SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PRADEEP MEMORIAL COMPREHENSIVE COLLEGE OF EDUCATION

PRATAP VIHAR KIRARI EXTN., NANGLOI
110086
http://www.pmcce.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pradeep Memorial Comprehensive College of Education was established in 2000 and is approved by the National Council for Teachers Education (NCTE) and duly affiliated with the Guru Gobind Singh Indraprastha University.

The PMC College of Education is a premier college of Education in Delhi managed by PSM Public School Educational Trust, which has an illustrious background of 30 years in the field of education. At PMCCE, it is our aim to provide an exemplary atmosphere to budding teachers for their future success and contributing to society. We do this by providing them firm grounding in requisite skills and knowledge that, we believe, will result in them striving for teaching excellence, and in becoming exceptional teachers who will transform the realm of young minds and as a result education overall. The college from its inception is known for providing good and quality education to the trainees. The college has been getting ranks and gold medals from its inception. The college has got good infrastructure with a well-equipped library, ICT Lab, computer lab, multipurpose halls and well-ventilated classrooms, etc. The college has disabled friendly campus. We have well qualified, efficient and experienced faculty to provide quality training to teacher trainees.

The goal of PMC College of Education is to provide quality learning experiences to develop the holistic personality of the teacher trainees.

Vision

To produce quality teachers for playing their significant role in the emerging knowledge society for educational reconstruction tending to result in total reconstruction of the nation by adhering to statement-"TEACHERS ARE NATION BUILDERS". To play this role effectively, we at Pradeep Memorial Comprehensive College of Education strives to equip students with the appropriate knowledge, habits, attitudes and values

Mission

The mission is to provide quality education to the pupil teacher to improve their teaching skills and develop in them competencies necessary to play the multifaceted role of the teacher in the new millennium so that the future generations and pillars of the nation get efficient teachers to teach them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

. SWOC ANALYSIS OF DEPARTMENT AND FUTURE PLANS

Strength

STRENGTH

1. There is tremendous quality in catering education to the students

2.   PMCCE is situated in urban slum but is in the metro connected zone.

 3. PMCCE is not receiving grant from Government of India still it has the best infrastructure amongst the GGSIP University affiliated colleges

4. PMCCE has a beauty of its green belt for the promotion of environment related activities through formation of Ideal Eco Club which received Green Campus Award by the Ministry of Environment and Forest, Govt.of India

5. College was adjudged as one of the cleanest Campus by the team from Swach Bharat Mission, Govt.of India

5. more 50% Faculty Members are holding Ph.D qualification, professionally skilled competent in education. These resources have already proven themselves in building professional competencies among the students as many of them are pursuing Ph.D.

 5. Faculty members possessing Ph.D degrees are acting as Mentors to those who are either planning or pursuing PhD Programme.

- Updated with newly developed concepts in management and commerce
- Updation of recent Industry trends.
- More than 50 % faculty holds Ph.D degree
- Transport facility is provided
- Integrated Value system
- Beautiful Green and Clean Campus
- Group Discussion and Personality development .
- Diversified specialization with enrichment of knowledge.
- Adoption of case based teaching methodology in class room.
- Coordination with other departments for inter disciplinary activities.
- Well-equipped class rooms and Computer laboratorieswith updatedsoftwares.
- Research orientation of faculty members.

Institutional Weakness

Weakness

- Less Exposure towards global management curriculums and Industry Integration.
- More placements are required to be done
- To develop students best fit in Industry and society as well.
- To increase the research activities in the college
- . To encourages students to participate in the workshops, conferences etc
- To organize student enrichment and teacher enrichment programs.

Institutional Opportunity

Opportunities

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

Understanding NEP-2020 and NCF 2023 in context of Teacher Education

The B.Ed curriculum is well planned and enriching, encompasses teaching competencies and skills, internship ,examination, workshops, seminars, competitions, field visits , extension work, club activities,etc.

The academic subjects contain theory and practicum which provide ample scope for implementation in real life situations thus making it a reflective practice to attain the desired objectives. Different methods and techniques are adopted to provide valuable insight to make topic interactive and reflective.

- The organization of seminars/workshops,outreachand co curricular activities.promote a new form of learning which gives a chance to have in depth learning of a subject and sharpen their profession skills.

The community work and the extension work is an integral part of curriculum which gives an opportunity to come close to the society and contribute in helping the less advantaged. The extension work provides a window to the world, making them aware of the avenues available to make a difference to the society. This naturally leads them to reflect on social issues and concerns.

Skills/Competencies - provides adequate understanding of skills, flexibility and scope in the operational curriculum, varied learning experiences to the students both in the campus and in the field

- Participation in Research workshops and conferences.

- Association withthe Industry for keeping self-updated of the technicalities and current.
- Enhancement of skills and creativity by organizing various activities and events.

Institutional Challenge

Challenges

-

- Functioning of various Boards of schooleducation– PPT on the structure

The studentsare assigned a **work to prepare slides** on the different Boards, differences, and quality outcomes.

- has a practice of performance assessment and analysis at entry level, mid term and terminal assessment to obtain data of their periodical performance and appraisal through **a structured questionnaire or tool. It is properly documented and disseminated.**

- Activities

Competitions serve many purposes like –to educate, tobuild and organize, and to display talents. In this way we enable our students to bond with each other and learn to workas a TEAM (Together Each Achieves More) to which **Group Projects are given**

- To develop the student centric learning approach
- Moral development among students with professionalism
- To maintain balance between slow and fast learners.
- To find core strength of the students and to polish it.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Plans, actions and strategy of implementation of the college are compatible with its purpose, vision, mission and values. The College approaches the university for modifying courses to meet the emerging needs. It deploys action plans to achieve its objectives and ensures effective implementation of curriculum. The college makes it a point to utilize feedback obtained from all stakeholders, in curriculum development and planning

Perspective Planning and expected outcomes:

- prepare teachers as a disciplined academic leaders for the Indian and global Society.
- enable them to understand the process of socialization, globalization, and humanitarianism through education
- develop in them an understanding of the principles of pedagogy, curriculum development, it's transaction and evaluation.
- enable them to make pedagogical analysis of the subjects they are to teach at the secondary level stage.
- develop the skill for guidance and counseling.
- acquaint them with factors and forces effecting educational system and class room situation.

- acquaint them with the educational needs of special group students
- enable them to utilize community resources as educational inputs.
- develop communication skills and to use the modern information technology.
- enable them to understand and undertake action research and use innovative practices.

Focussed Interventions

- *Awareness*: Making the students aware of community, national and global issues
- *Dynamism*: Inspiring student-teachers to meet the challenges of the dynamic society
- *Environmental sensitivity:* To sensitize the student-teachers on the environmental issues.
- *Exposure*: To provide exposure to eminent experts in the field of Education
- *Leadership potential*: Cultivating skills to lead and organize team, collaborate and co-operate
- *Quality*: Preparing student- teachers for making quality endeavours in their profession
- *Problem solving ability*: Developing research skills for finding solutions to classroom problems
- *Role specific:* Sensitizing the student- teachers of their role as Nation builders
- *Techno-savvy* : Making the students tech friendly and familiarize them about the use of latest innovations and technologies in curricular transaction
- **The college provides for**
- Collaboration with other students in learning;
- Participation in life beyond the classroom;
- Developing a capacity for tolerating diversity, respecting the viewpoints of others; active participation in discussions and debates.
- Accepting responsibility to move towards intellectual independence

Teaching-learning and Evaluation

Admissions are made by the admission team of GGSIP University through counselling on merit basis strictly adhering to the admission norms and eligibility criteria.

- **assessing student's knowledge/ needs and skills before the commencement of teaching programmes**

Teaching–learning and Evaluation processes are attuned with ongoing trends. The admission process is transparent. The adopted criteria are equitably applied.

The college ensures that student are engaged in active learning, given comprehensive learning experiences, enabled to manage diverse learning needs. The practice teaching is a joint venture of the school staff and mentor faculty members.

institution caters to the diverse learning needs of the students-Creating a highly challenging and stress free learning environment for student- teachers to maximize their capacities through constant support, and through guidance and counselling

Prepare Students to understand the role of diversity and equity in teaching learning process-

- Mentor's interaction with students identify diverse learning needs of the student
- Interactions during the classroom teaching, co-curricular meets give an insight to the teacher educators

to understand the needs of the students

Aassessment and evaluation scheme is made known to the students. It is comprehensive, reliable, objective, and transparent. Its outcomes are utilized in improving performance.

teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations -student shoulders the responsibility of diversity and inclusion. Awareness of the diverse learner needs is a vital factor teaching learning process.

Internship -i. This gives a complete overview to each student with respect to the actual functioning of the school. T

'learning' made student-centred

The scope to interact with the school authorities engages students in planning, seeking permission, coordinating and working in teams.

Practical activities are conducted round the year which starts with the micro skills, followed by practice lessons at college level and macro lessons at school level.

Models Used   in Teaching :

- Computer Assisted Instruction.
- Concept Attainment Model.
- Inquiry training Model.
- Co-operative learning.
- Collaborative learning.
- Task- support learning.

Evaluation- curriculum encompasses a continuous and comprehensive evaluation. Various approaches to evaluation (formative, diagnostic and summative evaluation) are used for assessing student learning.

Infrastructure and Learning Resources

PMCCE has created sufficient physical infrastructure. The college has lush green lawn to beautify its campus. College has substantial infrastructure for sports & other extra-curricular activities, including kho-kho, handball, volleyball, basketball, badminton, athletics, and yoga and meditation area.

IT Infrastructure

The institution has for upgrading its IT facility with latest computing facilities connecting the examination, accounts, and academy and development sections with Learning Management System (LMS) and Library with KOHO software The institution takes measures to update IT infrastructure time to time and is also proposing

students Bar code system. The Institution has executed a plan to develop Institute management software system a part of which has already been implemented in the account section of the Institution. The student are using library for their preparation, searching literature and generating knowledge.

LIBRARY-college has in place a mechanism to systematically review the various library resources for adequate access, relevance. There is a library committee which holds meetings twice a year to discuss latest acquisitions and requirements

ICT-The College provides training in ICT to teacher educators and students. Training is given for preparing power point presentations and the use of Microsoft Excel and surfing the internet to get information. The students are trained in the basic use of the MS-Office package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis in Action research.OHP,

- The college uses **technologies ICT to a great extent. Six smart class-rooms are equipped with connectivity to used by the teacher educators as well** as students during the lectures, workshops and seminar presentations.
- The college enhances the facilities in laboratories according to the requirement of the B.Ed. curriculum. Faculty In-charge of concerned laboratory engages class in the laboratories. Regular maintenance in terms of infrastructural and equipment requirement are met on the basis of particular laboratory.
- Qualified staff has been appointed to maintain the science laboratory as well as the computer laboratory. Budgetary allocation is also made for enhancing the equipments required for each of the facilities.

Student Support and Progression

institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students

@. The campus environment is very congenial and comfortable as it takes care of the students' needs. The campus has airy classrooms and an ideal library, computer room, rest room and canteen.

@. The college maintains a humane environment in its dealings with the students. Tutorial groups are formed comprising of 12-15 students under each teacher educator. The students are constantly monitored with respect to their progress. Student- teachers' problems, difficulties and grievances are handled by the respective tutorial teacher educator. improvements by them.

@. **Special coaching is provided** to boost the morale of students who lag behind to bring them academically at par with the other student- teachers'.

@. **Regular supervision** by checking of notes, making them write answers, conducting discussions on difficult topics. Feedback on a regular basis is given to help them realize their strengths and weaknesses

@. **Alumni Meet** is held once every year. However, students are encouraged to maintain contacts with the alumni so that a comfort zone is built and the stress levels, if any, are brought down.

@. **Grievances** are also tackled through student's council who help and motivate the student, resolve their problems and ensure performance improvement.

During the last five years, students are supported for their mentoring in academic studies, cultural and sports events, career guidance and grant for scholarships. They are also mentored to develop ethics, human values, sense of social responsibility and environment consciousness. The institute has Anti Ragging Committee.. edresser and student grievances cell is very active. Special care of the students is also taken during every week.

Student Progression

The progression of the students in every program is regularly monitored; special efforts are taken to increase the performance of the students by providing assignments. The institution has a successful track of students appearing and qualifying in competitive examination.

Student Participation and Activities

All round development of students, both physical and mental, is targeted as a prime objective. Inter college competition and youth festivals are organized by the institute every year.

Governance, Leadership and Management

Decentralization of Management -The college follows the pyramidal or the bottom to top approach for all its dealings with the student teachers and the management of the college. Various activities of the college are decentralized through the tutorial groups.

There is a **continuous monitoring** of the activities of the college by the management .The management board reviews all activities and for this a report has to be submitted by the Principal.

Through e**xemplary and effective leadership and supervision,** the college has improved its performance. To increase the efficiency and ensure quality, different committees have been formed to look into the details.

- The management takes care of the over all governance of the college.
- The IQAC OF THE takes all the policy decisions and issues need based directives which are to be enforced. It has the power required to frame rules for the functioning of the colleges.
- The IQAC delegates   powers to various committees and sub-committees which it constitutes. The Governing Body also formulates the code of conduct for the functioning of the college.

 The teacher educators, support staff and the office staff have to put in their best so that the college functions smoothly. The management encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- All the teacher educators are involved in different activities organized by the college such as admission procedure, quality management and maintenance, inspection of different facilities.
- Teachers are in-charge of the various portfolios. The portfolios are interchanged every three years.
- The college encourages and deputes teacher to attend seminars, workshops, refresher courses, training programs
- The college encourages the teachers to study further and also to complete their doctorate degrees. The society has also initiated the Best Teachers Award

- Good work done is appreciated by the Principal in the staff meetings and a report is given confidentially to the higher management. The management also acknowledges the work and support given by every individual member of the staff.
- The office staff and the support staff are given importance by felicitating them in the formal gatherings of the college.

Institutional Values and Best Practices

College Integrated Values System:

Satyam, Shivam, Sundaram – College focuses on ultimate goal to be achieved by every trainee which is further suplement by UGC own's conceptual set of Devotion-Sacrifice-Dignity. These ultimate values are the bases of college B.Ed programme and are promoted through:

1. **INCULCATION OF VALUES : A**ttempts to instil desirable values, values among the teacher trainees – internalize and integrate it with the classroom transaction and process along with the teaching concepts so that they may clearly be reflected through simulation, lecture, manipulation of alternatives or role-play activities etc.
2. **MORAL DEVELOPMENT :** Human nature is viewed as the interaction between people and the environment whereby a person is active and reactive under given circumstances which includes factual values, values positions and decision making about the dilemma situation. As a teacher trainee one is required to fully understand and develop by participation in various activities and programmes.
3. **VALUE ANALYSIS:** Application of rational and scientific thinking to be used by the teacher trainees to resolve the value issues to determine and justify values for further transmission to the students through open discussions and during the process of class-room interaction with the teacher trainees.
4. **VALUE CLARIFICATION :** Value clarification will help teacher trainees to identify their own perception, encourage them to communicate their own values rather than the others, help them to examine themselves the given value related statements. Through clarification students can re-examine works towards self actualization which involves choosing freely from the available given alternatives or going for one's own alternatives and inferences after carefully consideration of the alternatives.

Thus the role of the teacher is to help the students make intelligent choice to associate, correlate and integrate whatever values are identified by him/her with himself/herself and link it with own life, teaching-learning so as to attain the eternal value of truth, beauty and goodness through full devotion, scarify one's self interest to establish one's own dignity for building a Society and to work for the survival of humanity.

Research and Outreach Activities

Community participation in institutional development:

- Constant contact with the community via schools has helped in human capacity building of the college.
- The first hand experiences during these activities and the interactions with the less privileged section of the society helped the student teachers in bringing in awareness and sensitization thereby developing their 'Affective Domain' by making them more humane.
- The college helped the needy women from the community by allowing them to sell homemade hygienic food in the canteen.

- In practice teaching schools help is provided in the form of guidance, provision of teaching aids, conduct of English speaking classes, personality development as the schools cater to the under privileged students. B.Ed student teachers undertake remedial teaching of students weak in studies. Parents of the students from this school are oriented on different aspects like parenting skills, handling adolescent problems, etc.
- Teachers of the school are motivated to take up action research guided by our teacher educators'.
- Workshop on puppet making, best out of waste for the school students is also conducted.
- Workshop on innovative teaching methodologies is organized for school teachers.
- Research on carbon-footprint was conducted.
- Participation of community in different programmes encourages spirit of competence and enthusiasm towards life.

Outreach Activities:

Outreach Activities undertaken during the years -Swach Bharat, Voter Awareness, Rights of the voter etc.

