



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**GINNI DEVI MODI INSTITUTE OF
EDUCATION MODINAGAR**

- Name of the Head of the institution

Dr. Ekta Bhardwaj

- Designation

PRINCIPAL

- Does the institution function from its own campus?

Yes

- Alternate phone No.

09311798581

- Mobile No:

8791082220

- Registered e-mail ID (Principal)

principal1gdmie@gmail.com

- Alternate Email ID

principal1gdmie@gmail.com

- Address

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

- 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 **CCS UNIVERSITY, MEERUT**
- Name of the IQAC Co-ordinator/Director **Dr.NAVINTA RANI**
- Phone No. **8958043344**
- Alternate phone No.(IQAC) **8791082220**
- Mobile (IQAC) **09311798581**
- IQAC e-mail address **Principal1gdmie@gmail.com**
- Alternate e-mail address (IQAC) **navintarani1972@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) www.gdmieducation.org
<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 2	B	2.02	2024	07/06/2024	06/06/2029

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

Yes

NAAC guidelines

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

9.No. of IQAC meetings held during the year **3**

- 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)

•The committee collected respective information between the year from 2023-24 proof were checked simultaneously . This was followed by filling up the AQAR . •We organized workshop, guest lectures, alumni & collected feedback from students , alumni and teachers. Regarding the syllabus and teaching learning process in the college. •Special emphasis for personal and carrier counseling of students during the session. •To conduct interviews for placement of students. •Motivation of teachers for the effective teaching and students through personality development program.

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 ,Time Table,	The Academic Calendar & Time Table for the session 2023-24 was executed successfully
alumni involvement and placement	10 Student Placed in public schools and institutions.,Faculty members of our institution attended for PD.
Career Counseling	Students were clearer about their future in terms of their career.
Organized Guest Lectures, Workshop, Seminar	Most of the 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 MODINAGAR
• Name of the Head of the institution	Dr. Ekta Bhardwaj
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	09311798581
• Mobile No:	8791082220
• Registered e-mail ID (Principal)	principal1gdmie@gmail.com
• Alternate Email ID	principal1gdmie@gmail.com
• Address	GINNI DEVI MODI INSTITUTE OF EDUCATION HAPUR ROAD MODINAGAR, GHAZIABAD
• 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	CCS UNIVERSITY, MEERUT				
• Name of the IQAC Co-ordinator/Director	Dr. NAVINTA RANI				
• Phone No.	8958043344				
• Alternate phone No.(IQAC)	8791082220				
• Mobile (IQAC)	09311798581				
• IQAC e-mail address	Principal1gdmie@gmail.com				
• Alternate e-mail address (IQAC)	navintarani1972@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 2	B	2.02	2024	07/06/2024	06/06/2029
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	3	
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	
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If yes, mention the amount		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
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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
2023-2024	20/02/2024
15.Multidisciplinary / interdisciplinary	
NEP 2020 has broken the shackles of subject choices being limited to the traditional domains of Science, Commerce and Humanities. It allows for cross sectional course selection and gives students the opportunity to enhance their core skills. Multi-disciplinary education allows students to understand the power of new ideas. Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the	

risks & advantages. Thus, a multi-disciplinary program brings pragmatism and flexibility to the table. Our institute is among the institutes to have taken a proactive stance towards assessing the guidelines proposed in the National Education Policy (NEP) 2020 and exploring appropriate measures for their implementation. The institute has taken several initiatives to set up new schools, departments and centers with multi-disciplinary teaching and research programs in keeping with the broad objectives of NEP 2020. The institute is carefully examining the structure and nature of its existing program that could help build a strong foundation for introducing the NEP 2020 directives.

