



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	MIER COLLEGE OF EDUCATION (AUTONOMOUS)
• Name of the Head of the institution	Dr Adit Gupta
• Designation	Director/Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01912546078
• Mobile No:	9797519696
• Registered e-mail ID (Principal)	principal@miercollege.in
• Alternate Email ID	adit@mier.in
• Address	B.C. Road, Jammu
• City/Town	Jammu
• State/UT	Jammu & Kashmir
• Pin Code	180001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	University of Jammu
• Name of the IQAC Co-ordinator/Director	Ms Jasleen Kour
• Phone No.	01912546078
• Alternate phone No.(IQAC)	01912565098
• Mobile (IQAC)	9906395209
• IQAC e-mail address	iqac@miercollege.in
• Alternate e-mail address (IQAC)	jasleen.mohial@miercollege.in
3.Website address	https://www.miercollege.in/
• Web-link of the AQAR: (Previous Academic Year)	https://www.miercollege.in/adminpanel/files/452023231481255.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.miercollege.in/adminpanel/files/2024-2-9-10-39-39-536.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	87.25	2006	21/05/2006	04/06/2012
Cycle 2	A	3.54	2012	05/07/2012	04/07/2017
Cycle 3	A+	3.64	2017	30/10/2017	29/10/2024

6.Date of Establishment of IQAC

10/10/2006

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT 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	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. The College formulated and adopted the following enabling policies to meet strategic and qualitative outcomes. These include:- * Policy on Technology Enabled Learning * Policy on Student Placements * Policy on Prevention and Redressal of Sexual Harassment</p>		
<p>2. Conduct of Open Forums- The interaction is conducted between the students and the QA Team of the college. The forum is a freewheeling session to get the students' frank and free opinion on various parameters namely online classes, examinations, faculty and various other activities. For the 2021-23 batch, semester III, the interaction was organised on 6th and 7th December 2022.</p>		
<p>3. Student Induction Programme- The College organized a three-day induction programme for its incoming B.A Honors in Psychology, Political Science and English students from 12th to 14th October 2022. The induction programme for M.Ed. (batch 2022-24) was organised on 10th January 2023.</p>		
<p>4. External peer team visit of IQAC- The external peer team visit of IQAC was organised on 2nd September 2022. The team reviewed the functioning of the mandatory bodies, the documents concerning the</p>		

initiatives undertaken and the systemic measures developed by the college and their implementation.

5. Submission of AQAR 2021-22- The AQAR for the session 2021-22 was submitted on 7/4/2023. The report was approved by NAAC on 21-4-2023.

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
<p>To improve college ranking at the national level</p>	<p>The college was ranked the No. 1 Autonomous College (4 times in a row) in the Union Territory of J&K by Education World Magazine at Indian Higher Education Rankings and Awards 2022-23. The college also improved its ranking from 91 in 2021 to 56 in 2022 in the list of top 121 private autonomous Arts, Science and Commerce Colleges in India.</p>
<p>To strengthen innovation, and the creation and transfer of knowledge through research, entrepreneurship, and technology initiatives.</p>	<p>The College undertook the following activities :</p> <ol style="list-style-type: none"> 1. Blended Course Design using Moodle: as part of its TEL implementation process, the college faculty underwent training on "Blended Course Design using Moodle" through Commonwealth of Learning Canada, (COL) and thereafter 10 faculty members developed MOOCS on a number of topics namely educational leadership to the Critical understanding of ICT in Education, research tools, etc. 2. Two Innovation Patents were granted by the German Patent and Trademark Office for the work of the college faculty and students on- <ul style="list-style-type: none"> • Assessing Digital Media Skills among Different Stakeholders and their Attitudes Towards MOOCs in Higher Education Institutions. • A System of Evaluating and Promoting MOOCs for Student Teachers and Educators. 3. Another patent was granted on "Investigating Learning and Development of Human Resources in Public Sector in India" by the Office of the Controller

	<p>General of Patents, Designs & Trade Marks (CGPDTM) CGPDTM generally known as the Indian Patent Office India. 4. The faculty of the college were also enrolled in the Commonwealth Digital Education Leadership Training in Action (C-DELTA) programme which has been designed to develop and train digital education leaders.</p>
To formulate and Implement new Policies	<p>The College formulated and adopted the following enabling policies to meet strategic and qualitative outcomes. These include:- 1. Policy on Technology-Enabled Learning 2. Policy on Student Placements 3. Policy on Prevention and Redressal of Sexual Harassment</p>
To Conduct Open Forum Interactions	<p>The interaction is conducted between the students and the QA Team of the college. The forum is a freewheeling session to get the students' frank and free opinions on various parameters namely online classes, examinations, faculty and various other activities. For the 2021-23 batch, semester III, the interaction was organised on 6th and 7th December 2022.</p>
To establish new collaborations and sign new MoUs	<p>1. A Memorandum of Understanding (MOU) was entered into between the MIER College of Education (Autonomous), Jammu and Padma Sri Padma Sachdev Govt. College for Women, Gandhi Nagar, Jammu on 10th October 2022 to strengthen areas like collaborative research, Student and faculty exchange, training and competency building programs, field visits,</p>

	<p>providing consultancy and special short-term technical and academic projects. 2. The US Department of State-funded-English Access Microscholarship Program was launched at MIER College of Education on 21st July 2023. 25 students from the B.Ed. course have been selected for the programme. Access program gives participants English skills that may lead to better jobs and educational prospects. Participants also gain the ability to compete for and participate in future exchanges and study in the United States.</p>
<p>To Organise a Structured Student Induction Programme (SIP) as per UGC Guidelines</p>	<p>The College organized a three-day induction programme for its incoming B.A. Honours in Psychology, Political Science and English students from 12th to 14th October 2022. The induction programme for the students of B.Ed. And B.ED. Spl (ID) programmes was organised on the 8th and 9th of December 2022. The induction programme for M.Ed. (Batch 2022-24) was organised on 10th January 2023.</p>
<p>To organise external peer team visit of IQAC</p>	<p>The external peer team visit of IQAC was organised on 2nd September 2022. The team reviewed the functioning of the statutory bodies, the documents concerning the initiatives undertaken and the systemic measures developed by the college and their implementation.</p>
<p>To Submit the AQAR to NAAC</p>	<p>The AQAR for the session 2021-22 was submitted on 7/4/2023. The report was approved by NAAC on</p>

	21-4-2023.
To Organise Quality Enhancement Programmes for Teaching, Non-Teaching Staff	<p>The following programmes were organised for the faculty: 1. Guest Lecture on Using Open Educational Resources in Higher Education on 22nd March 2023. 2. Two-Day Online Workshop on "Mapping and Measurement of Programme and Course Outcomes" on 24th March 2023. 3. Orientation on "Introduction to Consultancy in the Educational Space" on 28th March 2023. 4. Workshop on Outcome-Based Education conducted in collaboration with Model Institute of Engineering and Technology on 20th May 2023. The following programmes were organised for the non-teaching staff: 1. An orientation session on "Effective Utilisation of Office Resources" was organised for the administrative staff of the College on 31st March 2023. 2. Orientation on professional ethics, roles and responsibilities on 20th October 2022.</p>
To Collect Feedback from Stakeholders	Feedback on the curriculum from faculty and students for the session 2021-22 was collected and analysed. The action taken report was prepared and uploaded on the college website.
To revise programme learning outcomes and course learning outcomes of all programmes.	The PLOs and CLOs of all programmes have been reframed and are based on the OBE guidelines.
To organise an Induction Programme for newly appointed staff	The induction programme of the new staff was conducted on the 12th and 18th of October 2023.