With a view to ensuring effective management of extension work, the extension lectures are organized various college level activities, such as Talk, Discussions, Debate, Poster Competition, Street Play, Community activities i.e. seven lessons based on social issues are taught in different classes in their practice teaching schools. By visiting community and spending some time with them, they tried to help them and educate them in their own way and shared some experiences with them.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRADEEP MEMORIAL COMPREHENSIVE COLLEGE OF EDUCATION
Address	Pratap Vihar Kirari Extn., Nangloi
City	Delhi
State	Delhi
Pin	110086
Website	http://www.pmcce.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bharti Dimri	011-7290037804	9811626662	-	pmc_coll@yahoo.com
IQAC / CIQA coordinator	Sunil Kumar Pandey	-7011944401	7011944401	-	kumarsunilpandey@yahoo.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	Guru Gobind Singh Indraprashtha University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	10-08-2000	12	There is no any validity mention in the Recognition letter

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Pratap Vihar Kirari Extn., Nangloi	Rural	0.682	7728.24

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bed	24	Graduation	English,Hindi	100	57

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				3				12
Recruited	0	1	0	1	0	3	0	3	3	9	0	12
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				1				3				12
Recruited	0	1	0	1	0	3	0	3	3	9	0	12
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	3	4	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	3	0	1	4	0	9
M.Phil.	0	0	0	0	1	0	0	3	0	4
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

	Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	0	0	0	4
	Female	42	0	0	0	42
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	0	0
	Female	2	6	6	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	1	1	2	0
	Female	4	9	5	0
	Others	0	0	0	0
General	Male	3	3	2	7
	Female	35	37	48	71
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		46	57	64	78

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	PMC College of Educationpresently conducting NCTE recognized B.Ed programme affiliated with GGS I P University, Delhi . As envisaged in the NEP-2020, college has built its vision to understand and bring desired changes at the level of college through bringing desired interventions of Multidisciplinary / interdisciplinary in the existing curricula B.Ed seeking suggestions and advise from the faculty, experts, social scientists and educationists how to make institution as an holistic multidisciplinary institution. Programme Advisory Committee along with Curriculum Development and Transaction Committee will prepare Action plan which will be devised towards the integration of

	humanities and science and translate curricula as flexible and innovative with more experiential learning adding small and short duration investigatory projects in the areas of community engagement and service, environmental education, gender education, civic sense, and responsibilities etc faculty is encouraged and empowered to add additional inputs in the existing curricula based on the local needs and re-design their own curricular and pedagogical approaches within the approved framework
2. Academic bank of credits (ABC):	PMC College of Education already has its academic data bank which contains enrolment , CIE and Achievement data of the college students. However, it has initiated a plan and compiled the academic achievement data of its students for the last five years to be collect, classify, become a member of ABC in near future . Presently , five years data of students, their performance, and performance analysis is available on the college website. Which fulfils the requirement of Academic bank of credits as proposed in NEP 2020.
3. Skill development:	Skill development: Programme Advisory Committee along with Curriculum Development and Transaction Committee visualized the emerging need of promotion of various skills amongst the students alongwith the existing curricula The followings are initiated by the Programme Advisory Committee during this year Capacity Building and Skill Development: Following skills work as leading force towards vocational training : Intellectual Skills, Socio-cultural Skills , Life Skills , Communication Skills , Vocational Skills * Skills Conducive to Human Relations * Technical and vocational skills * Policy, Planning and implementation capability; and * Entrepreneurship and marketing capability Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) India is a country of varying diversities , Like cultural, linguistic, social, religious, economic, urban-rural ,rites and rituals etc. After every few miles there exists diversity of dialects which are produces linguistic with practice of transfer of learning using multiple languages in its transaction such as Hindi, English and Punjabi, and Urdu are state recognized language, and intensive in use being a state language is opted by majority of students. . Rich cultural

	heritage, local folk and art has strong bearing amongst the students and is a pride of the state which is regularly in practice in the college to maintain their belongingness with the cultural heritage of the state at the same time promotion of national values and cultural heritage of India is in practice in the college since its inception. College promotes National Prides through group and solo activities, special assemblies, lectures, debates, theatre. Special emphasis on Indian folk songs and folk dances through facebook or whattapp mode.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) India is a country of varying diversities , Like cultural, linguistic, social, religious, economic, urban-rural ,rites and rituals etc. After every few miles there exists diversity of dialects which are produces linguistic with practice of transfer of learning using multiple languages in its transaction such as Hindi, English and Punjabi, and Urdu are state recognized language, and intensive in use being a state language is opted by majority of students. . Rich cultural heritage, local folk and art has strong bearing amongst the students and is a pride of the state which is regularly in practice in the college to maintain their belongingness with the cultural heritage of the state at the same time promotion of national values and cultural heritage of India is in practice in the college since its inception. College promotes National Prides through group and solo activities, special assemblies, lectures, debates, theatre. Special emphasis on Indian folk songs and folk dances through facebook or whattapp mode.
5. Focus on Outcome based education (OBE):	Focus on Outcome based education (OBE): College initiatives to transform its curriculum towards Outcome based Education such as formulating instructional objectives, formulation of specific objectives, formulation objective based learning outcomes. ii. College also has its unit based course outcomes and these are planned through mapping of academic activity and unit based evaluation focused on learning specific objectives and outcomes. It is planned during the commencement of academic session iii. College practice of Continuous Internal Evaluation practice (CIE) is based on the doctrine of Unit Based Testing which covers evaluation of the listed learning outcomes at the end of the specific

	Unit iv. During the internship every student is required to plan learning outcome prior to commencement of teaching.
6. Distance education/online education:	Distance education/online education: (a) It is evident that during the Corona Pandemic , college was impart curriculum through online mode through various platform. Not only this but monitoring was also done through a structured monitoring schedule by online mode. (b) PMC College of Education visualized possibilities of teaching on-line during pandemic and effectively conducted, monitored, and evaluated on-line teaching. (c) Planning to offer Bridge Courses and other short-term Courses such as Development of Low Cost No Cost Teaching Aids, Computer Application , First Aid, Basic Health and Hygiene for habitants of neighboring village or schools is planned to be conducted through ODL mode in the institution.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	College has costituted Civic Rights and Duty Group with the following objectives: - Make awareness amongst the students - draw out electoral literacy plan - interact with the local community - make them understand their fundamental duties - advocate constitution obligation -
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Civic Rights and Duty Group has the following member - Dr Sunil Kumar-- Coordinator - Dr Dr Ritu Malhotra, Member – Dr Poonam Kumari Co-Coordinator – Dr Manisha Minocha , Member
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Civic Rights and Duty Group under the leadership of coordinator frequently held meeting to draw plan of action; During these meetings following are initiated: - Advocacy programme -meaning and significance of electoral vote in the democracy - Casting of vote during election process is a fundamental duty under Article 51-A of the Constitution of India - Becoming partner in the governance process by electing government of their choice - during election and voting process moral and ethical values has prime role - discrimination in any form has a place during election and voting process especially transgender, commercial sex workers, disabled persons, senior

	citizens, etc -
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	During the previous months collge conducted in house following activities: -Poster Competition -Debate -Slogan Competition -Extension Lecture -Significance of Bi-party and multi-party system - Constitutional pledge
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	1.College has prepared a list of all eligible voter irrespective of their especially transgender, commercial sex workers, disabled persons, senior citizens, etc and any kind of political affiliation 2. College will forward this list to the District Elecoral Officer of Sakti 3. College will seek consent of students who wish to associate themselves as volunteer

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
57	64	78	97	97

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
22	22	22	22	22

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
64	78	94	97	96
File Description			Document	
List of final year students with seal and signat			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
64	78	94	97	96
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Consolidated result sheet of graduating students			[View Document](#)	

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
64	78	94	97	97
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Enrollment details submitted to the state / univ			[View Document](#)	

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
33.61	17.74	22.03	17.47	9.49

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 40

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Need assessment

The institute has to follow the curriculum as prescribed by the GGS IP University,. The institute however makes efforts to-

- Assess the existing curriculum, bring in modifications, update the existing curriculum and make it more effective from pupil teacher's point of view, as far as possible within the limits of its functioning/jurisdiction.

With a view to serve the above stated purpose, meeting was conducted to review the curriculum at length. Also feedback was obtained from Practice teaching schools and Alumni. The outcome was recorded in the form of a report.

Developing information database

The college procures data from the following to develop database:

- *Data from faculty:*

- Faculty members attend workshops/seminars on curriculum development at Institute as well as at University level and submit reports
- Constant interactions with National organizations like NCERT, NUEPA, CIET etc.
- Interaction with Faculty members of other Institutes.

- *Data from students:* Assessment of curriculum by students is mainly done in two ways- through formal assessment (class test/examinations) and Informal assessment through oral / written test and practice teaching modules. The data thus received are analysed and remedial steps taken.

Formal assessment

- This assessment is done from time to time by providing the students with questionnaire in which questions include content aspects like relevance of the curriculum, time allotted, learning, applicability, extent of coverage and the inclusion of projects and assessments**.**

Informal assessment

- Informal interaction with the students is done every month during the academic session. This

interaction provides feedback on aspects like clarity, difficulty, complexity of topics dealt in the class/felt by the students during conduct of practice teaching and simulated teaching.

- Curriculum appraisals are distributed to the students. On the basis of their response/feedback, required modifications are made.
- Students' overall evaluation of performance and teaching is also done by formal home examination, class room discussions during tutorials and extempore speeches.

- *Data base from Alumni*
- Questionnaire is distributed to the passed out students who are presently employed in schools. Their response is studied for making modifications and its proper record is maintained.
- *Data base from Employers*
- *Data base from Academic experts*
- In addition to above, workshop was conducted on curriculum development and changes made in making lesson plans. Most of the suggestions made during the seminar were incorporated and necessary actions were taken.
- Syllabus is approved and provided by the University and also model curriculum framework is provided by NCTE. Since the curriculum is provided by the GGSIP University and NCTE, decisions pertaining to curriculum are taken by these two statutory bodies. However, suggestions/feedback is given as and when required. For this, the institute has put a mechanism in place which is given above.
- **PLAN**

Academic Calendar- Programme Academic Calendar

Once the admission process is completed, GGSIP University provides slot for internship, internal examination, vacation and tentative dates of public examination etc. Though, the university provides Academic Calendar for B.Ed Programme, it needs to be spelled out in operational form.

 Committee follows a process to formulate both **Programme Outcomes and Course Outcomes.**

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort;
Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including**

Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 66.67

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 3

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last

five years

Response: 100

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	64	78	97	97

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 100

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	64	78	97	97

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

- A fundamental or coherent understanding of the field of education
- Procedural knowledge that creates teachers for different levelsof school educationskills that are specific to one?s chosen specialization
- Capability to extrapolate from what one has learnt and apply acquiredcompetencies
- Skills/Competencies suchas: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills,Collaboration with others,etc.

Understanding Field of Teacher Education

The B.Ed curriculum is well planned and enriching, encompasses teaching competencies and skills, internship ,examination, workshops, seminars, competitions, field visits , extension work, club activities,etc.

The academic subjects contain theory and practicum which provide ample scope for implementation in real life situations thus making it a reflective practice to attain the desired objectives. Different methods and techniques are adopted to provide valuable insight to make topic interactive and reflective.

- The organization of seminars/workshops,outreach and co curricular activities.promote a new form of learning which gives a chance to have in depth learning of a subject and sharpen their profession skills.

The community work and the extension work is an integral part of curriculum which gives an opportunity to come close to the society and contribute in helping the less advantaged. The extension work provides a window to the world, making them aware of the avenues available to make a difference to the society. This naturally leads them to reflect on social issues and concerns.

Skills/Competencies College provides adequate understanding of skills, flexibility and scope in the operational curriculum, varied learning experiences to the students both in the campus and in the field

- Collaboration with other students in learning;
- Participation in life beyond the classroom;
- Developing a capacity for tolerating diversity, respecting the viewpoints of others; active participation in discussions and debates.
- Accepting responsibility to move towards intellectual independence;
- Choice in the selection of topics for the simulated lessons, Action Research Project, Extension Work in the area of Community Work to be carried out in the course of the programme.
- Workshop on communication skills
- Workshop on orientation to computers
- Workshop –Employability Skills Development Programme
- Workshop on stress management
- Workshop on value education
- Workshop on personality development,
- Workshop on Co-operative learning
- Workshop on Research in Education

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

- Development of school system
- Functioning of various Boards of school education,
- Functional differences amongt hem,
- Assessment systems,
- Norms and standards,
- State-wise variations,
- An international and comparative perspective,etc.

Response

B.Ed curriculum has a Course entitled "**Educational Scenario in India" During Orientation Programme ,** student are oriented and given adequate knowledge on the Status of Education and its statics through**PPT**

- Functioning of various Boards of schooleducation– PPT on the structure

The studentsare assigned a **work to prepare slides** on the different Boards, differences, and quality

outcomes.

■

College has a practice of performance assessment and analysis at entry level, mid term and terminal assessment to obtain data of their periodical performance and appraisal through **a structured questionnaire or tool. It is properly documented and disseminated.**

College Activities

Competitions serve many purposes like –to educate, tobuild and organize, and to display talents. In this way we enable our students to bond with each other and learn to workas a TEAM (Together Each Achieves More) to which **Group Projects are given**

- The teacher educators work in absolute synchronization with the student-teachers' needs and the institutional goals.
- Regular interactive sessions are held to identify diverse learning needs of the student teachers at different juncture of their academic course through tutorial groups.
- Interactions during the classroom teaching, co-curricular meets give an insight to the teacher educators to understand the needs of the student teachers
- Teacher educators are given opportunities to attend workshops, seminars to know the recent developments in teacher education and the needs of the student teachers thereby enabling and empowering them to cater to the diverse student needs.
- Staff enrichment activities reinforce the teacher educators to be receptive to diverse student needs.
- Action research is encouraged to identify the learning difficulties among the students and solutions are suggested.
- Faculty enrichment programmes in the form of paper presentations and brain storming Sessions onclassroom transactions helps the teacher educators to reflect and modify their teaching strategies.
- Problems regarding student teachers and performances are discussed with the Principal and then solutions are sought
- Principal interacts with the student-teachers individually and a discussion with the staff decides the strategies to be implemented for betterments.
- Results are compiled and analysed subject and area – wise to identify the diverse student needs.

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

RESPONSE

At the onset a week long orientation programme is organized which covers four broad dimensions:

- About B.Ed Programme, its cognitive and non-cognitive inputs, programme expectations from the students

- Need assessment exercise- distribution of student as per their option courses and pedagogical subjects. Students allocation to the Mentors, Tutors, Pedagogical Subject Supervisors
- Exploring talent and conduct of cultural and co-curricular activities.
- Add-on-Course-Identification and enrolment of students for various Add-on Courses on " Content Enrichment" and other thematic concerns.

Interventions/activities

- *To assess student's pre- requisite knowledge, aptitude and skill, at entry level ,Teacher Aptitude Test is administered on every student admitted to B.Ed Programme. This test makes us understand perception, aptitude and certain competencies and skills required for the B.Ed Programme. This exercise provides a strong cues to devise teaching strategies for new batch .*
-
- *During orientation programme - a rich platformis provided to the studentsto interactwith the teachers of subjects, express themselves freely and independently, display their mental strength, and perform their talent.*
- *Tutorial In-charge and House In-charge help to identify the needs and skills of thestudents and allocate students to the Mentors*
- *Talent hunt completion helps the students to show their hidden talent.*
- *To check the backgrounds of thestudent, especially the subjects studied by them is taken into consideration while allowing them to opt for different optional papers and teaching ,*
- *Effort is beingmade to identify learning gaps amomgst the students, i.e there may be some students who opted pedagogical subjects and have not studied allied subjects. All those students are enrolled under "Add on Course on Content Enrichment of specific subject"As well as for thematic Add on Course.*

Students are provided with flexible Choice Based Credit system (CBCS) having access to excellent curricular and co-curricular opportunities for enhancing academic acumen, employability and entrepreneurial skills.

Curriculum design is aligned with the industry (here educational institutions). Suggestions are invited from faculty regarding curriculum design and development and it is passed on to the Program coordination committee members who implement the suggestions at the University level. The College has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines. Latest software MS Office with internet connectivity is provided to the teachers for effectively translating the curriculum and improving teaching practices through the use of the Computer Lab, Language Lab, internet, and power point presentation.

Semester Planners are prepared by faculties at the start of every semester and it has been regularly checked by the principal whether curriculum is being covered according to the planner. Regular meetings are held with the Chairman of the institution, for improving the teaching practices. The teachers are regularly sent to conferences, Seminars and workshops for improving their teaching skills and professional development.

