



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	INSTITUTE OF TEACHER EDUCATION
• Name of the Head of the institution	Prof. (Dr.) Amrita Maheshwari
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9760016053
• Mobile No:	9897620144
• Registered e-mail ID (Principal)	amrita_daga@rediffmail.com
• Alternate Email ID	pankajguptaite@gmail.com
• Address	Delhi-Meerut road Kadrabad
• City/Town	Modinagar
• State/UT	Uttar Pradesh
• Pin Code	201201
2.Institutional status	
• Teacher Education/ Special	Teacher Education

Education/Physical Education:					
• Type of Institution	Co-education				
• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	Chaudhary Charan Singh University, Meerut, Uttar Pradesh				
• Name of the IQAC Co-ordinator/Director	Dr. Shweta Singh				
• Phone No.	8865855690				
• Alternate phone No. (IQAC)	9810701144				
• Mobile (IQAC)	8865855690				
• IQAC e-mail address	itekm@yahoo.in				
• Alternate e-mail address (IQAC)	pankajguptaite@gmail.com				
3.Website address	www.itekmodinagar.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.itekmodinagar.in/word/AQAR%2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.itekmodinagar.in/word/AQAR%2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	B	2.09	2015	Nil	Nil

6.Date of Establishment of IQAC	05/04/2007			
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMSTT etc.				
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
nil	nil	nil	Nil	nil
8.Whether composition of IQAC as per latest NAAC guidelines	Yes			
Upload latest notification of formation of IQAC	View File			
9.No. of IQAC meetings held during the year	2			
Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes			
(Please upload, minutes of meetings and action taken report)	View File			
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No			
11.Significant contributions made by IQAC during the current year (maximum five bullets)				
Voter Awareness program was organized for local body election				
Upgradation of the ICT Lab and better Wi-Fi Facility				
Seminar on the Role of Youth in Democracy as a part of G-20 Event was done				
Voter Awareness program was organized for local body election				
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
Addition of new books and journals in the library	New books and journals were added in the library
Upgradation of the ICT Lab and better Wi-Fi Facility will be done.	ICT Lab was upgraded with better Wi-Fi Facility
Seminar on the Role of Youth in Democracy as a part of G-20 Event will be organize. e ornise	Seminar on the Role of Youth in Democracy as a part of G-20 Event was successfully done.
Voter Awareness programme will be organised for for local body election	Voter Awareness programme was organised for local body election

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
2022-23	09/02/2024

15.Multidisciplinary / interdisciplinary
N.A.

16.Academic bank of credits (ABC):
N.A.

17.Skill development:
For Skill development various programmes and activities are included beyond the prescribed curriculam such as Alumini Lectures, simulated classes and the various projects and co-curricular activities were conducted which were the gateways for the inculcation of team work , college level seminars, workshops, cultural and sports activities were the integral part of our curriculam. To provide the mastery in the development of the various cost effective T.L.M. hands- on- experience were given throgh workshops. All majorTeaching Skills are inculcated and enhanced by the Microteaching. Simulation teaching with the real classroom teaching and internships finally creates the successful future teachers.

For overall development of M.Ed., B.Ed., B.El.Ed. and D.El.Ed. students special emphasis is given on the development of Communication skill, soft skills and presentation skills which were developed by simulation, group discussion and seminar presentation through monthly enrichment activities. Creative thinking is developed by academic enrichment activities. hands-on training and research projects help skill development of the students. The emphasis is not only to groom and train students to be good employees but also to become enthusiastic entrepreneurs and job creators.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Indian culture and philosophy have had an important effect on education. Indian Philosophy is taught as a subject in M.Ed. and B.Ed. courses. Sanskrit and Hindi were taught as pedagogy in B.Ed., D.El.Ed and B.El.Ed. The ancient education was based on the three simple processes of Sravana, Manana and Nidhyasana and contribution of India and Indians to that particular subject were infused in our students so they become the critical thinker. Various cultural activities, Festivals and National days were celebrated with great zeal for preservation and promotion of Indian culture. The bilingual teaching is encouraged for better understanding of students, by the teachers in the class. The books in Hindi language have been included in the reference lists of each course, wherever available.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

N.A.

20.Distance education/online education:

N.A.