16. Academic bank of credits (ABC):

This scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The students will be able to drop out of their institute from any year/semester and exchange the credits earned so far with a certificate/diploma if eligible. They will also be able to redeem the credits and rejoin the same institute or some other institute of his/her choice at the same time or some other time in future and continue from the year/semester his education is pending from. Our Institute is committed to provide Online & offline – both types of courses in the scheme. Some of the important ones include National Schemes such as NPTEL, SWAYAM & VLAB. Institute will approach the expert who can offer various ERP modules such as Learning Management System, E-Learning software, On line Assessment software and much more that could help institute in Creating a student-centric learning ecosystem Innovative techniques of teaching Implement best practices for choice-based learning Develop skills along with academic merit Prepare students to be future-ready

17. Skill development:

Institution Provides skill development program that encourages Students to think deeper and solve problems independantly. Acquiring life skills naturally makes students independent thinkers and instills vital leadership skills. 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, micro teaching Practice, various Co-Curricular activities, sports activities. Students are encouraged to participate in various skill development

activities.
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) In order to become the knowledge power in this century, it is imperative that we understand our heritage and teach the world the 'Indian way' of doing things. To develop and making aware about our rich culture and tradition Institute is having human value, Meditation & Yoga cell to inclination the habit of good sanskar. The objective is to inculcate good manners, responsibilities of good citizen and develop respect for the dignity of individual and society. These cells conduct various activities by calling experts to keep students mentally and physical strong. Human value cell helping students to better understand the values that guide their own daily lives and contributing to changes in values held collectively by communities and personally by individuals. It conducts various workshops and seminars by
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 strive to attain these objectives through continuous improvement and team work . The priority and thrust area of the institute is implementation of outcome baesd 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 based education to achieve a paradigm shift from the teacher centric education system. According, there is a need to define, develop, implement and measure students learning through the attainment of various outcomes. The institute encourage 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 advantages, communication skills training is offered through campus communication skills centre. The campus communication centre provides a sustainable platform for the students to prove themselves by participating in the language tasks and competitive advantage, 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 level of motivation 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 strive 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 encourage 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 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 level 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:

Online education is one of the major changes in the global education industry after COVID hits the country. The internet is used for this type of learning. This form of learning has been made easier with new and improved technologies. Higher education institutions favor online learning as well. The present age is

Extended Profile

1.Student

2.1

196

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2		150
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		60
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4		83
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5		83
Number of graduating students during the year		
File Description	Documents	
Data Template	View File	
2.6		111
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1		47.9
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		48
Total number of computers on campus for academic purposes		

3. Teacher	
5.1	25
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	25
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 institute is affiliated to Chaudhary Charan Singh University Meerut. The institute follows all the rules and regulation according university. 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. • The primary goal is to excel in the field of teacher education, ensuring students are well prepared to become effective educators. • Keeping students updated with the latest knowledge and practices in the field of education. • Preparing students for gainful employment, which is aligned	

with the global job market.

- **Actively participating in the development and improvement of the curriculum for B.Ed., M.Ed. courses by providing feedback and suggestion to the affiliated university.**

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	View File
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 Alumni

A. All of the above

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	View File

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	A. All 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	http://gdmieducation.org/public/storage/media/1716966222.pdf http://gdmieducation.org/public/storage/media/1716966202.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File
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	
29	

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

0

1.2.2.1 - Number of value-added courses offered during the year

0

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

0

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

0

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

0

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

0

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.

The university has adopted code of professional ethics, which is contained in the UGC regulations on minimum qualifications for appointment of teachers and other academic staff in colleges and measures for the maintenance of standards in higher education, the code is mandatory for permanent faculty members of the higher institutions, and it outlines the expected code of conduct for teachers to maintain the dignity of the profession and promote continuous professional growth through study and research. 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	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

The diversities in school system in india as well as international and comparative perspective is essential for educators to review and update their teaching materials to ensure they reflect a diverse range of perspectives, cultures, and experiences. This helps students see themselves represented in the curriculum and fosters a more inclusive learning environment. Involving parents and the local community in the educational process is important. This can help create a supportive network that values diversity and can provide additional resources and perspectives to enrich the learning experience. 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	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The Institute places a strong emphasis on the needs of the students, adopting a student -centered approach to education. The Institute 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 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). The institute encourages joint research and discovery efforts involving both students and faculty members. This collaborative approach can lead to a deeper understanding of educational concepts. Utilizing a variety of active learning methods and encouraging collaborative learning and research among students and faculty. This approach helps prepare prospective teachers to be well-rounded educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
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	Four of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
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	
111	
2.1.1.1 - Number of students enrolled during the year	
111	

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	View File

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.

