

The Annual Quality Assurance Report (AQAR) of the IQAC

Academic Year 2014 - 15

Part – A

AQAR for the year

AQAR 2014 - 15

1. Details of the Institution

1.1 Name of the Institution

Mahatma Education Society
Pillai College of Education and Research

1.2 Address Line 1

Opp. Chembur Fire Brigade

Address Line 2

Chembur Naka

City/Town

Mumbai

State

Maharashtra

Pin Code

400 071

Institution e-mail address

pcerchembur@mes.ac.in

Contact Nos.

022 – 25224856 / 022- 25228414

Name of the Head of the Institution:

Dr. Sunita Wadikar

Tel. No. with STD Code:

022 - 25568676

Mobile:

9869160768

Name of the IQAC Co-ordinator:

Dr. Mary Devakumar

Mobile:

9820552229

IQAC e-mail address:

capuaqar@gmail.com

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

OR

1.4 NAAC Executive Committee No. & Date:

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

1.5 Website address:

www.pcer.ac.in

Web-link of the AQAR:

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

1.6 Accreditation Details

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

1.7 Date of Establishment of IQAC : DD/MM/YYYY

15 / 07/ 2004

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

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

1.9 Institutional Status

University: State ☒ Central ☐ Deemed ☐ Private ☐

Affiliated College: Yes ☒ No ☐

Constituent College: Yes ☐ No ☒

Autonomous college of UGC: Yes ☐ No ☒

Regulatory Agency approved Institution: Yes ☒ No ☐

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

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

Urban ☒ Rural ☐ Tribal ☐

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

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

1.10 Type of Faculty/Programme

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

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

Others (Specify)

NIL

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

University of Mumbai

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

03

2.2 No. of Administrative/Technical staff

01

2.3 No. of students

02

2.4 No. of Management representatives

01

2.5 No. of Alumni

02

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholder: Faculty

Non-Teaching Staff / Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? ☐ Yes ☒ No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution
Level

(ii) Themes

- International Colloquium on Emerging Trends in Education.
- National Level Seminar on Enabling Education : Equipping students for life.
- One day training programme on Human Rights for Empowerment.
- State level Symposium on Paradigm Shift in Curriculum.

2.14 Significant Activities and contributions made by IQAC

The year 2014 - 15 marked the completion of twenty five years of yeoman service to the community. The IQAC embarked on celebrating the Silver Jubilee year undertaking the following activities.

- Strengthening the Alumni Association through the project – Alumni Returns
- Institution of award for Alumni Achievers.
- Undertaking of Minor and major research projects and publication of research work.
- Planning and organizing sponsored seminars and workshops at National and International level.
- Promoting institutional social responsibility through Collaborations.
- Initiation of Best Practices.

2.15 Plan of Action by IQAC/Outcome.

Plan of Action	Achievements
Sponsored Seminar/ Workshops/ Conferences	<p>❖ ICSSR sponsored two days National Level Seminar in collaboration with Tata Institute of Social Sciences on ‘Enabling Education: Equipping students for life’ on 18th and 19th of July 2014 at TISS auditorium, Deonar Mumbai.</p> <p>The seminar was well organized with an overwhelming participation. The seminar saw the felicitation of Dr. Sunita Wadikar, principal of PCER for her selfless dedication and service to the institution. Dr. Brijbala Suri, associate professor of PCER released her third book on ‘Navin Hindi Adhyapan Shaily’. The seminar had reputed speakers from various disciplines and paper presented were of very good standard. The paper presentation were done via oral presentation, posters and innovative strategies.</p> <p>The collaboration with TISS helped us to strengthen our relations with the organization as they offered to work on areas of common interest in the future.</p> <p>❖ ICSSR sponsored one day International Colloquium on</p>

<p>Strengthening the Alumni Association Activities</p>	<p>‘Emerging trends in Education’ on 21st February 2015 at Pillai College of Education and Research, Chembur, Mumbai.</p> <p>The colloquium highlighted the fact that knowledge is no more confined within the four walls of the conventional classrooms. The speakers for the day were Ms. Elizabeth Mehta (founder of Muktangan schools) and Ms. Swapna Jare (Founder and Director of Mind 1 Mind, UK). The colloquium proceedings were released in the Interdisciplinary journal – Transacademia. The colloquium focussed on redesigning pedagogy to enable knowledge construction. The participants gained insight into the International Middle Years Curriculum (IMYC) process of learning.</p> <p>❖ One day training programme on ‘Human Rights for Empowerment’ sponsored by National Human Rights Commission, New Delhi on 18th and 19th of March 2015 at Pillai College of Education and Research, Chembur, Mumbai</p> <p>The training programme was conducted as 100 students per day. Eminent personalities from the field of Law and Human Rights graced the occasion. The students benefitted from the experiences of the resource persons. The interactive sessions focussed on various issues from introduction of Human rights to the provision of protection of Human rights for the marginalised/ vulnerable groups (SC/ST/ Women/ Children) and the role of every individual.</p> <p>❖ To commemorate the silver jubilee of the institution, the IQAC instituted the Alumni Achiever Award to felicitate our alumni who have made significant contribution in the field of education. The awardees were:</p> <p>Ms. Parveen Sheikh, Head pre primary and primary section, Somaiya</p>
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<p>Collaborations at state and National level were</p>	<p>School, Mumbai (alumnus 2013 – 14)</p> <p>Mr. Vaibhav Avaghade, Principal in charge of SNTD college of Education, Mumbai (alumnus 2009 -10)</p> <p>Mr.Sunil Sharma, author of the book’ Awaken the genius within you: Keys to academic success’ (alumnus 2010 -11)</p> <p>Through the Intellectual Capacity Building Network (ICBN) centre, it embarked on a project ‘Alumni Returns’ to bring back the alumni into the folds of the institution and provide them a platform to interact with the present batch by sharing their experiences and expertise. They were invited to give demo lessons as well as conduct sessions/ workshops.</p> <p>Workshop on ‘Raising the standard of teaching’ by Ms. Rebecca Walker, London, alumnus 2000-01batch.</p> <p>Workshop on ‘innovative ways to start a lesson’ by Ms. Shubhadra Shenoy, Principal Shishuvan School,Mumbai , alumnus 2010 -11.</p> <p>Session on ‘Cognition through comprehension’, Ms. Biju Nambiar, alumnus 2012 -13.</p> <p>Model lesson in Economics by Ms. Manjiri Lavakare, alumnus2012 -1 3</p> <p>Session on ‘ How to teach like a champion’ by Ms.Parveen Sheikh, Head primary section, Somaiya school, Mumbai, alumnus 2013 -14.</p> <p>Workshop on ‘Changing the landscape of teaching , learning and assessment by Ms. Sapna Jare, Founder Director, Mind 1 Mind, U.K., alumnus 1998 - 99</p> <p>❖ In keeping with the mission and vision of creating socially aware, humane teachers, the staff and students participated in bringing life and colour in the lives of students of vernacular medium, destitutes, orphans and special children. The students offered their services to the</p>
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undertaken as a part of Institutional Social responsibility.	inmates, they interacted with the children to know their needs and challenges and guided them to respond positively. They organised educational and recreational activities for them which was appreciated by the authorities.
Research Cell:	<p>❖ Research forum was set up to serve as a platform for discussion on matters related to research methodologies, techniques, statistics etc.</p> <p>Efforts were made to seek grants for minor and major research projects for the academic year 2014- 15.</p> <p>Dr. Mary Varghese received grant of Rs. 60,000 for a minor research project from ICSSR and a major research project grant of Rs. 9 lacs from ICSSR.</p>
Best Practices	<p>❖ Best practices were initiated by teachers in their portfolios like i learn, Nourish, 3 Es –Nurturing empathy to endorse and empower, online courses, learning hub. Of these, i learn, online courses and learning hub was carried out successfully.</p>
Regular college activities	<p>❖ Details in the Action taken report</p>

