



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GINNI DEVI MODI INSTITUTE OF EDUCATION

**GINNI DEVI MODI INSTITUTE OF EDUCATION HAPUR ROAD MODINAGAR
GHAZIABAD**

201204

www.gdmieducation.org

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GINNI DEVI MODI INSTITUTE OF EDUCATION, HAPUR ROAD, MODINAGAR, GHAZIABAD (UTTAR PRADESH) affiliated to **C.C.S. University, Meerut (UP)** is being run by Multanimal Modi Degree College Society, Modinagar (Gzb.) established in 1860 with the objective of Social, Educational and Economic upliftment of society in the name of “**Ginni Devi Modi Institute of Education**”. This Institute is recognized by the NCTE vide Letter No.-**F-NRC/NCTE/F-3/UP-1255/2005/4355** dated 30/06/2005 for B.Ed. (**100 seats**) and **F. No. NRCAPP/-10640-M.Ed./NRC/NCTE/2022/217276** dated 04/02/2022 **M.Ed. (50 seats)**.

This Institute is situated in district Ghaziabad and has **100** students and 16 faculty members and M.Ed. 50 students and 10 faculties. It has high quality infrastructure having Library, Different Labs and provision of Indoor as well as outdoor games.

The Institute being run by **Multanimal Modi Degree College Society** has the advantage of using and sharing all the civic facilities owned by the Society. Thus it avails facilities like Water Supply, Sewerage and Electrification with provision of high-powered soundless generators to ensure uninterrupted electric supply on each of the floors, Hostel and Residential Complex.

With a vision of “To prepare teachers who integrate technology in education to excel others in their profession and prove to be worthy citizens of India” the institute has been pursuing the twin policy of expanding vertically as well as horizontally expansion in either direction has of course never been attempted at the lost of quality. Additions and expansions have always been made in the relevant infrastructural facilities as well in keeping with the norms and standards fixed by the UGC the NCTE and the C.C.S University, Meerut to which the institute is affiliated.

Workshops and extension Lectures have also been organized by the institute. The institute is situated on a piece of land measuring **2.287 acres** and has a built up space of **4082 Sq.meter**. The institute has a well stocked with specialized books, National and International Journals apart from daily newspaper, popular magazines etc. It has a well developed and a well- managed reference section housing encyclopedias, handbooks, dictionaries etc.

Vision

- To produce quality teachers enlightened Empowered and committed to educate and empower the new generation to build a secular nation.
- “Teacher are national builder to play this role effectively we strive to equip student with the appropriate knowledge, habits, attitudes and values.”.
- To make Ginni Devi Modi Institute of Education Modinagar (Gzb) of Excellence after being re-accredited institution by the National Assessment and Accreditation Council Cycle-2 (NAAC).
- Prospective teachers for those seeking to be teachers by choice and inclination for secondary, higher secondary and higher level education.

Mission

- Transforming young Generation into Self-confident, responsible, self-employed, self-reliant youth of Country."
- With the technology boom, the BOM intends to provide fully qualified and competent pupil teachers to meet the global demands. Its mission is to impart quality education to all and to make them employable and respectable citizens. It seeks to serve students by teaching them problem solving, leadership and teamwork skills, and the value of commitment, quality, ethical behaviour and respect for others.
- The college/society intends to provide education facility at the doorstep of the downtrodden and masses.

Ginni Devi Modi Institute of Education in addition to the general academic aims, is fully committed to nurture talents and skills of the potential teachers. The Institute aims:-

- To impart quality training to teacher trainees.
- To make teacher trainees well equipped so as to enter the competitive world.
- To develop integrated personality with an amalgamation of modern outlook and traditional Indian values.
- To aware teacher trainees with all teaching methods, strategies and tactics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

The institution is maintaining its linkages with the school sector in relation to the Institute school community networking in the following ways.

- Conduction of school internship programs in the nearby schools.
- Discussion with the parent guardians as the community members with the school heads if necessary where their wards do their school internship program.
- Institution to the student teachers for participation in the various co-curricular and cultural programs in the schools where they are assigned for their internship purpose and maintain the records in their Reflective Journal.
- Rapport with the Guardians of the student teachers between the school authority and the institute authority through information about the performance of their wards in the internship program and the assistance given by the school.

Through Institution to the student teachers about the school as a small society or 'Society in Miniature', where the art of community living can be better

- understood and realized before proceeding to the schools for internship program.
 - Invitation to the parent guardians and teachers of the school with their heads, community members having interest in education to the various programs of the institution strengthens the institute-school-community networking along with maintaining healthy relationship among them.

Institutional Weakness

Institutional Weakness

The Principal in consultation with the Chairman distributes work load to each member of the staff keeping in view their strength-weaknesses, predilection and potentiality. Who ensures that all the staff members work as a team and maintain harmonious relationship between them and with the PTs providing an environment that is conducive for effective functioning of the college. Each faculty is actively involved in curricular and cocurricular activities according to their potential, taste and need. Each of them are assigned some in charge ships? to look into specific area of the college like discipline, assembly, examination, work experience, cocurricular activities etc.

Communication with the staff which is so crucial remains very clear and direct. It is established by issuing circulars/notices/orders, and by conducting formal and informal meetings from time to time, and as and when needed. Minutes of the meeting are recorded. There is informal interaction between principal and staff members in order to sort out daily problems. The management looks after the working in totality and supplements the financial needs. The day to day functioning of the college is looked after by the Principal.

Institutional Opportunity

Institutional Opportunity

Use of new technologies is quite good in teaching learning. The **Ginni Devi Modi Institute of Education, Modinagar** has promoted and undertaken Research and extension. It provides maximum possible opportunities for professional development and engages its teachers in research encourages them to Present/publish it in academic to run. The teachers are actively engaged in training and developing Instructional and other teaching learning materials, strong college – school –

Community networking and linkages with national research and academic organizations are in place. The

College reaches community and conducts many extension Programms and encourages its faculty to provide consultancy services. Infrastructure and resources are in ideal state infrastructural environment remains pollution free. Continuous argumentation enable it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. Qualification faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. The college resource management practices support and encourage performance improvement, planning and implementation strategies the financial resources are judiciously allocated and effectively utilized budgeting and auditing procedure are regular and standardized. The **Ginni Devi Modi Institute of Education, Modinagar** maintain functional internal quality management system. Inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. To foster and nurture good character and high moral persons of the pupil teacher with their values of community service, national integrity, national pride, religious, tolerance, aesthetic sense for earth's environments and provide education as instrument for human growth & societal mobility and upward movement and its develop competencies such as communication power, technological awareness, spirit of accountability leadership qualities, ability of judgement/ decision making and required professional skills.