13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2021-22	17/01/2023
15. Multidisciplinary / interdisciplinary	
<p>The institution has chalked out a clear vision plan to become a truly multidisciplinary institution as per the requirements of the National Education Policy 2020. From primarily a teacher education institution the college has now started courses in social sciences. In the session 2022-23 the college has started the Four Years Under Graduate programmes i.e., B.A. (Honours/Research) in Psychology, B.A. (Honours/Research) in Political Science, B.A. (Honours/Research) in English and B.A. (Honours/Research) in Sociology. These programmes include all credit-based courses with provision for value-added programmes, community engagement internships and environment education. All programmes have multiple entries and exits at the end of 1st, 2nd and 3rd years of undergraduate education. Certificates and Diplomas shall be issued based on the number of credits accrued by the students at the end of the given period as envisaged in the NEP 2020. Besides, providing the traditional 3-year undergraduate programme, the college has also provided an opportunity for students to pursue the 4th year at UG level as a research programme wherein either they will take up a research project or complete a research Dissertation/Thesis. Apart from the regular research work, students shall also undertake action research projects as part of their curriculum in certain programmes.</p>	
16. Academic bank of credits (ABC):	
<p>The MIER College of Education is duly registered with the National Academic Depository (NAD) and the Academic Bank of Credits vide NAD ID 016754. The college has adopted all measures for starting work on the NAD portal. The first step taken is to register all the newly admitted students on the portal. The marks obtained by the students</p>	

in the semester-end examinations have been uploaded on the portal. The college has not made any efforts as such for joint degree programmes with foreign universities as currently we are not permitted for the same as per the regulations of the UGC since the college is not a degree awarding institution.

17.Skill development:

The college while framing the course curriculum for the four Year undergraduate programmes and other teacher education programmes has ensured that skill development is at the heart of the overall student development. Based on the information received from the NSQF, the college has included the following courses as part of developing skills in students and making them job ready even after they exit the programme at the end of 1st or 2nd year of their programme:

1. Information Technology
2. Theatre and Acting
3. Computer Applications
4. Hospitality and Tourism
5. ICT and Digital Skills
6. Sports and Fitness
7. Journalism and Mass Communication
8. Communication Skills
9. Financial Management
10. Drama and Art in Education
11. Critical Understanding of ICT in Education
12. Innovative Use of Technology in Research
13. Life Skills Education

All the courses mentioned above have been framed as per the credit-based structure and would account for accruing credits by students. The courses shall be taught through face-to-face classes as well as through MOOCs and blended learning approach by the teachers in online mode.

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

While designing the curriculum, adequate provision for subjects that help promote the Indian Knowledge system, languages and culture has been provided. The college currently offers courses such as Understanding India, language courses in Hindi and Urdu, Yoga Education, value education etc., in various programmes being offered to the students. Prominently such courses are included in the Four Years Undergraduate programmes i.e., B.A. (Honours/Research) in

Psychology, B.A. (Honours/Research) in English, B.A. (Honours/Research) in Political Science, B.A. (Honours/Research) in Sociology, Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) programmes. The delivery of the programmes is in a bi-lingual mode in the classroom.

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

The course curriculum being implemented in the college is all focused on the Outcome Based Education (OBE). We have developed the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each programme and course being taught in the college. Since we have started with the NEP 2020 from the current session, hence, we are mapping these PLOs and CLOs. Our faculty have also attended workshops for implementing the OBE-based assessment for their respective courses and are in the process of incorporating the same in the evaluation system of the college.

20.Distance education/online education:

MIER College of Education under the draft guidelines of the UGC will be eligible to offer Distance Education/Online Education programmes once the regulations are approved and published in the gazette of the Govt. of India. Besides, approval of the Distance Education Council (DEC) of the UGC is also to be obtained. In the meantime, the college has made all necessary preparations and has setup the technology platform with the support of MOODLE to host various online programmes that the college shall be starting in the future. The teachers have also been trained to prepare the Blended Learning courses and MOOCs to supplement the start of online diploma and degree programmes.

Extended Profile

1.Student

2.1	415
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	591
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	256
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	146
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	130
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	245
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	5661367.51
4.2 Total number of computers on campus for academic purposes	148
3. Teacher	
5.1	27

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	26	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>The institution designs and implements a curriculum of teacher education and social sciences programmes for professional development, adapting to the latest education system requirements and considering learners' social and cultural aspects in sync with local and global contexts.</p> <p>Curriculum is developed after need assessment through the process of feedback from academic experts, faculty and students at the end of each year. The college's Academic Committee, led by the Principal, initiates a systematic process of curriculum revision, modification, and review to update and improve the curriculum as needed. Regular meetings with HODs, faculty, subject specialists, and external experts are organized to draft a curriculum, which is then reviewed based on suggestions and feedback. A final draft of the curriculum is prepared to be presented before the Board of Studies, and Academic Council for its final approval, circulation and implementation in the new session.</p> <p>The college's course curriculum is centered on Outcome Based Education (OBE). The college has developed the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each programme and courses being taught in the college.</p> <p>The college adapts its curriculum to meet NEP 2020 requirements by offering add-on programs like Life Skills, ICT skills, and Diploma in Guidance and Counselling. Students engage with the local</p>		

community and foster social responsibility through outreach activities. Collaborations with Commonwealth of Learning, Canada and Curtin University Australia provide global perspectives on education developments. The college integrates various life skills, values, and local and global challenges into its curriculum delivery.

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	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 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	View File

1.1.3 - While planning institutional

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.miercollege.in/programmes.aspx?id=1&q=BEEd
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

40

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	https://www.miercollege.in/adminpanel/files/22122020272841311.pdf

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

1

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

1

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	View File

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

41

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

41

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

42

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

42

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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.

1. The curriculum for teacher education is designed by experts, considering NCTE guidelines, national curriculum, and emerging trends. It incorporates disciplines like Education, Philosophy, Sociology, Economics, History, Geography, Statistics, Management, and Social Sciences, ensuring interdisciplinary and multidisciplinary approaches. This comprehensive approach provides a coherent understanding of teacher education for both teachers and students.
2. The teacher education program focuses on practice teaching, training faculty and students in teaching skills at both micro and macro levels. This includes micro-teaching cycles, expert demonstrations, and effective use of technology-supported teaching. Student teachers are also trained in NET and CTET content to prepare for recruitment tests. This ensures they are prepared for different levels of school education skills for their chosen teaching subjects, preparing them for various levels of school education.
3. An integral component of practice teaching is the introduction of internship/school experience. The Student teachers visit the District Institute of Education and Training. They visit different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres. The students maintain a record of these activities in the form of "Reflective Journal". In this manner, they develop the

capacity to extrapolate from what they have learnt and apply this knowledge and experience in their actual teaching assignments in the future as competent teachers.

4. The college has introduced add-on courses and programs to enhance teacher education curriculum and develop student skills. These include a life skills programme, digital literacy, research skills, entrepreneurship, and social competency skills, all approved by statutory bodies.

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

- **Development of school system:** As part of the first hand practical experience, aimed at developing a deep understanding of the Indian school system, the curriculum prescribes visits of student teachers to Anganwadi centres, State Institute of Education (SIE) and District Institute of Education and Training (DIET) which are arranged to clear the concept of functioning of the school system at the state and district level.
- **Functioning of various boards of school education:** The student teachers go for practice of teaching in different schools affiliated with State Board and Central Board of School Education (CBSE). This allows them to understand the functioning of different Boards through which education is imparted in schools. Teaching in different Boards of School Education, they decipher differences in curriculum, transactional methodology, norms and standards and assessment systems. They also visit preschools, nursery, middle, secondary and higher secondary wings of schools affiliated to different Boards to get a clear picture of schools running

under state board and central board and variations in these programmes.

- Visits to inclusive schools help practicing teachers gain a comparative perspective by sensitizing them to the needs of special children and developing empathy. These visits also help students gain a national and international perspective by witnessing novel trends in education, such as e-learning, digital initiatives, and ICT-based teaching and assessment. They learn about the latest trends and initiatives adopted in other states and countries, benefiting as future teachers. Additionally, a paper on Comparative Education is included in the curriculum.

