



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GINNI DEVI MODI INSTITUTE OF EDUCATION

**GINNI DEVI MODI INSTITUTE OF EDUCATION, HAPUR ROAD MODINAGAR
DISTRICT GHAZIABAD UTTAR PRADESH PIN CODE- 201204
201204**

<https://gdmieducation.org>

SSR SUBMITTED DATE: 20-10-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Ginni Devi Modi Institute of Education, located on Hapur Road, Modinagar, Ghaziabad, Uttar Pradesh, is affiliated with Chaudhary Charan Singh University, Meerut. The institution is operated by the Multaninmal Modi Degree College Society, Modinagar, founded in 1957, with a primary focus on societal advancement through education and economic development. This institution is recognized by the National Council for Teacher Education (NCTE) for B.Ed. under Letter No. F-NRCNCTE/F-3/UP-1255/2005/4355 dated 30/06/2005 and for M.Ed. under Letter No. NRCAPP/-10640-M.Ed./NRC NCTE/2022/217276 dated 04/02/2022.

The institute hosts 100 seats for the B.Ed. program and 50 seats for the M.Ed. program with 25 dedicated educators. It offers high-quality infrastructure, including a well-equipped library, various labs, and facilities for indoor and outdoor sports and games. Workshops and lectures are frequently organized by the institute, enhancing the educational experience. Hostel facilities with gym, swimming pool and homely environment are offered to the students. Residential complexes are available for the staff members.

The institution's vision is centered around preparing teachers who excel in integrating technology into education, thereby contributing to the betterment of the society. It aims to continually expands its facilities, adhering to the standards set by the UGC, NCTE, and Chaudhary Charan Singh University, Meerut.

Vision

- Empowering and enlightening female students in rural areas to become independent, committed educators for the next generation through quality education.

Mission

- Empower students from rural areas academically, socially, culturally, and financially, striving for gender-equal opportunities in society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1. Access to ICT Labs:** The institution boasts state-of-the-art ICT labs, ensuring students have access to cutting-edge technology and digital resources for enhanced learning experiences.
- 2. Qualified and Devoted Staff:** Our college prides itself on a highly skilled and dedicated faculty, providing students with a world-class education and mentorship.
- 3. Progressive Management:** The institution is led by a forward-thinking and dynamic management team that is committed to implementing innovative educational approaches and strategies.
- 4. Smart Classes:** Our classrooms are equipped with modern technology, including projectors, to facilitate interactive and engaging teaching methods.
- 5. Environment-Friendly Infrastructure:** We prioritize sustainability with an eco-friendly infrastructure, incorporating solar panels and generators to reduce our carbon footprint and ensure uninterrupted learning environments.
- 6. Placement Cell:** The college maintains a robust placement cell, dedicated to helping students embark on successful career paths through internships and job placements.
- 7. Research Culture and Facilities:** Our institution fosters a culture of research, providing students with well-equipped research facilities to pursue academic and intellectual excellence.
- 8. Fully Equipped Library:** The college's library is a treasure trove of knowledge, offering an extensive collection of resources and computer facilities to support research and learning.
- 9. Resource Centers:** To cater to diverse academic needs, we have dedicated resource centers for different courses and streams, enriching the overall educational experience.
- 10. Tradition of Good Results:** Over the years, our institution has cultivated a tradition of consistently achieving excellent academic results, further solidifying our reputation for quality education.

Institutional Weakness

- 1. Limited funding.**
- 2. Lack of local educational awareness.**
- 3. Insufficient linkages and collaborations.**

Institutional Opportunity

- 1. Technology-Based Education:** Embrace digital learning methods to enhance the quality and reach of education.
- 2. Collaborations with Research Institutions:** Take proactive steps to forge partnerships with national research and academic organizations to expand academic horizons.
- 3. Optimized Resource Management:** Improve the efficient utilization of college resources to maximize their impact on the learning environment.
- 4. Strategic Financial Allocation:** Implement sound financial planning to allocate resources where they will have the most significant positive impact.
- 5. Introduction of New Courses:** Expand the course offerings by introducing programs like BTC to cater to evolving educational demands.
- 6. Morality and Ethical Values:** Instill strong moral and ethical values in students to nurture responsible and principled citizens.
- 7. Economic Upliftment Initiatives:** Undertake projects and programs aimed at lifting economically disadvantaged sections of society through education and skill development.

Institutional Challenge

- 1. Shifting Attitudes Towards Professional Courses:** Adapting to the changing perceptions and preferences regarding professional education can be a challenge.
- 2. Limited Government Job Opportunities:** Coping with the reduced availability of government job opportunities, which can impact student motivations and aspirations.
- 3. Declining Interest in Traditional Courses:** Addressing the decreasing interest in traditional educational programs, necessitating innovation in course offerings.
- 4. Engaging Economically Weaker Sections:** Overcoming the challenge of limited response from economically disadvantaged segments of society, requiring tailored outreach and support.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Ginni Devi Modi Institute of Education offers B.Ed. and M.Ed. programs, aligning with their vision to empower female students in rural areas through quality education. The focus is on preparing teachers who can integrate technology into education.

Teaching-learning and Evaluation

The institution's strengths include well-qualified faculty, modern technology in classrooms, and access to ICT labs. These elements enhance the teaching-learning process, ensuring that students have access to cutting-edge technology and resources for a world-class education.

Infrastructure and Learning Resources

The institution provides a favorable learning environment with eco-friendly infrastructure, well-equipped libraries, and resource centers for various courses. State-of-the-art ICT labs and modern technology in classrooms further enrich the learning experience.

Student Support and Progression

The college's strengths lie in its robust placement cell, which helps students with internships and job placements, and its commitment to instilling moral and ethical values in students. Hostel facilities and a focus on economic upliftment initiatives contribute to holistic student support.

Governance, Leadership and Management

The institution is led by a forward-thinking and dynamic management team, aiming to adapt to changing educational perceptions and preferences. It faces challenges in terms of limited funding, local educational awareness, and collaborations.

Institutional Values and Best Practices

The institution follows best practices, including embracing technology-based education and collaborating with research institutions. It aims to instill strong moral and ethical values in students, nurture responsible and principled citizens, and uplift economically disadvantaged sections of society.

Research and Outreach Activities

The institution fosters a culture of research, with well-equipped facilities for students to pursue academic and intellectual excellence. Workshops and lectures are organized to enhance the educational experience, contributing to academic and intellectual growth.

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 DISTRICT GHAZIABAD UTTAR PRADESH PIN CODE- 201204
City	MODINAGAR
State	Uttar pradesh
Pin	201204
Website	https://gdmieducation.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kailash Chandra Behera	01232-8791082220	8791082220	01232-	principal1gdmie@g mail.com
IQAC / CIQA coordinator	Anil Kumar Sharma	01232-245678	9410092475	-	anilritusharma@gm ail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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	04-02-2022	24	
NCTE	View Document	04-02-2022	24	

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?	Yes
If yes, name of the agency	NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
Date of recognition	05-05-2014

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 DISTRICT GHAZIABAD UTTAR PRADESH PIN CODE- 201204	Rural	9255	4082.5

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	17

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	1	17	0	18
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				18			
Recruited	1	1	0	2	1	1	0	2	1	17	0	18
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				7
Recruited	5	2	0	7
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				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	1	0	0	2	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	14	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	68	1	0	0	69
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	16	1	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	5	5	1	20
	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	38	26	27	33
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	43	29	27	46
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		86	60	55	99