Institutional Challenge

Institutional Challenge

The complete academic planning is done at the start of the academic year. Different committees of staff (as listed above) are formed well in advance for the proper execution of planned activities. Some of the responsibilities are assigned on personal basis to individual staff members. Every staff member of Ginni Devi Modi Institute of Education, Modinagar takes his/her responsibilities sincerely and performs the allotted work efficiently. Likewise, administration headed by the Principal presents its analysis and observations along with the proposals for their incorporation into the plan. In this the Principal is assisted by the in-charge of the office.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institution has set the following objectives with major considerations to be addressed by them through the B.Ed. & M.Ed. program.

Objectives:

- To prepare the trainees to be competent teachers with better acquaintance with the skills of teaching, various innovative methods and approaches, mastery over the subject matter with proper zeal and interest To adopt inclusive and equity based approach in the organization of both the scholastic and coscholastic activities in order to give justice to one and all. To facilitate each trainee for development at his / her own pace.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitutions of India.
- To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.
- To prepare the trainees for becoming good social human beings with keeping a healthy co-operation and mutual understanding with their fellow beings.
- To train the trainees about how to be a man of balanced personality with having their own value system in relation to social, cultural, economic and environmental aspects at local, state and national levels.
- Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities.
- To provide special facilities to the disadvantaged category of trainees with the actualization of equity in the implementation of the B.Ed. & M.Ed. Program.

- To teach the trainees about the emerging core values essential for national development across the organization of both scholastic and co-scholastic activities.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

Along with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities – teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

The Institution gets ample scope to engage & facilitate the students in active learning more in the newly implemented Curriculum. As per the Curriculum transaction the students facilitate to do library study and group discussion on the learning difficulties faced by them. They are exposed to computer laboratory for fulfillment of their learning requirements through website searching process. They use to do peer teaching for micro teaching skills, computer assisted presentation, simulated teaching, preparation of low cost teaching learning materials, school initiation program, construction of Achievement Test, Psychological Practical under the purview of Practicum of the new B.Ed. Curriculum. In addition to this, the engagement of the trainees in active learning also would have been facilitated through school internship including the teaching practical, preparation of Reflective Journal, Action Research and various group activities and community outreach programs as the sessional activities.

Research, Innovations and Extension

GDMIE encourages its faculty for research, consultancy and extension programs. Even PTs are engaged in research and extension activities through projects, action research and outreach programs.

GDMIE encourages all faculty members to do research. The college has encouraged the non-Ph.D. faculty to get enrolled for the Ph.D. degree. The college promotes its faculty to participate in Conferences / Seminars / Workshops related to education.

Faculty of our college and other colleges shared with each other the various innovative methods in teaching and activities included in their curricula during the Conference on Innovative Practices in Teacher Education.

The performance assessment of faculty with regard to teaching and research is assured through the submission of the Self-Appraisal Report with Teachers

The service of the faculty is assessed on the basis of their attendance in the institution, classroom performance, participation in various co-curricular activities and student feedback etc.

With regard to the non-teaching staff, their participation in the training / orientation programs, performance in the assigned duties in relation to the smooth functioning and management of the office, their working efficiency etc. are the mechanisms of their performance assessment. For maintenance of their service record, their time of arrival and departure, participation with doing the assignments given by the head of the institution, office records maintained by him/her are the mechanisms for performance assessment of the non-teaching staff.

Infrastructure and Learning Resources

The institution has necessary physical infrastructure facilities as per NCTE norms to run the B.Ed. & M.Ed. Program. It has been land measuring **2.287 acres** and has a built up space of **4082 Sq.meter** meters built up area for B.Ed. Course and M.Ed. Course. The following facilities are available in the infrastructure allocation of the institution are facilities for classroom teaching, laboratory work, library with reading facilities, ICT facilities, common room for girls in separate, toilet facilities both for the staff and students in both floors of the building, store room facilities, Health and Physical Education room, Seminar room, management room, Principal office with attached toilet, office room, multipurpose hall etc as per the NCTE norms.

Ginni Devi Modi Institute of Education, Modinagar is enhancing the new technologies and facilities according to the requirement for academic growth. Earlier faculty of Ginni Devi Modi Institute of Education used OHP, digital Projector faculty frequently use

Power- point, various multi-media, transparencies and other innovative methods to make the teaching and learning process more effective. Seminar & Multipurpose Hall are well equipped with fairly good sound system. Ginni Devi Modi Institute of Education is always in a continuous process to update the library with new books and journals, Psychology resource centre, Language resource centre, Science/ Math resource centre and Computer lab with equipments according to the requirement of students and the faculty. Ginni Devi Modi Institute of Education also add the furniture and other accessories from time to time.

Student Support and Progression

Student Support and Progression

After completion of admission of the candidates given by the University Authority for admission to the B.Ed. Course in our institution, we administer a “Teaching Aptitude Test” in the form of a questionnaire containing the items relating to Education, Training, Teaching as a Profession & Skills of Teaching in order to get preentry knowledge/ behaviour about the students. On the basis of the conduction of this test the entry knowledge or behavior lies with the admitted candidates in relation to the B.Ed. curriculum, the pace of teaching is decided after the conduction of the academic committee meeting under the chairmanship of the Principal. After prolonged discussion on it the meeting of the Staff Council is conducted for

discussion on the execution of the Curricular & Co-Curricular activities as per the academic calendar meant for the session.

The guidance and counseling program is followed by a three- days Orientation- cum-Introduction program for providing a wholesome initiation into the college, including the tasks ahead i.e. orientation to syllabus of B.Ed., teaching subjects, physical activities, practice teaching, outreach / extension services, internship program, professional ethics, contemporary issues etc. They get some insight into infrastructural

facilities/amenities available, and have personal interaction with the faculty & alumni too.

Ginni Devi Modi Institute of Education gets to know PT's preference for inclusion in any particular house / group considering the idea of their choice of hobbies and specific games. PTs are provided information on the subjects available at the college. Counseling is offered to the PTs at the time of admission, before they opt teaching subject(s) or an elective paper.

Governance, Leadership and Management

The Policy of privatization in professional and technical education by Government of India and state Government brought "North U.P." on the global map as one of the emerging educational hub. The policy of privatization in professional and technical education by Government of India and State Government brought "North UP" on the global map as one of the emerging educational hub. Since the inception of the policy, institutions of the city have been providing quality education and training to youths migrating from different part of Bihar and other parts of the country. The philanthropic efforts of the founders of these institutions have been made the dream of higher education of the people of Ghaziabad region come true. The founder of Ginni Devi Modi Institute of Education invited some scholars from different places of India to plan for providing better education.

In view of influx of the people interested in quality education, MM Degree College Society Modinagar planned to establish a high quality teacher training institution to produce high quality teachers so that they meet the genuine needs of the society in transition. With these facts in view our society opened teacher education department in GDMIE. Training College. The vision of Ginni Devi Modi Institute of Education provides a picture of the institution, inspiration, and the framework for strategic planning. It has a huge influence on decision making and the way resources are allocated. Ginni Devi Modi Institute of Education's vision and mission provide the student community with a unifying sense of purpose and direction.