For the all- round development of students, intellectual, social, moral personality ,mental ,physical cultural programs, group discussions, debates, sport, singing, art, skill development programs are organized from time to time in the college.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 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 indentify the advance learners and work on them as for the requirements acidities to encourage the participative learning approach advanced learner are also encourage to take up approach advanced learner are also encourage to take up internship.

File Description	Documents
Documentary evidence in support of the claim	View File
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												
<table> <tr> <th data-bbox="86 651 539 714">File Description</th><th data-bbox="539 651 1436 714">Documents</th></tr> <tr> <td data-bbox="86 714 539 779">Data as per Data Template</td><td data-bbox="539 714 1436 779">View File</td></tr> <tr> <td data-bbox="86 779 539 920">Relevant documents highlighting the activities to address the student diversities</td><td data-bbox="539 779 1436 920">View File</td></tr> <tr> <td data-bbox="86 920 539 1023">Reports with seal and signature of Principal</td><td data-bbox="539 920 1436 1023">View File</td></tr> <tr> <td data-bbox="86 1023 539 1126">Photographs with caption and date, if any</td><td data-bbox="539 1023 1436 1126">View File</td></tr> <tr> <td data-bbox="86 1126 539 1191">Any other relevant information</td><td data-bbox="539 1126 1436 1191">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Relevant documents highlighting the activities to address the student diversities	View File	Reports with seal and signature of Principal	View File	Photographs with caption and date, if any	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Relevant documents highlighting the activities to address the student diversities	View File												
Reports with seal and signature of Principal	View File												
Photographs with caption and date, if any	View File												
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	Three of the above												

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
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.

Teaching learning process is a multi dimensional journey in teaching learning process.both teacher and student take part in learning process.the role of technology in modern education in a dynamic process to help students become competent in socio, economic and professional fields.the use of technology has improved education,so that things can be explained better to students and their interest can be boosted.teachers use teaching strategies to make students successful in teacher training.demonstration strategy both lecture and demonstration method are combined together to give rise to demonstration method

which makes teacher more effective lecture clarify the theoretical aspects, new knowledge is gained through exploration. it increases the interest of students ...

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

5

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

194

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

Two of the above

activities Biomechanical and Kinesiological activities Field sports	
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	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	www.gdmie.com
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 a personal as well as a professional relationship. In a broad sense, a mentor is a person who solves all the problems of a student in his teaching and develops him in all aspects. The mentoring relationship between a teacher and a student goes beyond teaching and advances the educational and personal growth of students. How has mentoring been beneficial in the overall development of students? There should be trust in the partner for mentoring. The mentor's interest in learning is important, so students look for a role model in the mentor. Mentally positive thinking influences students. The first task of a person is to enhance the student's strengths, solve his problems and reduce the student's weaknesses. The mentor should develop strategies to find out possible solutions to the students' weaknesses.	
File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by	Three of the above

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	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
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 essential part of the teaching process.which generates interest in teaching work which proves helpful in the development of the teacher and the college.to make the teacher effective,some activities are organized by the teachers for developing skills in creativity, innovation, intellectuality and sociality .like micro teaching,macro teaching,internship, group -discussion ,debate competition,pre-exam ,guest lecture,skill development,creative writing ,, sports,music,art, related workshop.these workshops empower students to face challenges with confidence.life skills are practical abilities that help girl.students to navigate successfully in daily life .time management literacy, problem solving and decision making ...	
File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
2.4 - Competency and Skill Development	
2.4.1 - Institution provides opportunities for	Three/Four of the above

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)	
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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 Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Four/Five of the above
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
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**

Two 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	View File
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 activities Performance tests Oral assessment
Rating Scales**

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
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 in preparatory arrangements Executing/conducting the event

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
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	View File
Any other relevant information	View File

