



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

GINNI DEVI MODI INSTITUTE OF EDUCATION

- Name of the Head of the institution **Dr K.S. TOMAR**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **8791082220**
- Mobile No: **9837097724**
- Registered e-mail ID (Principal) **principal1gdmie@gmail.com**
- Alternate Email ID **drkstomar.edu@gmail.com**
- Address **Hapur Road Modinagar**
- City/Town **Ghaziabad**
- State/UT **Uttar Pradesh**
- Pin Code **201204**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Women**
- Location **Rural**

- Financial Status

Self-financing

- Name of the Affiliating University

Chaudhary Charan Singh University, Meerut

- Name of the IQAC Co-ordinator/Director

Dr Navinta Rani

- Phone No.

8791082220

- Alternate phone No.(IQAC)

8958043344

- Mobile (IQAC)

9837097724

- IQAC e-mail address

principal1gdmie@gmail.com

- Alternate e-mail address (IQAC)

drkstomar.edu@gmail.com

3.Website address

www.gdmieducation.org

- Web-link of the AQAR: (Previous Academic Year)

<https://www.gdmieducation.org/>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.gdmieducation.org/>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.40	2014	05/05/2014	04/05/2019

6.Date of Establishment of IQAC

10/10/2013

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

• Session for the academic calendar more in constructive approach and its successfully implementation was monitor by IQAC head with the coordination of all the members of IQAC • Motivation of teachers for the effective teaching and student's assessment are also organized by IQAC. • Created the opportunities to conduct activities by IQAC under corporate outcome program. • Initiative steps to implement in lectures and workshops, guest lectures were organized ensuring quality in learning process. • Special emphasis for personal counseling of students during the session.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Academic Calendar (Constructive Approach)	The Academic Calendar for the session 2021 22 was executed successfully
Teacher motivation	There was a change in teaching method
Counseling of Students and Students assessment	Students were clearer about their future in terms of their career
Implementation of lectures and workshops, guest lectures	Many activities were organized

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	GINNI DEVI MODI INSTITUTE OF EDUCATION
• Name of the Head of the institution	Dr K.S. TOMAR
• Designation	Principal
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• Mobile No:	9837097724
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• Pin Code	201204
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	Chaudhary Charan Singh

	University, Meerut						
• Name of the IQAC Co-ordinator/Director	Dr Navinta Rani						
• Phone No.	8791082220						
• Alternate phone No.(IQAC)	8958043344						
• Mobile (IQAC)	9837097724						
• IQAC e-mail address	principal1gdmie@gmail.com						
• Alternate e-mail address (IQAC)	drkstomar.edu@gmail.com						
3.Website address	www.gdmieducation.org						
• Web-link of the AQAR: (Previous Academic Year)	https://www.gdmieducation.org/						
4.Whether Academic Calendar prepared during the year?	Yes						
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gdmieducation.org/						
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount			
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9.No. of IQAC meetings held during the year	2	
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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
If yes, mention the amount		
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13.Whether the AQAR was placed before statutory body?	No
• Name of the statutory body	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020 - 2021	27/01/2022
15.Multidisciplinary / interdisciplinary	
N.A.	
16.Academic bank of credits (ABC):	
N.A.	
17.Skill development:	
As new age skills are required for the all round development of the students and with this vision the institute initiated various skill development programs through internal training, teaching practice, simulation teaching practice, various cultural activities, sports activities. Students are encouraged to participate in various skill development activities throughout the year these activities are helpful for the students to enhance	

their skill development and all round development.
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
N.A.
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
The institute is committed to create, sustain and improve the learning process through total quality management and create itself a position in practical learning. The institute strives to attain these objectives through continuous improvement and team work. The priority and thrust area of the institute is implementation of outcome based education in teaching-learning as it forms the integral part. As OBE is need of the hour, the institute focused on training all the faculty members on outcome based education to achieve a paradigm shift from the teacher centric education system. Accordingly, there is a need to define, develop, implement and measure student learning through the attainment of various outcomes. The institute encourages faculty and students to participate in various extension activities. This will create a sense of social responsibility, environmental consciousness and sustainability in the minds of students. As most of the students are from rural and vernacular background, to provide them a competitive advantage, communication skills training is offered through Campus Communication Skills Centre The Campus Communication Centre provides a suitable platform for the students to prove themselves by participating in the language tasks and competitions with higher levels of motivation and with its gaming element within various activities Students are encouraged towards peer learning to inculcate the spirit of team work. The institute is committed to create, sustain and improve the learning process through total quality management and create itself a position in practical learning. The institute strives to attain these objectives through continuous improvement and team work. The priority and thrust area of the institute is implementation of outcome based education in teaching-learning as it forms the integral part. As OBE is need of the hour, the institute focused on training all the faculty members on outcome based education to achieve a paradigm shift from the teacher centric education