Institutional Values and Best Practices

Institutional Values and Best Practices

The academic programs of GDMIE Teachers, Training College (Ginni Devi Modi Institute of Education) are in tune with the NCFW National Curriculum Framework, 2005 and subscribe straight away to the curriculum prescribed by the CCS University, Meerut, the affiliating University, in letter and spirit. With the vision of the institute and national policy of education, 1986 in view, GDMIE have (within the overall framework of the rules and regulations of the University for B.Ed. & M.Ed. course) been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guidelines of NCFW, 2005.

Best Practice – I

Title of the Practice: - Keeping Faculty abreast with contemporary areas of the discipline so as to impart quality education.

Goal Aims and Objectives:- The Institution organized programs, Seminars, workshops and guest lectures etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars/ Workshops with the following objectives

- To upgrade their knowledge and skills.
 - To promote research work in their field of specialize.
 - To improve their effectiveness as teachers and mentors.
 - To inculcate values and ethics
-
- Various programs to enhance knowledge of faculty are conducted on timely basis in GDMIE. These includes / Seminars, interactive sessions and motivational lectures from eminent persons on topics related to research, management, interpersonal communication, values and ethics etc.

Title of the Practice:- Pedagogy addressing outcome based education and heterogeneity of intellectual evolution (no is left behind).

- To facilitate effective teaching learning process in all the courses.
- To accomplish holistic growth of students and enhance their learning experiences and outcomes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GINNI DEVI MODI INSTITUTE OF EDUCATION
Address	Ginni Devi Modi Institute of Education Hapur Road Modinagar Ghaziabad
City	MODINAGAR GHAZIABAD
State	Uttar pradesh
Pin	201204
Website	www.gdmieducation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kailash Chandra Behera	01232-8791082220	8791082220	-	principal1gdmie@gmail.com
IQAC / CIQA coordinator	Anil Kumar Sharma	01232-9410092475	9410092475	-	anilritusharma@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	30-06-2005			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Uttar pradesh	Choudhary Charan Singh 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	30-06-2005	111	BEd permanent MEd permanent

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Ginni Devi Modi Institute of Education Hapur Road Modinagar Ghaziabad	Rural	2.287	4.82

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, Education	24	Graduation	English, Hindi	100	45
PG	MEd, Education	24	B.Ed.	English, Hindi	50	15

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	2				2				21			
Recruited	1	1	0	2	1	1	0	2	4	17	0	21
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				21			
Recruited	1	1	0	2	1	1	0	2	4	17	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	2	1	1	2	0	2	0	10
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	0	8	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	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	1	2	0	3

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

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	0	0	0	0	0
	Female	44	1	0	0	45
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	15	0	0	0	15
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	20	7	20	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	33	30	33	21
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	22	23	43	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	0	1	0
	Others	0	0	0	0
Total		77	60	97	45

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	We are running now B.Ed. and M.Ed. Courses so according to the New Education Policy (NEP) it is benefitted only the integrated course just like B.A. B.Ed. (04 year course), B.Sc. B.Ed and B.Com. B.Ed. but in our college as we have already said that we are running only 02 year B.Ed. and M.Ed. Courses but in future we are planning to mobilize 04 year integrated courses.
2. Academic bank of credits (ABC):	Not Applicable
3. Skill development:	In skill development programs we are trying to cooperate with CCS University, Meerut to adopt some skill oriented course with short duration of

	periods but since last five years we are trying some skill based program to our students enable them to be benefitted in their life these skills program are such as: English Communication course, Personality Development Course, Life Style Management Course at our own college level basis.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Not yet organized.
5. Focus on Outcome based education (OBE):	We are trying in future.
6. Distance education/online education:	Not Applicable.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	1	1
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	97	60	77	66
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	98	59	97	67
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	16	16	16
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	16	16	16
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13**4.2****Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
17.32	25.2	21.95	22.74	33.29

4.3**Number of Computers****Response: 32**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

To achieve excellence in teacher Education To impart latest knowledge to teacher education to the students. To provide a sound background in theory and practice of teacher training. To impart education to the disadvantaged

children living in nearby areas. To provide equal opportunities of learning to all irrespective of caste, creed, sex, social-economic status. To the make efforts for the all round development of the personality of the students. To create awareness and understanding among students and teachers regarding social needs of the community as well as of the country and prepare them for fulfilling such needs. To make the students aware of ecological balance in the nature. To create awareness among students about current environment position and its consequences. To impart quality and value based education. To enable the students to gain fruitful employment. To prepare teacher and teacher educators as per the global trends and demands. The Institute follows rules and

regulations prescribed by CCS University, Meerut to which it is affiliated. As an affiliated self financed Institute,

the Institute plays vital role in curricular development process and sends its suggestions to the University for

modifications and up gradation of syllabus of B.Ed. course from time to time. For this purpose, the principal of the Institute holds a series of meeting with the faculty members, seek their suggestions, and sends the suggestions to the University for curricular Development and its revision. Consequent upon these suggestions, CCS University has drafted the revised syllabus of B.Ed. course. The objectives of the Institute are translated into the academic programmes, academic activities of the Institute by using innovative ideas of the faculty members. As inclusion of ICT and Environmental Education are the growing demands of the globe in general and our Nation in particular so both these are the thrust areas of the institute. The students are motivated to give their emphasis on research in these areas.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Continuous assessment evaluation of the students is done through one pre university examination but due

to COVID 19 we could not arrange pre university examination offline. Two assignments in each subject. In the beginning of each session, the total contents of each paper are divided into two terms: September to December, January to March. In each term, certain numbers of units are covered. Each teacher educator conducts a unit test in her class in order to facilitate learning and to get the feedback from students about teaching and learning. It helps to ensure quality of teaching and understanding of student 'teachers. Wherever, there is a gap/shortcoming, timely remedial measures are adopted. Students are assessed through regular sessional tests and annual examination. The affiliating University has introduced the unit based curriculum. The candidates are required to answer questions from each unit. As the College is affiliated to C.C.S. University, the educational and examination reforms done by University are taken care from time to time. The institute prepares the students for University examinations, first of all by the completion of syllabus and then fifteen days time is given for revision before they appear for University examination. Whenever there are internal exams, house test, the answer scripts are shown to the students after evaluation. There is an internal assessment component of 20 marks which is prescribed by the University. The institute adheres to the academic calendar prepared according to the calendar provided by affiliating university every year prepare the academic calendar for smooth functioning but due to COVID 19 we tried to maintain the distance we arranged Guest Lecture through online bases. For the academic session academic calendar was prepare and followed for conduct of examination and other activates. The academic calendar displayed on the institute website as to ensure proper execution. The institute prepare over on academic calendar for various programmed as beginning of the academic session, Unit test schedule, Practice Teaching schedule etc.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 0**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response: 0****1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of Add on /Certificate programs	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response: 0****1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

Response:

