



Yearly Status Report - 2016-2017

Part A

Data of the Institution

1. Name of the Institution	PRADEEP MEMORIAL COMPREHENSIVE COLLEGE OF EDUCATION
Name of the head of the Institution	Dr.Bharti Dimri
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	07290037803
Mobile no.	9811626662
Registered Email	pmc_coll@yahoo.com
Alternate Email	pmcnaac@yahoo.com
Address	PRATAP VIHAR , KIRARI EXTN.,NANGLOI, DELHI, DELHI 110086
City/Town	NORTH WEST DELHI
State/UT	Delhi
Pincode	110086

2. Institutional Status																			
Affiliated / Constituent			Affiliated																
Type of Institution			Co-education																
Location			Rural																
Financial Status			Self financed																
Name of the IQAC co-ordinator/Director			Mr.Sunil Kumar Pandey																
Phone no/Alternate Phone no.			07290037804																
Mobile no.			7011944401																
Registered Email			kumarsunilpandey@yahoo.com																
Alternate Email			pmc_coll@yahoo.com																
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)			http://www.pmcce.org																
4. Whether Academic Calendar prepared during the year			Yes																
if yes,whether it is uploaded in the institutional website: Weblink :			http://www.pmcce.org																
5. Accrediation 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 Accrediation</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>2.53</td> <td>2014</td> <td>21-Feb-2014</td> <td>20-Feb-2019</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B	2.53	2014	21-Feb-2014	20-Feb-2019
Cycle	Grade	CGPA	Year of Accrediation	Validity															
				Period From	Period To														
1	B	2.53	2014	21-Feb-2014	20-Feb-2019														
6. Date of Establishment of IQAC			01-Aug-2012																
7. Internal Quality Assurance System																			
<table border="1"> <thead> <tr> <th colspan="3">Quality initiatives by IQAC during the year for promoting quality culture</th> </tr> <tr> <th>Item /Title of the quality initiative by IQAC</th> <th>Date & Duration</th> <th>Number of participants/ beneficiaries</th> </tr> </thead> <tbody> <tr> <td>Administrative operations</td> <td>11-Oct-2016 12</td> <td>55</td> </tr> </tbody> </table>						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	Administrative operations	11-Oct-2016 12	55					
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Administrative operations	11-Oct-2016 12	55																	

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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	2017 Nil	0
View File				

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 :

2

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

10000

Year

2016

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

- Academic Calendar for the session was more holistic in approach and it's successful implementation was monitored by IQAC.
- Institutional Social Responsibility activities were given due importance.
- Academic autonomy was ensured through systematic check points.
- More Faculty Development Programs, workshops and seminars were organized for ensuring quality in higher education and creating awareness to bridge the gap between traditional pedagogy and 21st century learner.

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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	Achivements/Outcomes
Faculty Development Programs were organized to ensure the continuous learning for teachers.	continuous learning for teachers. Three faculty development programs were organized during the session.
Academic autonomy was ensured through systematic check points	All courses follow a lecture plan and all teachers prepare a course-file for their respective subjects each semester.
Institutional Social Responsibility activities were given due importance	Many activities were organized during the session. Detail report in annexure
Academic Calendar (Holistically designed)	The Academic Calendar for the session 201819 was more elaborate and was successfully executed.
View File	

14. Whether AQAR was placed before statutory body ?	No
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	2016
Date of Submission	25-Feb-2016
17. Does the Institution have Management Information System ?	No

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

College is affiliated to Guru Gobind Singh Indraprastha University which has its admission plan and policy, provides B.Ed. Programme curriculum along with list of different courses, examination scheme, weightage to the theory and practicum. University completes entire admission process by the end of July every year. We strictly follow the syllabus, curriculum policy, plan and instructions who given by GGSIP University. College have 2 year B.Ed. programme. While revision and up gradation of syllabus is done at University level, the college has a mechanism for effective, documented curriculum delivery. At the commencement of each academic year, every faculty member provides the students with individual time plans and reading lists foe each course which are displayed in the classroom. These time plans are adhered to, so that the students able to gauge with a degree of clarify, what portion of

