YEARLY STATUS REPORT - 2021-2022

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/154202237381623.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/2912202489881219.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
NIL	**NIL**	**NIL**	**Nil**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**

• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**7**

• 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 IQAC in collaboration with Centre for Education Research organized NAAC sponsored Two Day International Conference" on May 19th & 20th 2022. The theme of conference was "Perspectives in Teaching, Learning and Assessment during COVID-19 Pandemic. About 200 participants drawn from J&K and other states of India participated in the conference. More than 60 papers were presented during the sessions which dealt with various themes namely, the themes of the international conference which were a) Blended Learning and MOOCs, b) Web-based Learning Environment, c) Recent Trends in online Teaching and Learning, d) Online Assessment and Evaluation, e) Role of stakeholders in improving quality of higher education, f) Teacher Professional Development during COVID-19, g) New Developments in ICT in Education, and h) The future of Digital Universities.

2. The College formulated and adopted the following enabling policies to meet strategic and qualitative outcomes. These include:- 1. Policy on students' grievance redressal 2. Policy on professional code of conduct 3. Policy on environmentally sustainable and green campus development 4. Policy on life skills curriculum for students

5. Policy on faculty and student mentoring 6. Policy on awards and scholarships 7. Policy on utilisation and maintenance of physical and academic infrastructure.

3. 3. Start of of Life skills Programme-The programme has been implemented for the students as per the UGC guidelines. The modules have been spread across different months during the entire duration of the respective programmes. The Life Skills Programme has the following courses: Course 1: Communication and Digital Skills Course2: Professional Skills Course 3: Leadership Skills Course 4:Universal Human Values

4. Stakeholders feedback was collected in the form of Exit survey of batch 2019-21 and feedback on curriculum from faculty and students of 2020-22 batch.

5. The AQAR for the session 2020-21 was submitted on 24th February 2022. The report was approved by NAAC on 24-3-2022.

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
To strengthen innovation, and creation and transfer of knowledge through research, entrepreneurship, technology etc.	The college undertook the following activities : 1. Blended Course Design using Moodle: Commonwealth of Learning Canada, (COL) organized a 3-week online training on "Blended Course Design using Moodle" from July 29 to August 19, 2021 as part of its TEL implementation process. During the course of the workshop, the participants were acquainted with the MOODLE platform and trained to create blended learning courses and host on the said platform. 2. Curtin University, Perth, Australia collaborated with the college to undertake educational activities under its New Colombo Plan project. A student and staff exchange programme was organized between the college and Curtin University. A two

	week teaching intensive programme was conducted, commencing on July 8 2021, where students developed culturally sound and engaging lesson plans with Indian pre-service teachers for students of Model Academy. 4.Online Workshop on Intellectual Property Rights, Patents and Design Filing: The College in collaboration with Rajiv Gandhi National Institute of Intellectual Property Management (RGNIIPM) Govt. of India, Nagpur conducted an online workshop on the theme "Intellectual Property Rights, Patents and Design Filing" on 28 July 2022. The resource person was Mr. Himanshu Chandrakar, Examiner of Patents & Designs, RGNIIPM, Nagpur.
Quality enhancement Activities for Research Promotion	Following initiatives were taken to make research the priority area of the college: 1. Creation of College Instance and Registration of Faculty on IRINS (Indian Research Information Network System) 2. Revision of the research award policy to motivate and appreciate the research contribution of faculty. 3. New website was developed for online submission of manuscripts for the MIER Journal of Educational Studies, Trends and Practices. 4. To enhance the research skills of the faculty, an Inter Faculty Competition on "Preparing Proposals for Research Projects" was held to develop and refine the research skills of the faculty members. Seed money of Rs.10,000/- was given to the

	first three projects selected by the selection committee based on various parameters to carry out the research work. 5. Publication of research papers in collaboration with the Principal. 6. Introduction of research competition for selecting students for research mentorship programme. The competition was held on 28th Feb. 7. Orientation of students on how to write research synopsis and research papers.
Formulation and Implementation of Policies	The College formulated and adopted the following enabling policies to meet strategic and qualitative outcomes. These include:- 1. Policy on students' grievance redressal 2. Policy on professional code of conduct 3. Policy on environmentally sustainable and green campus development 4. Policy on life skills curriculum for students 5. Policy on faculty and student mentoring 6. Policy on awards and scholarships 7. Policy on utilisation and maintenance of physical and academic infrastructure
To Conduct Principal-Parents Interaction	One of the initiatives taken by the college included the "Principal-Parents Interaction" which was undertaken with the aim to address the concerns of the parents related to academics, examinations and grievances, if any. It also provided an opportunity to the college to gather valuable feedback from the parents regarding the faculty, infrastructure, learning

	resources and other facilities being provided by the college.
To Conduct Open Forum Interactions	The interaction is conducted between the students and the QA Team of the college. The forum is a freewheeling session to get the students' frank and free opinion on various parameters namely online classes, examinations, faculty and various other activities.
Signing of New MoUs	A Memorandum of Understanding (MOU) was entered into on July 27, 2021 by and between the MIER College of Education (Autonomous), Jammu and St. Christopher's College of Education (Autonomous), Chennai. The College also signed MOUs with Mata Gujri College, Fatehgarh Sahib, Punjab on April 9 2022
To Start Life Skills Programme for Students	The programme has been implemented for the students of all programmes. The modules have been spread across different months during the entire duration of the respective programmes. The Head of the Departments in consultation with the Principal prepare a schedule of the programme. Experts in the field of life skills education and soft skills are invited as resource persons for the different courses of the programme. The Life Skills Programme has the following courses: Course 1: Communication and Digital Skills Course 2: Professional Skills Course 3: Leadership Skills Course 4: Universal Human Values