Code of Professional Ethics is contained in UGC Regulation on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education. The CCS University Meerut adopted It in its meeting of the Executive Council. The University thereafter notified the Colleges and Departments. It is Mandatory for the Permanent Faculty of the Higher Education Institutions to sign the Code to ensure a responsible pattern of code and demeanor expected of teachers by the community maintain dignity of profession and facilitate continuous professional growth through their study and research. The institute makes every effort to integrate cross cutting issues

as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum. The Institute provides various means to educate or aware the students on Climate Change and Environmental Education. Institute has dedicated environmental society which is basically an ECO club of students that organizes

many events and aims at promoting and increasing environmental consciousness, awareness and responsibility amongst the Institute youth and the population Every year a plantation drive is done in the campus having a special budget/sponsorship for the event. Dustbins are installed at various positions and cleanliness is

maintained. Conscious efforts are made to switch off lights and fans when not in use, to save energy. The institute has installed solar panels for supplementing the need of power supply to the hostel. Cleanliness drive is organized to create awareness and motivation among students to keep the environment clean.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 100

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	1	1

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 0

1.3.3.1 Number of students undertaking project work/field work / internships

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: D. Feedback collected

File Description	Document
Upload any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 63.67

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	98	59	97	67

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	100	100	100

File Description	Document
Institutional data in prescribed format	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 0

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Students are supported through remedial coaching classes. Advanced learners are provided mentoring from passed out students, Alumni to help their job profile and career options and these are transferred to slow learner students time to time. visiting and guest lectures also provided for the overall development of the students. co- curricular and cultural events are also organised as well as quiz, debates, group discussion and personality development class also organised for the development of the slow learner and advanced learner also. final year students are providing with mentoring from alumni these mentors helps the students particularly slow learner to develop their personality and learning abilities. class coordinator is also appointed for every class to take special care to monitor, guide and help the slow learner to improve, on the other side the institute also identify the Advanced learners and work on them as for the requirements activities to encourage the participative learning approach. advanced learner are also encourage to take up internship.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 2:1

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Over the last ten years, the traditional class room model has changed dramatically with a shift in the model of content delivery and teachers today utilize a myriad of student- centred learning strategies to equip, prepare and produce students capable of success. In project based learning, students work on longer tasks that culminate in the creation of an original presentation or product. This learning strategy depends on student collaboration, communicate on, creativity with teacher serving as a facilitator student work and progress. Problem based learning include shorter projects that examine a current problem, solve problem, or report potential solution/ findings Experiential learning is an immersive, participant focused, active approach to learning that Involves learners of all ages, well- planned, supervised and assessed experiential learning can stimulate academic inquiry by promoting Interdisciplinary learning, career development, cultural awareness, leadership and other professional & Intellectual skills. The educational model of content delivery as we know it is changing. Student centered learning strategies provide empowerment opportunities that allow a deep dive into more than just mandated assessments, standards based curriculum. Utilizing the strategies discusses can set you and path to producing students ready to make a difference in an ever-changing global society.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The Institute follows ICT enabled teaching in addition to the traditional classroom education. Information and Communication technology (ICT) in education is the mode of education that use information and communications technology to support, enhance and optimize the delivery of information. ICT can led to an improved students learning and better teaching methods. Institute provide e-learning environment (atmosphere) in the class room. Faculty members are cesing the IT enabled learning tools such as PPT, Video clippings, Audio system, online sources to expose the students for advances knowledge and practical learning. Classroom are fully furnished with LCD, computers and OHP. Computer laboratory with an Internet connection has been provided To promote independent learning. ? Well security is provided to Wi-Fi users. Its access is controlled by the system administration. ? Faculty use interactive methods for teaching. the major emphases is an classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignment, quiz/tests/viva and laboratory work.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 11:1

2.3.3.1 Number of mentors

Response: 4

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 13.55

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	2	2

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 0.64

2.4.3.1 Total experience of full-time teachers

Response: 16

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Ginni Devi Modi Institute of Education is affiliated by Ch. Charan Singh University, Meerut, it obliged to implement all directives of the university regarding continuous internal evaluation. Institute has a well structured and systematic internal assessment. Institute has stated learning outcomes graduate attributes which are integrated into the assessment process in its syllabi. That is clearly bablissed through its mail it. Whatsapp group and other documents. Each department (B.Ed. and M.Ed.) which offers any programme of study is displayed in the group. The syllabus of each programme provide clear information about course and also the learning outcome of different programme The syllabus also provides information about scheme of instruction and evaluation. Internal assessment data was uploaded on the university portal that institute has a system of student feedback. Which facilitates effective implementation of evaluation process. internal evaluation data is available online under the tab of students information system on the colleges website for all stakeholders. Ensuring transparency, the system of evaluation is effectively implemented. Institute divided internal assessment into two part one is theoretical and other is field work like skill enhancement course. Ability enhancement compulsory course and internal assessment in all disciplines for all papers which have that provision of 20 marks per paper in each programme out of which 5 is for attendance and 100 each for class. Test and 5 is assessment During the Lockdown following Covid-19 pandademic online assessment were taken from that students some assessment Micro-teaching, Lesson plan Art & Craft, work with community, ICT action research portfolio, teacher dairy constructive approach lesson plan. So when a student's gets his degree, equipped with discipline knowledge. Critical thinking, thinking, problem solving ability, communication skills and digital capability. Each programme expand that knowledge.

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The colleges has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The internal assessment test schedules are prepare as per the university and communicated to students well in advance. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination. The marks obtained by the students in internal assessment tests basis Internal Assesment marks are uploaded on University web portal at the time of final Examination.

Redressed of grievances at Institute level-

Department level- The continuous evaluation of students is carried out by faculty regarding theory lecturers, labs, assignments, unit tests.

College level- The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the principal.

University level- The queries related to results corrections in marks sheet, certificate issued by university handled at examination sections various internal examinations are being performed throughout the year. Some of them are unit test, assignment, lab experiments & project evaluation etc.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program outcomes, programme specific outcomes and course outcomes for all programme offered by the institute are stated and displayed on website and communicated to teachers and students. Program outcomes (POs)- It represent the knowledge skill and attitudes the students should have at the end of a course completion of their respective course.

Course outcomes (Cos)- It gives the resultant knowledge and skill the student acquires at the end of each course. It defines the cognitive processes a course provides. Program specific outcomes (POOs)- These are statements that defines outcomes of a program which make students realize the facts that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.

The Colleges has clearly stated learning outcomes of the programs and courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students. Hard copy of Syllabi and learning outcomes are available in the departments for ready reference to the teachers and students. The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and college committee meeting. The students are also made aware of the same through tutorial meetings. Workshop have also been conducted for developing the programme educational objectives and learning outcomes at college level

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Our Institute is affiliated to C.C.S. University, Meerut. We offered B.Ed. and M.Ed. Program. For this programs and course, the institute followed the curriculum designed by our affiliated university. The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. The strength of the students as well as passing percentage of the students is increasing progressively. Besides, students' progression to the higher studies that is from Under Graduate to Post Graduate seems to be increasing consistently. In a similar way, the ratio of students' placement is also increasing. We took utmost care of measuring the level of attainment of followed formal as well as informal mechanism for the measurement of attainment

of the outcomes. Even we took feedback from all the stakeholders in this respect and try to take necessary steps accordingly.