* *Attach the Academic Calendar of the year*

(Annexure i)

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

Management ☒ Syndicate ☐ Any other body ☐

Provide the details of the action taken

The academic year 2014 -15 was a year of hopes and aspirations as the institution geared all its activities in tune with the Silver Jubilee Celebrations. Keeping the agenda of the IQAC in the fore front, PCER continued with the same spirit to carry out the regular activities which are as follows:

CCA: Variety of programmes and celebrations were conducted throughout the year which saw the enthusiastic participation of our students. It began with the inaugural programme of the B.Ed course and comprised of celebration of

- Independence Day
- Teacher's day
- Principal Mathews Chacko Intercollegiate Extempore competition
- Intercollegiate festival – ‘Valeur’
- Diwali
- Christmas
- Republic Day
- International Women's Day
- Annual Day
- Valedictory Day

Practice Teaching and Internship: The practice teaching and internship programme are vital to the effectiveness of the teacher training programme. It is the whetstone where the student teachers sharpen their skills as teachers and facilitators. The students are allocated schools to carry out their practice lessons and internship programme. A total of 24 schools were selected for practice teaching. This enables them to gain firsthand experience of content and class management. Practice teaching aims to develop the teaching competencies, methodologies and confidence of the student teachers.

Examination: The exam department carried out its activities with rigour and precision. Essays, content tests and class tests were conducted to assess the students on a regular basis as per the norms of the University.

Extension Activities: PCER undertook three projects for this academic year viz.,

Anna Poorna Yojana (APY),

Population Education Club (PEC) and

Survey of Women's Status (SWS).

The extension students participated in the street play and poster competition in the annual extension festival UDAAN and won the 3rd prize for the poster competition. They also participated in Gandhi Jayanti Celebrations held by Mumbai University to observe World Peace Day at the Gateway of India. They participated in Yuva Diwas, Mumbai University.

Community Work: The student teachers contributed in different ways to the various NGO's and Central Government organizations such as

NASEOH (caters to Physically challenged children)

Bal Anand (caters to destitute and street children),

Jan Vikas Society (Home for Street children & Rag Pickers).

The student teachers also took up an initiative to teach English communication skills to students of Marathi Madhyamik Shala. As part of Swachh Bharat Abhiyaan the student teachers also celebrated the Clean Environment & Aanganwadi Day, Personal Hygiene, Food & Nutrition & Child Care Day, Clean Drinking Water Day and Toilet/Sanitation Day.

The students participated in the community service day programme organized by MES by taking the underprivileged children from Gyansathi of Karunya Trust Foundation, an NGO to the programme at Dr. Vasudevan Pillai Campus, Panvel and organized various activities for them and spent an enjoyable day with them.

Career Cell: The Career and Placements cell conducted Career based workshops and facilitated campus interviews. Some of the schools who visited PCER for campus interviews include- Poddar Group of Schools, Arya Vidya Mandir, Universal Group, Orchid International, Kotak Mahindra, The Akanksha Foundation, Connect Ed and Nayak Tutorials.

Workshops and Expert talks: With the objective to develop the intellectual skills, understanding, self-awareness and creativity of student teachers. Several workshops were conducted on a wide range of topics throughout the year. They are as follows:

- Micro Teaching
- Teaching through Puppetry
- Action Research
- Year Plan
- Unit Plan
- Blue Print
- Workshop on 'Thinking Your Way'
- Symposium on Paradigm shift in Curriculum
- Workshop on Life Skills
- Workshop on Stress Management
- International Workshop on Changing Landscape
- Facing an Interview and Resume Writing
- Personality Development
- Talk by experts on awareness of illnesses like AIDS and Cancer.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	---	---	---	
PG	---	---	---	
UG	B.Ed - 01	---	---	Workshops on Resume writing and Facing Interviews, Personality development, Raising the standard in teaching.
PG Diploma	---	---	---	---
Advanced Diploma	---	---	---	---
Diploma	---	---	---	---
Certificate		---	Certificate course on Effective Communication and the teacher.	---
Others	---	---	---	---
Total	01	---	01	04

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
Interdisciplinary		A two day training programme on Human Rights for Empowerment was conducted for 200 students. This programme was sponsored by National Human Rights Commission, New Delhi.		
Innovative		This year we embarked on incorporating innovative methodologies to teach the various courses. Most of the units were taught and assessed using different innovative techniques.		

1.2 (i) Flexibility of the Curriculum: Seven Core papers and
Three Elective options (one Special Fields and two special methods)

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	One (B.Ed)
Trimester	---
Annual	---

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

(On all aspects)

Mode of feedback : Online ☐

Manual ☒

Co-operating schools (for PEI) ☐

Please provide an analysis of the feedback

(Annexure ii)

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

Since it was decided that 2015 onwards, B.Ed would be a two year program, a series of meetings and discussions were conducted at the university. Our Principal, Dr. Sunita Wadikar, BOS member played a major part in the syllabus revision. Our senior staff members were convenors for syllabus revision. Many of our faculty, as members of various committees contributed to syllabus revision for the two year B.Ed program.

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

NIL

Criterion – II**2. Teaching, Learning and Evaluation**

		Total	Asst. Professors	Associate Professors	Professors	Others
2.1	Total No. of permanent faculty:	16	12	03	00	01

2.2	No. of permanent faculty with Ph.D:	1 + 6
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		Asst. Professors		Associate Professors		Professors		Others		Total	
2.3	No. of Faculty Positions Recruited (R) and Vacant (V) during the year	R	V	R	V	R	V	R	V	R	V
		---	---	---	---	---	---	---	---	---	---

2.4	No. of Guest and Visiting faculty and Temporary faculty	15
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2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	18	39	01
Presented papers	07	18	01
Resource Persons	---	02	05

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

‘Tell me and I forget. Teach me and I remember. Involve me and I learn.’

- Benjamin Franklin

This year our institution embarked on involving the students in the learning process to develop in them a love for learning. The different methodologies adopted by the teacher educators in the subjects taught by them were

i Learn – It was an attempt to cater to the different teaching, learning and assessment in schools. It was developed with the objective of catering to the different learning needs and implementing innovative teaching learning activities to achieve them.

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

Gallery walk – This innovative methodology aimed to involve each student and display their understanding through posters or skits.

Learning Online: Ed modo – To match strides with the netizens and the changing teaching learning scenario, the teacher educators adopted the online teaching learning and assessment methodology to cater to all types of learners.