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

School internship is a major part of B.Ed curriculum.it is often referred to as the backbone of the course .During internship pupil teacher get a chance to practice their skills in the classroom.in other words,a school internship programme is a kind of course where aspiring teachers get to practice their skills in a class room .the modern teacher education curriculum uses its own experiments which aim to include teaching skills in the pupil teacher.the pupil teacher have to complete a four months internship programme during which the students stay in the school for the whole day and participate in the school progress .pupil teachers attend morning assembly on regular basis.pupil teachers take classes regularly.according to their padegogical subjects.to

give the necessary knowledge and abilities to meet the various requirements of the school s students.pupil teachers attend a parent teacher meeting held during the internship to discuss about child s performance with their respective parents.internship provide people teacher with the opportunity to pursue career growth and learn new skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

86

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
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 college adopts a rigorous and well plan mechanism to carry out the monitoring and assessment of students in the schools during the internship programme. each teacher educational is assigned a school for monitoring and evaluation purposes on a rotation basis, teacher- educators also maintain a proper record of each observation and remark given .the role of the teacher- educator principal school teachers are: to maintain and ensure regularity and punctuality of teacher- trainee during the internship .teacher- educators also and en sure the optimal learning exposures to trainees during there their internship training during their internship programme .they also look after the problems faced by the students in the schools and provide viable solutions at her level .teacher- educator assigned ,assesses the students for their observation skills and their participation in school activities. suitable feedback is provided to trainers for improvement in performance.

File Description	Documents
Documentary evidence in support of the response	View File
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 /

Three of the above

School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
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	One 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	
25	

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

11

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

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

25

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

25

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

Continuous learning is important for teachers to stay updated with the latest educational trends, technology, and methodologies

,constructive feedbacks improve improve your learning teaching skills. attending workshops, conference, Webinars, seminars, symposiums ,skill development ,online courses for continuous learning makes the teacher effective. constantly reading new books and magazines, 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 can be used to develop new strategies ,improve practices and informal knowledge. it can be used in many fields, including teaching learning and organizational change. action research can help identify problems and issues that need to be addressed .portfolio is a collection of materials that demonstrate is a teachers effectiveness and teaching philosophy. 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 incident for development .lesson plan helps teachers be more effective. let teachers easily integrate new ideas, technology and resources into their classrooms. let's teachers update learning activities .teacher, in order to let learners learn in the best possible ways, have to adopt to the changes from time to time.

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 continuous internal assessment evaluation of the students is an integral part of the teaching learning process. the students have been encouraged continuously to study sincerely for the improvement of their performance in our college. it helps students understand the course material improves their learning. the CIE system ensure a comprehensive evaluation process that enables continuous feedback and improvement for students .the institute is affiliated by Chaudhary Charan Singh University Meerut .the college has also implemented various reforms in internal evaluation system. at the beginning of each year the students are instructed about the syllabus and evaluation process. there are two types of examination in college .v.z internal examination

organized by the college and external examination(or University exam) organised by the University ,College porganized time to time theory assignment, psychology test and unit test also.its syllabus that is clearly send through its mail ,whats aap group and other documents

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

Three of the above

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

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

Eisha Ginni Devi: Mechanism to deal with internal / external examination related grievances is transparent time college recognizes that complaints and feedback are important part of ongoing quality improvement .the college has an effective mechanism for redressal of grievances pertaining to examinations.

all grievances regarding evaluation including the internal assessment mark awarded for the students, are redressed by the principal, and faculty members. the system of internal assessment is communicated with the students well in time. the internal assessment test scheduler are prepared as per the university and communicated to students well in advance, to ensure proper conduct of formative tests and two invigilators are assigned to each hall. evaluation is done by the course handling faculty members within 3 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 :-

1:-College level:- The facilities concerned distribute the answer sheets of internal examination with students and collect their grievances if any. if a student feels that the marks he/ she is scored for any paper is not up to his/ her expectations, the student can opt for revaluation through a letter within 7 days of declaring the results. the principal /faculty of examinations continuously of internal assessment and make necessary rectifications. the action taken on the grievances will be communicated to students within a stipulated time period.

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.

Before the commencement of the academic year, our institute (Ginni Devi Modi institute of education affiliated to CCS University Meerut) we offered B.ed and M.ed programme for these programs and courses. The institute followed the curriculum designed by our affiliated university. college prepares "academic calendar" containing the relevant information regarding the teaching learning schedule (working days) various events to be organized holidays, dates of internal examination, unit test etc. the academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and displayed in the principal's office. the students' academic progress is monitored

regularly by adopting by strategy of continuous internal evaluation seminars, guest lectures, unit test and other activities. the review of internal assessment is taken by the principal regularly .for the implementation of internal assessment process, examination committee is formed at the college level which monitor overall internal assessment process, examination committee is formed at the college level which monitor over all internal assessment process .the process is as follows:-

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - 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.

