alma mater and share their expertise to the current batch of students. Numerous workshops, seminars, expert talks are conducted by our alumnus. Moreover the institution too invites alumnus whenever they conduct enriching activities so that they can keep themselves abreast with the new knowledge and get the benefit out of it. During the unfortunate situation of the lockdown, our alumni rose to the occasion. The online programme Learning Q-EST was conceived and conducted online. This programme proved to be a great platform of interaction between the alumni and the students. The Learning Q-EST initiative can be viewed here: Day 1 : <https://www.youtube.com/watch?v0Rb8oSgYY0Qt1582s> Day 2: <https://www.youtube.com/watch?vvIVjuOtJRI4t1465s> Day 3: <https://www.youtube.com/watch?vnhFLj0Iqy8kt120s>

5.4.2 – No. of enrolled Alumni:

494

5.4.3 – Alumni contribution during the year (in Rupees) :

126000

5.4.4 – Meetings/activities organized by Alumni Association :

There were three meetings conducted by the alumni association in the year 2019-20. Book Authored by Alumni Association - Decoding SDG in Classroom Workshop on Classroom Management by Ms. Rakhi Pandey Alumni Returns - Collaborative Learning by Ms. Parveen Shaikh Principal, The Somaiya School of Vidyavihar (Alumna Batch 2013-14) Value added course-Learning Q-est, Emotional, Social and Teaching Quotient 50th Golden Jubilee Celebration of MES Session on Mathematics by Mr. Gyanendra Pratap Singh

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

PCER is focused on providing enriched curricular and non-curricular experiences and quality transactions to all its stakeholders. The institute has a

decentralized approach to quality management where all the faculty and staff are responsible and accountable for quality assurance and enhancement. The various quality standards are monitored by various institutional committees such as an IQAC and the College Development Committee which has representatives of all the stakeholders of the institution. The commitment is supported by the various committees of the institution, that provides planning, strategy, reporting and improvement processes in academic/administrative activities of the institute. The institution has an organizational structure that clearly defines the roles and responsibilities of everyone. The Management of the institution provides guidance and direction on the overall functioning based on the vision, mission and the goals of the institution. The transactions and communication in the institution are aligned with the code of conduct and values that are clearly stated in the faculty and student handbook. All stakeholders are consulted on a regular basis and their views and ideas are taken into consideration in the formulation of new plans. The Principal of the institution along with the faculty formulates the action plan for the institutional activities. The principal conducts meetings, delegates duties to the faculty through the various portfolios, forms committees, maintains records and reports, and provides information to all the stakeholders, takes regular appraisal and feedback. The Principal maintains steady monitoring of the tasks, academic and nonacademic activities of the institution. The budget allocation and other financial planning is also done by the Principal along with the accounts and office staff. The Faculty with the guidance of the Principal carries out the day to day activities of the institution. They conduct the academic transactions based on the year plan formulated in consultation with the Principal. They efficiently carry out the academic and non-academic transactions in the institution through the various portfolios that have been given under their charge. Each portfolio has two faculty members who are in charge of it. The faculty members are part of committees that plans and conducts the various tasks related to the efficient functioning of the institution. The faculty coordinates with the members of the student council to carry out the various curricular and co-curricular activities of the institution. Regular reports are maintained and submitted by the faculty with respect to the progress and accomplishments of their respective portfolios and committees that aids in improving the overall quality of the functioning of the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	<p>? Curriculum Development: PCER is affiliated to the University of Mumbai and follows the mandated syllabus. However our institution always strives to give more than suggested to equip the students to the challenges of the global era.</p> <ul style="list-style-type: none"> • Workshop on Story Telling • Session on Inclusion –Mann ki Baat • Session on Financial Planning Session on Basic Home Skills • Workshop on Creative Teaching Aids using Fevikryl • Workshop on Teaching Aids • Swachh Bharat Abhiyaan • Panel Discussion on Reflective Practices for Teachers • Expert Talk on Good Health and Well