To Organise NAAC Sponsored Conference	The Centre for Education Research in collaboration with IQAC organized NAAC sponsored Two Day International Conference" on May 19th & 20th 2022. The theme of conference was "Perspectives in Teaching, Learning and Assessment during COVID-19 Pandemic. About 200 participants drawn from J&K and other states of India participated in the conference. More than 60 papers were presented during the sessions which dealt with various themes namely, the themes of the international conference which were a) Blended Learning and MOOCs, b) Web-based Learning Environment, c) Recent Trends in online Teaching and Learning, d) Online Assessment and Evaluation, e) Role of stakeholders in improving quality of higher education, f) Teacher Professional Development during COVID-19, g) New Developments in ICT in Education, and h) The future of Digital Universities.
To Organise Structured Student Induction Programme(SIP) as per UGC's Guidelines	The College organized a three days (2nd -4th December 2021) induction program for its incoming batch of M.Ed, B.Ed, B.Ed. Special Education, B.A. Honours in Psychology and Diploma in Guidance and Counselling students.
To Conduct AAA	Internal audit of the college was conducted on 5th and 6th April 2022. The report prepared by the auditors was submitted to the Management for necessary action. The Academic Audit

	process commenced in the month August 2022 as per the schedule prepared for the same.
To Submit AQAR to NAAC	The AQAR for the session 2020-21 was submitted on 24th February 2022. The report was approved by NAAC on 24-3-2022.
To Collect Feedback from Stakeholders	Exit survey of batch 2019-21 was conducted, feedback collected, analysed and uploaded on college website. Feedback on curriculum from faculty and students of 2020-22 batch collected and analysed.
To Organise Quality Enhancement Programmes for Teaching, Non-Teaching Staff	A number of quality enhancement programmes including workshops/seminars/guest lectures/orientations were organised for teaching and non-teaching staff of college.

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	15/02/2022

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. From primarily a teacher education institution the college has now started courses in social sciences. The new programme started from the session 2021-22 is B.A. (Hons) Psychology. In the session 2022-23 the college has started the Four

Years Under Graduate programmes i.e., B.A. (Honours/Research) in Psychology, B.A. (Honours/Research) in Political Science, B.A. (Honours/Research) in English and B.A. (Honours/Research) in Sociology. These programmes include all credit-based courses with provision for value added programmes, community engagement internships and environment education. All programmes have multiple entry and exits at the end of 1st, 2nd and 3rd year of undergraduate education. Certificates and Diplomas shall be issued based on the number of credits accrued by the students at the end of the given period as envisaged in the NEP 2020. Besides, providing the traditional 3-year undergraduate programme, the college has also provided opportunity for students to pursue the 4th year in UG level as a research programme wherein either they will take up a research project or complete a research Dissertation/Thesis. Apart from the regular research work, students shall also undertake action research projects as part of their curriculum in certain programmes.

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 shall be uploaded as well in due course of time when the results for the same are declared. Once the students result related data has been finalised, the students shall be able to avail the facility of multiple entry and exit based on the credits earned for the said programme. The college has also encouraged its faculty to develop their own curriculum, pedagogical approaches and assessments to cater to the new programmes started under NEP 2020. One such aspect is the use of blended learning approach for teaching and learning by creating MOOCs on the Moodle platform has been adopted by the faculty of the college. 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 under graduate 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 make then job ready even after

they exit the programme at the end of 1st or 2nd year of their programme:

1. Information Technology

2. Theatre and Acting

3. Computer Applications

4. Hospitality and Tourism

5. ICT and Digital Skills

6. Sports and Fitness

7. Journalism and Mass Communication

8. Communication Skills

9. Financial Management

10. Drama and Art in Education

11. Critical Understanding of ICT in Education

12. Innovative use of Technology in Research

13. Life Skills Education

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

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

While designing the curriculum, adequate provision for subjects that help promote the Indian Knowledge system, languages and culture has been provided. Being the first year of the implementation of the NEP 2020, 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 bi-lingual mode in the classroom and assessment is in the language of the paper itself.

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

The course curriculum being implemented in the college is all focussed on the Outcome based education (OBE). We have developed the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each programme and course being taught in the college. Since we have started with the NEP 2020 from the current session only, hence, we are mapping these PLO/CLO to graduate attributes as envisaged in the National Higher Education Qualifications Framework (NHEQF). The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain, and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes shall be fostered through meaningful learning experiences made available through the curriculum, the total college experience, and a process of critical and reflective thinking.

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 have setup the technology platform with the support of MOODLE to host various online programmes that the college shall be starting in the future. The teachers have also been trained to prepare the Blended Learning courses and MOOCs to supplement the start of online diploma and degree programmes.

Extended Profile

2.Student

2.1 Number of students on roll during the year	**311**

File Description	Documents
Data Template	View File

2.2	**326**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**142**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**227**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**226**

File Description	Documents
Data Template	View File

2.6	**169**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**10860432.14**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2 Total number of computers on campus for academic purposes	**151**

5.Teacher

5.1 Number of full-time teachers during the year:	**19**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**26**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Curriculum framework for quality education programme regularly entails planning, implementing, reviewing, revising, adapting and upgrading the curriculum to keep in sync with the latest trends at the local and global levels. The institution designs, develops and implements curriculum of teacher education and social sciences programmes for professional capacity building, relevant to the latest requirements of the education system and responsive to social and cultural contexts of learners.

Curriculum is developed at the grass root 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 is headed by the Principal 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 andexternal experts are organised and a rough draft of the curriculum is prepared.The same is reviewed in the light of the suggestions and feedback given at different levels. A final draft of

the curriculum is prepared to be presented before the Board of Studies, Academic Council and Governing Body for its final approval, circulation and implementation in the new session.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

C. Any 3 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

B. Any 3 of the Above

Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

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

19

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/programmes.aspx?id=1&q=BEd

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

24

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

24

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

63

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

63

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

1.3 - Curriculum Enrichment

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

1. The curriculum has been designed by experts in the field of teacher education keeping in view NCTE guidelines, national curriculum for teachers and emerging trends and practices followed by other universities. This provides a coherent understanding of the field of teacher education to its teachers &students

2. Avery important component of teacher education programme is the practice teaching. The institution trains its faculty and students in the teaching skills . Student teachers are givenorientation to master the contents of NET and CTET tests.