the curriculum will be delivered within the stipulated time frame. These time plans are also preserved each year as documentation. Besides traditional lectures and seminars, infrastructure for the use of ICT in classroom, like power point presentations, smart boards and audio-visual support are all available to make the delivery of the curriculum enabling and interesting for the students. In some departments, bridge courses or supplementary courses are held in order to make the curriculum delivery more holistic and effective. Tutorials are held with mentoring and participative learning encouraged. Internal assessment is done transparently with examined scripts shown to students. Inter-personal skills are enhanced through Value Education. Curriculum transacted by the institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. The Curriculum promotes a holistic approach to education, placing equal emphasis on the development of knowledge, understanding, skills, values and attitudes. The emphasis is laid on building solid foundations of knowledge and skills, introducing to students a fundamental understanding of key concepts and processes across a breath of key learning areas. Our Institution provides different platforms to develop deeper understanding and clarity of thought for the students. We use a collaborative and cooperative approach to enrich the learning of students. Team teaching and Co-teaching (Co-Teaching is defined as two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space) are used during the delivery of the lesson. Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically. Course Outcomes have been developed, each faculty member who is assigned to teach a specific course develops a Unit-based and Subunit Based calendar of activities for the entire term to facilitate the learner well in advance about the academic schedule

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
Human Rights	NIL	22/08/2016	2	Yes	Yes
Yoga and Meditation	NIL	17/02/2017	2	Yes	YES

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NIL	Nil
View File		

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
Nil	NIL	Nil

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

	Certificate	Diploma Course
Number of Students	75	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 Rights	22/08/2016	15
Yoga and Meditation	17/02/2017	24
Ethic in Education	27/02/2017	25
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Education	96
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained
<p>services of our college. Every year we gathered information from Students, Parents, Alumni, and stakeholders by a feedback form. It helps us to gain an insight into how college could improve on various parameters. We value feedback and treat it with highest respect, courtesy, value and confidentiality. A brief analysis of the feedback is as follows- Feedback from students- Gathering feedback from students is a great way to get glimpse into their experience in the college campus. Feedback from students is helpful in several ways and builds a sense of goodwill between the students and institution. Students have rated teachers on various dimensions. Using rating scale then it is analysed for every teacher by providing weightage to different attributes. It was summarized that teacher has all round and complete knowledge not only in the subject are but beyond that. The teacher uses various means very effectively to make student knowledgeable and wise. The teacher has very high degree of self-discipline, passion and devotion for the teaching profession. Parent's feedback- Feedback was sorted and the opinion obtained for each parameter is represented as percentage of total number of feedback response obtained for that parameter represented in parentheses. Percentage overall average of rating was also computed for each academic session. On analysing the feedback received, over the course of time by the parents, it is observed that parents are largely satisfied by the efforts made by the college administration in admissions, teaching and learning, discipline and other related matters and</p>

high degree of satisfaction has been shown by the parents on implementations of some of the suggestions made by them. Alumni feedback- Though the college has a history of years, its alumni can be traced into various fields like social, political, entertainment and industry. Alumni are very special for the institution and create reputation through their success in their career path. Alumni network forms a bridge between the current students and alumni. Mostly alumnus were the satisfied with the facilities provided to them by the college as library canteen and computer lab etc. They all have appreciated the efforts of college made for their overall development. The entire alumnus has admitted that their all grievances were handled by the College properly and in time. The entire alumnus was satisfied with the career guidance and counselling for higher studies and they have conveyed their thanks for that they have informed about the vacancies for the placement according to their qualification. Some alumnus suggested that they should be informed about the Seminar and workshop etc. on their email ID so that they can participated in such activities. After the analysis of the feedback, college works constantly for the improvement of teaching and learning process to maximize the benefit of the resources to the students. Every suggestion is carefully evaluated and taken in right spirit and uses same to improve different areas of services.