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP 2020 has broken the shackles of subject choices being limited to the traditional domains of Science, Commerce and Humanities. It allows for cross sectional course selection and gives students the opportunity to enhance their core skills. Multi-disciplinary education allows students to understand the power of new ideas. Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks & advantages. Thus,
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	a multi-disciplinary program brings pragmatism and flexibility to the table. Our institute is among the institutes to have taken a proactive stance towards assessing the guidelines proposed in the National Education Policy (NEP) 2020 and exploring appropriate measures for their implementation. The institute has taken several initiatives to set up new schools, departments and centers with multi-disciplinary teaching and research programs in keeping with the broad objectives of NEP 2020. The institute is carefully examining the structure and nature of its existing program that could help build a strong foundation for introducing the NEP 2020 directives.
2. Academic bank of credits (ABC):	This scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The students will be able to drop out of their institute from any year/semester and exchange the credits earned so far with a certificate/diploma if eligible. They will also be able to redeem the credits and rejoin the same institute or some other institute of his/her choice at the same time or some other time in future and continue from the year/semester his education is pending from. Our Institute is committed to provide Online & offline – both types of courses in the scheme. Some of the important ones include National Schemes such as NPTEL, SWAYAM & V-LAB. Institute will approach the expert who can offer various ERP modules such as Learning Management System, E-Learning software, On line Assessment software and much more that could help institute in • Creating a student-centric learning ecosystem • Innovative techniques of teaching • Implement best practices for choice-based learning • Develop skills along with academic merit • Prepare students to be future-ready
3. Skill development:	Extension Activities Regularly Organized skill Oriented competition such as mehendi competition, cooking competition, Debat, Quiz Competition art & craft competition, Speech Competition, Personality development program. dance competition, Awareness for women rights etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	In order to become the knowledge power in this century, it is imperative that we understand our

online course):	heritage and teach the world the 'Indian way' of doing things. To develop and making aware about our rich culture and tradition Institute is having human value, Meditation & Yoga cell to inclination the habit of good sanskar. The objective is to inculcate good manners, responsibilities of good citizen and develop respect for the dignity of individual and society. These cells conduct various activities by calling experts to keep students mentally and physical strong. Human value cell helping students to better understand the values that guide their own daily lives and contributing to changes in values held collectively by communities and personally by individuals. It conducts various workshops and seminars by eminent personalities for students as well as faculty members.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. Pedagogy adopted and the methods of assessment used are important in achieving and reflecting the attainment of specific goals as outcome based education is not mere accumulation of credits but attainment of higher-order learning. Our institute is committed to the multiple pedagogical approaches like flipped classroom, case-based instruction, project-based learning, art-integrated learning, experiential learning, group discussions, brainstorming, role plays, field-based learning like visits to other institutes suggested for teaching-learning will promote constructive learning and active involvement of learners to achieve the pre-defined goals. To provide practical experience to students, our institute have tie up with many renowned schools.
6. Distance education/online education:	Online education is one of the major changes in the global education industry after COVID hits the country. The internet is used for this type of learning. This form of learning has been made easier with new and improved technologies. Higher education institutions favor online learning as well. The present age is driven by digital technology and whole globe come under the influence of internet and World Wide Web. The internet equipped both the education seeker as well as education provider and laid them together under the virtual roof. Due to which the concept of virtual classroom is already popularized across the

globe. Therefore, in the modern era, the role of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. The online education is now more accessible to the less privileged groups in comparison to the centralized classroom education system. Our institute believe in educational access, high-quality learning opportunities, improved student outcomes and abilities, and more educational options through online education We emphasizes the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages. More emphasis will be given to online assessment and examinations.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Two faculty members and two students appointed by the college as coordinator for ELCs function
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voluntary contribute electoral process for voter registration of students and communities in Ginni Devi Modi Girls (PG) Modinagar
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness Rally, Slogan competition, Seminar
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	30

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	
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Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	154	158	157	166
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	35	35	35
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	55	97	59	97
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	55	97	59	97
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	55	99	59	98
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
22	24	15	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	24	15	16	16

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
25.36	16.87	21.16	18.32	22.63

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

1. **Excellence in Teacher Education:** The primary goal is to excel in the field of teacher education, ensuring that students are well-prepared to become effective educators.
2. **Imparting Latest Knowledge:** Keeping students updated with the latest knowledge and practices in the field of education.
3. **Balancing Theory and Practice:** Providing a solid foundation in both theoretical and practical aspects of teacher training.
4. **Education for Disadvantaged Children:** Extending educational opportunities to underprivileged children in nearby areas.
5. **Equal Opportunities:** Ensuring equal access to education for all, regardless of factors like caste, creed, sex, or socio-economic status.
6. **Student Development:** Focusing on the holistic development of students, not just academically but also in terms of their overall personality.
7. **Social Awareness and Responsibility:** Creating awareness and understanding among students and teachers regarding the social needs of the community and the nation, preparing them to address those needs.
8. **Ecological Awareness:** Instilling awareness of ecological balance in nature and educating students about the current environmental situation and its consequences.
9. **Quality and Value-Based Education:** Providing education that is of high quality and is rooted in values.
10. **Employability:** Preparing students for gainful employment, which is aligned with the demands of the global job market.
11. **Teacher and Educator Preparation:** Training teachers and teacher educators in accordance with global trends and requirements.
12. **Curriculum Development:** Actively participating in the development and improvement of the

curriculum for B.Ed. courses by providing feedback and suggestions to the affiliated university.

- 13. Incorporation of ICT and Environmental Education:** Recognizing the importance of information and communication technology (ICT) and environmental education, and motivating students to focus on research in these areas.

Overall, it seems that this educational institution is committed to providing a comprehensive and up-to-date education to its students, with a strong emphasis on societal and environmental responsibility, innovation, and adaptability to global trends in education.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

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

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

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

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

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

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.3

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

Response: 0

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

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

File Description	Document
Paste link for additional information	View Document

1.2.4

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

- 1. Code of Professional Ethics:** The university has adopted a Code of Professional Ethics, which is contained in the UGC (University Grants Commission) 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 code is mandatory for permanent faculty members of the higher education institutions, and it outlines the expected code

of conduct and demeanor for teachers to maintain the dignity of the profession and promote continuous professional growth through study and research.

2. Integration of Cross-Cutting Issues: The university makes efforts to integrate various cross-cutting issues into its curriculum. These issues include gender, climate change, environmental education, human rights, and ICT (Information and Communication Technology). This integration suggests a commitment to providing a well-rounded education that addresses contemporary challenges and societal needs.

3. Environmental Initiatives:

- The university has a dedicated environmental society, essentially an Eco club comprising students. This club organizes various events and initiatives to increase environmental consciousness, awareness, and responsibility among the university's youth and the general population.
- An annual plantation drive is carried out on campus, with a special budget or sponsorship allocated for the event. This initiative contributes to greenery and environmental conservation.
- The installation of dustbins at various locations on campus promotes cleanliness and proper waste disposal.
- Energy-saving practices are encouraged, such as switching off lights and fans when not in use.
- Solar panels have been installed to supplement the power supply to the hostel, demonstrating a commitment to renewable energy sources and sustainability.
- Cleanliness drives are organized to raise awareness and motivation among students to maintain a clean environment.

These initiatives collectively reflect the university's commitment to ethical conduct, environmental sustainability, and social responsibility, as well as its efforts to educate students on critical issues like climate change and environmental protection.

File Description	Document
Photographs indicating the participation of students, if any	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

1. Examine your teaching materials: It's essential for educators to review and update their

teaching materials to ensure they reflect a diverse range of perspectives, cultures, and experiences. This helps students see themselves represented in the curriculum and fosters a more inclusive learning environment.