Feedback is regularly taken by the institute from various stakeholders like Students, Faculties, Employers, Alumni regarding curriculum and all the suggestions given are further forwarded to the GGSIPU for further action to be taken.(Feedback **questionnaires and analysis)**

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

    1. **Students**
    2. **Teachers**
    3. **Employers**
    4. **Alumni**
    5. **Practice teaching schools/TEI**

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)

    26-06-2023 05:31:38

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 86

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 86.36

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
17	14	0	30	34

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

At the onset a week long orientation programme is organized which covers four broad dimensions:

- Need assessment exercise- distribution of student as per their option courses and pedagogical subjects. Students allocation to the Mentors, Tutors, Pedagogical Subject Supervisors
- Exploring talent and conduct of cultural and co-curricular activities.
- Add-on-Course-Identification and enrolment of students for various Add-on Courses on " Content Enrichment" and other thematic concerns**.**

Interventions/activities

- *To assess student's pre- requisite knowledge, aptitude and skill, at entry level ,Teacher Aptitude Test is administered on every student admitted to B.Ed Programme. This test makes us understand perception, aptitude and certain competencies and skills required for the B.Ed Programme. This exercise provides a strong cues to devise teaching strategies for new batch .*
- *During orientation programme - a rich platformis provided to the studentsto interactwith the teachers of subjects, express themselves freely and independently, display their mental strength, and perform their talent.*
- *Tutorial In-charge and House In-charge help to identify the needs and skills of thestudents and allocate students to the Mentors*
- *Talent hunt completion helps the students to show their hidden talent.*
- *To check the backgrounds of thestudent, especially the subjects studied by them is taken into consideration while allowing them to opt for different optional papers and teaching ,*
- *Effort is beingmade to identify learning gaps amomgst the students, i.e there may be some students who opted pedagogical subjects and have not studied allied subjects. All those students are enrolled under "Add on Course on Content Enrichment of specific subject"As well as for thematic Add on Course.*

Curriculum design is aligned with the industry (here educational institutions). Suggestions are invited from

faculty regarding curriculum design and development and it is passed on to the Program coordination committee members who implement the suggestions at the University level. The College has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines. Latest software MS Office with internet connectivity is provided to the teachers for effectively translating the curriculum and improving teaching practices through the use of the Computer Lab, Language Lab, internet, and power point presentation.

Semester Planners are prepared by faculties at the start of every semester and it has been regularly checked by the principal whether curriculum is being covered according to the planner. Regular meetings are held with the Chairman of the institution, for improving the teaching practices. The teachers are regularly sent to conferences, Seminars and workshops for improving their teaching skills and professional development.

The educational institutions are meant to provide a conducive environment for teaching as well as learning. As per GGSIPU guidelines, Pradeep Memorial Comprehensive College of Education contributes by welcoming students based on their ranking in the CETconducted by the university irrespective of their domicile, caste or religion. The students from reserved category are also given admission as per university norms and given an equal opportunity to become a part of the main stream education system. The institute also provides the adequate infrastructure for ease of the Divyangjan

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 4:1

2.2.4.1 **Number of mentors in the Institution**

Response: 16

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The college has prepared a system for quality enhancement of the learning of student teachers which consists of Tutorials, Enrichment through library hours, Adoption , Mentoring, Supervised Study circle.

 Enrichment takes place by **utilising Library** where the student teachers have to compulsorily spend time . A record of this is maintained by each student teacher and a check is kept by the tutorial teacher educator. The intention is that the student teacher showed develop the habit of referencing, preparing notes, extra reading as the library has lot of national and international journals magazines on education, politics, economics, health and environment.

Subjective seminars: To broaden the horizon beyond textbook knowledge students are encouraged to participate not only in National Seminars and International Conference but also in subject specific seminars.

MOOCS: The faculty members get enrolled in various online courses and also encourage the students to get these certifications to add the knowledge base and also have an edge in placements.

Creative Teaching: Faculty uses game-based learning platform that makes it easy to create, share and play

learning games or quizzes. **Project-Based Learning**: To re-emphasise the theoretical knowledge, students are provided practical exposure through various Visits, Live Projects, Research Projects and Summer Internship Programmes.

Moodle Test Online Examinations are conducted in each subject using Moodle for self-assessment of concept clarity by students.

Quality has been augmented through:

- ICT up gradation and Library enrichment
- Strengthening research
- Use of innovative methods
- **Value added** courses are carried out through workshops on various topics. Optimum use of technology in all curricular areas, technologically updated library facilities with internet access provide the student teachers a view of the world class teacher-education.
- The teacher educators are encouraged to conduct research, present papers at **seminars and conferences**. The college provides opportunity for Faculty Enrichment by way of Paper presentation within and outside the college through Seminars, Conferences, Workshops, Orientation and Refresher courses at regular intervals. All these help the teacher educators to continually upgrade their knowledge and skills to march in unison with the challenges posed by the changing societal requirements.

The college always strives to bring in innovations and brain storming and problem solving sessions to**Promotion of Scientific Temper and to arrive a logical conclusion of the problem.**

Research Colloquium is taken up at the institutional level and societal level in environment and education with the help of the student teachers and teacher educators. The college has introduced " Research Forum" to enhance Research Skills.

Computer Education Students teachers who have done a course in computers, tutor the student teacher who do not have any computer know how. This activity has proved beneficial as many of our student teachers prepared their own **PowerPoi**nt presentations after doing this short course using the in -house resources

Through Mentoring the better student teachers are encouraged to assist other student teachers who lag behind.Their problems are discussed and solutions sought.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Link for additional information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with

Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 57

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Data as per Data Template	[View Document](#)

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

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Response

Development of professional attributes in students The College practices student-centred learning, an approach to education focusing on the needs of the students. The college promotes the teaching methods such as (i) active learning, (ii) cooperative learning, and (ii) inductive teaching and learning (i.e. inquiry-based learning, (iv) case-based instruction, (v) problem-based learning, (vi) project-based learning, and (vii) discovery learning. It provides sound Mentor Mentee interaction and bonding for effecyive teaching learning process as under Collaborative group learning, both inside and outside the classroom

Distribution of students as per their optional courses and pedagogical subjects. Students allocation to the Mentors, Tutors, Pedagogical Subject Supervisors. Add-on-Course-Identification and enrolment of students for various Add-on Courses on " Content Enrichment" and other thematic concerns

- **Learning Enhancement / Enrichment inputs**
- **Mentor/Mentee-**To foster healthy mentoring system and relationship between students & faculty, every session students are divided into groups of 20 students in each group, further a mentor is assigned for each group. Every mentor provides opportunities for students to build relationship with each other in order to foster the development of a community of learners that gives students support and sense of belongingness necessary to succeed academically. It includes study groups, regular interaction with interaction with students, contact individually as well as group guidance & counseling.
- **Mentor/Mentee Interaction Schedule-**Any specific issue, concern, problem related to academic, non-academic, and personal are recorded through interpersonal dialogue, further remedies and suggestions are provided.
- Need assessment exercise- It is done through-

Distribution of students as per their optional courses and pedagogical subjects. Students allocation to the Mentors, Tutors, Pedagogical Subject Supervisors. Add-on-Course-Identification and enrolment of students for various Add-on Courses on " Content Enrichment" and other thematic concerns**.**

- **Assistive Devices and Adaptive Structures (for the differently abled).**
- Special facilities and attention is provided to differently abled students, such as special teachers, and infrastructure facilities such as ramp, wheelchair, washroom for differently abled, and class-room etc. The college organizes workshops on "Inclusive Education."
- Social, cultural and intellectual programs relating to diverse sections of population are organized in the college campus.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Response

- **Nurture Creativity-**Building an encouraging learning environment through self- supporting system that empowers the student teachers to be independent and active learners through adoption of collaborative learning.
- *High Order thinking andintellectual skills* Creating a highly challenging and stress free learning environment for student- teachers to maximize their capacities through constant support, from tutor and mentor
- Constant and varied exposure to new materials, teaching methodology, interactive sessions to keep the student-teachers abreast with latest innovations and also motivate them to learn through diverse learning styles which enables quicker and deeper learning.
- Identifying high achievers who take up the task of being mentors for the student-teachers. This boosts the morale of the high achievers as it is a challenging task for them. For student- teachers who lag behind, it is a valuable assistance for their academic and personal improvement.
- Conducting lectures in vernacular medium which caters to the linguistic diverse population of students.
- All student-teachers are given individual attention for further enhancement of their abilities and skills.
- Variety , participation and collaboration along withintegration of latest techniques take care of

diverse learning needs of students.

- Ensuring positive transfer of learning by using the various teaching- learning methods and mechanisms which enrich the student teachers with constructive learning and develop it further through mentoring.
- Building an encouraging learning environment through **self- supporting system** that empowers the student teachers to be independent and active learners through adoption of collaborative learning.
- Creating a highly challenging and **stress free learning** environment for student- teachers to maximize their capacities through constant support, and through guidance and counselling.
- Constant and varied exposure to new materials, teaching methodology, interactive sessions to keep the student-teachers abreast with latest innovations and also motivate them to learn through diverse learning styles which enables quicker and deeper learning.
- Identifying high achievers who take up the task of being mentors for the student-teachers. This boosts the morale of the high achievers as it is a **challenging task** for them. For student- teachers who lag behind, it is a valuable assistance for their academic and personal improvement.
- Conducting lectures in vernacular medium which caters to the linguistic diverse population of students.
- All student-teachers are given individual attention for further enhancement of their abilities and skills.

T

Interactive method: The faculty members make learning interactive with students by motivatingstudent participationingroupdiscussion,role-play,subjectquiz,newsanalysis,educationalgames,discussionand questions and answers on current topics relevant to the subject.

ICT Enabled Teaching: ICT enabled teaching includes Wi-Fi enabled class rooms with OHPs, Smart Class rooms, E-learning resources.

Communication skills training: The students are trained in soft skills through Language lab sessions,

which is also part of curriculum for BBA students. Software is effectively used to train students to acquire proficiency in listening, speaking, reading and writing.

Case Study Analysis and Discussion: The case method is a participatory, discussion basedØ way of learning where students gain skills in critical thinking, communication, and group dynamics.

Group Learning Method: Under group learning, heterogeneous group of students comprising Fast, Average and Slow learners are divided into groups of 5 to 10 members. Group Discussion, Management Games, Group Projects or Assignments are conducted by the subject teachers under group learning method.

Community Interaction and Field Studies: The students are given opportunities to interact with the people residing in the nearby areas. A marathon was organized to raise awareness about the role played by the armed forces to provide security with the theme "Run for Indian Army" and with the slogan "Jai Ho" on 8th November,2016.

Debate on Recent Judgements of Supreme Court: The law students are regularly encouraged to debate on the recent judgements of Supreme Court.

Project – based learning: Certain courses related to Computer Studies and management demand project basedLearning.(Itisalsoacompulsorypartofthecurriculum).Theteachersaretheguidestothestudents in the process of preparation of projects.

Experiential learningØ The faculty members foster learning environment by engaging in rich experiential content of teaching through experience, Students are engaged in field study. through regular industrial visits for BBA students an regular court visits, jail visits, and activities like Moot court competition, Youth Parliament and Debates etc. for BALLB students.

xploring Environment and Heritage: In order to make students understand the rich cultural heritage regular trips are organized for students to places like Hauz Khas monument and village, etc.

Peer Education: A culture of Peer education is being inculcated in which the quick learners are encouraged to help the slow learners. This method is very helpful in case of non-commerce background students in numerical based subjects like Mathematics and Accounts.

The college caters to the diverse learning needs of the student-teachers through:

The college caters to the diverse learning needs of the student-teachers through:

- Ensuring positive transfer of learning by using the various teaching- learning methods and mechanisms which enrich the student teachers with constructive learning and develop it further through mentoring.
-

Variety , participation and collaboration along with integration of latest techniques take care of diverse learning needs of students

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement

8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: B. Any 6 or 7 of the above

File Description	Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content

2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The procedure adopted for the practice teaching involves the following four major steps:

Preparation of Time-table:

Monitoring:

Observation:

Feedback

- Teacher educators give general feedback at the end of every practice teaching day. These are general instructions on behavioural patterns and/or if any common error committed.
- Individual feedback is also given on a one to one basis and suggestions for improvements are also given.

- At the college level, the guiding teacher educator goes through the remarks given by the supervising teacher educator and accordingly plans the guidance programme.
- Correction of books

- Library work
- Labelling apparatus in the laboratory
- Understanding the office work
- Carry out unit test, evaluate and give feedback
- Organizing co curricular activities
- Giving two additional value based lessons.
- Observing senior subject teacher's lesson
-

During the Internship programme teacher educators are present in the practices teaching schools to monitor the work done by the student teachers. Individual report has to be prepared by each student teacher and submitted. A consolidated group report is also prepared and submitted by the group leader in charge. The Internship is a very fruitful and rich field experience for every student teacher.

1. **Pre-practice Teaching Preparation**

1. Identification of content deficiencies in the topics related to the school syllabus on the basis of a diagnostic test.
2. Remedying the shortcoming with the help of intensive self-instructional materials/bridge courses.
3. Preparation of flexible mini and complete lesson plans to be taught during practice teaching.
4. Training in various skills listed above in micro and simulated situations in a cohesive groUP under a tutor.
5. Observation of lessons deliveries by the teacher educator and good teachers to realize how salient skills are used.
6. Providing necessary information and skills for doing related practical work.

Practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers

- The practice teaching time tables are prepared with the concurrence of the school principal or supervisor.
- The teaching units are allotted by the school subject teachers.
- The lesson plans are submitted to the guiding teacher educator.
- Guidance is taken on a one to one basis.
- Feedback received is shown to the guiding teacher educator.
- School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement.

Prepare the student teachers to manage diverse learning needs of students in schools

Before the initiation of the practice teaching , the student teachers are well oriented with the micro-skills, different methods and techniques of teaching, models of teaching, PowerPoint presentations, preparation of different teaching aids, improvised aids, working models, etc. The student teachers have the freedom to use the best suitable means for the effective transaction of their lessons. A workshop on Micro teaching, learning disabilities, Inclusive education, gives valuable inputs regarding diversity. .

Encouraging use of ICT

 adopt technology in practice teaching include:

- Hands on training - use of computers.
- Encouragement for power point lessons, besides the two lessons stipulated .
- Training given to download important content & information from the internet.
- Use of LCD projector for paper presentations, and seminars is encouraged

File Description	Document
Any other relevant information	[View Document](#)

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 10.67

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 6

File Description	Document
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**

6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Yes, the student teachers use micro-teaching techniques for developing teaching skills. Orientations to the different skills are given by the teacher educators. The different skills practiced are

- Skill of introduction,
- Skill of explanation,
- Skill of black board writing,
- Skill of questioning,
- Skill of illustrating with examples
- Skill of stimulus variation.

Each student teacher gives one lesson in each micro skill. However, these skills are incorporated in all the macro lessons given by the student teacher appropriately.

Process of practice teaching in schools defines lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc. The following four major steps:

Preparation of Time-table:

Monitoring:

Observation:

Feedback

- Teacher educators give general feedback at the end of every practice teaching day. These are general instructions on behavioural patterns and/or if any common error committed.
- Individual feedback is also given on a one to one basis and suggestions for improvements are also given.

- At the college level, the guiding teacher educator goes through the remarks given by the supervising teacher educator and accordingly plans the guidance programme.
- Reflection column in the lesson plan helps in self reflection and analysis of performance with respect to the one's strengths and weaknesses.

Internship of students

Internship is planned for 16 continuous weeks, where all the student teachers give two/three lessons per day. The teacher educator supervises these lessons and comments, suggestions are given. Senior school teachers also observe some of these lessons and they give valuable inputs whenever and wherever necessary.

With prior permission from the practice teaching schools ,the Internship programme is planned for 16 continuous working weeks. The various activities undertaken by the student teacher during the internship programme are as follows:

- Conducting morning assembly.
- Taking attendance
- Proxy periods
- Correction of books
- Library work
- Labelling apparatus in the laboratory
- Understanding the office work
- Carry out unit test, evaluate and give feedback
- Organizing co curricular activities
- Giving two additional value based lessons.
- Observing senior subject teacher's lesson
-

Assessment Report

During the Internship programme teacher educators are present in the practices teaching schools to monitor the work done by the student teachers. Individual Assessment Report has to be prepared by the Mentor. A consolidated group report is also prepared and submitted by Mentor. The Internship is a very fruitful and rich field experience for every student teacher**.**

Learning Experiences During Internship

- The practice teaching time tables are prepared with the concurrence of the school principal or supervisor.
- The teaching units are allotted by the school subject teachers in consultation with the school authorities
- The lesson plans are submitted to the guiding teacher educator and shared with the school expert.
- Discussion on crucial issues and concerns of studentsis takenup onone to one basis among the peers which helps to draw out solution.
- Feedback received is shared to the guiding teacher educato and school authorities.