3.An integral component of practice teaching is the introduction of internship/school experience. The Student teachers visit District Institute of Education and Training and State Institute of Education. They visit different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres.The students maintain a record of these activities in the form of "Reflective Journal".

4. To enrich the teacher education curriculum the institution has introduced add-on courses and programmes which are duly approved by the statutory bodies of the college. Some of these are- six- month certificate course in Guidance and Counselling, there are in-house add on programmes like life skills programme, ICT programme and

research skills development programme.

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

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

Development of school system: As part of the first hand practical experience, aimed at developing a deep understanding of the Indian school system, the curriculum prescribes visits of student teachers to Anganwadi centres, State Institute of Education and District Institute of Education and Training which are arranged to clear the concept of functioning of the school system at the state and district level.

Functioning of various boards of school education: The teaching practice component is divided into different phases. The student teachers go for practice of teaching in schools affiliated with State Board and Central Board of School Education. This allows them to understand the functioning of different Boards.They also visit preschools, nursey, middle, secondary and higher secondary wings of schoolsto get a clear picture of schools.

A comparative perspective is created in the thinking of practicing 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.Visits to some innovative institutions help student teachers gain a national and international perspective by witnessing some novel trends ineducation like e-learning, digital initiatives, ICT based teaching learning and assessment.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

Teaching as a profession is understood through courses like "Contemporary Indian Education", "Philosophical and Sociological Perspectives in Education" in the teacher education curricula. Courses on special education and inclusive education prepare prospective teachers to become sensitized to the needs of special children in the actual classroom. Add on programmes like Guidance and counselling help the student teachers to become sensitive to the problems being faced by the students in their class, at personal, social and vocational levels.

Hands-on experience to develop teaching skills is achieved through intensive practice teaching in different phases like micro, macro, simulated and actual teaching in classrooms. It leads to acquiring teaching skills among the students.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Two of the above

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

169

2.1.1.1 - Number of students enrolled during the year

169

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

51

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

51

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At MIER College there are mechanisms in place to honour student diversities in terms of learning needs namely, 1. Mentoring / Academic Counselling 2. Peer Feedback 3. Remedial Learning Engagement 4. Learning Enhancement/Enrichment 5. Collaborative Tasks. Through classroom participation, teacher input &midterm evaluation, the slow learners are first identified.

Activities done by teachers include:

Slow learners: 1. Individual counselling. 2. Remedial Classes 3. Extra notes. 4. Participation in collaborative tasks. 5. Encouragement in curricular and co-curricular activities. 7. Library support. 8. Extra classes The Remedial Learning Engagement is planned with the objectives to fill the learning gaps. Teachers are able to give one to one attention in remedial classes and focus on individual problems The impact is measured through results achieved by the students.

Advanced learners: The concerned faculty determines which students are advanced learners based on their performance on internal assessment tests, in-class participation, and semester exams. Specific strategies include: 1. HOTS/advanced notes 2. Participation in seminars, panel discussions, etc. 3. Participative learning sessions 4. Experiential learning sessions i.e. Educational Tours 5. Projects 6. Mentoring

Online resources are made available to strengthen the knowledge base. Students are encouraged to participate in seminars,

conferences and workshops to gain knowledge.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

19

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.

Multiple modes and approaches to teaching-learning process used by the faculty for different programmes at UG and PG levels include-

- **lecture cum discussion**

- **panel discussion**

- **team teaching**

- **seminar presentation**

- blended learning

- flipped classroom teaching

- collaborative and cooperative teaching

- online teaching

Avery important component of all programmes is experiential learning. For the B.Ed., B.Ed. Special (ID) and M.Ed. programmes the institution trains its faculty and students in the teachingskills both at the micro and macro level.

The Student teachers visit (DIET) District Institute of Education and Training and (SIE) State Institute of Education. In addition to this, they also visit different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres for first-hand experience.The students are expected to maintain a record of these activities in the form of "Reflective Journal".

In the 4 year undergraduate programmes students are exposed to a number of experiential and participative activities, these include-

1. Applied research projects 2. Case studies 3. Internships, practicals and training 4. Field experience 5. Laboratory work

Problem solving methods include- 1. Lateral thinking. 2. Creative analysis 3. Critical evaluations 4. HOTS

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

16

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://miercollege.moodle.school/login/index.php
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

290

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/313202359911214.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

• **Working in teams: the teacher educators get familiarized with different students and understand their behaviour, abilities and comprehension levels of understanding the subjects being taught. During the more practical aspects of practice teaching in different phases where the HoDs divide all students into small groups of 12 to 15 students under one teacher that the mentoring process gets activated.**

• **Dealing with student diversity: The teacher educators strive hard to satisfy the diverse learning needs of students enrolled in different programmes. The faculty are fully conversant with the learning needs of students from different regions, speaking different languages with different socio-economic levels.**

• **Conduct of self with colleagues and authorities: A very important component is the organization and participation in academic and co-curricular activities by the faculty through different committees/units/centres of which the students are also members. Opportunities like sports, games, NSS, extension and environmental activities create a sense of competition, cooperation, teamwork and develop leadership qualities.**

• **Keeping oneself abreast with recent developments in education and life: All student teachers are encouraged by the faculty to update**

their knowledge through trainings, seminars, workshops, conferences and MOOCs, etc. to keep abreast with the latest developments in the field of 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

The classroom is a dynamic environment, bringing together students from diverse backgrounds with different abilities and aptitudes. The faculty at the college have been using multi-pronged teaching methodologies to enrich the teaching learning process inside and outside the classrooms. Some of these are:

- panel discussions
- cooperative learning
- team teaching
- peer group learning and mentoring
- student presentations

- **lecture cum discussion method**

Through panel discussion, the students are able to develop thinking skills, logic and conceptual clarity about the chosen topic. It also helps the students to widen their mental horizons and they were able to ask probing and innovative questions. Additionally, through this methodology the teachers are able to develop among the students' life skills like self-awareness, empathy and capacity to respect different ideas and feelings andalso the ability to tolerate opposing views..