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

Through a well chalked out curriculum and wide range of curricular experiences, student teachers draw and develop a professional attitude, knowledge and acumen. Theory, practice of teaching, school experience, internship, training, co-curricular activities and community services are interwoven and connected. One leads to the other in a cyclic process, to make an enriching learning experience for the student teachers. "Understanding of Self" as a course helps the would be teachers to realise their growth and development as an individual and as a teacher.

Teaching as a profession is understood through courses like "Contemporary Indian Education", "Philosophical and Sociological Perspectives in Education" in the teacher education curricula. Courses on special education and inclusive education prepare prospective teachers to become sensitized to the needs of special

children in the actual classroom. Add on programmes like Guidance and counselling help the student teachers to become sensitive to the problems being faced by the students in their class, at personal, social and vocational levels. Hands-on experience to develop teaching skills is achieved through intensive practice teaching in different phases like micro, macro, simulated and actual teaching in classrooms. It leads to acquiring teaching skills among the students.

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
245	
2.1.1.1 - Number of students enrolled during the year	
245	
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	
47	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
47	
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	View File
2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year	

0

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

0

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.

A centralized e-database is created and stored in college ERP software for newly admitted students, based on their qualifying exam scores. Students' scores on the last qualifying exam are the primary indicators of not only their eligibility but also their merit (range of marks) and college/academic readiness. This database is updated to analyze performance and progression in different semesters. Students' learning needs are identified through classroom participation, teacher input, internal assessments, and semester-end exams. Slow learners are identified, and remedial measures are taken to improve their scores based on their performance.

Teachers address slow learners' learning needs through individual counseling, remedial classes, Google Classroom notes and supplementary materials, collaborative tasks, and encouragement through curricular and co-curricular activities.

The faculty identifies advanced learners based on performance in internal assessments, in-class participation, and semester exams. Strategies to address these learners include advanced notes, participation in seminars, participatory learning sessions, experiential learning sessions, projects, mentoring, and enrichment classes.

Academic support is provided through:

- A well-stocked library and computer lab
- Online books & journals through N-list software.
- Group interaction among students and personal interaction with mentor faculty.
- Student induction program which includes orientation on PLOs and CLOs.
- Micro-teaching sessions in which the students are guided in groups.
- Orientation and demonstration of micro-teaching skills
- Orientation on Google Classroom
- Question banks, created by the subject faculty to help the students.
- Guest lectures, extension lectures, workshops, seminars and field trips to address the diversity among students.
- Special sessions on communication, soft skills and personality development.

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	View File

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	View File

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

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

27

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	View File

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.

Teacher educators play a crucial role in curriculum development, reviewing, revising, and modifying their subject curriculum annually to accommodate different subjects and learning styles. They provide feedback to identify effective methodologies for transmitting content to students, aiming to offer comprehensive understanding by combining theoretical knowledge with hands-on experience, fostering problem-solving, critical thinking, and creative thinking skills.

Multiple modes and approaches to the teaching-learning process used by the faculty include-

- panel discussion
- collaborative and cooperative learning
- seminar presentation
- online learning
- blended learning
- flipped classroom teaching

Panel discussion: A comprehensive examination of the subject matter enhances the student's understanding and encourages students to think critically, analyze information, and evaluate different viewpoints.

Collaborative Learning: Group work, discussions, and team projects foster collaboration and enhance communication and problem-solving skills.

Blended Learning: It combines traditional classroom teaching with online elements, offering a hybrid approach to learning. It integrates the benefits of both face-to-face interaction and digital

resources.

Practical Training and Internships: Hands-on training and internships, provide real-world experience, allowing students to apply theoretical knowledge in practical settings.

Faculty members create individualized teaching plans for courses, identifying different teaching methods. Experiential learning is a crucial part of all programs, with students visiting various insitutes schools and logging their experiences in a reflective journal. This allows them to apply theoretical knowledge in real-world settings. The college has published books on various subjects and methodologies, such as "Constructivist Approach," "A Manual for Teachers," and "Implementing Inclusion in Indian Schools."

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

24

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://miercollege.moodlecloud.com
Any other relevant information	View File

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

325

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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	Five/Six 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	https://www.miercollege.in/adminpanel/files/2024-2-12-12-40-56-155.pdf
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

The college has a mentoring policy in place which envisions mentorship as a supportive process in which faculty mentor, advise, motivate, counsel the students and help them advance academically and professionally.

1. **Working in teams:** Teacher educators learn about students' behavior, abilities, and comprehension levels during practical teaching phases. HoDs divide students into small groups of 12-15 students under one teacher, activating the mentoring process, ensuring effective teaching and learning.
2. **Dealing with student diversity:** Teacher educators are dedicated to meeting the diverse learning needs of students in various programmes. They are aware of students' diverse backgrounds, languages, and socio-economic levels. The faculty employs various teaching methods and approaches to cater to these diverse needs.
3. **Conduct of self with colleagues and authorities:** Students are made aware of the vision, mission, core values, and professional ethics, while also developing soft skills and team spirit through sports, games, NSS, extension, and environmental activities, fostering competition, cooperation, and leadership qualities.
4. **Balancing home and work stress:** Faculty mentors significantly contribute towards student's well-being. They are flexible with deadlines and encourage students to participate in activities like yoga and meditation camps. The college also offers life skills programs on work-life balance and stress management. The persistent efforts of faculty mentors have helped overcome the challenges of online learning.
5. **Keeping oneself abreast with recent developments in education and life:** Faculty mandates student teachers to stay updated on education developments through various trainings, seminars, workshops, conferences, and MOOCs to ensure academic excellence and stay abreast of the latest developments.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Three of the above

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

The teaching-learning process combines theoretical frameworks and practical experiences to equip students with tools for critical and creative thinking empathy, etc. Through experiential learning, contemporary pedagogies, and reflective practices, students develop creative, analytical skills and a broader understanding of the subject matter. Exposure to various teaching methods and perspectives enhances their learning experience.

- Multiple Modalities of Learning

The teaching-learning activities and classroom interaction at the college utilize a mix of established and emerging methods and techniques. The teaching plans incorporate different teaching methodologies to realize the PLOs and CLOs, including different instructional strategies - Think-Pair-Share, Jigsaw Techniques, concept mapping, small and medium group discussions, role plays, panel discussions, seminar presentations, assignments, etc. For example, panel discussions and cooperative learning help students develop critical thinking, interpersonal skills, logic, and conceptual clarity. They encourage probing and innovative questions. Teachers can foster life skills like self-awareness, empathy, respect for different ideas, and tolerance for opposing views.

- Inclusive Teaching Strategies

The B.Ed. programme curriculum promotes inclusive teaching methods, emphasizing empathy and emotional intelligence. Students learn about diverse learning styles, cultural backgrounds, and real-world scenarios, understanding the unique needs and challenges of students with learning disabilities. They explore methods like Universal Design for Learning (UDL) to create lesson plans accommodating

diverse learning styles and abilities. In the B.Ed. Spl (ID) programme students design Individualized Education Plans for students with intellectual disabilities, incorporating assistive technologies, differentiated instruction, and multi-sensory activities.

Incorporating these strategies has created an engaging and equitable educational experience.

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)

All of the above

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 possible	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

Eight /Nine of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning

All of the above

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

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 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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

All of the above

of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	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

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

- 1. Selection of schools for internship participative/on request: Internship is organized in phases: simulated teaching on campus and real classroom teaching in different schools. HoDs of UG and PG departments approach these schools for selection and identification.**
- 2. Internship Plan: Schools are identified and practice and internship sessions are planned in consultation with staff and**

mentor teachers. HoDs meet with principals to draft a tentative plan.