Being • Session on Mathematics is Everywhere • Online Webinar on Effective Leadership Skills Post Covid 19 Pandemic • Online Webinar on Reviving Educational Practices Post Covid -19 Pandemic • Online Workshop for Digital Teaching for Smart Learning • Collaborative teaching strategies were initiated to develop online teaching learning • Use of innovative and constructivist approach of teaching - use of role play, use of games, concept attainment model, symposium, gallery walk, case studies, brainstorming, debates, discussions, scenario based teaching etc • Add on courses and Value added courses were introduced to supplement the B .Ed curriculum as per the emerging needs and trends in the society: o Skill Development Programme was conducted to enhance the various skills required by a teacher in alignment with today's world o Human Values Towards Sustainable Development to orient student teachers towards development of human values for saving our environment. o Yoga For Wellness course was organised with the objective of creating awareness of the overall health benefits of practising yoga and also for inculcating wellness consciousness among the student teachers. o A value added course Job Perfect was conducted to prepared students for entering into the work world, to help them prepare their curriculum vitae and groom them for attending interviews. o A value-added course on Digital Literacy was conducted in collaboration with Maharashtra State Commission for Women to empower women with digital skills and the knowledge to use mobiles effectively for financial transactions. o Learning Q-est Emotional, Social and Teaching a three day course conducted through YouTube live for student teachers and alumni of PCER to orient them regarding the three quotients that are essential for an effective teacher. o National Human Rights Training Programme was conducted to create awareness among the student teachers regarding the significance and the need to be alert as future teachers to the protection of human rights.

team has always adhered to the Vision and Mission of the Institution by preparing the students to match the global standards. With this context in mind, the IQAC motivated the teaching faculty to explore new avenues of teaching learning in keeping with the new trends worldwide. Through various online modes of learning like Edmodo, Flipped Classroom, Coursera etc students got the opportunity to learn with ease and at their own pace. Following the pandemic and lockdown through Google classrooms, Google Meet, Zoom meetings etc the teaching learning activities were conducted ensuring their continuation and completion effectively.

Examination and Evaluation

Examination and Evaluation were conducted in the traditional mode as well through online platforms. In order to evaluate students on their content knowledge online content tests were conducted and they also received their grades immediately. Some of the class tests were also conducted through Google classroom during the lockdown period.

Research and Development

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

Library, ICT and Physical Infrastructure / Instrumentation

? The institution has upgraded itself with more computers, language laboratory and improved internet connection facility in the computer lab, technology room as well as library. ? The institution has access to OPAC online databases offering access to more than 5000 journals with archives and N-List Online database offering over 6000 journals and over 1,35,000 e-books with archives. The college has subscribed for the N-List Database, faculty and students are provided with the password to gain access to it. ? Digital cataloging is available to facilitate easy and quick access to resources. ? Ensured quality of programs offered by an institution and adequate infrastructural facilities play a vital role in the teaching learning process. The institution has well equipped infrastructure as per NCTE norms to support all activities for the wellbeing of students and

	staff.
Human Resource Management	<ul style="list-style-type: none"> • Experts from various fields are invited to interact with the students and to share their expertise. • Our alumni are well placed and have varied exposure in the field of education. The project 'Alumni Returns' organised by the ICBN, helps providing an opportunity to share their field expertise with our students. The objective of these interactive sessions is to enable our students to be aware of the realities, trends and challenges in education and be equipped to face them. • Our quality faculty are known for their subject expertise. They believe in life long learning and constantly upgrade their knowledge and skills and they share their expertise through workshops for our students as well as with other educational institutions.
Industry Interaction / Collaboration	<p>We further strengthened our collaborations with various national and local organizations and NGO's. The areas we focused on included teaching and learning, faculty development, online education, community service etc. The organisations we collaborated with were:</p> <ul style="list-style-type: none"> • Titus II Teachers College , Tiruvalla, Kerala - A national level online workshop on Digital Teaching for Smart Learning was conducted to provide knowledge of various online tools and platforms to conduct teaching learning activities. • School of Humanities and Social Sciences, MIT Art, Design Technology University, Pune- An online Webinar was conducted with MIT Pune on Reshaping Education in the New World- Pandemic Effect to highlight the paradigm shift in education due to the pandemic and the lockdown. • Ponda Education Society's College of Education,Goa- A faculty development programme was organized on Online Teaching and Learning to orient educators regarding effective use of online modes of instruction. • Soroptimist International Mumbai-Chembur-Community Service Program that is ongoing throughout the year • University of Mumbai Thane Subcampus -conducted Co Curricular Activities, Webinar for a period of 2 weeks. • SIES COLLEGE, Sion- conducted seminar,expert sessions for a period of 2-3 weeks. •