Through cooperative learning students are able to improve their understanding of subjects explored. In such learning, groups of students worked face-to-face and learned to work as a team. They are individually accountable for their work, and the work of the group as a whole.These activities also promoted the development of essential communication skills among students, improved motivation, positive self- esteem and their overall social skills.

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**All of the above**

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

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

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	All of the above

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	

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 both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	**All of the above**

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution 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	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1. The college organizes practice of teaching/internship in three phases namely simulated teaching within the college campus and two phases of real classroom teaching, one in govt. schools and another in private schools.

2. Once the schools are identified, the practice cum internship sessions are planned and developed in consultation with the school staff and mentor teachers.

3. After a rigorous hands on training in micro teaching skills where the students deliver simulated micro lessons among their peer groups under a teacher supervisor.

4. After the groups are formed, the teacher educator in charge of a particular group prepares the time table for student teachers. They are allotted classes and accordingly prepare lessons and deliver two lessons per day in their teaching subjects.

5. The supervisors observe lessons delivered by the students and give their remarks in the teaching practice notebooks, regarding feedback of the poor aspects of the lesson, suggestions for further improvement.

6. The teaching practice cum internship in conducted in two phases, one in govt. schools and another in private schools. The head/principal of the practicing teaching schools provide up to date information about the policies and educational needs of the school in general to student teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

140

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	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	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 optimal impact of internship in schools and the role of teacher educators, school principal, school teachers and peers are already mentioned in section 2.4.8 of this criterion.

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)	**Two 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

19

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

9

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

10

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

10

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

1. In house discussions on current developments and issues in education: They follow a well-planned academic calendar for the session and also prepare extensive annual teaching plans in their own subjects to keep the teaching -learning process on rails and finish it in time without any disruptions. For this they develop effective techniques based on their past experiences by conducting and attending seminars, webinars, workshops, lectures, conferences and MOOCs through Coursera and Swayam on diverse topics like curriculum development, teaching learning and evaluation, research management. Faculty members are encouraged to share information and experiences, which they have gained while participating in any event outside the college with their colleagues.

2. Share information with colleagues and with other institutions on policies and regulations: The faculty members attending refresher and orientation programmes, national conferences, seminars and training programmes organized by other institutes, universities and research organisations are fully sponsored by the institution.

The Principal and the faculty, due to longstanding experience, expertise and qualifications, are members of different bodies, editorial boards and provide consultancy in their own areas of specializations. This lends credibility to the quality of faculty as experts at the state, national and international levels.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in

not more than 100-200 words

The college follows a system of continuous internal assessment in which the faculty members evaluate the students and assess them on the basis of their performance throughout the academic session. The students are assessed regularly on the basis of internal assessment tests, assignments, participation in co-curricular activities, preparation of teaching aids, performance in macro teaching and in regularity and punctuality etc.

Both at P.G and UG levels the internal assessment includes participation and presentations in seminars, evaluation of psychological tests and school visits as well as community related work etc. In addition to the above, at the PG level it includes completion of action research and dissertations. The college has introduced examination reforms where very short/short/long answers type questions and oral tests are also used for student assessment.

For progress, monitoring and analysis, the college follows the internal assessment system as approved by different statutory bodies of the college. Performance of the students are also monitored through classroom interactions, assignments, student seminars, project work and class tests. In order to maintain objectivity and transparency, answer sheets are shown to the students. ICT is being used extensively for assessment and evaluation process through ERP software both for internal and external purposes.

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

Internal assessment: The college monitors the performance of the students on the basis of continuous internal assessment, assignments and periodic examinations both at UG and PG levels. On the basis of the 1st internal examination, students who do not perform well and students who perform very well are identified. Based on this identification, a remediation andenrichment programmes are conducted to bring further improvement in the performance of students and enhance their achievement level. For progress, monitoring and analysis, the college follows the internal assessment system as per the College regulations. Performances of the students are monitored through classroom interactions, assignments, student seminars, project work and class tests. To maintain transparency, answer sheets are shown to the students. They are free to redress their grievances if any.

External Assessment: The college being an autonomous institution, has a separate examination cell headed by Controller of Examinations.College conducts its own semester end examinations for all semesters, declares results within stipulated time, and issues mark sheets.A result review committee has been constituted to oversee the results in the light of maintenance of standards vis-à-vis paper setting, evaluation of scripts and pass percentage in each course of study.

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

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

The college ensures the planning, preparation and implementation of the academic calendar (semester-wise) well in advance. It is implemented at the level of the departmental heads in letter and spirit with minor alterations here and there as and where required. The academic calendar serves as a reference point for planning and scheduling of all activities by the different committees formulated for different purposes. The examination committee headed by the Convener, prepares a semester calendar of internal examinations. All examination related activities namely, preparation of date sheets, moderation of question papers, setting of question papers, printing and delivery of question papers, allocation of exam duties, marking of question papers, preparing of award rolls, declaration of result and preparing a computerized record are done systematically in a time bound manner.