3. Orientation to students going for internship: students undergo hands-on micro-teaching training, allowing them to deliver simulated micro lessons under supervision. Subject experts demonstrate macro lessons, and student teachers prepare lesson plans. Students are trained in latest educational technologies.
4. Defining role of teachers of the institution: The teacher educator creates a schedule for student teachers, who deliver two daily lessons in their subjects. These lessons are closely monitored by supervisors, peer groups, and regular school teachers. Observations are recorded in notebooks, and supervisors provide feedback. Student teachers also observe their peers' lessons.
5. Streamlining mode/s of assessment of student performance: Supervisors assess student lessons using teaching practice notebooks, recording feedback and suggestions. Lessons are evaluated using a five-point rating scale, and a consolidated grade is assigned for the internal practical teaching component after practice and internship.
6. Exposure to a variety of school set ups: The head/principal of teaching schools provides student teachers with up-to-date information about the school's policies, educational needs, staff, and discipline rules. They encourage interaction with faculty and administration, making resources accessible and documenting this in internship notebooks and reflective journals.

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

92

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 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	Five/Six of the above												
<table border="1"> <thead> <tr> <th data-bbox="86 566 550 629">File Description</th> <th data-bbox="550 566 1471 629">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 629 550 696">Data as per Data Template</td> <td data-bbox="550 629 1471 696">View File</td> </tr> <tr> <td data-bbox="86 696 550 801">Sample copies for each of selected activities claimed</td> <td data-bbox="550 696 1471 801">View File</td> </tr> <tr> <td data-bbox="86 801 550 943">School-wise internship reports showing student engagement in activities claimed</td> <td data-bbox="550 801 1471 943">View File</td> </tr> <tr> <td data-bbox="86 943 550 1084">Wherever the documents are in regional language, provide English translated version</td> <td data-bbox="550 943 1471 1084">View File</td> </tr> <tr> <td data-bbox="86 1084 550 1149">Any other relevant information</td> <td data-bbox="550 1084 1471 1149">View File</td> </tr> </tbody> </table>	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	View File	
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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	View File												
<p>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.</p>													
<p>The major monitoring mechanisms adopted to ensure optimal impact of internship in schools and the role of teacher educators, school principal, school teachers and peers are already mentioned in section 2.4.8 of this criterion.</p>													
<table border="1"> <thead> <tr> <th data-bbox="86 1561 550 1624">File Description</th> <th data-bbox="550 1561 1471 1624">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1624 550 1729">Documentary evidence in support of the response</td> <td data-bbox="550 1624 1471 1729">View File</td> </tr> <tr> <td data-bbox="86 1729 550 1798">Any other relevant information</td> <td data-bbox="550 1729 1471 1798">View File</td> </tr> </tbody> </table>	File Description	Documents	Documentary evidence in support of the response	View File	Any other relevant information	View File							
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’	Two of the above												

to be read as “TEIs” for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

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	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

27

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	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**12**

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	View File

2.5.3 - Number of teaching experience of full time teachers for the during the year**8****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****8**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

Personal and career development of the faculty members continues to be a thrust area at the MIER College of Education. The management has a policy of having meetings with the faculty to encourage them

to undertake professional development initiatives. The Career Advancement Scheme (CAS) in accordance with UGC Regulations provides faculty with a valuable opportunity to stay professionally updated.

1. In-house discussions on current developments and issues in education: Faculty members follow a well-planned academic calendar and prepare extensive annual teaching plans for their subjects to ensure a smooth teaching-learning process. They develop effective techniques through seminars, webinars, workshops, lectures, conferences, and MOOCs on topics like curriculum development, teaching-learning evaluation, and research management. They encourage sharing information and experiences gained from external events with their colleagues.

2. Share information with colleagues and with other institutions on policies and regulations: The institution fully sponsors faculty members attending various programs, including refresher and orientation programs, national conferences, seminars, and training programs. The Principal and faculty members are members of various bodies and editorial boards, and are invited to serve as resource persons for external events, enhancing their credibility as experts at state, national, and international levels.

Seminars and workshops are held on current educational developments like NEP 2020, Outcome Based Education, Differentiated Instruction, and Brain Based Teaching to keep faculty informed.

The management uses PI360 analytical software to create benchmarks for faculty annual appraisals, recording academic, research, achievements, and training performance, thereby motivating faculty to stay professionally updated.

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

2.6 - Evaluation Process

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

The college follows a system of continuous internal assessment in which the faculty members evaluate the students and assess them on the basis of their performance throughout the academic session. The

students are assessed regularly based on internal assessment tests, assignments, participation in co-curricular activities, preparation of teaching aids, performance in macro teaching, etc.

Both at P.G and UG levels the internal assessment includes participation and presentations in seminars, evaluation of psychological tests and school visits as well as community related work etc. In addition to the above, at the PG level it includes completion of action research and dissertations. The college has introduced examination reforms where very short/short/long answers type questions and oral tests are also used for student assessment. For progress, monitoring and analysis, the college follows the internal assessment system as approved by different statutory bodies of the college. Performance of the students are also monitored through classroom interactions, assignments, student seminars, project work and class tests. In order to maintain objectivity and transparency, answer sheets are shown to the students. ICT is being used extensively for assessment and evaluation process through ERP software both for internal and external purposes. ICT based quiz is also conducted for evaluating student progress.

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

The mechanism for grievance redressal related to examination is in place and operationally effective as per the statutes approved by the statutory bodies of the autonomous college.

Internal assessment: The college assesses student performance through continuous internal assessments. Enrichment and remedial programs are implemented to improve performance. Students' performance is also monitored through assignments, seminars and class tests. Answer sheets are provided as feedback, and students can address any grievances. Further opportunity to reappear is also provided to the students to improve their performance scores.

External Assessment: The College, an autonomous institution, has a separate examination cell headed by the Controller of Examinations and the Principal as the Chief Controller. It conducts semester-end examinations for all programs, declares results within time, and issues mark sheets, migration, and provisional certificates. A result review committee oversees results, maintaining standards in paper setting, script evaluation, and pass percentage in each course. Once satisfied, the committee authorizes publication. If a distinct fall in pass percentage is found due to genuine complaints against a question paper, the committee may authorise moderation of results to address the grievances of candidates.

End-semester examination answer scripts are available to students within seven days of result declaration. If students are dissatisfied with their answer script, they can apply for re-evaluation with the Controller of Examinations. The best score obtained after re-evaluation and original evaluation is awarded. Re-

evaluation is not allowed in internships, practicals, internal assessments, project reports, dissertations, and viva-voce.

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.

The college ensures the planning, preparation and implementation of the academic calendar (semester-wise) well in advance for the smooth conduct of internal evaluation. It is implemented at the level of the departmental heads for their respective courses/programmes.

The academic calendar serves as a reference point for planning and scheduling of all activities by the different committees formulated for different purposes. The examination committee headed by the Convener, prepares a semester calendar of internal examinations. All examination related activities namely, preparation of date sheets, setting of question papers, moderation of question papers, printing and delivery of question papers, allocation of exam duties, marking of question papers, preparing of award rolls, declaration of result and preparing a computerized record are done systematically in a time bound manner. The same is sent to the examination cell for term end examination collation after getting the internal assessment inspection done by an external expert.

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

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 College has clearly stated learning outcomes of the Programmes and Courses. Each programme of the College has spelled out its

Course Learning Outcomes (CLO's), Program Learning Outcomes (PLO's) .At the course level, all courses have well defined set of course learning outcomes which are developed during the course planning stage. All the instruments used for evaluating the student performance namely assignments, quizzes, individual questions of continuous assessment tests and final assessment tests are mapped to specific CLO's, which allows the determination of attainment levels at the level of each course outcome rather than the overall course. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students:

- Hard Copy of syllabi and learning outcomes are available in the departments for ready reference of the teachers and students and also available on the website of the College.
- The students are also made aware of the same during the student induction programmes.
- Workshops have also been conducted for the faculty on Outcomes Based Education and for developing and mapping of the programme learning outcomes and course learning outcomes. The attainment of outcomes are generated through a computational excel sheet, specifically designed for the purpose.
- Question banks based on OBE have been created and are used for framing question papers to measure the learning outcomes achieved by the students and of the different courses.