Extended Profile

1.Student

2.1

Number of students on roll during the year

587

File Description

Documents

Data Template

[View File](#)

2.2

Number of seats sanctioned during the year

400

File Description

Documents

Data Template

[View File](#)

2.3	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	232
File Description	Documents
Data Template	View File
2.4	
Number of outgoing / final year students during the year:	257
File Description	Documents
Data Template	View File
2.5	Number of graduating students during the year
	257
File Description	Documents
Data Template	View File
2.6	
Number of students enrolled during the year	277
File Description	Documents
Data Template	View File
2. Institution	
4.1	
Total expenditure, excluding salary, during the year (INR in Lakhs):	2071753.8
4.2	
Total number of computers on campus for academic purposes	24
3. Teacher	
5.1	
Number of full-time teachers during the year:	48
File Description	Documents
Data Template	View File
Data Template	View File
5.2	
Number of sanctioned posts for the year:	70

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

Institution follows the curriculum prescribed by CCS University, Meerut to which it is affiliated. Course revision and up gradation of the syllabus is the prerogative of the University. We follow the syllabus designed by the C.C.S. University. The Institution ensures effective curriculum implementation through a well-planned and documented process for the achievement of course goals. The college has a mechanism for effective, documented curriculum delivery. At the beginning of each academic session, college prepares its proposed academic calendar for each Course. Besides traditional lectures and seminars, faculty uses ICT in classrooms, like powerpoint presentations and youtube videos with support like LCD Projector are also available to make the delivery of the curriculum more holistic and effective and interesting for the students. Tutorials are held with mentoring and participative learning. Continuous Internal assessment is done. Inter-personal skills are enhanced through Group discussion etc. Institution organizes various activities beyond the syllabus as seminars, workshops. Sessional work -project work, tutorials, assignments, group discussion etc. as per the curriculum. Various Academic enrichment activities in all subjects as per the Monthly Planner were conducted every month. Efforts are made to achieve excellence in teacher Education with sound background in theory as well as teaching practice, .

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	View File
Any other relevant information	No File Uploaded

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

B. Any 5 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	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

E. None of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	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

35

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	View File
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	View File

Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

00

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

01

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.

We take into account the cross cutting issues which are fundamental and relevant to teacher Education with gender, environment, sustainability, human values and professional ethics. These relevant issues have been duly incorporated into the curriculum transaction of all teacher education courses running in the college for the holistic development of all student teachers. The academic programmes incorporate the practical procedural approach to understand multiple facets of teacher education with the help of Academic Enrichment Activities as mentioned in each monthly Planner . All Courses incorporate critical studies about the teacher education. The students are provided global perspectives on teacher education by various means. Teacher Education Courses are emphasized on development of the various teaching skills including critical thinking within innovative communication skills. Institute provides a facility which allows student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. The student-teacher are trained in the correct usage of language, pronunciation, pause, diction, accents, etc. which ultimately helps them to improve their communication and

negotiation skills. Awareness is inculcating among student-teachers regarding social needs of the community and environmental issues faced by country and prepare them for finding solutions for the same.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

All the diversities in the school system of India with their assessment pattern, norms and standards were taught to respective student teachers. Various national and state boards and their comparison with the international boards was the part of the curriculum and these perspective are imbibed in the student-teachers through theory courses and internship. In Master's programme Comparative Education was taught as the optional subject which in turn gives the detail knowledge about the Education System of the various countries and their comparison with indigenous system of education. Different types of the lesson planning was taught to student teachers through simulated teaching so they can use the same in their real teaching, exposure to all the work of the schools and teacher training colleges was provided during intensive internships. Student teacher got the varied exposure so s/he can adapt in the various school systems of India and abroad.

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 academic programmes of the Institute consider an interdisciplinary approach to understand multiple facets of Teacher

Education . Different approaches and the strategies were used to transform the students in successful and skilled future teachers. The courses are designed to give a glimpse of social, scientific, economic and political aspects and their interconnections. Gender issues are conceptually interwoven into curricula. All Courses emphasize on morals and human values such as dignity, equality, mutual respect of differences. The students are taught about significance of autonomy, justice, rule of law, people-centric development as well as a rights-based approach for empowerment. Students are encouraged to perform their academic work with integrity and honesty. Internships were conducted which gives them the real teaching experiences and make them competent to face teaching challenges .

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
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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
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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	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

2.1.1.1 - Number of students enrolled during the year	
587	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
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	
232	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
232	
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)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
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	
001	
File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File
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.

Different students are different learners who are having different learning preferences. The Institution assesses their specific learning preferences or style of learning through interactive teaching and regular interactive sessions even after the class. Regular internal assessments composed of student seminars, assignments, sessionals and quizzes also help in assessing their learning outcomes. Group studies are promoted for slow learners. Remedial classes with student-specific teaching methods laying stress on usage of audio-visual aids are held. Personality development classes /Communication classes are held regularly. Placement opportunities and training are provided to students. Institute invites well placed alumni to motivate students, especially slow learners and guide them to select the befitting career. Guidance is provided for E-learning through online web and video courses in various programmes. Stress free teaching environment is provided in the institution. Institute also identify the requirements of the students and planned the activities to encourage the participative culture.

