YEARLY STATUS REPORT - 2023-2024

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 and 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/13202441634l636.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/2024-8-22-11-20-25-120.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/PMMMNMTT etc.

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

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

1. The College formulated and adopted the following enabling policies to meet strategic and qualitative outcomes. These include:- 1.Placement Policy 2. Faculty Benchmarking Policy

2. In accordance with the guidelines set forth by the University Grants Commission (UGC), the College organised a meticulously structured Student Induction Programme (SIP). The inaugural session, tailored for incoming B.A. Honours students majoring in Psychology, Political Science, and English, spanned across two days, transpiring on October 5th and 7th, 2023. Subsequently, the SIP for students enrolled in the B.Ed. and B.Ed. Special (ID) programmes was conducted on November 8th and 9th, 2023. Furthermore, the induction programme for the M.Ed. cohort (Batch 2022-24) was organised on January 10th, 2023. Conclusively, a one-day induction programme for incoming M.Ed. and M.Ed. Special Education students was organized on January 23, 2024.

3. The following programmes were organised for the faculty: • Workshop on OBE at MIET, May 20th 2023 • Online Masterclass Series - The Ultimate Technology Toolkit for Educators, July 14 – 22, 2023 by

Orangeslates, Mumbai. • AI in Education, Sept 22, 2023 by Dr. Deepti Malhotra, Department of Computer Science and IT, Central University of Jammu. • Orientation on Benchmarking Policy by Dr. Adit Gupta, Principal, Sep 30, 2023. • One-day faculty interaction program for the faculty on Essential Skills on Oct 14, 2023 by IIT Jammu after signing the MoU. The following programmes were organised for the non-teaching staff: • An orientation session on "Effective Utilisation of Office Resources" was organised for the administrative staff of the College on 31st March 2023. • Workshop on "Unleash the Power of Al September 30, 2023".

4. In adherence to the institutional quality assurance practices, feedback pertaining to the curriculum was systematically gathered from both faculty members and students for the academic session of 2023-24. Subsequently, an exhaustive analysis of this feedback was undertaken. The resulting Action Taken Report was meticulously prepared and subsequently made available for public access via the college website. Additionally, a comprehensive Student Satisfaction Survey was administered, with the collected data rigorously analysed. The outcomes of this survey were synthesized into a comprehensive report for further review and consideration.

5. The "Tea with Principal" event, held on September 9th, 2023, facilitated a platform for parents of students enrolled in the School of Education and School of Social Sciences and Humanities to engage in constructive dialogues with the college administration. Discussions encompassed various aspects of the curriculum, extracurricular activities, and addressed pertinent concerns. • Furthermore, an open forum interaction was orchestrated between students and the Quality Assurance (QA) Team of the college. This session provided a conducive environment for students to express candid opinions on diverse parameters including online classes, examinations, faculty performance, and other related activities. For the cohort enrolled in the academic period of 2022-24, this interactive session was convened on December 18, 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
College benchmarking- To improve college ranking at the national level	The college achieved the prestigious distinction of being ranked as the preeminent Autonomous College in the Union Territory of Jammu and Kashmir for five consecutive instances, according to the assessments conducted by Education World Magazine in its Indian Higher Education Rankings and Awards for the academic year 2023-24. Additionally, the institution demonstrated notable advancement in its standing, progressing from the 56th to the 51st position in 2023 within the comprehensive roster of the top 121 private autonomous colleges encompassing Arts, Science, and Commerce disciplines across India. • Acknowledging its commitment to digital innovation and integration, the college was honoured with the accolade of 'Top Digital Enablers College' by Wheebox on November 24, 2023. • Furthermore, the institution received commendation from the Government Ayurvedic Hospital, Jammu, in recognition of its extensive engagement in community outreach and extension endeavours.
To improve quality of education through academic initiatives	In alignment with the transformative principles outlined in the National Education Policy (NEP) of 2020, MIER College has embarked on a substantial transition from a specialized teacher education institution to a multidisciplinary academic establishment. This evolution

	culminated in the establishment of two distinct academic entities in August 2023: the School of Education and the School of Social Sciences and Humanities. • The institution has embraced Outcome-Based Education (OBE) as its fundamental pedagogical framework, integrating teaching, learning, and assessment processes with clearly defined learning objectives. Faculty members underwent rigorous training to formulate Course and Programme Learning Outcomes across all disciplines. The OBE paradigm has been fully implemented since the academic session of 2023-24. • Furthermore, MIER College has initiated a Master of Education (M.Ed.) program specializing in Special Education (Intellectual Disabilities), duly sanctioned by the Rehabilitation Council of India, New Delhi. This development has paved the way for students to pursue expertise in this vital field, equipping them with the requisite knowledge and competencies.
To strengthen innovation, and the creation and transfer of knowledge through research, entrepreneurship, and technology initiatives.	Pursuant to the Memorandum of Understanding (MoU) established with the Commonwealth of Learning, Canada, the college engaged in the following initiatives: • A three-day workshop on Blended Course Development was conducted for faculty members from various departments, spanning from September 25th to September 29th, 2023. • An orientation session focusing on the MIER

	Technology-Enhanced Learning (TEL) Policy was arranged for all staff members of the college on September 18, 2023. The session aimed to familiarize participants with the vision, principles, objectives, and policy Statements delineated within the policy framework. • Implementation of COL Benchmarking activities was also undertaken as part of the collaborative endeavours facilitated under the MoU with the Commonwealth of Learning. Three patents were granted for the work of the college faculty in the field of education and technology: • Prof. Mool Raj- Investigating Learning & Development of Human Resources in the Public Sector in India, UK Comptroller-General of Patents, Designs, and Trade Marks. • Dr. Bharti Tandon- Interactive Learning Device with Gamified Educational Resource Integration, Office of the Controller General of Patents, Designs & Trade Marks, India.• Dr. Monika Bajaj- Smart Classroom Device for Optimized Teaching and Learning Experiences. The college launched MCE Open Access Repository, an online platform for sharing of digital learning resources developed by the college, connecting learners and educators beyond boundaries.
To establish new collaborations and sign new MoUs	On the 21st of July 2023, the college inaugurated the English Access Microscholarship Program, generously funded by the US Department of State. A cohort of

	25 students enrolled in the B.Ed. course was carefully chosen to participate in this initiative. The Access program aimed to equip its participants with proficient English language abilities, thereby enhancing their prospects for improved employment opportunities and educational advancement. • The college embarked on an educational collaborative journey with IDPS, Jammu Centre on January 16, 2023. • A Memorandum of Understanding (MoU) was formalized with the Council for Educational Administration and Management, Thiruvananthapuram on September 26, 2023. • Additionally, a collaborative agreement was established with the Indian Institute of Technology on November 10, 2023.

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	06/02/2024

15.Multidisciplinary / interdisciplinary

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. This is evident from the 5-year

Vision Document created by the college. From primarily a teacher education institution the college has now started courses in social sciences. In the session 2022-23 and 2023-24 the college has started the four-year undergraduate programmes (FYUP) i.e., B.A. (Honours/Research) in Psychology, Political Science, English, Sociology and History. Besides, Master of Arts (MA) programmes have also been started in Political Science, Psychology, English and Sociology. These programmes include all credit-based courses with provision for value-added programmes, community engagement internships and environment education. All programmes have a provision of multiple entry and exit at the end of the 1st, the 2nd and 3rd years of undergraduate education as per the FYUP framework. 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/honours 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.

16.Academic bank of credits (ABC):

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 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: Information Technology Theatre and Acting Computer Applications Hospitality and Tourism ICT and Digital Skills Sports and Fitness Journalism and Mass Communication Communication Skills

Financial Management Drama and Art in Education Critical Understanding of ICT in Education Innovative Use of Technology in Research 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 a blended learning approach by the teachers.