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

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

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

3D Illumination – This technique enabled the learners to create and work out their own learning experiences through designing, developing and doing (3D). The students were involved in various activities such as creating teaching aids and incorporating theory in simulated lessons.

2.7 Total No. of actual teaching days during this academic year 202

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

PCER has been instrumental in bringing in precision in examination. The **Scrutiny committee** looks into the various aspects and technical details of the question paper. They ensure that the papers are aligned w.r.t. the standard set by the University.

The Flying Squad comprising of senior teacher educators make regular visits to each block to dissuade malpractices.

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

Ed Modo was an innovative methodology implemented to teach philosophy – ‘Acts and Policies in Education’ which met with success. The student teachers were assessed through the online mode which catered to the needs of the different types of learners as they could learn and answer at their own pace. Thus preparing them in knowledge construction and from the exam point of view.

2.9 No. of faculty members involved in curriculum restructuring/ revision/ syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 04

2.10 Average percentage of attendance of students 80

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed	200	00	26	85	70	00

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

The IQAC contributes in the planning of activities and assigns the tasks to various portfolios in the beginning of the year. The activities are reviewed in the staff meetings as well as in the IQAC meeting. The teacher educators are evaluated towards the end of the academic year by way of Principal appraisal where in results of the exit interviews taken and student evaluation of the teachers taken are revealed the faculty on a one to one basis.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	01
UGC – Faculty Improvement Programme	---
HRD programmes	---
Orientation programmes	02
Faculty exchange programme	---
Staff training conducted by the university	02
Staff training conducted by other institutions	---
Summer / Winter schools, Workshops, etc.	11
Others (Seminars / Conferences/ Workshops)	11

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	08	-----	-----	----
Technical Staff	16	-----	-----	----

Criterion – III

3. Research, Consultancy and Extension

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

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

The **Faculty Research Forum**, was set with the objective of providing a platform for learning and deliberation of research topics. This enabled the faculty who have registered for Ph.D to clarify doubts as well as for other faculty to enhance their research knowledge.

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

3.2 Details regarding major projects

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

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	---	01	---	---
Outlay in Rs. Lakhs		Rs. 60,000		

3.4 Details on research publications

	International	National	Others
Peer Review Journals	<ul style="list-style-type: none"> “Social Networking Sites: A Study of the usage of Social Networking Sites among the Student teachers of Pillai College of Education and Research, Chembur, Mumbai - 	<ul style="list-style-type: none"> A Study of Interactive Influence of Brain-Based Learning and Hemisphericity of Students of Standard 	

	<p>India.” with ISSN No. 2394-0018 for International Journal of Interdisciplinary knowledge in 2015.</p> <ul style="list-style-type: none"> • ‘Harvesting Inner Peace By Redesigning Yourself’ in Conflux Journal of Education, Peer Reviewed International Journal, ISSN2320-9305 ISSN2347-5706 Volume 1, Issue 12, June 2014. • Learning to Live Together-Developing Life Skills for Fostering Peace, Conflux Peer Reviewed International Journal Of Education , ISSN no 2320-9305; June 2014; Vol 2, Iss 1,pg 89-93 • Developmental Assets – A Gateway towards Harmony and Peace’ in Conflux Journal of Education (CJoE) volume:2 issue:1 june 2014; pissn 2320-9305 issn 2347-5706. • Embedding the values of Peace through Innovative Curricular Transactions, Conflux Journal of Education. Volume 1, issue 12, May 2014- ISSN 2320-9305. 	<p>VIII on their Academic Achievement in Biology, Study Habits and Stress, Contemporary Researches in Education, NAS Publishers, Malappuram Kerala. ISBN- 1-927973-2-8</p> <ul style="list-style-type: none"> • ‘Environmental ethics – perspectives’ Monograph II, a peer reviewed learning material, ISSN:987-81-924258-5-6 	
Non-Peer Review Journals	<ul style="list-style-type: none"> • Promoting a culture of safe schools – Disaster Management Cell’ Transacademia, an International Peer Reviewed Journal ISSN No. 23193492Jan – May 2015 	<ul style="list-style-type: none"> • ‘Ecological System and Value System: Are they interrelated’ in Pillai Journal of Educational Research and Technology (PJERT) volume-04 no.1 january- june, 2015; 	<ul style="list-style-type: none"> • Book of Knowledge for Politicians • B.Ed CET

	<ul style="list-style-type: none"> • The Development of Subject Matter Knowledge and Pedagogical Content Knowledge in Pre-Service Economics Teachers: New Opportunities through Expanded Microteaching Approach' in Transacademia, an International Peer Reviewed Journal ISSN No. 23193492 January-May, 2014 edition. 	ISSN 2249-4367.	Question Set 2013 – Published for Pillai College of Education & Research, Chembur. ISBN – 978-93-82626-10-7
E - Journals			<ul style="list-style-type: none"> • 'Testing the effect of teaching english through mind maps on the concept formation of secondary school students' in the e-journal ('Sanshodh an Chetana' 4th Volume Issue I
Conference proceedings	<ul style="list-style-type: none"> • Opportunities and Challenges for Women Entrepreneurship in India • A Study of Interactive Influence of Brain-Based Learning and Hemisphericity of Students of Standard VIII on their Academic Achievement 	<ul style="list-style-type: none"> • 'Fruits of Labour – Planting ideas for a healthy generation' ICSSR sponsored National Level Seminar on Family farming, p 39, ISBN – 978-81-924684-6-4 	

	<p>in Biology, Study Habits and Stress pp. 185 – 190 at The IAFOR International Conference on Education 2015 Dubai, UAE Official Conference Proceedings ISSN: 2189 - 1036</p>	<ul style="list-style-type: none"> • From Adversity to Advertunity – equipping students to adopt a rational outlook in life- ICSSR sponsored National Level Seminar on ‘Enabling Education: Equipping students for life’ in collaboration with TISS, MES Publications, ISBN 978-93-82626-11-4. • Reaching the unreachable – A Ray of Hope’ Seminar Proceedings at ICSSR sponsored National Level Seminar on ‘Enabling Education: Equipping students for life’ in collaboration with TISS, MES Publications, ISBN 978-93-82626-11-4. • ‘Reducing the Communicative Apprehension and English Language Classroom Anxiety: Development and Implementation of an Intervention (SPARK)’ of Published in PCER Seminar Proceedings at ICSSR sponsored National Level Seminar on ‘Enabling Education: Equipping students for life’ in collaboration with TISS, MES Publications, ISBN 978-93-82626-11-4. 	
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3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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

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

No. of books published i) With ISBN No. Chapters in Edited Book
 ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

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

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

3.10 Revenue generated through consultancy

3.11	No. of conferences organized by the Institution	Level	International	National	State	University	College
		Number	01	01	---	---	01
		Sponsoring agencies	ICSSR in collaboration with MES	ICSSR			NHRC

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
02	---	---	---	√	---	---

3.18 No. of faculty from the Institution who are Ph. D. Guides
and students registered under them

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

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

JRF SR Project Fellows Any other

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

National level International level

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

National level International level

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

National level International level

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

National level International level

3.25 No. of Extension activities organized

University forum College forum

NCC NSS Any other

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

Pillai College of Education and Research undertook three projects this year i.e. the Anna Poorna Yojana (APY), Population Education Club (PEC) and Survey of Women's status (SWS).