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	View File
Any other relevant information	View File

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 College has clearly stated learning outcomes for all its academic programmes. These expected LOs are clearly spelled out in the curriculum and are also uploaded on the website. The Internal Assessment component enables students to consistently test their attainment of course outcomes and the broader PLOs. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. The attainment of outcomes is generated through examination results.

To ensure the alignment of assessment with the CLO, Bloom's Taxonomy is used. Classroom instruction and assessment are also given due importance. Attainment of COs is computed using Direct and Indirect Assessment Methods-

- The Direct Method of assessment is based on the performance of the student in university examinations, internal assessments, assignments and oral and/or practical examinations.
- The Indirect Method of assessment is based on periodical feedback from stakeholders at the end of each course. This provides the students with transparent performance feedback and motivates them by achieving the given learning objectives, thus creating a link between expected learning outcomes in the beginning to the real outcomes at the end of the courses and programme in terms of cognitive and professional attributes.

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

57

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.

The learning needs of students can vary widely based on factors such as individual differences, learning styles, and the subject matter. Some common learning needs of students are:

- Students have gaps in foundational knowledge necessary for understanding more advanced concepts.
- Some students struggle with effective study habits, time management, note-taking, or organization.
- Lack of communication and comprehension skills.
- Lack of problem-solving, critical and creative thinking skills.

UG Level: The College has evolved its dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints and ensuring that their learning needs are catered to. The system of continuous internal assessment through tests, seminars, assignments, sessional work, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. Based on their performance, students are advised and encouraged to attend remedial/tutorial classes that are included in the extra classes. Such sessions facilitate adherence to high standards of teaching- learning, academic rigor with minimum or no dilution of the course content.

PG Level: PG students are assigned various assessment tasks, including minor tests, ICT-based quizzes, semi-structured work, internships, communication skills, and expository writing and dissertations. These tasks align with CLOs and are designed to develop skills like academic writing, English communication,

presentations, field practice, research, test development, data collection and analysis, referencing, and online assessment participation.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.miercollege.in/adminpanel/files/2024-2-9-14-15-20-748.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the

Four of the above

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

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	View File

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

All 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	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

2

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

6

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
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

7

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

165

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	View File

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

411

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

411

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	View File

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

The College has three main units for conducting outreach programmes namely NSS unit, Environment unit and Extension unit. All these units are headed by senior faculty members with student representatives from all courses and have their calendars approved in advance by the HoDs/Principal. The College conducts surveys to assess the needs of adopted villages/slum areas so that suitable extension activities can be organised for their socioeconomic development. Extension programmes like rallies, awareness programmes on AIDS, environmental issues, issues related to women empowerment, child malnutrition, human rights, child labour, drug abuse, domestic violence, child marriage, guest lectures and camps are regular

features of college activities. These activities develop a philanthropic attitude in the students and sensitize them towards the needs of the underprivileged community.

Through the active participation of faculty and students in the above-conducted activities both inside and outside the college, an effort is made to create awareness and sensitization about the social issues confronting the public and community at large. Additionally, through its collaboration with the Department of Integrated Child Development Scheme the College carries out different community-based activities and programmes.

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	View File

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

5

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

5

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

8

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

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

Three/Four 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

The College has well-furnished and spacious physical infrastructure as per UGC/University norms. The whole campus is spread over 2.15 Acres (8720.96 Sq. mts) with built-up area of 3400 Sq. mts. The physical infrastructure includes:

1. An air-conditioned auditorium equipped with state-of-the-art audio-video facilities and modern fixtures and furniture for conducting workshops, seminars and training programmes.
2. An air-conditioned multipurpose hall for conducting various day-to-day activities, exhibitions, etc.
3. An air-conditioned fully automated Central Library covering a floor area of 122 sq. mtrs. along with Fully automated air-conditioned library with a floor area of 44 sq. mtrs.
5. Two air-conditioned administrative offices attached with HODs with Computer facilities.
6. Nine air-cooled well-furnished classrooms equipped with modern ICT facilities and 3 air-conditioned classrooms.
7. Three fully air-conditioned networked computer labs with 70 computers having 50 Mbps/300 Mbps Fibre-based Internet connectivity.
8. High-speed Internet (Airtel FTTH and Reliance Jio leased line) and Wi-Fi access throughout the campus.
9. Two air-conditioned Conference rooms fitted with LCD projection system audio system and Wi-Fi facility
10. Air-conditioned Research Scholars.
11. Indoor common room with facilities for Table Tennis, Carrom, chess etc.
12. Air-conditioned Psychological lab and educational technology lab.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.miercollege.in/facilitypics.aspx?id=14&type=Infrastructure+and+Facilities&title=Academic-Infrastructure
Any other relevant information	View File

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

1,29,721

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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.

MIER College of Education has two fully air-conditioned computerized and automated libraries for both the undergraduate and postgraduate programmes. There are 05 computers with internet facilities in each library exclusively for students. There are two computers for librarians with bar-code readers in both libraries. The library has two quality network printers and reprographic machines with scanning facilities. The library was automated in 2006. Currently, the libraries are automated using Sonet-ERP software. The software is used in the areas of acquisitions, cataloguing and circulation. Features of the Library Module of the Sonet Software are as under:

1. Accessioning - All books of the library have been accessioned in the software with proper details of the books such as title, author, publisher, subject etc.
2. Circulation - books can be issued and returned through automated process by using the barcode reader.
3. Search - the software has the facility to search the book using different criteria like accession number, title, name of the author, subject etc. It provides simple, clear search interface for all users.
4. Generation of reports from the software—the software is fit to create different reports for record-keeping and review purposes, as per end client prerequisites.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.miercollege.in/facilities.aspx?type=Infrastructure%20and%20Facilities
Any other relevant information	View File

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

MIER College Library has remote access to "National Library and Information Services Infrastructure of Scholarly Content (N-LIST)", which students and teachers use frequently. The N-LIST programme under E-Shodh Sindhu operates through its Headquarter set-up at the INFLIBNET Centre, Gandhinagar, Gujarat. It provides full-text access to electronic resources subscribed for educational institutions

through proxy servers after establishing authenticity of users. It is the annual feature of the MIER College to subscribe N-LIST programme to facilitate the students & faculty members to access these resources with user id and password at any geographical location 24X7.

The N-LIST project provides access to e-resources to students and faculty of the college through servers installed at the INFLIBNET Centre. The authorized users from college can access e-resources and download articles (chapter-wise or full) required by them directly from the publisher's website once they are duly authenticated as authorized users through the servers deployed at the INFLIBNET centre.

The N-List includes publications not only in India but also from different countries so that the world-class information is available to the readers. It provides access to 6,000+ journals, 1, 64,300+ eBooks under N-LIST and 6, 00,000 eBooks through National Digital Library (NDL).

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

All 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	View File

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

1.73184

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****254**

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	https://www.miercollege.in/adminpanel/files/2024-2-11-17-6-47-836.pdf
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are

Three of the above

**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	View File

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 ICT infrastructure used by the College includes CCTV surveillance, campus-wide Wi-Fi with optical fibre backbone, interactive whiteboard and plasma TV smart classrooms, desktop computers in ET Cell, etc. A 1.5 km Fiber Optic Cable has strengthened the backbone of the network of the whole campus. Ubiquiti Ethernet and Fiber switches were installed.

In addition to the 50 Mbps Jio leased line, two Airtel FTTH connections with 300 Mbps each are being used. Wi-Fi facility was also installed with Ubiquiti Unifi access points including wifi-6 models. Sophos XG 230 firewall & Ubiquiti gateway controller is used to manage all associated Ubiquiti switches and access points.

The College has adopted a policy framework that would enable it to deliver world-class learning experiences to the students. Under the "Technology Enabled Learning" Policy, the College has:

- Set up and maintained appropriate ICT infrastructure with adequate Internet bandwidth.
- Selected appropriate hardware, software and systems for teaching learning and systematic evaluation.
- Provided the controlled or user base access to internet, devices and relevant proprietary licensed or open-source licensed software/ERP/web/cloud services in the institution.
- Defined institution-wide security policies to define user-level security privileges and prevent misuse
- Invested in Workspace for Education Plus and is utilizing professional email, online classes and virtual conferencing support, data backup, and retrieval.
- Used an LMS for planning, designing, analysing and delivering blended and online learning.

The following equipment was added last year:

1. Samsung LFD-1
2. HP PC-2
3. LCD Monitor-2
4. 1 KVA UPS-1
5. Keyboard and Mouse-2

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

1:3

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

Four of the above

institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	NA
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/playlist?list=PLr78c knOKmiIM19xs-yIrvWgeapOuDynV
Any other relevant information	View File

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)

55,31,646.51

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	View File

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 systems and procedures for maintaining and utilizing physical, academic and support facilities namely laboratory, library, sports complex, computers, classrooms etc. are in place. The physical and instructional infrastructure such as buildings, ICT facilities, laboratories, library, sports and other allied infrastructure of the College are well maintained and strengthened from time to time. The

institution's policy with details of systems and procedures for maintaining and utilizing physical, academic and support facilities. The salient features of the policy are:

- To achieve optimize usage of college facilities and services for the benefit of students and staff.
- To provide access to the college facilities for the purpose of academics, research, support and administration without any hindrance.
- To establish a uniform standard for maintenance, repair, renovations, cleanliness and upkeep of college infrastructure.
- To implement the best practices in the area of maintenance.
- To extend the lifespan of the facilities.
- To eliminate the risk of deterioration of existing and future facilities.
- To provide a safe and healthy environment for students, teachers, administrators, staff and others.
- To use resources and funds rationally and in an efficient manner.

The policy is attached as supporting document.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.miercollege.in/adminpanel/files/2024-2-12-13-59-31-34.pdf
Any other relevant information	View File

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

Five fo the above

and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

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

Seven/Eight 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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

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
16	123

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	View File

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).

37

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	View File

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

3

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

5.3 - Student Participation and Activities

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

The College does not have a student council, however, student representatives from different semesters of UG and PG programmes, are selected for all college committees, centres and units so that students are involved in the process of decision-making in the functioning of the College. Through their cooperation, support and representation in the committees, centres and units they proactively contribute towards student's welfare and have their say on issues or decisions that directly affect them and the functioning of the College.

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

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

3

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni Association of the College "Alumnaire" received its registration from the Registrar of Companies, Govt. of India, and Ministry of Corporate Affairs on 3rd February 2022. Following are the main contributions of Alumni in the growth and development of the institution: The alumni of the college have always played an active role in the institution's development. Some of our illustrious Alumni are members of the Governing body, Academic Council and Board of Studies of the college. The alumni of the college are also members of the advisory committee of the Internal Quality Assurance Cell (IQAC) and Smt. Shanti Gupta Centre for Women Studies (CWS). Some alumni are also working as faculty in M.Ed. B.Ed. and B.Ed. Special Education (ID) in the college of education. Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching-learning practices and staff-student support. Eminent Alumni are invited for interactive conduct guest lectures with students, which lead to productive interaction and experience sharing. Financial contribution worth Rs. 1.5 were made by college alumni during the last financial year.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Three/Four 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

0

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

The following are the mechanisms through which the Alumni Association acts as effective support system by: 1. The members of the association share their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services. Through such interactions, the association guides the students and shares valuable insights for developing professional competencies. The members of the Alumni Association visit the college, maintain their links with the students, staff and colleagues and provide academic and moral encouragement. 2. The members encourage students to pursue higher studies: They provide academic or technical expertise and career advice with the aim of achieving transformative personal development of the students. They

have a significantly positive impact on students' academic achievement and help them to be successful in their professional careers. They encourage the students to pursue higher studies by joining P.G. programmes. The details of students' progression to higher studies is given under metric 5.2.2.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

VISION: We aspire to be a global institution to provide educational access to everyone based on the principles of self-reliance, collaboration, extension, experimentation, research and excellence to serve the cause of society.

MISSION: To ensure that MIER College of Education (Autonomous) and its associated centres and multi-disciplinary schools function as leading institutions for preparing high-quality professionals and specialists in different disciplines through emerging pedagogies, enabling technologies, interdisciplinary research, professional ethics and practices.

1. **Nature of Governance:** The institution's vision and mission statement emphasize its leadership, participatory framework, inclusive education, and commitment to global excellence.
2. **Strategic Plan:** The College has framed a comprehensive and forward-looking strategic plan titled "Vision Document (2023-2028)". Six identified strategic areas of the vision document are:

1. **Academics-** excellence in academic programmes, building faculty engagements and enhancing students' learning capacities.

2. **Research-** creating research culture, productivity, and positive impact.

3. Technology-implementation of Technology Enabled Learning (TEL) Policy.

4. Linkages- exploring mutually beneficial partnerships at national and international levels.

5. Quality Assurance- strengthening quality culture and enhancing engagement levels with stakeholders.

6. Brand Building- become a high-performing organisation to build a strong brand name and nurture loyalty, pride and ownership in stakeholders.

1. Participation of Faculty in decision-making bodies: The College functions as an autonomous institution through its statutory bodies, with faculty nominees in all bodies actively involved in the decision-making process for participatory governance.

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

The college's administration is entirely decentralised. Hierarchical reporting is carried out following a top-to-bottom method of communication and information flow. Every work position has a set of job profiles outlining the functions and responsibilities, which promotes transparency and accountability. Decentralization has been implemented in a way that allows members to share duties and contribute to the college's effective operation.

One case study is on curriculum design and development. The College designs, develops, and reviews the curriculum of all programmes of study to keep in sync with the latest trends at the local and global

levels. The Academic Committee of the College which is headed by the Principal starts the process of curriculum review, revision and modification, and upgrades the curriculum after feedback from the faculty and students. Periodic meetings with the HODs, faculty, subject specialists, and external experts are organised and a rough draft of the curriculum is prepared. The same is reviewed in light of the suggestions and feedback given at different levels. A final draft of the curriculum is prepared to be presented before the Board of Studies and Academic Council for its final approval, circulation, and implementation.

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.

Academic Processes: Admission notifications are made through newspapers and on its website. Admission forms are processed online/offline, with all the relevant details explained in the prospectus and also on the website. The entire academic plan is clearly explained to all students in a compulsory orientation programme on admission, addressed by the Principal, HoDs and faculty. The IQAC of the college organises the visit of External Peer Team of experts for annual assessment of the college which further ensures maintenance of transparency in academic processes.

Administrative Processes: Recruitments and selection of employees is undertaken with utmost transparency. Posts are advertised online/newspapers. The interview process adheres to required academic qualification, experience & skills. Staff appraisals and promotions also follow a transparent mechanism. Employees can readily access their service records with prior permission of the management. Through leave, attendance and payroll ERP the staff can see daily attendance details, leave balance and salary slips.

Financial Processes: 'Finance Committee' of the College has been formed as per the UGC guidelines for governance of its finances. The College has a mechanism for regular internal & external audit by statutory auditors. A statutory & certified Chartered Accountant conducts annual financial audit of the college.