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 which are duly mapped. Our faculty have also attended workshops for implementing the OBE-based assessment for their respective courses and have incorporated 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 set up the technology platform based on 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 by the Commonwealth of Learning, Canada.

Extended Profile

1.Student

2.1	**427**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**595**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**257**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**134**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**119**

File Description	Documents
Data Template	View File

2.6	**190**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**10691690.51**
4.2 Total number of computers on campus for academic purposes	**151**

3.Teacher

5.1 Number of full-time teachers during the year:	**25**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**42**

<div align="center">

Part B

</div>

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The college designs the scheme of each academic programme and develops the curriculum of teacher education and social sciences courses for professional capacity building, relevant to the latest requirements of the education system and responsive to social and cultural aspects of learners in sync with local and global context. The curriculum is developed at the grassroots level after need assessment through the process of feedback from academic experts, faculty and students at the end of each year. The Academic Committee of the college which the Principal heads starts the process of

curriculum revision, modification and review under a well chalked out programme to modify and upgrade the curriculum wherever required. Periodic meetings with the HODs, faculty, subject specialists and external experts are organised, and a rough curriculum draft is prepared. The same is reviewed in light of the suggestions and feedback given at different levels. A final curriculum draft is prepared to be presented before the Board of Studies, and the Academic Council for its final approval, circulation and implementation in the new session. The course curriculum being implemented in the college is focused on OBE. The college has developed the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each programme which are duly mapped with the attainment levels of the students as per Bloom's Taxonomy. Partnerships with the Commonwealth of Learning, Canada, and Curtin University, Australia, expose students to global perspectives on education.

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	B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.miercollege.in/adminpanel/files/2024-10-5-15-43-48-366.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

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

3

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/3092024304661526.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

26

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

26

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

26

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

26

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.

- **The curriculum for teacher education is designed by experts, adhering to NCTE guidelines, national curriculum frameworks, and emerging trends. It integrates interdisciplinary and multidisciplinary approaches, drawing from fields like Philosophy, Sociology, Economics, and other allied disciplines, to provide a comprehensive understanding of teacher education.It, therefore, adequately reflects both interdisciplinary and multidisciplinary approaches. This provides a coherent understanding of the field of teacher education to its teachers and students.**

- **A key component of the program is teaching practice, where faculty and students are trained in micro and macro teaching skills. Micro-teaching cycles, model lessons, and technology-supported teaching are emphasized. Additionally, students receive orientation and training for NET and CTET exams to prepare them for teacher recruitment.This way, the skills of the student teachers are prepared for different levels of school education as per their chosen teaching subjects.**

- **The program includes an internship/school experience where student teachers visit various schools and the District**

Institute of Education and Training. They maintain a "Reflective Journal" of their activities, helping them apply learned concepts in future teaching roles.

- To enhance the curriculum, add-on courses like life skills (emotional intelligence, communication, leadership, digital skills), entrepreneurship, and social competency are included, following UGC guidelines and approved by the college's statutory bodies. These courses aim to develop competencies and practical skills among students.

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

- Understanding the Indian School System: Student teachers visit Anganwadi centres and the District Institute of Education and Training (DIET) to gain practical knowledge of how schools function at the state and district levels. This experience helps them understand the structure and functioning of the Indian school system.

- Exposure to Different Boards: Student teachers practice teaching in schools affiliated with both the State Board and Central Board of School Education (CBSE). These experiences provide insights into the curriculum, methodologies, norms, and assessment systems of various education boards, helping them understand differences between State Board and CBSE

schools.

- **Visits to Schools at Different Levels: The curriculum includes visits to preschools, nurseries, and secondary and higher secondary schools. Student teachers observe variations in programs across different educational levels, gaining a comprehensive understanding of school education under both state and central boards.**

- **Inclusive Schools and Special Needs: Visits to inclusive schools sensitize student teachers to the needs of special children, teaching them how to interact empathetically and manage diverse classrooms. These visits encourage student teachers to develop empathy for students with special needs.**

- **Innovative Schools and Global Perspective: Student teachers visit innovative schools to learn about emerging educational trends like e-learning, digital initiatives, and ICT-based teaching. A comparative perspective is created in the thinking of practising teachers by visits to inclusive schools. These visits sensitize them to the needs of special children in an inclusive set-up and how to handle them during classroom interactions.**

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

- **Comprehensive Curriculum: MIER College's curriculum integrates theoretical knowledge with practical experiences, internships,**

co-curricular activities, and community service, creating a continuous cycle of learning and development for student teachers.

- **Self-Reflection and Growth:** The course "Understanding of Self" develops self-awareness in future educators, helping them reflect on their personal and professional growth to become empathetic and effective teachers.

- **Socio-Cultural Context:** Courses like "Contemporary Indian Education" and "Philosophical and Sociological Perspectives in Education" provide student teachers with a nuanced understanding of the Indian educational system within its broader socio-cultural and philosophical contexts.

- **Inclusive Education:** Specialized courses on special and inclusive education sensitize student teachers to the diverse needs of students with disabilities, preparing them to create inclusive learning environments.

- **Guidance and Counselling:** The curriculum includes add-on programs like Guidance and Counselling, empowering student teachers to support students facing personal, social, and vocational challenges.

- **Practice Teaching:** A multi-phased teaching program—comprising micro-teaching, macro-teaching, simulated teaching, and classroom teaching—develops practical skills and gradually builds confidence in student teachers.

- **Holistic Educators:** The curriculum aims to produce well-rounded, reflective, and compassionate educators, proficient in teaching methodologies and ready to meet the challenges of modern classrooms, highlighting the college's leadership in teacher education.

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	

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

190

2.1.1.1 - Number of students enrolled during the year

190

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

41

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

41

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

1

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

1

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.

An entry-level or initial assessment process evaluates the college readiness of all newly enrolled students. It is a tool to identify the different backgrounds of the newly admitted students and their base knowledge and previous abilities and skills. This assessment helps to identify the individual learning needs of all students and the academic support required by them to undergo the professional programme they have enrolled in. A key element of entry-level assessment is ensuring that student support services and activities are in place with experiences and an environment conducive to attaining educational and personal goals. It also generates centralised, qualitative and quantitative data for use in institutional decision-making and improves the rate of retention of students.

Methodology: A centralised e-database in the college ERP software records all newly admitted students, updated each semester using the Pi 360 analytics platform to track performance. Students' last qualifying exam scores and a performance-based test assess their prior knowledge in teaching/education, reasoning, English, Mathematics, and general awareness. This diagnostic assessment identifies areas for academic support and helps faculty design instructional strategies. A week-long orientation program further evaluates students' skills and talents through informal activities and self-assessments. Based on this, students are categorized and encouraged to participate in relevant activities. Remedial and enrichment classes are also offered for additional support.

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	Four/Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	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

25

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.

Different programs and courses require varied learning modes to accommodate diverse subjects and learning styles. Teacher educators play a crucial role in curriculum development, annually reviewing, revising, and modifying subject curricula. By providing feedback after course delivery, they gain insights into multiple methodologies for effective content transmission. This approach merges theoretical knowledge with practical experience, fostering problem-solving, critical thinking, and creative thinking skills.

At both UG and PG levels, faculty employ various teaching methods, including:

- **Lecture cum discussion approach**
- **Panel discussion**
- **Team teaching**
- **Collaborative and cooperative learning**
- **Seminar presentations**
- **Online learning**
- **Group discussions**
- **Blended learning**
- **Flipped classroom approach**

Each faculty member creates individualized teaching plans that incorporate appropriate teaching methods for each course. An essential component of all programs is experiential learning. For example, students visit institutions like the District Institute of Education and Training (DIET) and different types of schools—nursery, primary, middle, high, inclusive schools, and innovative centers—to gain firsthand experience. Students maintain a "Reflective Journal" to record these activities, enhancing their understanding by applying theoretical knowledge to 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. It has also developed a Technology-Enabled Learning (TEL) Policy in collaboration with the Commonwealth of Learning, Canada, to guide the integration of ICT in teaching and learning processes.