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

Six/Five of the above

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		Four 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		No File Uploaded
Any other relevant information		No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year		
15		
2.2.4.1 - Number of mentors in the Institution		
48		
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.		
To apply the theory and academic content to the real-world the student -teachers are made engaged intellectually, emotionally, socially and physically in posing questions, investigating,experimenting, solving problems and assuming the responsibility of different types. Students are insured with		

physical and emotional safety so that the relationships of the students to self, to others, and to the world at large may be developed and nurtured. During lockdown due to pandemic Online classes were conducted through Google Classroom and Zoom Meetings. Students in the institution are provided an opportunity to explore and examine their own values. For experiential learning, under different teacher education programs students are given applied projects based and case studies. Students are encouraged to work out their own approach in defining, analyzing and solving the challenges. Teaching internships and school observation activities are mandatory part of the Teacher education programs. Students interact with members of the external community and get work-integrated educational experiences. Students work on different social projects that have been developed through collaboration with communities or organizations to identify and analyze. Students do content specific activities through simulations, demonstrations. Thus, they get opportunities to apply and expand their knowledge and skills.

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

48

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	N.A.
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

587

File Description	Documents
Data as per Data Template	No File Uploaded
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 activities Biomechanical and Kinesiological activities Field sports	Three of the above
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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	View File
Link of resources used	Nil
Any other relevant information	View File

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

Faculty members assesses the specific needs and learning preferences or style of learning of students through mentoring in addition with interactive teaching and regular interactive sessions even after the class. Under each mentor only ten students were placed so the respective mentor can provide the individual attention to each of the student to cater their academic, affective and psychological issues and boost their confidence and self esteem all mentee can meet the student as when is needed in addition to the specific mentoring sessions. Regular internal assessments composed of student seminars, assignments, sessionals and quizzes also help in assessing their learning outcomes. Group studies are promoted for slow learners. Remedial classes with student-specific teaching methods laying stress on usage of audio-visual aids are held. Personality development classes /Communication classes are held regularly.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented	Four of the above
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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	
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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 conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Teaching learning process are designed to nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills among students and to ensure that students have achieved the desired level of competencies at different levels of learning, the institute has adopted a diversified and continuous assessment system. The knowledge and skills described in the course outcomes are mapped through individual and group presentations, assignments, quizzes, and internal and external exams. The contributions made by the students in academic and social life and feedback from employers and other stakeholders act as a prime measure for assessing the outcome levels of the students. To attain these aspects of Teaching learning process we regularly organize the academic, social, and cultural activities and analyze the contribution and involvement of students in these activities. Finally, the popularity of the course, the drop-out rate of students in a program or course, research aptitude of the students, their employment success rate, nature of employment offered/opted, propagation to higher education, selection in the high-ranking institutions, are also taken into account. Besides, awareness of social and political issues, political consciousness, ethics, and traits of responsible citizenship among students also help in nurturing. To make the offered programs and courses more meaningful and employment-oriented, institute regularly invites alumni to interact with the present students and give their suggestions and feedback.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	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	Eight /Nine 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		View File
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	Three 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		View File
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	Four of the above	

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	
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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	View File
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
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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	View File

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	Four of the above
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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

In inernship Micro-teaching, Lesson planing, Art and Craft,work with community, ICT ,action research, portfolio, teacherdairy, formulation of constructive approach lesson plan are included. So when a student's gets his degree, S/he equipped with discipline knowledge with the practical aspects.Critical thinking, thinking,problem solving ability, communication skills and digital capability are also caters. Each programme expand that knowledge.During the practice teaching students teachers participated and organized all school activities like Time table construction, library, and laboratory organization and suggestion for its improvements, organization of morning assembly, maintenance of the student cumulative records, case study, beautification of the classes and the school premises, educational and vocational guidance to the school students, organization of the various cultural celebration , literary and sports activities , evaluation of the school budget, activities of he parent teacher association and other under the guidance of their respective TUTOR .Each students teacher prepare the report about the practice school including its history , layout, human resources, deficiencies and suggestions for the further development.Internship in teaching was concluded with the colorful cultural programme organized by the student teachers.

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

257

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table

Seven/Eight of the above

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	
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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.

Student teachers can practice the teaching skills in the live classroom situation under the guidance and supervision of the teacher educators. student teachers visited their respective school with the teacher educators and meet the school teachers of their subjects to discuss about the syllabus and the unit, which will teach by them and they prepare the unit plan. Each faculty demonstrate the three (3) lessons of their subject in the class vi, vii, viii respectively, to give the real wholesome experience of the real teaching, interaction and classroom management, voice modulation, gestures and use of audio visual aids in classroom teaching to student teachers.