	Navjeevan Centre Murbad-conducted Community Service, expert session for a period of 1 week • NASEOH-Community Service programme that is ongoing throughout the year • Practice Teaching Schools-Internship Program, Resource sharing through Mentoring and remedial Programme ongoing through the year
Admission of Students	PCER gives guidance to the candidates seeking admissions for CET and online admissions, The admission committee together with the administrative staff assisted in the online admission procedure for candidates who were not well versed with online procedures. They assisted the candidates to fill forms online for the convenience of the candidates. A workshop was conducted for the candidates to orient them regarding the CET. They were also provided preparatory material for the CET test.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	? Planning and Development: The institution uploads its academic year plan on google docs and changes as suggested from staff and external faculty are incorporated.
Administration	? Administration: AISHE i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi. Data of student teachers, academic progress, details of teaching as well as non-teaching staff, accounts, all this is to be updated every year. The data of institution, teachers, students are also uploaded at the NCTE -PAR. Student teachers on Roll are on the University of Mumbai Website. Student teachers details are uploaded on ARA Safalta.org. Information about the institution is uploaded on the NCTE website. Admissions under the Director Higher Education, Pune on B.Ed. Admission website. ? Enrollment and Eligibility form are to be filled in by the student teachers on the website of University of Mumbai
Finance and Accounts	? Mahatma Education Societys Accounts Department.
Student Admission and Support	Student Admission and Support: B.Ed admissions are through the online mode.
Examination	? Examination: The various aspects of

examinations are through online. The B.Ed examination forms for both years are filled and submitted on the Mumbai University website. The internal assessment marks are filled online and submitted to the University of Mumbai.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Ms. Jaya Cherian	One Day National Seminar on 'Ki Ka - Gender Equality and Sustainable Development' organised Pillai College of Education Research, Chembur in collaboration with SIES College of Arts, Science Commerce and SIES Institute of Comprehensive Education	PCER-SIES	1000
2019	Ms.Vani Achari	National Level Online Workshop on 'Digital Teaching for Smart Learningc onducted by the IQAC, Titus II Teachers College, Kerala in collaboration with MESS Pillai College of Education and Research, Chemburfrom 27th April to 2nd May ,2020	PCER -SIES	1000
2019	Dr. Swasti Dhar	One Day National	PCER -SIES	1000

		Seminar on 'Ki Ka - Gender Equality and Sustainable Development' organised Pillai College of Education Research, Chembur in collaboration with SIES College of Arts, Science Commerce and SIES Institute of Comprehensive Education		
2019	Dr. Sunita Jain	One Day National Seminar on 'Ki Ka - Gender Equality and Sustainable Development' organised Pillai College of Education Research, Chembur in collaboration with SIES College of Arts, Science Commerce and SIES Institute of Comprehensive Education	PCER -SIES	1000
2019	Dr. Mary Varghese	One Day National Seminar on 'Ki Ka - Gender Equality and Sustainable Development' organised Pillai College of Education Research, Chembur in collaboration with SIES College of Arts, Science Commerce and	PCER -SIES	1000

		SIES Institute of Comprehensive Education		
2019	Dr. Mary Devakumar	Participated and Presented paper titled A Study of Life Skills of secondary school students from different boards of education of Greater Mumbai and development of an Adolescent Empowerment Program on 27th September, 2019 at the Research forum at Dr.	MES	1000
2019	Dr. Reni Francis	One Day National Seminar on 'Ki Ka - Gender Equality and Sustainable Development' organised Pillai College of Education Research, Chembur in collaboration with SIES College of Arts, Science Commerce and SIES Institute of Comprehensive Education	PCER-SIES	1000
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Session	Nill		Nill	16	Nill

	on Bottom Up Policy Approach in Reviewing Educational Policy by Matthew A. Wintenstein		25/07/2019			
2019	Talk on Good Health and Well being	Nill	10/08/2019	Nill	16	Nill
2019	Nill	Training Programme to promote awareness of health and hygiene among ladies support staff	29/08/2019	Nill	Nill	10
2019	Nill	Training Programme to develop digital literacy among the support staff	23/08/2019	Nill	16	Nill
2020	Webinar on Reviving Educational Practices Post COVID -19 Pandemic	Nill	27/04/2020	29/04/2020	16	Nill
2020	Webinar Reshaping Education in the New World - Pandemic Effect	Nill	01/05/2020	01/05/2020	16	Nill
2020	Webinar Reshaping Education in the New World - Pandemic Effect	Nill	22/05/2020	27/05/2020	16	Nill