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	Education	100	100	96
View File				

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
2016	96	Nil	16	Nil	16

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	3	4	Nil	6
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)

PMC Institute of Education has adopted a Mentoring System as a student support measure. A mentor is a teacher acting both as a friend and a role model over a small group of students assigned to each mentor. Mentor records the profile of all the assigned students with regards to their academic performance and participation in

campus activities and any other initiative. Mentee can contact their mentor for any academic or non-academic support. The mentor guides a student in his /her academic, emotional and psychological development, particularly in the latter's transition phase. The mentor guides his wards to take out the best in him/her. In this system, Each faculty member is the mentor of a group of 9-10mentees allocated to him/ her by the Principal of the Institute. The teacher mentor collects personal information from the mentees without touching sensitive issues or any information out of the mentee and then provides the needed counseling to her/ him. Critical issues are brought in the notice of the Head of the Institute. The teacher meets the mentee formally or informally outside class hours as well and guides them regarding their career options. A documented record of the mentoring process is maintained by the mentor teacher for reference purposes. Types of Mentoring: Course-specific – regarding attendance and performance in the present semester and overall performance in the previous semester, participation in various activities on and off campus. Professional Guidance – regarding self-employment opportunities, entrepreneurship development, morale, honesty, and integrity required for career growth. Career advancement – regarding professional goals, selection of school or institute for career, higher education, competitive exams etc. Role of Mentor: Meets the group of students at least twice a month. Continuously monitors, counsels, guides and motivates the students in all academic matters. Advises students regarding choice of electives, project, assignments etc. Contacts parents/guardians if situation demands e.g. academic irregularities, negative behavioral Changes and interpersonal relations, detrimental activities etc. Advises students in their career development/professional guidance. Keeps contact with the students even after their graduation. Intimates Principal and suggest if any administrative action is called for. Maintains a brief but clear record of all discussions with students.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
96	16	1:6

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
16	16	Nill	8	5

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
Nill	nil	Nill	Nill
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	021	4th semester	30/04/2016	29/07/2016
View File				

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

The institution has a centralized continuous Internal Evaluation System as per the norms of Affiliating body i.e. Guru Gobind Singh Indraprastha University to assess the programme as well as course outcomes throughout the year. • The mechanism of internal assessment operates on continuous basis • All internal

assessment related decisions are taken by the academic council in consultation with the teaching and non-teaching staff of the college. • The dates and other modalities pertaining to examinations are discussed democratically in Academic Council, Examination Committee. • All concerned stakeholders are informed of Continuous Internal Evaluation through the college Prospectus, the institutional website as well as display on the notice board. • Students are informed of this educational strategy, namely continuous internal Evaluation at the beginning of the session. • Internal Question papers are set based on Course outcomes and as well as University pattern. • Remedial classes are provided on the recommendation of mentors if the performance of student is not up to the mark. • Theory subjects are assessed through: o Mid Semester Test o Assignments o Class room seminars • Practical subjects are assessed through: o PPT Presentation o Internal Viva o Mini projects.

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

The Institution's internal academic calendar is thoughtfully drafted in such a way that it is in syn with the University, GGSIP University Calendar. The academic calendar outlines the semester class work schedule internal examination schedule, external examination schedule, class room activities and tutorials etc are properly spread out through the span of the session so that students can continuously go through a process of evaluation and academic growth. The faculty members got syllabus as well as tentative academic calendar coming semester in advance which enable them to plan and division of syllabus. The head of the Institution finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. Time table in-charge prepares the time table as per the guideline of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester. Academic calendar is provided to the students through information handbook of the institution as well as display on the notice board. In addition to the mid-term exams other Institutional Internal activities such as beginning of session, Orientation Programme, Celebration of Important days other activities etc are also part of academic calendar.

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)

<http://www.pmcce.org>

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
021	BEd	Education	96	96	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)

<http://www.pmcce.org>

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
Minor Projects	185	PSM Public School Educational Society(Regd.)	0.4	2016
View File				