Successful outcome of the programs b.Ed /m.Ed courses offered by in an institution reflects in the successful evaluation and performance of its students .our college follows learner centrai approach for teaching and extra curricular activities in the domain of theory as well as practical .the evaluation of PLOs and CLOs is done throughout the academic year. in both curricular and Co -curricular activities. various formal and informal mechanisms are available for assessing the attainment PLOs and CLOs through performance in the mid internal examination, practical and external examination, practical examination ,unit test, quiz group, discussion, project work assignment presentation, guest lecture ,workshop, seminars. that attendance cum - record registers maintained for both courses ,maintain you attendance results of internal examination, and class assessments. internal examinations are conducted at the college level by the college, principal and teachers, feedback students indivisually.

File Description	Documents
Documentary evidence in support of the claim	View File
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	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
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

111

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	View File
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	View File
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

0

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)

0

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	View File
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	No File Uploaded
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

8

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
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

2

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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

3

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

50

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

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

86

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

80

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

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. GDMI 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 to 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 Swachh Bharat Abhiyan and yoga in presence of all the faculty members, principal and our students take the participating with full efforts.

File Description	Documents
Relevant documentary evidence for the claim	View File
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

28

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

5

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

5

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	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

The college has taken progressive steps to provided 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.i 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 conduce of for optional optimally utilized beyond regular college hours, to conduct co - curricular activities/ extra curricular activities, parent teacher meeting, training classes etc.

File Description	Documents
List of physical facilities available for teaching learning	View File
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

3

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)

40.1

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	View File
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.

library as a leaning Resource 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 takes 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

At that time we are not provide remote access library but for the progress of students we provide fully Wi-Fi library and ERP software. With the help of Wi-Fi students search many more information about the subject. While libraries remain an excellent source of information, students can leverage Wi-Fi in college to access rich online database, keep track of deadlines and submit projects instantly upon completion. with the help of Wi-Fi in library students can do their research work and other subjective work easily.

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)

0.55

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	View File
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

215

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	View File
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	No File Uploaded

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

One of the above

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

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

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 able after JIO telecommunication installed Wi-Fi facilities in the college. Forty eight compute(PCs) are installed in Institutewith internet connectivity and LCD projector, Licensed copies of anti-virus 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

6:1

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	View File
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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	https://www.gdmieducation.org/
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	https://www.gdmieducation.org/
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)	
40.1	
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	View File
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 rooms corridors, toilets, compound etc. on a regular basis in library at the time of admission students are issued library cards which will be valid till they are 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 classroom 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	http://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	Four of the above												
<table> <tr> <th data-bbox="86 689 539 757">File Description</th><th data-bbox="539 689 1436 757">Documents</th></tr> <tr> <td data-bbox="86 757 539 824">Data as per Data Template</td><td data-bbox="539 757 1436 824">View File</td></tr> <tr> <td data-bbox="86 824 539 1003">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td><td data-bbox="539 824 1436 1003">View File</td></tr> <tr> <td data-bbox="86 1003 539 1144">Sample feedback sheets from the students participating in each of the initiative</td><td data-bbox="539 1003 1436 1144">View File</td></tr> <tr> <td data-bbox="86 1144 539 1249">Photographs with date and caption for each initiative</td><td data-bbox="539 1144 1436 1249">View File</td></tr> <tr> <td data-bbox="86 1249 539 1308">Any other relevant information</td><td data-bbox="539 1249 1436 1308">No File Uploaded</td></tr> </table>	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	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	View File	Any other relevant information	No File Uploaded	
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	View File												
Sample feedback sheets from the students participating in each of the initiative	View File												
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 aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above												
<table> <tr> <th data-bbox="86 1653 539 1720">File Description</th><th data-bbox="539 1653 1436 1720">Documents</th></tr> <tr> <td data-bbox="86 1720 539 1787">Geo-tagged photographs</td><td data-bbox="539 1720 1436 1787">View File</td></tr> <tr> <td data-bbox="86 1787 539 1845">Any other relevant information</td><td data-bbox="539 1787 1436 1845">No File Uploaded</td></tr> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
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	B. Any 3 of the above												