The institute followed the Academic Calendar of our affiliated university.

- All the subject teachers maintained Academic Diary in every academic year.

- All the subject teachers prepared Semester-Wise evaluation Reports.

- Internal examination committee analyzed evaluation reports of results.

Placement committee took the review of the Students' Progression to Higher Studies and their Placement.

2.6.3 Average pass percentage of Students during last five years

Response: 99.5

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	97	59	97	66

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	98	59	97	67

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

NAAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	1	1

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Being a B.Ed. College since last 16 years College invites eminent alumni to visit the college and interact with students time to time the college also provide the guidance by our guidance and counseling cell for various competitive examinations bt State Government and Central Government College also provides special coaching for the students who seek to appear for examinations like UPTET,CTET,TGT and PGT level.

the college also organized various activities Modal exhibition and Poster Presentation for students as a part of education beyond curriculum to build confident among students.and giving them and oppurtunity to test themselves with the recent happening in the fields of study and creative work. these activities are planed to widen their horizon of knomledge and strenghtening their capabilities for employable skills. college gives an oppurtunities to students to intract with acadmecians.because we have started M.Ed. course in the session 2021 so by starting the P.G. Course we are trying to do some work in the field of research.

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 2

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 1

File Description

List of PhD scholars and their details like name of the guide, title of thesis, year of award etc

Document

[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

List of research papers by title, author, department, name and year of publication

Document

[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The College regularly conduct the extension activities in the and weaker sections of the societies. These programmes aims to connect the Higher Education Institutions with the society. This will transform the outlook of the students and inculcate leadership qualities in the youth. They will prove good administrators, good humans with good moral behaviour and responsible citizens in future. Such citizens help in Nation building.

At the same time the needs of the society and the needs of the Down trodden sections are fulfilled. Due to pandemic, but some

extension activities conducted in the academic year 2020 as Posters where pasted on public places where people were given information use of masks etc. Our students distributed the masks among the masses to motivate and encourage them for the Covid protocol. And also distributed the Sanitizers and give the awareness to the people about the COVID 19.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 504**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
141	120	100	100	43

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 159.75**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
141	120	100	100	43

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 194

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	61	64	69

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response: 0****3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The college has a policy for the creation and enhancement of infrastructure in order to promote a good teaching learning environment, according to its vision and Strategic Objectives. The institute ensures adequate availability and optimal utilization of physical infrastructure in order to create an environment of excellence in education through technologically innovative educational tools. The Time Table committee plans ahead for all requirements regarding the availability class rooms/labs classrooms, laboratories, furniture and other equipment's. whenever need arises to augment infrastructure in terms of classroom, laboratory books etc The college ensures optimal utilization of the resources by encouraging innovative teaching learning practices like use of power point presentations, LCD projectors etc. Regular workshops/awareness programs/training programs are conducted for optimal deployment of infrastructure and utilization of modern technology. The available physical infrastructure is optimally utilized beyond regular college hours, to conduct co-curricular activities/extra curricular activities, parent teacher meetings, Training classes etc

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The institution utilizes its resources to provide an environment to its students where they are encouraged to pamper in sports and extracurricular activities. This ensures a holistic development and an all-rounded personality. Students are trained in sports under the guidance of a qualified and specialized Physical Educational Instructor. Systematic training and encouragement is provided to those students who show extraordinary skills in different sports. These students are selected through selection trials. They are trained and encouraged to participate in various level of competition. Intra-college events are also organized by the college to encourage students to participate. All the Participants are awarded with participation certificates. Winner and runners-up teams are duly rewarded by trophies. Yoga class/awareness Programme: Although the college doesn't have an established Yoga Centre but Yoga Day is celebrated every year and this year a one day yoga awareness Programme was conducted for the faculty and students by expert yoga trainers. Cultural activities: The college believes in all-round development of its students. It constantly encourages them to take part in extracurricular activities to spark their interests and cultivate leadership qualities as well as team spirit. Every year the college conducts cultural programs to make this happen. An Auditorium with a capacity of one hundred fifty

students is used for conducting different types of cultural programs

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 30.77

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 100

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
17.32	25.2	21.95	22.74	33.29

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library yet to be automated institute has a collection of rare books encyclopedia journals motivational books other than text and reference books new paper and magazines are important part of knowledge preservation student used reference books, encyclopedia, dictionary, throughout the year.

During the examination periods the students are expanded reading room facility for late hours.

Through library student and staff can utilize their maximum time to get new articles knowledge from journals

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.45

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
00	.42	.38	.10	1.36

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document

4.2.4 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:** 38.57**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 27**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The college IT infrastructure was upgraded when special financial assistance was accorded to the college in 2020. The interactive board, LCD Projector, Printers, high configuration PCs were installed in the college. Smart classrooms equipped with interactive board, LCD projector, were installed. The whole college has been made wi-fi enabled after JIO telecommunication installed wi-fi facility in the college in 2018.

Twenty Computers (PCs) are installed in laboratory with internet connectivity and LCD projector. Licensed copies of antivirus software are installed on PCs for protection and security whenever necessary. The college aims to make teachers, students, office staff and all stakeholders familiar with modern teaching and learning aids. Besides computer in laboratory, computers are also provided to all departments, staff-room, office, and support service centers.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 1:1**4.3.3 Bandwidth of internet connection in the Institution****Response:** B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

Response: 19.63**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.37	9.96	2.06	1.22	2.36

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

The allocated funds are utilized under the observation of various monitoring committees such as Repair and maintenance committee, Sports Committee, Library committee, Lab Maintenance Committee, Students Feedback committees. of the college. To maintain and upkeep the infrastructure Institute facilities and equipments,

following activities are undertaken by college:-

- Annual stock verification is done by Principal.
- Regular maintenance of Computer Laboratory equipments are done by Laboratory Assistant along with Laboratory attendant and they are headed by Lab Maintenance Committee Convenor.
- Overall development of campus is done by Campus Discipline and Cleanliness Committee of the college.
- Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by Institute Fourth Class Employees.
- College campus maintenance is monitored through regular inspection.
- Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, Outsourcing is done for the maintenance of wooden, furniture, electrification, and plumbing.
- Regular maintenance of the water cooler and water purifier is done by outsourcing agent. •The maintenance of the reading room and stock verification of library books is done regularly by library staff.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 142.31

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
67	68	88	124	122

File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

Document

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 142.31

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
67	68	88	124	122

File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

Document

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 36.44

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	7	22	12	15

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 2.22

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 126.67

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 57

File Description	Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)

Document

[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

College believes that overall growth of students is possible only when we give student a platform to express themselves in their areas off interest other than academic front. We have cultural committee and sports committee for the development of the students. Students teachers actively participated in the different activities are further involved in the organization and sharing responsibility. The college students are also divided into the groups for the debate and quiz activities and also for the encouragement to write up for magazines. Each student group is allow to display their creative writing and painting on the walls on monthly basis.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 24.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	18	16	20	35

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

College has registered alumni in the session 2020-21 but we did not raise any fund from the Alumni but we have around 100 Registered Alumni. we take the help of Alumni for the Guidance of current year students and also encourage them to share thier experiences to enlightent the students in the right path.