2.7 - Student Performance and Learning Outcomes

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

The College has clearly stated learning outcomes of the Programmes and Courses. Each programme of the College has spelled out its Course Outcomes (CO's), Program Outcomes (PO's) and Program Specific Outcomes (PSO's). At the course level, all courses have well defined set of course outcomes which are developed during the course planning stage. All the instruments used for evaluating the student performance namely assignments, quizzes, individual questions of continuous assessment tests and final assessment tests are mapped to specific CO's, which allows the determination of attainment levels at the level of each course outcome rather than the overall course.

The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students:

• Hard Copy of syllabi and learning outcomes are available in the

departments for ready reference to the teachers and students and also available on the website of the College.

- The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and other College meetings.

- The students are also made aware of the same through induction programmes.

- Workshops have also been conducted for developing the programme outcomes and learning outcomes at College level.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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

To ensure the alignment of assessment with the CLO, Bloom's Taxonomy is used. Classroom instruction and assessment is also given due importance.

Attainment of COs is computed using Direct and Indirect Assessment Methods-

•Direct Method of assessment is based on the performance of the student in university examination, internal assessment, assignments, term work and oral and/or practical examinations.

• Indirect Method of assessment is based on periodical feedback from stakeholders at the end of each course. This provides the students a transparent performance feedback and motivates them by achieving the given learning objectives, thus creating a link between expected learning outcomes in the beginning to the real outcomes at the end of the courses and programme in terms of cognitive and professional attributes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

143

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.

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

PG Level: Various assessment tasks performed by the PG students are grouped as; Minor Test, ICT Based Quiz, Sessional Work (Report and Student Reflections), Project Work, Internship, Communication Skills, Expository Writing and Dissertation. The tasks for completing these components of internal assessment are aligned with CLO's according to the programme the students are enrolled in. While performing these tasks, they are being trained for acquiring the skills like academic writing, reflective practices, English communication, presentation, field practice, research specially test development, collection and analysis of data, referencing, appearing in online assessment 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/312023195861351.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

1

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)

2,10,000

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

13

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

10

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

5

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

83

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

157

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

157

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

The college has three main units for conducting outreach programmes namely NSS unit, environment unit and extension unit. All these units are headed by senior faculty members with student representatives from all courses and have their semester calendars approved in advance by the HoDs/Principal. The College conducts surveys to assess the needs of adopted villages or slum areas so that suitable extension activities can be organised for their socio-economic development.

Extension programmes like rallies, awareness programmes on AIDS, environmental issues, issues related to women empowerment, child malnutrition, human rights, child labour, drug abuse, domestic violence, child marriage, etc., guest lectures and camps are regular features of college activities. These activities develop a philanthropic attitude in the students and sensitize them towards the needs of underprivileged community. Through the active participation of faculty and students in the above conducted activities both inside and outside the college, an effort is made to create awareness and sensitization about the social issues confronting the public and community at large. Recently the College has collaborated with the Department of Integrated Child Development Scheme to carry out different community based activities and programmes.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

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

5

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice	Three/Four of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

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

1. An air-conditioned auditorium equipped with state-of-the art audio video facilities and modern fixtures and furniture for conducting workshops, seminars and training programmes.

2. An air-conditioned multipurpose hall for conducting various day to day activities, exhibitions etc.

3. An air-conditioned fully automated Central Library covering a floor area of 122 sq. mtrs.

4. Fully automated air-conditioned library in the PG. department is also available with a floor area of 44 sq. mtrs.

5. Two air-conditioned administrative offices attached with HODs with Computer facilities.

6. Twelve air-cooled well-furnished classrooms equipped with modern ICT facilities.

7. Three fully air-conditioned networked computer labs with 70 computers having 50 Mbps/300 Mbps Fibre based Internet connectivity.

8. High speed Internet (Airtel FTTH and Reliance Jio leased line) and Wi-Fi access

9. Two air-conditioned Conference rooms fitted with LCD projection system audio system and Wi-Fi facility

10. Research Scholar room for research scholars.

11. Indoor common roomwith facilities forTable Tennis,Carrom, chess etc.

12. Psychological lab and educational technology lab

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

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

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

16

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

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

5,64,836.00

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

1. Accessioning – All books of the library have been accessioned in the software with proper details of the books such as title, author, publisher, subject etc.

2. Circulation – books can be issued and returned through automated process by using the barcode reader.

3. Search – the software has the facility to search the book using different criteria like accession number, title, name of the author, subject etc. It provides simple, clear search interface for all users.

4. Generation of reports from the software—the software is fit to create different reports for record-keeping and review purposes, as per end client prerequisites.

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

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

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

It is the annual feature of the MIER College to subscribe N-LIST programme to facilitate the students & faculty members to access these resources with user id and password at any geographical location 24X7. The N-LIST project provides access to e-resources to students and faculty of the college through servers installed at the INFLIBNET Centre. The authorized users from college can access e resources and download articles (chapter-wise or full) required by them directly from the publisher's website once they are duly authenticated as authorized users through the servers deployed at the INFLIBNET centre.

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

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

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

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.58262 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

43

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/422023497011358.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

The ICT infrastructure used by the College includes CCTV surveillance, campus wide Wi-Fi with optical fibre backbone, interactive whiteboard and plasma TV smart classrooms, desktop computers in ET Cell, etc.

A 1.5 Km of Fiber Optic Cable was installed to strengthen the backbone of the network of the whole campus. Ubiquiti Ethernet and

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

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

• Set up and maintained appropriate ICT infrastructure with adequate Internet bandwidth.

• Selected appropriate hardware, software and systems for teaching learning andsystematic evaluation.

• Provided the controlled or user base access to internet, devices and relevant proprietary licensed or open-source licensed software/ERP/web/cloud services in the institution.

• Used a LMSfor planning, designing, analysing and delivering blended and online learning.