The major activities carried out under PEC were

- Seminar on World literacy day.
- Seminar on Women Empowerment.
- Debate on Use of Social media.
- Poster Competition on Save the Girl Child.
- Discussion on Aids awareness
- Gandhi jayanti celebrations
- Street Play on Status of Women

At the community level , the students conducted seven lessons based on current social issues and brought about awareness among the school and college students.

Through SWS, the students conducted a survey of the status of women from various areas of Mumbai , analysed and presented their findings in the form of a report.

The APY project saw the students engage themselves in the sale of food and non food items during various occasions in the college premises.

The students participated in the UDAAN – the flight of extension festival with great enthusiasm. They participated in the street play and poster competition. The students bagged the **third place** for the poster competition.

‘Sharing is loving’

The staff and students of Pillai college of Education and Research believes in sharing its resources and expertise with the society as a gesture of thanksgiving to the Almighty and concern for the community. As a part of Institutional Social Responsibility, we embarked on a project of providing remedial teaching to the students of Marathi Madhyamik Shala, std VIII and IX in subjects Maths and English.

As a part of the Swach Bharat Abhiyaan, the student teachers organised activities like essay and poster competition, group discussions on topics ranging from personal hygiene, food and nutrition to Clean environment.

The student teachers organised activities for the inmates and teachers of NASEOH, BAL ANAND, and JAN VIKAS SOCIETY- Mermier Bal Ashram for period of three months . A one day outing with competition and games was organised for the underprivileged children of Gyansaathi – Karunya Trust Communtiy day. All these activities helped to generate an awareness of the needs and conditions of the underprivileged sections of our society among the student teachers. These activities have helped to instill in our students a sense of social responsibility towards the less fortunate in the society as they have reported of wanting to participate and contribute through such activities in the future.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	16045 sq ft.	----	Fees and MES Trust	16045 sq ft.
Class rooms	06	----		06
Laboratories	02	----		02
Seminar Halls	01	----		01
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	----	-----		----
Value of the equipment purchased during the year (Rs. in Lakhs)	38,00,000	5,00,000		43,00,000
Others	-----	-----		---

4.2 Computerization of administration and library

The library is fully computerized using OXYGEN- library software for library transaction. The attendance of students which is termed as library hours is kept account of using the scanner. The scanner scans the students library card and records the time spent in the library. The library resources i.e reference books, text books, journals, encyclopedias, research bulletins, M.Ed dissertation and Ph.D thesis etc. are adequate and helps our students to develop the habit of reading and referencing.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	7385	16,57,544	728	1,50,527	8112	18,08,071
Reference Books	2200	65,000	150	800	2350	65,800
e-Books	---	---	---	---	---	----
Journals	30	15890	---	---	30	20,670
CD & Video	87	7000	NIL		87	7000
Globe	01	500	NIL		01	500
Geometry Box	04	2000	NIL		04	2000
Maps	45	9000	NIL		45	9000
Newspapers	13	37,960	NIL		13	37,960

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsin g Centres	Comput er Centres	Office	Depart-ments	Others (Library)
Existing	26	15	01 Prime net	----	----	02	10 Laptops	02
Added	---	----	---	---	---	---	---	----
Total	26	15	01	----	----	02	10	02

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

Every year, the student teachers who do not have hands on experience undergo a training programme on computer basics.

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

Mahatma Education Society and its 48 institutions are well equipped with the latest technologies and softwares for academic purposes. The various institutions are well connected with updated websites. We have institutional wise email ID. The PCER has the academic calendar posted on the website which can be accessed anytime and updated.

4.6 Amount spent on maintenance in lakhs :

i) ICT

1.5 lacs

ii) Campus Infrastructure and facilities

iii) Equipments and Library books

3.5 lacs

iv) Others

Total :

5.0 lacs

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IAQC has appointed a counsellor who is available for the B.Ed students on Saturdays. The students are permitted to meet the counsellor and share and discuss their problems with her. She regularly interacts with the students and conducts sessions to build a rapport with the students and boost their morale to face challenges.

The students are allotted a tutorial teacher who plays the role of a mentor. The students are made to understand that they can approach their tutorial teacher any time and avail of their guidance. The tutorial teachers regularly mentors students who need her help and also assigns student mentors as buddy for some students at risk, because some students find it easier to discuss certain issues easily with the buddy than with the teacher. The buddy if possible helps her out or confides the problem in the tutorial teacher.

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

5.2 Efforts made by the institution for tracking the progression

Pillai College of Education and Research adheres to the popular adage ‘Today’s progress was yesterday’s plan.’. It plans ways and means to diagnose weak areas or problems faced by students and find solution to problems. The areas of challenge of students have always been fear of examinations. In the B.Ed the students are examined at different levels,

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

The institution ensures that the students are oriented about the need and significance of the examinations and preparatory workshops are organized to remove the block from their minds. The institution ensures that sufficient practice is given to the students and feel assured of taking on these examinations without fear.

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

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
185	15		

(b) No. of students outside the state

22

(c) No. of international students

Nil

No	%
08	04

Men

No	%
192	96

Women

Last Year						This Year					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total
167	01	--	01	---	169	199	--	--	01	---	200

Demand ratio

Dropout %

01

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

The Common Entrance test is an area of challenge for the students which they tend to fear. In order to do away with this fear, the students are oriented about the CET, the types of questions and also trained to solve the model papers. This activity helps to remove the mental block w.r.t. entrance tests.

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

No. of students beneficiaries

170

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
 IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

Students who join the B.Ed programme are either graduates who have just completed their degree which include students from vernacular medium or adults who have joined after a long gap. These students find it difficult in the beginning to adjust to the family needs and requirements of the B.Ed programme, they are counseled and mentored by the tutorial teachers. This helps with them to carry out their B.Ed programme with renewed confidence and vigour.

The Career cell conducts career guidance programme which comprises of workshop on 'how to write resume and face interviews'.

Campus interviews are carried out on a regular basis from international schools and other reputed schools. Most of our students get selected on the campus.

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
07	200	16	165

5.8 Details of gender sensitization programmes

The institution organizes various programmes through the CCA and the Extension Work department. The daily assembly was carried out theme wise and month wise. Days of national, religious and cultural importance were celebrated and contribution of women are highlighted during the assembly. The use of technology in the form of videos and films shared by the students were eye openers to the gender insensitivity existing in our society.

The Extension work department through the Population Education Club activities have conducted

- Seminar on Women Empowerment.
- Debate on Use of Social media.
- Poster Competition on Save the Girl Child.
- Discussion on Aids awareness
- Street Play on Status of Women

The projects of Anna Poorna Yojana and Survey on Women's Status carried out by the students revealed the strengths and tribulations of women in the society.

The one day training programme on Human Rights for empowerment highlighted provisions for protection of human rights for vulnerable groups(Women and children) in the constitution.

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	01	80,000
Financial support from government	---	---
Financial support from other sources	03	60,000
Number of students who received International/ National recognitions	---	---

5.11 Student organised / initiatives

Fairs: State/ University level National level International level

Exhibition: State/University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

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

Workshop on lesson planning was organised again to help the students tide over teething problems in preparing lesson plans.