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
Action Research	Education	03/03/2017
Art and Drama in Education	Education	06/04/2017
Workshop on Microteaching	Education	01/08/2016
Workshop on Lesson Planning Achievement Test	Education	08/08/2017
Yoga Workshop	Education	23/08/2016
Workshop on Action Research	Education	24/08/2016
Workshop on Observation Lessoning to nature different situations	Education	26/08/2016
Workshop on Celebrating cultural icons	Education	01/09/2016
Water conservation	Education	08/09/2016
Energy Policy	Education	14/09/2016
Waste Management	Education	27/09/2016
Workshop on Youth Socialization through community participation	Education	03/10/2016
FDP on E- Learning	Education	10/12/2016
National Seminar on Two Year B.Ed. Program: Challenges and Prospects	Education	21/12/2016
Workshop on celebrating "Road Safety Week"	Education	22/12/2016
Vittiya Sakharata Abhiyan	Education	22/12/2016

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
NIL	Nil	NIL	Nil	NIL
View File				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
one	TET Mock Interview	PSM Public School Educational Society(Regd .)	School Plant	School Plant	09/02/2017
View File					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

Name of the Department	Number of PhD's Awarded
NOT Applicable	Nil

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	Education	7	0
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
Education	7
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
No Data Entered/Not Applicable !!!						
View File						

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
NIL	NIL	NIL	Nil	Nil	Nil	NIL
View File						

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

Number of Faculty	International	National	State	Local
Attended/Semi	Nil	14	14	14

[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
0	0	Nil	Nil
View File			

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
Nukkad Natak	Appreciation Letter	PSM Public School Educational Society(Regd.)	14
View File			

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
Vittiya Sakharata Abhiyan	PMC College of Education	Vittiya Sakharata Abhiyan	15	190
Workshop on celebrating "Road Safety Week"	PMC College of Education	Workshop on celebrating "Road Safety Week"	15	190
Nukkad Natak	PMC College of Education	Nukkad Natak	15	14
View File				

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
Road Safety (SCERT)	96	no	2
View File			

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	Duration From	Duration To	Participant

		details			
Internship	School Internship	7. St. Matthew's Public School A-6 Paschim Vihar New Delhi	05/08/2016	18/11/2016	10
Internship	School Internship	6. DAV Public School, Paschim Vihar	05/08/2016	18/11/2016	10
Internship	School Internship	5. Mukand Lal katyal S.D Sec School Ashok Nagar New Delhi	05/08/2016	18/11/2016	10
Internship	School Internship	4. PSM Sr. Sec. School, Nangloi	05/08/2016	18/11/2016	15
Internship	School Internship	3. Guru Nanak Public School, Pushpanjali Enclave Pitampura Delhi.	05/08/2016	18/11/2016	13
Internship	School Internship	2. Brilliant Convent School PlotNo-65, 66, 67, West Enclave Road Police Line Pitampura.	05/08/2016	18/11/2016	11
Internship	School Internship	1. D.A.V Public School, Ashok Vihar	05/08/2016	18/11/2016	18
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
NIL	Nill	NIL	Nill
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
385000	320480

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)	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
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
KOHA	Fully	0	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	10287	Nill	287	Nill	10574	Nill
Reference Books	2591	Nill	Nill	Nill	2591	Nill
Journals	21	Nill	Nill	Nill	21	Nill
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
Nil	NIL	NIL	Nill
View File			

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	40	1	1	1	25	3	1	75	0
Added	0	0	0	0	0	0	0	0	0
Total	40	1	1	1	25	3	1	75	0

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

75 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
PPT of Lesson	http://www.pmcce.org

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
500000	4038500	350000	340826

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)

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is censoriously linked to the mission of our Institute through technically advanced educational methods. The institute has adequate physical infrastructural facilities to run the Educational Programme efficiently as per the Norms and Standards laid down by GGS IP University and National Council for Teacher Education by affiliating body. PMC College of Education has developed complete physical infrastructure as per NCTE norms to run the B. Ed course. ? There are eight classrooms and six method rooms with proper lighting and ventilation and all the classrooms are well equipped with proper furniture, dais, projector and display boards. ? Administrative office, a staff room and a Principal room with adequate space to conduct meetings and discussions with the faculty. ? We have well-furnished Tutorial rooms, Seminar Hall and a Multipurpose Hall having seating capacity of more than five hundred persons to conduct various academic and cultural activities. ? The institute has separate common rooms for boys and girls. There is a Rest cum Medical Room provided with First aid facility. Sports, Music Room, Canteen and a Store Room are also available in the college campus. ? Morning assemblies are conducted in Open Air Theatre as well as in Multipurpose Hall. A well sized Parking Space for vehicles is also available in the campus. ? Well-equipped library and a reading room having seating capacity for 60 pupil teachers. Library has internet connectivity and a photocopier with the facility of photocopying. ? ICT Resource Centre fully equipped with 40 computers with latest configuration and internet facility with each system. ? Psychology Resource Centre with sufficient number of Tests and Psychological Testing Equipment's. ? The Curriculum Laboratory is a Centre for instructional materials in teacher