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Five-day Faculty Development Programme organized by Mahatma Gandhi National Council of Rural Education, Ministry of Human Resource Development, Government of India in collaboration with MES's Pillai College of Education and Research on Nai Talim, Exp	16	19/08/2019	23/08/2019	5
A Digital Literacy programme was organized by MES's Pillai College of Education and Research	15	20/01/2020	20/01/2020	1
Participated in a Five Day Faculty Development Programme organized by Mahatma Gandhi Antarrashtriya Hindi Vishwavidhyalaya Wardha, Ministry of Human Resource Development, Government of India in collaboration with University of Mumbai, Thane Sub-Campu	1	10/02/2020	15/02/2020	5

A faculty development programme was organized by MES's Pillai College of Education and Research in collaboration with Ponda Education Society's College of Education, Farmagudi, Ponda on Online Teaching and Learning on effective use of online modes of	10	22/05/2020	29/05/2020	8
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
7	5	8	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
01	01	01

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The accounts of the institution are audited on a regular basis. The institution has appointed an auditor to audit the accounts and is audited regularly. The Mahatma Education Society, parent body of the institution appoints internal and external auditors annually. The audits are done regularly. The audited accounts of PCER are annually scrutinized by the Fee regulating body. The Internal audit is carried out by Mr.Murali, Senior Accountant. The external auditors are Mr.Bhavi,CA. The auditors are re-appointed by the Governing body each year. 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 also helps in timely meeting of financial commitments to all debtors and all payment of salaries on time to its employees.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
MES Management	50000	Research purpose

[View File](#)

6.4.3 – Total corpus fund generated

361500

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	External Audit Committee	Yes	Internal Audit Committee
Administrative	Yes	External Audit Committee	Yes	Internal Audit Committee

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

PCER initiated the parent teachers interaction meet in 2015 – 16, but have not formed an association. However they have willingly assisted in our activities through their contacts in making stationery for conferences and seminars at reasonable rates or arranging for resource persons for activities of the institution. Parents are invited to the induction programme of the B.Ed student teachers and for various other programmes conducted in the institution.

6.5.3 – Development programmes for support staff (at least three)

- Health and Hygiene for Wellness programme was conducted for the women non teaching staff.
- Digital Literacy programme
- Financial Literacy

6.5.4 – Post Accreditation initiative(s) (mention at least three)

- Submission of approval to Mumbai University for Ph. D centre
- Increased Alumni interaction through sessions to benefit student teachers with their experiences from the teaching field
- Collaborations with various institutions, organizations for academic, cultural and community outreach programmes
- Faculty development programmes, workshops for capacity building of the faculty

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Five-day Faculty Development Programme organized by Mahatma Gandhi National Council of Rural Education, Ministry of	01/07/2019	19/08/2019	23/08/2019	75

	Human Resource Development, Government of India in collaboration with MES's Pillai College of Education and Research on Nai Talim, Exp				
2019	Value added courses	01/07/2019	03/09/2019	20/01/2020	110
2019	Swachh Abhiyan- Cleanliness Drive - Beach Clean up and Mangrove Clean Up	01/07/2019	13/09/2019	23/11/2019	94
2019	Community Outreach Programmes - Fistful of Grains, Jumble Sale, Community Service at Navjeevan Centre Murbad, Community service Day	01/07/2019	23/09/2019	25/01/2020	270
2019	PCER, Chembur in collaboration with SLN Global Network and Twitter Organised One Day Twitter India Meet-Up at MES's Chembur Campus	01/07/2019	03/01/2020	Nill	89
2020	One Day National Seminar on 'Ki Ka - Gender	01/07/2019	18/01/2020	Nill	100

	Equality and Sustainable Development' organised Pillai College of Education Research, Chembur in collaboration with SIES College of Arts, Science Commerce and SIES Institute of Comprehensive Education				
2020	National Human Rights Commission, New Delhi sponsored One Day Training Programme on 'Human Rights Towards Reduced Inequalities'	01/07/2019	20/02/2020	Nil	175
2020	Online webinar with Thane Sub-Campus University of Mumbai	01/07/2019	27/04/2020	29/04/2020	1000
2020	National Level Online Workshop on Digital Teaching for Smart Learning conducted by the IQAC, Titus II Teachers College, Kerala in collaboration with MESS Pillai College of Education and	01/07/2019	27/04/2020	02/05/2020	75