School supervisor/senior teacher also supervises the practice lessons and gives feedback for further

improvement

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

    1. Self
    2. Peers (fellow interns)
    3. Teachers / School* Teachers
    4. Principal / School* Principal
    5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

    1. Effectiveness in class room teaching
    2. Competency acquired in evaluation process in schools
    3. Involvement in various activities of schools
    4. Regularity, initiative and commitment
    5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 50

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 08

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 6.38

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

Response: 102

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

PMC has a policy of up-gradation of faculty had set up Faculty Development Programme (FDP) Cell in March 2010. Teacher is a key element in the education and economic progress of a nation. FDP Cell at PMC was established with the objective of fostering innovation and promoting entrepreneurial skills among faculty and students which a dedicated team of active and committed faculty who has rich exposure s with the vision of:

-creating awareness about Teacher education and training, developing an Entrepreneurial mind-set by imparting key skills such as institutional plan preparation, strategy, professional communication, creative thinking, and critical and analytical conclusions .

Pr**oviding a platform** for upward mobilizing upcoming entrepreneurial skill talent and connect it to professional networks of novel ideas, transactional strageies and crisis management skills..

With an aim to promote Teacher among the students, the cell organized several programs throughout the period of 2015-2019. A couple of certification courses in collaboration with other organizations were conducted to enlighten them The Cell also organized various Guest lectures on trending issues such as Social Teacher, Women Teacher, Startup Culture in India, Relationship Management etc. by inviting young and seasoned experts , organizing workshops in association with other prestigious organizations were conducted which enabled Teacher as a process and envisage building up a professional model for a successful institute.

Workshops and Panel Discussions

5.1   Workshops

College has organized the following workshops during the previous academic session:

1. Workshop on IEDC
2. Workshop on gender equity
3. Workshop on Human Right Education
4. Workshop on Theatre in Education
5. Workshop on Creative Writing
6. Workshop on Action Research
7. Workshop on Development of self-learning TLM
8. Workshop on Folk Culture
9. Workshop on Life Skill Education
10. Workshop on use of ICT in Teacher Education
11. Workshop on No cost low cost Teaching Aids
12. Workshop on Communication Skill

5.2   Extension/Expert Lectures and Panel Discussions:

Experts were invited from diverse field of education for UP-gradation of professional skills and competencies of faculty and teacher trainees. College conducted special lectures on Micro Teaching,

Grading system, Continous and Comprehensive evaluation, learning disabilities etc

In August 2019,PMC had set up an Incubator Cell named as PMC Incubator Centre to provide assistance to budding teachers to start new ventures. The PMC started e Research & Innovation Cell which is. PMC Incubator Centre provides various types of services like -Planning preparation, data organization and classification, technical assistance, advisory on data analysis, documentation and dissemination through extension lecure, seminar, workshop , or panel discussion.

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The evaluation process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

Formal assessment:

Formal assessment of the student-teachers is done through the internal examinations   (House Tests) twice in an academic year as per University Calendar. In addition to it, college or subject teachers conduct class-test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments.

The Theory part is assessed internally *as well as externally through Year-end Examination.*

Besides, students undertaker projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment.

Each Theory part is assessed internally (20%), and externally (80%) through Year-end Examination.

Practice teaching is assessed internally (40%) and through External Assessment (60%).

The Work Experience Programme is likewise assessed internally (45% marks) and externally (55%).

Annual Examination of theory papers is conducted under the aegis of University.

Informal assessment:

Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.

Assessment is also done through internal viva and submissions of assignments.

Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion on problems of school environment also form basis of assessment.

As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

The assessment and evaluation outcomes are used in improving performance of the students and curriculum transaction.

The students found to be poor performers are encouraged and extra classes conducted to let them overcome their deficiencies.

As the evaluation approach in the college is comprehensive and continuous involving scholastic as well as non-scholastic dimensions. The students get to know what they are expected to do and how. The evaluation outcomes or results are continuously communicated using formal as well as non- formal methods of communication. For example, students' evaluation outcomes are provided to them through the remarks given to them in terms of marks and observations on their lesson plan file.

Assessment and CIE of student teacher during the internship programme are as follows:

- Conducting morning assembly.
- Taking attendance
- Proxy periods
- Labelling apparatus in the laboratory
- Understanding the office work
- Carry out unit test, evaluate and give feedback
- Organizing co curricular activities
- Giving two additional value based lessons.

Assessment of Competency Attained and Applied	
Competencies	
Lesson Planning	
Subject Competence	
Communication	
Evaluation and Remedial work	
Class Management	
Methods and Technologies of Teaching	
Teaching Aids	
Teachers Personal Qualities	
Attitude Towards Learning	

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Mechanism for grievance redressal related to internal evaluation is transparent and time- bound

Describe the mechanism and procedure for grievance redressal related to internal evaluation in not more than 500 words.

Response

The grievance redressal mechanism adopted by the college where the student teachers can make their grievances known to the college through:

- The tutorial group
- The student council
- Grievance redressal Committee
-
- Directly approach the principal / Open door policy
- Suggestion box provided by the college

Major grievances redressed in the last two years:

- Insufficiency in the number of library books was brought to the notice. Subsequently the number of books was increased to meet the needs of the student teachers.
- Library timings were made flexible as per the requirement of the students.
- Share and care computer sessions are held where computer literate students share computer knowledge with student teachers who would like to learn basic computer applications. Student teachers were asked to practice in the computer laboratory of the college. However the timings of the computer laboratory could not match with the free time available to the B.Ed student teachers. So, the college has decided to set up a small computer room where the student teachers may practice before and after college hours.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

GGSIP University introduced Semester System for B. Ed course and its curriculum encompasses a continuous and comprehensive evaluation. Various approaches to evaluation (formative, diagnostic and summative evaluation) are used for assessing student learning.

The assessment of the student teacher includes internal assessment and external assessment - University examination.

Internal Assessment encompasses:

Essays,

Term examinations

Class tests.

Open book examinations

Practice Teaching

Seminars,

Action research and

Participation in co curricular activities like Competitions, Sports, Annual day

Assessment/evaluation outcomes communicated and used in improving the performance of the students

Tests are conducted to diagnose weaknesses and for providing required assistance to the learners to cover the gaps in their learning. One of the purposes of evaluation is to bring the improvement in the performance of the students and curricular transaction. The students found lagging behind are particularly encouraged and extra care is taken to help them overcome their deficiencies.

The student's performance in their terminal examinations and various co-curricular activities are assessed and individual feedback is provided. As the evaluation approach in the institute is comprehensive and continuous involving all the aspects of the personality of an individual i.e. cognitive, affective and psychomotor, the evaluation results are communicated to the students on a continual basis who are then advised to implement these in their future learning.

As the evaluation is comprehensive and continuous, the evaluation outcomes are provided to them through the remarks given to them in their lesson plan file. Similarly information regarding their performance in the unit or terminal test is also provided to them through the display of marks on the notice board.

The feedback is also communicated to the tutorial group teacher educator in charge and remedial measures are taken according to the requirement and deficiencies of the individual student teacher. The first terminal examination and the diagnostic testing give a clear status about the student teacher

ICT used in process of maintenanceof assessment and evaluation

- Internal assessment is computerized. Marks are entered from time to time through which the total marks of the students are calculated and the results prepared. The prepared results are then put up on the notice board and the result provided to them. The college proposes to develop students' profile including the data on their past achievements.
- Online feedback from helps in further assessment of the entire programme.
- It is proposed to communicate the evaluation outcomes on –line to students and their parents.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The progress of the student teachers is monitored and advised by the teacher educator's in-charge of different portfolios.

- The attendance records are maintained by teacher in-charges of conducting the morning assembly and a report is given to the principal and the concerned tutorial group teacher if a student teacher is absent on a regular basis.
- The performance of student teacher at practice teaching is monitored by the in-charge of Practice Teaching.
- Feedback at length is given to the student teachers section wise with respect to essays and tests. Guidance on how to improve upon answers is given on an individual basis. The subject teacher keeps the tutorial teacher educator informed about the group's performances especially with respect to student teachers who require special attention.
- Action Research projects are guided on an individual basis. They work in tandem with their guiding teacher educator in charge.
- The extension teacher educator in charge along with the Student Managers ensures the smooth conduct of activities relating to extension work.
- The Library staff keeps track of the hours of study completed by each student teacher in the library. The Principal has made library reading compulsory for the student teachers to foster good study habits

The practice teaching in-charge ensures that the student teachers are well prepared before they are sent to the practice teaching schools, their progress is continuously

The competency to teach in schools is developed through the following

Pre-Practice preparations:

- Orientation to practice teaching is given by the practice teaching teacher- in-charge.

- Guidance on the selection and if necessary blending of methods is given.
- Orientation to various Micro-Teaching skills is provided.
- Demonstrations of the various skills are given by teacher educators.
- Micro teaching skills are practiced by the student teacher in the peer group.
- An integrated lesson is presented by the students in their peer group and feedback is provided by the teacher educator as well as peers observing the lesson.
- Additional bridge lessons are organized to give sufficient practice before the actual class room teaching begins.
- A workshop is conducted on the Instructional Objectives and Specifications .This is followed by group work.
- Method wise demonstration lessons are given by the teacher educators to suit the content being taught.
- Guidance is given to student teacher individually by teacher educators before the student teacher begins lessons in the schools.

The follow-up support in the practice teaching:

- Every lesson taught by the student is observed and feedback is provided in the lesson plan book.
- Student teachers have to record their experiences in teaching as reflections.
- After the lesson, personalized feedback is also provided and suggestions are given by teacher educators to improve teaching competency.
- Student teachers observe the lessons taught by their peer and record the observations in the Observation Book. Peer lessons observation gives a broader understanding on how teaching can be improved through social learning.
- The group leaders in various practice teaching schools give a detailed report of each student in their schools to the practice teaching in charge.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 100

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
64	79	94	97	96

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

- The teacher educators keep themselves abreast with the latest developments in the field of education to enhance their effectiveness in teaching. For this purpose, they attend orientation, workshops, refresher courses, various Seminars/Conferences, present and publish conceptual and experiential Papers. The teacher educators are encouraged to take up research, publish their research findings and incorporate it in their teaching.
- The Principal encourages and provides a lot of support to enhance the effectiveness of the teacher educators in mentoring the student teachers. Training and encouragement is given to teacher educators to provide the student teachers with Life skills to enhance problem recognition and Problem-solving talent, to develop an empathetic attitude, to recognize the need for new approaches, to ensure success, to become positive role models, to provide know-how on how to deal with students coming from diverse cultural, socio-economic, and professional backgrounds, to boost the levels of confidence and self-esteem.
- To facilitate further the process of mentoring a separate slot is allotted in the timetable. The teacher educator can thus meet his/her respective student-teachers at ease and discuss their difficulties. Various activities like co-curricular activities, seminar presentations, research projects, etc. are organized by each tutorial group to encourage bonding and team spirit, besides regular studies.

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 64

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to.

Response:

At the outset of the academic session, college has a one week practice of orientation and interaction with the students . During this week long exercise college explores talent, learning gaps, socio-cultural profile of the students and compiles data on need assessment to add inputs beyond the curriculum so holistic development, and academic and professional gaps are filled and updated with the as specific interventions through competencies-based add-on-courses, and content enrichment courses of short duration . During the last two days, celebrated efforts are made to acquaint students and to make them understand need and significance of Programme Outcome , Course   outcomes of B.Ed programmes , and lastly learning outcomes which are uploaded on the college website.

Curriculum, Assessment and Evaluation are the major tools by which Program Outcomes are attained. This process comprises of three phases, viz. Planning Phase, Transaction Phase and Evaluation and Analysis phase.

1. **Planning Phase – It carries Academic Calendar with for the B.Ed progrramme, further sub-sum with Course-wise calendar of activities. T**he course Outcome and Objectives,transactional stretegies, evaluation and feed back techniques are designed as per the curriculum

2. **Transaction Phase** , where content to be delivered are planned Unit-wise and Sub-Unit wise , Time scheduling for individual unit, ICT inputs, On-line lessons, special concerns to diverse needs and inclusion, internship etc. College develops curriculum for Add-on Course and its delivery mechanism. To make this process effective and functional system of Mentor/Mentee, Tutorial Groups etc are formed to address any kind of learning gaps, disabilities, through special and reinforcement sessions , discussions ,seminars, panel discussions, field interaction, workshops , meetings etc are the modes to strengthen the learning process and achievement of programme outcomes. Broadly , transaction has focus on inculcation of :Develop   skills   like   flexibility,   ,   managing   people,   self-reliance   Cross   Cultural Understanding,Understanding the need for ethical conduct, knowledge ethics and ethical standards Commitment to Community, Society and National Development.

3.Evaluation and Analysis phase.- The outcomes attributes and blending appropriately to suit the B.Ed program. Each course outcome is mapped with the Program outcomes, and program specific objectives. These outcomes are also explained in the induction programmes and initial classes .College has devised a three stage assessment pattern- (a)at entry level knowledge testing(b) mid-session (c) Pre-final assessment .We needtomeasuretheCOsandPOsattainment,analyseandtakeappropriateactionssothatthereisa continuous improvement.

The Internal Assessment component enables students to constantly test their attainment of course outcomes and the broader programmes specific outcomes. It also enables them to overcome gapsin attainment and optimize the same over the academic session. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. These inputs are invaluable in terms of their contribution in the curriculum design and amendment exercise.

A continuous analysis of the learning outcomes of a course; its syllabi; its acceptability among the students; its relevance within the larger framework of the society and contribution to national development form important basis for setting course/programme outcomes.

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.56

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	4	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.19

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 3.4

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	5	3	3

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 82.95

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	65	78	85

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 91.09

3.3.3.1 **Number of students participated in activities as part of national priority programmes during**

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
50	62	72	86	88

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

PMCCE is located in a rural slum where lot of awareness is desired through interventions particularly in the field of health and hygiene, personal care, cleanliness,, and social interpersonal relationship The Contribution made by the institution through various extension activities, outreach programmes-some of the

The college emphasise on 'Education for Sustainable Development (ESD) wherein the student teachers are trained to play a key role in advancing ESD. Keeping this view point, the College holds the key to equip student- teachers to address sustainability in their classrooms and thus shape the future of communities and nations around the world.

Because of the large influence of teacher educators on the student teachers, their role in shaping a more sustainable future is equally large

The main objectives of our college with respect to community work and various outreach programmes are

To inculcate values like co-operation, sincerity, sympathy, gentleness, humility, compassion, courtesy,

team-work in community.

To provide opportunities to serve the community in various ways and also in different roles expected from working teachers.

To provide awareness and exposure to the students through various co-curricular activities.

A project was taken up with street children. The B. Ed students were able to execute the work as planned & achieve their objectives. This helped in sensitizing the student teachers towards the less privileged section of the community.

To render remedial teaching: Our student teachers carried out remedial teaching for those students who were weak in academics. Some of the students who were given remedial teaching performed extremely well at the board examination, which was acknowledged and highly appreciated

Our student teachers have offered their services to the nearby locality catering to those communities which are needy and want help. The student teachers tried to **understand the problems** faced by the people who were **Economically Backward**. Our student teachers sensitized the children and their parents from slums on various social issues like female infanticide and foeticides, drug abuse, child marriage, child labour, hygiene, etc.

Extension Activities:

Extension Activities undertaken during the years

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 2

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 2

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 3

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 3

File Description	Document
Data as per Data Template	[View Document](#)

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent**

    themes to school education
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

College has adequate facilities for teaching learning, sports, games (indoor, outdoor), yoga centre etc., and cultural activities for the holistic development of its students, faculty and staff. It offers opportunities to students for regular work-out, lifestyle management and interaction.

Gross area   2760.22sq mtr

Built up area   7728.24 sq mtr

The built up area can be increased horizontally and/or vertically.

- Rooms-Classrooms   8 (25x20 sq feet)
- Smart class Rooms   4
- Labs,   7
- Visitor Room
- Principal's Office
- Reception, administration and Accounts Office,
- Committee Room   With LCD and ICT Facilities
- Library   1 ((75x20 sq feet) plus reading room (50x20 sq feet)
- Multi purpose Hall.   With LCD and ICT Facilities
- Playground   2291 sq mtr
- Pentry

Facilities like the laboratories, common rooms, recreational room and method rooms are available. Appropriate space for Indoor as well as outdoor games with requisite facilities is also available. Water coolers have been installed and the washrooms have been redone.

The amount invested for developing the infrastructure is mentioned underleaf.

The following physical facilities are also available on the campus of the Institute for conducting B Ed course.