education institutes. It is designed for the professional development of pupil teachers. ? Art and Work Experience Resource Centre with adequate material. ? There is provision for indoor games such as Carom, Chess as well as outdoor games like Volley ball, Badminton, Shot-put, Discus throw, Relay-race, Kho-Kho, Tug-of-war and 200 metre athletic track for all athletics activities. ? There are separate toilets and wash rooms for boys, girls and college staff. Proper Fire Safety measures (Fire Extinguishers) are also placed in the college building.

<http://www.pmcce.org>

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	NIL	0	0
Financial Support from Other Sources			
a) National	NSP, EWS	9	112550
b) International	NIL	Nil	0
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
1. Yoga and meditation	16/08/2016	24	PMC College of Education
2. Human rights	22/08/2016	15	PMC College of Education PMC College of Education
Remedial Coaching on the bases of house test	05/12/2016	30	PMC College of Education
personal counseling(family issues, social insecurities, phobia)	08/12/2016	4	PMC College of Education
Ethics in Education	06/02/2017	25	PMC College of Education
View File			

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	Number of students who have passed in the comp. exam	Number of students placed

			activities		
2016	CTET	96	96	20	Nill
View File					

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
4	4	3

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
NIL	Nill	Nill	10	60	25
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	Depratment graduated from	Name of institution joined	Name of programme admitted to
2016	27	BED	Education	DU, IGNOU, MDU	M.A(Hindi), M.A(Eng), M.Com, M.Sc, M. Ed
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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
Nil	Nil
View File	

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

Activity	Level	Number of Participants
Fresher Party	UG	180
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
Nill	NIL	Nill	Nill	Nill	Nill	NIL
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

STUDENT WELFARE COUNCIL Students' Welfare Council of the college provides an environment where welfare activities of the students are taken care in a well planned manner. The Council promotes and co-ordinates the different students' activities and to nurture students mental, physical, cultural growth with various activities to improve their overall personality development and to make them good member of civic society .. Department of Students' Welfare undertakes the following prominent activities: Students Representation in Various Committees Institute take it on priori to make students responsible and empower them to participate in the functioning of the institutes. It is an initiative towards decentralization of functioning. Student-Participation in Seminar/Conferences/Workshops/Camps etc. Institute encourages more and more students to conduct , attend, participate and present their papers in various seminars, conferences, workshops and camps to enable them to become successful professionals. The details are given below: Financial support/Assistance to the students Institute has a Council under which different kind of Financial support/Assistance to the students is given . Such are : - Financial Assistance/ Fee concession to the EWS students - Partial Fee concession to the meritorious students - Book grant to the students who needs it - Travel expenses to those who present their paper in nation seminars Anti-ragging unit Anti Ragging Committee of the University is headed by the Dean, Student Welfarea senior faculty of the University. All case of ragging on the Complaint it received, the committee will take immediate action including the filing of FIR with the local police depending on the seriousness of the case. Every student has to take a pledge not to be involved in any kind of ragging.If found indulging and / or abetting any form of ragging shall be meted out with exemplary and justifiably harsh punishment including debarring such students from taking admissions in any institutions of higher learning in the country. Self defence campaign for girls The main objectives of this Council includes development of self confidence how to defend oneself in any situation, training in self defense and finally make them fearless and be ready to face any unwanted situation.. . Placement Cell The Placement cell provides career planning support , counselling and to get students placed in reputed multinational companies, government organizations, and private sectors through organising campus interview or job mela. All final year studentsare registered with CPC will be provided placement assistance for employment ,conducting mock interview, periodical psychological testing etc. CPC also plan and negotiate with various organisations where students could be deputed for internship. Communication Skills This Program includes training on spoken and written English communication. Focus is also made to improve atiquates , manner how to appear for an interview and total personality development basically good and effective communication skills. Students' Safety Insurance Council Institute is concerned about healthy, safe and secure environment: one which enhances the experience for students and allows staff in academic and service areas to work actively and creatively without risk of injury or illness. Cultural Festivals Cultural Festival gives students an opportunity