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Workshop on Health and Hygiene	29/08/2019	29/08/2019	81	2
Workshop on Health and Well being of Women	10/08/2019	10/08/2019	79	3
Talk on Anti-Dowry	27/11/2019	27/11/2019	145	4
National Level Seminar on Gender Equality and SDG's	18/01/2020	18/01/2020	136	12
Training Session by National Human Rights Commission	21/02/2020	21/02/2020	100	5
International Women's Day Celebration	09/03/2020	09/03/2020	77	4
Digital Literacy by Maharashtra State Commission for Women	20/01/2020	20/01/2020	250	Nil

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

PCER has conducted various green initiatives that includes a Poster competition on Environmental awareness, Swachh Bharat Abhiyaan that focuses on Juhu Beach cleaning, Gandhian Week celebration focusing on fostering self reliance and vocational skills, Mangrove cleaning, EVS Environmental friendly product exhibition. As per the energy audit conducted the entire campus has LED lights, energy audit is also done. There is manpower who takes care of the functioning and maintenance of the system. PCER conducts Green Audit, Environmental Audit and Energy Audit on yearly basis.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
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Physical facilities	Yes	Nil
Provision for lift	Yes	Nil
Ramp/Rails	Yes	Nil
Rest Rooms	Yes	Nil
Any other similar facility	Yes	Nil

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	20	20	01/07/2019	100	NASEOH Remedial Teaching Financial Literacy Health and Hygiene Navjeevan Fistful of grains Jumble Sale Cloth Bag Making Beach Cleaning Mangrove Cleaning Swacchh Abhiyan Anti-Dowry Udaan Community Service Session on Disability and Inclusion Chembur	Self reliant Health, community service, financial literacy,	180

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Faculty and Staff Handbook	02/08/2019	The Code of Conduct handbook for faculty, staff and students provides the consolidated

		<p>information that the faculty, staff and students are likely to need in their transactions in PCER. The institutional code of conduct for students provides information on Discipline, I-Card, Humane Values, Dress Code, Mobile Phone, Ragging, Attendance, Examination, General Code of Conduct The institutional code of conduct for teaching staff provides details about Discipline, Leaves, Continuous Assessment, Classroom Teaching, Class-Test/Assignments/Essay, Appraisal Report The institutional code of conduct for supporting staff deals with Administrative Staff, Accountant, Student Section, Lab Assistant - Computer, Clerk, Peon The handbook also states the Institutional Code Of Conduct for Principal, for college development committee. It provides information on Professional Ethics for (a) Teacher. (b) Teachers and the students (c) Teachers and Colleagues (d) Teachers and authorities (e) Teachers and non-teaching employees (f) Teachers and guardians (g) Teachers and Society</p>
Decoding SDG's in classroom	23/08/2019	<p>Decoding SDG in Classroom' is an attempt in understanding the classroom dynamics in relation to the need of the hour in our society and world at large. It unleashes the potentials of a teacher to incorporate SDGs in our classroom. 'Decoding SDG in Classroom' focusses on the Lesson plans to cater</p>

		<p>SDGs prepared by our alumni of MES's Pillai College of Education and Research, Chembur.</p> <p>'Decoding SDG in Classroom' is an effort by the Editor and the co-authors in transacting and transmitting the ideas, thoughts of SDGs in classroom through various activities, discussion and showcasing the impact in the cognitive, affective and psychomotor domain. It will be a great guide in the form of lesson plans that can be conducted in the classroom with students, in workshops, in training session on Sustainable Development Goals.</p>	
Code of Conduct for Online Learning	02/04/2020	<p>The Code of Conduct for online learning was provided to the faculty and students as the learning transactions were moved to the virtual mode. The rules and etiquettes to be observed were when communicating through this medium were conveyed to the faculty and students. The code of conduct for students provided information on -Attendance, Discipline, Examination/Assignments/Lesson Submission, communication, Device and Internet quality, Privacy Compliance The code of conduct for faculty provided information on-the platforms to be used, Student Attendance, Assignment, Clarity, Communication, Camera/Backdrop quality, Online Classroom Etiquette, Privacy Compliance</p>	
7.1.6 – Activities conducted for promotion of universal Values and Ethics			
Activity	Duration From	Duration To	Number of participants