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

22

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

548

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**

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/910202415811550.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 that envisions mentorship as a supportive process in which faculty mentors, advise, motivate, counsel and act as role models for students to help them advance academically and professionally.

- **Working in Teams:** Teacher educators familiarize themselves with students, understanding their behavior, abilities, and comprehension levels. During the practical phases of practice teaching, students are divided into small groups of 12 to 15 under one teacher. This arrangement activates the mentoring process, allowing for more personalized guidance.
- **Dealing with Student Diversity:** The faculty addresses the diverse learning needs of students from various regions, languages, and socio-economic backgrounds. They employ multiple teaching approaches to cater to students at both UG and PG levels.
- **Conduct of Self with Colleagues and Authorities:** Students are introduced to the institution's vision, mission, core values, and code of conduct. They are also taught professional ethics, soft skills, and team spirit. Activities such as sports, NSS, extension work, and environmental programs help develop leadership, competition, and cooperation among students.
- **Balancing Home and Work Stress:** Faculty mentors recognize students' challenges and offer flexibility with deadlines when

possible. Emphasis is placed on self-care, with students encouraged to participate in activities such as yoga and meditation camps. Life skills programs also include sessions on work-life balance and stress management.

- Staying Abreast with Recent Developments: Students are required to continuously update their knowledge by attending seminars, workshops, conferences, and training programs like MOOCs. This ensures they remain informed about the latest developments in education.

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	**Four 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

Through a blend of theoretical frameworks and practical experiences, the teaching-learning process equips students with essential tools to inspire intellectual growth and develop critical and creative thinking skills, empathy, and more. Various programs expose students to experiential learning, contemporary pedagogies, and reflective

practices, enhancing their creative and analytical abilities while broadening their understanding of the subject matter.

Multiple Modalities of Learning

Teaching-learning activities and classroom interactions at the college employ a mix of established and emerging methods. Teaching plans incorporate diverse methodologies to achieve Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Instructional strategies include Think-Pair-Share, Flipped Learning, Jigsaw Techniques, concept mapping, and role plays. For example, panel discussions and cooperative learning foster critical thinking, interpersonal skills, and conceptual clarity, encouraging students to ask probing and innovative questions. Moreover, these methods help develop vital life skills, including self-awareness, empathy, respect for differing ideas, and tolerance for opposing views.

Inclusive Teaching Strategies

The B.Ed. program curriculum emphasizes inclusive teaching methodologies, focusing on empathy and emotional intelligence. Students explore diverse learning styles, cultural backgrounds, and real-world scenarios, gaining insights into the unique needs, strengths, and challenges of learners with disabilities. They learn to apply Universal Design for Learning (UDL) principles in lesson planning to accommodate varied learning styles and abilities. In the B.Ed. Special Education (Intellectual Disabilities) program, students design Individualized Education Plans (IEPs) that incorporate assistive technologies, differentiated instruction, and multi-sensory activities.

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	All of the above

Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

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 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	All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for	All of the above

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

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

All of the above

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

All 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: The internship program is a vital part of practice teaching in teacher education at MIER College. Schools in neighbouring areas are carefully selected based on their facilities to ensure students gain comprehensive exposure. The head of the School of Education coordinates with school principals to organize the internships.

2.Internship Planning: Once schools are selected, the internship sessions are planned in consultation with school staff and mentor teachers. Meetings are held between the HoD and school principals.Special requests from the schools are incorporated into the planning to meet their unique needs.

3.Orientation for Internship: Before internships, students receive rigorous training in micro-teaching and macro-teaching. They deliver simulated lessons under teacher supervision and prepare lesson plans. The Centre for Educational Technology trains students in modern teaching technologies, ensuring they are well-prepared for classroom teaching.

4.Defining Teacher Educator Roles: Teacher educators form internship groups, assigning each student to deliver two lessons per day. Lessons are supervised by group supervisors, peers, and school teachers. Feedback is provided in teaching practice notebooks, highlighting strengths, weaknesses, and suggestions for improvement.

5.Performance Assessment: Supervisors assess student performance using a five-point rating scale on various aspects of lesson delivery. At the end of the internship, a consolidated grade is assigned based on these evaluations.

6.Exposure to Diverse School Setups: Student teachers are given insights into school policies, staff, discipline, and classroom management. They document their experiences in reflective journals. Students also gain exposure to inclusive and special schools.

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

111

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	**Nine/All of the above**

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

The major monitoring mechanisms adopted to ensure the optimal impact of internship in schools and the role of teacher educators, school principals, school teachers and peers are already mentioned in section 2.4.8 of this criterion.

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

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

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

25

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	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

13

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

8.53

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

8.53

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

At MIER College of Education, personal and career development for faculty members is a priority. The management regularly holds formal and informal meetings to encourage faculty participation in professional development initiatives. Promotions through the Career Advancement Scheme (CAS) as per UGC Regulations provide an additional incentive for faculty to remain professionally updated.

Faculty members actively engage in in-house discussions on current developments and issues in education. These discussions foster a collaborative learning environment where teachers exchange insights and perspectives on the latest trends in education, such as NEP 2020, AI in Education, Open Educational Resources, and Blended Learning. By critically analysing these trends, teachers adapt their teaching strategies to meet the evolving needs of students, ensuring they stay at the forefront of educational excellence. These

discussions take place during workshops, training programs, and expert interactions held throughout the academic session.

In addition to internal development, faculty members at MIER actively share information on educational policies and regulations with colleagues and other institutions. This collaborative exchange promotes a broader understanding of educational standards, innovative practices, and regulatory changes. Faculty members are also recognized for their expertise, frequently serving on various academic bodies, editorial boards, and as resource persons for external faculty development programs, workshops, and conferences at state, national, and international levels. Seminars and workshops on topics like Outcome-Based Education, Differentiated Instruction, and Brain-Based Teaching are regularly organized, ensuring the faculty remains informed of the latest advancements in education.

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 grievance redressal mechanism for examinations at MIER College is effectively operational, as per the statutes approved by the college's statutory bodies. The examination system consists of two components: continuous internal assessment and end-semester examinations.

For internal assessments, student performance is monitored through classroom interactions, assignments, tests, seminars, and project work. After the first internal examination, students who underperform or excel are identified. Remedial and enrichment programs are provided to support and enhance student achievement. Answer sheets are shown to students for feedback, and any grievances are first addressed by the concerned teachers. If unresolved, students may approach the Convener-Internal Examinations or escalate to the Head of the Department (HoD). Additionally, students are allowed to improve their internal assessment scores through re-examinations.

For external assessments, the college, as an autonomous institution,

operates a separate examination cell headed by the Controller of Examinations, with the Principal as the Chief Controller. Semester-end exams are conducted, results are declared within the stipulated time, and necessary certificates such as mark sheets, migration, and provisional certificates are issued. A result review committee ensures the maintenance of academic standards in paper setting, evaluation, and pass percentages. If needed, the committee can authorize moderation of results based on genuine grievances.

Students can review their answer scripts post-examination, and if dissatisfied, they may request re-evaluation. The best of the two scores (original and re-evaluation) is awarded. The CoE is supported by the Deputy and Assistant Controllers to manage the examination system efficiently.

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 grievance redressal mechanism for examinations at MIER College is effectively operational, as per the statutes approved by the college's statutory bodies. The examination system consists of two components: continuous internal assessment and end-semester examinations.

Internal assessments:student performance is monitored through classroom interactions, assignments, tests, seminars, and project work. After the first internal examination, students who underperform or excel are identified. Remedial and enrichment programs are provided to support and enhance student achievement. Answer sheets are shown to students for feedback, and any grievances related to internal assessments are first addressed by the concerned teachers. If unresolved, students may approach the Convener-Internal Examinations or escalate to the Head of the Department (HoD). Additionally, students are allowed to improve their internal assessment scores through re-examinations.

External assessments:the college, as an autonomous institution, operates a separate examination cell headed by the Controller of Examinations, with the Principal as the Chief Controller. Semester-end exams are conducted, results are declared within the stipulated time, and necessary certificates such as mark sheets, migration, and provisional certificates are issued. A result review committee ensures the maintenance of academic standards in paper setting, evaluation, and pass percentages. If needed, the committee can authorize moderation of results based on genuine grievances.

Students can review their answer scripts post-examination, and if

dissatisfied, they may request re-evaluation. The best of the two scores (original and re-evaluation) is awarded. The Controller of Examinations is supported by the Deputy and Assistant Controllers to manage the examination system efficiently.

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 that the planning, preparation and implementation of the academic calendar (semester-wise) is done 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 the 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, preparation of award rolls, declaration of results and entering the examination data in the college ERP are done systematically in a time bound manner. The same is sent to the Controller of Examination 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 the learning outcomes of the Programmes and Courses. Each programme of the College has spelt out its Course Learning Outcomes (CLOs), and Program Learning Outcomes (PLOs). At the course level, all courses have well 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 internal examinations and end-semester examinations are also mapped to specific CLOs, 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 Copies 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 the programme learning outcomes and course learning outcomes. The attainment of outcomes is 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.

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 spelled out in the curriculum and uploaded to the college 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 CLOs 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 to achieve 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

66

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, and organization.**
- **Lack of communication and comprehension skills.**
- **Lack of problem-solving, critical and creative thinking skills.**

Differentiated instruction and ongoing assessment are key components of meeting these learning needs.

The College has evolved its dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints and ensure that their learning needs are catered to. The system of continuous internal assessment through tests, assignments, sessional work, classroom discussions, presentations and other means allows teachers to monitor and assess the progress of students. Based on their performance, students are advised and encouraged to attend remedial and enrichment classes. Such sessions facilitate adherence to high standards of teaching-learning, and academic rigor with minimum or no dilution of the course content. assessment tasks such as Minor Tests, ICT-based quizzes, Sessional Work (Report and Student Reflections), Internships, Expository Writing and Dissertations. The tasks for completing the components of internal assessment are aligned with CLOs according to the programme. While performing these tasks, they are being trained to acquire skills like academic writing, reflective practices, making presentations, field practice, research especially test development, collection and analysis of data, referencing, appearing in online assessments, etc.

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/2672024383731636.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)

NIL

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 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	All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	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	All of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

6

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

3

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

9

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

248

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

54

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

54

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 exemplifies community engagement and social responsibility through its structured outreach initiatives led by three principal units: the National Service Scheme (NSS) Unit, the Environment Unit, and the Extension Unit. Guided by senior faculty, these units include diverse student representatives from all courses, ensuring varied perspectives in planning and execution. Activities are carefully planned, with approval from the Heads of Departments (HoDs) and the Principal, reflecting the College's commitment to societal development.

The outreach initiatives are grounded in a deep understanding of the

communities they serve. Comprehensive surveys identify the specific needs of adopted villages and slum areas, allowing the College to design impactful extension activities. These include rallies, awareness programmes on issues like AIDS, environmental conservation, and women empowerment, along with guest lectures and camps, all aimed at fostering socio-economic development.

These initiatives are immersive experiences that instill students with empathy and social responsibility, extending learning beyond academics. Partnerships with governmental and non-governmental organizations such as the Department of Integrated Child Development Scheme, Social Welfare Department, Jammu Municipalityand the Directorate of AYUSH further enhance the College's impact through collaborative community service activities like health camps and educational workshops.

Overall, the College's outreach efforts prepare students for civic engagement, fostering a generation of compassionate leaders and contributing to societal transformation.

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

1

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

9

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	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 a 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 a built-up area of 4154 Sq. mts. The details of the physical infrastructure of the college are given below under documentary evidence: List of physical facilities available for teaching and learning.

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

15

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/facilities.aspx?type=Infrastructure+and+Facilities
Any other relevant information	View File

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

632341

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, each equipped with five computers and high-speed internet for student use, fostering a conducive environment for research and learning.With a provision of five computers in each library, equipped with high-speed internet facilities exclusively for student use, the libraries offer an environment conducive to research, learning, and academic growth. Additionally, each library houses two computers for librarians, integrated with bar-code readers, facilitating efficient management and circulation of library resources.

- **Technological Tools: The libraries are supported by high-quality network printers, reprographic machines, and scanning facilities, offering comprehensive academic and research support.**

- **ERP-Driven Automation: Since 2006, the libraries have been automated through ERP software, optimizing acquisitions, cataloguing, and circulation processes for efficient and user-friendly services.**

- **Accessioning: The ERP software records detailed information about every book, ensuring systematic organization and easy access.**

- **Automated Circulation: Bar-code readers streamline the borrowing and returning of books, minimizing errors and improving efficiency.**

- **Advanced Search Functionality: Users can search for books by title, author, accession number, or subject, enhancing accessibility.**

- **Report Generation: The system generates reports on circulation patterns, inventory, and user demands, aiding library management and future acquisitions.**

- **Open Educational Resources: The libraries offer remote access to 'Open Educational Resources' via the DSpace server, supporting students' academic growth.**

- **Extensive Collection: The libraries house 10,574 books and subscribe to 44 national and international journals, contributing significantly to the college's academic excellence.**

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/facilitypics.aspx?id=15&type=Infrastructure+and+Facilities&title=Library
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

The MIER College Library's integration with the "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)" significantly enhances the research and learning environment for its students and faculty members. N-LIST, a pioneering initiative aimed at the academic sector, democratizes access to a wealth of scholarly content, ensuring that high-quality, peer-reviewed journals, eBooks, and other digital resources are readily available to the academic community across India.

The annual subscription to the N-LIST programallows both students and faculty members to seamlessly access these invaluable resources around the clock, from any location, fostering an environment where learning and research are not confined to the physical boundaries of the library. The convenience of accessing resources with a simple user ID and password combination further streamlines the research process, making it more efficient and user-friendly.

The N-LIST project, hosted and managed by the INFLIBNET Centre, bridges the vast digital resources and the college's academic community. Authorized users from the college, once authenticated, gain the ability to directly download required articles—be it chapter-wise or the entire text—from the publisher's websites.

N-LIST's expansive repository, featuring over 6,000+ journals, 1,64,300+ eBooks, and an additional 6,00,000 eBooks through the National Digital Library (NDL), represents a treasure trove of knowledge. The inclusion of publications from both Indian and international sources further ensures access to global perspectives and research outputs, facilitating a comprehensive and world-class educational experience.

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)

Rs.1.47603 Lakh

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

520

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.miercollege.in/adminpanel/files/2592024456381114.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 obtained as and when teachers recommend Documents are obtained as gifts to College	**Three of the above**

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

- **High-Speed Connectivity: MIER College of Education ensures seamless internet access with a campus-wide Wi-Fi network supported by an Optical Fibre Backbone. It includes a 100 Mbps Jio leased line, supplemented by two 300 Mbps Airtel FTTH connections.**

- **Modern Educational Technologies:** Classrooms and offices are equipped with digital whiteboards, LED interactive panels, LCD/laser projectors, laptops, and touch screens, fostering interactive learning and streamlined administrative processes.

- **Digital Content Development:** The college offers e-content development through a Mini Studio, e-distribution via MOODLE, an ELMS, and a Lecture Capturing System using Google Classroom, producing and sharing high-quality digital resources.

- **Security Measures:** The college's digital infrastructure is protected by a Sophos XG 230 firewall and Ubiquity gateway controller, ensuring a secure online environment for all users.

- **Resource Availability:** With 122 desktops and 29 laptops, students, faculty, and staff have ample access to digital tools. The campus is monitored by CCTV, ensuring safety.

- **Strategic ICT Investment:** MIER's ICT infrastructure enhances academic experiences and prepares students for success in the digital age, showcasing the college's forward-thinking approach to education.The following equipment was added last year:

1. Laptops-1

2. Tiny Pc-2

3. Projectors-4

4. UPS-4

5. Keyboards-3

6. Mouse-6

7. Smart Panels-2

8. LED Screen-4

9. CCTV-3

10. DVR-1

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:	**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic 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 institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/81LKIxbsrWY
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/@miercollegelectures3728/playlists
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)

4,999,278.83

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

MIER College of Education's comprehensive approach to the maintenance and optimal utilization of its facilities reflects its commitment to providing an exceptional educational environment. The establishment of a 'Utilisation and Maintenance Policy,' alongside a dedicated Maintenance Committee and a support department headed by a campus engineer, underscores the institution's strategic emphasis on facility upkeep and functionality.

** 1. Utilisation and Maintenance Policy: MIER College of Education
     has a comprehensive policy that ensures the efficient**

management of campus facilities, focusing on both routine and preventive maintenance.

2. **Comprehensive Maintenance Planning:** The policy mandates a systematic approach to maintaining facilities, minimizing disruptions to academic activities and ensuring optimal conditions.

3. **Dedicated Maintenance Committee:** A specialized committee oversees maintenance, coordinating with departments and ensuring adherence to schedules and standards.

4. **Role of the Campus Engineer:** The campus engineer leads the support department, providing technical expertise and managing daily repairs and facility upkeep.

5. **Training for Cleaning Staff:** Regular orientation sessions for cleaning staff, led by the Infrastructure and Maintenance Convener, ensure proper cleaning techniques and the effective use of cleaning materials.

6. **High-Quality Cleaning Materials:** The college uses premium cleaning supplies like dual-bucket systems and microfiber mops to ensure thorough, contamination-free cleaning.

7. **Supervision and Accountability:** Maintenance checklists for the convener and floor in-charges ensure proper oversight and accountability for maintenance activities.

8. **Hygiene and Cleanliness:** The policy emphasizes hygiene, providing clear guidelines to create a healthy and welcoming campus environment for all users.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.miercollege.in/adminpanel/files/2024-7-23-13-8-48-853.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 and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide	A. All of the above

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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)

Four 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
25	119

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).

36

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)

12

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

While MIER College of Education does not have a formal student council, it places a strong emphasis on student involvement in the governance and decision-making processes of the institution. This inclusive approach is facilitated through the selection of student representatives from different semesters across the diverse programmes offered by the School of Education and the School of Social Sciences and Humanities. These representatives play a crucial role in ensuring student interests are considered in all facets of college operations, by participating in college committees, centres, and units.

This participatory model fosters a sense of ownership and belonging among students, as their insights help shape the academic and campus environment. By involving students in decision-making, the college promotes transparency, mutual respect, and collaboration between the faculty, administration, and students. This inclusion ensures that student needs and preferences are considered, leading to more effective policies and improvements.

Student representatives contribute to diverse areas such as academic affairs, campus development, extracurricular activities, and student welfare. Their involvement enhances the responsiveness of college policies and allows for proactive solutions to student welfare issues. This experience also imparts valuable lessons in leadership, responsibility, and civic engagement, preparing students for future roles in society.

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

12

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 MIER College of Education, named "Alumnaire," marked a significant milestone in its journey with its official registration by the Registrar of Companies, Government of India, and Ministry of Corporate Affairs on 3rd February 2022.

Alumnaire,' the alumni association of MIER College of Education, plays a key role in enhancing the institution's environment through various activities. Alumni engage in motivational talks, share real-world experiences, and offer guidance to current students, helping them navigate their academic and career paths. They contribute to curriculum development by providing industry-relevant insights,

ensuring its ongoing relevance. Alumni also support extracurricular activities, offer mentorship, and help with curriculum delivery, fostering a supportive learning atmosphere.

With over 7000 alumni, the college has connected 1000+ through an Alumni Portal, enhancing engagement. Last year, alumni collectively contributed Rs. 1.5 Lacs, reflecting their dedication to the college's growth. Many alumni also serve on key governing bodies such as the Governing Body, Academic Council, and Board of Studies, bringing valuable expertise and influencing strategic planning.

Alumni further contribute through advisory roles in the Internal Quality Assurance Cell (IQAC) and the Smt. Shanti Gupta Centre for Women Studies (CWS), promoting continuous improvement and gender equality. Some alumni have even returned as faculty members, embodying a lasting commitment to the college.

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	All 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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	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

'Alumnaire,' the Alumni Association of MIER College of Education, plays a crucial role in supporting students and enhancing institutional goals through various mechanisms:

1. Motivational Engagements: Alumni engage with students through motivational talks and seminars, sharing their career journeys and offering guidance. They also contribute to lectures on academic topics, providing practical insights that inspire and assist students in navigating their career paths.

2. Curriculum Development and Industry Relevance: Alumni contribute to curriculum development, ensuring alignment with industry standards and future trends. Their real-world experiences help equip students with the skills needed to excel professionally. Many serve on the Board of Studies and Academic Council, further shaping the curriculum.

3. Talent Identification and Nurturing: Alumni help identify and nurture student talents by organizing workshops and induction programs. These platforms allow students to showcase their abilities, receive feedback, and gain access to internship and networking opportunities through alumni connections.

4. Financial Support and Resources: Alumni provide financial contributions that fund scholarships, innovative projects, and community development activities. These contributions ensure that talented students and social initiatives are not hindered

by financial constraints.

'Alumnaire' thus plays a vital role in student development, curriculum enhancement, and financial support, creating a robust and nurturing academic environment.

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.

- **Vision Alignment: MIER College of Education aims to be a global educational leader, driven by values of self-reliance, collaboration, research, technology integration, and excellence. Its governance structure promotes policies that align with these values, focusing on broadening educational access and embracing innovative technologies to lead in educational reform.**

- **Collaborative Ecosystem: The college fosters cross-disciplinary partnerships, encouraging experimentation and extension to continuously improve educational delivery and**

extend its societal impact.

- **Mission Fulfilment:** Governance supports the mission of preparing high-quality professionals through emerging pedagogies, technology integration, and interdisciplinary research. Ethical practices are integral, reinforcing the college's role as a model for excellence.

- **Strategic Plan:** The strategic plan, "Vision Document (2023-2028)," focuses on six key areas: Academics, Research, Technology, Linkages, Quality Assurance, and Brand Building. This ensures sustainable growth and global outreach.

- **Teacher Participation:** Faculty play key roles in governance, contributing to decision-making in committees, councils, and strategic planning. Their involvement ensures informed policies and enhances educational outcomes.

- This governance model emphasizes innovation, inclusivity, and excellence, aligning with the institution's vision and mission.

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

Providing effective leadership in institutional practices which demonstrates decentralisation and participative management is highlighted through our case study on curriculum design and development.

- **Decentralized Administration:** MIER College of Education

follows a decentralized administrative model with hierarchical, top-to-bottom communication. Each position has clear job profiles, ensuring transparency, accountability, and shared responsibilities for smooth operations.

- **Leadership in Curriculum Design:** The college demonstrates effective leadership and participative management through its decentralized approach to curriculum design and development, led by the Academic Committee under the Principal's guidance.

- **Collaborative Curriculum Process:** The curriculum development process is inclusive and systematic, involving Heads of Departments (HODs), faculty, subject experts, and external stakeholders. This collaboration ensures the curriculum is academically rigorous and meets evolving industry demands.

- **Stakeholder Feedback:** Students, alumni, and employers are actively involved in providing feedback. Students contribute insights on learning experiences, alumni share how the curriculum has prepared them for professional life, and employers highlight necessary skills, ensuring the curriculum aligns with market needs.

- **Approval and Finalization:** After feedback is integrated, the final curriculum draft is reviewed by the Board of Studies and Academic Council for approval. The participation of faculty and alumni ensures diverse perspectives enrich the curriculum.

- **Commitment to Participative Management:** This inclusive, decentralized approach reflects the college's ethos of shared responsibility and collective achievement, ensuring the curriculum remains relevant, dynamic, and forward-thinking.

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.

MIER College of Education's commitment to maintaining transparency across its financial, academic, administrative, and other functions stands as a cornerstone of its operational philosophy. This transparent approach is meticulously designed to ensure fairness, accountability, and trust among all stakeholders, including students, faculty, staff, and the wider community. The institution has implemented a series of measures and processes that reflect this commitment across various domains of its functioning.

- Academic Process:

    - The institution clearly defines Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), ensuring these are communicated to students from the outset.
    - The evaluation process is transparent, with exam papers shown to students for feedback and clarification.
    - Students can reappear in internal exams to improve scores, and remedial and enrichment classes support those needing additional help, ensuring all students can reach their full potential.

- Administrative Process:

    - The admission process is merit-based and conducted online via the college website, ensuring accessibility and transparency.
    - Teacher recruitment follows UGC qualifications, with advertised vacancies, interviews, and demo classes evaluated by a selection committee to ensure fair, merit-based hiring.

- Financial Process:

    - The finance committee oversees budget approvals and fee fixation for courses.
    - The institution's accounts are audited annually by a certified chartered accountant and thebalance sheet is filed with the Ministry of Corporate Affairs and the registrar of companies, adhering to statutory requirements and enhancing accountability.
    - Quarterly internal audits maintain ongoing financial transparency and accountability.

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

MIER College of Education's strategic vision for the period 2023-2028 is ambitiously encapsulated in its "Vision Document 2023-2028," outlining a blueprint for leveraging educational technology to enhance teaching and learning outcomes. Within this strategic framework, the institution recognizes the transformative potential of ICTin education, positioning "Educational Technology" as one of its cornerstone areas for development.

Implementation of TEL Policy:

- MIER College of Education's Technology-Enhanced Learning (TEL) Policy focuses on integrating ICT subjects into the curriculum, using Google Classroom for interactive learning, and organizing webinars and workshops to build digital literacy on campus.
- The policy also promotes MOOCs, providing students access to global learning resources.

Innovations in Teaching and Assessment:

- The college employs video feedback for personalized student engagement, alongside e-learning resources and an Enterprise Resource Planning (ERP) system for evaluations.
- Innovative assessment methods include open-book exams, online quizzes, and tech-enabled proctoring, aligning with modern learning paradigms.

Collaboration with the Commonwealth of Learning (COL):

- The college's collaboration with COL, Canada enhances its educational technology capabilities, including the completion of C-Delta workshops and the design of blended courses on the MOODLE platform.

- **This partnership has reinforced the integration of TEL across academic programs.**

Online Diploma in ICT in Education:

- **Set to launch in 2024, an online Diploma in ICT in Education will equip educators with skills to integrate ICT into teaching, expanding the institution's role in educational technology.**

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 college's governance structure is meticulously designed to uphold the integrity of its academic, administrative, and financial operations, thereby fostering an environment conducive to the holistic development of students and faculty alike.

Governance Structure MIER College of Education follows a transparent governance framework aligned with UGC Regulations for Autonomous Colleges, ensuring accountability and operational excellence in academics, administration, and finance.

- **Board of Directors: The apex decision-making body responsible for the institution's strategic direction and adherence to statutory requirements.**

- **Service and Leave Rules: Approved by regulatory bodies, these rules outline the terms of appointments and terminations, strengthening governance integrity.**

Statutory Bodies and Their Functions

- **Governing Body: Oversees strategic decisions, policy approvals, appointments, and ensures alignment with the**

college's autonomous objectives.

- **Academic Council:** Manages academic programmes, curriculum development, instructional innovations, and evaluation systems to ensure academic rigor.

- **Board of Studies:** Develops syllabi, ensures relevance, and recommends innovative teaching and evaluation methods.

- **Finance Committee:** Advises on financial planning, budget management, and ensures transparency and accountability in financial operations.

Institutional Policies MIER College implements various policies to enhance governance and operational efficiency, including:

1. Technology-Enabled Learning (TEL) Policy
2. CASH Policy
3. Research Policy
4. Faculty Mentoring Policy
5. Life Skills Policy
6. Environment Policy
7. Code of Conduct
8. Utilization and Maintenance Policy
9. Grievance Redressal Policy

This structured governance framework ensures MIER College remains committed to academic excellence, innovation, and ethical management.

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 Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital	All of the above

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.

In order to save the academic career of the students and ensure their continuity of the Programme, supplementary examinations play a great role. Supplementary examinations boost the morale of the students to carry forward their studies without disturbing their future carrier. There was no provision of supplementary examination in the Regulations Governing 4-Year Undergraduate Programmes in semesters I, II, III, IV, V & VII. Supplementary examination already stand approved for Semester - VI and VIII only. The students are pressing hard for the conduct of supplementary examination in other semesters to avoid mental agony and stress. Furthermore, as per the Guidelines of NEP 2020, the under-graduate degree will be of either 3 or 4-year duration with multiple entry and exist options within the period with appropriate award of certificates e.g. a Certificate after completing one year in a discipline or a Diploma after two years of study or a Degree after completion of the 3-years of the Programme. By enabling students to appear in supplementary examination, the barrier for entry will be streamlined. In order to clear the barriers as per existing provisions and keeping the flexibility in the system of examinations and keep parity in all the Programmes, it is proposed to consider the request of students for provisions of holding supplementary examinations in II, IV, VI and VIII semesters in 4-Year Undergraduate Programmes and II, III and IV in Teacher Education Programmes w.e.f. the academic session 2023-24 as proposed above.

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

MIER College of Education, in its commitment to fostering an environment that values and supports its faculty and staff, has instituted a comprehensive range of welfare initiatives. These initiatives are thoughtfully designed to promote professional growth, ensure well-being, and offer financial security to its employees, thereby contributing to a positive and supportive work environment.

1. Professional Development Encouragement MIER College promotes continuous learning by offering study leave for faculty pursuing higher studies. It supports professional growth through financial incentives, promotions, and the Career Advancement Scheme (CAS) under UGC, enabling upward mobility. Many faculty members have advanced to Associate Professor and Professor positions in the last five years.

2. Research Promotion The college fosters a research-driven environment with its Research Promotion Scheme, offering seed money for research projects. Faculty are incentivized with cash awards and certificates for publications in recognized journals, encouraging scholarly contributions and innovation.

3. Comprehensive Welfare Schemes A range of welfare schemes is available, including maternity, paternity, medical, and study leave. Financial security is provided through EPF, gratuity, and ESI. The institution also offers a Group Accidental/Disability Insurance Scheme for faculty, staff, and students, ensuring safety and financial support in emergencies.

These initiatives highlight MIER College's commitment to supporting

`its faculty and staff, promoting a positive work environment`
`conducive to academic excellence and well-being.`

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

`14`

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.

`13`

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

12

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.

Performance Appraisal System at MIER College of Education

1. **Self-Performance Appraisal The college employs a formal self-evaluation process for both teaching and non-teaching staff through a structured proforma. This appraisal assesses individual performance across relevant dimensions, identifying strengths and areas for improvement. It serves as a foundation for personal growth and tailored development plans, ensuring alignment with institutional standards.**

2. **Developmental Focus The appraisal system emphasizes professional development and constructive feedback, fostering a supportive environment where employees can maximize their potential. Transparency is maintained by allowing staff to review and sign off on their appraisal remarks, reinforcing a culture of open communication.**

3. **Academic Audits To complement self-appraisals, academic audits**

are conducted by the management team, including the Chairperson and Principal. These audits assess teaching methodologies, engagement strategies, and the impact on student learning, ensuring that faculty contributions are fully recognized and aligned with institutional goals.

4. PI360 Analytic Software The college utilizes PI360 software to aggregate and analyze performance data. This tool evaluates Key Performance Indicators (KPIs) such as research, academic results, and staff development, providing detailed, data-driven performance insights for more accurate and efficient appraisals.

This system demonstrates MIER College's commitment to fostering professional development and educational excellence through a transparent and data-driven approach to performance evaluation.

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

Financial Audit Mechanism at MIER College of Education

1. Internal Audit Mechanism MIER College's financial governance is anchored by the Finance Committee, which regularly reviews receipts and expenditures to ensure financial transparency and efficiency. This committee plays a pivotal role in the financial governance of the institution, undertaking periodic reviews of both receipts and expenditures. The regular scrutiny by the accounts team ensures that all financial activities are conducted in a transparent, efficient, and economically sound manner. This internal audit framework

allows for early detection of discrepancies and supports strategic financial management by maintaining a continuous oversight of the institution's fiscal activities.

2. External Audit Process A certified Chartered Accountant and their team conduct an annual external audit, following the Ministry of Corporate Affairs' guidelines. This external audit rigorously reviews financial statements and operations, ensuring compliance with national standards and providing an independent assessment of the college's financial health.The external audit process involves a thorough examination of the college's financial statements, records, and operations, verifying the accuracy and completeness of financial reporting.

3. Audit Outcomes The most recent audit reported no objections, reflecting the college's strong financial controls and adherence to best practices. This outcome highlights MIER College's commitment to maintaining the highest standards of fiscal transparency and accountability.

This robust audit system strengthens stakeholder confidence in the institution's financial integrity.

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)

2,289,376.00

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

MIER College of Education's financial sustainability is primarily secured through the collection of tuition fees and other charges levied on students enrolled in its diverse range of degree and diploma programs. The institution adheres to a rigorous budgeting process, where the allocation of funds is meticulously planned in accordance with priority areas that have been duly evaluated and endorsed by the Finance Committee and the Governing Body of the college. The revenues generated from these sources are strategically deployed towards the enhancement and maintenance of the college's physical and academic infrastructure, ensuring the institution's continuous development and the provision of high-quality education.

In instances where the college faces a financial shortfall, proactive measures are taken by the college management to bridge the gap using the institution's reserve funds. This prudent financial planning ensures the college's operations remain unaffected, safeguarding the academic journey of its students.

Moreover, MIER College of Education actively seeks and secures grants for specific projects through its national and international partnerships, including prestigious organizations such as the Indian Council of Social Science Research (ICSSR) and the Commonwealth of Learning. These grants play a crucial role in the academic advancement of both students and faculty, facilitating research initiatives and enriching the educational offerings of the college. The strategic utilization of these funds underscores the institution's commitment to fostering an environment of academic excellence and research innovation.

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

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

MIER College of Education has institutionalized quality assurance through several strategic initiatives led by its Internal Quality Assurance Cell (IQAC).

1. **Faculty Development Initiatives: The IQAC organized a series of faculty development programs, including a seven-day workshop focused on Technology-Enhanced Learning (TEL), AI in education, and blended course development using Moodle. These sessions advanced faculty skills, fostering a culture of continuous learning and innovation, and ensured high standards in both teaching and administration.**

2. **Student and Stakeholder Engagement: The institution promotes quality assurance by engaging students and stakeholders in decision-making. Events like the Student Induction Programme and "Tea with Management" encourage open communication between students, parents, and administration, allowing the institution to gather valuable feedback and refine academic and extracurricular processes. This participatory approach ensures collective ownership of quality assurance efforts.**

3. **Feedback and Continuous Improvement: Regular feedback from students, faculty, and stakeholders is a cornerstone of the IQAC's quality assurance process. Open forums and Advisory Committee meetings allow for the strategic analysis of feedback, driving continuous improvement in academic standards.**

4. **Workshops and Orientation Programs: The IQAC has also organized workshops on life skills, personality development, and accreditation orientation. These programs equip both faculty and students with the skills needed for personal and**

professional growth, preparing them for active engagement in institutional processes like NAAC accreditation.

Through these structured initiatives, MIER College of Education has institutionalized a comprehensive quality assurance strategy that fosters excellence and continuous improvement across all areas of the institution.

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. Planning and Evaluation Committee: At the beginning of each academic session, the Planning and Evaluation Committee, chaired by the Chairperson and Principal, reviews the teaching methodologies, curriculum, and quality of instruction. The college, through its formal bodies such as the Board of Studies and Academic Council, ensures that the curriculum is approved and implemented efficiently. Academic calendars, teaching plans, and detailed course learning outcomes are developed and reviewed regularly. Workshops and orientations are organized for faculty on various pedagogical approaches like OBE, focusing on the mapping and measurement of Programme and Course Outcomes.

2. Innovative Teaching Methodologies: The IQAC promotes diverse teaching approaches such as flipped classrooms, cooperative learning, project-based learning, blended learning, and peer teaching to enhance student engagement. Academic audits conducted by the Chairperson and Principal assess the effectiveness of faculty teaching practices, contributing to continuous improvement. These audits feed into the annual

appraisal process, driving the advancement of teaching quality.

   3. **Student Feedback and Open Forums: IQAC organizes Open Forum interactions where students provide feedback on the teaching-learning process. This feedback is analyzed, and an action-taken report is generated to address any issues and further improve teaching practices.**

Additionally, the IQAC ensures periodic academic audits, peer reviews, and feedback collection through structured questionnaires. Regular curriculum review meetings ensure the incorporation of innovative teaching techniques, interdisciplinary approaches, and the latest pedagogical trends.

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

10

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	**Four of the above**

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

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: Digital Transformation of Administrative Systems

MIER College initiated a comprehensive ICT integration programme to improve administrative efficiency and streamline communication. This effort computerized all administrative and faculty systems, providing staff with personal computers, internet access, and an internal email system. By focusing on connectivity and collaboration, the college significantly enhanced operational workflows. The Centre for Educational Technology, established in 2006, conducted workshops and trainings to boost the digital

literacy and technical skills of the staff. This led to notable improvements, increasing staff productivity and operational efficiency.

Second and Subsequent Cycles: ICT Integration in Teaching and Learning

Building on its initial success, MIER College advanced its ICT integration into teaching and learning during subsequent cycles. Faculty evolved from basic tools like Overhead Projectors (OHP) to more sophisticated technologies, including interactive whiteboards, plasma TVs, and smart classrooms. The ICT-based curriculum expanded from 25% to 33%. In collaboration with the Commonwealth of Learning (COL), Canada, the college developed and implemented a Technology-Enabled Learning (TEL) Policy. MIER faculty embraced online and blended learning, and created blended courses. They also used flipped classrooms, adaptive learning technologies, and AI-powered platforms. The college has also created an e-content development studio.

This commitment to TEL earned MIER a score of 4.1 out of 5 using COL's Benchmarking Toolkit, demonstrating a transition from "developing preparedness" to comprehensive TEL implementation. Recognized nationally, MIER received the "Prominent & Trusted Education Group of the Year 2024" award and an accolade for "Excellence in Educational Standards Adaptability & Implementation."

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's Environment Policy focuses on energy conservation, demonstrating its commitment to sustainability through efficiency measures and alternative energy sources.

Solar Energy Initiatives: The college has installed a 5KW Solar

Power Plant, reducing reliance on non-renewable energy and promoting environmental conservation. This solar initiative enhances energy self-sufficiency while significantly lowering the institution's carbon footprint.

Energy-Efficient Lighting: MIER College has replaced traditional lighting with energy-saving LED lights across all rooms and facilities. LEDs, known for their efficiency and longevity, help cut electricity consumption and reduce operational costs, contributing to the college's sustainability goals.

Solar Lighting Infrastructure: Solar-powered lights have been installed throughout the campus, providing reliable, eco-friendly illumination after sunset. These lights highlight the college's commitment to renewable energy and serve as an educational tool, raising awareness about sustainable energy solutions among students and faculty.

Holistic Approach to Energy Policy: The college's energy conservation efforts extend beyond infrastructure to developing an environmentally conscious culture. Regular maintenance ensures energy systems work efficiently. Furthermore, the policy includes a component of behavioural change, where students and faculty are encouraged to adopt energy-saving habits

Through solar power generation, LED lighting, and campus-wide sensitization initiatives, MIER College of Education has implemented a sustainable energy model. This holistic approach not only reduces environmental impact and costs but also establishes the college as a leader in promoting sustainability in the educational sector.

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.

MIER College of Education has made commendable efforts towards environmental protection through its well-defined institutional policy for waste management. Detailed in the 'Environment Policy' under the section dedicated to water and waste management, the college's approach is both comprehensive and forward-looking, aimed

at minimizing its environmental footprint through effective waste segregation, reduction, and recycling practices.

On-Site Composting: The college composts food and garden waste, repurposing organic materials to enrich campus grounds. This initiative reduces landfill waste and serves as an educational tool, promoting composting and organic waste reduction among students and staff.

Waste Segregation: Waste is categorized into biodegradable and non-biodegradable types, with color-coded bins placed throughout the campus. Regular sensitization campaigns educate the college community on proper waste disposal and its environmental impact, ensuring widespread participation in waste segregation.

Hazardous Material and E-Waste Disposal: Hazardous waste is managed carefully, with disposal supervised by the Campus Supervisor and handled by specialized vendors. For electronic waste, the college follows E-Waste Management Rules and collaborates with Karo-Sambhav Private Limited, Jammu, for responsible e-waste disposal, reflecting a strong commitment to reducing electronic waste's environmental footprint.

Collaboration with Jammu Municipal Corporation: In partnership with the Jammu Municipal Corporation, the college contributes Rs. 1800 per month for waste collection, ensuring campus waste is processed according to municipal regulations.

Through these initiatives, MIER College of Education exemplifies environmental stewardship andcontributes to ecological balance.

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

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

MIER College of Education, through its proactive implementation of the "Environment Policy" and "Utilisation and Maintenance Policy," demonstrates a strong commitment to creatinga clean, green, and sustainable campus environment.

Cleanliness and Sanitation: The college maintains high cleanliness standards through the dedicated efforts of a Maintenance Committee consisting of faculty and students. This collective approach ensures campus upkeep is a shared responsibility, not solely the job of maintenance staff. A skilled workforce, including gardeners, a plumber, an electrician, and a carpenter, ensures facilities remain in top condition under the supervision of the Campus Engineer and guidance of the Principal.

Green Cover and Environmental Sustainability: The college's Environment Policy promotes a green and sustainable campus. Lush gardens and play areas enhance both the beauty and ecological value of the institution. The campus nurtures biodiversity, contributing to a healthy environment while providing spaces for relaxation. The college's commitment extends to waste management, water conservation, and promoting sustainable practices among the community.

Rainwater Harvesting: Demonstrating its water conservation efforts, the college has established a 2000-litre rainwater harvesting facility. This initiative supports landscaping and sanitation needs while helping replenish groundwater levels.

Pollution-Free and Healthy Environment: The institution is dedicated to creating a pollution-free, healthy environment through the use of eco-friendly materials and energy-efficient systems. This ethos fosters a conducive learning and working environment for students and faculty.

By implementing these policies, MIER College of Education showcases its commitment to sustainability, cleanliness, and environmental responsibility.

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	Four 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)

0.5721

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

MIER College of Education skilfully harnesses its unique regional attributes and cultural diversity through a series of innovative programs and activities spearheaded by the Centre for Women Studies, the NSS, Environment and Extension Units, and the Co-Curricular Committee.

Cultural Appreciation: The Co-curricular Committee plays a key role in organizing events that honor local festivals like Lohri, Baisakhi, and Eid, fostering cultural appreciation among students. Performances in music, poetry, dance, and drama serve to educate and preserve the region's cultural heritage, bridging gaps and enhancing unity on campus.

National Integration and Peace: The NSS Unit promotes national integration by organizing a week of events focused on peace, tolerance, and harmony. These activities reflect the college's commitment to building a cohesive, peaceful society.

Community Outreach: The Extension Unit addresses critical local issues such as alcoholism, domestic violence, and child marriage through extension lectures and medical check-ups in nearby villages. These efforts encourage students to engage in social responsibility and local awareness.

Environmental Awareness: The Environment Unit organizes campaigns on solid waste management, tree plantation drives, and local Swacchta rallies. Collaborations with external agencies strengthen these efforts, promoting ecological sustainability.

Experiential Learning: The "I-Survive" adventure boot camp offers students an immersive learning experience in nature, fostering an appreciation of biodiversity and environmental resources in the local hill station setting.

Gender Sensitization: The Centre for Women's Studies conducts workshops on gender issues, and the Gender Champions Club promotes gender equality and empowerment.

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. "Digital Initiative and Integration of ICT in the Teaching-Learning, Assessment and Administrative Processes "
2. "Quality Enhancement through Strengthening of Research Culture in the Institute"

The description of the two practices as per NAAC format is given in the link-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 and Digital Initiatives

The College has implemented modern educational technologies and promotes the creation of technology-enabled learning environments across all programmes being run by the College. The College has entered into a Contribution Agreement with the Commonwealth of Learning (COL), Vancouver, Canada. Under this agreement, the COL shall support the adoption and implementation of policies and strategies for technology-enabled learning to improve the quality of learning outcomes and fostering of innovations. The college has also framed TEL Policy under which innovative practices have been undertaken in the use of ICT. The following are the key areas of implementation:

- **Technology and Infrastructure: The college has developed robust ICT infrastructure with campus-wide internet access and utilizes the Moodle Learning Management System (LMS) for blended and online course delivery.**

- **Teaching, Learning, and Assessment: Annual curriculum reviews enhance technology integration in teaching. The centralized LMS supports discussions, flipped learning, and online assessments have been conducted via the Quizizz platform.**

- **Development of E-Content: A Moodle-based Electronic Learning Management System has been established, with 11 blended courses developed and 71 MOOC prototypes created by students.Lessons have been recorded, edited, and uploaded on the YouTube channel of the College.**

- **Grant of Patents: Faculty and students have received one Australian and two German patents for educational technology innovations.**

- **Faculty Training: Faculty engage in the C-DELTA program and workshops on Moodle and blended learning.MOODLE usage workshop and use of technology in creating Blended Learning Courses were also organised for the faculty.**

10-12-2024 04:17:26

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