2. **Get to know your students:** Building relationships with your students is crucial. Understanding their backgrounds, interests, and unique learning needs can help you create a more inclusive classroom where all students feel valued and supported.
3. **Be willing to address inequality:** Acknowledging and addressing inequalities within the educational system is essential. This includes recognizing and working to eliminate disparities in access to resources, opportunities, and support for all students.
4. **Connect with parents and the community:** Involving parents and the local community in the educational process is important. This can help create a supportive network that values diversity and can provide additional resources and perspectives to enrich the learning experience.
5. **Meet diverse learning needs:** Students have varying learning styles and needs. Differentiated instruction, accommodations, and inclusive teaching strategies should be employed to ensure that all students have the opportunity to thrive in the classroom.
6. **Hire diversely:** Encouraging diversity among the teaching staff is important for providing students with role models who reflect a variety of backgrounds. Diverse teaching staff can bring different perspectives and experiences to the school environment.
7. **Support professional development opportunities:** Offering opportunities for teachers and staff to engage in diversity and inclusion training and professional development is crucial. This can help educators better understand and address the unique challenges and needs of a diverse student body.

Promoting diversity in the classroom and school community goes beyond just improving social skills; it enriches the overall educational experience and fosters an environment where all students feel included and can achieve their full potential.

File Description	Document
Paste link for additional information	View Document

1.3.3

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

Response:

1. **Student-Centered Approach:** The college places a strong emphasis on the needs of the students, adopting a student-centered approach to education.
2. **Teaching Methods:** The college promotes various teaching methods that encourage active learning, cooperative learning, and inductive teaching and learning. These methods include:
 - Active Learning: Engaging students in active participation in the learning process.
 - Cooperative Learning: Encouraging collaboration among students.
 - Inductive Teaching and Learning: Fostering critical thinking and problem-solving through inquiry-based, problem-based, and project-based learning.
3. **Collaborative Group Learning:** The college encourages collaborative group learning both inside and outside the classroom, emphasizing teamwork and shared learning experiences.
4. **Individual Student Research and Discovery:** Students are encouraged to engage in individual research and discovery, which can help them develop critical thinking skills and independent learning.
5. **Research and Discovery by Students and Faculty:** The college encourages joint research and discovery efforts involving both students and faculty members. This collaborative approach can lead to a deeper understanding of educational concepts.
6. **Introspection and Examination of Beliefs:** Faculty members engage students in introspection to help them examine their own beliefs. This process may involve analyzing cultural perspectives, such as cultural history, language, and literacy. It allows prospective teachers to understand how their beliefs can influence their work with families and communities, including issues related to power dynamics in society.

Overall, it appears that Ginni Devi Modi Institute of Education focuses on providing a comprehensive and student-centered education, utilizing a variety of active learning methods and encouraging collaborative learning and research among students and faculty. This approach helps prepare prospective teachers to be well-rounded educators.

File Description	Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

Response: D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 66.53

File Description	Document
Data as per Data Template	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2

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

Response: 101.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	28	53	37	49

File Description	Document
Data as per Data Template	View Document

2.1.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

1. **Remedial Coaching Classes:** These are essential for slow learners as they provide additional support to catch up with their peers and bridge any knowledge gaps.

1. **Mentoring from Alumni:** Offering mentorship from alumni is valuable for advanced learners. It provides them with insights, advice, and networking opportunities that can enhance their job prospects and career development.

1. **Transfer of Theses:** Sharing theses between students can help slow learners by giving them access to quality research and learning materials, which can improve their understanding and knowledge.

1. **Visiting and Guest Lecturers:** Having industry experts or renowned professionals as guest lecturers can offer valuable real-world insights and expertise to all students, further enhancing their education.

1. **Co-Curricular and Cultural Events:** These events contribute to the overall development of students by nurturing their talents, encouraging teamwork, and boosting their self-confidence.

1. Quiz, Debates, and Group Discussions: These activities stimulate critical thinking, problem-solving, and communication skills, benefiting both slow and advanced learners.

1. Personality Development Classes: These can be especially helpful for slow learners, as they aid in building self-confidence and interpersonal skills, which are crucial for personal and professional growth.

1. Final Year Student Mentoring: Mentoring from alumni to final year students, particularly slow learners, can be instrumental in helping them develop academically and personally.

1. Class Coordinators: Having dedicated class coordinators for every class is an excellent way to ensure that slow learners receive personalized attention and support while also identifying and nurturing the potential of advanced learners.

1. Internship Opportunities: Encouraging advanced learners to take up internships is a great way to expose them to real-world experiences, helping them apply their knowledge and skills in practical settings.

Overall, this support system seems well-rounded, catering to the diverse needs of students. It fosters an inclusive learning environment where each student, regardless of their academic level, is given the opportunity to excel and grow.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring / Academic Counselling

2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Response: B. Any 4 of the above

File Description	Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 19.17

2.2.4.1 Number of mentors in the Institution

Response: 6

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

1. **Student-Centered Learning Strategies:** In recent years, teachers have adopted various student-centered learning strategies. These methods prioritize the needs and interests of students, aiming to equip them for success.
2. **Project-Based Learning (PBL):** PBL is one of these strategies. It involves students working on longer tasks that culminate in the creation of an original presentation or product. This approach emphasizes practical and hands-on learning, moving away from traditional lecture-based instruction.
3. **Shift in Content Delivery:** The traditional classroom model has changed dramatically. Instead of the teacher being the primary source of knowledge, the focus has shifted towards the students' active engagement. Teachers now serve as facilitators, guiding students through their learning journey.
4. **Collaboration and Communication:** Student-centered learning strategies place a strong emphasis on collaboration and communication. Students are encouraged to work together, share ideas, and engage in creative thinking.
5. **Problem-Based Learning (PBL):** This is another approach where students tackle shorter projects that examine real-world problems, come up with solutions, or report potential solutions. PBL encourages critical thinking and problem-solving skills.
6. **Experimental Learning:** Experimental learning is immersive and participant-focused. It involves learners at all stages of development. This approach is well-planned, supervised, and assessed. It can help develop cultural awareness, leadership skills, and other professional and intellectual abilities.
7. **Changing Educational Models:** The traditional model of content delivery is evolving. It's becoming more dynamic and interactive, with students taking an active role in their education.
8. **Empowerment Opportunities:** Student-centered learning strategies provide empowerment opportunities. They enable students to delve deeper into subjects beyond just what's mandated by standardized assessments and curriculum standards.
9. **Preparation for an Ever-Changing Society:** These strategies aim to prepare students to make a difference in an ever-changing global society. They encourage adaptability, critical thinking, and problem-solving skills that are essential in a rapidly evolving world.

In conclusion, the shift towards student-centered learning strategies represents a more dynamic and adaptive approach to education. It places the student at the center of the learning process, emphasizing practical skills, problem-solving, and creativity. This approach better equips students for the challenges of an ever-changing global society.

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

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	24	15	16	16

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response: 52.17

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

Response: 60

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.3.5

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

Response:

1. **Mentoring as a Personal and Professional Relationship:** The passage emphasizes that mentoring is not just a professional relationship but also a personal one. It involves a mentor taking a special interest in helping a student develop into a successful professional, extending beyond the boundaries of formal teaching.
2. **Lack of Membership in teaching profession:** The passage points out that there is a shortage of mentorship in the teaching profession, despite evidence from literature suggesting the benefits of mentoring. This highlights a potential area for improvement in the education and training of teaching in India.
3. **Benefits for Both Mentors and Mentees:** It emphasizes that mentoring is not a one-sided relationship; it is beneficial for both mentors and mentees. Mentors play a crucial role in shaping the future of their students, and this experience can be enriching for the mentors as well.
4. **Importance of Mentor's Attitude and Role Modeling:** The passage underlines the significance of

the mentor's attitude, suggesting that the mentor's positive attitude is more important than the learning environment. Mentors are seen as role models, and their positive influence can have a significant impact on students.

5. **Enhancing Strengths and Addressing Weaknesses:** Mentors are expected to help students identify and leverage their strengths while working on their weaknesses. They should also develop strategies to address and overcome the weaknesses of their mentees.

In summary, the passage underscores the vital role of mentoring in personal and professional development, especially in the context of teaching education. It points out the need for more mentorship in the teaching profession and highlights the qualities and responsibilities of effective mentors.

File Description	Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

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

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

1. **Creativity and Innovation in Learning:** Creativity and innovation are seen as essential components of the learning process. They play a crucial role in challenging and refining students' understanding, encouraging them to think critically and solve problems.
2. **Activities for Skill Development:** Teachers organize various activities to foster creativity, innovativeness, intellectual and thinking skills, as well as empathy among students. These activities may include micro-teaching, macro-teaching, preparing for General Knowledge (G.K) quizzes, group discussions, unit tests, and workshops on lesson plan (L.P) formation.
3. **Empowerment and Self-Definition:** There is a workshop on women's day aimed at empowering and helping girls define themselves in life skill education. This suggests a focus on personal development and self-empowerment.
4. **Active Involvement of Students:** Students are actively involved in a dynamic teaching and learning process. Various methods are used to facilitate this active involvement, such as working in small groups, pair-role play, games, and debates.
5. **Beti Bachao, Beti Padhao:** This is a social awareness campaign in India that aims to address the declining child sex ratio and empower girl children. It focuses on promoting the value of educating and nurturing girls.
6. **Scout and Guide Camp:** Scout and Guide camps are outdoor educational programs that help participants develop various life skills, including teamwork, leadership, and survival skills. These camps are often organized for students, and they provide an opportunity for hands-on learning in a natural setting.
7. **Cultural Activities:** Cultural activities encompass a wide range of events and programs that celebrate the traditions, arts, and customs of a particular culture or community. These activities can include dance, music, drama, and art exhibitions.
8. **Farewell Party:** A farewell party is organized to bid farewell to individuals who are leaving a particular group or institution, such as students graduating or employees leaving a workplace.
9. **Fresher's Party:** A fresher's party is typically organized at educational institutions to welcome new students, especially in college or university settings. It's a way for senior students to make newcomers feel comfortable and included.
10. **Orientation Programme:** An orientation program is designed to introduce new members, students, or employees to an organization or institution. It provides essential information about the place, its policies, and what to expect.
11. **Personality Development Program:** These programs are designed to help individuals improve their personal and interpersonal skills. They often include workshops on communication, confidence building, leadership, and other skills necessary for personal and professional growth.
12. **Celebrating All Festivals:** Celebrating national and traditional festivals is a way to promote cultural diversity and unity. It allows individuals to come together to celebrate their heritage and values. National festivals could include Independence Day and Republic Day in India, for example, while traditional festivals vary from one region to another.
13. **Food Without Fire Activities**
 1. **Nutrition Workshop:** Organize a workshop on the importance of nutrition in schools and how to prepare healthy meals without using fire. Discuss the nutritional needs of students and demonstrate easy, no-cook recipes.
 2. **Nutrition Poster Presentation:** Have your B.Ed. students create educational posters about balanced diets and the importance of fruits, vegetables, and other no-cook foods. They can then present these to their peers or even to local schools.
14. **Debates:**

- **Education Policy Debates:** Organize debates on current educational policies or reforms. This will help B.Ed. students become more aware of the broader issues in education and develop their argumentation skills.
- **Classroom Management Strategies:** Conduct debates on effective classroom management techniques. B.Ed. students can debate the pros and cons of different approaches and strategies.
- **Inclusive Education:** Debates on inclusive education can be enlightening. Students can explore topics like the benefits of inclusive classrooms and the challenges associated with them.

1. Workshops on Teaching Aids:

- **Interactive Whiteboard Tools:** Conduct a workshop on using interactive whiteboards and software as teaching aids. Provide hands-on training on creating engaging lessons.
- **Digital Resources for Education:** Explore online teaching resources, educational websites, and tools that can enhance the learning experience. B.Ed. students can learn how to incorporate digital aids effectively in their lessons.
- **Creating Low-Cost Teaching Aids:** Teach your students how to create their teaching aids on a budget. This can include making flashcards, charts, and simple educational game

1. **Environmental Education:** B.Ed. programs can include courses on environmental education, which can involve activities like tree planting, seed propagation, or maintaining a school nursery. Students can be encouraged to develop lesson plans around these activities and then implement them in schools during their teaching practice
2. **Nature-Based Learning:** Promote nature-based learning, where students spend time outdoors and learn from the environment. This could include activities like nature walks, wildlife observation, and studying local plant species.

When integrating planting activities into a B.Ed. program, it's essential to emphasize the educational objectives and learning outcomes. These activities should not only be about planting but also about teaching students important concepts, skills, and values related to the environment and sustainability. Additionally, safety and ethical considerations in handling plants and the environment should be part of the curriculum.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**

8. Assessing student learning**9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:** A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

5. Identifying and using the different sources for study

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

- 1. Practical Skill Development:** School internship programs are designed to help student-teachers develop the necessary skills and competencies to effectively meet the diverse needs of students in a school environment. It is a hands-on learning experience that bridges the gap between theory and practice.
- 2. Internship Part of B.Ed. Curriculum:** The school internship is a significant and mandatory part of the B.Ed. curriculum. Student-teachers typically undergo internship experiences in different semesters throughout their program.
- 3. Role of Pupil Teachers:** During their internship, pupil-teachers take on the role of teachers within the school. This includes planning and conducting lessons, managing classrooms, and assessing students' progress.
- 4. Participation in Morning Assembly:** Morning assembly is a significant aspect of school culture. Pupil-teachers actively participate in morning assemblies, which can involve various activities and provide them with insights into the school's daily routine and values.
- 5. Teaching Pedagogical Subjects:** Pupil-teachers teach subjects related to their pedagogical training, which focuses on the methods and strategies for effective teaching. This helps them apply what they have learned in their coursework to real teaching situations.
- 6. Resource Creation and Management:** Pupil-teachers are responsible for creating and managing resources for teaching and learning in the school. This may include developing teaching materials, lesson plans, and classroom resources.
- 7. Parent-Teacher Meetings:** Pupil-teachers attend parent-teacher meetings during their internship. These meetings are essential for discussing students' performance and progress with parents. It also provides pupil-teachers with insights into parents' expectations and concerns, which is crucial for effective communication and collaboration between teachers and parents.
- 8. Class Rank:** In some educational systems, teachers are also responsible for determining a student's class rank. This involves comparing a student's performance to that of their peers in the same grade.

9. **Documentation:** It's crucial for teachers to maintain records of students' grades and performance for documentation and future reference.
10. **Continuous Improvement:** Teachers may reflect on the results to improve their teaching methods or the course curriculum for the next term.
11. **Grade Reporting:** The teacher prepares individual reports for each student, which may include final grades, comments on their performance, and any additional feedback. These reports are then shared with students and, in many cases, with parents or guardians.
12. **Checking for Errors:** Teachers double-check their calculations to ensure that there are no errors in the grading process.

In summary, the school internship program in B.Ed. is a vital component that allows aspiring teachers to gain practical experience, refine their teaching skills, and better understand the dynamics of a school environment. It plays a significant role in preparing them for their future careers as educators and fosters a deeper connection between teachers, students, and parents.

File Description	Document
Link for additional information	View Document

2.4.9

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

Response: 11.4

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

Response: 5

File Description	Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The purpose of a monitoring mechanism is to further the effective implementation of the Rules. It will assist each State in assessing its level of implementation of the Rules and in measuring its progress. The monitoring should identify obstacles and suggest suitable measures that would contribute to the successful implementation of the Rules. The monitoring mechanism will recognize the economic, social and cultural features existing in individual States. An important element should also be the provision of advisory services and the exchange of experience and information between States. The panel of experts will be encouraged by the Special Rapporteur to review, advise and provide feedback and suggestions on the promotion, implementation and monitoring of the Rules.

File Description	Document
Link for additional information	View Document

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

1. Self
2. Peers (fellow interns)

- 3. Teachers / School* Teachers
- 4. Principal / School* Principal
- 5. B.Ed Students / School* Students

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document

2.4.13

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

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

Response: A. All of the above

File Description	Document
Five filled in formats for each of the aspects claimed	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

File Description	Document
Data as per Data Template	View Document

2.5.2

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

Response: 43.01**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 8

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 9.77**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 215

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

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

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

Response:

Teachers can attain this development in two manners – Formal and Informal. Formal methods include: Attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development. Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development. Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The Institute is affiliated by Ch. Charan Singh University Meerut, It obliged to implement all directive of the university regarding continuous internal evaluation, Institute has a well structured and systematic internal assessment. Institute has started learning. Outcomes graduated attributes which are integrated into the assessment processing its syllabus that is clearly send through its mail. Whatsapp group and other documents. Each department (B.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 , Interval assessed data was uploaded on the university portal.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institute 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 scheduler are prepared 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 test basis internal assessment 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 lectures, labs assignment unit test.

College Level- The grievances during the conduction of online/theory examination are considered and discussed with the principal.

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

File Description	Document
Link for additional information	View Document

2.6.4

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

Response:

Ginni Devi Modi Institute of Education is affiliated to CCS. University Meerut . We offered B.Ed. & M.Ed. program for this programs and course. The Institute followed the curriculum designed by our

affiliated university, The programme outcomes the 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 in increasing progressively besides students progress 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 measurement of attainment of the outcomes, Even we took feedback from all the stakeholder in this respect and try to take necessary steps accordingly. The institute followed the academic calendar of our affiliating University. All the subject teachers maintained academic diary in every academic year. All the subject teacher prepared semester-wise evaluation report

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Despite the importance of assessment in Education today. Some teacher revives very formal training in assessment design or analysis. Lacking specific training teachers rely rally too heavily on assessments submitted by the publisher of their text books or instructional materials. When no appropriate assessment is available teacher construct themselves in a distinguishing fashion with questions and essay similar to those their teacher used to use. They form assessment as assessment instruments. To be used primarily after instructional activities are completed and to provide students with grade. Teacher rely of most appropriate assessments to improve guidance in student learning are quizzes test, writing assignments and other ;assessments that teachers make in their classes on a regular basis teachers rely on the results from their assessments because of their direct relationship with classroom assessments.

File Description	Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years**Response:** 100**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
57	55	97	59	97

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

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

One of the essential aspects of the institute's educational framework is the continuous monitoring of students' progress and their development of professional and personal attributes with reference to the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This monitoring process plays an important role in shaping the institution's goal to deliver quality education and focus on students' holistic growth.

The Ginni Devi Modi Institute of Education offers B.Ed. and M.Ed. programs, with a strong emphasis on preparing teachers to effectively integrate technology into education. The curriculum is designed to meet the specific PLOs and CLOs, ensuring that students not only gain academic knowledge but also enhance their skills and qualities needed for them to become great teachers as well as individuals.

The progressive monitoring of students' performance is done in an extensive manner. It involves regular assessments and evaluations, along with feedback from students, to assess their progress in achieving the desired outcomes. These assessments include academic achievements as well as the development of personal attributes such as communication skills, critical thinking, problem-solving, and leadership qualities.

The data collected through this monitoring process is crucial for making informed decisions to further improve the quality of education provided by the institute. It allows for the identification of areas where students may need additional support or resources and helps in enhancing the teaching and learning methods to meet the PLOs and CLOs requirements.

In the current educational scenario, it is important to adapt and ensure that students are well-prepared for

the challenges and opportunities in the field of education. The Ginni Devi Modi Institute of Education recognizes the importance of this adaptation and continuously uses the feedback and data from the monitoring process to make improvements in the curriculum and teaching strategies.

By focusing on monitoring and aligning student performance with the PLOs and CLOs, the institution upholds its commitment to empowering students from rural areas and preparing them to excel as educators. The goal is not only to provide education but also to nurture the personal and professional attributes that are essential for their future success.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 73.68

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

Response: 42

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Our institute focuses on developing the skills of students through micro-teaching and simulated teaching over the course of two years.

Constant assessments, macro lesson plans (delivered in teaching practice schools), projects, and assignments, are all essential for the students, and we aim to help them progress in the following manner:

- Understand exactly what is expected from them
- Have a clearer understanding of the assessment criteria
- Understand what they have to do
- Know how to prepare themselves for the assessment
- Perform to the best of their ability (when they are fully informed about the assessment)
- Having greater confidence in the assessment method and the teacher's/assessor's judgment improves their motivation
- Take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available).

Along with this, there are multiple extra-curricular activities to enhance the soft skills of each student. To focus on the hard skills, we have ICT training for students.

File Description	Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Link for additional information

[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.4

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

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

Response: D. Any 1 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 1.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	3	5	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2

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

Response: 1.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	5	6	5

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

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

Response: 12.2

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

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

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

3.3.2

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

Response: 49.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	55	98	59	97

File Description	Document
Link for additional information	View Document

3.3.3

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

Response: 46.27

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	100	60	97

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	View Document

3.3.4

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

Response:

1. **Coverage of Towns:** The mission aimed to cover all statutory towns in India, not just 40 or 41. It is a nationwide initiative.
2. **Objectives:** The major objectives of the Swachh Bharat Abhiyan include not only removing the trend of open defecation but also promoting behavioral changes in sanitation practices. The emphasis is on building sanitary toilets and ensuring their usage, not just constructing individual sanitary latrines for households.
3. **Participation:** It's great to hear that Ginni Devi Modi Institute of Education (GDMIE) participated in the cleanliness activities. Such community involvement is a crucial aspect of the Swachh Bharat Abhiyan.
4. **Yoga:** While yoga is beneficial for overall health and well-being, it is not directly related to the Swachh Bharat Abhiyan. However, promoting yoga and cleanliness can go hand in hand in terms of encouraging a healthy lifestyle.

Overall, the Swachh Bharat Abhiyan is a significant effort to improve sanitation and cleanliness in India, with a strong focus on changing societal behavior and practices. It's heartening to see educational institutions like GDMIE taking an active part in this initiative.

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

1. **Policy for Infrastructure Development:** The college has a defined policy for creating and enhancing its infrastructure in alignment with its vision and strategic objectives. This reflects a commitment to providing the necessary physical resources to support education effectively.
2. **Optimal Utilization of Infrastructure:** The institution emphasizes both the availability and efficient use of physical infrastructure to create an environment of excellence in education. This suggests a focus on ensuring that the resources are not only present but also put to the best possible use.
3. **Planning and Resource Allocation:** A Time Table committee is responsible for planning ahead and managing the allocation of resources, including classrooms, laboratories, furniture, and equipment. This indicates a systematic and organized approach to infrastructure management.
4. **Technological Innovation:** The college encourages the use of technologically innovative educational tools, such as PowerPoint presentations and LCD projectors. This reflects a commitment to staying up-to-date with modern educational technology.
5. **Training and Workshops:** The institution conducts regular workshops, awareness programs, and training sessions. This suggests a dedication to ensuring that faculty and staff are well-prepared to make the best use of available technology and infrastructure.
6. **Extended Use of Infrastructure:** The college goes beyond regular hours in utilizing its physical infrastructure. This includes conducting co-curricular and extracurricular activities, parent-teacher meetings, and training classes. This extended usage ensures that the facilities are used to their full potential.