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 institution has developed a comprehensive and forward-looking strategic plan called "Vision Document 2023-2028." The strategic areas are spelled out in metric 6.1.1. As envisioned in the document, "Educational Technology" is one of the key areas. The College has implemented a set of policies that allows it to provide students with top-notch educational experiences and guarantee capacity building of the faculty by utilizing worldwide best practices, content, tools, and cutting-edge pedagogies in the efficient use of ICT.

The college's TEL Policy drives ICT innovation, integrating ICT subjects, Google Classroom, webinars, workshops, and MOOCs. It embraces video feedback for teaching, e-learning resources, ERP for evaluation, open-book exams, online quizzes, and tech-enabled proctoring.

Under the collaboration with Commonwealth of Learning (COL), Canada the College has completed the C-Delta workshop, TEL policy development workshop, and blended course design using the MOODLE platform. Through this collaboration, the college is also developing an online Diploma in ICT in Education to be started in 2024.

The TEL Policy and the educational technology initiatives undertaken by the college are attached as a supporting document.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.miercollege.in/adminpanel/files/2023-10-28-16-33-34-733.pdf
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 statutory bodies of the college is based on the UGC Regulations for Autonomous Colleges. The college has a well-defined structure of governance consisting of a Board of Directors and statutory bodies namely the Governing Body, Academic Council, Board of Studies and the Finance Committee are in place.

The Board of Directors is the apex body of the institution. The institution has its service and leave rules that spell out terms and conditions of appointments, terminations, and other procedures and are duly approved by regulatory bodies. The Governing Body guides the college while fulfilling the objectives for which the college has been granted autonomous status, and approves all the policy decisions, and appointments. The Academic Council approves the proposals concerning courses of study, academic regulations, curricula, syllabi modifications, instructional and evaluation arrangements, methods, etc. The Board of Studies prepares syllabi for various courses keeping for consideration and approval of the Academic Council. It suggests methodologies for innovative teaching and evaluation techniques. The Finance Committee acts as an advisory body to the Governing Body, to consider budget estimates relating to the grants received/receivable from UGC, income from fees, etc., and audited accounts for the same.

The College has also framed several policies namely the Awards and Scholarships Policy, Grievance Redressal Policy, POSH Policy, Research Policy, etc. that provide appropriate guidelines and ensure compliance with institutional standards, best practices, and operational efficiencies.

(Organogram given in documentary evidence).

File Description	Documents
Link to organogram on the institutional website	https://www.miercollege.in/governance.aspx
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

All of the above

Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Introduction of new programmes under the multi-disciplinary college:

In order to introduce new programmes and make the College multidisciplinary, in the 12th meeting of the Governing Body of College it was resolved that the following programmes shall be started from the academic session 2022-23:

1. BA (Hons) Sociology
2. BA (Hons) Political Science
3. BA (Hons) English
4. Bachelor of Arts BA (General)

The regulations governing the programmes , scheme, syllabi and courses of study for both the programmes were also considered during the meeting which was held on October 12, 2021.

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	View File

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

The initiatives taken by the college towards the welfare of its staff and faculty include the following:

- The faculty is encouraged to pursue higher studies and have the provision of availing study leave under the leave rules of the institution. Financial incentives are provided by way of increments and promotions to the teaching faculty as per the (CAS) Career Advancement Scheme of the UGC which leads to professional upward mobility.
- Under the Research Promotion scheme, seed money for undertaking research projects, cash incentives and certificates are also given to staff members for their published research work in journals and seminar proceedings.
- The college has implemented various welfare schemes for faculty and staff members such as maternity leave, paternity leave, medical leave, study leave, EPF, gratuity, Employee State Insurance Scheme (ESI), etc. under its service and leave rules duly approved by the regulatory bodies. Group accidental/disability insurance scheme for teaching and non-teaching staff and students.

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

8

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

16

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The performance appraisal is done by the management yearly with the help of the self-performance appraisal system for enhancing quality and effectiveness of employee's performance.

The self-performance appraisal system involves a formal self evaluation of the performance of all teaching and non-teaching staff. A proforma designed for the purpose is used for performance appraisal for teaching and non-teaching staff. This evaluation determines whether the incumbent's performance meets the required standards of the post he/she temporarily or permanently occupies.

The emphasis of the appraisal is developmental and constructive, aimed at assisting and motivating individuals to attain their maximum potential so as to increase efficacy of the educational system. Each employee is made go through the remarks given in the appraisal and sign the same to make the system transparent and objective.

PI360 analytic software is also used for the annual performance appraisals of faculty by the college. This software generates a consolidated performance report of each faculty member on Key Performance Indicators like Research, Academic Results, Staff Development and Achievements during the year.

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	View File

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

The College has a mechanism for regular internal and external audit. The Finance Committee of the college is entrusted with the task of monitoring all financial transactions of the College and periodically reviews the receipts and expenditures in the College. A statutory and certified Chartered Accountant along with his team of auditors conducts annual financial audit of the college. The audits are conducted as per the regulations of the Ministry of Corporate Affairs. No audit objections were raised during the last financial year.

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	View File

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

0

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

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 college generates all its revenue through the tuition fees and other charges from the students enrolled in different degree and diploma courses being run in the institution. Proper budgeting and allocation of funds is done as per the priority areas identified and passed through the Finance Committee and Governing Body of the college. The income earned from the above-mentioned sources is utilised for the augmentation and maintenance of the physical and academic infrastructure of the college. In case of a deficit, arrangements are made by the college management to meet the financial requirements from the reserve funds of the institution.

Additionally, grants are received through national and international linkages for specific projects, like ICSSR, Commonwealth of Learning, etc. These grants are utilised for the academic enrichment of students and faculty and are also utilised for research projects.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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

The IQAC is involved in the development of institution-level policies and plans and implementing innovative best practices.

The following policies were formulated and are being implemented-

1. Awards and Scholarship Policy: The College's Awards and Scholarship Policy awarded scholarships to 104 students in 2022-23, totaling Rs 8,69,500. The college's annual prize distribution showcased the achievement of 41 students in academics, sports, NSS and extracurricular activities.
2. Life Skills Policy: The life skills programme has helped students develop self-awareness, emotional and intellectual competency and professional skills through workshops and orientations.
3. Grievance Redressal Policy: The Grievance Redressal Policy allows students to voice grievances about their studies, facilities, faculty, and allied matters, and based on student feedback, the canteen was renovated.
4. Research Policy: The College's Research Policy provides faculty funding through the Seed Money Scheme, with four faculty members selected for a project competition. They were provided seed money to the tune of Rs 30,000 for long-term academic and professional growth, potential grant securing, and valuable knowledge insights.

5. Technology Enabled Learning Policy: The TEL Policy facilitated the use of modern educational technologies, leading to the development of a Moodle-based ELMS, MOOCs, and blended learning courses, with 11 MOOCs designed by faculty 71 prototypes by students.

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.

The IQAC facilitates the review of the teaching-learning process in the following ways:

1. At the commencement of the new session, the Planning and Evaluation Committee meeting chaired by the Chairperson and the Principal reviews the teaching-learning process. The college through its formal structure of Board of Studies and Academic Council gets the curriculum approved and the same is implemented. The academic calendars are framed and approved by the committee which includes detailed curricular, co-curricular activities, examination schedules, etc.

Teaching plans formulated are based on course learning outcomes. Quality reviews are conducted for each course and Programme Learning Outcomes. Orientations and workshops are organized for faculty on different pedagogies, Outcome Based Education, and mapping and measurement of POs and COs.

2. The teaching-learning process is also strengthened by incorporating different teaching methodologies such as flipped classrooms, cooperative learning, project-based learning, etc. The academic audit team comprising the Chairperson and Principal conducts academic audits and evaluates the teaching-learning process of all faculty members. This has improved the teaching of the faculty.