Student teachers deliver lessons , which were prior checked and corrected by the teacher educators. Insightful feedback was given by the teacher educators on each lesson plan delivered by the student teacher which helped them to improve further and become successful skilled teacher. In most of the lessons students used various TLM like improvised teaching aids, charts, working models live demonstrations etc. to make their teaching effective. Peer group observation: Each student teacher observed the teaching of their peer trainee on the peer observation Performa for giving insight to their fellow friends.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
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

48

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	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

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

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

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

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

Various subjects related seminar/workshop/special lecture are organized in the college for students and teachers. Teachers are actively engaged in the in internal continuously assessment work. Peer teaching wasdone.

Research and Development- Teachers are actively engaged in quality research work. Research papers are regularly published in national journals. Teachers are participatedin National Seminars, Conference and workshops on eregular basis to keepthemselves abreast with the current decelopments in Education.Students of M.Ed are enrolled for dissertation under the M.Ed.faculty members.

Seminar on Role of Youth in Democracy was done on24.03.20223.

Disussion on NEP2020 was done.

Workshop onTLM was done on 17-06-2023

File Descri

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

Evaluation policy for each course is fixed well in advanced and is communicated to students at the beginning of an academic year. Regular Unit tests are conducted internally before the final examination which were conducted by the university. Remedial classes are given after unit tests. Assignments/Seminars and Sessional work also form part of the internal evaluation process. Score of internal assessment is sent to the University. The passing marks in the internal assessment are must to appear in the final University exams. Evaluation of answer sheets of internal examination and sessional work is completed within one week from the date of examination and marks of individual subjects are displayed on the notice board. A minimum of 75 attendances in each course separately has to be necessarily obtained by the students to appear for the final Examinations.

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	View File

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
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

The colleges has transparent and robust evaluation process in terms of frequency and variety as various internal examinations are being performed throughout the year. Unit test, assignment, lab experiments and project as sessional work etc. In order to ensure

transparency in internal assessment, the system of internal assessment is communicated with the students well in time. The internal assessment test schedules are prepared as per the university norms and communicated to students well in advance. To ensure proper conduct of internal tests, two invigilators are assigned to each examination hall. Evaluation is done by the course handling faculty members within three days from the date of examination. The marks obtained by the students in internal assessment tests basis Internal Assessment marks are uploaded on University web portal at the time of final Examination. Redressed of grievances at Institute level- The continuous evaluation of students is carried out by faculty regarding theory lecturers, labs, assignments, unit tests. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the principal. University level- The queries related to results corrections in marks sheet, certificate issued by university handled at examination section of the C.C.S. University Meerut which were followed by Institute.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Academic calendar is prepared as a collaborated task with principal, head of Department, Incharge of academic committee, and staff. In the beginning of the academic session the students are apprised of academic calendar. Only head of the institution can incorporate any further changes in academic calendar which she may deem unavoidable while considering the unforeseen circumstances. The schedule of unit test and internal assessment is given in academic calendar. The expected dates and events for the year (academic, cultural, sports, value based programme, seminar, workshop and other Sessional work) are also mentioned in academic calendar. The college plans its academic calendar after studying C.C.S University, Meerut academic calendar. College has competent examination committee which works out the internal assessment schedule course wise, in coordination with the college staff. Exam related notifications are displayed on notice boards and in the student whatsapp groups. Academic calendar also helps the students to plan their academic and co-curricular activities. The academic calendar also works as a communication tool for faculty to plan academic activities. An Academic calendar is to keep students, faculty and staff reminded of key dates throughout the academic semester/year. It also helps in keeping track of upcoming activities deadlines and milestones.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File

Any other relevant information	View File
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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.

The attainment of the Program Outcomes (PLOs) and CLOs) are assessed through various tools and techniques. To ensure that students have achieved the desired level of competencies at different levels of learning, the University has adopted a diversified and continuous assessment system. The knowledge and skills described in the course outcomes are mapped through individual and group presentations, assignments, quizzes, and internal and external exams. The contributions made by the students in academic and social life and feedback from employers and other stakeholders act as a prime measure for assessing the outcome levels of the students. To measure the course and program outcomes, we regularly organize the academic, social, and cultural activities and analyze the contribution and involvement of students in these activities. Finally, the popularity of the course, the drop-out rate of students in a program or course, research aptitude of the students, their employment success rate, nature of employment offered/opted, propagation to higher education are also taken into account as a measure to assess the attainment of the course or program outcomes.

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

The attainment of the Program Outcomes (PLOs) and CLOs) are assessed through various tools and techniques. To ensure that students have achieved the desired level of competencies at different levels of learning, the college has adopted a diversified and continuous assessment system. The knowledge and skills described in the course outcomes are mapped through individual and

group presentations, assignments, quizzes, and internal and external exams. The contributions made by the students in academic and social life and feedback from employers and other stakeholders act as a prime measure for assessing the outcome levels of the students. To measure the course and program outcomes, we regularly organizes the academic, social, and cultural activities and analyzes the contribution and involvement of students in these activities. Finally, the popularity of the course, the drop-out rate of students in a program or course, research aptitude of the students, their employment success rate, nature of employment offered/opted, propagation to higher education are also taken into account as a measure to assess the attainment of the course or program outcomes.

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	View File

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

257

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	View File

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.

Performance of students on various assessment tasks reflects in the result which is more than 95%. every year and students lead towards a worldly journey by having disciplinary knowledge, critical thinking, problem-solving abilities, communication skills, and digital capabilities. The syllabi of programs offered in the different teaching departments are testimony to this vision and mission and reflect that the Institute syncing disciplinary knowledge with learning outcomes and graduate attributes.

File Description	Documents
Documentary evidence in respect to claim	View File

Any other relevant information	No File Uploaded
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2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

N . A .

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
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)

0000

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

Three 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	View File

Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
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

01

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	View File
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

01

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded

E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	View File

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

02

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

450

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	View File
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

0

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

0

File Description	Documents
Data as per Data Template	View File

Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

The Community Outreach Program, aims at serving communities outside the college premises. These services are offered individually by students through their active engagement with various NGOs and also collectively by students and teachers by way of undertaking projects, arranging field trips, organizing workshops, talks and presentations. Under the guidance and dynamic vision of the Principal, organisational structure of 'community outreach'. In a bid to expand, consolidate and strengthen, The community outreach became integral to this vision through orientation, awareness and workshops. Major outreach Activities are undertaken by the Institute : Yoga and meditation camp, Rally on Beti Bachao Beti Padao. Workshop/conferences on social reforms, social justice, community development, Women empowerment, Pushtahar distribution to poor children Institute has adopted a neighbouring village and performed social upliftment activities like awareness about Female foeticide , Art and Craft Exhibition ,Cleaning of water reservoirs, Plantation of trees , create awareness about conservation of water .

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

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

00

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

3.4 - Collaboration and Linkages

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

00

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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

Five/Six 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	View File

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

Institute utilize the available space in a well-planned manner ensuring the availability of enough open green space. The classrooms, laboratories, seminar halls, and computer labs are sufficient in numbers and are well equipped with equipment as per statutory guidelines. The Institute has 30GBPS (leased line) bandwidth Internet connection. This Internet facility is available in each Lab / Department and to each teacher through LAN. Teachers, staff and students can use Wi-fi internet across the campus. This facilitates access to online resources such as e-books, online courses, online journals. Institute has excellent facilities for a number of indoor and outdoor games. Separate yoga classes are held for the entire community in the open grounds, auditorium which is well equipped with light and sound systems to hold cultural activities and functions. Several cultural activities are organized by the students which include stage performance, exhibitions, music performances and others. Moreover several activities are held at department level such as fresher's party, welcome / farewell parties, screenings of movies. Independence Day, Republic Day, Birthdays of our national/Freedomfighter icons are celebrated with great enthusiasm. The college campus has the indoor and outdoor facilities for the games and sports.

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

1

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.itekmodinagar.in/
Any other relevant information	No File Uploaded

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

1366035

File Description	Documents
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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.

TechLib7 Software

We are using Tech Lib7 Software in our Library. By this we can easily get every data of students like book issue date return date etc. We can easily access how many books have been issued to how many students etc. We can easily get all kind information about how many books have been issued by us. Through this, we also provide Online Public Access or OPAC service to the students themselves can easily search through their book author and title as per their wish.

Techlibrary7 software is a scalable software for library which helps librarian to manage it effortlessly. Librarian can manage library catalogues and circulate information. It has an open and scalable framework. This library management software has a powerful search facility. This enables us with complete tracking facilities for books, invoices and much more. Report generation facilities are also available. This provides customized statistical reports. We generate member ID cards with barcode and photograph. This open source library management software gives serial control to manage circulation. With this LMS, we get a printable barcode as well. Through this software we can easily get our complete record in word excel or pdf format.

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

N.A.

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		View File
E-copy of the letter of subscription /member ship in the name of institution		View File
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)		
36188		
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		View File
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		
520		
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		n.a
Any other relevant information		View File
4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the		One of the above

three streams of teacher education - general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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 college IT infrastructure was upgraded with board, LCD Projector, Printers, high configuration PCs were installed in the college. The whole college has been made wi-fi enabled. The institution intends to transition to e-governance for its physical method of governance in areas where it has not been explored. The use of ICT in the teaching and learning process will be adopted in stages. As a new normal pandemic preparation will be integrated into all planning and operations.

Administrative governance system-The Institute has already implemented online registration and admission process. Besides, online examination form-filling, from uploading marks are also in practice. Our Institute, although not a technical one, can boast of achieving success in online admission, , fee payments, etc. Our Institute has been able to achieve automation of Library with digitization.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student - Computer ratio during the academic year

1:20

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

Any other relevant information		No File Uploaded
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:		
		E. < 50 MBPS
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		View File
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		N.A.
List the equipment purchased for claimed facilities along with the relevant bills		No File Uploaded
Link to the e-content developed by the faculty of the institution		Nil
Any other relevant information		No File Uploaded
4.4 - Maintenance of Campus and Infrastructure		
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)		
1366035		
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 maintenance of the entire physical infrastructure with green initiatives and maintenance of the gardens, parks, sportgrounds/fields and lawns including new construction, classrooms and laboratories, is done under the supervision of maintenance committee/ Building Committee. Sports-Committee looks after and responsible for the purchases of sports items, and overall management of sports. The stock registers are maintained at Account Office level as well as at relevant department. Overall management of the Library are done by the Library Committee. On the recommendations of Departmental Committees, the maintenance of IT and computer facilities are done through AMC and outsourced.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.itekmodinagar.in/
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

Five fo the above

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	View File

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	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	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

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	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
5	257

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	View File
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).

5

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	View File
Documentary evidence in support of the claim	View File
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)

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File Description	Documents
Data as per Data Template	View File

Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

yet to initiate

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

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

2

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	No File Uploaded

5.4 - Alumni Engagement

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

Alumni Association is non-registered and contributes significantly for the development of the institution at various levels, and gives the continious support to the overall developoement of the college.

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	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File
5.4.3 - Number of meetings of Alumni Association held during the year	
2	
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	View File
Any other relevant information	View File
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	
Alumni Association is non-registered and contributes significantly for the development of the institution at various levels, and gives the continuous support to the overall development of the college. Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent among the current session students.	
File Description	Documents
Documentary evidence in support of the claim	View File

Any other relevant information	View File
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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 College promotes participative management. Ideas pertaining to academic goals, organizational progress and better campus life are collected from stakeholders. . •Teachers play an important role in implementing the vision and mission of the college and to that extent play a proactive part in the decision-making process. Course in- charges enjoy considerable administrative and academic autonomy in running their respective courses. • Teachers influence the institutional policy through their representatives in the Management Committee of the college. • Besides, teachers are members and conveners of the various committees that are constituted for the day-to-day functioning of the college. Teachers, through these committees are able to contribute in a significant way to the participatory ethos of the institution.,from curriculum implementation, admission of students, management of their classes, their day to day requirements of books, equipment, internal evaluation, result declaration. Due approval of competent authority is mandatory for all committees. All administrative functions are also governed and monitored by management. Collaboration in the teaching program interdisciplinary approach in teaching was emphasized in UG and PG classes there open elective courses was taught by teachers. Appointment of teachers were done as per the rules and regulation of the NCTE and the C.C.S University.

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	View File
Any other relevant information	View File

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

Institute practices decentralization and participative management with the collaborative effort of Various Committees and Cells like Admission Committee, Departmental Committee, Building Committee,

Disciplinary Committee, Grievance Redressal Committee, Women Cell, IQAC, SC/ST Cell, Career Guidance and Placement, Literary and Cultural Committee, Eco Club, etc. they work together and further decentralized is done by distributing several tasks to sub-committees. We also ensure participation of stakeholders as we believe in collective wisdom. All the decisions were taken democratically.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

The College promotes participative management. Ideas pertaining to academic goals, organizational progress and better campus life are collected from stakeholders to promote efficient functioning of the College. Teachers play an important role in implementing the vision and mission of the college and to that extent play a proactive part in the decision-making process. Course in charges enjoy considerable administrative and academic autonomy in running their respective courses. • Teachers influence the institutional policy through their representatives in the Management Committee of the college. • Besides, teachers are members and conveners of the various committees that are constituted for the day-to-day functioning of the college. Teachers, through these committees are able to contribute in a significant way to the participatory ethos of the institution Due approval of competent authority is mandatory for all committees. All administrative functions are also governed and monitored by management. Collaboration in the teaching program interdisciplinary approach in teaching was emphasized in UG and PG classes there open elective courses was taught by teachers. This approach generally is beneficial for student overall development. Appointment of teachers were done as per the rules and regulation of the NCTE and the C.C.S University.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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 institutional Strategic plan is effectively deployed in sync with the current requirement of the students. Academic calendar is decided prior to the start of academic session every year. All efforts are made to stick to the schedule for admission, classes, examination and evaluation. Strategies for involving students in creative activities are planned at several levels, like literary and cultural activities are looked after by the Coordinator informing and involving all the campus students for active participation, maintenance of discipline and other functionalities; Similarly in each National/ International Seminar/ Symposia/ Webinar/ Workshop, the student participation as volunteers to assist various sub-committees is welcomed and motivated. New plans for progress in the academic pursuit are conceived and implemented step by step, e.g., revision of syllabi, digital involvement.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.itekmodinagar.in/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. The Institute is determined to provide education that nurtures the student with good virtues, knowledge, satisfaction, cultural pride and grooms the personality to be beneficial for the society and oneself. The administrative setup is designed to facilitate the students from admission, payment of online fee, class schedule, syllabi, access to e-content and library, monitoring attendance, grievance redressal, hostel facility, career guidance, internal evaluation. Students' feedback is obtained through certain proforma uploaded on the website. All procedures are followed in the appointment of teachers and non-teaching staff against sanctioned posts, besides following the standard service rules declared by the Government and NCTE.

File Description	Documents
Link to organogram on the institutional website	http://www.itekmodinagar.in/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation
Planning and Development Administration
Finance and Accounts Student Admission

Five/Six of the above

and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

. Work Responsibility Staff Members 1. M.Ed. Coordination Prof. Amrita, Dr. Suman, Mr. Rajan 2. B.Ed. Coordination Dr. Anjali, Mr.Ajay K.Yadv, Mr. Rohit Verma 3. B.El.Ed Coordination Dr. Shewta Singh, Mr. Mahendra Ram, Mr. Amit 4. D.El.Ed (B.T.C.) Coordination Ms. Seema, Mr.Kaushal Kumar, Ms. Kalika Sharma 5. Grievous redressal Shri R.N. Goel, Shri Deepak Bansal, Prof. Amrita, Mr. Abdul Kadir 6

Core Group

Prof. Amrita, Dr. Anjali, Dr. Shewta Singh, Ms. Seema

7.

Scout and Guide Camp and Tour committee

Dr Anjali Gupta, Mr. Rajan, Ms. Rekha Singh, Mr. Pramod Kumar

8.

Co-curricular and Literary Activities

Dr. Shewta Singh, Mr. Pashu Pati Nath Singh, Ms. Swarna Lata Singh, Ms. Shipra Jain

9.

Alumni Committee

Dr. Anjali, Dr. Shewta Singh, Ms. Rooma, Mr. Sachin, Mr. Yatendra, Ms. Yachika

10.

Guidance - Counseling, Placement Committee

Dr. Shewta Singh, Mr. Alok Kumar, Dr. Harnarayan

11.

Community and Social Work

Dr. Suman, Mr. Ajeet Kumar Yadav, Ms. Rekha Mr. Bhagwan

12.

Internship and school Observation

Coordination

Dr. Anjali, Dr. Suman, Mr. Arun kumar, Mr. Pramod, Mr. Anil Singh,

13.

Library Coordination

Ms. Razia, Dr. Meenu, Prof. Amrita, Mr. Ram murat

14.

Research Coordination

Prof. Amrita, Dr. Suman, Dr. Anjali Dr. Meenu, Mr. BrijMangal

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	View File
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

For Teaching Staff:

Structured performance appraisal system for career advancement and salary enhancement of permanent teaching staff is observed in the Institute. All faculty members are promoted with possible financial support to attend various National/ International Seminars, refresher courses/ orientation courses, workshops and to organize the same for college. This opens new avenues for growth and career enhancement opening doors to new realms of knowledge for the teachers. Support through welfare fund is also extended under certain medical conditions, which is also governed by a management committee. In case of casualty, appointment to the ward is also offered as per rules. For Non-teaching Staff:

The staff is promoted from time- to- time and transferred interdepartmentally for increasing transparency, diversity of roles and efficiency. Support through welfare fund is also extended under certain medical conditions. Appointment to the ward in case of casualty is also offered as per rules.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	No File

	Uploaded
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
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.

02

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

00

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

For Teaching Staff: performance appraisal system is there all faculty members are appraised and promoted accordingly. Financial support is provided to attend various National/ International Seminars, refresher courses/ orientation courses, workshops and to organize the same for college. This opens new avenues for growth and career enhancement and opening doors to new realms of knowledge for the teachers. For Non-teaching Staff: informal appraisal is also done and they promoted from time- to- time accordingly.

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	View File

Any other relevant information	No File Uploaded
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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

Annual Internal financial audit of the college is done by an auditor who is appointed by the Management Committee.

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

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

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
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.

The resource mobilization policy and procedures of the Institution: Teachers and management have donated for generating a pooled fund to help the students who lost their financially supporting guardians due to pandemic/sudden death. Besides, the teachers and management have generously contributed towards PM CARES and CM distress relief fund. During organization of various Seminars/Symposia in physical manner, the teachers also raise funds to meet the expenditure of one lunch/dinner/breakfast/stationery items, souvenir printing/ advertisement, etc. after seeking due permission from the respective authorities .

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds	View File

with seal and signature of the Principal	
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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals Regular meetings of IQAC are held to discuss about the progress, achievements of various departments, new programmes needed to be launched.

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	View File

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.

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals Regular meetings of IQAC are held to discuss about the progress, achievements of various departments, new programmes needed to be launched.

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

4

File Description	Documents
Data as per Data Template	View File

Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.itekmodinagar.in/word/IQAC2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.itekmodinagar.in/word/AQAR%2021-22.pdf
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

Nil

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institute is planning to contributing towards the nationwide drive of "Non-conventional energy adaptation" by installing a solar energy power system to reduce negative environmental impacts. The Institute is working towards the adaptation of power-efficient equipment for the cause of power savings. We are replacing our old conventional indoor and outdoor lighting fixtures with power-efficient LED fixtures. Till now, we have replaced 85% of old conventional lighting fixtures with energy-efficient LED lighting fixtures

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.

ITE has designed methods for the management of waste generated in the campus using the basic wastemanagement strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus includes liquid waste and solid waste- both biodegradable and non-biodegradable nature. Two separate dust bins, one for Biodegradable and the other for Non- biodegradable waste, are provided for each and every classroom/ administrative- block for the collection of Garbage. The waste so collected is segregated and biodegradable waste is used and converted into compost. The Compost thus produced serves as a natural fertilizer. Vermi composting is also done. The fertilizer thus produced is used in the lawns and field in the campus. RO plant wastewater is diluted and used for gardening, watering trees etc. E-waste Management: E-waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computersystems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed off through vendors.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above
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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	View File

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
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File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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
As an educational institution, we are committed and taken several initiatives in spreading awareness regarding a clean and green environment for the sustainability of life on earth, especially in terms of: Reducing the consumption of energy, in accordance with the national objectives. Constantly endeavoring to lead the way towards environment-friendly and sustainable practices. Transforming the Institute into a "Clean and Green" Campus while fostering awareness about environmental care. Proper maintenance of the cleanliness with sanitation of the campus is done on regular basis. Institute has lush green properly manicured lawns. Sport ground is surrounded by trees. As the institute is situated in the rural area away from the city and thus provide the pollution free environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All 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	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

52390

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

We believes that it should not simply be limited to being an institution of higher learning, but also act as a resource for driving social responsibility, instilling ethical and humanitarian values, and building a sustainable society. The Institute tries to made a significant contribution to the social and economic well-being of communities through a host of extension activities and projects. We promotes social and community outreach as an important part of institutional mandate. It endeavors to extend themselves beyond the classrooms and initiate meaningful initiatives in their

neighborhoods village society at large which enables students to gain an understanding of social realities and instill a strong sense of civic responsibilities in them. We also help the students to extend their classroom learning and apply their knowledge in dealing with real-life problems which in turn, assist them to acquire new skills, promote higher-order thinking, enhance the quality of reflection, build compassion, encourage team working, infuse motivation and develop self-confidence and leadership. Additionally, these engagements also help to forge sustainable partnerships with the community and society for effectively addressing social concerns.

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

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

B. Any 3 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	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

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

Sensitizing and engaging the youth for the holistic development of the people of Village- Kadrabad: The Institute, being situated in the heart of the rural society firmly believes in catering to the

needs and aspiration of the people belonging to the rural background. The strategic plan of the Institute for village targets: -

- To fulfill societal demands and find solutions to day-to-day issues and strengthen outreach and extension activities by organizing awareness programs related to sanitation, hygiene, water & energy conservation, and soil fertility management.
- Initiating gender sensitization efforts for empowering women.
- providing educational support to school children and underprivileged children.
- A socio economic survey of the adopted village was conducted by the students. In this survey, information was collected about various social, economic problems of these villages.
- Health and Hygiene, sanitation, vaccination campaigns in villages, free online/offline psychological counseling.

Awareness programmes on women fundamental rights, various Government policies and programs, the importance of vaccination, cleanliness, nutritious diets, cervical cancer, menstrual problems etc., were organized.

Online payment gateways - The College has developed a online fee collection and registration system that is accessible over the internet. This approach is also eco friendly.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

The Institute aims at standing not only as the place of Higher learning but as the organization with social responsibility by instilling ethical and humanitarian values in the students. The Institute also makes efforts to increase Emotional quotient (EQ) of the students along with their Intelligence Quotient (IQ). The Institute has adopted village Kadrabad to ensure social participation in the society. The Institution act as a resource for promoting social responsibility, instilling ethical and humanitarian principles, and fostering the development of a sustainable society. Institution vigorously encourages social and community involvement. By providing relevant and feasible opportunities for its students and faculty, the Institution demonstrates a strong commitment to social and national development. A Social Work Committee exists. Faculty and students actively participate in a variety of projects. These include

social service and participation in a variety of social outreach activities aimed at the holistic development of rural communities, particularly the weak and underprivileged like To educate and enhance public awareness about basic problems of the villages through surveys and resolving the issues with local relevant solutions with the access to quality education to all students irrespective of their caste, religion ,gender and creed.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File