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The vision of the college is "College developing into an institution of excellence and a lighthouse of genuine, reliable and unbiased knowledge, leading to enlightening of minds and help students to meet economic, social and environmental challenges and to become active participants in shaping the future world" The mission of the college is

01. To impart quality education for all round development of students.

02. To foster interest in research and inquiry.

03. To develop community sense through extension work.

04. To inculcate moral values and leadership qualities among students.

05. To promote peace and harmony for better work. This is being translated through effective governance. The college management is headed by the Principal and is involved in coordinating the functions of the college to its logical end. Various committees comprising members of teaching and non teaching faculty are involved in curricular and cocurricular affairs and administrative functions of the institution.

The head of the department / subjects are authorised to monitor the routine functions at the departmental level. The administration encourages them and supports them at all levels. The decision taken by them are given due cognizance by the Principal. The leadership qualities and decision making ability are nurtured in head of Department. An environment of equity and democracy is setup to conduct affairs in smooth and satisfactory manner.

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The Higher education department gives sufficient freedom to the Principal, who is the academic head of the institution to function in order to fulfill the vision and mission of the institution. Academic responsibilities are fairly divided among all the staff members. Committees are appointed for the various academic and cocurricular activities to be conducted in the course of the academic year. The list of

committees is displayed at the beginning of the year on the staff notice-board. This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. The Principal of the College holds regular meetings with the teaching and non-teaching staff. In these meetings, various issues are taken up for discussion before arriving at a final decision. The Head of Department monitor the functioning of the various departments. The participative decision making ensures total participation of all the people concerned. Thus, the decentralization of departments and personnel of the institution helps in improving the quality of its educational provisions. Participative management: The Administration is always open to discussion with the teaching and nonteaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institution has a perspective plan. The aspects considered for inclusion are;

1. Quality enhancement and improved teaching-learning environment.
2. Enhancement of student support systems.
3. Improved student success rate.
4. To be more innovative, relevant in curriculum design and be more creative in academic delivery; with a strong emphasis on effective integration of technology in the teaching-learning process.
5. The teacher to be more of a facilitator and mentor than just a full time tutor.
6. To establish a research facilities and to nurture and develop research culture among the students and staff.
7. Life skills will be an integral part in curriculum development and delivery.
8. To emphasize on multi-dimensional evaluation of student learning and to enable that student learning outcomes match with their employers expectations.

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

Response:

The institute follows a fair and transparent process of admission the seats are filled through centralized counseling seat allocation is made on the basis of marks obtained by the candidates in entrance test or qualifying examination. The Candidates in entrance test or qualifying examination. The candidates attend the counseling and are offered seats in the Institute of their choice as per their merit.

The merit of admission is considered only if the candidate has obtained at least 50 marks in graduation/Post graduation class and produce the detailed marks sheet for the same on his/her respective date of counseling. In case of Sc/ST candidates a relaxation of 5 is allowed in minimum eligibility condition.

Students are assessed through regular sessional tests and annual examination. The affiliating University has introduced the unit based curriculum. The candidates are required to answer questions from each unit. The candidates are free to apply for reevaluation if they so desire. As the College is affiliated to C.C.S. University, the educational and examination reforms done by University are taken care from time to time. The institute prepares the students for University examinations, first of all by the completion of syllabus and then fifteen days time is given for revision before they appear for University examination. Whenever there are internal exams, house test, the answer scripts are shown to the students after evaluation. There is an internal assessment component of 20 marks which is prescribed by the University. The evaluation of internal marks is done by the subject teacher concerned. Whenever there is grievance, same is sorted out.

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: B. 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Teaching:- Group Insurance Schemes, Best faculty award has been initiated comprising hefty cash Prize.

Non-teaching:- Group Insurance Schemes, Best faculty award has been initiated comprising hefty cash Prize.

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description**Document**

Details of teachers provided with financial support to attend conference, workshops etc during the last five years

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0.8**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	1	1

File Description**Document**

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 0**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal for teaching faculty and amendments thereof, the institution monitors performance appraisal system through submitting of APR (Annual Progress Report) of the teaching staff. The stock of teaching performance is computed by reflecting the involvement of the teacher in curricular, co-curricular and extra-curricular activities. The evaluation of courses taught and average number of clock works in a week are computed. Due consideration is given to the evaluation of innovation for special contribution made by the teacher. The involvement in the welfare of students and community work is given due weightage for monitoring performance. During appraisal the teacher is given opportunity to pen down any special achievement made by him in the field of his subject, that can upgrade his overall performance. Teacher is given opportunity to note down the difficulties that he is facing while discharging his assignment. Not only this, his valuable suggestion/ measures are also sought for evaluating his observation for the betterment of Institution. The principal then grades the teachers on the overall report and recommends higher authorities for further necessary action. The APR's are sought at every step of up gradation / next promotion.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Financial audit of the accounts is an important process and is strictly followed by the management. The college undergoes an external audit conducted by Management. They verify and confirm all finance related document. Report of audit is submitted regularly. All the process in the college is strictly monitored by the principal. The copies of the audit are also preserved in the college for records. The Institute utilizes its resources in it optimal format. the college embark fund for variuos head. the best alternative is opted. if additional expenses surpass the budget proposals, if any observations/objections are reported in the audit report submitted by the external auditors.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

Optimum end use of the funds is made as per the rules and regulations and is subjected to audit Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. These funds are grouped under heading "Local Funds". These funds are utilized for the benefit of students and for meeting other minor expenses of the college. To ensure the optimum end use of these funds for college development.

The main source of revenues for the organization is admission fees collected from students. The allocated funds are used for student development and organizational infrastructural and technical development. The Fund received are Utilized for Holistic development is ensured by year round academic events and calendar. The institute plans a budget well in advance.

The Budgeted fund are spend in the following Areas

Salaries to

Teaching Staff

Non Teaching Staff

Purchase of Books, Software's

Sports and Cultural Activities.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

In order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by The IQAC of the institution are as under:

All the faculty members are encouraged and supported to participate in Orientation, refresher courses, Workshops, Seminars and conferences related to the teacher-learning process and research. Teachers with Ph.D are also encouraged and motivated to act as research guides for the research scholars. Teachers are also supported and encouraged to participate in examination evaluation processes. The poor and needy students are provided with financial aid out of the college. The IQAC also provides guidelines, internet access and verification processes for the students to get scholarships.

PMSSS . The college also provides platform for the students to debates, competitions, seminars etc. Several skill enhancement ability courses have been introduced for various subjects and students are free to choose any one as per their will in the respective stream. Regular meetings of IQAC are conducted under the chairmanship of worthy Principal with the fixed agenda and suggestions are taken from all the members of IQAC for improvement and better implementation of curriculum.

All the teachers are encouraged to use audio-visual teaching aids, charts, models etc. for effective teaching-learning processes. Almost all the laboratories are provided with charts, models etc for effective teaching-learning process. LCD's are installed in all the classrooms of the college.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The institution reviews it's teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals. Some of activities of IQAC in this regard are:

1.Students feedback on faculty, teaching learning process and evaluation: Students feedback significantly shows the actual quality of teaching learning process. The students feedback is conducted as per the following norms:

a. All the students are allowed to give feedback on faculty, teaching learning process and evaluation so that actual picture is ascertained.

b. After evaluating the feedback from students, the teacher if evaluated with low performance is instructed accordingly.

c. The whole process is being operated through IQAC and no other faculty member is involved at any stage.

2. Academic monitoring: The academic monitoring committee conducts regular visit to the classes regarding the regularity and punctuality of class work. The Principal is informed on daily basis.

3. Remedial Classes: The teachers conduct remedial classes and revision for the students wherever needed. The remedial measure includes conducting remedial courses for slow learners. From the first year, students are identified and categorized as slow learner, moderate learner and fast learners based on their academic performance and on communication skills. IQAR ensures at the beginning itself the effectiveness of mentoring system to have a close look of student performance.

4. Syllabus Monitoring: The worthy principal (chairman IQAC) keeps vigil on the completion of syllabus and ascertains information regarding the quantum syllabus completed, so that the prescribed syllabus is completed within stipulated time.

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Institution shows gender sensitivity in providing facilities such as:

1.Safety and Security The Institute believes in gender equality and makes effort towards Gender sensitization. It believes that educated girls are an asset not only for the college and family but also for the whole society.

The sensitivity towards the girl students at this institute is carried as follows:

1.Safety and security Women development cell is led by a senior, confident and caring female teaching member. It is a good and healthy sign of academic work place that no pronounced complaint has been lodged by any girl student. Various moral and religious lectures from time to time, by scholars play a pivotal role in controlling any type of deviant behaviour.

Counseling: The female teaching faculty in particular are advised to counsel girl students in class, library, common room (wherever it suits) to educate about sexual harassment either collectively or individually, as suits the situation. The teachers are further instructed to counsel in cordial and cooperative manner so that senses of belonging and loving care prevail among the student community. For personal hygiene awareness, program conducted often with students in assembly, where only female faculty members remain present. A good result of one to one talk, questioning, discussing comes to surface, demystifying the doubts in mental horizon of girl students. There is no report of ragging in the campus as it seems that the concept of ragging is completely erased from the minds of students.

The ragging now is deemed historical and archived practice.

Common Room: The college has a common room where first aid facility is provided at hand. The college provides basic medical aid, necessary for girl students.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid waste management For collecting the solid waste from nook and corner of the campus substantial number of dustbins are installed. Most of the waste collected is biodegradable. The minimal amount of non biodegradable is mostly burnt in pits. The biodegradable portion too is dumped in pits for decomposition over time. The solid biodegradable waste collected from the parks, play field after use of lawn mower and bush cutter is collected and dumped for decomposition to be used as a source of bio fertilizer. During the autumn season a large quantity of fallen dry leaves are collected and dumped to decompose for manure.

Liquid waste All the liquid waste from washroom, bathroom is collected into soakage pits through systematic drainage. Zero percent leakage of waste water is ensured.

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic

5.landscaping with trees and plants

Response: D. 1 of the above

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

Response: B. 3 of the above

File Description	Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: E. None of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like Women's day, Yoga day also promote tolerance and hormaony. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.The institute makes every effort to integrate cross cutting issues as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum. The Institute provides various means to educate or aware the students on Climate Change and Environmental Education. Institute has dedicated environmental society which is basically an ECO club of students that organizes many events and aims at promoting and increasing environmental consciousness,awareness and responsibility amongst the Institute youth and the populace.Every year a plantation drive is done in the

campus having a special budget/sponsorship for the event. Dustbins are installed at various positions and cleanliness is maintained. Conscious efforts are made to switch off lights and fans when not in use, to save energy. The institute has installed solar panels for supplementing the need of power supply to the hostel. Cleanliness drive is organized to create awareness and motivation among students to keep the environment clean. Swachh Bharat Abhiyan -Poster Making Competition- Swachhta Pakhwada-Cleanliness Drive Plantation Drive No Plastic Campus Green landscaping with trees and plants Students participate in campaigns like "Adopt a tree" Plantation Drive Awareness about deforestation Conserve native species of plants and trees.

Education awareness program in the society, Awareness regarding the plantation, No Plastic Campus, Save Water, Promote paper less transaction.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The students and employees are sensitized about the constitutional obligations: values, rights, duties and responsibilities of citizens.

Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in

Higher Education. The CCS University Meerut adopted it in its meeting of the Executive Council. The University thereafter notified the Colleges and Departments. It is mandatory for the Permanent Faculty of the Higher Education Institutions to sign the Code to ensure a responsible pattern of code and demeanor expected of teachers by the community maintain dignity of profession and facilitate continuous professional growth through their study and research. It lays down the vision and mission of the College to educate, enable and empower young women and prescribes adherence to human values, such as, diversity integration programs, service and sensitivity towards community, awareness about heritage and history, environmental consciousness and values of citizenship. It prescribes Professional Ethics through insistence upon rules and regulations and ordinances that are necessary for maintaining the College Discipline and its Best Practices. This creates an environment conducive to work culture that is ethical and transparent and central to the working of the institution.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators**

and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Institute celebrates national commemorative days like National Unity Day, Republic Day and Independence day. Earth Day, International Yoga Day, International Women's Day, Environment Day, Hindi Divas.

These festivals are celebrated to inculcate significance of the national importance among the students. Independence Day on 15th August and Republic day on 26TH January are the national festivals of our country and the institution celebrates it with great enthusiasm which inculcates patriotism among the students and citizens. Constitution Day is celebrated on 26th November to inculcate the importance of National Integrity and importance of constitution. On this occasion, the head of the institution, faculty and students commonly read out the preamble of Indian Constitution. The college celebrates birth anniversary of Mahatma Gandhi on 2nd October as International Day of Non-violence.

Birth anniversary of Pandit Jawaharlal Nehru is celebrated on 14th November as Children Day. International Labour Day is celebrated on 1st May. 5th September is celebrated as Teacher Day on birth Anniversary of Dr. Sarvepalli Radhakrishnan.