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													
<table> <tr> <th>File Description</th><th>Documents</th></tr> <tr> <td>Data as per Data Template for the applicable options</td><td>View File</td></tr> <tr> <td>Institutional guidelines for students’ grievance redressal</td><td>View File</td></tr> <tr> <td>Composition of the student grievance redressal committee including sexual harassment and ragging</td><td>View File</td></tr> <tr> <td>Samples of grievance submitted offline</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template for the applicable options	View File	Institutional guidelines for students’ grievance redressal	View File	Composition of the student grievance redressal committee including sexual harassment and ragging	View File	Samples of grievance submitted offline	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template for the applicable options	View File												
Institutional guidelines for students’ grievance redressal	View File												
Composition of the student grievance redressal committee including sexual harassment and ragging	View File												
Samples of grievance submitted offline	No File Uploaded												
Any other relevant information	No File Uploaded												
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)	Three of the above												
<table> <tr> <th>File Description</th><th>Documents</th></tr> <tr> <td>Data as per Data template</td><td>View File</td></tr> <tr> <td>Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter</td><td>View File</td></tr> <tr> <td>Report of the Placement Cell</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </table>	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	View File	Report of the Placement Cell	View File	Any other relevant information	No File Uploaded			
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	View File												
Report of the Placement Cell	View File												
Any other relevant information	No File Uploaded												
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
16	16

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
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).****11**

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)**11**

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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 Ginni Devi Modi institute of education student council is formed as a student representative body. that acts as a liaison between the staff and students. they are instrumental in ensuring smooth implementation of co, curricular activities by mobilizing students to participate, plan and execute the various range of activities conduct by the college: both curricular activities under the guidance of the principal and faculty in charge, a student counselling is responsible for the conducting a variety of events. its main objective are to main discipline provide. mechanism to address grievances conduct various program, developed team, spirit leadership skills and coprative learning among student teachers. the various activities conductor by the students, council include conducting regular meetings, giving instructions in the classes, conducting academy sports, and cultural activities, smoothly and to address the grievance of studentsto tutorial group teachers and principal . 1:sports committee : the sports committee is responsible for organizing the annual sports day .event the sports committee also organizes small Indore/ online events for the purpose of promotion of sports and sportsman spirit among the students . 2:Cultural committee: the cultural committee overseas the coordination of students to ensure maximum participation of student teachers the put up good quality cultural program to be showcased at various inter and intra collegiate platforms . 3:Discipline committee: the discipline committee is responsible for the discipline among student teachers. 4:Library committee: the library committee is responsible for the various library facilities provide to the student teachers.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
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	View File
Any other relevant information	View File

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

Aluminium associations play an invaluable role in the development and advancement of institute,: 1. Financial contributions: one of the most noticeable ways in which alumni , associates and chapters have made a substantitle impact on our institution is through their financial contributions. 2:Networking and professional development :

Alumni associations have fostered a vibrant sense of community among graduates .in the first year, they have organized networking events and career development workshops that have greatly

benefited our students. these opportunities have facilitated connections between current students and accomplished alumni offering valuable insights and guidance for their professional journeys . 3:Requirement and placement : Our alumni have actively participated in requirement and placement efforts. they have provided job opportunities, internship placement ,and career advise to students and recent graduates, contributing of their successful transition into the workforce . 4:Promotion and advocacy :our our alumni have been active students for the institution .spreading the word about our achievements and in success.they have shared their own accomplishments, serving and inspiring role models for current students. in summary the alumni associations actively functioning have made a profound and lasting impact on our institution during the past year.