The IQAC organizes Open Forum interactions with students, where feedback is collected regarding the teaching-learning process and the faculty. and analyzed. An action-taken report is prepared for further improvement.

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

13

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.miercollege.in/minutes.aspx?cid=3&cat=Centre&type=Internal-Quality-Assurance-Cell
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.miercollege.in/aqar.aspx
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

First cycle :

Administrative

Computerization of administrative staff/faculty- All staff members were provided individual computers, Internet and an Internal Email system for better connectivity networking, accessibility and seamless communication and coordination. Workshops and trainings were also organised to enhance their skills. The Centre for Educational Technology established in 2006 provided support (both hardware and software training) in this initiative.

Administrative Audits: The IQAC conducted the ISO administrative audits of the college. Through these audits, vital areas of improvement were identified for implementing strategies to enhance administrative efficiency.

Academic:

Second and subsequent cycles :

Use of Information and Communication Technology by the Faculty:

The faculty has made significant use of ICT to make classroom presentations more effective. An increase in the usage of ICT-based curriculum from 25% to 33% of the syllabus was a step in this direction. The college further added to its technology infrastructure -Interactive Whiteboard classrooms, Plasma TV Smart Classrooms, Desktop computers in ET Cell, Laptops and classrooms equipped with projector and screen.

During COVID-19, the faculty successfully transitioned from traditional classroom to online teaching using Zoom and Google Classroom platforms.

Apart from the methodologies of Herbartian, RCEM and constructivist approaches, some key current methodologies adopted by the faculty include:

1. Online and Blended Learning
2. Flipped Classroom
3. Adaptive learning technologies and AI-driven platforms

Academic Audits: The academic audit team comprising the Chairperson and Principal evaluates the teaching-learning process of all faculty members which becomes a part of the annual appraisal. This has strengthened the teaching-learning process.

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.

MIER College of Education has framed an environment policy.This

policy serves as a guide for undertaking campus activities which can lead to building a green and sustainable campus environment. This framework outlines the policies and practices that will help the college to achieve campus sustainability and ultimately facilitate the attainment of environmental, societal and economic rewards and benefits. The framework covers the following areas:

1. Campus planning, design and development

2. Landscaping and biodiversity

3. Energy Conservation

4. Waste and water management

Energy Conservation: The college has -

- Reduced greenhouse gas emissions by reducing energy consumption and shifting to energy-efficient devices, as well as clean and sustainable energy sources including solar, wind and biogas.
- Replaced inefficient air conditioners and heaters with more energy-efficient models.
- Installed energy-efficient lights.
- Sensitized the staff and students regarding switching off the fans, lights, AC's, LCDs etc. when not in use to save energy resources.
- Created a digital repository of all official documents to save paper and upload the same on the internal server of the college for the convenience of the employees and other interested parties.

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

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

The institutional policy for waste management along with its implementation procedure is given in the environment policy in which the institutional policy for waste management along with its

implementation procedure is given under the heading -water and waste management.

Waste management-

- There is an on-site composting of food and garden waste for reuse on campus grounds.
- Daily waste is segregated into bio-degradable and non-biodegradable waste. For segregation of waste as bio-degradable and non-degradable waste bins have been kept at all places in the campus, including classrooms.
- Colour-coded dustbins are provided in several locations and everyone is sensitized on using the correct bins to be used for waste disposal.
- Hazardous materials like chemicals, paints, inflammable gases are segregated and kept separately. These are disposed of under supervision of Campus Supervisor through vendors which specialize in their disposal. E-waste is segregated and disposed-off as per the new E-Waste Management Rules which have come in force in the country since Oct 2016.
- College deposits E-Waste material with Karo?Sambhav Private Limited, Jammu the E-waste disposal of electronic products.

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

File Description	Documents
Documentary evidence in support of each selected response	View File
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

Two of the above

conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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

The institution is committed towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. Under the institutional policy for maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment the college has :

- Accorded top priority to ensuring high standards of environmental quality in the campus and implement environment friendly policies, with barrier free access.
- Created a walkable campus by placing the majority of academic buildings within easy walking distance of one another.
- Maintained healthy, open and vegetated areas depending upon the availability of space and climatic conditions.
- Protected and conserved vegetated buffers as much as feasible during campus development, and conserve habitats of species of special concern.
- Constructed buildings according to plan approved by expert architectural engineers with maximum possible windows for proper ventilation and lighting.
- Ensured that all campus development is compatible with the

surrounding natural environment.

- Planted more trees and create vegetated buffers.
- Maintained a botanical garden.
- Adequate support staff, who looks into the maintenance of gardens, lawns and other aspects of 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

Three 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)

13,325

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

The college conducts programmes that leverage local environment, locational knowledge and resources, cultural, regional, linguistic and community practices.

- The students, due to their diverse backgrounds, learn to appreciate different cultures & celebrate local festivals like Lohri, Baisakhi, Eid, etc. The Co-Curricular Committee organises programmes showcasing local culture and heritage through music, poetry, dance, and drama, showcasing various social and cultural aspects of Jammu and Kashmir and India as a whole.
- The NSS Unit of the College also organises a series of events during the "National Integration Week" that aims at promoting peace, tolerance and harmony.
- The Extension Unit conducts various activities, including awareness programs on alcoholism, domestic violence, child marriage, drug addiction, first aid, and medical check-ups for villagers near Jammu. These efforts raise awareness about local challenges and foster social responsibility among students, promoting awareness about local issues.
- Environment Unit of the college independently and in collaboration with external agencies conducts various activities like solid waste management awareness, local campaigns/rallies on swacchta abhiyan, cultural practices for sustainable environment, tree plantation drives, etc.
- The college also organises "I-Survive", a 2-day intensive and rigorous adventure boot camp set up at a local hill station. The camp is a unique opportunity to explore nature trails and the flora and fauna. It allows them to appreciate and gain knowledge about the local environment and resources.
- Additionally, the Centre for Women's Studies organises gender sensitization programmes, counselling sessions for

adolescents, workshops, etc.

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

The two best practices of the college as per NAAC format are as follows:

1. "Quality Enhancement through Strengthening of Research Culture in the Institute"

2. "Gender Sensitisation and Empowerment of Women"

the complete details of the best practices are attached as a supporting document.

Link on the college website:

<https://www.miercollege.in/bestpractices.aspx>

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

Area of Distinctiveness- Educational Technology

The College is promoting "Technology Enabled Learning" environments across all programs and has entered into a Contribution Agreement with the Commonwealth of Learning in Vancouver, Canada, to support policy adoption. The College has also framed a TEL Policy, focusing on innovative practices in ICT use.

- The college has maintained appropriate ICT infrastructure, selected hardware, software, and systems for teaching and learning, and provided campus-wide internet access. Moodle LMS is used for planning, designing, analyzing, and delivering blended and online learning courses.
- Technology-Enhanced Learning (TEL) is integrated into teaching and blended learning, offering a seamless experience through a centralized Learning Management System (LMS), open-book exams, online quizzes via Quizizz, and an ERP for evaluation and report generation.
- E-content development is achieved through lessons recorded, edited, and uploaded on YouTube, a Moodle-based ELMS, and blended learning courses. The faculty has designed and developed 11 MOOCs, and 71 prototypes of MOOCs were developed by students on the Canvas Platform.

- Two Innovation Patents in Educational Technology were granted by the German Patent and Trademark Office-
1. Assessing Digital Media Skills among Different Stakeholders and their Attitudes Towards MOOCs in Higher Education Institutions.
 2. A System of Evaluating and Promoting MOOCs for Student Teachers and Educators.
- The faculty has been enrolled in the Commonwealth Digital Education Leadership Training in Action program. MOODLE usage workshop and use of technology in creating Blended Learning Courses were also organised for the faculty.

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