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

4.3.2 - Student – Computer ratio during the academic year

1:3

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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	NA
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/playlist?list=PLr78cknOKmiIM19xs-yIrvWgeapOuDynV
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

90,56530.47

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The systems and procedures for maintaining and utilizing physical, academic and support facilities namely laboratory, library, sports complex, computers, classrooms etc. are in place.The physical and

instructional infrastructure such as buildings, ICT facilities, laboratories, library, sports and other allied infrastructure of the College are well maintained and strengthened from time to time.

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

• To achieve optimize usage of college facilities and services for the benefit of students and staff.

• To provide access to the college facilities for the purpose of academics, research, support and administration without any hindrance.

• To establish a uniform standard for maintenance, repair, renovations, cleanliness and upkeep of college infrastructure.

• To implement the best practices in the area of maintenance.

• To extend the lifespan of the facilities.

• To eliminate the risk of deterioration of existing and future facilities..

• To provide a safe and healthy environment for students, teachers, administrators, staff and others.

• To use resources and funds rationally and in an efficient manner.

The policy is attached as supporting document.

https://www.miercollege.in/policydocuments.aspx

File Description	Documents
Appropriate link(s) on the institutional website	https://www.miercollege.in/adminpanel/files/2992021327451224.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	Five fo the above

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely	**A. All of the above**

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)	**Three of the above**

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	227

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

37

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

9

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

5.3 - Student Participation and Activities

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

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

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

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

8

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

5.4 - Alumni Engagement

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

The Alumni Association of the College "Alumnaire" received its registration from the Registrar of Companies, Govt. of India, and Ministry of Corporate Affairs on 3rd February 2022. Following are the main contributions of Alumni in the growthand development of the institution:

- **The alumni of the college have always played an active role in the development of the institution. Some of our illustrious Alumni are members of Governing body, Academic Council and Board of Studies of the college. The alumni of the college are also members of the advisory committee of the Internal Quality Assurance Cell (IQAC) and Smt. Shanti Gupta Centre for Women Studies (CWS).**
- **Some alumni are also working as faculty in M.Ed. B.Ed. and B.Ed. Special Education (ID) in the college of education.**
- **Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practices and staff- student support.**
- **Eminent Alumni are invited for interactive conduct guest lectures with students, which lead to productive interaction and experience sharing.**
- **Financial contribution worth Rs. 1.5 were made by college alumni during the last financial year.**

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

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

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

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

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

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution's purpose and vision statements demonstrate its strong participative structure and competent leadership. The college's "Mission" serves as the foundation upon which the organisation establishes its priorities, makes future plans, and assesses its initiatives and programmes. The leadership group makes sure that the teacher candidates thrive academically and in competition, and that they develop the leadership, interpersonal, and competency abilities that are sought after by employers. The perspective plans of the college are aligned with its vision and mission.

The leadership is responsible for:

1. building faculty engagement and leadership

2. enhancing students' learning capacity

3. ensuring excellence in academic programmes

4. building Innovative ways of ICT Usage

5. exploring mutually beneficial partnerships

6. improving research quality, productivity & impact

7. continuing with the commitment to quality

8. redefining organisational identity and image

9. Make financial provisions for infrastructure, facilities and resources

The institutional organisational chart outlines the duties and roles of every employee. The institution's operations and those of its academic and administrative divisions adhere to the concepts of accountability, involvement, and transparency.

The top management of the College consists of its Board of Directors and the college has constituted the following statutory bodies as per UGC's guidelines:

1. Governing Body

2. Academic Council

3. Board of Studies

4. Finance Committee

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

Participation of Faculty, Non-Teaching Staff and Students: The Management invites all staff members, students, and other significant stakeholders to participate in the decision making process in the operation of the college. The institution has a clearly defined organisational chart that outlines the duties and roles of every employee. The college's several centres, units, and

committees each have clearly defined goals, as well as standing and advisory committees to help them improve the efficiency with which the institution functions. The college's administration is entirely decentralised. Decentralization has been implemented in a way that allows members to share duties and contribute to the college's effective operation. The college maintains cordial relations with the personnel working in different departments, faculty members and officials and maintains a close liaison with them so that the different activities and programmescan be executed efficiently with their cooperation and support. At the college level, there are four centres, thirteen committees and three units to facilitate smooth academic and administrative functioning. The college has also constituted the following four statutory bodies as per UGC's guidelines for autonomous colleges in 2014 for proper academic, administrative and financial management of the college:

1. Governing Body

2. Academic Council

3. Board of Studies

4. Finance Committee

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

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

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

Administrative Processes: Recruitments and selection of employees is

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

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

The college has framed a comprehensive and forward looking strategic plan titled "Vision Ahead 2017-2022" which is in tune with its vision and mission. The document clearly spells out the core areas of excellence and plans thereof. One of the core areas as envisaged in the document is "Educational Technology". The College has adopted a policy framework that would enable it to deliver world-class learning experiences to the students through effective use of ICT, leveraging global best practices, content, tools and emerging pedagogies.

The College works on the premise that our learners should be skilled in the use of modern technologies during their education to help them transition to job scenarios in actual schools and industries. The College aims to makethem tech savvy and more employable. The use of technology is also important from the faculty point of view, as in order to use the latest software and educational technologies in class, staff needs to have the requisite ICT skills to be successful educators and easilydisseminate knowledge to their trainees. The practice has been successfully implemented based on the institution's strategic plan. The details are given in additional

information.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.miercollege.in/adminpanel/files/2792021392181637.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 following institutional/statutory bodies are functioning in the College:

- Governing Body

- Academic Council

- Board of Studies

- Finance Committee

- Board of Directors

Functions of the Governing Body:

1. It guides the college while fulfilling the objectives for which the college has been granted autonomous status.
2. All recruitments of Teaching Faculty/Principal are made by the Governing Body in accordance with the UGC policies and State Government.
3. It also approves the annual budget of the college.