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

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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

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

6.2 Does the Institution has a management Information System

NIL

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

6.3.1 Curriculum Development

Our staff are sent for regular professional development life orientation and refresher courses, the teacher educators come back and share and teach the other colleagues the new techniques learnt in the programmes. Within the given framework, the college included innovative methodologies and workshops on the latest practices and trends in education. The teacher educators during their lecture would touch upon issues on current social, environmental issues. The faculty of our college are convenors for syllabus

6.3.2 Teaching and Learning

i Learn –It was developed with the objective of catering to the different learning needs and implementing innovative teaching learning activities to achieve them.

Content Enrichment programme – In order to enrich their content base, the method masters developed the CEP to orient the students to the objectives, methodology, needs of the new age learners and prepare them for the same.

Gallery walk – This innovative methodology aimed to involve each student and display their understanding through posters or skits.

Learning Online: Ed modo –the Online teaching learning and assessment methodology was adopted by the teacher educators to cater to all types of learners.

Concept Mapping –To enable student teachers to comprehend the relationship between concepts thus making learning solid and knowledge construction more visible.

Mind Mapping – This visual form of note taking which helped them to bring in creativity in their understanding and learning.

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

3D Illumination – This technique enabled the learners to create and work out their own learning experiences through designing, developing and doing (3D). The students were involved in various activities such as creating teaching aids and incorporating theory in simulated lessons.

6.3.3 Examination and Evaluation

The **Scrutiny committee** was set up to look into the various aspects and technical details of the question paper. This was done to ensure precision and accuracy in setting of the exam paper and as per university norms and standard.

The Flying Squad was formed consisting of senior teacher educators who would ensure no malpractices on the part of the students, by making regular visits during exams and tests to each block to dissuade malpractices.

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

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

6.3.4 Research and Development

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

The **Faculty Research Forum**, was set with the objective of providing a platform for learning and deliberation of research topics for . This enabled the faulty who have registered for Ph.D to clarify doubts as well as for other faculty to enhance their research knowledge.

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

6.3.5 Library, ICT and physical infrastructure / instrumentation

Books are regularly added to the library. Our faculty have authored books and text books which are available to the students. The websites are regularly updated. The latest softwares are installed for administration transaction. The classrooms are ICT enabled with LCD projector, Computer system with speakers. The computer lab, staffroom and the principal room have 24 x 7 wi fi facility. The physical infrastructure provides a

6.3.6 Human Resource Management

The B.Ed course is a buzz with activities which makes the teaching learning process interesting. The principal is a BOS member which forms the linkage between college and University. She is on the committee for LIC, CAS, interview panels and committee for approval of various curriculum. She has been instrumental in the designing of the 'International B.Ed programme' The Human resource is managed by our institution at three levels: Inviting experts from various fields to share their expertise. Secondly, our alumni are well placed and have varied exposure in the field of education. They are invited to their alma mater through the programme 'Alumni Returns' organised by the ICBN, to share their knowledge and on field experience. Their talks are a means to prepare the students w.r.t the reality and the issues and challenges which lies ahead in the

6.3.7 Faculty and Staff recruitment

Recruitment of staff and faculty is usually done by proper advertisement in leading newspaper. The short listed candidates are called for an interview and selection is done as per the decision of the panellist on the interview board . However since we had complete staff, no recruitment was done during the academic year 2014 - 15

6.3.8 Industry Interaction / Collaboration

The college has through its various programmes collaborated with local, national and international organizations to sensitize the student teachers w.r.t. the need of the underprivileged and marginalized in the society. The organizations with whom we collaborated were: (Please find details in 3.26)

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

6.3.9 Admission of Students

The admissions are advertised on the websites and newspapers. The admissions are carried out offline and through Maharashtra Vijnan Adhyapak Mahavidyalaya Sanstha Chalak Association (MVAMSA). Most of our enrolment takes place by word of mouth as the college has completed twenty five years of standing and good reputation. This year, the Mumbai University started the Online enrolment, which helped record the students details online for further administration transaction.

6.4 Welfare schemes for

Teaching	-----
Non teaching	Micro finance facility
Students	Fee concession for needy and deserving students.

6.5 Total corpus fund generated

Rs. 35,000

6.6 Whether annual financial audit has been done

Yes

☒

No

☐

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	----	Yes	Internal Assessment and Documentation Committee
Administrative	No	---	No	----

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

For UG Programmes

Yes

☐ NA

No

☐ NA

For PG Programmes

Yes

☐ NA

No

☐ NA

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

NA

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

NA

6.11 Activities and support from the Alumni Association

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

Maintaining a data base of alumni in India and Abroad.

Intellectual Capacity Building Network centre – co ordinates with the alumni which enables them to contribute to the college in organising workshops and symposiums.

Alumni Returns – Project to bring back the past students back to their alma mater and interact with the present batch through guest lectures.

Alumni Achievers Award – Award in recognition and appreciation of their achievement in the field of education.

Alumni Corner – A special space in the college magazine ‘Dawn’ is reserved which serves as a medium of expression of ideas / views on education

6.12 Activities and support from the Parent – Teacher Association.

NA

6.13 Development programmes for support staff

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

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

The environment club initiated vermi – composting, wherein student teachers became aware of how they could easily re use their kitchen waste. The student teacher carried out vermin composting on a low scale in the college premises.

Environment awareness week was organized, the class notice boards were dressed up with articles and tips to live a eco friendly life. A workshop on sustainable practices was conducted and issues related to rainwater harvesting, solid waste management were discussed

A visit to the Godrej mangroves, Vikrohli was organised for the B.Ed class to provide them with first hand experience. The student teachers were oriented on the types, need, significance and stages of growth of mangroves.

Criteria VII

7. **Innovations and Best Practices**

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

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

The community work projects of English communication and mathematic tutorials has helped the vernacular medium students to do well in their studies and exams.

The poster competition and cleanliness drive to mark the Swachh Bharat Abhiyaan campaign instilled in the students the need to keep themselves and the surroundings clean.

The co curricular activities enabled the students to organize programmes with minimum help from the institution

- 7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

(Annexure iii)

- 7.3 Give two Best Practices of the institution (Annexure iv)

The two Best practices for the year were

- I learn
- Content Enrichment Programme

7.4 Contribution to environmental awareness / protection

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

- Lessons on environmental awareness - Extension work (PEC)
- Swach Bharat Abhiyaan – Community work at Marathi Madhyamik Shala.
- Activities, class assemblies and celebrations always highlighted the need for environmental consciousness – Co curricular activities
- Extra lesson on environmental issues was taught in practice teaching schools – Practice teaching.

7.5 Whether environmental audit was conducted?

☐☒

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

Annexure v

8. **Plans of institution for next year**

- Strengthening Student support Services
- Expanding the Publication domain.
- Procuring UGC sponsored projects
- Initiating the Women development Cell
- Building collaborations with practice teaching schools and community work.
- Enhancing Environmental club activities
- Introducing add on self financing course.

Name: Dr. Sunita Wadikar

Name: Dr. Mary Devakuma

Signature of the Chairperson, IQAC

Signature of the Coordinator, IQAC

2.15 Academic calendar url**Annexure i**

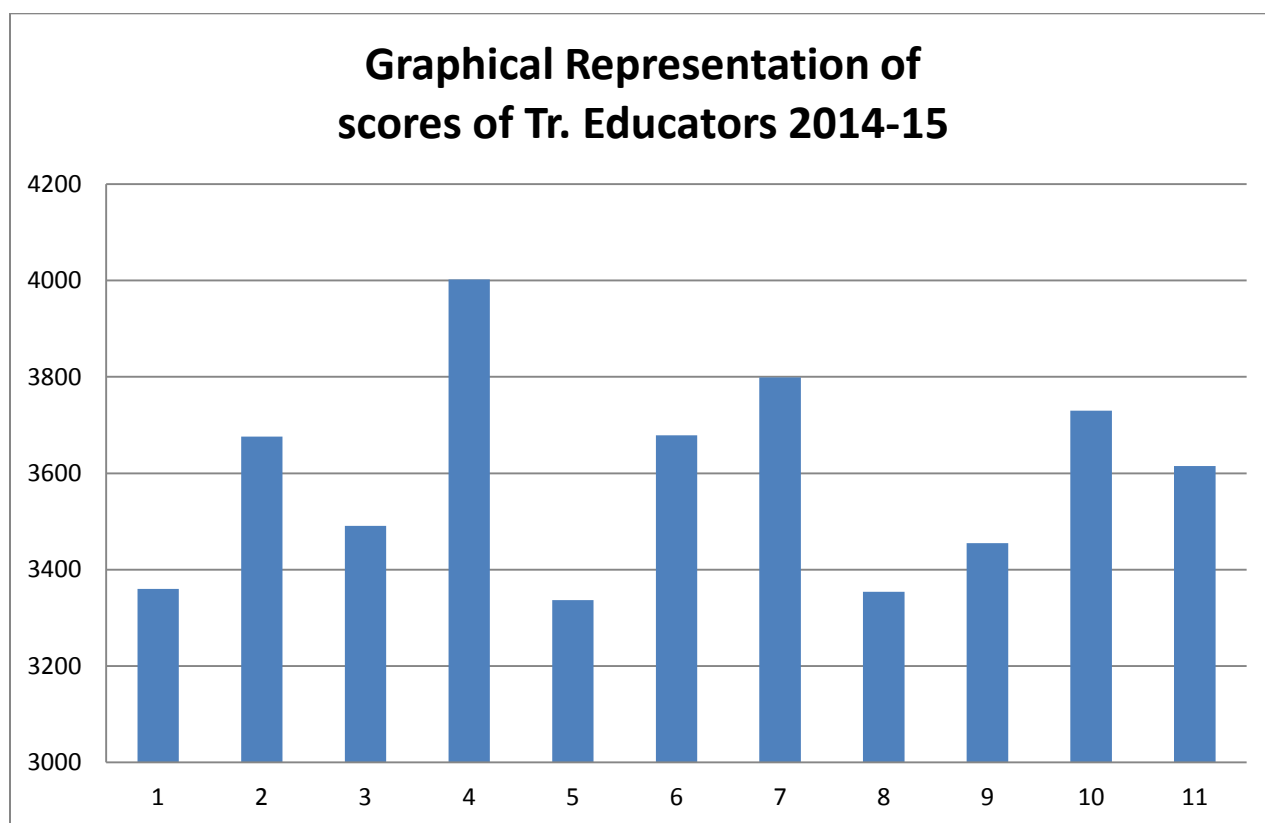
<http://pcer.ac.in/academics/academic-calendar/>

1.3 Analysis of the feedback

Annexure ii

Student feedback format

Name of the Teacher	Knowledge base of the teacher	Communication skills	Sincerity/Commitment of the teacher	Interest generated by the teacher	Ability to integrate content	Accessibility of the teacher	Judicious in Assessment	Another feedback



- | | | | |
|-----------------------|------------------------|---------------------|----------------------|
| 1. Dr. Samita Shetty | 4. Dr. Reni Francis | 7. Ms. Swasti Dhar | 10. Ms. Vinita Desai |
| 2. Dr. Mary Devakumar | 5. Ms. Sandhya Sarwade | 8. Ms. Vani Achari | 11. Dr. Sneha Raikar |
| 3. Dr. Mary Varghese | 6. Ms. Sunita Jain | 9. Ms. Jaya Cherian | |

Annual Report 2014-15

'Success is a journey, not a destination' -Arthur Ashe

Pillai College of Education and Research has attained a significant milestone since it embarked on its journey in the field of education as it celebrated 25 years of imparting quality education to the teaching community this academic year. The silver jubilee celebrations were held under the name FELIZIA with a variety of activities organized to mark this momentous milestone in the institution's journey in the world of academics. This year witnessed a variety of activities, achievements and successes.

PCER conducted the following activities:

Assembly:

- To inculcate values and develop cultural awareness of student teachers.

The assembly is conducted daily with the objective of inculcating in the student teachers values and bringing about a qualitative change in their daily living through prayer and value based messages and activities. The assembly is based on different themes like patriotism, pluralism, environment, women empowerment etc. The students begin the assembly with prayer song, read out the daily news headlines, discuss various issues, share personal experiences and anecdotes, present short skits etc.,. The thought for the day is put up by the students. Through the varied assembly activities confidence, communication skills, awareness of issues is promoted among the students.

Festivals, days of national and international importance are celebrated with gusto in the assembly. The students present an array of skits, speeches, songs, dances etc for the various occasions.

Co-curricular activities:

- To augment the confidence, intellectual and creative talents of the student teachers.

There were a variety of programmes and celebrations conducted throughout the year which saw the enthusiastic participation of our students. The institution began with the inaugural programme of the B.Ed course and encompassed the celebration of Independence Day, Teacher's day, Vateur, Diwali, Christmas, Republic Day, International Women's Day, Annual Day, Valedictory etc.

Our students participated and won laurels in various intercollegiate competitions. The co-curricular activities also include the inter-collegiate festival –VALEUR. This festival is an opportunity to showcase the talents of students from various B.Ed colleges. The main event was the Principal Mathews Chacko Extempore Elocution Competition which is a tribute to our Late Principal Mathews Chacko who was a person with great oratorical skills. There were other events galore such as poster competition, mehendi competition, rangoli competition, essay writing, bouquet making and wealth from waste. There has been an overwhelming response from various colleges for participation in the various events.

The ICBN Initiative:

- To utilize the alumni resource for the capacity building activities of the institution.

The Intellectual Capacity Building Network is the initiative of our alumni who are actively contributing to the intellectual growth of our institution. As part of the silver jubilee celebrations several alumni were felicitated for their exceptional achievements in the field of education which includes-

Ms. Parveen Shaikh, Head of the Pre-Primary & Primary Section

Mr. Vaibhav Avaghade, Principal-in-Charge, SNTD College of Education

Mr. Sunil Sharma, Author – ‘Awaken the Genius within you: Keys to Academic Success.’

The alumni contributed with their valuable insights from their field experience which includes workshops on -

- Raising the Standard in Teaching.
- Innovative ways to introduce a lesson.
- Cognition through Comprehension.
- How to teach like a Champion.
- Changing Landscapes of Teaching, Learning & Assessment.

Practice Teaching and Internship:

- To develop the teaching competencies, methodologies and confidence of the student teachers.

The practice teaching and internship programme are vital to the effectiveness of the teacher training programme. It is the whetstone where the student teachers sharpen their

skills as teachers and facilitators. Through sessions in various schools in Mumbai the student teachers gained firsthand experience of content and conduct management.

Extension Work:

- To create awareness of the various socio-cultural issues among the student teachers.

As part of the extension activities, PCER has undertaken three projects for this academic year viz., Anna Poorna Yojana (APY), Population Education Club (PEC) and Survey of Women's Status (SWS).

PCER also participated in the street play and poster competition in the annual extension festival UDAAN and won the 3rd prize for the poster competition.

Community Work:

- To inculcate in student teachers the attitude of giving back to society.

There were a variety of activities done in the community work programme with the student teachers contributing in different ways to the various NGO's such as NASEOH, Bal Anand(caters to destitute and street children), Jan Vikas Society(Home for Street children & Rag Pickers). The student teachers also took up an initiative to teach English communication skills to students of Marathi Madhyamik Shala. As part of Swach Bharat Abhiyaan the student teachers also celebrated the Clean Environment & Aanganwadi Day, Personal Hygiene, Food & Nutrition & Child Care Day, Clean Drinking Water Day and Toilet/Sanitation Day.

We participated in the community service day programme of MES by taking the underprivileged children from Gyansathi of Karunya Trust Foundation an NGO to the programme at Dr. Vasudevan Pillai Campus, Panvel and organizing various activities for them and spending an enjoyable day with them.

Career Cell:

- To promote the confidence and career prospects of student teachers.

Our active career and placements cell conducted career based workshops and facilitated campus interviews. Some of the schools who visited PCER for campus interviews include-Poddar Group, Arya Vidya Mandir, Universal Group, Orchid International, Kotak Mahindra, The Akanksha Foundation, ConnectEd and Nayak Tutorials.

Workshops:

- To develop the intellectual skills, understanding, self-awareness and creativity of student teachers.

Several workshops were conducted on a wide range of topics throughout the year. They are as follows:

- Micro Teaching
- Teaching through Puppetry
- Action Research
- Year Plan
- Unit Plan
- Blue Print
- Workshop on 'Thinking Your Way'
- Symposium on Paradigm shift in Curriculum
- Workshop on Life Skills
- Workshop on Stress Management
- International Workshop on Changing Landscape
- Facing an Interview and Resume Writing
- Personality Development

Key Differentiators:

- Tutorial Groups: Various activities are held to improve students overall performance.
- Study Circle: To maximize learning abilities based on the principles of group dynamics.
- Library Reference: 30 hrs compulsory library work to improve reading and vocabulary skills.
- Guiding Professor: To guide the lessons and improve the quality of the lessons to be given.
- Mentoring Session: Student mentors help other students through academic and moral support.

Staff Enrichment:

- Several faculty members participated in national and international seminars/workshops/conferences and presented papers too.
- The senior staff have been the visiting faculty for M.Ed and M.A in Education at our sister concern at Panvel.
- Regular presentation sessions are conducted in the staff room wherein the faculty shares their knowledge on various topics with their peers.
- A few of the faculty members are pursuing their doctoral studies and several of the teaching staff has undertaken research projects at various levels.

The Fiesta of Activities includes:

- A Food Festival and Jumble Sale was organized with the proceeds going to a charitable cause.
- An educational visit to various schools and colleges of Pillai Group of Institutions was organized.
- Participation in Inter Collegiate competitions and winning prizes in various events.
- Participation in Gandhi Jayanti Celebrations held by Mumbai University on 2nd Oct to observe World Peace Day at the Gateway of India.
- Participation in Yuva Diwas on 12th January, Mumbai University.
- Talk by experts on awareness of illnesses like AIDS and Cancer.
- Our bi annual research journal Transacademia and the annual college magazine DAWN were published.
- The peer reviewed ISBN Seminar proceedings of the National Seminar on 'Enabling Education: Equipping Students for Life' was released during the Alumni Day celebration.

Feathers in our cap:

- PCER Chembur organized an ICSSR sponsored two day National Seminar on Enabling Education: Equipping Students for Life' in collaboration with Tata Institute of Social Sciences (TISS) on the 18th & 19th of July, 2014.
- An ICSSR sponsored One Day International Colloquium was organized on the 21st February, 2015 on the topic of 'Emerging Trends in Education.'
- A National Human Rights Commission (NHRC) sponsored (two) One day Training Programmes on 'Human Rights for Empowerment' on the 18th and 19th March, 2015.
- Dr. Brij Bala Suri authored her third book 'Navin Hindi Adhyapan Shailly'.
- Dr. Reni Francis authored her second book 'Constructing Creative Minds- A Teacher's Handbook'.
- Dr. Brij Bala Suri was appointed as the Principal of Pillai HOC College of Education and Research, Rasayani in December 2014.
- Asst. Prof. Samita Shetty and Asst. Prof. Sneha Raikar completed their doctoral studies.
- Dr. Mary George Varghese received a project grant under the University Minor Research Scheme for 2014-15.
- Dr. Mary George Varghese received a Minor Research Project Grant from ICSSR Mumbai for the year 2014-15.
- Dr. Mary George Varghese completed her M.A. (Psychology) successfully.

- P.G recognition was granted to Dr. Reni Francis, Dr. Mary Varghese and Asst. Prof. Vani Achari.
- Our teaching faculty has also been invited as resource persons for various seminars, workshops, to be on interview panels, as judges at various academic events, and as moderators, examiners, paper setters and conveners for revision of syllabus at the university.

Our future plans:

- To organize a national seminar sponsored by NAAC and UGC.
- To undertake UGC sponsored research projects.
- To add to the publications domain.
- To undertake a major project in the area of community work and practice teaching schools.
- To enhance environmental club activities.
- To introduce add-on self financing courses.

These notable accomplishments are the result of team effort and have been entirely possible due to the support and vision of the management, the co-operation and dedication of the teaching and non-teaching staff and the efforts and enthusiasm of our students.

This silver jubilee year has been a major milestone for PCER as it continues to raise the benchmark of quality performance in the world of education.

Excellence is the gradual result of always striving to do better
-Pat Riley

Dr. Sunita Wadikar
Principal
PCER, Chembur

Best Practices 2014 – 15**Annexure iv****i LEARN****1. Title of the practice: iLEARN.**

i : Identifying the learning styles among students.

L : Leveraging innovations in teaching- learning.

E : Engage learning through constructivism

A : Assessing the learning process.

R : Remediation through peer tutoring/mentoring.

N : Norming new standards/ benchmarks of learning.

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

The B.Ed course grooms the student teacher to be competent at school. Today teachers' face a lot of challenges in schools hence the B.Ed course should model innovative practices to keep the teachers abreast with the current learning needs. The best practice in teaching, learning and evaluation - iLEARN is an attempt to cater to the different teaching, learning and assessment in schools.