In summary, the college's approach to infrastructure development and utilization is designed to support its educational mission effectively, integrating modern technology, training, and extended usage to create an environment conducive to learning and growth.

File Description	Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 25

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

Response: 2

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

Response: 8

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 36.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.26	1.32	9.1	9.95	8.74

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

An integrated library management system is a computer based system used to manage internal and external resources including tangible asserts financial resources, materials, and human resources. It performs library automation and collection development tasks broken down into different modules that are focused on simplifying tasks such as acquisition, cataloging and circulation common done in any library. It is built on a centralized database and normally utilizes a common computing platform and consolidates all library operations into a inform and enterprise wide system/ But our college not provide integrated library management system (ILMS) software. they are provide book bank all are students.

Library has been actively engaged in designing and delivering need based information services. During the COVID- 19 pandemic, library continues to keep connected with the user community and support their academic by providing off campus access to e- resources through 'Remote Access Portal'.

The library provides Remote access facility to the faculty, staff and all students members. Users can get access to the remote-login facility for accessing online and digital resources from the outside of campus. User can access online resources as per the library e-resource access policy and remote access policy but our college not provide this facility right now.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

Remote access library Library has been actively engaged in designing and delivering needbased information services. During the COVID- 19 pandemic, library continues to keep connected with the user community and support their academic by providing off campus access to e- resources through 'Remote Access Portal'. The library provides Remote access facility to the faculty, staff and all students members. Users can get access to the remote-login facility for accessing online and digital resources from the outside of campus. User can access online resources as per the library e-resource access policy and remote access policy but our college not provide this facility right now.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.32

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five

years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.71	0	0.42	0.38	0.10

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

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

Response: 7.66

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

Response: 225

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

Response: 194

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

Response: 204

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

Response: 243

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

Response: 184

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

IT Infrastructure The institution is totally technology enabled there is 24*7 internet and WI-FI connection available for the staff and students. 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 ebaled after JIO telecommunication installed wi-fi facility in the college in 2018. Thirty Nine computer (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 of male 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.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.29

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Link for additional information	View Document

4.3.4

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

- 1.Studio / Live studio**
- 2.Content distribution system**
- 3.Lecture Capturing System (LCS)**
- 4.Teleprompter**
- 5.Editing and graphic unit**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 21.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
13.03	5.67	1.30	0.88	1.12

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

4.4.2

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

Response:

The college infrastructure committee headed by the principal looks after the development, maintenance and utilization of the college physical facilities for maintenance of a clean campus environment, grade IV staff are assigned to various jobs and duties- cleaning of all room corridors, toilets, compound etc. on regular basis. In library at the time of admission students are issued library cards which will be valid till their final exam. The library is under CCTV Surveillance. College has a standard ground where outdoors sports activities are held and also indoor space for indoor activities. The college information and communication technology committee (ICTC) is responsible for the maintenance of computer and smooth functioning of the network facilities in the college some classrooms are equipped with the required teaching audio visual aids to supplement the teaching learning process.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: D. Any 1 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: C. Any 2 of the above

File Description	Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 13.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	05	06	22	10

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.2

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

Response: 100

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 57

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

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

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3

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

Response: 3.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

The Student Council is an increasingly common feature in many colleges and have worked to the benefit of the institutes. Students have a valuable contribution to make to the betterment of their college and their involvement in the operation of the college is itself a valuable part of the education process for the students. A Student Council provides an opportunity for students to engage in a structured partnership with teachers, students and management in the operation of their college. Research indicates that Student Councils can improve academic standards and reduce dropout rates in colleges. Student Councils can create a sense of ownership of the college and its activities among the student population. A Student Council will set its

own objectives. Some general objectives could include:

- To enhance communication between students, management and staff To promote an environment conducive to educational and personal development
- To promote friendship and respect among pupils
- To support the management and staff in the development of the college
- To represent the views of the students on matters of general concern to them

File Description	Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 19.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	35	18	16	20

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni associations play a significant role in the development of institutions, particularly in the field of

education. Here are some key roles and contributions of alumni associations: **Networking and Mentorship:** Alumni associations facilitate networking opportunities among former students and current students. They provide platforms for alumni to connect, share experiences, and build relationships. Alumni often serve as mentors, offering guidance and support to current students. **Fundraising and Financial Support:** Alumni associations often engage in fundraising activities to generate financial resources for their alma mater. Alumni donations and contributions are crucial for supporting scholarships, academic programs, infrastructure development, and other institutional initiatives. **Career Services and Professional Development:** Many alumni associations offer career services and professional development program. This includes job boards, career counseling, resume workshops, networking events, and alumni-led workshops or seminars. **Alumni Engagement and Events:** Alumni associations organize various events and activities to engage alumni. These events can include reunions, homecoming celebrations, alumni chapters or clubs, sports tournaments, and professional networking events. **Institutional Feedback and Improvement:** Alumni associations provide a valuable feedback channel for institutions. They can collect and communicate feedback from alumni regarding their educational experiences, suggestions for improvement, and insights into industry trends. Overall, alumni associations play a vital role in supporting and enhancing the development of institutions. Through networking, fundraising, career services, engagement, and feedback, they contribute to the institution's growth, reputation, and success, while also creating a strong bond among alumni and fostering lifelong connections with their alma mater.

File Description	Document
Upload any additional information	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 9

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

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

- 1. Sharing Success Stories and College Contributions:** Alumni often return to their alma mater to share their success stories. By doing so, they inspire and motivate current students by demonstrating that the education and experiences they receive at the college can lead to meaningful accomplishments. Moreover, they emphasize the importance of a holistic education that balances academics, co-curricular activities, and community service, reinforcing the idea that a well-rounded development is valuable.

2. Encouraging Higher Studies and Career Guidance: Alumni can provide valuable insights and guidance to current students about pursuing higher studies and career development. They can share their experiences in postgraduate education or in various professions, offer advice on selecting suitable career paths, and even provide information about industry trends and requirements. This support helps students make informed decisions about their future.

3. Pre-Internship Support and Insights: Alumni can play a crucial role in helping new students prepare for internships. They can provide insights into the nature of internships, the expectations of employers, and what skills and knowledge are most valuable during these experiences. This firsthand information can help current students feel more confident and prepared as they embark on internships or other practical experiences.

In addition to these mechanisms, alumni associations may also offer networking opportunities, mentorship programs, and scholarships to support current students. Overall, alumni associations can serve as a bridge between the educational institution and the professional world, enhancing the educational experience and future prospects of students.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision of Ginni Devi Modi Institute of Education is to “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”. Our Institute focuses on effective governance through decentralization to achieve its vision and mission. To achieve these goals, the Governing Body (GB) oversees the institute's operations and provides directions to various statutory and no statutory bodies of the institute. The governing body ensures that all decisions on the matters such as admissions, new programmes, infrastructure, teaching and learning process and placements are in-line to realize the vision of the institute. The governing body takes a democratic, decent realized and transparent approach to governance. The Governing Body meets on a regular basis to examine the institute’s overall growth and provide recommendations for further improvements while keeping the institute’s vision and mission in view.

File Description	Document
Vision and Mission statements of the institution	View Document
Link for additional information	View Document

6.1.2

Institution practices 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 co-curricular 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 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.