Functions of the Academic Council:

1. It scrutinizes and approves the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications , instructional and evaluation arrangements,methods, etc.
2. It also makes regulations regarding the admission of students to different programmes of study in the college.

Functions of BoD:

1. The BoD prepares syllabi for various courses keeping for consideration and approval of the Academic Council.
2. It suggests methodologies for innovative teaching and evaluation techniques.

Functions of the Finance Committee:

1. It acts as an advisory body to the Governing Body, to consider:Budget estimates relating to the grant received/receivable from UGC, and income from fees, etc. and audited accounts for the same.

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 attendance for students	All of the above

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

Establishing different schools under the multi-disciplinary college and introduction of new prograammes : In order to introduce new programmes and make the College multidisciplinary,in the 12th meeting of the Governing Body of College is was resolved that B.A. (Honours) Psychology and Diploma in Guidance and Counselling shall be started from the academic session 2021-22. The regulations governing the programmes , scheme, syllabi and courses of study for both the programmes were also considered during the meeting which was held on October 12, 2021.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

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

• The college has implemented various welfare schemes for faculty and staff members such as maternity leave, paternity leave, medical leave, study leave, EPF, gratuity, Employee State Insurance Scheme (ESI) etc.

• The staff members are provided with spacious and well furnished office space and modern ergonomic furniture besides air conditioned working environment. • Regular FDPs and trainings for office staffare organized and sponsored by the college.

• Faculty members are also given individual computers, laptops and internet facility.

• Under the Research Promotion scheme, seed money for undertaking research projects, cash incentives and certificates are also given to staff members.

• Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the

CAS of the UGC.

● Staff members are allowed to use the earnings through consultancy and undertaking research projects for their personal use and professional development.

● Group accidental/disability insurance scheme for teaching and nonteaching staff.

● Policy against sexual harassment: The College has framed (CASH) Committee against Sexual Harassment to protect an employee from harassment of any kind.

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

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

4

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

12

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

19

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

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

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

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

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

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

0

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

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

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

Additionally, if theCollege receives grants through national and international linkages for specific projects, like ICSSR.These grants are utilised for academic infrastructural support to students and faculty and are also utilised for research projects. The infrastructure (space) availed by NGOs for their functions, competitive exams like CBSE NET, Banking, JKCET, NEET and examination centres by the University for its Various Programmes is also a source revenue generation and the same is utilised by for further academic and infrastructural augmentation. The amount collected through the Alumni Fund created by the College is utilised for augmentation and maintenance of physical and academic infrastructure of the College.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQACundertakes a number of activities that have contributed significantly towards institutionalization ofthe quality strategies.

The Principal and the members of IQAC committee identify the innovative practices after conducting periodical reviews. These are adopted, practiced, internalised and finally institutionalised.

• IQAC in consultation with the Manager HR Trainings and Quality Assurance conducts orientation and training programmes for students,

faculty and non-teaching staff

• **It collates and analyses the feedback from all stakeholders and works on improving the curricularand co-curricular activities on the basis of the feedback provided by the stakeholders.**

• **Periodical audits are conducted by Quality Assurance Officer as per quality manual (ISO standard 9001:2015)**

• **IQAC Coordinator also conducts review meetings with different centres, units and committees of the college.**

• **The benchmarking of the students on curricular and co-curricular parameters is done by Manager HR through PI360 software.**

• **IQAC Coordinator prepares the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC for submission to NAAC.**

• **The IQACalso organises the visit of External Peer Team of experts to assess the functioning of the college as per the guidelines for Autonomous Colleges by the UGC.**

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<u>View File</u>
Any other relevant information	<u>View File</u>

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 Coordinator through the Principal, the HoDs and various committes regularly reviews and takes steps to improve the quality of the teaching learning process.**
- **The academic calendar is prepared in advance, displayed and circulated in the college and strictly followed. Academic and co-curricular activities, examination schedules and declaration of results are notified in the academic calendar.**
- **The College conducts an annual academic audit of the faculty. The academic audit team reviews the teaching learning process inside the classroom through an appraisal form specifically made for the purpose.**

- **The College management team also considers the recommendations of the Academic Council, which regularly reviews the academic progress and gives necessary recommendations.**
- **The IQAC Coordinator through the Principal organises Open Forum interactions with the students where feedback is taken from the students.The feedback is shared, analysed and an action taken report is prepared which is uploaded on the institutional website.**
- **Feedback on curriculum is taken from students and the faculty which provides inputs for review of syllabus. Quality review of learning outcomes for each course is done alongwith regular review of COs and POs.**

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

7

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of	**Four of the above**

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

The two practices that have been institutionalized are as follows:

1. Technology Enabled Learning: Some of the innovative practices undertaken in the use of ICT, which have helped the college to enhance its quality are as follows: Introduction of ICT based subjects across all programmes.

- **Adoption ofGoogle Classroom learning management system.**
- **Online Webinars, panel discussions, workshops and MOOCS have become a ubiquitous feature of teaching-learning process.**
- **Video recording of teaching practice sessions is donefor providing effective feedback to teach trainees.**
- **Students are exposed to the e-learning resources through the**

- college libraries and ICT classes.
- The ERP of the college facilitates the entire process of evaluation and generation of reports.
- Open book exams and online quizzes are being conducted. Online proctoring and online checking of papers is also being done using relevant technologies.

Since the second & third cycles of accreditation, the college has partnered with reputed and progressive national and international institutions of education and research to facilitate networking, effective collaborations and sharing of experiences.