3. **Objectives of the practice:**

The objectives of this practice was:

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

4. **The practice:**

i : Identifying the learning styles among students.

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

L : Leveraging innovations in teaching- learning.

- Planning and creating modules incorporating innovative teaching learning. We prepared the year plan and our teaching-learning process based on the learning styles, content and time.

E : Engage learning through constructivism

We used different teaching methodology to engage our students in the learning process.

- Using innovative teaching learning strategies such as
- Symposium/ Workshop on the topic - Curriculum,
- Round Robin on the topic - Meaning and Characteristics of Education,
- Gallery walk on the topic - Educational Thinkers,

- Seminar on the topic - Educational Thinkers
- Co-operative learning, Think- Pair- Share on the topic - Role of Education National Development
- EDMODO on the topic - NCF 2005, NPE 1986,NCFTE 2009
- Concept Map on the topic - Role of Education towards Individual
- Brainstorming Sessions on the topic - Values
- Workshop on the topic - RTE
- Movie/ Video Clippings on the topic - Professional Ethics

A : Assessing the learning through RBT.

- Achieving the educational objectives at different levels of Revised Bloom's Taxonomy, this will also cater to the different learning styles. The assessment was done in various ways:
- Open Book assignment on the topic - Meaning and characteristics of Education
- Closed book assignment on the topic - Principles of Professional Ethics
- MCQ on the topic Educational Thinkers
- Seminar on the topic Educational Thinkers and Isms - Idealism, Naturalism, Pragmatism
- Presentations done by students on the topic - Values
- Preparing an outline of different types of curriculum on the topic - Curriculum.

R : Remediation through peer tutoring/ mentoring.

- Mentor - mentee approach in the tutorial groups,
- Peer tutoring
- Group work
- Library Hours

N : Norming new standards/ benchmarks of learning.

Was done in the form of extended remediation and tutorials to

understand the student need and support for further achievements in learning.

- Face to face interaction,
- Tutorials,
- Mobile(device) learning,
- Circle time/ Study circle

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

The obstacle faced during the practice teaching programme was time. To arrange the venue and plan for all the student teachers to participate together at a fixed time was difficult, however efforts were taken to undertake these activities on Saturday and arrange it in the multi-purpose area.

6. Impact of the study:

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

7. Resources required:

Teacher educator as a resource to prepare the checklist, plan for different teaching methods, Library resources, institutional premise as a resource.

8. Feedback mechanism and future plans:

A comprehensive feedback was taken by the teacher educator, with respect to methodology adopted, learning styles, teaching styles, assessment methods and resources adopted.

Content Enrichment Programme

1. Title of the Practice: Content Enrichment Programme (CEP)

Date: 14th & 15th of July, 2014

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

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

3. Objectives of the Activity:

1. To appraise the students with the objectives of teaching particular school subject
2. To familiarize the teacher-trainees with the school curriculum in their chosen methods
3. To encourage the teacher-trainees to read the text books of the SSC curriculum recommended for Std. 6th-9th
4. To ensure that the teacher-trainees know of the current evaluation procedures in their chosen method
5. To orient the teacher-trainees to the upcoming Content Test
6. To gain practice in solving past content test papers.

4. The Practice:

As per the B. Ed curriculum, each teacher-trainee has to take up two school subjects as their chosen method. Through the method lectures, the students are oriented to the theory of teaching the school subject. Yet, it has been felt that the teacher-trainees need extra orientation towards the latest syllabus and the latest methods of evaluation being used in the schools.

Two days were allocated to the Content Enrichment programme and the students were allocated two hours per day for each of the methods. The method masters of each of the methods oriented the students towards the objectives of the CEP.

The following were the methods in which the CEP we conducted:

- | | | |
|-------------------|-------------------|---------------------|
| 1. English Method | 4. Maths Method | 7. Geography Method |
| 2. Hindi Method | 5. Science Method | 8. Economics Method |
| 3. Marathi Method | 6. History Method | 9. Commerce Method |

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

1. A trend is seen that the teacher-trainees who take up B. Ed do not possess their graduation degree in the school method that they are specializing in and thus orienting them to the objective of teaching a school subject was a challenge.
2. Except while teaching a prose or poetry lesson, teachers are not allowed to carry the school textbook into the class while teaching. This aspect, when put across to the students, caused them much discomfort.
3. All teacher-trainees were not clear with all the concepts in each of their methods and this aspect was brought to their notice and the students were asked to brush up on their concepts.
4. Many of the teacher-trainees are getting back into the main stream education process after a substantial gap of time. This, too, caused a big fear in their minds, which had to be overcome.

6. Impact of the Study:

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

7. Resources required:

Method teachers of the different subjects, plan of action for different teaching methods, worksheets, Library resources, institutional premise as a resource.

8. Feedback mechanism and future plans:

Feedback was taken informally and it was found that the teacher-trainees want the CEP to be conducted on a regular basis. On it basis it was decided that in the future:

- The CEP will be a continuous process with two tests a year
- The online option can also be explored for content enhancement.
- Regular and formal (written) feedback should be incorporated along with informal feedback.

SWOT Analysis

Year 2015 - 16

Strength:

The Silver jubilee year was a year of surprises and fulfilling of expectations. Activities which were weak areas in the past, were taken up with rigour and organized systematically with a great deal of planning. To name a few, documentation was put in order with a proper formatting followed as per the requirement of the department or portfolio.

Community work was strengthened with collaboration with NGOs and Central Government Organizations like NASEOH. This year saw the introduction of contemporary methodologies by the teacher educators in all the subjects. It made learning an interesting experience for the students

Alumni Association of PCER drew up various activities to involve the alumni in their alma mater. This year being the Silver jubilee year, the Alumni Association instituted an 'Alumni Achievers Award' for those alumnus who have achieved great feats in the educational field. The ICBN centre regularly organises programme through 'Alumni Returns' where in the alumni are involved as resource persons for workshops, panel discussion or talks.

Weakness:

The research area was always an area of concern since many of our teachers have completed their Ph. D but did not have major researches to their credit and very few minor researches were applied and approved.

Student support and progression and Grievance redressal was also an area which needed attention and newer ways of implementing the program as per the changing needs of the student community.

Opportunities

The two year B. Ed has opened avenues to experiment on new methodologies of teaching and learning. It has given an opportunity to student teachers to explore and learn through experiential learning and gain an in depth understanding about the profession. The students who join the course will be students genuinely passionate about teaching and not driven to take up the course

The tasks and assignments enshrined in the new syllabus will encourage new learning and provide prospects for knowledge construction.

Threats

The new B. Ed program is also posing a challenge to teachers as to how the new curriculum will unfold and throw up newer challenges to be addressed head on. Moreover, the new syllabus does not envisage a formal framework in practice teaching but emphasises on shadowing the school teacher and learning on the job thus giving the freedom to use novel techniques to make learning possible. This aspect has caused a sense of anxiety among the teacher educators as to how the student teachers will pick up the techniques of teaching with formal training.

Since B.Ed is a two year programme, admissions to the B.Ed program has dwindled to a certain extent which is bound to cause financial strain on the institution. This poses a threat to job security of teacher educators. Also the number of teacher churned out will dwindle over the years.