To inculcate the principles and philosophy of the great Indian thinkers, social reformers and national heroes, the Institute pays tribute to them and recalls their contribution on their birth and death anniversaries. The institute organizes lectures of eminent personalities on such occasions to make the students aware about their thoughts and contribution for social and national development. The Institute plans and celebrates various activities such as mehendi, essay, elocution, rangoli, cookery competition, and display of wall papers. Institution also conducts extension activities such as cleanliness drive, rallies and lectures.

File Description	Document
Link for any other relevant information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Linkage of All Activities With Vision and Mission: All the activities of the institution are linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement in the masses. The commitment of the Principal, faculty and staff has elicited cooperation from the alumni, parents, community and local bodies.

Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution.

Periodic review is one to ensure the same. Providing Excellent Growth Oriented Academic Environment for the Faculty: The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. All faculty members and nonteaching staff direct their efforts towards the improvement of the institution. This had led to sharing of knowledge, innovative practices and high degree of satisfaction level among members of the staff. Self motivation and initiation are the outcomes of this constructive environment. **Active Support of Management in College Activities:** Management of the college actively supports and strengthens the processes going on in the institution. They provide infrastructural facilities without any constraint and help in making the academic climate appropriate for learning and development. Support is provided readily with regard to faculty development, physical facilities and innovations in teaching. Immediate action is taken as and when required by the institution.

Objectives of the Practice :

The objectives/intended outcomes of this best practice are: To facilitate effective teaching learning process in all the courses. To accomplish holistic growth of students and enhance their learning experiences and outcomes. To ensure effective teaching learning, students are actively involved in the teaching learning process through student centred innovative pedagogies such as inquiry approach, constructive strategies, project learning, brainstorming sessions, ICT based learning and presentations. Monthly attendance of the students is intimated to the students and their parents. On the basis of low attendance, students are detained from appearing in examination (at the end of the semester). Each department submits an annual report on the activities comprising academic activities, research and extension activities. Innovations in teaching/learning, publications, staff and student achievements, extra and co- curricular activities are also highlighted in the report. Annual reports of various departments are consolidated at the Director's office, which further goes to the Governing Body. To ensure quality sustenance and enhancement, the Institute periodically conducts the performance audit of the departments (by Internal Quality Assurance Cell) which includes review of Teaching – learning methodologies, result analysis, research output, Faculty Development Programs attended/conducted and Extension activities, Cocurricular and extra-curricular activities conducted during the year.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Ginni Devi Modi Institute of Education is a self-financing, quality conscious and trend setting Institute with focus on providing equal opportunities for development of human potentials for every segment of society including the differentiated one.

The GDMIE is a venture of its own kind where academics and professionals have joined hands to aid and direct the agenda of education. The Institute, situated in the heart of Modinagar is spread over about 2.17 acres of land and has best of Infrastructure and academic facilities with highly qualified and experienced staff and state of the art computer labs. The Institute has been established through the dedicated and selfless endeavours of educationists and social workers who are deeply concerned with the standards of education and are determined to upgrade the quality, content and direction of education.

GDMIE has an Intellectual capital comprising of 16 faculty members dedicated to facilitate acquisition of conceptual understanding, skills and requisite behavioral qualities to groom students into tomorrow's Global Professionals. In terms of placement, GDMIE boasts of not only a steady stream of campus recruiters but we have also assurances for future tie-ups and recruitment opportunities for our students.

The admission process is transparent and the adopted criteria are equitably applied. Aspirants get clear information about admission including financial aspects and student support services, beforehand.

The students are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges.

The practice teaching is a joint venture of the school staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of pupil teachers.

The campus environment, practice of mentoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work-situation among the students is another feature. Participatory work culture and transparency are norms of governance. Every individual employee contributes towards institutional development and goal attainment. Certain information remain in public domain but some facts are furnished on demand.

5. CONCLUSION

Additional Information :

Additional Information:

In our state, the B.Ed .students generally get jobs in government/aided/private public schools. The selections to Government/aided schools are made by the government policies . The Placement Cell (PC) of GDMIE is actively involved in searching out the vacancies in different public & private schools. The subject wise vacancies are sorted out in various newspapers, classifieds etc. Even the schools place their demand for competed teachers in various subjects telephonically or by post. GDMIE motivates the students for higher education and competition by organizing some special programs such as lectures on communication skills, group-discussion on current education issues, resume/application writing seminar presentation extempore, quiz etc. The information, motivation and guidelines are also provided, GDMIE library has up to date reference material for UPTET,CTET.

GDMIE College is affiliated to C.C.S.University Meerut since its establishment in 2005. Now the college has completed glorious sixteen years. In a rapidly changing world the college is ready of face the future challenges in higher Education. ICT based teaching aids are made available. The college has consistently been striving to encourage the faculty and students to upgrade the new technological knowledge. The College is taking every effort to sustain the standard of teaching- learning curricular and co- curricular activities. Within the available resources and circumstance, each and every stakeholder is very serious about the learning objectives and programme outcomes of the students.

Concluding Remarks :

Concluding Remarks:

Every year GDMIE takes the feedback. The obtained feedback is analyzed. The suggestions are put forward and discussed in Seminars ar Workshops on curriculum development .

GDMIE takes feedback form the PTs, alumni, Faculty members, academic expert and community. The feedback so obtained is analyzed and conclusions are drawn. Any rationale suggestion that can be implemented at the college level is always followed

Faculties are required to all fill in the questionnaire. The questions cover aspects like relevance of the topics, projects, activities etc. i.e. details and quality. Teacher Diary is another source of data base. The faculty interacts with faculty of other colleges to seek their opinion.

this college has created adequate infrastructure for teaching learning process with ICT enabled classroom, well equipped language lab and fully automated spacious library and friendly administrative setup.

The result of the college is consistently more then Near by college . some of our students have achieved Govt. Job. Similarly our students have achieved success in sports and cultural activities also. A good result of one to one talk , questioning, discussing comes to surface, demystifying the doubts in mental horizon of girl students. There is no report of ragging in the campus as it seems that the

concept of ragging is completely erased from the minds of students.

The institute provides various means to educate or aware the students on Climate Change and Environmental Education . Institute has dedicated environment society which is basically an ECO club of students the organizes many events and aims at promoting and increasing environment consciousness, awareness and responsibility amongst the Institute youth and the populace. Every year a plantation drive is done in the campus having a special budget/sponsorship for the event.

The institute has installed solar panels for supplementing the need of power supply to the hostel. Cleanliness drive is organized to create awareness and motivation among students to keep the environment clean. Swachh Bharat Abhiyan _ Poster Making Competition_ Swachhta Pakhwada- Cleaniness Drive Plantation Drive No Plastic Compus Green landscaping with trees and plants students participate in campaigns likes "Adopt a tree" plantation Drive.

NAAC