system. Accordingly, there is a need to define, develop, implement and measure student learning through the attainment of various outcomes. The institute encourages faculty and students to participate in various extension activities. This will create a sense of social responsibility, environmental consciousness and sustainability in the minds of students. As most of the students are from rural and vernacular background, to provide them a competitive advantage, communication skills training is offered through Campus Communication Skills Centre. The Campus Communication Centre provides a suitable platform for the students to prove themselves by participating in the language tasks and competitions with higher levels of motivation and with its gaming element within various activities. Students are encouraged towards peer learning to inculcate the spirit of team work.

20.Distance education/online education:

N.A.

Extended Profile

2.Student

2.1	89
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	00
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	45
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	45
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	44
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	19.05
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	50
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	16
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	16
Number of sanctioned posts for the year:	
Part B	

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The College is only an affiliated college to Chaudhary Charan Singh University Meerut and so all the rules and regulation regarding the curriculum we follow this, we don't have any role in revising the curriculum. We may inform if any practice of discussion in the staff meetings about the curriculum based on the feedback of the students about their difficulties in understanding the subject or answering the questions. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculum. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the University should be enclosed. Apart from that we only discuss about the curriculum and at the part of institute we organized the internal activities for the betterment of the students.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

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 year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students

C. Any 3 of the above

Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded
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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

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****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****16**

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

1.2.2 - Number of value-added courses offered during the year**00****1.2.2.1 - Number of value-added courses offered during the year****00**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**00****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

00

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

00

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

00

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Teachers need a variety of skills, education and training to become proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one. Enjoy communicating your understanding to others. 2. Have confidence: You will need the confidence to look calm and professional even when tired and stressed. 3. Have great organizational skills 4. Work effectively in groups 5. Be able to deal with conflict 6. Motivate your students to do their best 7. Empathies with your Students 8. Give feedback.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in college, you're not doing your job. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

- 1. Examine your teaching materials**
- 2. Get to know your students**
- 3. Be willing to address inequality**
- 4. Connect with parents and community**
- 5. Meet diverse learning needs**
- 6. Hire diversely**
- 7. Support professional development opportunities.**

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their

professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Ginni Devi Modi Institute of Education follows the curriculum which set by the C.C.S. University, Meerut in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, projectbased learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders

Feedback collected and analysed

is processed and action is taken; feedback process adopted by the institution comprises the following

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

89

2.1.1.1 - Number of students enrolled during the year

89

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

00

2.1.2.1 - Number of students enrolled from the reserved categories during the year

00

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

00

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

00

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

Students are supported through remedial coaching classes. Advanced learners are provided mentoring from passed out students. Alumni to help their job profile career options and these are transferred to slow learner students time to time. Visiting and guest

lecturers also provided for the overall development of the students, Co-curricular and cultural events are also organized as well as quiz, debates, group discussion and personality development of the slow learner and advanced learner also. Final year students are providing with mentoring form alumni these mentors help the students particularly slow learners to develop their personality and learning abilities. Class co-ordinator is also appointed for every class to take special care to monitor guide and help the slow learner to improve on the other side the institute also identifies the advanced learners and work on them as for the requirements activities to encourage the participative learning approach advanced learner are also encouraged to take up internship.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Four/Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