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

1

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)

PMC College of Education follows process of decentralized system of management by delegating the authority and providing operational autonomy to all the Different committees have been constituted by the college for management of different institutional activities. The different committees have set their objectives, planned activities and organise meetings for effective functioning. Details have been given at 6.1.3 already. The major decisions made during the last two years are indicated below. Academic Management Decisions regarding academic management are taken by the Internal Quality Assurance Cell, Programme Advisory Committee, Curriculum Development Committee, Guidance and Counselling Committee. These committees met at regular intervals. The Internal Quality Assurance Cell took stock of the quality aspect and the ways the quality is being created, sustained and enhanced. It directed the functionaries and committees to identify the areas/aspects that required improvement, and suggest ways and means to achieve that. At the year end, it reviewed the implementation of its decisions and sought clarifications where the decisions were not implemented the cell then, suggested how best the quality aspect may be given prime significance in the overall working of the institution. At its first meeting the PAC discussed the status of the syllabus, course contents, finalized academic calendar, time table and issued guidelines for further improvement to be carried out in the functioning of the college. It took decision on the selection of the members of committees for the next session. At its second meeting of the session, the committee took stock of the progress registered during the first half of the session of the extent the objectives and goals achieved. The third meeting was devoted in discussing the outcome of internal examinations and different activities related to the academics and their drawbacks The members suggested improvements, asked to develop schedule for arranging workshops on pedagogy and methodology and effective assessment and evaluation. The Committee decided about syllabus coverage, use of audio visual aids maintaining students attendance record, Internal assessment, organization of cultural activities and Annual Day Celebration, Laboratory work and use of Educational Technology The Guidance and Counselling Committee delegated responsibilities to its members and decided to ensure full help to the students who need any kind of help. The Principal ,Programme coordinators and staff members are involved in defining the policies , implementation, and evaluation.

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

No

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	Curriculum is set by the University. Suggestions from curriculum committee

	related to different subjects were forwarded to the GGS IP University. Academic mentoring of students is done by the Teachers.
Teaching and Learning	? Teaching and Learning
Examination and Evaluation	All year round evaluation through class tests, Tutorials, House test, student seminars/Presentations keeps the students in touch with their subjects. It also enhances and helps students grow in confidence for University Examinations. Result of Internal Examination
Research and Development	students and faculty encouraged to undertake action research projects
Library, ICT and Physical Infrastructure / Instrumentation	Library accession issued our record of other equipment of library
Human Resource Management	recruitment and allocation of duties, formation of various committees
Admission of Students	The procedure for online admission was refined. Information from application forms for admission was used for the filing up of university registration and Examination forms. The admission procedure was speeded up and involved all the staff members.

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

E-governance area	Details
Planning and Development	INSTITUTIONAL PLANNING WHICH INCLUDES - ACADEMIC CALENDAR, ,TEACHING LEARNING SCHEDULE, EVALUATION SCHEDULE ETC
Administration	recruitment and allocation of duties, formation of various committees
Finance and Accounts	Annual budget, salary and its distribution, maintenance of cash book, purchases
Student Admission and Support	Students admission , teaching learning schedule, performance and achievement records
Examination	Examination schedule, issuance of hall tickets, internal assessment record, final examination and achievement record.