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

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	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

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

Aluminium association is not registered with charitable commissioner. however, it makes no different in association. there strong bond thick association between the alumni and institute. Alumni association is not formal, it is formal but with true shades of association. Alumni Ex100 students of those informally joined having placental relation with mother. Mechanism through which alumni association acts as an effective support system to institution in motivating student as well as recognizing nutering ,and furthering any special talent in students can be briefed as following :

1:Welcome party to freshers by students, council and alumni association 2:Validatory function for outgoing 2nd year students by student counselling and eliminate association 3: Alumni association along with student council carry out commemorative days celebration . Alumni students organized welcome function for new comers , freshers, new entrance ,it is to build confident in new comers. welcome function is signifcent since it marks the beginning of an event of academics,, education. it also caters a brief knowledge about the following sequences of events to the audience .

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

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 decentralisation to achieve its vision and mission. To achieve these goals, the governing body (GB) oversees the institute 's operations and provides directions to various statutory and no statutory bodies of the institute. The governing body ensures that all decisions on the matters such as admissions, new programs, infrastructure, teaching and learning process and placements 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	View File
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-curriculum activities to be conducted in the course of the academic year. The list of committee 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 participations of all the people concerned. Thus, the decentralisation 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 non-teaching 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 undertaken 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 placed before the concerned bodies, circulated displayed on DEI website. Major issues are decided through consensus, for instance the institution of eminence, Transparency in financial functioning DEI strictly follows all the rules and regulations 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 purchases are made in a transparent manner strictly its fee collection and staff and vendor payments are through online mode. Its annual budget and annual accounts are prepared as per MHRD norms and placed before the finance committee and governing body.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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 is 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 system. 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	http://gdmieducation.org/
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 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 rules followed by C.C.S university Consider recommendations of the principal regarding promotions. Principal - To improve 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 examination To initiate all the developmental budget in the prescribed form for every calendar year & for the next academic year.

File Description	Documents
Link to organogram on the institutional website	http://gdmieducation.org/
Documentary evidence in support of the claim	View File
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	View File
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

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 create different committee/bodies/cells and their functions are properly defined, considering the overall development of the institute .following committees are formed for effective implementation and improvement of the institute given as below # IQAC - NAAC committee # Admission committee/cell-B.Ed # Cultural committee #Guidance & Counselling committee. # Anti - Ranging committee. #Grievance & Discipline committee. # Sports & Scout Guide Committee. The above committees work accordingly and properly.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
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

faculty welfare for career development/ progression Welfare additional benefits for both teaching and non-teaching staff.

1.Institute provide bus facility to staff members. 2.campus hostel facility available for staff members 3.subsidized college bus facility to the children of staff. 4.Subsidized rent for staff quarters. 5.Facility of tuition fee concession for the children of staff members. 6.sponsored health insurance for teaching staff. 7.Ambulance facility and central dispensary is established in the campus with qualified doctor. 8. In case of medical emergency institute provide advance salary facility to staff members. 9. For women employee maternity leave is provided for a period of Three months. 10. Institute organize dental and health checkup camp for free treatment to staff 11. Institute provide uniform to non teaching staff. 12. Fund provide for teaching staff for publication research paper at least two in a year. 13. Incentive

provided for teacher best performance.

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

3

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
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

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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.

A performance appraisal system for teaching and non-teaching staff measured separately by using different techniques. methodology of performance appraisal of teaching and non-teaching staff is self appraisal, Review and feedback form from principal, from management, student feedback. 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 teachers in curricular, co-curricular and extra - curricular activities. The evaluation of courses taught and average no. of clock works in a week are computed. 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.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
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

Institute conducts internal audit every month, to meet the control and monitoring requirement of management of a business entity college undergoes an external audit conducted by management. They verify and confirm all finance related document. Report of audit is submitted regularly and strictly monitored by the principal. The copies of audit records saved in the college.

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)

0

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 treasure system is introduced to regulate financial process, preparing budget, mobilising resources, monitoring expenditure, 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 and 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

Teachers are encouraged and support to participate in various

orientation program, 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. IQAC 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. Different 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 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 classroom of the college.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
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.