11:1

2.2.4.1 - Number of mentors in the Institution

4

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

In the last sum number of years teachers today utilize a myriad of student centered learning strategies to equip prepare and produce students capable of success, in project based learning students work on longer tasks that culminate in the creation of an original presentation or product. In this way the traditional class room model has changed dramatically with a shift in the model of content delivery in this way model learning strategy depends on the students collaboration, communicate on. Creativity with teachers serving as a facilitator students work and progress, problem learning include shorter projects that examine a current problem, solve problem or report potential solution experimental learning is an immersive, participant focused. Active approach to learning that involves learned of all stages of development. Well-planned supervised and assessed experimental cultural awareness, leadership and other professional of intellectual skills. The educational model of content delivery as we know it is changing student centered learning strategies provide empowerment opportunities that allow a deep dive into more than just mandated assessments. Standards based curriculum, utilizing the strategies discusses can set you and path of producing students ready to make a difference in an ever-changing global society.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

02

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

89

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Mentoring is personal, as well as a professional relationship. In the broad sense, a mentor is someone who takes special interest in helping a pupil to develop into a successful professional. The mentoring relationship between a teacher and student expands beyond teaching to advancement in the educational and personal growth of the student. Mentoring in nursing is a dynamic and collaborative process. Effective mentoring increases student performance, retention of knowledge, and commitment. There is a lack of mentorship in the nursing profession in the Indian context, although the literature is replete with evidences of how mentoring has been beneficial in the overall development of a student. Mentoring is beneficial for the mentors and also for the mentee. In order for the mentoring to be successful, the mentor should have faith in the mentee. The attitude of the mentors is more important than the learning environment. Student's look out for role models in their mentors. It is important for the mentors to become positive role models for the students. His / her positive vibe greatly impacts the students. A mentor should enhance the strengths and dilute the weaknesses of the student. The mentor should develop strategies to explore possible solutions for the weaknesses of students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	
Four of the above	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students	
Creativity and innovation are fundamental and essential part of the learning process is also used improving their teachers professional practice and school development. Learning involve challenging refining and improving understanding by being made to think hard some activities are organized by teachers for creativity innovativeness intellectual and thinking skill empathy like skill its among students like micro teaching macro teaching & L.P formation prepare for G.K Quiz Group Discussion. Unit test workshop on L.P hifazat (workshop) on women's day for self defining of girls in the life skill education students are actively involved in a dynamic teaching and learning process the methods used to facilitate this active involvement include working in small group and pair-role play games and debates.	

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning	Ten/All of the above
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Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded
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 Teacher made written tests essentially based on subject content Observation modes for individual and group	All of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Four of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement	Four of the above

in preparatory arrangements Executing/conducting the event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Three of the above
File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded
2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups	
One of the essential components of the B.Ed. course is the school internship programme. It is often referred to as the backbone of the course. In other words, a school internship programme is a kind of course where aspiring teachers get to practice their skills in a classroom. To give the student-teacher the necessary knowledge and abilities to meet the various requirements of the school's students. School Internship is a major part of B.Ed. Curriculum. All the semesters take part in the internship program. Pupil teachers perform various activities in the school as a	

teacher. Morning Assembly plays a significant role in the school culture. Pupil teachers attend morning assembly on regular basis. Pupil-teachers take classes regularly according to their pedagogical subjects. They create and maintain resources for teaching and learning in schools. Pupil-teacher attend a parent-teacher meeting held during the internship to discuss about child's performance with their respective parents. This practice is vital to understanding the parents' expectations from their wards and the teachers.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

45

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

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	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG

All of the above

programmes)	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	
16	

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

16

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

16

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

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	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

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	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

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 prepare as per the university and communicated to students well in advance, to ensure proper conduct of formative tests two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination the marks obtained by the students in internal assessment 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	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

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 progressin to the higher studies that is form under graduate to past graduate seems to be increasing consistently in a similar way the ration of students placement is also increasing. We took almost 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 Affiliate University. All the subject teachers maintained academic diary in every academic year

All the subject teacher prepared semester- wise evaluation report

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Despite the importance of assessment in Education today. Some teacher revives very formal training in assessment design or analysis. Lacking specific training teachers rely 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	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

• 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) • have a greater confidence in the assessment method and the teacher's/assessor's judgment improve their motivation • take ownership of their assessment • Prepare for the assessment (ensuring they have all relevant equipment available)

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

89

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

• 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) • have a greater confidence in the assessment method and the teacher's/assessor's judgment improve their motivation • take ownership of their assessment • Prepare for the assessment (ensuring they have all relevant equipment available)