NHRC Workshop on Human Rights	21/02/2020	21/02/2020	165
Yoga for Wellness	21/06/2020	Nil	Nil
Mangrove Cleaning	23/11/2019	Nil	94
Swachh Abhiyan	26/09/2019	Nil	94
Session on Inclusion	30/01/2020	Nil	94
Recipe Contest for a Social Cause	03/05/2020	10/05/2020	70
Community Service Day	25/01/2020	Nil	Nil
Jumble Sale	09/10/2019	10/10/2019	175
Street Play for Gender sensitization	13/03/2020	Nil	12
View File			

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

1. Plastic free Campus 2. Green Campus 3. Paperless office 4. Wet and Dry waste management 5. Swachh Abhiyaan

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Title of the practice: VENTEL For Holistic Learning 2. The context that required the initiation of the practice: Education in Mahatma Gandhis view encompassed physical, spiritual and intellectual growth of students. It should give not merely the three RS 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 Gandhis 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 : a. FDP b. Nai Talim Week c. Swachh Abhiyan 3. Objectives of the practice: The objectives of this practice are as follows: 1. To create awareness of Gandhian Values among student teachers 3. To enhance teamwork and interpersonal skills of student teachers 4. To promote basic skill development among student teachers 5. To develop dignity of labour among student teachers 4. 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, Nai Talim and Work education through community engagement in Higher education institutions under the flagship programme of Mahatma Gandhi Nai Talim Abhiyan. • 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. • NAI TALIM WEEK- A variety of activities that highlighted the basic teachings and values of Mahatma Gandhi was conducted through Nai Talim Week. Through participating in these activities student teachers gained greater insight into the thoughts and beliefs advocated by Gandhiji. 5. 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. 6. Resources required: Experts from various fields to conduct sessions, stationery, craft materials, cleaning materials, institutional premises. 7. Feedback mechanism and future plans: Comprehensive feedback will be taken by the teacher educator on the different activities and remediation.

Best Practice 2- 1. Title of the practice: Edu- 2030. 2. The context that required the initiation of the practice: The United Nations in 2015 gave the Sustainable Development Goals, a universal call of action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The goals are interconnected - often the key to success. These goals have become the key indicators in schools, colleges, educational institutions etc. Since the B.Ed course caters to the needs of the students in school and colleges we need to align the Course structure to the SDG's. Since the mission and vision of

PCER focuses on global challenges, this best practice can be included in

Criteria VII as Edu-2030 an attempt to cater to the needs of the global society. 3. Objectives of the practice: The objectives of this practice were: 1.

To create awareness of the 17 Sustainable Development Goals. 2. To develop competencies among student teachers on SDG's. 3. To develop activities for sustainability of SDG's. 4. The practice: The students will be oriented about the need for Sustainable Development Goals to be addressed in meeting our global challenges. This will include a detailed understanding of the 17 SDG's and their impact on the society. The key competencies for sustainability will be focused through activities which will make each of the student teacher to take decisions judiciously. Competencies are: Critical Thinking competency: The ability to question norms, practices and opinions, to reflect on one's own values, perceptions and actions and to take a position in these situations.

Anticipatory competency: The ability to understand and evaluate multiple, possible and desirable actions and assess the consequences of these actions in dealing with risks. Normative competency: The ability to understand and reflect on the norms and values that underline one's actions and to negotiate sustainable values, principles and goals. Strategic competency: The ability to design and develop social initiative towards SDG's. Collaborative competency:

The ability to learn from others, respect their needs, be sensitive to other's needs and facilitate collaborative problem solving. Self-awareness competency: The ability to reflect on one's own role in the local community towards SDG's and witness the global impact. Problem-solving competency: The ability to apply different problem solving approaches and develop viable solutions to promote sustainable development. These competencies will be addressed through movies, role play, scenario based learning, drama, field visit, expert talk, case study etc. All the 17 SDG's will be catered and the student-teachers will be given an

in-depth understanding by focusing on the specific learning objectives - cognitive learning objective, socio-emotional learning objective and behavioral learning objective. 5. Impact of the study: This study will focus on developing the student teacher competencies about the SDG's through the various learning objectives? Be sensitive about SDG's? Foster SDG's in their practice teaching lessons? Augment the knowledge of SDG's and its impact in life. 6. Resources required: The resources such as the arrangement of movies, role play and other teaching methods that will be needed in fostering the competencies of SDG's. 7. Feedback mechanism and future plans: A comprehensive feedback will be taken on the competencies of SDG's inculcated by the teacher educator.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.pcer.ac.in/igac/institutional-values-best-practices/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