The College has partnered with:

- Curtin University, Australia Commonwealth of Learning, Canada
- St. Christopher's College of Education (Autonomous), Chennai
- Shivalik College of Education, Udhampur, Jammu
- Model Institute of Education and Technology, Jammu
- Mata Gujri College, Fatehgarh Sahib Punjab
- Kapila Kandvala College of Education, Mumbai

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

MIER College of Education has framed a policy document tilted "Framework for Environmentally Sustainable and Green Campus Development". This policy serves as a guide for undertaking campus activities which can lead to building a green and sustainable campus environment. This framework outlines the policies and practices that will help the college to achieve campus sustainability and ultimately facilitate the attainment of environmental, societal and economic rewards and benefits. The framework covers the following areas:

1. Campus planning, design and development

2. Landscaping and biodiversity

3. Energy Conservation

4. Waste and water management

The college ensures that regular reviews of all sustainability measures and initiatives are taken from time to time so that the measures are not only implemented but also monitored. The policy document is available on the institutional website:https://www.miercollege.in/policydocuments.aspx

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

The institutional policy for waste management along with its implementation procedure is given in the policy document "Framework for Environmentally Sustainable and Green Campus Development" in which the institutional policy for waste management along with its implementation procedure is given under the heading -water and waste management. Waste management- There is an on-site composting of food and garden waste for reuse on campus grounds. Daily waste is segregated into bio-degradable and non-biodegradable waste. For segregation of waste as bio-degradable and non-degradable waste bins have been kept at all places in the campus, including classrooms. Colour-coded dustbins are provided in several locationsand everyone issensitized on using thecorrect bins to be used for waste disposal. Hazardous materials like chemicals, paints, inflammable gases are segregated and kept separately. These are disposed of under supervision of Campus Supervisor through vendors which specialize in their disposal. E-waste is segregated and disposed-off as per the new E-Waste Management Rules which have come in force in the country since Oct 2016. College deposits E-Waste material with Karo Sambhav Private Limited, Jammu the E-waste disposal of electronic products.

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

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**Two of the above**

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

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

The institution is committed towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy

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

• Accorded top priority to ensuring high standards of environmental quality in the campus and implement environment friendly policies, with barrier free access.

• Created a walkable campus by placing the majority of academic buildings within easy walking distance of one another.

• Maintaied healthy, open and vegetated areas depending upon the availability of space and climatic conditions.

• Protected and conserved vegetated buffers as much as feasible duringcampus development, and conserve habitats of species of special concern.

• Constructed buildings according to plan approved by expert architectural engineers with maximum possible windows for proper ventilation and lighting.

• Ensured that all campus development is compatible with the surrounding natural environment.

• Planted more trees and create vegetated buffers.

• Maintained a botanical garden.

• Adequate support staff, who looks into the maintenance of gardens, lawns and other aspects of environment.

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

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

22930

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

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

The college, through the Centre for Women Studies, the NSS, Environment and Extension Units conducts programmes that leverage local environment, locational knowledge and resources, cultural, regional, linguistic and community practices. Gender sensitization programmes, counselling sessions for adolescents, workshops, seminars, etc are organised from time to time. Extension programmes like rallies, awareness programmes on AIDS, environmental issues, child labour, drug abuse, domestic violence, child marriage, etc.T The students, due to their diverse backgrounds, learn to appreciate different cultures &celebrate local festivals like Lohri, Baisakhi, Eid, etc.

The College organises various programmes for promoting and

showcasing local culture and heritage through music, poetry, dance and drama, depicting different social and cultural facets of the region of Jammu and Kashmir and India at large.

The NSS Unit of the College also organises a series of events during the "National Integration Week" that aim at promoting peace, tolerance and harmony.

The college organises "I-Survive", a 2-day intensive and rigorous adventure boot camp setup at a local hill station. The camp is a unique opportunity to explore nature trails and the flora and fauna. It allows them to appreciate and gain knowledge about local environment and resources.

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

Apart from the best practices namely, "Enriching Teaching, Learning and Evaluation through ICT" and "Quality Enhancement through Strengthening of Research Culture in the Institute",the College has institutionalised another best practice:

TITLE OF THE PRACTICE: GENDER SENSITISATION AND EMPOWERMENT OF WOMEN

OBJECTIVE OF THE PRACTICE: Women constitute more than 70% of the total student strength and work force of the College. The main objective is to provide safe and gender friendly environment where both boys and girls, men and women coexist in a cohesive manner. This would further lead to the sensitisation of both the genders, and empowerment of young women by providing them with strategies to attain sustainable goals for personal, professional, and social growth.

THE CONTEXT: Ever since its inception in 1981, the College has been rendering valuable service for the emancipation and empowerment of women. The College community felt it essential to have a dedicated centre that would provide more opportunities for empowering women through gender specific programmes. Smt. Shanti Gupta Centre for

Women's Studies was established in 2006 as a post NAAC accreditation initiative and stands recognised by the University Grants Commission (UGC).

Details of the best practice on College website: https://www.miercollege.in/bestpractices.aspx

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

7.3 - Institutional Distinctiveness

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

The College has implemented modern educational technologies and promotes the creation of technology-enabled learning environments across all programmes being run by the College.

Areas of Implementation:

Technology and Infrastructure- to achieve this objective, the College has:

• Set up and maintained appropriate ICT infrastructure.

• Selected appropriate hardware, software and systems for teaching and learning .

• Provided the controlled or user base access to internet, devices,etc

• Used a (LMS) for planning, designing, analysing and delivering blended and online learning.

Teaching, Learning and Assessment-

• Review of courses/curricula during annual planning of the course to integrate TEL in teaching and adoption of blended learning.

• Seamless learning experience to the students through centralised LMS and creating a course companion site for every course offered.

- **Curriculum transaction through use of discussion groups, audio visual materials, and interactive materials**

Development of E-Content-

- **Lessons have been recorded, edited and uploaded on the You Tube channel of the College.**

- **The College has developed a Moodle based ELMSand launched MOOCS and other blended learning courses**

- **The faculty designed and developed 11 MOOCs**

- **43 prototypes of MOOCs were developed by the students of PG dept. on the Canvas Platform.**

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