- Staffroom, Washrooms, etc.
- Computer lab
- Science laboratory
- Educational Technology Laboratory
- Teaching Aid Workshop room

- Well equipped Language Lab with terminal and console
- Home Science and Work-Experience Lab
- Health Centre
- Canteen facilities
- Separate Rest room / Common room for girls and boys.
- Sports and music room
- Washroom faculties are separately available for men and women
- Parking space for vehicles
- Campus store
- **Investment-** College has a big campus and with separate block for each course. On an average college spends seven to ten lakhs of rupees on its maintenance and up-gradation every year.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)

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

Response: 60

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

Response: 6

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 10

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five

years

Response: 100

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
33.61	17.74	22.03	17.47	9.49

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

College has a centrally located Library building which is beautifully designed with the atmosphere and conducive environment suitable for learning and is equipped with computers, printer, photocopier and other logistics required. Awell qualified full time librarian (M.Lib) is available on the premises and is supported by full timeassistants. The library has a full-time technical hand who looks into the computerisation of the library.

The library is fully automated using different versions of **Integrated Library Management Software** (ILMS) named **Softgranth**. Presently the version 2018-19 is in use. The software supports all the activities of circulation section including issue – return, book reservations, reminders and recallofbooks,andoverduecharges.Thecompleteprocessofacquiringbooksanditstechnicalprocessing   is completed using the designated module of t h e software.The ILMS provides adistributed system of Input for bibliographic details of the books and other documentary materials.

the college has in place a mechanism to systematically review the various library resources for adequate access, relevance. There is a library committee which holds meetings twice a year to discuss latest acquisitions and requirements. The newly refurbished library is a result of the untiring efforts of this committee. The Director and the student's council closely interact with the student teachers to seek suggestions. Suggestion box is also kept to invite further suggestions.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Link for additional information	[View Document](#)

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

The library is fully automated using different versions of **Integrated Library Management Software** (ILMS) named **Softgranth**. Presently the version 2018-19 is in use. The software supports all the activities of circulation section including issue – return, book reservations, reminders and recallofbooks,andoverduecharges.Thecompleteprocessofacquiringbooksanditstechnicalprocessing is completed using the designated module of t h e software.The ILMS provides adistributed system of Input for bibliographic details of the books and other documentary materials.

The library provides varied, authoritative and up-to-date resources that support its mission and fulfil the needs of its users. Resources are provided in a variety of formats, including print or hard copy, online, electronic text or images, and other media. The college library has the quantity of resources as prescribed by government, NCTE and affiliating university that is the governing bodies. The collection of the college library answers the standard requirements, for maintaining the quality of the resources.

The library working is computerized; customized software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control..

The college library has computer and internet facilities

Computer and internet services are used by staff and the students alike. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system. Computer and internet services are used by staff and the students alike.

4.3.8   How do the staff and students come to know of the new arrivals?

The College has a mechanism in place to keep the staff and students informed of new arrivals. All information related to new arrivals in the library comes to the notice of staff and students through display at an appropriate place. Besides,

The librarian intimates about new arrivals to the faculty in-charge of library period. The librarian himself conveys this message to the concerned faculty. Sometimes, the librarian makes calls on the various head of the units or the principal to inform the arrival of book they had ordered/selected. The information in turn is displayed on the college notice board.

The librarian himself also puts a notice on the library notice board. Book course/jackets are displayed on notice board.

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data template	[View Document](View%20Document)

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 60920

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
46600	38400	108600	83400	27600

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 77.4

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 350

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 700

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 1100

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 1500

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 2000

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	**View Document**
Any other relevant information	**View Document**

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	**View Document**
Any additional information	**View Document**

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities available in the institution are Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials for the optimum use of these facility. a fully equipped computer laboratory, which has trained staff to meet the ICT needs of the college and the student teachers as well.

Hardware- Software: facilities:

Computers   40

LCD TV1   3

Printers   6

Photocopiers   6

Multimedia kits	6
LCD, overhead and Slide Projectors	4
VCR	1
DVD	1
CD writer	1
Audio cassette recorder	1

Internet facility is available in the computer lab on all machines. Besides this, internet facility is also available in the Principal's office and the library which is accessible by the teacher educators. TP link connections are provided in the staff room.

ICT Training =College provides training in ICT to teacher educators and student teachers. Training is given for preparing power point presentations and the use of Microsoft Excel and surfing the internet to get information. The students are trained in the basic use of the MS-Office package such as PowerPoint, Word and Excel as these are used as per the syllabus during their simulated lessons, practice teaching and also for data analysis in Action research.OHP, taperecorder,Multimedia television, educational CD's are also available in the college.

Provision in the curriculum for imparting computer skills to all students Yes, the student teachers learn to use the power-point as well as they are instructed in the use of graphics – such as videos, music in their presentation. There is a provision in curriculum for imparting computer skills to all the students of B.Ed. They have a core paper "**Computer in Education**" of 100 marks and computer practical of 100 marks.

- Students learn word processing, spread sheets, multimedia power point presentation and projects to use in their class rooms. Students prepare computer assisted instruction or project based learning on MS Power Point. They also learn software skills to design instructional processes. Multimedia are important skills learnt by pupil teachers.

ICT in curriculum transactional processes?

- The college uses **technologies ICT to a great extent. The classrooms are equipped with connectivity for computers, projectors which are used by the teacher educators as well** as student teachers during the lectures, workshops and seminarpresentations.
- There is Educational Technology Laboratory in the institute having all facilities for preparing ICT enabled lectures. Even the ET lab and the library have many CD-ROMs related to teaching-learning. The student teachers can watch these CDs in the lab.
- Information Technology is an integral part of the curriculum. The computer laboratory has internet

access which is used by the faculty members as well as by the pupil teachers.

Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

The major areas in which the student teachers use technology in practice teaching are;

- *In the preparation of lesson plans*:
- *Classroom transaction:*

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 1:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3.3 Internet bandwidth available in the institution

Response: 12

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 12

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system

    3. Lecture Capturing System (LCS)
    4. Teleprompter
    5. Editing and graphic unit

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 100

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
33.61	17.74	22.03	17.47	9.49

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

PMC College is an ideal college of education which server backward area of Delhi-rural and slum habitation. It has a policy to recruit seasoned and highly qualified teacher who are committed to their professional responsibilities and commitments to implement the programme curriculum for which the Management of the College has provided very peaceful and conducive environment and infrastructure for optimal utilization in attaining the Programme and Course Outcomes. College . The Managing Committee of the college has a policy to maintain, up-grade and up-date the infrastructure budget allocations are made . Following procedure is adopted:

1.   **Task Force Committees**- Building Maintenance Committee, Campus Development Committee,

Library Committee, Resource Mobilization Committee, Transport Committee, ICT Resource Cell . All these committees are either headed by the Principal or the Senior Faculty.

2. **Functions of the Committees**- Every Committee bears the responsibility for periodical assessment and place specific an assessment report to the Principal to be placed before the Managing Committee for approval.

3. **Delegation of Power** – Principal of the college is delegated authority to incur any expenditure upto Rs.10000/ without the approval of the Managing Committee. An amount of Rs. 10000.00 as an empress money is always with the Principal to meet SoS requirements related to the infrastructure.

4. **Academic and Administrative Audit**- under the monitoring and supervision of IQAC audit is conducted every year . Whatever shortcomings, deficiencies etc. are identified in the Audit Report are placed before Management for up-gradation

5. **Role of IQAC**- under the monitoring and supervision of IQAC, budgetary provisions for mitigation of is demanded for the timely removal of discrepancies prior to the commencement of the next academic session.

6. **Annual Maintenance Contract**(AMC)- College has a healthy practice of giving AMC for some of the essential requirements such as ICT, wi-fi resource, house keeping, security, gardening and plantation, power generation, water resources , transport etc. Through the channel of AMC college infrastructure is always in perfection and ready for healthy and conducive environment

7. **Condemnation Board-** to condemn and writ off unserviceable material, equipment, books, furniture, vehicles etc and value those for disposal

Facilities

ICT RESOURCE CENTRE-is updatedwith the advice of faculty and principals. The authorities provides the integrated IT automation, up-gradation and maintenance of automation package, college website, biometric services, troubleshooting of hardware, networking equipments including internet connectivity, procurement of hardware, software. the utility software's distributed in different locales like office, library, departments   etc.ICTLabisconnectedinLANisopenforthestudentsastimepermitsthem,

Pedagogical and Psychology Labs are regularly updated as per the needs

Electrical Maintenance: The electrical maintenance section is headed by administration staff. It is supportedbyaSupervisorandElectricians.LMpowersystemandNexuspowersystemprovideselectrical maintenance.

Power back-up generator is maintained.

Water Conservation-

 Class rooms and Multi-purpose Hall : All required logistic are installed with adequate furniture and fixtures for effective communication . Some-times governmental and the non-governmental organizations also organize seminars/workshops

Library: is regularly up-dated with Journal and Reference sections. L

Play field:

House-Keeping and College garden

Transport

Security

File Description	Document
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 30.3

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
18	22	14	46	30

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 37.5

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 24

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 5.13

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	7	5	4

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

College does not have a specific Student Council however, it provides platform to students for their active participation in the functioning effective through their representation in the various committee's activities. This empowers the students in gaining leadership qualities, coordination and execution skills .

Each committee has a student member who actively participate in day to today activities of the committee. The committee comprises of highly motivated students who under the able guidance of the faculty members work towards achieving the desired objective of the respective committees

Quality Traits

Humility. ...

Core self-evaluations. ...

Trustworthiness. ...

Authenticity. ...

Extraversion. ...

Assertiveness. ...

Enthusiasm, optimism, and warmth.

Role and Functions

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out Institute activities and service projects. In addition to **planning** events that contribute to the college , is the voice of the student body.

Student Council is an organization conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community.

The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcome to become involved.

Committees with Representation of students

  The committees such as e Academia Interface Committee, Research Committee, Eco Club, Internal Quality Assurance Cell, Entrepreneurship Development Cell, Seminar and Workshop Committee and FDP Committee, Anti-ragging Committee and Quarterly News , Sports and Co-curricular Committee, Campus Development Committee. Some also have student coordinators/ members who are involved in various activities conducted/organized by the college. All the necessary support to the student coordinators in planning organizing and conducting the events is provided. It helps in enhancing their empathy levels, communication skills, building confidence and team building attitude. The student coordinators are also presented with certificates of appreciation for their contributions.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 17.4

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
19	9	20	19	20

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

PMC College, Nangloi,Delhiwas established for imparting quality education withrural folk in focus. Presently Institute is allotted with 100seats for B.Ed functions under the aegis of ---------------------Society,

The institute endeavours, in a mission mode, to translate its vision into reality and achieve its duly stated objectives

R Regulatory Bodies

Registration of Alumna Association
Rationale

The Alumni Association is aimed at establishing a strong relationship and dialogue between the new and old students of the university so that the university can be strengthened academically, culturally and socially.

Our vision is to connect personally and professionally with alumni members. While cherishing andsharing happy moments, achievements on one end the association tends to neutralize sorrow and grief on the other end of our group members. Along with this, recent news related to the progress and development of college is also shared and popularized for the benefit of one and all.

Aims and Objectives of the Association are:

Provides a forum for the alumni for exchange of ideas on academic, cultural and social issues. Brings out publications for the fulfillment of the objectives of the Association.

Looks after the general interest of the alumni of the University. Arrange social and cultural programmes.

Raise funds for various welfare and other schemes existing in the college

Minutes of the MeetingA meeting of Managing Committee is conducted on 2nd Jan 2019 to consider over following issues related to PMC College, Nangloi,DelhiAlumni Association

- To discuss the feasibility of registration of Alumni Association
- To determine appropriate plans and procedures which may include:
    1. Identifying the Nodal Officer for alumni matters amongst the faculty.
    2. Finalization of aims and objectives of PMC College, Nangloi,DelhiAlumni Association
    3. Constituting the Advisory and Executive Council for Alumni Association
    4. Drawing a list of   Alumni from session 2014-2015 onwards
    5. Deciding Membership, opening of Bank Account etc.
    6. Developing web space for the Alumni Association
    7. Convening of first Alumni Association meet.

While discussing the first agenda item, "To discuss the feasibility of starting Alumni Association following are the issues

- Who should be included?
- What about the alumnus prior to 2014-15 ?

- Whether these alumni will be interested in also having membership of institute Alumni Association?

Then discussion on next agenda item -need to identify the Core group of immense interest in alumni matters institute level who could be:

- Willingness to work with the Institute
- Willingness to contribute time
- Enthusiasm to perform the work
- Ability to motivate and engage alumni
- Create interest amongst alumni and friends of PMC COLLEGE, NANGLOI,DELHI to participate in the association's activities.

The third agenda item "Formalization of Alumni Association" was meticulously interacted in the meeting It is suggested that Alumni Association should also have locals from the beginning itself subsequently in other States.

Constitution of Executive Committee,

Principal (President)

1. Senior Most Faculty (Vice-President)
2. Administrative Officer (Member Secretary)
3. Alumni (Joint - Secretary)
4. 5 faculty Members
5. 5 Alumnus Members

The structure of the Office bearer of Alumni Association shall be by election once in three years for the four important posts and the elected members shall be called as 'office bearers'.

- Vice-President
- Member Secretary
- Jt Secretary
- Treasurer

Agenda item on 'Identifying distinguishing Alumni' was discussed. It was decided that in the website of the institute a link for Alumni Association may be provided to become Member by paying nominal subscription fees as may be decided at the appropriate time.

• This meeting is crucial. If the alumni can see results, they will continue to serve on the Alumni Association. • Other alums and new contacts who could not attend the first meeting should receive invitations through the mail. • The Association by-laws should be adopted at this meeting as well. It is also important that the chapter officers attend this meeting. • The meeting should serve to orientate first-time alumni attendees

He then suggested that immediately we must prepare for the first launch including but not limited to:

• News letter • Issuance of Photo identity cards • Designing &Printing official stationary • Initially Institute may at least give independent earmarked Space for   ALUMNI ASSOCIATIONoffice, other facilities, appoint part time or full time Assistants to Dean (Alumni matters) who may help the committees and be contact person in our Alumni office as all the times Dean Alumni Affairs may not available in the office of CHAITANAYA INSTITUTE ALUMNIA ASSOCIATION.

Task 2. 1st Communication by core group

A letter should be mailed (or a message sent) to all alumni, introducing them to our requesting them to update their contact information, and inquiring if there are any interested volunteers for the committee

Task 3. Getting alumni Organized by calling for a meeting • A meeting should be convened of interested alumni to agree upon the association's objectives and form a committee.

The next activity of the core group is the follow-up of meeting/event, i.e., A launch event should be organized with broad appeal to attract as many alumni as possible,

- Fund Raising Campaigns
- Association-Sponsored Scholarships

Initially the finances will have to be arranged by INSTITUTE. From the next year the subscription fees of Rs. 500/- for Alumni Association can be collected by constituent institutes along with Convocation fees.

The last but not the least important issue "Development of Alumni web site" was discussed widely. Many suggestions came forth which includes

- Personal information of Alumni (go on adding current students)
- On line services – E mail & more- log on for search for "your classmates"
- News letters
- Other alumni groups (connecting links)
- Event calendars – Alumni can assist in career exploration offer scholarships and small awards each year
- Job opportunities/ career net work
- Link face book page, WhatsApp Group and also follow up on twitter and

Agenda items for the proposed meeting on important issues of PMC COLLEGE, NANGLOI,DELHI Alumni Association on 16th instant.

File Description	Document
Upload any additional information	[View Document](#)
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 11

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni Association will provide a forum for Alumni of PMC COLLEGE, NANGLOI,DELHI to interact among themselves, Institutes in furtherance of academic matters and such activities which may yield liaison and benefit the alumni, PMC COLLEGE, NANGLOI,DELHI and community as a whole. PMC COLLEGE, NANGLOI,DELHI Alumni Association will keep alive love spirit affection and gratitude for Alma affairs.

The Alumni Association provides and supports alumni programs and services, facilitates communication with alumni, and seeks to strengthen alumni bonds of fellowship, professional association and university affiliation.

The Alumni Association leverages the resources, talents, and initiatives of alumni and friends to advice, guide, advocate for and support the Association and the university in achieving their respective missions and goals.

TheAlumniAssociationprovidesanalumninetworkandencouragesalumniengagementinthelife of the institution.

The Alumni Association coordinates activities for advancing the university's academic, administrative, athletic, research and outreach programs.

Alumni Associations play crucial role for the growth and prosperity of the Institute and will have an effective coordination with Alumni and Alumni Associations. She further stated that:

- alumni will receive regular emails/WhatsApp messages from the institute,
- alumni association and maintain a vibrant link between association and alumni.
- Alumni are the real ambassadors in the society and industry
- Institute must utilize the strength of alumni, who can best energize the Institute with new idea, feedback on design of courses,
- promote industrial contact, interaction and thereby develop links for placement
- Such association may help training students, placement and fund raising.

Patron of the Alumni Assocaition advised to learn the service approach and cultivate habit of continuous excellence from successful alumni associations. He reminded of alumni contributions to the furtherance of aims and objects of their institutions has significant recognition.

He concluded with strong recommendation to keep focus on formation of alumni association and assuring the alumni about our service approach.