IQAC regularly reviews and takes steps to improve the quality of the teaching learning process. Academic calendar is prepared in advance, displayed and circulated in the institute and strictly followed. Admission to various programs, summer, winter and mid term vacations, examination schedule and declarations of results are notified in the academic calendar. All newly admitted students have to compulsory attend the orientation program 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 co-curricular activities, discipline and culture of the institute. All students are also given a guided tour of the campus and various facilities. All students are provided with the student diary that provides all details relevant for the students. Students are appraised of the time table, programs 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	View File
Any other relevant information	View File

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

2

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	www.gdmie.com
Link to Annual Quality Assurance Reports (AQAR) of IQAC	www.gdmie.com
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
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 it's 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 strickly adhered to admission to be at programs, summer, winter and midterm holidays ,examination schedules and results are announced in the academic calendar .all newly admitted students are compulsorily involved in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment ,compulsory core curriculum, various cultural activities discipline and culture of the ins...

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

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 making use of natural energy. Energy conservation has been done by various methods: - * Use of sensor based solar powered street light Power efficient instruments Such as AC and Refrigerator. * 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 the power demand by the Institute. * LED bulbs were used and some of the incandescent and fluorescent tube lights 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 systems which are supposed to be energy efficient. * Institute organizes awareness programs on energy conservation practices. * Unwanted usage of power is discouraged in the Institute

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

The college conducted a waste management program to manage various types of ways and dispose of them.

Waster management is carried out the institute in compliance with local and state guidelines.

The culture of following waste management practices goes a long way in ensuring that the environment is preserved, recycling is carried out effectively.

The procedure, however simple they may be requires 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.

Regular training given to staff regarding the benefit of waste management.

Head of the institution monitoring is carried out periodically.

Bins are placed in the convenient location.

The waste in the bins periodically emptied

File Description	Documents
Documentary evidence in support of the claim	View File
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

Two 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	View File
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

Two 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 increased to maintain high hygiene standard. Our institute is located in an area where green cover is easily maintainable more variety of trees, plants etc.

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.

The institute to make green practices as an integral part of its campus life and nature is stewardship of environmental resources through a blend of academic and experiential and experimental learning

Our institutes provide a pollution free healthy environment in various ways: Lots of tree samplings are regularly planted to ensure the campus greenery and beauty thru gardens and flowery plants.

The maintenance staff clean and maintain them on a regular basis.

Green audit to be conducted through a certified agency.

Institute has Policy to ban the usages of Plastic inside the campus .

Rainwater harvesting (RWH) is to be done technically.

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)

1.01

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 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.

Institute activity promotes cultural exchange programs that bring

together students and faculty from diverse backgrounds. These programs provide a platform for individual to share their cultural heritage, traditions and practices. Event such as a cultural festival, workshops and performances showcase the richness of different cultures for fostering mutual understanding and appreciation.

Institute actively engage with the local community, encouraging a reciprocal exchange of knowledge and experience.

Students benefit from learning in a diverse environment geographical location and local demographic composition play a role in students body diversity.

Guest lecture community talk public conference campus or communities tools and other exchange son to build understanding and trust between the campus and community.

The teachers are trained to use local language efficiently in the classroom teachers use it effectively to enhance there student learning.

File Description	Documents
Documentary evidence in support of the claim	View File
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	View File
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

The institute has conducted regular different activities to form an image in the society. The institute having a good credit in the surrounding to eradicate superstitions in the society. In this academic year the following programs are conducted-

Best practice 1:- organised by Institute

Name of the Practice:- Self defence workshop "HIFAZAT".

Speaker:- Mrs Shobha Chaudhary

Objectives of the practice:- * learning self defence skills along with Studies. * Students learn to protect themselves. * To increasing students self confidence. * To make students master in self defence skills.

-Best Practice 2: organised by Institute

Name of the Best practice - Financial workshop on "Importance of Financial Planning and its implications"

Speaker:- Mrs Archana Sharma

Objectives of the practice:-

- * To make a term like finance a part of the normal process for students.
- * To make the students understand the difference between normal banking and investment.
- * To make the students aware about the basic processes done for investment.
- * To make the students aware of different types of investments.
- * To make the students familiar with the risks and precautions of investment.

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 concious 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 valus based education. The faculty members are encouraged and kept updated for applying in research grant projects.

The GDMIE 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 ovar 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 the through the dedicated and selfless endeavourers of educationists and social workers who are deaply 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