File Description	Document
Link for additional information	View Document

6.1.3

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

Response:

Requirement and staff promotion are also under taken with utmost transparency. All posts are advertised online and list of candidate screen and called for interviews are displayed on the DEI website. Employees can readily discuss and access their records in the various section of the central administrative office RTI application are received and processed promptly. Notice are promptly shared on emails salary statements sent electronically. Government regulation and amendments are promptly place before the concerned bodies, circulated displayed on DEI website. Major issue are decided through consensus, for instance the institution of eminence, Transparency in financial functioning DEI strictly follows all the rules and regulation of the Government of India. It has adopted general financial rule 2017. All expenditure proposal under group strip financial security at various level including finance committee and governing body. All its purchase are made in a transparent manner strictly it fee collection and staff and vendor payments are through online mode. It's annual budget and annual accounts are prepared as per MHRD norms and are placed before the finance committee and governing body.

File Description	Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institute prepares the strategic plan in consultation periodically as per the requirement for the holistic development. Placement is a significant parameter for all the stake holders. Hence, a strategic plan has been devised and successfully implemented to improve the placements. 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.

File Description	Document
Link for additional information	View Document

6.2.2

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

Response:

The Institutional Management is designed in a way with transparency to get the optimum results out of it. A hierarchical set ups is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage. Ginni Devi Modi Institute of Education (GDMIE) has a Governing body (higher Authority like Director and Management) to monitor and achieving the vision and mission of the institution. Functions of Key Administrative Positions:

GOVERNING BODY: - Review academic and other related activities of the College Consider new programs of study for approval of NCTE and rule followed by C.C.S university Consider recommendations of the Principal regarding Promotions.

PRINCIPAL:- To prepare all the agenda items, co-ordinate the conduct of meetings and arrange to follow-up all actions required. To provide leadership, guidance, help implementation and monitor all the academic activities in compliance with the affiliated university.

To conduct internal, end and other examinations. To initiate all the developmental activities, monitor the progress and report to the Governing Body.

To ensure and receive all departmental budgets in the prescribed form for every calendar year & for the next academic year.

File Description	Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.2.4

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

Response:

1.IQAC - NAAC Committee (Internal Quality Assurance Cell - National Assessment and Accreditation Council):

- This committee is responsible for ensuring the quality and continuous improvement of the institute.
- It helps prepare for NAAC accreditation, which is a quality assurance process for higher education institutions in India.
- It assesses and monitors various aspects of the institution to meet accreditation standards.

2.Admission Committee/Cell - B.Ed:

- This committee handles the admission process for the Bachelor of Education (B.Ed) program.
- It reviews applications, conducts entrance exams or interviews, and makes admission

decisions.

3.Cultural Committee:

- This committee focuses on organizing cultural events, festivals, and activities in the institution.
- It promotes and nurtures cultural talents among students and celebrates diversity.

4.Guidance & Counseling Committee:

- This committee provides guidance and counseling services to students.
- It helps students with academic, personal, and career-related issues, offering support and guidance.

5.Anti-Ragging Committee:

- This committee is responsible for preventing and addressing incidents of ragging, a form of bullying or harassment in educational institutions.
- It ensures a safe and welcoming environment for students.

6.Grievance & Discipline Committee:

- This committee deals with grievances and disciplinary matters within the institution.
- It addresses issues related to students' misconduct, conflicts, or complaints.

7.Sports & Scout Guide Committee:

- This committee promotes sports and physical activities in the institute.
- It organizes sports events, encourages participation in games, and may also be involved in scouting and guiding activities.

Each of these committees plays a vital role in contributing to the overall development and functioning of the institute. They help maintain a conducive learning environment, foster personal growth, and ensure the institution complies with standards and regulations while providing a well-rounded educational experience for students.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures for career development/ progression Additional benefits for both teaching and non-teaching staff

1. college bus facility is provided to staff members
2. Hostel facility is available within the campus for staff members
3. Subsidized college bus facility to the children of staff
4. Subsidized rent for staff quarters
5. Tuition fee concession for the children of Staff
6. Sponsored health insurance for teaching staff
7. Central dispensary is established in the campus with a qualified doctor and an ambulance is available round the clock
8. Providing salary advance to staff members in case of medical Emergencies.
9. Maternity leave is provided to the women employee for a period of three months
10. Organizing exclusive health camps for free treatment to the staff
11. Providing uniforms to non-teaching staff

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 5

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.4

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.3.5

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

Response:

The following factors are effectively scrutinized in the appraisal system for teaching staff. The student's feedback, University Examination results, Attitude, involvement, commitment, and achievement of a faculty with respect to his/her non-academic administrative activities, Feedback, and review of performance from other faculties in peer groups. The faculty rejuvenated through attending various programs and presenting the same to the colleagues in turn pertaining to their feedback. 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.

File Description	Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

1. **External Audit:** An external audit is typically conducted by an independent audit firm or auditor, not directly employed by the college. This independence is crucial to maintain objectivity and integrity in the audit process. External auditors review financial statements, transactions, and internal controls to ensure compliance with relevant accounting standards and regulations.
2. **Management's Role:** While the external audit is conducted by an independent party, the college's management, including the principal, plays a vital role in preparing and providing necessary financial documents for the audit. This includes financial statements, ledgers, invoices, receipts,

and any other financial records.

3. **Verification and Confirmation:** The audit process involves verifying the accuracy of financial transactions, confirming the existence of assets and liabilities, and ensuring that the financial statements provide a true and fair view of the college's financial position.
4. **Audit Reports:** Once the audit is completed, the external auditor generates an audit report. This report contains the findings of the audit, including any discrepancies, irregularities, or areas of concern. It may also include recommendations for improving financial controls or reporting processes.
5. **Principal's Oversight:** The principal and college management typically oversee the entire audit process, ensuring that it runs smoothly and that all necessary documents and information are provided to the external auditor. They may also be responsible for implementing any recommendations made in the audit report.
6. **Record Keeping:** Keeping copies of audit reports and associated documents is a common practice for colleges and other organizations. These records serve as historical documentation of the college's financial health and can be valuable for reference, compliance, and decision-making.

In summary, a well-executed financial audit process helps ensure the transparency, accuracy, and accountability of a college's financial operations. It provides confidence to stakeholders, including students, parents, faculty, and regulatory bodies, that the college is managing its finances in a responsible and ethical manner.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

6.4.3

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

Response:

- 1. Diversified Revenue Sources:** Institutions can mobilize funds from various sources, including tuition fees, grants, donations, endowments, government funding, and income-generating activities like renting out facilities or offering professional development courses.
- 2. Budgeting and Financial Planning:** Preparing a comprehensive budget is essential. This should include income projections and detailed expenditure allocations. The budget should align with the institution's mission and goals.
- 3. Fundraising and Development:** Actively engaging in fundraising efforts and development initiatives, such as alumni relations, grant applications, and campaigns, can help secure additional funds for the institution's growth.
- 4. Cost Control:** Monitoring expenditures is crucial to ensure funds are used efficiently. Identifying areas where costs can be reduced without compromising the quality of education and services is important.
- 5. Resource Allocation:** Prioritize resource allocation based on the institution's strategic objectives. Allocate funds to areas that directly support the core mission of the institution.
- 6. Endowment Management:** If the institution has an endowment, effective management is important. This involves prudent investment strategies to maximize returns while preserving the principal.
- 7. Financial Accountability and Auditing:** Internal verification and external audits help ensure financial transparency and accountability. Regular audits also help identify any financial irregularities and ensure compliance with regulations.