All the aspects of constitution of Alumni Association as explained by the Principal have been considered in his presentation for interaction with all the members present. And proposed logo of PMC COLLEGE, NANGLOI,DELHI Alumni Association and important quote as under:

"One Purpose. One Mission. One Dream"

the Alumni as the Ambassadors of the Institute scattered all over the state and the country They have a great kinetic energy which can be strategically planned to tap by creating network of all alu**mni.**

Key Concerns

- Alumni Association can play a significant role in making PMC COLLEGE, NANGLOI,DELHI a Institute of distinctiveness by its effective governance
- Alumni Association is an important source to obtain truthful feedback on curriculum, suggest and design to promote research and training for the students, placement, etc.
- Contribute to the Institute's vision of being recognized among the leading institutions in academics, training, excellence in pedagogy and innovation.

- Provide a vibrant forum that promotes interaction and networking among alumni of the Institute
- Help alumni achieve their professional competencies , skills and goalsgoals,
- Facilitate the association of alumni with their Alma affairs r, and

Purposes of formation of Alumni Association:

- Strengthen lifelong relationship between the Institute and its alumni
- Inculcate loyalty in the Alumni for institute
- Support the parent organization's in achieving its goals
- To strengthen the ties between alumni, the community, and the parent organization

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

PMC College has an efficient and duly constituted Governing Body with internal coordination and monitoring system among the teaching faculty. The college functions through several committees which are composed of persons with substantial experience and also have a proper conception and vision about teacher education. The Governing Body provides strong to the college development initiatives and equally strong notions onTQM with an in-built mechanism to monitor the work efficiency of teaching and non-teaching personals . The management is well versed in modern developments in the field of teacher education

VISION- Development of human resource through quality teacher education, making experiments and innovations in the sphere of teaching for raising quality of school level education; and to provide self-reliant teachers to meet the all-encompassing challenges of the society.

Mission:

To provide value-based education for developing balanced and integrated personality and empowering student teachers to tackle immediate & unseen issues in the prevailing techno-savvy era.

Goals

-Inculcating a Value-based way of thinking

-Contributing to human Development

- Fostering requisite Competencies

 -Developing Techno savvy approach

- Understanding and respecting ecological balance

 -Developing democratic way of thinking and democratic behaviour

 -Understanding the purpose, vision, mission and values of the college

Integration with Curriculum-The above stated vision, mission and goals are the backbone of the entire teaching and learning process and implemented categorically by integrating with programme curriculum at the college level linking with POs and COs.

Decentralization Mechanism-College administration works with transparency and mutual understanding. Several Committees are formed with functional autonomy clubbed with accountability. It provides a

forum for academic and administrative discussions. This democratic and transparent style of management

There is a continuous monitoring of the activities of the college by the Committees which reviews all activities in their domain and report the Principal. Members of the Management personally interacts with the students sharing his views and plans with them. He gives total freedom to the student and teachers and for that matter any member of the organization to approach him for addressing any grievances or for help.

Through participatory management and exemplary and effective leadership and supervision, the college has improved its performance. To increase the efficiency and ensure quality, different committees have been formed to look into the details.

Perspective Plans

The College is committed to serve as per values enshrined in the NCTE, and mandated in the affiliating University ordinance as well as vision and mission of the college. Apart from adding M.Ed , and Integrated B.Ed Programmes, management has special focus on the following :

- To Innovate Classroom with latest smart technologies as well as to expose students to new ideas, fresh vision, pragmatic ambition and enhance their competency in the ever-changing business environment
- Encourage Flexibility in Teaching Learning Process through use of ICT.
- Strengthen academic environment with more focus on Professional Ethics , entrepreneurship while giving them a conducive environment for pursuing research
- Augmentation of infrastructure-adding one more floor equipped with all kind of technologies
- More Add on Courses and enrichment courses to be planned

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

Response

The college has a well defined Management Structure with the Managing Committee of the college as the apex body with Principal as its Member Secretary. The coordination and monitoring mechanism is controlled by several committees of teachers and students, which look after various functions related to

curricular , academic as well as non academics including administration.

Various academic activities are planned by these committees and coordinated under the overall supervision of the Principal. These committees are the backbone for the effective day to day functioning of the college and are empowered with full functional autonomy of their respective domain. Many of these are represented by the students.

Alumni Cell

The is to establish contacts with and maintain the records of alumni.

Provides feedback from the alumni and to creates funds for scholarship and formeritorious students.

Examination Committee

It is composed of a convenor and two faculty members. The function of this committee is to plan and take decision on activities related to examinations.

Extension Activities & CCA Committee

The ECCA is composed of convenor and two members each from the faculty and the student community. The function of this committee is to plan, co-ordinate and organize co curricular activities**.**

Grievance Redressal:

addresses the difficulty faced by the students during the course. A counseling session is held on personal and social hurdles.

Infrastructure and Maintenance Committee

. Committee is to take decisions related to the development of the campus and ensure proper maintenance of entire physical infrastructure of the college. It consists of the following-

Internal Quality Assurance Cell (IQAC)

IQAC is a to sensitize on quality aspect and respond to the changing educational, social and market demands. It consists of the Head of the College, three Faculty Members, two Professors in Education as Expert members from outside, one school Principal, Senior administrative official and a Senior faculty member (Coordinator). Its functions and other details are listed under Criterion 7.

Library Committee:

The committee keeps a check on the number of library hours completed by each student teacher in consultation with the library staff. Reference materials are also provided..

Placement & Career Cell:

The Cell provides career options to the student teachers' for further professional development.

Employment opportunities are also offered, campus interviews are arranged for an appropriate placement.

Purchase Committee

This committee is to decide the mode and manner of making purchases at competitive prices without compromising on quality .

Programme Advisory-Seminars & workshops committee

The PASW to formulate the academic calendar, plans FDPs/Workshops, Seminars etc and . to take stock of all the developments that took place during the year.

Sexual Harassment & Anti-Ragging Committee

Student Council:

members meet on need basis to discuss the various forthcoming activities, the hurdles faced if any in carrying out the activities. The council has five office bearers.

Student Guidance and counselling Committee

Student Welfare Committee.

Teacher Welfare Committee-

Women Development Cell:-

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Link for additional information	[View Document](#)

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

There is a very transparent system of continuous monitoring of the activities of the college by the management and reviews all activities and for this a report has to be submitted by the Principal.

Academic -The College has a **three tier system** to assess and evaluate academic performance: Management, Principal, and the students. A check is kept to ensure that the college is imparting quality education integrated with values & technology. TheManagement personally interacts with the teachers and students, sharing views and plans with them. College has a structured approach to obtain data on

various dimensions

The Performance Appraisal Report is structured document for the teaching non-teaching staff. It obtains the basic and vital inputs for further development. The person concern reported upon, the Reporting Authority(Principal)andReviewingAuthority(MC Chairman)thereforeundertakethedutyoffillinguptheformwithahighsenseof responsibility. Performance appraisal is used as a tool for career planning and training, rather than a merejudgmental exercise. Reporting Authorities realize to develop his/her true potential. It is not meant to be a fault-finding process but a developmental tool. The Reporting Authority and the Reviewing Authority do not shy away from reporting shortcomings in performance, attitudes or overall personality of the person on five point scale. The comments and observations are duly shared the individual concerned.

Students Analysis on Teaching Learning- Every student has to provide his/her assessment on a Structured Feedback Schedule on Five Point Scale about the teaching of various courses. The feedback data is statistically analyzed and report is presented to the Management by the Principal and IQAC , who after discussion and deliberation arrived to the conclusions and suggestions**.**

Linking Feed Back with Appraisal- Feedback analyses is linked and verified with the Self Appraisal of the person concerned to validate**.**

Communication to the Official- Course wise feed back analysis is shared and discussed with the faculty for improvement**.**

Through exemplary and effective leadership and supervision, the college has improved its performance.

Financial Administration

Every year college prepares its Annual Budget with allocation under various Head of Accounts such as Establishment Head, Programme Head, Infrastructure Head, Administration Head etc IQAC has a greater stake in the Programme Head for budget allocation on the basis of new programmes/activities recommended.Budget is approved by the Managing Committee of the college.

Impress Money– An amount of Rs. 10000.00 is approved as an impress money to the Principal to meet SoS financial requirements

Financial Audit-Theaccountsofthecollege are properly maintained and aresubjecttofinancialauditbyaqualifiedCharteredAccountantappointedby the college. The appointment of the internal auditor is also made by the Management. Audit objections, if any, replies are provided with relevant supporting documents to the audit party. If satisfied, the audit party the objection.

Audit Objections– if objections are raised, the office referstotherelevantdocumentsinordertoclarify.Ifobjectionsstillpersist,forexample,recoveryofsomedues,then relevant action is taken.

Academic and Administrative Audit-The Management of the college accepted the recommendations of the IQAC to get Academic and Administrative Audit of the college every year to strengthen academics and administration . Report and suggestions/recommendations are discussed and ATR submitted to the Management.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	**View Document**
Link for additional information	**View Document**

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The PMC College is not only to prepare teachers but make them academically sound , develop aptitude and potential for a holistic growth to understand the needs of the society. Research skills are inculcated so that the student-teachers are empowered to tackle the classroom problems effectively following the right and scientific methodology. They are sensitized with the national, global and environmental issues and an attitude is developed for taking initiatives to solve them. The student teachers and teacher educators are involved in different community services like voluntary teaching to the poor and weak students, helping the people at the old age homes etc.,. The college caters to the weaker section of the society. The services provided include teaching and providing educational resources.

Programme Advisory Committee- At beginning   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 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 PAC suggested improvements, asked to develop curriculum and schedule for commencement of Content Enrichment, and Add on Courses, workshops on pedagogy and methodology and effective assessment and evaluation. It also suggests about On-line teaching

Content Enrichment Courses- College has special concern to control the learning gaps on the basis of Need Assessment data obtained on during the induction programme. Accordingly,   Content Enrichment Courses of 30 hours durations is planned , organized and certified.

Add-on-Courses- Brochures, banners and posters were used to create awareness about the short-term courses.   To   encourage studentstoavailthenewopportunitytimetableswerechangedinsuchawaythattherewereminimalclash   between regular classes and add on course classes. three days including Saturdays were earmarked for these classes.

Some of the teachers volunteered to be the course coordinators and mobilize the students. A special orientation for the newly admitted students was organised and training partners

The college creates environment for self-dependency in learning by adopting various teaching methods such as co-operative learning, the seminar method, self study, compulsory library reading and the zero-hour period. The college gives the student teachers an opportunity to interact with experts in the field of education by organizing talks. The college also prepares to equip student-teachers to use the latest technology , use of ICT, On-line lessons etc in teaching-learning. The school sector benefits as the college sends quality teachers into the society. Some of the student-teachers secure jobs even before completing the course through placement cell and by exhibiting their teaching skills in the practice teaching schools.

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

Response:

Decentralization of Administrative Set-up- The Management and head of the institution ensure the division of responsibilities by constituting various committees and through regular staff meetings and the same are communicated to them through notices and circulars.

- Soon after the appointment of a faculty member, the **management explains the nature of the job, rules and responsibilities.** The members of the staff are assigned various duties of the curricular and co-curricular activities by the Principal. The Chairman assigns some additional responsibilities to the faculties regarding admission and placement. It is intimated through circulars and at council meetings.
- In the beginning of the **new session committees are constituted to ensure smooth functioning of the institution.** Some other committees for specific works are also formed which work under the supervision of other Committee.
- Annual sub-calendar is prepared and w**ork is divided among the committees along with a time schedule. Academic committees** cross check the work of each committee with the annual calendar every month.
- **Time to time meetings** are arranged and circular are sent to communicate the responsibilities
- **Reasons are asked for any delay or underperformance** and remedial measure are taken

- **Management ensures receiving of valid information or feedback to assess the activities** . The institute obtains information in oral as well as written form. The feedback is compiled, analyzed and a report is prepared for the perusal of the decision-making officials and bodies**.**

  Communication of Policy Directives: The principal meets the management to policy directives in the light of the report based on feedback and his own perception accordingly College update policies from time to time.

- **Democratic and Decentralization -**Our institution is run in democratic way. Principal shares his ideas/suggestions with staff members. If any change/modification is to be effected, it is done after discussion in the council meetings.

Appointment and service rules, procedures, The management appoints faculty following the lay down terms and qualification in the NCTE Norms, and Rules Regulations for the appointmet of teachers for various category.

- **Selection Committee-**

  Composition of the Selection Committee

  1. Subject expert

  2. Principal of the college.

  3. One nominee of the VC **of GGGSIP** University**.**

The selection made by the Selection Committee is approved by the GGSIP University before issuing the appointment letter. The appointee is informed who joins the duty at last. The salary structure which is per UGC pre-revised Scale is given below:

- encourages the staff for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- The management recognizes the values of teachers a. Some of the welfare measures provided by the institution are:

- Whenever any staff member faces any problem, Institute helps them morally as well as financially.
- The Institution arranges computer training programme for the staff members of the Institute.
- Institute also provides them educational accessories like books, note-books, etc.
- The Institution provides the transportation facility to all staff.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Alumni Cell

The is to establish contacts with and maintain the records of alumni.

Provides feedback from the alumni and to creates funds for scholarship and formeritorious students.

Examination Committee

It is composed of a convenor and two faculty members. The function of this committee is to plan and take decision on activities related to examinations.

Extension Activities & CCA Committee

The ECCA is composed of convenor and two members each from the faculty and the student community. The function of this committee is to plan, co-ordinate and organize co curricular activities**.**

Grievance Redressal:

addresses the difficulty faced by the students during the course. A counseling session is held on personal and social hurdles.

Infrastructure and Maintenance Committee

. Committee is to take decisions related to the development of the campus and ensure proper maintenance of entire physical infrastructure of the college. It consists of the following-

Internal Quality Assurance Cell (IQAC)

IQAC is a to sensitize on quality aspect and respond to the changing educational, social and market

demands. It consists of the Head of the College, three Faculty Members, two Professors in Education as Expert members from outside, one school Principal, Senior administrative official and a Senior faculty member (Coordinator). Its functions and other details are listed under Criterion 7.

Library Committee:

The committee keeps a check on the number of library hours completed by each student teacher in consultation with the library staff. Reference materials are also provided..

Placement & Career Cell:

The Cell provides career options to the student teachers' for further professional development. Employment opportunities are also offered, campus interviews are arranged for an appropriate placement.

Purchase Committee

This committee is to decide the mode and manner of making purchases at competitive prices without compromising on quality .

Programme Advisory-Seminars & workshops committee

The PASW to formulate the academic calendar, plans FDPs/Workshops, Seminars etc and . to take stock of all the developments that took place during the year.

Sexual Harassment & Anti-Ragging Committee

This committee consists of the Principal, two faculty members, preferably females and two studentsto vigil on incident of anti ragging or sexual harassment

Student Council:

members meet on need basis to discuss the various forthcoming activities, the hurdles faced if any in carrying out the activities. The council has five office bearers.

Student Guidance and counselling Committee

. It organizes various guidance services like orientation programme for the freshers and organizes pre-practice teaching guidance and counselling services to the student teachers on practice–teaching. \

Student Welfare Committee.

for identifying the students who need helps and for providing relevant help, for organizing blood camp etc. to develop sense of community services among students

Teacher Welfare Committee- is composed of the convenor and two members from the faculty. The function of this committee is to take decisions related to the welfare of the faculty members.

Women Development Cell

is to take care of all the matters related to the well being and empowerment of women, staff and students

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

TEACHING FACULTY WELFARE POLICY

Welfare Policy of the PMCCE extends and provides all kind of welfare measures both for Teaching and Non-teaching staff including welfares schemes to all employees to ensure and increase their work efficiency and to lend a helping hand at the time of their need. It also has its Human Resource Policy which laid down several welfare measures such as :

- Provides maternity leave
- Seed money for research project
- Sponsors to attend seminar /workshops Periodical up-gradation in scale
- Subsidised medical facility
- EPF facility Retiral benefits etc
- Insentive for book writing Sponsors to publish several paper
- Membership fee in academic bodies
-
- Transport facility
- Fee concession to the wards of faculty and non-teaching staff
- There is tradition of celebration Teachers day with cultural events, party and gifts for the teachers in appreciation of their contribution in building the life of the students. Uniform is provided to support non teaching staff.

PROFESSIONAL UPGRADATION

The College has a policy and standing provision for ensuring professional development of the faculty. The college enables its faculty to attend seminar, symposia workshops organized by different organizations and associations. Faculty members are also encouraged to go for higher research studies. They are encouraged to work on their Ph. D/M. Phil in their particular area of interest.

As a matter of policy, the college encourages its faculty members to do professional augmentation. Any of

faculty members getting UGC fellowship to do higher study is to be given leave as per the rules.