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

2016	Ms.Poonam Kumari	FDP	Guru Nanak College of Education	500
2016	Ms.Beena Devi	FDP	Guru Nanak College of Education	500
2016	Mr.Sunil Kumar Pandey	FDP	Guru Nanak College of Education	500
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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)
2016	National Seminar on Two Year B.Ed. Program: Challenges and Prospects	National Seminar on Two Year B.Ed. Program: Challenges and Prospects	21/12/2016	Nil	30	5
2016	FDP on "E-Learning	FDP on "E-Learning	10/12/2016	Nil	30	5
View File						

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
National Seminar on "Preparedness of schools for Inclusion and Classroom practices for inclusive settings."	15	06/03/2017	06/03/2017	1
National Seminar on "Innovation and Good Practices in Teacher Education Programme	2	23/02/2017	24/02/2017	2

International Conference on "Changing Paradigms in Interdisciplinary Research in Higher Education across the Globe and its relevance in Teacher Education	1	24/01/2017	24/01/2017	1
FDP on "Nai Talim, Experiential Learning and Work Education in School Teacher Curriculum"	2	24/12/2016	28/12/2016	5
National Seminar on Two Year B.Ed. Program: Challenges and Prospects	30	21/12/2016	23/12/2016	3
FDP on E-Learning	30	10/12/2016	13/12/2016	3
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
15	15	3	3

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Medical, Transport, Maternity Leave, Academic Leave Contingence For Research	Medical, Transport, Maternity Leave, Academic Leave	Free Bus Service, Medical Facility

6.4 – Financial Management and Resource Mobilization

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

Institution conducts internal and external financial audits regularly every year by the GURU GOBIND INDRAPRASTHA UNIVERSITY twice a year
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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
PSM Public School Educational	50000	IQAC

Society(Regd.)

[View File](#)

6.4.3 – Total corpus fund generated

2000000

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	GGSIP University	Yes	Principal
Administrative	Yes	GGSIP University	Yes	Principal

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

Yes, 1. Feedback

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

FDP

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

1. To promote student centric activities and providing health insurance to the students. 2.Introduction of student enrichment and faculty development programmes. 3.Regarding Health and Counseling Cell, Grievance Redressal cell, Slow and Advanced learners

6.5.5 – Internal Quality Assurance System Details

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

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
2016	To promote student centric activities and providing health insurance to the students.	03/08/2016	30/09/2016	04/10/2016	85

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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
International Women Day	08/03/2017	08/03/2017	90	3
Awareness HIV/Aids	01/12/2016	01/12/2016	85	3

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
Use LED Blubs and Tubes in the campus ,Encourages to use Natural Sunlight during day time for save electricity.,Plane in process to install renewable energy resource (solar System)

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nill
Provision for lift	No	Nill
Ramp/Rails	Yes	Nill
Rest Rooms	Yes	Nill

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
2016	Nill	Nill	Nill	00	Nill	Nill	Nill
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)
Hand Book of Professional code of conduct	15/03/2017	Code of Conduct for Teachers • Provide innovative and quality education to pupils. • The work plan of teaching staff should ensure, in the most productive manner, with regard to the roles, jobs and targets assigned to them by the Department/ Institution. • Be impartial and non discriminative for students. • Staff must attend all functions of

the college as per the instructions of coordinators and Head of the respective departments.

- Interact with the students in a friendly manner.
- Staff must be punctual, sincere and regular in approach.
- Abide by the rules and regulations of the institution.
- Abide by the procedures to ensure student's safety.
- Collaborate with fellow teachers.
- The staff should motivate the students and bring out the creativity / originality in the students and should make himself/herself available for doubt clearance.
- Be good counselors and facilitators.
- The staff should get the feedback from students and act / adjust the teaching appropriately.
- Help, guide, encourage and assist students in their learning.
- Maintaining records to manage, monitor, assess and improve student
- Staff shall get casual leaves, medical leaves earned leaves and vacations as per Rules of UGC and institution rules.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Yoga and Meditation (Value Added Course)	02/01/2017	18/01/2017	24
Human Rights (Value Added Course)	10/02/2017	13/02/2017	19

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

Plastic Free Campus Smoking Free Campus Large Area Green campus Proper Sanitation facilities Water Conservation Energy Conservation

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Title of the Practice: Women Empowerment Goal Women constitute more than 95 of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of

- Mentoring students on women specific issues with one teacher as mentor for every 20 students mentees.
- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the police and social activists for enabling the female students to be aware of several types of 'evil designs' by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- Conducting seminars and special sessions on ragging, eve-teasing and dowry system to expose the ill-effects of the evils.
- Organizing the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences and prevention of HIV/AIDS from a gender perspective.