In line to the institution's vision of making responsible teachers with the help of trained and dedicated faculty, PCER, Chembur has taken numerous initiatives to develop both students and faculty. The institute takes a 360° view of the development of itself and all its stakeholders. PCER, Chembur has articulated broad institutional goals such as: 1. Professional Competence- The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. 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. to be lifelong learners and successful in their professional fields. 2. Value based transactions- PCER, Chembur in keeping with the vision and mission of the institution through value-based transactions strives to inculcate in student teachers values that underpins their knowledge and skills. 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. 3. Technology - As technology is increasingly being integrated with education PCER, Chembur provides various opportunities to the student teachers to develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc 4. Holistic development- 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. 5. Community outreach- It is essential that student teachers become responsible members of society and contribute positively to the betterment of the society. 6. Collaborations- Through interactions and exchange of resources, ideas etc individuals and communities grow and advance. 7. Employability-The present changing trends in the field of education require teachers who not only have academic knowledge but is also enriched with soft skills, practical exposure, aptitude capability etc. 8. SDG's- PCER, Chembur believes in the vital need for sustainable living to save and preserve the world we live in and through the infusing of Sustainable Development Goals (SDG) based activities in the curricular and co-curricular transactions such as cleanliness drives, wellness programmes, educational activities the institution endeavours to sensitise the student teachers to the necessity for sustainable living. 9. Life Skills - PCER, Chembur strongly believes that Life Skills are the abilities that helps promote mental well being and competence in young people as they face the realities of life. It focusses on empowering our students towards Life Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive. PCER believes that this will not only develop professional teachers having respect for the environment and nation but also will contribute to technological development both from an Indian and global perspective.

Provide the weblink of the institution

<https://www.pcer.ac.in/igac/institutional-distinctiveness/>

8.Future Plans of Actions for Next Academic Year

PCER envisions its future goals keeping in view the vision, mission and objectives and the quality indicators provided by NAAC. After acquiring the NAAC A grade based on the recommendations made by the NAAC committee, the institution set as its important plan of action the setting up of a Ph.D centre. In order to achieve that preparations are being done to submit the proposal for a Ph.D centre to the University of Mumbai. PCER also plans to provide a post- graduation programme and efforts are on to accomplish this goal for the institution. Due to the pandemic and the Covid-19 situation the teaching learning activities may continue in online mode for some more time. The institution plans to strengthen its digital resources and provide more training to the faculty for using e platforms and resources such as google classrooms, google meets, and other advanced features provided by google and so that all learning transactions will be continued without any compromise on the quality as well as the learning experience. The institution also plans on trying to provide online internship experiences to students. The institution plans to create a digital library as well as acquire an LMS. In view of the pandemic and the lockdown the institution wishes to focus on wellness and health of the students and plans to provide the necessary support and guidance to the students through value added courses, expert talks, counselling sessions, yoga etc that focus on physical, mental health and well being of the students. The institution plans to strengthen its collaborations with various organisations and educational institutions to provide optimum learning experiences to the students. Through interactions and sessions with eminent person from a wide range of fields the institution plans to provide students with enriched learning experiences as well as provide them with multi-disciplinary perspectives. PCER has always had a strong alumni association and plans to strengthen it further with more alumni interactions to give students a greater insight into the field of teaching and the latest practices and challenges in the teaching learning process. The institution strongly believes in its responsibility towards the community and especially during this pandemic period when the society requires all types of support and aid, PCER plans to have more community outreach programmes through fund raising, monetary or material donations towards charity etc. The institution also plans to focus on various social issues such as gender, environment, population and other issues through activities and sessions/expert talks/ webinars etc. The New Education Policy ushers in much needed changes in the educational system in our country and it is necessary that all stakeholders have a clear idea of the various aspects of the policy. The institution plans on promoting a better understanding of the NEP 2020 among the faculty and students through expert talks, sessions, webinars etc. Academic plan and collaborative practices with Erudite institutions