PROVIDING PHYSICAL FACILITIES

Well-maintained and functional office, instructional and other space to carryout their work effectively

The College is well equipped with infrastructure facilities. The faculty members are not provided with individual cubicle, but there is a well furnished staff room for all faculty members with an attached washroom. Faculty is provided with proper sitting arrangement. Proper space is also provided to keep their belongings. Rooms are well ventilated. Provisions for coolers, etc is also made.

Any faculty members can use the large space in the library of the college for carrying out their professional work. In addition to this, all laboratories and its equipments are at the disposal of the faculty during their free time.

REWARD AND MOTIVATION

College has mechanism to reward and motivate staff members. Efficient & hardworking staff members are promoted after a specified period of time.

Besides, any achievement or progress of the staff member of the college is always appreciated at the functions of the college. The achievement is also announced in the general assembly of the day and put on the notice board of the college.   Staff members are awarded by giving timely incentives and they are honoured during functions.

List of Welfare measure provided by the institution.

1. Medical Leave.

2. Education leave with salary.

3. Maternity Leave.

4. Reward for best teacher Award.

5. Leave with Pay to attend FDPS/ Seminar / Conference.

6. Leave for training of non-teaching staff.

File Description	Document
List of welfare measures provided by the	

institution with seal and

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 58.75

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	11	8	6

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 9

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	1

File Description	Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Link for additional information	View Document

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

Response: 85

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	16	14	15

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Link for additional information	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

PMC College has performance Appraisal system for teaching and non-teaching staff.

Feedback Mechanism Unit based feedback through a structured format on the performance of the faculty is reviewed time to time which leads to self improvement as the gaps highlighted are addressed

Performance Appraisal – PMC College has well defined procedure for performance based appraisal system for teaching and non-teachingstaff on a structured format with certain parameters to assess the performance..

- Data is systematic evaluate to understand the competencies and abilities
- Appraisal is a primary methods of assessing the faculty for incremental growth
- Every employee is assessed after completion of one year ofservice.
- The self appraisal Proforma filled by the faculty member is verified and vlidated by the Principal who made his observations
- Recommendations are prepared on the basis of grading derived from the scoring system

- **Parameters**

  Qualification

  Research Interest/ Specialization

  Teaching Experience: Subjects/CoursesTaught Honors& Awards

  Research Publications

  Projects / Major Grants / Research Collaborations Other Activities: Professional /Membership

  . The faculty member is required to earn a specific number of academic points (API) as per the criteria for eligibility for the particular stage of promotion..

  The Confidential Report of non-teaching employees of all cadres including the Laboratory and Library Staff is required for promotion and annual increment. The appraisal system is fair, transparent with accountability and motivational spirit.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

College has well-structured systems for internal and external audits. Every year college conducts internal and external financial audits as per the requirement of University,.

Financial Resources- And Annual Budget -The financial aspects remain a multi-committee affair to requestfor a standing provisions in the Annual Budget regarding the financial requirements for both present and future of the institute in to meet each and every genuine requirements of the students, teachers, infrastructural needs and for the empowerment of the faculty finance for the augmentation and the activities for updating the college in every sense. Specific amount was sanctioned for purchasing more books for library and creating a valuable book bank. Likewise the decision to get budgetary allocations for updating IT facilities was taken.

Besides, it was suggested that the college should earmark a proportion of its income for (i) augmentation, (ii) future expansion, and (iii) particularly for acquiring and running additional unit of B. Ed and M.Ed programme.

Internal Audit Cell Accountsare audited regularly by the internal audit cell. The objective of internal auditing is to assist Principal in the effective discharge of responsibilities by providing them with analyses, appraisals; recommendations and pertinent comments for . improvements in financial operations, including reviews of administrative and support services with the objective of reducing operating costs.

Administrative Audit- Every year a team of GGS IP University conducts administrative and finance audit to determine the quality , rank the college and to fix the programme fee for specific year

External Audit- In order to enable internal audit function to further sharpen its edge, college engaged an external Chartered accountant firm to carry out process audit of all academic and non-academic functions such as :

(a)**FeeRealization and Accounting -** review the existing process of collection of fees, posting in the accounting books, follow up for pending fees and the internal control processes around it to check leakages and delayed recoveries of fees,

(b) **Utilization of revenue**-review the accounting processes, budgetary allocation and utilization, purchase of fixed assets , procedure followed for purchase, cost-effectiveness etc. with a view to check whether accounting information is being captured and prepared accurately.

External Audits significantly contributed in plugging the revenue gaps and leakages if any. These are highlighted in the Audit Report for discussion with the Managing Committee for their review & direction and compliance.

File Description	Document
Link for additional information	View Document

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

Response: 0.35

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
.4	.25	.5	.4	.2

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The major source of revenue generation is through the Tuition Fee realized from the students of the college. Being a self -financing college. no grant-in-aid is received from any government authority. The infrastructure facility is created by the by the management Funds for augmentation of infrastructure or learning resources are met out of the provision in the college budget . However, parent authority arranges funds on special requirements such as capital expenditure like Building and purchase of Equipment's etc.

Budget: Accounts Department maintains and consolidates the Budget and forwards it to the Management after having discussion with them, the Budget is approved. Account officer handles all accounts and documentations related to students.

While preparing the budget, principalr takes into consideration revenue generated in last two years and expected revenue for the current year. The same procedure is followed for expenditure.

The Budget are prepared under different budget heads and the same is submitted to the Governing Board for approval.

Establishment Head- Salary of Teaching and Non-Teaching Staff

Staff Welfare- Medical, Group Insurance, travel ,

Programme Head- Up-gradation of Labs, Computer and ICT Resouces, purchase of library books, Science equipment ,examination , competitions, co-curricular activities, special assemblies, honorarium to experts, field interaction, extension activities, Fee to participation in seminar/workshops, audio-visual, photography, seminars, FDP, softwares, Workshops, outstation visits of faculty, affiliation fee, sports material, free-ship and financial assistance , research, placement, meetings , medical support to the students, magazine, prospectus, students counselling fee to the university , TA/DA and Honorarium to the Members of IQAC and AA Audit Team etc.

Infra-structure- Maintenance of building, sport, resource rooms, labs, furniture, adding new class-rooms, gardening, transport,renovation of class-rooms

Office Expenses- Office logistics, record books, stationary, hiring of transport, bank fee, insurance, office furniture, telephone, postage, AMC of equipment, fuel, water, electricity, affiliation fee, audit fee, generator, sanitation, house-keeping, security, meetings of the managing committee, advertisement, legal fee, and meetings of the Selection Committees etc.

Utilization of Funds-

College has a strong networking of various committees which are responsible to plan various academic and co-curricular activities to attain the Pos and Cos and learning outcomes of the respective courses. Accordingly, these committees put need based proposals alongwith the financial requirement for effective conduct of activity for approval from the Principal

Internal Auditor of the College closely monitors the expenditure is optimal utilized to attain the objects and goals of the activity and are within the budgetary provision.

The budgets are continuously monitored by the finance team. Expenses likely to be incurred beyond the approved budget need management sanction in advance

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The Internal Quality Assurance Committee is established in 2015. The objectives of the IQAC is to:

- streamline the quality assurance focus for academic and non-academic domains
- develop systematic and consistent approach and practice to have catalytic action to improve performance of the college
- promote and enhance practices of quality culture in the college
- provide guidelines to teaching staff for the conduct of national and international seminars/workshops.
- Draw frame-work for Academic and Administrative Audit
- Suggest need-based Add-on-courses
- Plan for faculty up-gradation and Faculty Development Programmes
- The IQAC Composition:
  - The IQAC team is comprised of both internal and external stakeholders.
  - Internal stakeholders include the Principal of the institute,
  - heads of the academic and examination department,
  - the chairman of the institute,
  - members from administration,
  - student representative,
  - representative, and the member from the industry body

Function:

- The responsibilities of the IQAC ream is not only limited to only quality control but also guidelines toward new initiatives. IQAC meetstwice to review various academic and non-academic activities. Members discuss current quality status and defines standards and suggests improvements in various areas where improvement is necessary.

Academic and Administrative Audit-One of the key function of IQAC is encourage college for Academic and Administrative Audit and the same is conducted every year by the team nominated by the Management or by the university.

Operational Part of the Audit

suggestions on the following points.

1. Availability of teaching and non-teaching faculty.
2. Infrastructural facilities available for carrying out academic and administrative activities.
3. Faculty contribution in the curriculum development.
4. Improvement in Teachers quality.
5. Flexibility in teaching methods and techniques including use of ICT
6. Feedback mechanism and tools used for assessing the performance of teachers
7. Faculty development programmes and their effectiveness and implications
8. Review Strengths, Weaknesses. Opportunities and Challenges.
9. Research facilities and research publications
10. Research Colloquium and documentation
11. Computer, internet andlibrary facilities available.
12. Mentoring system, introduction of Remedial classes, Bridge courses, guidance for competitive examinations.
13. Skill development and personality development programmes.
14. Generation of funds and optimum utilization.

15. Evaluation methods adopted for internal and external examinations.
16. Future plans of the department.

AAA report is presented before the Managing Committee for discussion and issue of desired directions.

Welfare measures:

IQAC has its mechanisms to reward and motivates teacher and the staff in the following ways:

- appreciates and acknowledges good work done by the teachers and the staff with a merit certificate.
- Monetary incentives in the form of increments are given to the staff member who put in their best for the organization.
- Teacher educators who have successfully achieved Ph.D degrees are awarded with a certificate and cash reward by the Society on the recommendation of IQAC .
- Teacher educators are encouraged to participate in Personality Development Contest, sing songs and present dance items during various functions such as Teacher's Day function at organizational level. Here the members of the teaching as well as the non teaching staff are given a platform to exhibit their talents and skills.

Infrastructure

*   Green initiatives inside the campus and its surroundings, Cleanliness drive through the Swachh Bharat Abiyaan

*   Up-gradation of learning resource rooms with equipments needed.

*   Periodical stock verification of library, and functioning of Library Committee

*   Augmentation of college building.as per emerging needs.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Academic Domain

Faculty Development Programmes- IQAC visualizes the need for the conduct of theme based Faculty Development Programme, learning outcomes of the FDP are shared with the IQAC

Formulation of POs and COs – Learning is a continuous process, change is a natural process, thus IQAC reviews the **POs and COs** as the emerging changes and needs

Addon Courses- Every year IQAC identifies the thrust area on which Add on Courses are started , its curriculum is planned, COs are formulated. Its quality of transaction is monitored by the IQAC nominated membe**r.**

Feed Back Analysis-Feed back obtained from various stakeholders is duly analyzed and report is placed before IQAC for review and suggestions

Research :- IQAC focus on increasing in research activities and participation from faculties for the research work

  Pedagogy:-Initiation for innovative training methods and developing research aptitude among students.,student confidence and content building, job description based training for better employability of students.

Review process includes teaching pedagogy, the structure of the lecture delivery and knowledge dissemination process and identification of the learning outcome by means of the feedback and performance.

Interventions/activities

- To assess student's pre- requisite knowledge, aptitude and skill, at entry level ,Teacher Aptitude Test is administered on every student admitted to B.Ed Programme. This test makes us understand perception, aptitude and certain competencies and skills required for the B.Ed Programme. This exercise provides a strong cues to devise teaching strategies for new batch .
- Exercise has been conducted at the commencement of the B.Ed. programme which helps the faculty members to identify students with special needs of differently abled.
- During orientation programme - a rich platform is provided to the students to interact with the teachers of subjects, express themselves freely and independently, display their mental strength, and perform their talent.
- Tutorial In-charge and House In-charge help to identify the needs and skills of the students and allocate students to the Mentors
- Talent hunt completion helps the students to show their hidden talent.
- To check the backgrounds of the student, especially the subjects studied by them is taken into consideration while allowing them to opt for different optional papers and teaching ,
- Effort is being made to identify learning gaps amomgst the students, i.e there may be some students who opted pedagogical subjects and have not studied allied subjects. All those students are enrolled under "Add on Course on Content Enrichment of specific subject"As well as for thematic Add on Course.

- **Mentor/Mentee- Interaction Schedule-**Any specific issue, concern, problem related to academic, non-academic, and personal are recorded through interpersonal dialogue, further remedies and suggestions are provided.
- Need assessment exercise- It is done through-

Distribution of students as per their optional courses and pedagogical subjects. Students allocation to the Mentors, Tutors, Pedagogical Subject Supervisors. Add-on-Course-Identification and enrolment of students for various Add-on Courses on " Content Enrichment" and other thematic concerns.

- **Assistive Devices and Adaptive Structures (for the differently abled).**
- Special facilities and attention is provided to differently abled students, such as special teachers, and infrastructure facilities such as ramp, wheelchair, washroom for differently abled, and classroom etc. The college organizes workshops on "Inclusive Education."
- Social, cultural and intellectual programs relating to diverse sections of population are organized in the college campus.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.2

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	6	5	6

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other

institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

PMC College IQAC has formulated the guidelines covering teaching learning plan(TLP), pedagogical tools and learning outcomes. The IQAC-Cell reviews these guidelines in terms of its implementation and takes corrective measures.

IQAC Initiatives-criterion-wise

Curricular Aspect-IQAC-cell has defined several parameters of quality enhancement from time to time which are as under:

- program specific objectives in the general and operational domain
- programe specific POs and COs
- formulation of programme –wise and Course-wise academic calender
- **Add-on Courses-**need assessment exercise done to obtain data to start Add-on-Course. IQAC defines course contents, outcomes and duration etc.
- **Feedback on Curriculum-** IQAC made it an integral part of the course to obtain feed back on a structure format from the student and analyses done for consideration of IQAC.
- **Content Enrichment-**every system is dynamic and prone to changes. Feedback report makes IQAC identifies changes and advise for incorporate in the   existing curricula through workshop/seminar , FDP etc for enrichment **of curricula**

IQAC Initiatives on Teaching Learning-

 Review of Teaching Learning Plan.

- Academic Calendar
- Vision, Mission and Values of the Institute

- Faculty Profile
- Learning Outcome and Teaching pedagogy
- Evaluation Parameters
- Co-curricular Activity schedule
- Assignments ,projects, and tutorials
- Internship record
- On-line Teaching schedule

Academic Audit-

- IQAC plans yearly schedule of Academic Audit of the college. Fee Committee of GGS IP University also conducts inspection to verify norms and standards laid down by NCTE and the University.However, Academic Audit under the guidelines of IQAC is different than the Fee Committee. IQAC examines the inputs and out puts of the programme and suggest futuristic guidelines for intervention and improvement**.**
- Academic Audit is a self-evaluation and visit by an external member. The processemphasizesself–reflectionandself-improvement
- Audit encouraged to evaluate quality processes – the key activities and , assured and improved regularly the quality of teaching and learning in the following areas:

1. Teaching learning Evaluation
2. Course Feed back on COs and Learning Outcomes.
3. Research and Consultancy
4. Learning Resources
5. ICT Lab and resources
6. Flexibility and Inclusion
7. Student Support Activities

1. Alumni Association
2. Record of Grievance redressal cell and Anti Ragging cell
3. Mentoring and Counselling
4. Governance and leadership

Internship.

The IQAC reviewed report and feed back forwarded by the Teaching Practice Schools , teaching learning process, structures & methodologies adopted, learning aptitude of the trainees, participation in the school plan etc.

IQAC examines teaching operations and learning outcomes at periodic intervals through norms

Mentor/Mentee- IQAC of PMC College has a strong notion for holistic and vertical growth of all

students. A sustainable network of Mentor/Mentee made functional to build desired competencies. Record of interventions and initiatives is maintained

- **Mentor/Mentee- Interaction Schedule-**Any specific issue, concern, problem related to academic, non-academic, and personal are recorded through interpersonal dialogue, further remedies and suggestions are provided.
- Need assessment exercise- It is done through-

Distribution of students as per their optional courses and pedagogical subjects. Students allocation to the Mentors, Tutors, Pedagogical Subject Supervisors. Add-on-Course-Identification and enrolment of students for various Add-on Courses on " Content Enrichment" and other thematic concerns**.**

IQAC suggested Assistive Devices and Adaptive Structures (for the differently abled).

- Special facilities and attention is provided to differently abled students, such as special teachers, and infrastructure facilities such as ramp, wheelchair, washroom for differently abled, and class-room etc. The college organizes workshops on "Inclusive Education."
- Social, cultural and intellectual programs relating to diverse sections of population are organized in the college camp**us**

Mapping of POs and COs- IQAC suggested week based cumulative mapping of POs like wise Unit and Sub-Unit based cumulative mapping done by the faculty to ascertain the quantum of COs during the week achieved**.**

Research and Extension Activities

IQAC of the college has a special concern about promotion of research activities including Action Research. It has mandated a person successfully completed his/her research project successfully shall be suitably rewarded.