The Context The women students, in the beginning were not enthusiastic to participate in the deliberations.

- Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college.
- As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society.
- Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men.
- Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling.
- Some parents even found fault with the college that their children were detained in the college beyond working hours for unconnected and counterproductive programmes.

• Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementations the objective for which an exclusive cell is created.

The Practice Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. Therefore, they remain largely as the marginalized poor and socially excluded. Joining a degree college in the town and acquiring higher education involve money and higher things. So the poverty-stricken and tradition-bound parents reluctantly admit their daughters to colleges. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve the aim, the

college established Anti Sexual Harassment Cell with a senior woman teacher as its Coordinator and three other senior women teachers as its members. The Coordinator and the members of the unit meet twice a month and decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. The Principal along with the Coordinator monitors the implementation of the plan. The Coordinator and the members are responsible for the implementation of the programmes in consultation with NGOs Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments. The Women Empowerment Cell is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women counsellors, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness. The College has organized several productive programmes so far extensively utilizing the services of the widespread network of NGOs which have a strong grass-root level presence with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women.

Evidence of Success Every Year all members of the cell actively work on the women safety and women empowerment work no problem is found during the session.

Awareness programme conducted for women empowerment. Problem Encounter • The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes. • The first awareness camp for female students on HIV/AIDS received a discouraging response as women's talking about AIDS is still a taboo. • Ensuring the all-round support and participation of women teachers in the programmes is also a tough task • Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers. • Organizing various programmes during working hours, sometimes, has led to sacrificing the class work. • Sometimes, the participants were put to disappointment as the resource persons did not turn up for the camp. Best practice Title: Personal Contact Programme (PCP) Mentor Mentee System Goals • To provide the platform to the students to have face-to-face interaction with the Mentor without any hesitation. • To provide an opportunity to students to share their learning experiences. • To develop confidence among the students to seek guidance from mentors to solve their problems related to academic and even personal matters.

• To help the students to overcome the barriers in their learning. • To facilitate in building the rapport of the Mentor with the students. • To facilitate in knowing plans of the individual student regarding her aspirations for further studies and employment. The context Students from different socio-economic background take admission in the our institution so it becomes important for teacher to understand the professional needs and prepare them for to be a teacher. The practice: Personal Contact Programme (PCP) aims at gauging the requirements and aspirations of our students. PCP is held every year in the beginning of the session in the first week of month of August whenever the session begin, wherein a panel/group of members of the faculty meets new students individually. The information of each student pertaining to her educational and family background as well as her interest and aptitude, career aspirations, challenges in pursuing the studies etc. is recorded during PCP programme. Members also assess the needs of the students in terms of the latest trends and change in the teaching profession. Evidence of success • It initiates bonding between the students and the institution at once. • The teachers get an overview of the class, the family background, their educational background they had and so on which is quite helpful in adopting the teaching

style that suits them the best. • Most of the students open up and share the problem, if any, without any hesitation. The Problem Encounter: • Students' shyness and hesitation in sharing the problems they face. • Time required for putting even the student at ease to know them well.

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

<http://www.pmcce.org>

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

Promote Girls Education Provide education at border area Special Concession for SC and ST students

Provide the weblink of the institution

<http://www.pmcce.org>

8.Future Plans of Actions for Next Academic Year

- PMC college will introduce M.Ed Programme and initiate its process with the NCTE and affiliating university. - Organise more in-service programme to build the capacity of its faculty. - Strengthen its ICT labs and other learning resource centre so as to provide more facilities to the students - Create an eco friendly environment where social, cultural, humanistic and national values are promoted - Depute its faculty to the various institutes of eminence for interaction and under exchange programme - Develop a social lab where all social issues are discussed and shared - Improve its research activities and encourage faculty to undertake action research and minor research projects. - Create an environment of motivation and mobilization of faculty for writing papers and present these in the national and international seminars.