8. **Grants and Research Funding:** Pursuing research grants and contracts can be a significant source of funds for academic institutions. These funds can support faculty research and infrastructure development.
9. **Strategic Partnerships:** Collaborating with other educational institutions, corporations, and government agencies can lead to shared resources, joint programs, and research opportunities that can bring in additional funding.
10. **Student Aid Programs:** A portion of funds can be allocated to financial aid programs to support students who may not afford tuition. This promotes accessibility and inclusivity.
11. **Sustainability Initiatives:** Implementing sustainability practices on campus, such as energy-efficient systems or waste reduction programs, can lead to cost savings over time.
12. **Efficient Use of "Local Funds":** The categorization of funds as "Local Funds" suggests that they are meant for specific purposes. It's important to allocate and utilize these funds effectively to directly benefit students and support college development, as mentioned.

In summary, the key to successful institutional strategies for mobilizing funds and optimal resource utilization is aligning financial decisions with the institution's mission and goals, maintaining transparency and accountability, and continuously assessing and adapting these strategies to changing circumstances and needs.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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. . 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. 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.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal and Management.

File Description	Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 1.8**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	2	2

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4**Institution engages in several quality initiatives such as****1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements****2. Timely submission of AQARs (only after 1st cycle)****3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF****Response: C. Any 2 of the above**

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives****Response:**

Ginni Devi Modi Institute of Education reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning Process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and midterm holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, Compulsory core curriculum, various cultural activities, discipline and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and appropriate steps are taken for the teaching-learning process.

File Description	Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

The Institution makes efforts for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It is one of the easiest processes to help the globe by means of population in addition to make use of natural energy. Energy conservation been done by various methods:-

Switching the lights off when the students leave the classroom. Solar street light systems are installed along the roads in the campus for energy conservation. Roof top solar power plant is installed and it will meet of the power demand by the Institute. LED bulbs were used and some of the incandescent and fluorescent tube light are replaced with LED bulbs. Majority of the class rooms, laboratories, administrative blocks, computer centers, libraries, seminar halls and other rooms were provided with LED lighting system which are supposed to be energy efficient.

Energy efficient electronic gadgets like air conditioners are used and maintained regularly to achieve energy conservation. Institute organizes awareness programs on energy conservation practices. Unwanted usage of power is discouraged in Institute.

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Waste management is carried out in the institute in compliance with local and state guideline. The culture of following waste management practices goes a long way in ensuring that environment is preserved, recycling is carried out effectively. The procedure, however simple they may be require continuous efforts, education and training of all involved. Institute carried out waste management in various ways:-

Food waste of canteen is further used in the food of animals. Head of the institution monitoring is carried out periodically. Regular training given to staff regarding benefit of waste management. Bins are placed in the convenient location. The waste in the bins periodically emptied.

File Description	Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Geotagged photographs	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Cleanliness and sanitation is widely practices in institution. Several dedicated staff members have been engaged to maintain high hygiene standards. Our institute is located in an area where green cover is easily maintainable more variety of trees, plants etc. have been planted and continuously maintained these help in keeping campus fresh as well as healthy and pleasing appearance. Our institute have friendly environment, sustainable campus and to spread the notion of environmentally friendly culture to the surroundings community. In the areas of electricity, water, cleanliness, sanitation, green cover and providing pollution free healthy environment, the colleges attempting to develop the constitution in a self sustaining manner. Our institutes provide pollution free healthy environment by various ways: The maintenance staff clean and maintain them on a regular basis. Green audit to be conducted through a certified agency. The green area in the college include the plants, greenery and sustainability of the campus to ensure that the building confirm to green standards. Rainwater harvesting (RWH) is to be done technical. Create the habit of switching off lights and fans in classroom and faculty cabins when not in use.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 8.17**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2.02	1.5	1.25	1.75	2

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Link for additional information	View Document

7.1.8**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

Ginni Devi Modi institute of education is strives to leverage both their knowledge and partnership more effectively as competitive assets. Indigenous people and local communities have established longstanding relationship with their local environment. They have accumulated holistic knowledge over centuries which have allowed them to maintain an equilibrated social ecological system. Therefore the environment of indigenous communities is relevant to promote sustainable development and environmental management. Our institute encourages staff to be a part of the community. Students benefit from learning in a diverse environment geographical location and local

demographic composition play a role in students body diversity. The teachers are trained to use local languages efficiently in the classroom teachers use it effectively to enhance their student learning. Guest lecture, community talk, public conference, campus or communities tours and other exchanges serve to build understanding and trust between the campus and community. Community engaged teaching allowed student faculty and community is to experience profound growth.

File Description	Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

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. 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 member and non-teaching 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 all constructive environment.

Best Practices I: Student Mentoring

At the beginning of each session, HoDs allocate 10-15 students to every faculty for mentoring. We allocate 2 hours session per week for mentoring in time table of all first year students. Students of all subsequent years have assigned 3rd Saturday of every month for mentoring. Initially, mentors talk to the students and note down their all information, plus and minuses, communication level, about the parents, his future goals and hobbies etc. in the mentorship form and for this they discuss in detail with individual student. Mentors keep filed these mentorship forms for future reference and to note down students' continuous progress.

Best Practices II: Incorporation of Enterprise Resource Planning (ERP) system

ERP portal is being employed here for the last 9 years. Every faculty & staff member and students are given a login id and password to access it. Parents and students can check their attendance, pending dues, notifications of the faculty activities, marks of internal assessment, subject notes, study materials, question banks, etc. at any time. Faculty can also send SMS to their students directly for their academic concern. It is very useful for admission, administrative, exam and finance related work also.

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

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 institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and value based education. The faculty members are encouraged and kept updated for applying in research grant projects. The GDMIE is a venture of its own kind where academic and professionals have joined hands to aid 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.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

1. **B.Ed. Students and Job Opportunities:** In your state, B.Ed. students typically find employment in government, aided, or private public schools. The selection process for government and aided schools is governed by government policies.
2. **Placement Cell (PC) at GDMIE:** The Placement Cell at GDMIE plays an active role in helping students find job opportunities. They search for vacancies in public and private schools, and subject-wise job openings are advertised in newspapers and classifieds. Additionally, schools may communicate their staffing needs through phone or postal communication.
3. **Motivational and Educational Programs:** GDMIE conducts special programs to motivate and prepare students for higher education and competitions. These programs may include lectures on communication skills, group discussions on current issues, seminars on resume/application writing, extemporaneous speaking, and quizzes.
4. **Library Resources:** GDMIE's library is equipped with up-to-date reference materials, particularly for exams like UPTET (Uttar Pradesh Teacher Eligibility Test) and CTET (Central Teacher Eligibility Test).
5. **Affiliation:** GDMIE College is affiliated with C.C.S. University Meerut, and it has been in operation for seventeen years.
6. **Embracing Technology:** The college recognizes the importance of technology in education and provides ICT (Information and Communication Technology) based teaching aids. There is a continuous effort to encourage both faculty and students to stay updated with new technologies and knowledge.
7. **Quality Education:** The college is dedicated to maintaining the quality of teaching, learning, curricular, and co-curricular activities. All stakeholders are committed to achieving the learning objectives and program outcomes of the students within the available resources and circumstances.

Overall, it appears that GDMIE College is focused on ensuring that its students receive a well-rounded education, have access to job placement opportunities, and stay updated with modern teaching technologies and practices.

Concluding Remarks :

In summary, the Ginni Devi Modi Institute of Education demonstrates a strong commitment to providing quality education to empower students from rural areas. The institution has several strengths, particularly in infrastructure, faculty, and a tradition of academic excellence. However, it also faces challenges related to funding, local awareness, and evolving educational preferences. The institution's values and best practices align

with its mission and vision to provide a well-rounded educational experience.