Research Colloquium : During the last two years IQAC emphatically generated a culture of Research Colloquium. At least two Research Colloquium needed to be organized every year which have been successfully conducted

Social Networking Group:-

IQAC initiative thatstudents with electronic gadgets to have an access to latest knowledge and share information, news, updates with new developments .. PMC College hascreated a social networking College emailId, isupdated regularlyvariousactivities organisedandfeedback from thestudents andfaculty is recorded .This group serves two fold purposes feedback and the needfor intervention..

Faculty Development Programme- IQAC in consultation with the members, principal and faculty suggested theme based one week duration Faculty Development Programme. These programmes are essential for the professional up-gradation, and provide platform for self growth Every year two Such

programmes have been conducted under the banner of IQAC.

Extension Activities- Rural location of college provides ample space for IQAC suggestive and need based intervention in the rural habitation. Activities like-

Identification of neighboring village to the school.

Adoption of village and intervention

a) Social mapping of village- its demographic profile

b) Awareness programme on health and hygiene

c) Awareness programme on swatch Bharat

d) Awareness programme on ujjawala scheme

e) Awareness programme on PM Avas Scheme

f) Awareness programme on water conservation

g) Awareness programme on anti=plastic use

h) Awareness programme on Khelo India

i) Gender eqality

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IQAC Administrative Initiatives;

- Proper maintenance of enrolment register
- Student profile of every student
- Certification of participants of Add-on-courses.
- Service Book of teaching and non-teaching staff
- Condemnation and written off of unserviceable equipment and books
- Preparation of annual budget and record of utilization of funds
- Devised system of internal audit
- On-line transfer of salary and other payments.
- Computerization of college accounts.
- Yearly infrastructure review and upgradation.

Students Support System

IQAC of the college is deeply concerned on the progression of the students on horizontal and vertical directions. Some of the initiatives of the IQAC in this direction are –

- Development of question bank

- Periodical testing of Teaching Competencies
- Assessing students Attitude Towards Teaching through Attitude Scale
- Cumulative record of counselling
- Competencies and skill based assessment of internship
- Mock-interview
- Personality grooming and communication skill
- Professional ethics, human values and social and national commitments

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

PMC College of Education has a special consideration and concern on the preservation and conservation of physical andm natural resources . It has not only organising awareness activities but also bring into practice through devising various comeititions such as poster competitions, debate and discussions ete

Not only this, PMC College of Education under the banner of IQAC devised its Energy Policy which determines following four sources of its procurement and policy concentrates on the following energy related concerns: :

ENERGY P OLICY

Energy sources; Energy Infrastructure Energy efficiency Energy Costing Energy Management

- Energy and Environment Alternative Energyra Energy up-gradation Energy Budgetting Energy Conservation

- The Energy Policy is reflected in how it is proposed, adopted, implemented, and evaluated.

- Energy Policy is adopted as an integral part of the institutional policy frame-work and its day to day functioning.

-Its implementation depends on whether the energy policy measure to what extent the implementation entails joint efforts management, teachers and students

Energy management is the means to controlling and reducing a institutional energy consumption, which enables: Reduce cost

1. Quarterly audit of energy resources, consumption, costing , and saving is done in order to meet internal sustainability goals and regulatory requirements

2. As with policy instruments adopted in any other policy area, the evaluation of an energy policy's success is likely to vary across the different section of users, their sensitivity towards energy determined by use and wastage and their behavioral attitude

   Energy Management is essential to maintain balance of supply and consumption. Evert faculty and student is responsible to manage energy levels to produce the most effective results by observing following steps

The following steps are recommended to be observed by all irrespective of student, teacher or support and administrative staff to conserve energy

SAVE ENERGY SAVE ENVIORNMENT

Adjust your day-to-day behaviors. ...

Replace your light bulbs. ...

Use smart power strips. ...

Install a programmable or smart thermostat. ...

Purchase energy efficient appliances. ...

Reduce your water heating expenses. ...

Install energy efficient windows. ...

Upgrade your HVAC system.

Turn off the fan when you leave a room.

Close your drapes or drop your window shades during the day.

Vehicle/buses to be maintained properly to save fuel and should be environment friendly Driver and other staff of the transport section regularly monitored and updated Minimum use of genset for power backup.

3. Work to boost your confidence. ...
4. Monitor your energy levels. ...
5. Don't force it. ...
6. Adjust accordingly. ...
7. Strike a balance. ...
8. Stave off boredom. ...
9. Get personal.

Turn off the fan when you leave a room.

Close your drapes or drop your window shades during the day.

File Description	Document
Institution energy policy document	[View Document](#)

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Procedure and practice for waste management.

Clean & Green Mission - Collobarating with the National Mission of Swach Bharat - SSM launched a special cleanliness drive and has Campus Development Committee under the supervision of Two faculty members and three students. The committee monitors and coordinates cleanliness activities in the college on regular basis. The Clean & Green Mission and Cleanathon provide a means to foster environmental awareness in a way that links to everyday activities and educatione purpose is to give maximum priority to keep the College premises clean, green and hygienic.

Sustainable Clean environment- Following are the initiatives for it implementation:

Waste Management

E-waste management - This proper disposal of liquid waste is regularly checked by sweepers. For **E-waste management** like computers, laptops, etc. we adopt the method of either exchanging or sale of the products. Our institution keeps the regular check so that these wastes are removed properly and timely.

Collectionof waste from the site: There are awareness programs that inform the college community on what should be kept in the Green Bin, and what should go into the Blue bin, and what are hazardous items, and how they should be disposed safely.

Segregation of waste : Efforts are taken to provide sufficient knowledge of segregating bio- degradable from non-bio-degradable wastes. Through the awareness programs the college community are informed about how they should participate and contribute. If primary segregation takes place at the source it considerably reduces the work in secondary segregation.

Awareness Programme - the college aims to raise awareness about safe and hygienic disposal of sanitary

napkins. These have been installed in the student as well as staff washrooms. Awareness generation programs related to use of incinerators are also conducted regularly.

Plastic free campus: Use of plastic bags and cups are discouraged in the campus. Even in the canteen usage of steel plates and paper cups are mandatory. Pet bottle shredder is installed in the canteen to take care of the plastic waste otherwise generated.

Rain Water Harvesting

In tune with the National Green Tribunal Directions and Guidelines college has devevelped Rain Water Harvesting Pit which is a way to capture the rainwater at the time of downpour, store that water above the round or charge the underground water.

Code of Conduct- management of the institute has developed code of conduct for Principal, faculty, students and non-teaching staff. These code of conducts are duly documented and disseminated to all concerns at through group interaction and in a written form.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3 Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: B. Any 3 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

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

wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

The functioning of the PMC College of Education exerts negligible stress on hygiene and cleanliness in the campus which is due to consciousness of environmental impacts and chain of activities generated and imparted to students and staff periodically. There are number of practices involved to reduce the generation of wastes as much as possible

Awareness Programme - the college aims to raise awareness about safe and hygienic disposal of sanitary napkins. These have been installed in the student as well as staff washrooms. Awareness generation programs related to use of incinerators are also conducted regularly.

Plastic free campus: Use of plastic bags and cups are discouraged in the campus. Even in the canteen usage of steel plates and paper cups are mandatory. Pet bottle shredder is installed in the canteen to take care of the plastic waste otherwise generated.

In tune with the National Green Tribunal Directions and Guidelines college hashttps://www.pmc_coll/naac/green-policy.pdf devevelped Rain Water Harvesting Pit which is a way to capture the rainwater at the time of downpour, store that water above the round or charge the underground water.

 Code of Conduct- management of the institute has developed code of conduct for Principal, faculty, students and non-teaching staff. These code of conducts are duly documented and disseminated to all concerns at through group interaction and in a written form.

Rain Water Harvesting

In tune with the National Green Tribunal Directions and Guidelines college has devevelped Rain Water Harvesting Pit which is a way to capture the rainwater at the time of downpour, store that water above the round or charge the underground water.

PMC College of Education has spacious grounds with trees along its side which gives

beautiful Green Campus landscaping with trees and plants: The institution has taken several measures for planting to make Green Campus. A number of trees exist at different places in the college.

Tree plantation in the campus is the regular activity of the college. The college campus has an five lawns and a large variety of trees . The Campus Development committee looks after the work related to the gardens. There is no formal conducting of green audit in the institution but the college maintains a record of the varieties of trees and their number.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 11.76

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2.4	2.8	1.7	1.9

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Institutional self-inquiry is a natural and necessary outgrowth of quality of higher education. Concern about environmental degradation and realization of values of environment are logical consequences of scholarly research, teaching and learning process. In its pursuit for improving environmental quality and to maintain a pristine environment for the future generation of students our Institute has made a self-inquiry on environmental quality of the campus with the following objectives:

1. To establish a baseline of existing environmental conditions with focus on natural and physical environment;
2. To understand the current practices of sustainability with regard to the use of water and energy, generation of wastes, purchase of goods, transportation, etc;

In addition to above, college organised the following to strengthen the environment concerns:

Awareness Programme - the college aims to raise awareness about safe and hygienic disposal of sanitary napkins. These have been installed in the student as well as staff washrooms. Awareness generation programs related to use of incinerators are also conducted regularly.

PMC College of Education focuses on green practices to contribute towards improvement in environmental quality, decrease waste and conserve natural resources and energy.

Running an environment friendly institute helps positive impact on the environment as well provides training for students, faculty and staff to become responsible citizens of the world. The following steps contribute towards adoption of Green Practices:

Plastic free campus: Use of plastic bags and cups are discouraged in the campus. Even in the canteen usage of steel plates and paper cups are mandatory. Pet bottle shredder is installed in the canteen to take care of the plastic waste otherwise generated.

Rain Water Harvesting

In tune with the National Green Tribunal Directions and Guidelines college has devevlped Rain Water Harvesting Pit which is a way to capture the rainwater at the time of downpour, store that water above the round or charge the underground water.

Code of Conduct- management of the institute has developed code of conduct for Principal, faculty, students and non-teaching staff. These code of conducts are duly documented and disseminated to all concerns at through group interaction and in a written form.

Local community is invited to partcipate and witness the activities carried out by the college . Some of the Committees have representation of Community which gives their suggestions from time to time for upgradation of the system.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

TITLE OF THE PRACTICE--- institution cater to the diverse learning needs of the students

DURATION-----One year

OBJECTIVES

- Ensuring positive transfer of learning by using the various teaching- learning methods
- Building an encouraging learning environment through self- supporting system
- empowers the student teachers to be independent and active learners
- adoption of collaborative learning.
- Creating a highly challenging and stress free learning environment

CONTEXT

The constant and varied exposure to new materials, teaching methodology, interactive sessions to keep the student-teachers abreast with latest innovations and also motivate them to learn through diverse learning styles which enables quicker and deeper learning. Identifying high achievers who take up the task of being mentors for the student-teachers at risk.

PRACTICE

College generates various activities envisioned in the curriculum or otherwise for student to understand the role of diversity and equity in teaching learning process. Following steps are initiated:

- Self assessment and self realization activities are encouraged at various stages of practice teaching, simulated lessons thereby encouraging the student-teachers to realize their potentials and adapt to the needs of other students.

- Co-curricular activities are organized as per the student-teachers abilities
- Co-operative learning and collaborative learning are encouraged.
- Student-teachers are identified with specific talents and skills are assigned and care is taken in providing equal opportunities to all.
- Technological know-how is imparted through Share and Care project and workshops

Evidence of Success

With the ever increasing and dynamic needs of the students at schools the teacher educators train the student teacher to shoulder the responsibility of diversity and inclusion. Awareness of the diverse learner needs is a vital factor in the teaching learning process. This is achieved through:

- Students present their initiatives by making presentation on the activities cinducted to control diversity during internship on Inclusive education, Learning disabilities, transactional analysis etc.
- New initiatives and innovative teaching methodologies used that complement and support to meet the diversity..

- Faculty enrichment programmes in the form of paper presentations and brain storming. Session in the domain of classroom transactions helps the teacher educators in bringing in awareness to reflect and modify their teaching strategies.
- Problems regarding student teachers and performances are discussed with the Principal and then solutions are sought

  Principal interacts with the student

Problems Encountered and Resources=-

Minor problems were encountered by the students to understand the concept of diversity and inclusion which was made clearm by the faculty members and mentors

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Performance of the institution of distinctiveness designed on the following approaches, stretegies and planning and execution:

Interdisciplinary/Multidisciplinary

- Subjects are inter connected and are taught likewise. The subjects of B.Ed have interdisciplinary nature which combines philosophy, psychology and sociology to understand the complex reality of education as a social task.
- The topics of workshops/seminars conducted also are based on correlation of the subjects.
- Approach is interdisciplinary where in concepts of psychology are used in teaching skills, classroom management and evaluation.
- The approach of teaching is inter-disciplinary in nature and it relevantly combines developmental

aspects in knowledge generation. Students are aquatinted with the recent trends and developments in all fields of education.

- 'Research forum' - Student teachers are also encouraged to present papers thus preparing them for future ventures especially in the area of research.

Multi-skill development

- The inclusion of the CAI in practice develop their technological skills i.e. preparing the lesson using power point presentation, operating them in the classroom using the LCD projector, developing their communication skills and, knowing about the different types of communication techniques to put them in use during the conduct of seminars .
- Micro-teaching, Practice teaching, Simulated lessons help in developing a number of skills thereby making the student- teachers confident and self reflective.

Inclusive education

- special attention in accommodating students with disabilities and other diverse students. The mentor group meetings are specially organized to look into the problems of these student teachers. Special provisions are made and counselling sessions organized for these student teachers.
- Workshops on Inclusive education and learning disabilities are organized which enable the student-teachers to get an insight into the different types of problems associated with students and how we as teachers can tackle them.
- Activity organized in the community like 'World Disabled Day' by participating in the rallies, workshops, etc.

Internship/Practice teaching

- Interact with their respective schools allocated to them. The syllabi units are fixed by meeting the respective subject teacher.
- The student deliver the lesson effectively in the classroom. Teacher gives written as well as oral feedback at length on an individual basis.who writes their reflections in their lesson plan note book. This activity is intended to enable the student to identify their strong and weak points
- Simulated Teaching sessions are conducted in the college and supervised by the teacher under simulated conditions.
- Students who lack computer knowledge are specially trained after college hours or during the practice teaching weeks to prepare their own presentations.

The student teachers are expected to keep the records of the daily activities carried out and get it signed by the Principal of the school on a daily basis. The activities are supervised and evaluated by the teacher educator attached to that school. At the end of the internship programme , the stude

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)

5. CONCLUSION

Additional Information :

The Institution looks into the extension activities of the students in the campus. Institution is also plans and conduct program on extension education and social work and involves students in various type of extension activities in the nearby villages and habitations

Apart from the above college promotes undermentioned competencies for application while working with the community

Dynamism: Inspiring students to meet the challenges of the dynamic society *Environmental sensitivity:* To sensitize the students on the environmental issues. *Exposure*: To provide exposure to eminent experts in the field of Education

Leadership potential: Cultivating skills to lead and organize team, collaborate and co-operate *Quality*: Preparing student- teachers for making quality endeavours in their profession *Problem solving ability*: Developing research skills for finding solutions to classroom problems *Role specific:* Sensitizing the student- teachers of their role as Nation builders

Techno-savvy : Making the student teachers tech friendly and familiarize them about the use of latest innovations and technologies in curricular transaction

Concluding Remarks :

conclusion The most appreciable features of the best practices are as follows:

- The management is committed to the vision-mission and supported by the teaching and non-teaching staff towards the attainment of set objectives.
- The stake holders nurture trust and mutually promote relationship on the campus, and
- The faculty makes use of collective wisdom through democratic processes in a structure marked with decentralization of power.

Significant practices are listed below:

- Well qualified teachers who make efforts to improve their qualifications and professional competence are appointed.
- Compulsory (Faculty Development) paper presentation and participation in at least two seminars in an academic year is assured.
- Adequate financial resources are allocated and made available.
- All decisions related to the students or the staff are taken on democratic pattern.
- Sufficient and spacious building is available to meet the present needs and for future development.
- There is a proactive, supportive and committed alumni association.
- More than sufficient standard, ICTR electronic infrastructure is available.

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- Faculty and students have been using modern technology on an appreciable scale.

The administrative system is also using IT as under:

- Computerized salary and financial management system

The above mentioned practices along with the ones listed below have been facilitated and they are leading to academic and administrative excellence.

- Planned Approach: The principal at the start of the every academic year briefs the management with the blue print of the academic year. Also the budgetary requirements are discussed and given shape at the start of the year.
- Quality Improvement: The feedback is analyzed and utilized for furthering quality aspect of functioning and institutional output, and
- Making the staff Tech-savvy: The management of the college arranges computer training courses for the staff members.

It may be stressed that

- The stakeholder nurture health and mutually promoting relationship and environment on the campus.
- The faculty uses collective wisdom.