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

yes

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

2

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

4

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

1

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

55

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

85

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Swachh Bharat abhiyan is a clean India drive and mission launched as a national Campaign by the Indian government in order to cover the 40 41 Statutory towns aiming to maintain cleanliness of the country. It is the biggest cleanness drive ever in ever in college gdmie took part in the cleanliness activities. The mission aims to connect each and every individual from all walks of life by making the structure of branching of a tree. It aims two construct individual sanitary latrines for household purpose specially for the people living below poverty line. The major objectives of swachh Bharat abhiyan removing the trend of open defecation changing in sanitary toilets. At in our college ginni devi modi institute of education conduct swacg bharat abhiyan and yoga in presence of all the faculty members , principal and ous students take the participating with full efforts.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

00

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

02

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

00

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

00

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Ever since its establishment, our college has augmented its infrastructure continuously over the year. The Institution has taken progressive steps to provide various infrastructure facilities for students like well-ventilated classrooms, updated library separate reading room for students, spacious sports facility, digitally loaded computer lab, well-equipped laboratory, and separate common room for girls, good sanitation facility, canteen, washroom for faculty and students, solar energy electricity generation plant, etc. Staff room and separate sitting area with computer system for faculty are provided for the smooth running of academic work. The time table committee plans ahead for all requirements whenever need arises to augment. The college ensures optional civilization of the resources by encouraging innovative teaching learning practices like use of power point presentations, ICD projectors etc. Regular workshops/ awareness programs/training programs are conduct of for optional optimally utilized beyond regular college hours, to conduct co-curricular acitivites/extra curricular activities, parent teacher meeting, training classes etc.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**2 classroom 1 seminar hall**

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**19.05**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the features of Library Automation in not more than 100 – 200 words.

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.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Remote access library

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	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.71

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

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

220 STUDENTS 05 TEACHERS

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

None of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

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 enabled 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	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	View File

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

E. < 50 MBPS

**4.3.4 - Facilities for e-content development are available in the institution such as
Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system
Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit**

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

26.23

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

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	Documents
Appropriate link(s) on the institutional website	https://gdmieducation.org/
Any other relevant information	No File Uploaded

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 Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	One/Two of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical	Seven/Eight of the above
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aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	D. Any 1 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
07	07

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

04

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

06

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

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	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

8

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

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 programs. 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	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

00

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Following are the mechanism through which Alumni Association acts as effective support system by:

1. Sharing their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services.

2. Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students.

3. Alumni helps in pre Internship of new students as they tell them the nature in schools and everything related to it.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

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 non 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	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

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	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

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	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The institute prepares the strategic plan in consultation

with various stakeholders periodically as per the requirement for the holistic development. Placement is a significant parameter for all the stakeholders. 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	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

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	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Institute forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute following committees are formed as below:-

- **IQAC - NAAC Committee.**
- **Admission Committee/Cell- B.Ed.**
- **Cultural Committee.**
- **Guidance & Counseling Committee.**
- **Anti- Ranging Committee.**
- **Grievance & Discipline Committee.**
- **Sports & Scout Guide Committee.**

All these committees are work accordingly and properly.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

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 faculty**

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

00

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - 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

00

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

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	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Financial audit of the accounts is an important process and is strictly followed by the management. The college undergoes an external audit conducted by Management. They verify and confirm all finance related document. Report of audit is submitted regularly. All the process in the college is strictly monitored by the principal. The copies of the audit are also preserved in the college for records.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Institutional strategies for mobilisation of funds and the optimal utilisation of resources Ginni devi modi institute of education is known for its integrity and it maintains a transparent and accountable financial management system. Campus Treasurer System is introduced to regulate

financial process, preparing budget, mobilising resources, monitoring expenditures, maintaining accounts, internal verification and external audit. These funds are grouped under heading "Local Funds". These funds are utilized for the benefit of students and for meeting other minor expenses of the college. To ensure the optimum end use of these funds for college development.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

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	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

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	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

1

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

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 mid-term 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	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

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 uses 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	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Waster management is carried out 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, howsoever 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 placing in the convenient location.
- The waste in the bins periodically emptied.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**2.02**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

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	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

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.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

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 endeavourers 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	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded